A STUDY OF PRACTICES IN HOME ECONOMICS TEACHER EDUCATION IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH IMPLICATIONS FOR THE HOME ECONOMICS TEACHER EDUCATION PROGRAM IN THE PHILIPPINE WOMEN'S UNIVERSITY, MANILA

by

Maria Fe Atienza Gonzales

AN ABSTRACT

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Approved Mary Lee Hunt

Maria Fe Atienza y Gonzales

THESIS ABSTRACT

The purpose of the study was to examine practices in home economics teacher education in six selected colleges and universities of the United States and to formulate their implications for the home economics teacher education program of the Philippine Women's University, Manila. Three phases were considered: (1) the organization and administration of the home economics program, (2) the practices followed in assisting families in meeting their needs, and (3) approaches related to developing understanding of current educational practices.

The study was in two women's colleges in the South, and in three state colleges, and one land-grant university in Michigan. Sixty-one persons were interviewed. They included a dean, a chairman, and three heads of college, school, division, or department of home economics; heads or persons-in-charge of home economics education; supervising teachers, college supervisors, itinerant teacher trainers, counselors, advisers; an assistant dean of a college of home economics; an assistant dean of a college of education; registrar; teachers of subject matter areas for foods and nutrition, home management, child development, family relations, color and design, housing, home furnishing and equipment, home economics education, health, school and society, early childhood education; a nursery

school director; home management house residence director; and heads of departments of education and teacher education.

Information about needs of the Filipino families were obtained through a questionnaire sent to three hundred and twenty mothers in the Philippines, and about current educational practices through a questionnaire sent to one hundred and sixty-nine Filipino educators. From the results of the questionnaire, three interview schedules were evolved. The first interview schedule pertaining to practices in the organization and administration of home economics was used with administrators of home economics. The second interview schedule pertaining to practices in preparing prospective teachers of home economics in assisting families in meeting their needs was used with teachers of subject matter areas in home economics and related fields; while the third, pertaining to helping prospective teachers of home economics to understand current educational practices was used with persons concerned with home economics education and general professional education courses. The data obtained described practices in the organization and administration of home economics, in assisting families in meeting their needs, and in understanding current educational practices.

There were different administrative organizations

for home economics and home economics education in the six colleges and universities studied. The home economics program was administered by a dean, chairman, or head of a college, school, division, or department of home economics. The home economics education program was administered by a head or a person in charge of a department or an area in the department of home economics, School of Applied Arts and Sciences, or a section of the department of teacher education.

Thirteen needs of Filipino families which had been identified by Filipino mothers were used in interviewing teachers of subject matter areas in home economics and related fields. The practices they mentioned as most used in assisting families in meeting these needs were: using films; analyzing case studies; performing demonstrations; having self-analysis; inviting resource persons to talk to the class; observing and participating in the activities of the nursery school; discussing readings and findings; discussing problems of the students and their families; having field trips; planning, preparing, and serving meals for different income and age levels; and recognizing the values of the contributions of the homemaker.

Ten current educational practices followed in the Philippines were used in interviewing American educators. The approaches which most of them followed in preparing prospective teachers of home economics to understand current educational practices were: visiting schools and

communities; discussing as a class; observing and participating in activities of the nursery school and the adult homemaking classes; discussing problems of the student and her family; planning by both teacher and pupil together; committee work; providing a variety of reading materials and teaching techniques; using the teacher as an example of progressive teaching; inviting resource persons to talk to the class; and having much pupil activity.

All the practices and approaches obtained in preparing prospective teachers of home economics were evaluated in terms of their applicability to the situation of the Philippine Women's University. Implications were made for the home economics teacher education program of the University.

This study was intended to be illustrative of the type of research which teacher education institutions might do for the different teaching fields. It would seem that in making curricular plans for preparing prospective teachers of home economics, a great deal of consideration should be given as to how they can assist families in meeting their needs. They should also be thoroughly conversant with and understand current educational practices.

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Maria Fe Gonzales Atienza

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CHAPTER I

THE PURPOSE OF THE STUDY

Introduction

The home is accepted by sociologists, psychologists, economists, anthropologists, and political scientists as the basic unit of society. According to them, the type of community will depend upon the quality of all the homes in it. The nation's strength depends upon the families in it. This is because the family is considered to be the bulwark of society and the foundation of the nation. A strong and satisfactory home and family life will make a nation strong, united and progressive. These are the kinds of characteristics Filipinos would like to have for their country.

As all over the world, great technological changes are being witnessed in the Philippine culture. This means that the education of the present generation and that of the next should be adjusted to fit all of these changes in life. Many a teacher is still teaching what she learned as an undergraduate although she and her pupils are now living in an entirely different world. Each teacher needs to understand the effects of all these rapid changes and be able to plan for their maximum utilization in this space

age. Nuclear power, automation, instantaneous communication, and fantastic speed present a complex picture for the Philippine culture. This complex picture surrounds the Filipino family and it finds manifold adjustments which need to be made. The Filipino family needs help in making adjustments to these changes.

There are many ways in which scientific, technological, and psychological discoveries and developments affect home and family life in the Philippines. Foremost of all is the change in the concept of home and family life education which now has as its goal a happy and satisfying personal, family, and community life for all people. The level of Filipino home and family life can be elevated only by effecting home and family life education, especially by improving the economic, cultural, emotional, moral, and intellectual levels. This is indeed a tremendous challenge to the home economists as they ascertain the potentialities of the families in their communities and start from the level where they now are.

The Filipino family has been undergoing profound changes in fuction during the last few years. In order to adapt itself to the social changes growing out of mechanical and social advances, it has yielded many of its functions. Now the family is a less complete social unit than before. Its educational function has been taken over by the schools. Parents now send their children to school from two to twenty-two years to become educated. Commercial

recreation has taken over the many good times and gatherings at home. Spiritual duties of the family are also relinquished to the church, and religious observances within the home have greatly declined. Even the affectional and cultural functions have suffered serious losses. Many of the old Filipino family values have lost their sacredness and their cohesive qualities. If a function has survived, it has adapted to the changing times.

Personality of the family members is also affected by the manifold social changes around them. The Filipino homemaker needs to provide a home with a kind of atmosphere where all the members of the family, from grandmother to great-granddaughter, can feel secure and happy. The children's social growth and behavior are affected by home conditions. This thought is shared by Thompson.

> Home influences probably outweigh the effects of all other environmental impacts combined in determining the fundamental organization of children's social behavior. According to psychoanalytic theory, social values and controls are largely interiorized on the basis of early parent-child relations or interactions. The foundations of children's social values, attitudes and skills are obviously laid in the home. The home is truly the greatest socializing agency in most cultures.[1]

Mature, cooperative, independent adults usually emerge from happy and satisfying homes. One meets life's realities as an adult in much the same way one has learned to

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[1]George G. Thompson, Child Psychology, (Boston: Houghton Mifflin Company, 1952), p. 504.

meet them as a child.

Education for home and family life may be an effective way of providing happy and satisfying personal, home and community life. Its main purpose should be to enable today's youth, the parents of tomorrow, to have a personal, family, and community life which will be more intelligent, more enjoyable, and happier physically, mentally, and spiritually than otherwise would be possible. Hence, a truly functional program of home and family life education will not serve the needs of individuals alone but also those of families and communities. This will mean educating both girls and boys for living a satisfying personal, family, and community life.

The quality of effectiveness of home and family life education will depend upon the quality of its teachers. Many teachers are dedicated souls. They have a strong love for their work. A vast majority of them are not only able to bring to their pupils subject matter which they teach, but they also love the children and are deeply concerned with their development into sound personalities and intelligent citizens of the world.

The prospective teacher of home and family life should be well-educated so that she too can educate children, youth, and adults, as effectively as possible. She needs to have a basic knowledge of the needs of the families in the community where she teaches and be able to approach these needs

in the light of the current educational practices in that locality. The responsibility of preparing a well educated teacher of home and family life then will depend upon the type of teacher education institution which she attends. To reiterate the idea that the quality of home and family life of tomorrow is produced by the well educated teacher of home economics today, Melby says:

> Education is an essential human enterprise. The subjects, the lectures, the books, are but means. And in the whole process the teacher is the key factor.[2]

The teacher of home economics has a large part of the tremendous responsibility of educating the future homemakers. Upon the homemakers, according to Hager, falls the destiny of the nation.

> A man stands with a genuine sense of awe in the presence of teachers whose major responsibility is the training of homemakers. You women deal with the basic structure of our society. Despite all the changes in our changing world, the home remains the unit which most largely determines the future.
>
> In our kind of world, where men experiment with A bombs and H bombs and C bombs, the kind of world where men wield the destructive power which even in an experimental use threatens the very health of our children, the hope for tomorrow lies in the homes where creative women shape the souls of children who are the light of the world.[3]

Since the family is the center of the Filipino com--

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[2]Ernest O. Melby, "Education is the Ultimate Weapon", The Educational Forum, 21:2 (November, 1956), p. 51.

[3]Wesley H. Hager, Talk given at the Elementary, Secondary, and Adult Education Section of the AHEA convention in 1957, Journal of Home Economics, 49:8 (October, 1957), p. 622.

munity life, it must be recognized that the kinds of home provided now and in the future will greatly influence the individual. The Filipino family can be helped by a rapidly accumulating amount of scientific knowledge in all areas of homemaking as well as in many other aspects of the development of the infant Republic of the Philippines and of the Filipino people.

The impact of rapid social change on the home, effects of automation on the Filipino family, and its resulting problems have made homemaking knowledge very necessary. Such knowledge helps individuals, as well as families, to learn how to solve problems, to make choices, to adjust to social changes, to appreciate beauty, and to develop a sense of values in family living. Homemaking education will help pupils to become adequate parents, competent homemakers, and responsible citizens.

The teacher of home economics can render a great service to the homes and families of her community. It is important that she be educated and prepared to perform the mission of improving home and family. What the pupils learn from her today will be the basis of their actions tomorrow. She must have a clear vision of the homes and the families of tomorrow in the Philippines.

Statement of the Problem

The problem for this research is "A Study of Practices in Home Economics Teacher Education in Selected Colleges and Universities of the United States and Their Implications

for the Home Economics Teacher Education Program in the Philippine Women's University". This study consisted of a summary of the practices of the home economics education programs in selected colleges and universities in the United States for the purpose of:

a. Defining the practices in the organization and administration of the home economics education program.

b. Defining the practices in preparing home economics teachers to assist families in meeting their needs.

c. Defining the approaches in preparing home economics teachers to understand current educational practices.

Implications were drawn from this survey for the program in home economics education at the Philippine Women's University, Manila.

Assumptions Basic to the Study

Five basic assumptions are made in this study.

a. That home and family life education is a potent factor in elevating the present quality of home and family life in the Philippines.

b. That educating the youth of today for more effective home and family life means educating the parents of tomorrow for adequate homes and families. This means educating both girls and boys since both of them play a contemporary role in a family setting.

c. That the teacher of home economics has an important role in the education of future parents and community members.

d. That the teacher of home economics should be well

educated so that she will be able to assist families in meeting their needs. This involves knowledge of current educational practices and reasons for their use.

e. That the adequate education of an effective teacher of home economics is the responsibility of the teacher education institution.

Importance of the Study

In August, 1955, a study of home economics in the Philippines was initiated by the Philippine Home Economics Association and sponsored jointly by that Association, the Department of Education, and the Department of Agriculture and Natural Resources of the government of the Philippines. The Food and Agricultural Organization of the United Nations cooperated by providing the services of a consultant. A committee, composed of six members representing government and non-government agencies in which home economics programs are developing, came out with a report entitled "Home Economics Education in the Philippines".

On the basis of this report, present needs of Filipino families were identified and ideas were presented on how the teaching of home economics could satisfy these needs.[4] This study will conform with the recommendations made by the Philippine-FAO Committee in 1955. It will suggest ways for their subsequent implementation. In this study, the

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[4] Philippine-FAO Committee on Home Economics, Home Economics Education in the Philippines, A Report (Manila: Philippine Home Economics Association, Department of Education, and Department of Agriculture and Natural Resources, August, 1955), pages 28-31.

the practices of six selected colleges and universities for preparing prospective teachers of home economics to assist families in meeting their needs and for helping these teachers to understand current educational practices will be presented. This information will be useful to teacher education institutions preparing prospective teachers of home economics particularly in the Philippines. Although this study was intended primarily to benefit the Philippine Women's University, it may inspire other teacher education institutions in the Philippines to elevate their teacher education programs for the education of prospective teachers of home economics.

Definition of Terms

With only a few exceptions, the terminology employed in this study is that usually found in home economics education parlance. There are certain terms to which frequent reference will be made. These terms are common to all phases of home economics education and are generally defined as follows:

Home economics: The definition used by the Philippine-FAO Committee on home economics will be used in this study.

> It is a field of education which is concerned with the development of home and family life and the realization of satisfying personal, family, and community goals. It deals with all phases of home living including feeding and clothing the family, the care and guidance of children, the management of family resources, personal development and family relationships, health and sanitation, home and community improvement. Home economics is based on an understanding of the physical, psychological, and socio-economic needs of the family in its cultural

> setting. In addition to its own subject matter it utilizes the findings of the natural and social sciences and of the arts which have a bearing on problems of home and family living.[5]

Home economics education: An area of study regarding the teaching of home economics consisting of the curriculum, methods of instruction, evaluation, and administration.

Home economics teacher: A person who has completed a professional curriculum in a teacher education institution and is employed by a school for the purpose of giving home economics instruction to pupils.

Head of home economics education: The supervisory or administrative person in charge of the home economics education department in a college or university.

Student teaching center: A school in which prospective teachers spend a period of time observing and teaching under the guidance of a supervising teacher and/or a college supervisor or college coordinator.

College coordinator: A person assigned by the teacher education institution to coordinate all the programs of student teaching in a student teaching center.

College supervisor: An individual employed by the teacher education institution to work cooperatively with the student teacher and/or the supervising teacher in a student teaching center. Other terms used in this study instead of this term are "college counselors" or "college advisers".

Supervising teacher: A regular teacher in a laboratory

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[5] Ibid., pp. 17-18.

school or off-campus school in whose classes college students observe, participate, and do student teaching. Other terms used are "cooperating" teacher, and in the past, "critic" teacher.

Student teaching: That part of the student teacher's professional preparation in which she is assigned to a class or classes in a laboratory or off-campus school for a period of several consecutive weeks and where, under guidance she takes increasing responsibility for directing the growth and development of a given group of learners.

Student teacher of home economics: An undergraduate college student who is acquiring practical teaching experience and skills in home economics under the guidance of a supervising teacher or cooperating teacher in a laboratory or off-campus school of a teacher education institution.

Laboratory experiences: A term used to designate all contacts with children, youth, and adults through observation, participation and teaching which make a direct contribution to an understanding of the individual and to guidance in the teaching-learning process.

Laboratory school: A school or schools on campus to which a student teacher goes for her professional laboratory experiences.

Observation: Term used to express that phase of the laboratory experiences of the student teacher in which, under guidance and as a part of the requirements of the professional courses, she uses the laboratory school or off-campus school

to study the functioning of the educational program.

Participation: That particular phase of the laboratory experiences of the student teacher in which, under guidance and as a part of the requirements of a professional course, she takes part in various activities of the laboratory or off-campus school.

Professional courses: Courses in education and psychology taken by the student which will help her in carrying out the teaching-learning process.

Family: Term used in the commonly accepted sense of a group of immediate kindred, usually a father, mother, and their own or legally adopted children. Where relatives or hired help or other persons not of the immediate family are living with the family, they are considered members of the household rather than of the family.

Community: Term used by sociologists for the body of people living in a contiguous territory, who have something in common. In this study, it may be a city, a town, or a "barrio" (village).

Practices: Performances of acts one or more times, with a view to their fixation or improvement.

Needs of families: The lack of things, which, if present, would tend to further the welfare of the family and its members.

Current practices in general education: Repeated performances of educational acts as observed in the educational system.

Some Limitations of the Study

This study was conducted in six selected colleges and universities in the United States, namely: two women's colleges, three state colleges, and one land-grant university. The six colleges and universities selected were taken from a list approved by the United States Office of Education for reimbursement for use of vocational homemaking education funds.[6] The study was for the single purpose of summarizing certain practices in home economics teacher education which would seem to have implications for the home economics education program of the Philippine Women's University, in Manila. The practices studied were those related to the organization and administration of the home economics education program, and the practices related to the preparation of prospective teachers of home economics to meet needs of families and to understand current educational practices.

The first problem approached was the procedure for collecting data. Only those procedures which would facilitate an accurate and sufficient collection of data for reliability and validity were considered. An interview schedule was developed as a result of the decision to use interviewing as a method of collecting data. Each of the persons to be interviewed had his own interview schedule. Those interviewed reacted to the interview schedule according to the different

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[6] List of the Heads of Home Economics Teacher Training Departments in Institutions Approved by State Boards of Vocational Education and Reimbursed for the Training of Vocational Teachers of Home Economics, January, 1957, U.S. Department of Health, Education, and Welfare, U.S. Office of Education, Washington, D.C.

items in it. As only one visit to each college or university could be made, it was necessary to secure all the data at that time.

It should be noted that this study was centered largely around the preparation of the prospective teacher of home economics. Thus the findings are not necessarily representative of the practices of the total home economics program nor of teacher education practices used in preparing teachers for other subject matter fields.

CHAPTER II

METHOD OF PROCEDURE

The previous chapter presented a brief statement of the problem, assumptions basic to the study, its importance, a definition of terms, and some limitations. Since success in any endeavor is dependent largely upon planning and the effectiveness and appropriateness of the methods used, the major concern of this chapter is to describe the procedure by which the research was done.

The foremost problem was the method for obtaining data from the six selected colleges and universities. A review of literature revealed several procedures for obtaining data but the one which seemed most appropriate for the purpose of this study was the interview. Interviewing gives the great advantage of the face-to-face and direct contact of the interviewer with the interviewee. It also allows intensive probing of certain aspects of the study.

Interview schedules were made based upon the results of questionnaires previously sent to the Philippines, in which Filipino mothers were asked to identify the most important needs of Filipino families and educators were asked to report current educational practices. From the results of these questionnaires three different types of schedules were developed. The first was for use by the administrators of the college, division, school, or department of home economics and the area or department of home economics education. The second was for use by teacher educators and home economics educators, and

the third by the teachers of subject matter areas in home economics and related fields.

Each college or university was visited once and materials regarding the history, philosophy, and functions or purposes of the college or university were studied. Interviews were conducted with educators and subject matter specialists.

Development of the Interview Schedules

Securing the background data

A review of all available literature on the needs of Filipino families and the current educational practices in the Philippines was undertaken. Materials on both of these areas were requested from several sources in the Philippines.

To verify and authenticate facts and data obtained from the Philippines, two questionnaires (see Appendix, pages 255-257) were sent to 36 presidents of private colleges, college professors, secondary and elementary school principals, and teachers, social workers, and homemakers in the Philippines.

Before the questionnaires were framed, much reading from The Art of Asking Questions, by Payne, was done, so that all questions could be properly worded and constructed. The major advisor, college teachers, and some Filipino students of Michigan State University helped in the construction of the questionnaires. The chief aim of the questionnaires was to gain opinions and ideas of Filipino homemakers about the needs of Filipino families and to learn from educators current practices in general education. These facts as well as those gleaned from the available literature about the Philippines

were used to support the writer's opinion regarding needs of Filipino families and current educational practices.

The thirty-six persons to whom the questionnaires were sent were requested to ask twenty homemakers coming from different socio-economic levels of their community to answer questionnaire No. 1, and ten educators were asked to answer questionnaire No. 2. The thirty-six distributors of the questionnaires were requested to collect the answered sheets from the respondents and to return them by airmail. Several of the distributors did not limit their distribution of the questionnaires to the quota given, but far exceeded the number of respondents answering the questionnaires. Sixty-six per cent of the distributors of the questionnaires sent back answered sheets. The large percentage of returns was probably due to the prestige of the source of the questionnaire. According to Jahoda, Deutsch, and Cook,[7] if a questionnaire is sent to a special group by a source which has prestige, the percentage of returns is likely to be much higher.

Construction of the instrument for the study of practices in home economics teacher education of six selected colleges and universities in the United States

Before a decision was reached as to what method would be used for the data collection, merits and weaknesses of each method, particularly between questionnaire and interview, were weighed. It was decided that an interview as a method

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[7] Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: The Dryden Press, 1954), p. 150.

would enable the investigator to obtain a more complete insight into current practices in home economics teacher education of selected colleges and universities in the United States. The advantages of the interview method for this study are as follows:

a. A skilled investigator has flexible opportunity to solicit information through questions, in addition, he has the opportunity to observe the total situation to which the subject is responding;
b. There is always the possibility of rephrasing questions to make sure that they are understood or of asking further questions in order to clarify the meaning of the subject's response;
c. Many more people are willing and able to cooperate when all they do is talk.[8]

Of equal importance is the choice of the type of interview. It was decided after much deliberation that a combination of a "poll type" of interview, the "open-end" interview, and a "focused" interview be utilized in the study. These types determined the items in the interview schedules. The "poll type" interview consisted of a prepared list of questions in which the responses of the subject were limited to stated alternatives. The "open-end" interview was designed to permit a free response from the subject rather than one limited to stated alternatives. The "focused" interview focused attention upon a given experience and its effects.[9]

Hurdles had to be surmounted in the construction of the interview schedules. Before the interview schedules (see

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[8] Ibid., pp. 155-159.

[9] Ibid., pp. 171-176.

Appendix, page269) were constructed, the following decisions were made:

a. Whether information on practices in home economics teacher education of selected colleges and universities of the United States should be sought.

b. Whether interview schedules should cover the following points:

(1) Practices in the organization and administration of home economics teacher education.

(2) Practices in preparing prospective teachers of home economics to assist families in meeting their needs.

(3) Approaches in preparing prospective teachers of home economics to understand current educational practices.

The following steps were then followed:

a. Construction of the first draft of the interview schedules. Personal and other pertinent data about the respondent were placed at the first part of each interview schedule. Topics were listed and then questions were written considering their best sequence.

b. Re-examination and revision of the questions. Rough drafts were shown to individuals familiar with the construction of an interview schedule. Their criticisms were considered, especially on technical defects, biases, blind spots and personal value systems.

c. Pre-testing of the interview schedules. The interview

schedules were tried out with some faculty members of Michigan State University. These pretests resulted in several changes: corrections of wrong phrasing and wrong sequence of questions, addition of some subject matter, and elimination of certain questions.

d. Construction of the final interview schedules. The suggestions of faculty members, graduate students, and the Guidance Committee were put together. The interview schedules were then edited and put into final shape.

Selection of Colleges and Universities to be Studied and Persons to be Interviewed

Selection of colleges and universities to be studied

In selecting the colleges and universities, an important decision was to include those having programs in home economics teacher education which were approved for reimbursement from vocational education funds. Those selected were approved by a Program Specialist of the United States Office of Education (see Appendix, page 283).

There were two women's colleges, a land-grant university, and three state colleges, which were finally chosen as the ones to be visited and studied. They were the Georgia State College for Women at Milledgeville, Georgia; the Women's College of the University of North Carolina at Greensboro, North Carolina; Central Michigan College at Mt. Pleasant, Michigan; Eastern Michigan College at Ypsilanti, Michigan; Western Michigan University at Kalamazoo, Michigan; and Michigan State University at East Lansing, Michigan.

Several considerations entered into the selection of the colleges and universities for this study. The women's colleges were selected because the investigator wished to study the practices in home economics teacher education in institutions similar to those at the university at which she is working in the Philippines. Thus, women's colleges in the South were particularly considered because conditions in many rural communities in the South nearly approximate the type of communities in many rural places in the Philippines. A rural community in the Philippines, described in a United States-Philippine publication by Rivera and McMillan was used as a typical example.[10] The state colleges were selected because they were schools with small enrollment and with teacher education as their major purpose. These state colleges were all located in Michigan. A land-grant university in Michigan was selected as an example of a large school with a much greater enrollment and a more elaborate organization for teacher education.

Selection of persons to be interviewed

The persons to be interviewed in the six selected colleges and universities were selected on the basis of their contribution to the problem under study and their willingness to share their experiences. There were three major aspects to be studied; practices in the organization and administration

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[10] Generoso Rivera and Robert T. McMillan, The Rural Philippines, (Manila, Philippines: The Philippine Council for United States Aid and the United States Mutual Security Agency, October, 1952), p. 6.

of the home economics program, practices in preparing prospective teachers of home economics to assist families in meeting their needs, and approaches in preparing prospective teachers of home economics to understand current educational practices. These aspects of the study set the limits in the selection of the persons to be interviewed. The study required interviewing the dean, head, or chairman of the college, school, or department of home economics; the head or chairman of the area, or department of home economics education; college supervisors, coordinators, counselors, or advisers; and the supervising teachers. Professors of subject matter fields in home economics and related fields, an assistant dean of the college of education, and heads of teacher education and education were also interviewed.

Visits to Colleges and Universities

Procedure followed in arranging for the interview

Each visit was arranged in advance (see Appendix, page 286). In order to obtain complete and sufficient data for the study, all the available printed matter on the history, philosophy, and purpose of each college or university to be visited was studied. As soon as the request for the visit was confirmed by the dean or head of the college, school, or department of home economics, the trip was made. Upon arrival on the campus of the college or university, the investigator was handed a time schedule for the interviews. Before interviews were made, a visit was made to the dean, chairman, or head of the college,

school, or department of home economics to acquaint her with the purpose and aspects of the study. At that time it was emphasized that any practices learned from the members of the staff and from other educators would not be evaluated nor compared with those obtained from other colleges and universities. The same promise was also made to each person interviewed.

The interviews

After all plans were finalized, interviews were undertaken. Before interviewing, the investigator mastered all the items of the three interview schedules. She was also guided by the suggestions of Jahoda, Deutsch, and Cook, for successful interviewing.

a. Create friendly atmosphere

b. Ask questions exactly as they are worded following the same order as they appear in the interview schedule

c. Refrain from offering suggestions of a possible reply

d. Record responses verbatim

e. Before going to another respondent, make sure that all questions had been answered accurately and completely.[11]

Educators and home economists interviewed were as follows: chairman, head, or dean of the college, school or department of home economics; head or person-in-charge of the home economics education, college supervisors, coordinators, counselors, advisers and supervising teachers;

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[11] Jahoda, Deutsch, and Cook, op. cit., p. 465.

and subject matter teachers for foods and nutrition, home management, family relations, child development, housing, home furnishings, health, family economics and community development. Whenever possible the Registrar, the assistant deans of the colleges of home economics and education, and the heads of teacher education and education, were also interviewed.

Tabulation and Analysis of Data

Tabulation of data

As data were collected from each college and university, they were examined for completeness, comprehensibility, and consistency to ensure their usability.[12] Then they were tabulated according to the items set forth in the three interview schedules; (a) those on the organization and administration of home economics education program, (b) those on the needs of families, and (c) those on current educational practices.

Analysis of data

Where it was possible to do so, categories were built up, responses classified into categories, tabulated and then analyzed.

Summary

This chapter has presented a picture of the methods used and the different steps followed in carrying this study to completion. They were as follows:

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[12]Jahoda, Deutsch and Cook, op. cit., p. 53.

1. Review of literature

   a. Related to teacher education programs in the Philippines

   b. Related to home economics programs in the Philippines

   c. Related to teacher education programs in the United States

   d. Related to home economics programs in the United States

2. Development of the interview schedules relating to:

   a. Practices in the organization and administration of home economics education programs in the United States

   b. Practices in preparing prospective teachers of home economics to help families meet their needs. Items for this schedule were obtained from mothers who answered a questionnaire sent the the Philippines on needs of Filipino families.

   c. Approaches in preparing prospective teachers of home economics to understand general education practices. Items for this schedule were obtained from educators in the Philippines who answered a questionnaire sent to them.

3. Selection of colleges and universities and persons to be interviewed in each college and university

4. Visits to colleges and universities

5. Tabulation and analysis of data

CHAPTER III

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of literature and writings related to this study. Included are background materials on the needs of Filipino families, current educational practices in the Philippines, trends in teacher education in the United States, and trends in home economics education in the United States. Together with some of the background materials from the Philippines are some writings on teacher education and home economics education in the Philippines.

An investigation of the research completed in home economics teacher education, whether in the Philippines or in the United States, has failed to reveal any study similar to the present one. This is no doubt due to the fact that research in the field of home economics teacher education has been primarily concerned with the development of philosophy, and the comparison and evaluation of methods and techniques of teaching, particularly of student teaching. Investigations relating to the main problem of home economics teacher education were however discovered.

Facts about the Philippines

It is imperative, before one can understand the needs of Filipino families and the current educational practices in the Philippines, that facts and figures[13] about the country be presented first.

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[13] The Board of Travel and Tourist Industry, The Philippines, (Manila, Philippines, 1958), p. 18.

The Philippines lies 600 miles off the southeast coast of Asia and 15 degrees north of the Equator. It stretches 1,152 miles from north to south and 688 miles from east to west. To its north lies Formosa; to the south, Borneo; to the east, the Pacific Ocean; and to the west, the China Sea.

The Philippines consist of 7,107 islands, 1,195 of which are inhabited, and 462 of which are more than a square mile in area. The total land area is 115,660 square miles, and the total population is 23,122,200 as of September 15, 1958.[14] There are 13,156,000 who are over 18 years old. Of the adults over eighteen, 6,512,330 are male and 6,654,870 are female. Almost eight out of ten Filipinos live in the "barrio" (villages) and small towns of 1,000 population or less, and about six out of ten Filipino workers are farmers, fishermen and woodsmen.[15]

The climate is generally pleasant. There are only two seasons, the rainy season from June to October, and the dry season, from November to May. The months of March, April and May are the warmest, December through February, the coldest. Temperature is normally 80 degrees from June to November.

The culture of the Filipinos is a blending of the Malayan, Oriental, Latin, and American civilizations. To the Malayan heritage, there has been added by centuries of

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[14] Manila Times, September 16, 1958, p. 4.

[15] Frank Lynch, "The Conjugal Bond Where the Philippines", Paper read in the First National Conference on Family Life, Manila, Philippines, December 8, 1957, p. 2.

of contact, the influence of cultures of India, China, Spain and the United States. The Filipino traits today are therefore the result of these cultural interactions of more than four hundred years. Most of the traits of the Filipinos show strongly the influence of the East and the West. It has been said that the Filipinos are the most westernized of all Oriental peoples.[16] However, it has also been said the Philippines possesses its own Filipino culture, one which is basically Southeast Asian in character.

The Filipino Family and Its Needs

The Filipino family of today has been greatly affected by the impact of changing conditions and the influence of varied cultures, both Oriental and Occidental, upon the total life of the people. The majority of the Filipinos live in rural areas where the occupation is usually farming participated in by nearly all members of the family. According to Rivera and McMillan:

> The rural economy of the Philippines is based primarily upon a combination of subsistence farming and supplemental household industry.[17]

The family is characterized by a strong feeling of belonging to the group; the individual's personality, interests, and will merge with those of the family; a high degree of stability is evidenced by the comparatively few cases of separation of husband and wife, legal or otherwise; the

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[16]Carmen Adriano et al, Socio-Economics-Cultural Conditions of the Philippines, (Manila, Philippines: Philippine-FAO Committee report, 1955), p. 6.

[17]Rivera and McMillan, op. cit., p. 42.

willingness of members to stay in the family in spite of difficulties is predominant. It is a strongly knit unit, with a widely extended kinship, with married sons and daughters living with or in close proximity to the parental home. The members give complete and willing obedience and respect to the authority of the head of the family.

There are two kinds of Filipino homes. On the one hand, families in cities and urban communities are characterized by artificial prosperity, general moral confusion, family disintegration, rugged individualism, and overcrowded homes. On the other hand, families in the rural-agricultural areas are characterized by much family resistance to change, lack of incentives, poor sanitary conditions, prevalence of poverty, conservatism, and a high rate of illiteracy. In addition, it is beset with a high rate of mortality.[18]

The typical Filipino family has a multitude of needs. These were given prominence in a nation-wide study[19] by home economists from both governmental and private agencies which was followed by the First National Conference on Family Life in December, 1957, in Manila.[20] This conference was mainly concerned with identifying problems of the Filipino family. Both of these recent undertakings on a national scale focused attention on the needs of Filipino families today.

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[18]Working Papers of the First National Conference of Family Life, Manila, Philippines, December 8, 1957, p. 54.

[19]Philippine-FAO Committee Report, op. cit., p. 5.

[20]Working Papers of the First National Conference on Family Life, op. cit., Foreword.

The first vexing problem of the Filipino family is a low income which is inadequate for its needs. The section on economics at the First National Conference on Family Life, cognizant of this need, delved deeply into the ways and means of (1) increasing family income and (2) making the best use of income for the maximum benefit of the family.[21] The annual per capita income of the average Filipino family is estimated at about 360 pesos (180 dollars). This is the lowest in the entire world.[22] To add to this dilemma is the low purchasing power of the peso (Philippine currency which is equivalent to half a dollar). The following table shows how much a Philippine peso has changed in purchasing power during the past twenty-two years.[23]

TABLE I

THE PURCHASING POWER OF A PHILIPPINE PESO
(1941 used as a base point)
(1936-1957)

1935	1.1148	1948	0.2746
1936	1.1442	1949	0.2910
1937	1.1261	1950	0.3004
1938	1.0858	1951	0.2836
1939	1.0730	1952	0.2946
1940	1.0277	1953	0.3143
1941	1.0000	1954	0.3287
1945	0.1446	1955	0.3312
1946	0.1917	1956	0.3283
1947	0.2583	1957	0.3220

(No records were kept during World War II)

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[21] Ibid., p. 1.

[22] Work Education in the Community Schools with Emphasis on Home Industries, (Manila, Philippines: Bureau of Public Schools, 1956), p. 1.

[23] Journal of Philippine Statistics, (Manila, Philippines: Bureau of Census and Statistics, January-March, 1957), p. 2.

Cognizant of the low income of families, a report of the Joint Congressional Committee on Education states:

> While the solution of the problem (low income of families) lies principally in the increased efficiency of the bread earner in the family, yet much can be done to increase the family income if other members of the family are proficient in the home crafts for which considerable earnings might be derived.[24]

That recommendation as being implemented by the public schools is shown in the Annual Report of the Chief of the Division of Home Economics.

> To meet the present need of helping girls to supplement the family income or to become partly or wholly self-sufficient, home economics has laid great stress on handicrafts, both in the intermediate grades and in the high school.[25]

Another pressing problem of the Filipino family today is its low state of health. The following table issued by the Department of Health shows the comparison between the birth, death, and infant mortality rates from 1952 to 1956.

TABLE II

VITAL STATISTICS SHOWING BIRTH RATE, DEATH RATE, AND INFANT MORTALITY RATE FROM 1952-1956 IN THE PHILIPPINES
(Rates per thousand)

	Birth Rate	Death Rate	Infant Mortality Rate
1952	31.67	11.77	101.56
1953	31.76	11.51	105.34
1954	33.17	10.28	94.18
1955	34.14	9.89	84.32
1956	34.67	10.05	83.91

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[24] Improving the Philippine Educational System, (Manila, Philippines: Joint Congressional Committee on Education, Congress of the Philippines, 1951), p. 16.

[25] Annual Report of the Chief of the Division of Home Economics of the Bureau of Public Schools for 1950-1951, (Manila, Philippines, 1951), p. 2.

The ten leading causes of death are presented in another table from the Department of Health of the government of the Philippines.

TABLE III

TEN LEADING CAUSES OF DEATHS IN THE PHILIPPINES
IN RATES PER 100,000
(For 1956 and average of previous five years-1951-1955)

		Five-year average (1951-1955)	1956
1.	Pneumonia	134.72	125.58
2.	Tuberculosis	134.32	113.59
3.	Beriberi (avitaminosis B_1)	111.82	101.53
4.	Bronchitis	97.85	87.81
5.	Gastro-enteritis	72.71	64.68
6.	Heart Disease	22.77	38.54
7.	Accidents	19.23	19.88
8.	Influenza	22.68	17.02
9.	Cancer	11.42	16.14
10.	Malaria	29.50	12.83

(Classification of the causes of deaths is in accordance with the International classification).

As one can see from these statistics, there is a definite trend toward a rising birth rate and a lowering infant mortality rate while the general death rate remains practically stationary. Respiratory diseases lead as a cause of death. Also high are malnutrition and gastro-intestinal diseases. All three of these have been decreasing during the last six years. There is a rapid increase in heart disease, with cancer showing a significant rise also.

An editorial in a leading newspaper stated that very little has been done for the health of the rural folk.

> The rural folk are by common consent the mainstay of the nation. If a majority of them are sick, or physically weak, production drops, and the country suffers. Much has been done to improve the economic and social lot of the rural folk, but

> little has been done to improve their health and eradicate age-old beliefs and superstitions. Not until unhealthy ways and deep-rooted superstitions are done away with can we hope to have healthy rural communities.[26]

According to the 1955 Philippine-FAO Committee report, the diet of the typical Filipino family is still far below minimum nutritional requirements.[27] It is made up of polished rice and fish, with little fruit or vegetables, and practically no milk. The economic instability of the Philippines and inadequate knowledge on diet and nutrition have resulted in undernourishment among Filipinos, both young and old, but especially among children. This was emphasized in the First National Conference on Family Life.[28] The proceedings of that conference stated that most families suffer low nutrient intake because of low income. The state of health of the family affects the relative proportion of members who are physically able to work and is closely associated with the level of family income, because poverty and poor nutrition are concomitant..[29] The following news item appeared in the Manila Times:

> More UNICEF Aid Due P.I.
> Malnutrition continues to be one of the gravest problems affecting the children and mothers in the Philippines. It is probable that one-half of the infant deaths under the age of one is due to lowered resistance as a result of malnutrition of mothers and infants.[30]

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[26] Manila Times, September 22, 1958, p. 4.

[27] Philippine-FAO Committee Report, op. cit., p. 29.

[28] Working Papers of the First National Conference on Family Life, op. cit., p. 17.

[29] Ibid., p. 4.

[30] Manila Times, August 28, 1958, p. 3.

An editorial of the Sunday Times during Medicine Week of 1958, stated:

> The national nutrition level is far below the good health level both in quality and quantity. Protein deficiency in our diet is notorious. Lack of variety leaves what is known as "hidden hunger". Those of us who have seen the health progress of the present century cannot help but realize that fifty years of teaching in the public schools the needs of more vegetables has vastly improved the national diet. So much so that the stature of our people has been appreciably raised. This is probably due to the more varied diet which has provided the needed vitamins and trace chemicals to nourish the growth-control endocrine glands.
>
> Hygiene has made vast strides, yet in the cities we seem to have gone backwards with our makeshift housing and overcrowded slums.
>
> Sanitation has improved notably, but we still have 2,000,000 or more homes without safe sewage disposal arrangements. The lack of good drainage, mosquito control and pure drinking water is still widespread.
>
> Let us realize that adequate nutrition, good personal hygiene, and careful sanitation are the keys to good health. The lack of them brings tuberculosis, beri-beri, and susceptibility to dozens of other ravaging diseases.[31]

Health problems in the Philippines are usually found among lower-income groups.[32] They seem to go hand in hand with the economic situation of the family. Thus poor health has been caused by a chain of other poor conditions such as (1) unsanitary ways of living, (2) poor maternal and child health, (3) poor personal hygiene, (4) tuberculosis and (5) undernourishment of children. Improvement of the house and

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[31] Sunday Times, September 28, 1958, p. 4.

[32] Sunday Times Magazine, December 8, 1957, p. 20.

its surroundings, and improvement of the community, particularly in sanitation, are important factors in decreasing the death rate in the Philippines.

A typical Filipino community is inadequate in its sanitary facilities. It has inadequate sewage disposal because there is no proper water system. Drainage systems are generally poor, too. Consequently, the major "housing" needs of rural families still pertain to a safe water supply, sanitary waste disposal and drainage.[33] Many families are financially unable to build adequate homes which provide protection, convenience, and privacy.

Customs, traditions and development of the proper sense of values have all played a part in the family needs of the Filipinos. There are certain customs and traditions which should be re-examined, rejected or strengthened.[34] The children are not generally given a voice in the affairs of the home. In the majority of cases, children are only to be seen, never to be heard. Under the dominating influence of the parents, problems arise concerning socialization of the child, parent-child and sibling relationships, understanding the teenagers, and a host of other relationship problems.

Problems in relationships created by changing economic and social conditions were stated in the Philippine-FAO

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[33]Philippine-FAO Committee Report, op. cit., p. 16.

[34]Report of the Section on Education of the First National Conference on Family Life, December 8, 1957, Manila, Philippines, p. 1.

Committee report.

> Greater appreciation on the part of parents and teachers is needed in relation to the importance of such specific practices as over-protection of children, prolonging of infancy, authoritarian methods of control, the use of fear and undue restrictions. There is also need for education and guidance about sex as a part of life, and for the development of attitudes which will guide boys and girls in their associations with each other. Children need help in bridging the gap between childhood and adulthood and in adjusting to changing economic and social conditions, cultural conflicts, and the demands of a rapidly growing nation.[35]

Emphatically, the present changing times do confuse the Filipino family in its decisions regarding its values, goals, and needs. It will require help in the management of its material as well as human resources. It will need assistance in the formulation of its goals and values according to its needs and considering those which will bring greatest satisfaction to its members and to the community.

The First National Conference on Family Life mentioned that the interlocking problems of the Filipino family discussed during the conference seem to be around the following critical areas:

In Urban Areas	In Rural Areas
1. Low income and high standard of living	1. Low income and high standard of living
2. Lowering of morals	2. Lowering of morals
3. Family disintegration	3. Family's resistance against change
4. Overcrowding in the homes	4. Poor sanitary conditions
5. General cultural breakdown	5. Low nutrient content and mortality rate
6. Low nutrient intake and high rate of mortality	6. Inability of the old culture to keep up with the new culture

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[35]Philippine-FAO Committee Report, op. cit., pp. 16-17.

In Urban Areas	In Rural Areas
7. Artificial prosperity	7. Prevalence of poverty
8. Setting in rugged individualism	8. Indolence or lack of drive
9. Problem of illiteracy	9. High rate of illiteracy

[36]

Current Educational Practices in the Philippines

The history of education in the Philippines dates from the early years of Spanish colonization when the Spanish friars gave Filipino instruction in the Christian doctrine. Under the American regime, the system of education was overhauled. Mass education was introduced, thereby increasing the percentage of literacy. Students were trained in citizenship, the sciences, economics, the arts, and social studies. The teaching of religion became optional. The progress of education since the turn of the century has been rapid. Every town and "barrio" (village) in the Philippines has its own school. Public instruction is provided in the primary grades (first to four), children usually entering school at seven years of age. Pupils in the intermediate grades (fifth and sixth) of the public schools are charged a nominal matriculation fee of two pesos (one dollar) per year. Public secondary education (four years) receives no financial support from the National (Federal) Government and is subsequently dependent on local and provincial funds. There are also private schools and colleges which receive no financial aid from the government but get their support through tuition fees of students.

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[36] A Guide for the First National Conference on Family Life, December 8, 1957, Manila, Philippines, p. 1.

The educational system of the Philippines is under the administration and supervision of the Department of Education (see Figure 1: Organization Chart of the Department of Education, Philippines, as of June, 1957). Under the Department of Education are the Bureau of Public Schools which directs and guides the public schools educational system, and the Bureau of Private Schools which supervises the private schools and colleges (see Figures 2 and 3: Organization Charts of the Bureau of Public Schools and the Bureau of Private School, Philippines, as of June, 1957).

The annual appropriation for the Department of Education by the National Government is more than that expended for any other unit of the government, except the Department of National Defense. Although the Department of Education appropriation represents well over a quarter of the entire national budget, it is still inadequate. This was affirmed by a news item which recently appeared in the Manila Times.

> The cost of education per pupil and the average teacher's salary are among the lowest in the world. The cost of education per year was 50 pesos ($25) which is borne by the national government alone, and the average teacher's salary a month was 140 pesos ($70).[37]

The Manila Times shows the concern of the Philippines top educators regarding the improvement of the educational system in the following news item:

> Geneva, July 10, 1958
> The Philippines will ask for a thorough study of her educational system by the UNESCO, the ICA and her own government to improve its

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[37] Manila Times, July 12, 1958, p. 1.

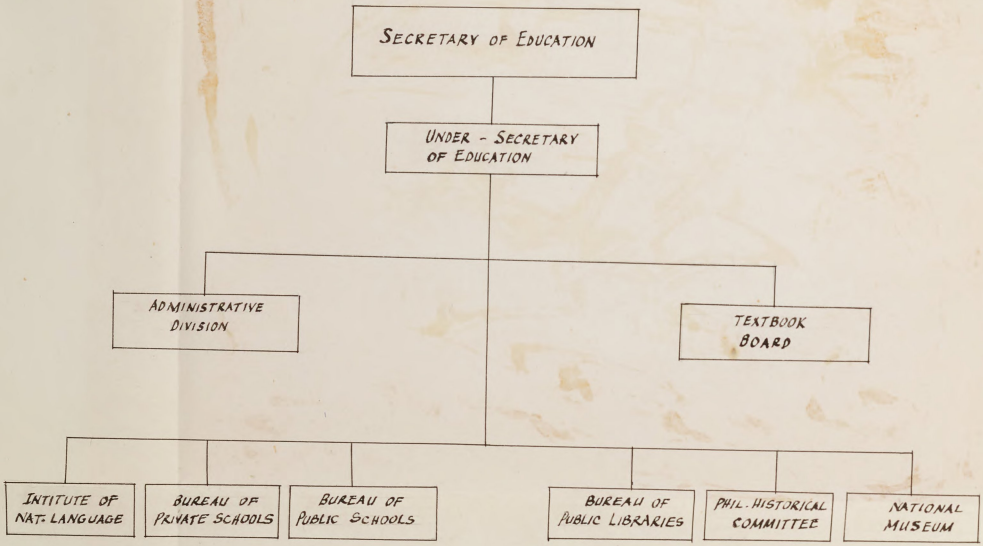


Fig. 1: ORGANIZATION CHART OF THE DEPARTMENT OF EDUCATION OF THE PHILIPPINES (as of June, 1957)

Fig. 2: ORGANIZATION CHART OF THE BUREAU OF PUBLIC SCHOOLS OF THE PHILIPPINES (as of June, 1957)

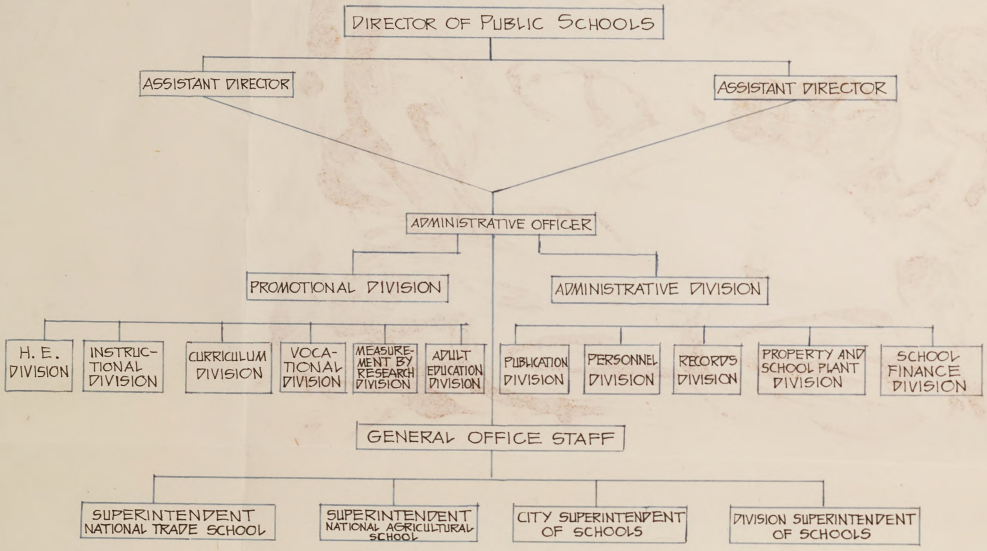
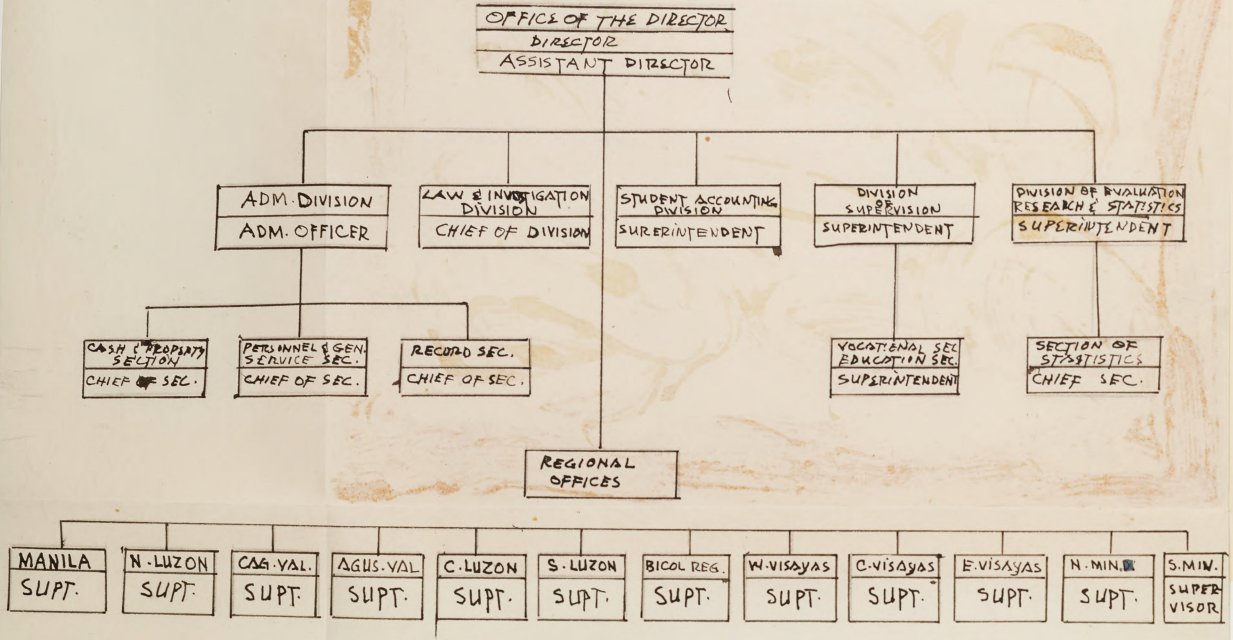


Fig. 3: ORGANIZATION CHART OF THE BUREAU OF PRIVATE SCHOOLS OF THE PHILIPPINES (as of June, 1957)



> quality. This was disclosed here by Public Schools Director Benigno Aldana, chief Philippine delegate to the 21st International Conference on Public Education now going on at the Palais Wilson.[38]

One outstanding achievement of the public school system is the community school. It is vital part of the community. It exerts its influence in improving the living conditions of the people for whom it has been established, and it is responsive to the needs of the people. It has been developed through years of experimentation to meet the peculiar needs of the Philippine communities. Prominent educators from the Southeast Asian countries have come to study it.[39] In the national conventions of School Superintendents from 1948 to 1957, attention was focused on certain aspects of the community school because of the official cognizance given by the Bureau of Public Schools to the community school movement.[40]

Out of the national conventions of school superintendents grew the awareness of the need for a different type of curriculum to fit community schools. In the past, curriculum offerings and content of instruction in all public schools were fairly uniform. According to the Report of the Joint Congressional Committee on Education:

> The issuance to the field of what appears to be inflexible patterns in the form of "model" classroom programs, courses of study, and teaching

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[38] Manila Times, July 17, 1958, p. 1.

[39] Annual Report of the Secretary of Education, Department Of Education for 1957, (Manila, Philippines, 1958), p. 12.

[40] Opening remarks of the President, Association of School Superintendents, May 3, 1957, Baguio, Philippines, p. 1.

> guides give little, if at all, cognizance of the individual differences of pupils and the peculiar nature of the environment and social life. As a consequence, the curriculum in many schools is far removed from the needs and characteristics of the pupils and the communities in which they live.[41]

As a result of the congressional report, there developed a growing interest in curriculum development in the Philippines which took a definite turn toward the organization of curriculum laboratories and curriculum workshops.[42]

The new foci of the present day curriculum are on community and family centeredness, integrated methods of teaching, utilization of various avenues of learning, and group dynamics. Before 1952, much time was still being spent by the Division of Home Economics of the Bureau of Public Schools on the preparation of courses of study as shown in the following excerpts of one of its reports.

> Partly to make up for the lack of resource materials, the Home Economics Division of this office, in cooperation with the Curriculum Division, prepared courses of study or outlines of courses.[43]

However, a department order from the Department of Education gave this suggestion regarding curriculum planning:

> The grouping of subject into larger areas should aim to promote a closer correlation of related subjects for effective learning and provide flexibility in the administration of

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[41] Improving the Philippine Education System, op. cit., p. 75.

[42] Annual Report of the Director of The Bureau of Public Schools for 1955, (Manila, Philippines, 1956), p. 72.

[43] Annual Report of the Chief of the Division of Home Economics of the Bureau of Public Schools for 1951-1952, (Manila, Philippines, 1952), p. 3.

> the curriculum necessary to meet the different capacities of the children and needs of the community.[44]

Another current educational practice in the Philippines is the emphasis on vocational education. Secondary schools, whether public or private, are obliged to implement the Constitutional requirement of promoting vocational efficiency. An objective of the long-range program of the Department of Education is spelled out as:

> The expansion of vocational education and training to gear it to the national program of economic development.[45]

In view of the economic development program of the nation, vocational education and training have assumed tremendous importance in the total educational program. This, however, has not meant relinquishing general education, for in the words of the Undersecretary of Education:

> We are mainly putting emphasis on vocational efficiency, which is our constitutional mandate to develop amongst our people. This is simply a stress and not a shift. Our aim still is general education, representing in all its forms the essential knowledge and the standards for values on which a free society depends.[46]

There is a need for adult education because of the prevalence of illiteracy in the rural areas. The major aim of the adult education program has been the promotion of intelligent and economically productive citizens.

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[44]Department Order No. 1, s. 1957, Department of Education, Manila, Philippines, p. 3.

[45]Annual Report of the Secretary of Education for 1957, op. cit., p. 1.

[46]Speech delivered by the Hon. Martin Aguilar at the Annual Convention of School Superintendents, May 3, 1957, Baguio, Philippines.

According to an article written by a former director of the Bureau of Public Schools, the percentage of literacy has increased from 62.3% to 72.75% during the last five years, or a gain of 10.45%.[47]

Adult education on a nation-wide basis is now undertaken by public and private schools, and by several civic organizations. Before, it was mainly the responsibility of the Bureau of Public Schools. Prior to World War II, adult education was a responsibility of the now defunct Office of Adult Education which had adult classes, demonstrations, exhibitions, mobile units, and civic-educational lectures. At present it is a joint responsibility of all community agencies. It is hoped that adult education will wipe out illiteracy, increase the productive capacity of the people, enrich their personal, home, and community lives, improve health and sanitation, and put into practice democracy as a way of government and as a way of life.[48]

Sputnik affected Philippine education as much as it did American education. More than ever before, there has been increasing emphasis on the teaching of science because of recognition of the role that science plays in the life of man and society in the form of great advances in technology and invention. More practical approaches through proper choice of science teaching instructions and techniques

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[47]Venancio Trinidad, "Thirty Years of Philippine Public Schools", Yearbook of the Fookien Times, (Manila, Philippines, Fookien Times, 1957), p. 40.

[48]Improving the Philippine Educational System, op. cit., p. 269.

are being given attention. Likewise, more emphasis is given not only to the use and care of scientific equipment, but also on the construction of simple homemade equipment from materials available in the community.[49]

The increasing importance being given at present to guidance and counseling in Philippine schools will provide another service to the youth of the land, by facilitating the efficient utilization of human resources and potentialities. It is felt that through a systematic and functional program of guidance and counseling, children of diverse backgrounds, capacities, financial status, and handicaps can develop into useful citizens who will be able to fit themselves into the social and economic world.

All the needs of the Filipino families and the current educational practices in the Philippines should be known and understood by the prospective teacher of home economics so that she may be better able to serve youth and perform her functions as a teacher.

Studies and Writings Relating to Trends in Teacher Education in the United States

A school is usually only as good as its teachers. The kind of men and women on the faculty of an educational institution determines to a considerable degree the kind of pupils to be turned out.

In order to understand current trends in teacher education it is well to review teacher education in the United States years ago as compared with the present. Cottrell has

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[49]Venancio Trinidad, op. cit., p. 41.

discussed the "then and now" in the education of teachers in the United States. His comparison represents the period from 1918 to 1953.

	Then		Now
1.	Two-year normal schools	1.	Four-year degree granting teacher's colleges and few normal schools
2.	Bachelor's degree as its highest degree	2.	Master's degree
3.	Standards for normal schools were low and quantitative	3.	Standards for colleges of teacher education are high,, professional, and qualitative
4.	Bachelor's degree for faculty members	4.	50% of faculties with doctor's degree
5.	Salaries too low to attract and hold competent professors	5.	Salaries better than in the average college in the same area
6.	Contributed little to education, literature, and research	6.	Contributed much to educational thought
7.	Curricula of doubtful collegiate quality	7.	Fully accepted as collegiate in quality[50]

A study by Lindsey of 76 institutional reports on teacher education shows the following trends in the five-year period from 1948 to 1953:

1. There is a significant increase in provision for professional laboratory experiences throughout the four years of the college program.
2. A greater number of institutions provide opportunities for prospective teachers to observe and participate in the total school and in the community.
3. Provision for direct experiences is made chiefly through work in educational courses with very limited opportunities in subject matter courses.
4. In general, students are spending more time in student teaching, both because of increase in the length of assignment to student teaching.
5. Provision for individual differences of students in student teaching is still limited, the chief provision being through adjustments in the nature of activities.
6. The extent to which community agencies are used

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[50]Donald P. Cottrell. (ed.), Teacher Education for a Free People, (Oneonta, New York: The American Association of Colleges for Teacher Education, 1956), p. 51.

as facilities for laboratory experiences is far greater than indicated in 1948.
7. There is a marked increase in use of off-campus college cooperating schools in all phases of the sequence of professional laboratory experiences.
8. Students engaged in professional laboratory experiences still get their guidance from laboratory school teachers and college teachers of education with little participation in this activity by subject matter teachers.[51]

Another comprehensive listing of present trends in teacher education programs was presented in an article by Emans.

1. There is an increasing tendency in the teacher education institution to set up more and more rigid standards for the selection of candidates seeking admission to professional education curricula.
2. A rich background of general education is becoming the accepted prerequisites for teacher education.
3. Many of the most-forward thinking workers in the field of teacher education continually remind all the others of the ever-persistent need for a thorough grounding in subject matter.
4. A thorough understanding of a functional psychology of how pupils learn is receiving more stress.
5. Many teacher education institutions today are attempting to devise professional laboratory experiences to precede actual student teaching.
6. Student teaching is becoming a period of institutionally supervised and guided teaching when a student teacher takes increasing responsibility for the various school experiences of a given group of learners over a period of consecutive weeks.
7. There appears to be developing a clearer understanding on the part of all staff members.
8. There is an unmistakable trend toward a minimum of four years of preparation for all teachers.
9. Considerable effort is being made in cooperative planning to assure closer coordination between the existing two-year teacher education programs and the longer counterparts, the four-year period.
10. Many teacher education institutions today are encouraging students during their preservice program to become interested in professional organizations.

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[51] Ibid., p. 15.

11. There is a growing realization that preservice education programs really mean preservice.
12. An increasing number of the teacher education institutions of the country are developing realistic follow-up programs.
13. Teacher education institutions are taking a more active part in state, regional, and national professional organizations.[52]

It is significant to note a new trend in the approach to teacher education. The earlier programs of teacher education assumed that learning-teaching was a relatively simple process which could be learned by imitating. It was assumed that there was only one correct method of teaching. This approach emphasized the development of special skills and techniques. A later approach to teacher education assumed that one could become a teacher by learning the basic principles of teaching and applying them in future situations. This approach emphasized the study of abstract generalizations and theories which are tentative and relative and represent starting points for personal experience.[53]

This change in approach led to a disuse of qualifying words and phrases such as normal school and training school. The word training is no longer used in connection with teacher education. Training connotes the unreasoned acceptance of a pattern. The dropping of the word normal recognized a distinct shift in the fundamental concept of teacher education. The term normal school which was a direct importation from

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[52]Lester M. Emans, "Where Are We Going In Teacher Education?", Journal of Teacher Education, 3:4 (September, 1952), pp. 163-167.

[53]Cottrell, op. cit., p. 191.

the French Ecole Normal, which literally translated means the correct school. The teacher then was trained very much as a linotypist is trained today. The Tenth Yearbook of the American Association of Colleges for Teacher Education reported that:

> Only slightly over one-half of the 164 institutions still employ them (Normal School or Normal Training School). The popular move, as you all know, has been to name "state college" although even the word "state" is increasingly dispensed with. The teacher's college as we knew it twenty years ago, is on the way to oblivion. It is proving to have been a way-station between the normal school and the state college-whether or not so-called-to a multipurpose institution for which teacher education is only one among several functions.[54]

The national trend toward ultimate disappearance of single-purpose state teacher's colleges in name and restricted function is too pronounced to be mistaken. The era of institutional monopolies in teacher education is drawing to a close. Multi-purpose institutions, especially in public institutions, can provide better selection, guidance, and service.[55]

A perusal of literature on teacher education reveals a more dynamic goal for teacher education. Again, to cite Cottrell:

> In the most part, educators are agreed upon the overall goals of teacher education. They desire to prepare teachers who will contribute to the improvement of society in three ways: as active citizens, as educational leaders in their communities, and as guides of children and youth

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[54]American Association of Colleges for Teacher Education, Tenth Yearbook, (Chicago, Illinois: The American Association, 1957), p. 16.

[55]Editorial Comments, Journal of Teacher Education, 8:4 (December, 1957), p. 339.

helping them to become informed, active citizens.[56] Hartford re-enforced the leadership goal of teacher education when he said:

> Most administrators believe that teacher education should be in effect, an education for leadership in public education in a democratic society. Teachers should have more than competence in the classroom. They should be real leaders in behalf of public schools and community action.[57]

It would seem that teaching is based on the concept of community leadership and proper utilization of the school as a force for social preservation and reconstruction.[58]

An important present trend is toward greater coordination of the whole institution with the schools and the agencies of the community. It is recognized today that no single agency can give the prospective teacher the breadth and quality of experience needed for teacher competency in modern schools.

> As the complexity of the task involved in assuring the public of the kinds and quality of teachers it needs has increased, single-agency sufficiency has become less and less possible. Concerted efforts of a veritable host of official and voluntary agencies are needed to turn out teachers for our times.[59]

Thus, the concept of teacher education has changed from the idea that the preparation of teachers should be the sole

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[56]Cottrell, op. cit., p. 56.

[57]Ellis F. Hartford, "A Look at Teacher Education", Journal of Teacher Education, 8:1 (March, 1957), p. 74.

[58]Commission on Teacher Education, A Functional Program of Teacher Education, (Washington, D.C.:American Council of Education, 1941), p. 14.

[59]Commission on Teacher Education, State Councils on Teacher Education, (Washington, D.C.: American Council on Education, 1949), p. 2.

responsibility of the teacher education institution, to the placing of the responsibility on the entire community. An example is Syracuse University.

> The nature of the teacher education program at Syracuse University necessitates give and take among many university departments, a number of offices and bureaus, and over 20 social and cultural agencies of the city, as well as the cordial cooperation of over 200 public schools and school systems.[60]

Another institution embracing the idea of the preparation of teachers as a total community responsiblility is the University of Kentucky. It utilizes cooperative planning of the teacher education program as a step forward in democratic education.

> The College of Education at the University of Kentucky has instituted a semester of laboratory experiences for prospective secondary student teachers for the semester prior to student teaching. These experiences, carrying three semester hours of college credit, provide opportunities for potential student teachers to get firt-hand knowledge of the community and of the activities of boys and girls in the community. The plan requires each student to give one volunteer hour a week to a community agency or organization of his choice. There are no restirctions on the continuance of this service during the semester of student teaching and some do choose to continue.
>
> This program was planned by representatives of community agencies, the director of student teaching, coordinator of student teaching and the representatives from the potential student teacher group. After the plan was designed, one faculty member of the College of Education was designated as the coordinator of the program.[61]

If education is to take its rightful place as a guiding influence in improving social organization, it must blaze

[60] Commission on Teacher Education, op. cit., p. 26.

[61] Helen M. Reed, "Role of Community Agencies in Laboratory Experiences", Journal of Teacher Education, 4:4 (December, 1953), p. 314.

the trail toward truer cooperation in the hope that others will follow. An editorial of the Journal of Teacher Education says:

> The better part of wisdom would seem to dictate the development of teacher education as a matter of all-institutional concern, as a matter of cooperative planning, with responsibility for the administration of the program. This development is vested in the education department, school, or college.[62]

More and more, there is a trend towards the provision of more general than professional education in the preparation of the prospective teacher. The National Commission on Teacher Education and Professional Standards suggests that:

> The total curriculum for teacher education which is approximately 154 semester hours should be divided roughly as follows: 2/5 in general education which should not be counted in an area of concentration or major; 1/3 to 1/4 in a field of concentration or related fields; 1/5 in professional education and the remainder, approximately 20 semester hours, in free electives to meet individual interests and needs.[63]

This trend was given much prominence in the 13th Annual Conference of the National Commission on Teacher Education and Professional Standards on June 25, 1958. The delegates who attended the Conference agreed that all teachers should have a broad education in the arts, the sciences, and the humanities besides an intensive study in the subject matter fields they will teach and a thorough preparation in the process of education. General education contributes to

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[62] Editorial Comments, Journal of Teacher Education, op. cit., p. 340.

[63] National Commission on Teacher Education and Professional Standards, Teacher Education: The Decade Ahead, (Washington, D.C.; National Education Association of the United States, 1955), p. 51.

specialization and professional education.[64] It develops sharper socio-cultural and psycho-philosophical insights in the student which he can use to put meaning into his professional education. This concept on general education is also shared by Kendall.

> There is common agreement that teachers should be "good specimens of the culture" and that they need to understand the culture in which they live. The maximum personal and social development of the individual is the major goal of general education. But in a major and peculiar sense, they also need to develop a thorough understanding and appraisal of the social forces and conditions which face a society. They need to know these things specifically in terms of the society in which they live.[65]

Studies on the transfer of learning give some telling evidence that the effort to master logically organized bodies of knowledge without a background of experience to give meaning for the use of that knowledge fails to produce fundamental changes in the student's system of values and in his professional behavior. Therefore, one can hardly argue convincingly against the thesis that the professionally prepared teacher of the future should be one who combines sound general scholarship with professional competencies.

The prospective teacher of home economics needs to develop professional competencies. Several laboratory experiences are suggested by Kendall to develop professional competencies.

a. Experiences in understanding growth and development of children and youth.

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[64]Cottrell, op. cit., p. 126.

[65]Glenn Kendall, "Learning Experiences for Future Teachers", Educational Leadership, 7:7 (April, 1950), p. 83.

b. Experiences in planning the curriculum and in developing effective teaching methods.

c. Experiences in working democratically with others.

d. Experiences in utilizing the educational resources of the community.[66]

Student teaching is turning towards a new direction. Rucker identified trends in student teaching in his doctoral dissertation entitled "A Critical Analysis of Current Trends in Student Teaching."

a. There is a trend away from conventional course organizations in student teaching. This trend is taking two directions; (1) toward a full-time practicum or (2) toward a professional core or integrated block near the end of the college experience.
b. There is a trend toward: (1) student teaching as a full-time experience; (2) the use of more laboratory experiences in teacher education; (3) more off-campus experiences in student teaching, including community experiences in the locale where the teaching is performed; (4) increasing the amount of academic credit awarded for student teaching; (5) the use of laboratory activities including student teaching, as reference point of the whole curriculum in teacher education; and (6) student teaching for a given student on more grade levels.[67]

One promising trend listed above is the greater use of the community as a professional laboratory. Knowledge and skills can be most effectively learned by direct participation in a community which approximates the one in which the prospective teacher will work and live. This necessitates the proper selection of a teaching center where he will obtain much of his professional laboratory experience.

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[66] Ibid., pp. 84-86.

[67] Cottrell, op. cit., p. 200.

The use of many out-of-class experiences other than student teaching for the prospective teacher has been emphasized by Kinney and Pearson.

> Home economists in general believe that subject matter training plus professional teacher education courses and their in-class learning experiences are not sufficient preparation for the teaching profession. They believe that four years of strictly "in-class" training must be supplemented by many out-of-class experiences (some of which are under supervision) if prospective teachers acquire a thorough background of professional training.[68]

A professional laboratory experience must be of high quality. Cottrell suggests four criteria for a high quality professional laboratory experience for the prospective teacher.

a. It should be challenging.
b. It should provide for involvement.
c. It should provide for guidance and assistance.
d. It should provide for intellectualization.[69]

Involvement of the student teacher on any professional laboratory experience is also advocated by Miller.

> There is a growing belief that a comprehensive and adequate teacher education curriculum should make provision for student field experiences prior to student teaching. It is obviously desirable to have students observe and test application of classroom work long before the senior year, when student teaching is usually undertaken. Also guided field experiences can serve as valuable preparation.[70]

Another trend in teacher education is the lengthening

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[68]Beulah M. Kinney and Millie V. Pearson, "Teacher Education Laboratory Aids in Preparing Prospective Teachers", Journal of Home Economics, 48:1 (January, 1956), p. 19.

[69]Cottrell, op. cit., pp. 192-197.

[70]Henry Miller, "The Role of Group Work Experience in The Teacher Education Curriculum", Journal of Teacher Education, 3:3 (September, 1952), p. 178.

of the number of years for teacher education. One may look back with a patronizing smile upon the simple teacher-training class of the one or two-year normal school of fifty years. Perhaps in a few years one can also look back in the same way upon the present day four-year program of teacher education, for more teacher education institutions now are seriously thinking of a five-year program divided into internship, professional study, and work in related disciplines.[71] A suggestion for a five-year program comes from the National Commission of Teacher Education and Professional Standards:

> The curriculum for all teachers-elementary and secondary-should be five years in length above the secondary school. It should be planned as a whole for the full five years but should be offered in two parts. The first part, four years in length should be completed before the student is authorized to begin to teach. The second part, consisting of the fifth year, should be regarded as the unfinished part of the whole curriculum which is to be completed after at least one year of teaching.[72]

Further in the future is Glennon's proposal for a seven-year program:

> We are preparing teachers who will staff our schools for the next forty years. The prospect of tomorrow calls for a teacher whose training differs from that of today's teacher in the same degree as the teacher of 1900. I am here calling for that sine qua non of any professional preparation - an extended program of study. I am suggesting a total program of seven years. In my opinion, the first four years of this program should be wholly general

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[71]The Association for Student Teaching, Improving Instruction in Professional Education, 37th Yearbook (Cedar Falls, Iowa: The Association, 1958), p. 45.

[72]National Commission of Teacher Education and Professional Standards, op. cit., p. 51.

> education within a liberal arts college or a liberal arts department of the teacher education institution. The next three years will be spent for professional study and upon completion be awarded the bachelor of science as the law school graduate of today is awarded the professional degree of bachelor of laws. Because of the period of extended professional preparation, society will look upon the teacher as a truly professional person-one who is fully competent to make professional judgments and decisions.[73]

How much the additional years of teacher education will add to the efficiency of the teacher should be looked into, considering the amount of time and money which would be invested in a seven-year program.

Last, but not least, is the trend toward the concept that teacher education is a continuous process operating throughout the entire professional life of the teacher.[74] In it the legitimate concern of teacher education covers everything about the individual student from the day he decides to try for the profession of teaching, through all phases of his preservice development, on into active work, and until retirement.

Briefly, to summarize this chapter, the modern teacher must be a student of youth and of the community. She must be aware of the purposes of education and current educational practices in present-day democratic society. The modern teacher needs to be well-educated so that she can perform her job to the best of her ability.

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[73]Vincent J. Glennon, "The Road Ahead in Teacher Education", Phi Delta Kappan, 39:2 (November, 1957), pp. 47-52.

[74]Commission on Teacher Education, op. cit., p. 57.

Studies and Writings Relating to Home Economics Education in the United States

Home economics education is based on the recognition of the importance of a home and his family to a person. The family is the center of democratic life in a Philippine community. The kinds of homes provided now and in the future will greatly influence the development of the members of the family. Hence, the stability of a nation is dependent upon the quality of family living in the homes, and in co-operative living in communities.[75]

The ideals, attitudes, and habits of later life stem from the quality of living in the home during the early years.[76] Since family life and child rearing takes place usually in a home, education has an extraordinarily rich opportunity to contribute to better family life and child nurture through more adequate programs of education for homemaking.[77] McCarthy, in a doctoral dissertation on the approaches to the development of more efficient programs for homemaking in the high schools of Rhode Island says:

> Satisfying home and family life is an important aspect of growth and development of the individual

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[75] A Guide for Homemaking Education, (Department of Public Instruction, Lansing, Michigan, 1951), preface.

[76] Ivol Spafford, "Home Economics and Today's World", Journal of Home Economics, 49:6 (June, 1957), p. 413.

[77] American Association of School Administrators, Education for Family Life, 19th Yearbook (Washington, D.C.: The American Association, February, 1941), p. 27.

> and is essential for living in a democracy. Education for home and family life should be an integral part of the total education for all.[78]

If home economics education is to meet its commitment to the family, it must focus its attention on the formulation of an effective program. It must spell out in clear and definite terms its focus and scope. The Committee on the Philosophy and Objectives of Home Economics created two years ago by the American Home Economics Association has stated the focus and scope of home economics.

> Home economics is concerned with increasing the well-being of people. Its focus is primarily upon the individual as a member of a family. The individual influences and is influenced by the family. The family as the basic unit of society, contributes to the social order and is, in turn, affected by it. Through the betterment of family life, therefore, the well-being of both the individual and of society is increased.
>
> Drawing from the basic sciences, the humanities, and the arts, and from its own creativity and research, home economics has synthesized a body of subject matter and developed an educational movement with related research, services, and professions, designed--in broadest sense--to help people:
>
> 1. Recognize values needed to achieve satisfying personal and family living
> 2. Acquire and use knowledge of human development, social relationships, economic principles, and the sciences
> 3. Assume responsibility for and develop capacity to promote the well-being of their own and other families
> 4. Employ sound judgment in the creative use of resources to achieve goals based upon values significant for the individual, the family, and the society.[79]

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[78]Anne R. McCarthy, "Approaches to the Development of More Effective Programs in Homemaking in the High Schools of Rhode Island" (unpublished Doctoral dissertation, Teacher's College, Columbia University, 1957), p. 1.

[79]Report of the Committee on the Philosophy and Objectives of Home Economics of the American Home Economics Association, "Focus and Scope of Home Economics", p. 1.

Homemaking teachers of the high schools of Rhode Island have formulated the following objective:

> To develop more effective programs on all levels of homemaking to meet the ever-changing needs of individuals, families, and communities.[80]

The American Vocational Association Journal states that:

> It is imperative that teachers interpret the homemaking program to show how it helps individuals, families, and communities.[81]

To be dynamic and functional, homemaking education must meet several needs based on the fact that education for home and family living is continuous and progressive, serving all ages, sexes, races, and creeds.[82] In the Philippines, home economists were challenged by these statements from the recent report of the Philippine-FAO Committee:

> How well are home economists meeting the needs of the Filipino family. Home economics programs should be broad and well-balanced in content, and provide enough depth to give some basic understanding to the needs of the families.[83]

Filipino home economists have done their stint towards helping families meet their needs through community work. They were doing community work and carrying over to the people of the community improved ways of living even before the official recognition of the community school concept.

Another was the idea of carrying over to the

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[80]McCarthy, op. cit., p. 2.

[81]American Vocational Association, "Homemaking Education Contemporary or Early American", American Vocational Association Journal, 32:8 (November, 1957), p. 13.

[82]A Guide for Homemaking Education, op. cit., p. 1.

[83]Philippine-FAO Committee Report, op. cit., pp. 28, 52.

> homes what was taught in the schools. This was formally launched as the community school program in the Philippine educational system in 1949, 35 years after domestic science teachers (as they were then called) had taken over the responsibility of improving homes "by extending the learnings of their classes to them."[84]

Many studies to determine what constitutes teacher competence in several subjects other than home economics have been undertaken in the past. Among them were "The Commonwealth Teacher-Training Study" by Charters and Waples, "Qualities Prerequisite to Success in Teaching" by Barr, and more recently "Approach to Defining Teacher Competence" by Kinney. The most recent is by Rosecrance.

> There are seven major characteristics of teaching competence. Good teachers (1) know what they teach and how to teach it; (2) know the nature of the human organism, how learning takes place, and what motivates behavior; (3) know how to appraise an individual, to make an educational diagnosis, and to help persons develop in desirable fashion; (4) know how to work with small and large groups of people of varying ages; (5) know how to help people to think critically and independently; (6) know how to help people to be ever more eager to find out, to be courteous, inventive and creative; (7) know how to help people to become conscious of their own values, to examine these values, and to build for themselves values that are more satisfying to them and to society.[85]

It is important not only to spell out teacher competencies but also to evaluate them. Peterson suggested seven areas for evaluating teacher competence.

a. Preparation and planning
b. Recognition and provision for individual differences
c. Motivation

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[84] Philippines Free Press, August 2, 1958, p. 30.

[85] Frances C. Rosecrance, "The Teacher and the Teaching Job", Michigan Association for Student Teaching Newsletter, September, 1958, p. 2.

d. Exhibition of a command of subject matter
e. Teaching techniques
f. Classroom control
g. Classroom atmosphere[86]

A few studies on the competence of the home economics teacher are worth mentioning. Buntin in her doctoral dissertation described the role of the home economics teacher in the modern elementary school as that of a consultant. She said:

> Thus the teacher's major efforts should fall into the following categories: (1) developing and guiding a program in home and family life education which can become part of a well-unified program (2) developing good working relationship with classroom teachers, (3) assisting with learning situations in and out of the classroom as teacher, guide, observer, or evaluator.[87]

Another study, made in 1937, by the U.S. Office of Education specified the characteristics desired of home economics teachers.

a. A broad general education which gives a dependable base of culture.

b. Thorough technical or specialized training for complete mastery of materials needed in teaching her field.

c. An understanding of the way children grow and learn and a real pleasure in watching growth without undue anxiety as to immediate results.

d. Analytical ability in discovering what pupils need at any stage along the way.

e. Creative ability in meeting their needs at the right time and with just the right amount of direction.

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[86]Carl H. Peterson, "Seven Keys to Evaluating Teacher Competence", American School Board Journal, 136:5 (May, 1958), p. 35.

[87]Ann Buntin, "Education of Home Economics Teachers Preparing to Guide Home and Family Life Education in the Elementary School Program" (unpublished Doctoral dissertation, Teacher's College, Columbia University, 1956), p. 1.

f. Good personal adjustment.

A later study was undertaken by Hatcher on the characteristic differences among homemaking teachers of varying proficiency. Hatcher mentioned the characteristics of outstanding homemaking teachers:

a. Breadth and strength of interests
b. Convictions regarding homemaking education
c. Teacher-pupil relationships
d. Effectiveness of guidance
e. Setting up goals
f. Choosing experiences
g. Evaluating achievement
h. Appearance of the department
i. Utilization of school resources
j. Cooperation within the school
k. Utilization of community resources
l. Community cooperation
m. Parent-teacher relationships
n. Knowledge of subject matter
o. Health
p. Personal appearance
q. Social ease[89]

A need for defining the expectations for a home economics teacher is very obvious considering that there are very few studies for guidance in the preparation of prospective teachers of home economics by teacher education institutions. Among the few studies on the competencies which are requisite of the teacher of home economics is the one undertaken by the Committee of the American Home Economics Association on the Philosophy and Objectives of home economics. According to them the teacher of home economics should:

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[88]U.S. Department of the Interior, Office of Education, Vocational Division, Home Economics Education, Misc. 1986, December, 1937, pp. 3-4.

[89]Hazel Hatcher, Characteristic Differences Among Homemaking Teachers of Varying Proficiency, (East Lansing, Michigan: Michigan State College, 1944), pp. 1-2.

a. Effectively represent well-being of families in working with or in business, educational programs, government and other agencies.
b. Develop skill in weighing welfare of families against partisan advantage of economics or other type
c. Keep abreast of new research in the sciences and humanities and develop discrimination and talent in its application to improvement of family life
d. Acquire accurate, comprehensive knowledge in home economics and skill in making it effectively available to others
e. Visualize and carry out advances that lead to improvement of level of living while avoiding a "keeping up with the Joneses" attitude
f. Visualize needs arising in connection with family living and conduct research directed toward the solution of the problem
g. Practice objectively in dealing with individuals and families and with varying cultural patterns
h. Extend professional opportunities and enhance professional ethics in home economics[90]

Another report on the competences of a teacher of home economics has been prepared by the Home Economics Teacher Educators of Michigan and is one of the most comprehensive listing which has ever been made.

On the functions of the college teacher of home economics education, Wylie states:

> The teacher is called upon to use varied competencies in performing her many functions. Functions common to all teacher educators in this study include (1) supervising student teachers, (2) teaching methods courses, (3) working with cooperating teacher and secondary administrators, (4) working with committees in the division of home economics and the division of education, (5) keeping staff informed of the development in home economics education, (6) recruiting, (7) placing graduates, (8) keeping aware of state requirements. Some teacher educators have functions which are not common to all, such as itinerant supervision and administrative functions.[91]

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[90]Report of the Committee on the Philosophy and Objectives of Home Economics, op. cit., p. 2.

[91]Mary M. Wylie, "The Functions of the College Teacher of Home Economics Education", Journal of Home Economics, 48:3 (March, 1956), p. 210.

Interwoven among the list of competencies of teachers previously mentioned, is the ability to assist families to meet their needs. In his article, "The Potential of Home Economics Education", Blegen said:

> Most obvious is the need, certain to increase greatly in the next decade, of effective education for family living and of training teachers to meet the need at all levels.[92]

The report of the Philippine-FAO Committee pointed out that:

> Home economists have an opportunity to help family members adjust the new demands while retaining these values which contribute to the stability of family life.[93]

These studies indicate that prospective teachers of home economics should be trained for greater service to their pupils and their families within the framework of their respective communities. They have shown, too, that homemaking education can help boys and girls live better lives today as homemakers and citizens of tomorrow so that they can build better societies where democracy as a way of life can triumph over all other ideologies.

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[92]Theodore Blegen, "The Potential of Home Economics in Education", Journal of Home Economics, 17:7 (September, 1955), p. 479.

[93]Philippine-FAO Committee Report, op. cit., p. 49.

CHAPTER IV

HOME ECONOMICS IN THE PHILIPPINES AND AT THE PHILIPPINE WOMEN'S UNIVERSITY, MANILA

Home economics in the Philippines

Home economics has been offered in the Philippines since the beginning of the public school system fifty years ago. According to the report of the Philippine-FAO Committee:

> Home economics has been developing in the Philippines for many years. Even during the Spanish period (1521-1898) the "household arts" were taught. By 1904 regular classes in "cooking", sewing, care of infants, and care of the "sick" were offered in schools. By 1910 the construction of model Philippine homes, to serve as home economics buildings, had begun. Today over 2,000 of these buildings bear witness to the success of this undertaking. During the last 30-40 years modern home economics programs have developed rapidly. By 1921, a four-year course in home economics had become part of the public school program. In 1923 the Division of Home Extension Service of the Department of Agriculture and Natural Resources was founded.[94]

Later on, education for home and family life became one of the concerns of education.

> In 1929 the Bureau of Education adopted, as one of the ten major concerns of education, parental activities, the upbringing of children, the maintenance of proper home life. About a decade later the defunct National Council of Education reiterated the need for the appreciation of this fundamental objective when it declared the following as one of the ten: To train our men and women for family responsibilities and the obligations of the home. Today, under the guidance of the Board of National Education, one of the five cardinal aims of Philippine education is declared to be: To maintain family solidarity.[95]

Home economics at all educational levels enjoys popularity

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[94] Philippine-FAO Committee Report, op. cit., p. 7.

[95] Working Papers of the First National Conference on Family Life, op. cit., p. 50.

and prestige among girls. Statistics show an ever-increasing enrollment in home economics.

TABLE IV

TOTAL ENROLLMENT IN HOME ECONOMICS IN THE PHILIPPINE PUBLIC SCHOOLS FOR 1957-1958[96]

Type of School	Number of Schools	Enrollment
General	276)	
Vocational	89)	92,635
Elementary	28,042	1,705,702

A more detailed distribution of the number of girls enrolled in home economics and the number of schools offering home economics is reported by the Chief of the Division of Home Economics of the Bureau of Public Schools for 1957.

TABLE V

NUMBER OF GIRLS ENROLLED IN HOME ECONOMICS IN THE PUBLIC SCHOOLS OF THE PHILIPPINES AS OF MARCH, 1957[97]

Elementary:	
Grade V	197,669
Grade VI	154,383
Total	352,062
Secondary, General Curriculum:	
First Year	31,307
Second Year	22,550
Third Year	19,492
Fourth Year	17,217
Total	90,566
Total Elementary (Grades V and VI)	352,062
Total Secondary	90,566
Grand Total	442,628

The following table from the same report shows the

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[96]Data obtained from the Bureau of Public Schools, Manila, Philippines.

[97]Data obtained from the Annual Report for 1957-1958 of the Chief of the Division of Home Economics of the Bureau of Public Schools, Manila, Philippines.

number of schools offering home economics in 1957.

TABLE VI

NUMBER OF PUBLIC SCHOOLS OFFERING HOME ECONOMICS IN THE PHILIPPINES AS OF MARCH, 1957[98]

Elementary:	
General	1,392
Barrio (village) with intermediate grades	6,320
Total	7,712
Secondary General Curriculum	283

Home economics is now required of all girls in the fifth and sixth grades, for a minimum of three years in the public schools.

Today there are 18 public and more than ninety private colleges and universities offering home economics training in the Philippines. The number of public institutions offering home economics training is not as numerous as the private schools, colleges and universities. The following table lists the public schools and their locations.

Graduates from both private and public schools in home economics are working in many different fields including teaching, extension, hospital dietetics, nutrition, business, social welfare, and other fields. The Philippines is one of the few countries in the world where the supply of home economists exceeds present occupational demands. At least 8,000 home economists are active in professional work, by far the largest number being found in teaching.

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[98] Annual Report of the Chief of the Division of Home Economics of the Bureau of Public Schools for 1956-1957, (Manila, Philippines, 1957), p. 4.

TABLE VII

PUBLIC SCHOOLS OFFERING TEACHER TRAINING IN HOME ECONOMICS IN THE PHILIPPINES AS OF 1957[99]

Schools	No. of Graduates
1. University of the Philippines, Diliman, Quezon City	
Bachelor of Science in Home Economics	321
Bachelor of Science in Education (major in Home Economics)	93
2. Philippine Normal College, Taft Avenue, Manila	643
3. Philippine School of Arts and Trades, Ayala Boulevard, Manila	60
4. Cebu School of Arts and Trades, Cebu City	14
5. Iloilo School of Arts and Trades, Iloilo City	41
6. Baybay National Agricultural School, Baybay, Leyte	32
7. Mountain National Agricultural School, Trinidad Valley, Mountain Province	36

Home Economics Education in the Philippines

One of the outstanding results of the Philippine-FAO survey was the pinpointing of what home economics is in the Philippines. It also studied the strengths and weaknesses of the different educational programs in home economics. There are five well developed government sponsored educational programs in home economics.

a. Elementary Schools

Home economics education has simple, specific goals in the fifth and sixth grades where pupils are 10 to 12 years old. Its objectives are:

1. To help pupils develop a greater appreciation of their home and family through sharing home responsibilities.

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[99]Data obtained from the Bureau of Public Schools, Manila, Philippines.

2. To help pupils acquire knowledge, skills, and attitudes in homemaking activities
3. To help pupils develop those personal qualities which are necessary for harmonious relationships with members of the family and others outside the home
4. To develop desirable habits that will contribute to health, personal growth, family living, school, and community goals

b. Secondary schools-general course (college preparatory)

Home economics programs at the secondary level are more diversified than those at the elementary level and provide a greater range and depth in subject matter than is possible for the younger students. In addition to basic preparation for home and family living, some of the courses offered during the last two years of high school have "occupational possibilities". Its objectives are to develop:

1. Ability to apply fundamental principles of nutrition to the selection, preparation, and serving of meals adequate for the health of the family
2. Skills and abilities necessary to select and construct attractive and appropriate clothing for themselves and other members of their families
3. Understanding and skill in the care and guidance of young children
4. Ability in managing family resources-both human and material
5. Ability to think critically, to use good judgment and to make wise decisions in personal and family living
6. Development of abilities and interests which may serve as basis for choosing a vocation
7. Attitudes and skills in living cooperatively, and in assuming one's share of responsibility for improvement of family, school, and community life

c. Secondary schools-vocational course

The home economics program in the vocational schools is primarily concerned with the training of students as competent homemakers and as potential workers in home industries or in commercial enterprises. Its objectives are:

1. To develop work habits, good attitudes and appreciation for the work which is necessary not only in the home but also in a chosen profession
2. To develop ways by which the family income may

be supplemented through activities leading to wage-earning jobs
3. To develop proficiency in a chosen occupation so as to enable the graduate or trainee to enter, progress, and succeed in the occupation

d. Colleges and universities

It has been said that colleges "hold the key to the future" since the type of training they offer to the young people of the Philippines determines, to a large extent, the kind of home economics workers we shall have in the future. At the present time, most of the colleges have at least two goals for their students majoring in home economics--to prepare for home and family living and to prepare for satisfying wage earning professions.

e. Agricultural extension service

The basic philosophy of the service is to help rural people help themselves by:

1. Starting, educationally, where the people are and with what they have
2. Teaching the people where they are, on their farms, in their homes and communities
3. Carrying on programs based on the needs of the people decided upon by them. Programs are flexible since they are based on socio-economic conditions
4. Learning by doing
5. Developing educational programs in copperation with existing agencies that are interested in home and community development
6. Working with and through rural people-- local leaders trained by extension workers extend the information to others
7. Developing the spirit of self-help so essential for democratic living[100]

The description of home economics education in the Philippines is incomplete without mentioning the role played by home economics in educating mothers and families in the communities in home and family life. The Director of Public Schools in his Annual Report for 1952-1953, said:

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[100] Ibid., pp. 18-23.

> For many years, home economics has been carrying its teaching into the community. The records tell of the activities in this regard, such as visiting homes, holding lecture-demonstrations in the community, and the like. Sometimes, parents are invited to the school to see an exhibit in food and nutrition, clothing, handicrafts, child care, or other areas, or sometimes to observe the regular schoolwork. In all cases, parents are encouraged to ask questions and to give comment. With the rise of the community school there has come about greater opportunity for home economics to expand and improve its community service.
>
> A greater understanding and appreciation of child life and needs are carried over to the community by the child care and guidance class. The community is the laboratory where every member of the class studies and helps care for at least one child. Mothers are invited to the schools and the teachers and members of the class go to the community.[101]

Fortunately for Philippine education the area of home economics, with all its courses, never has been regarded as "fads and frills". Home economics education in the Philippines has been one praiseworthy point in its educational system. Home and family life education is one of the several fields of study under the present program of the Board of National Education.

Home economics at the Philippine Women's University, Manila

Location and setting of the Philippine Women's University

The Philippine Women's University, a private university in Manila, is devoted to community service. Manila is a teeming city with a population of about one and a half million and is divided into fourteen districts. Located in the heart of Luzon island, it is the cultural, social, commercial, and political center of the Philippines.

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[101] Annual Report of the Director of the Bureau of Public Schools for 1952-1953, (Manila, Philippines, 1953), p. 3.

Briefly, the history of the Philippine Women's University, as placed on a historical marker by the Philippine Historical Committee in 1952, is as follows:

> The Philippine Women's University was founded as the Philippine Women's College in 1919 by a group of Filipino women, incorporated as a university in 1928 and officially recognized in 1932, becoming the first university exclusively for women in the Philippines. First university in the Philippines to establish a college of home economics in 1928.[102]

Basic purpose of the Philippine Women's University

The mission of the Philippine Women's University is:

a. To educate according to the threefold program of good moral character and personality development, training for home and family living, and preparation for vocation and profession, while conserving the wisdom of the ages and upholding and integrating the ideals and valuable social inheritance of Filipino womanhood;
b. To contribute through research and continuous interaction with the community, to better living in the country and the world at large;
c. To lead through pioneering in the field of women's education in the opening of new avenues for participation and achievement of an enlightened and progressive Filipino womanhood.[103]

Administration of the Philippine Women's University

Figure 4 shows how the Philippine Women's University is administered.

Educational program of the Philippine Women's University

Figure 5 shows the cultural pattern at the institutional level.

Figure 6 shows how the curriculum is developed at the Philippine Women's University.

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[102]The Philippine Women's University, Education for Useful Womanhood, (Manila, Philippines: Office of Public Relations and Information, 1953), p. 1.

[103]Ibid., p. 2.

Fig. 4: AN ORGANIZATION CHART OF THE PHILIPPINE WOMEN'S UNIVERSITY

(as of June, 1957)

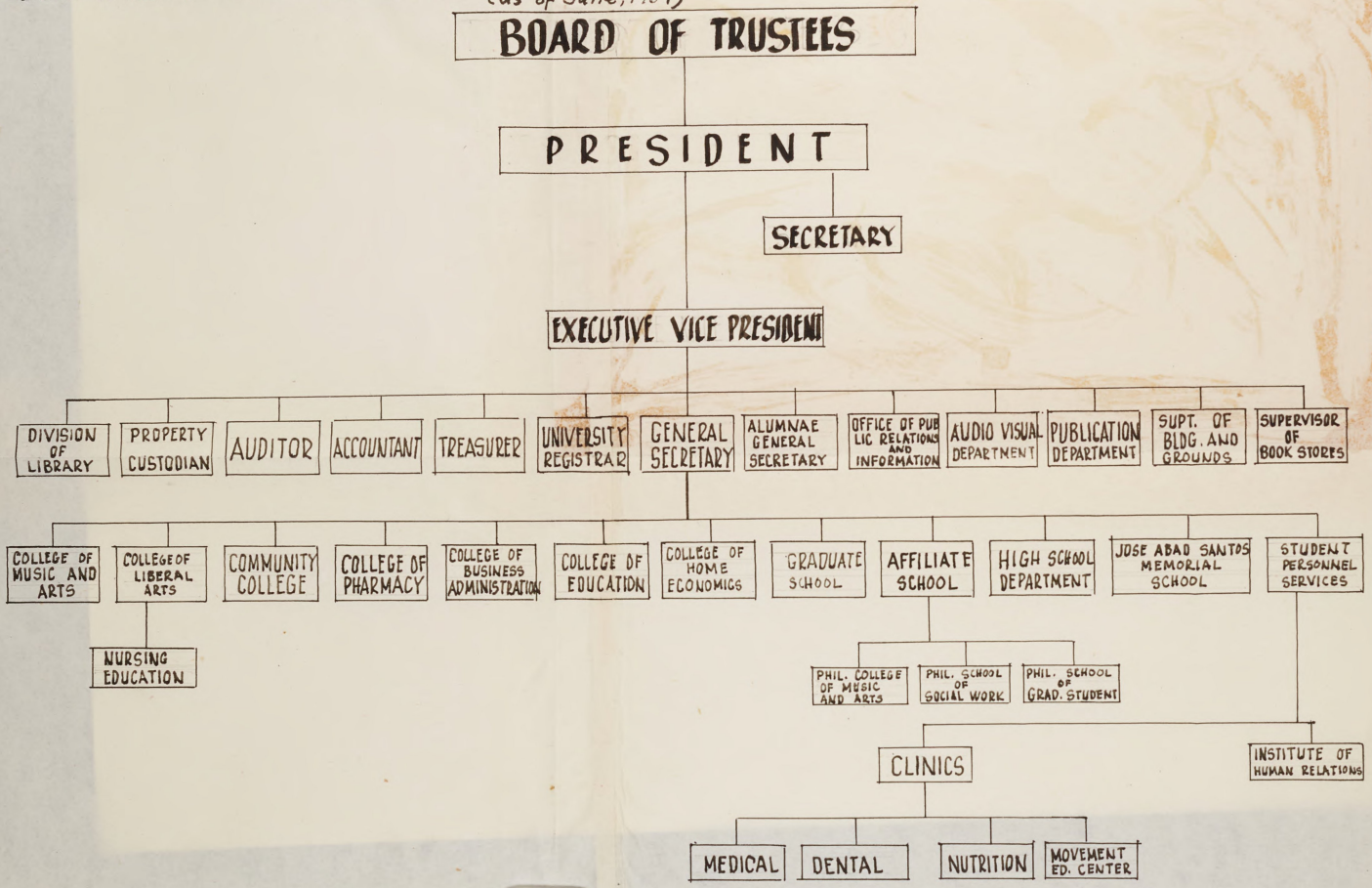


Fig. 5: THE PHILIPPINE WOMEN'S UNIVERSITY
CURRICULUM PATTERN AT INSTITUTIONAL LEVEL
(as of June 1957)

Fig. 5: THE PHILIPPINE WOMEN'S UNIVERSITY
CURRICULUM PATTERN AT INSTITUTIONAL LEVEL
(as of June, 1957)

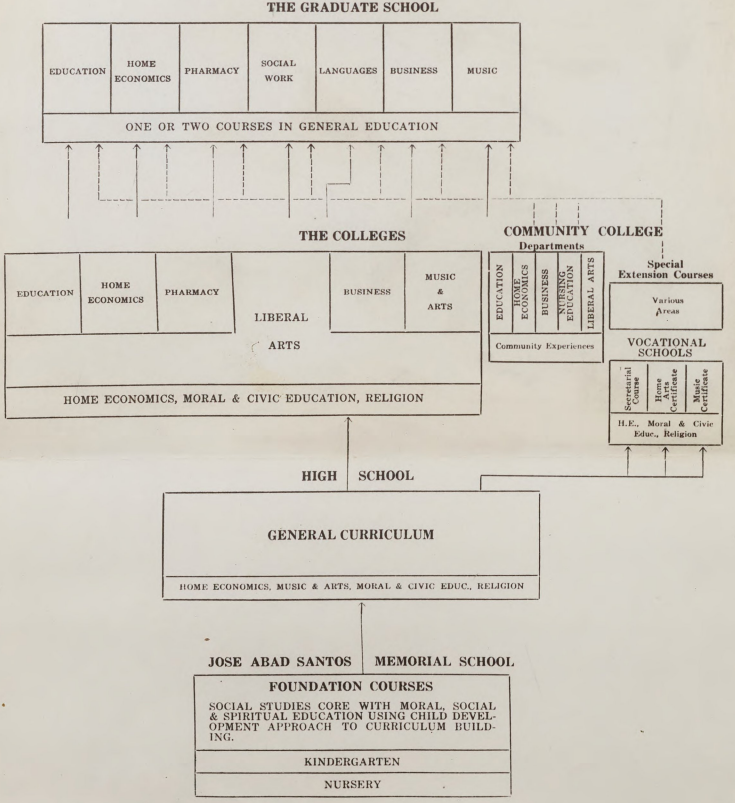
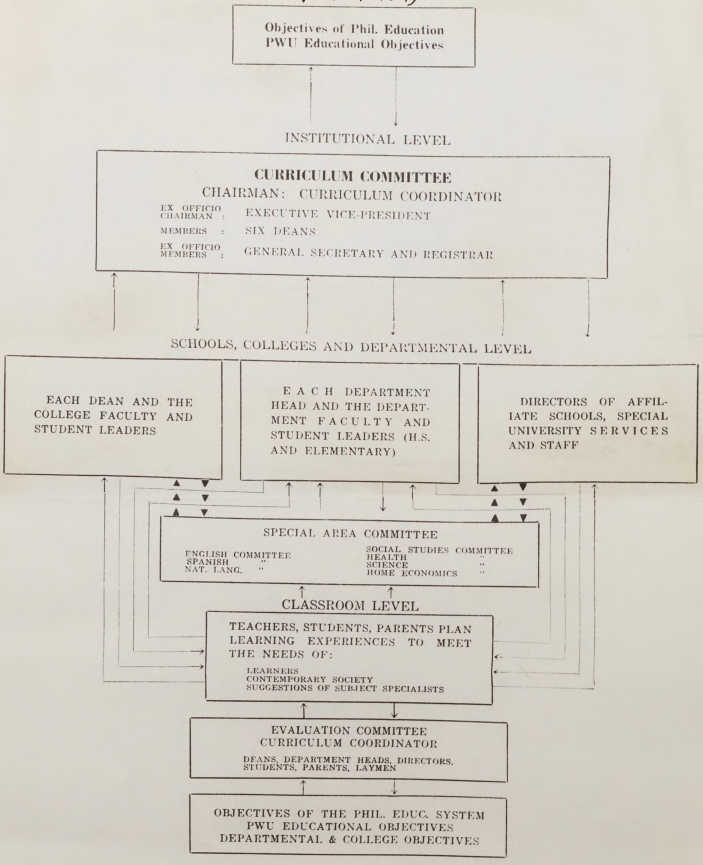


Fig. 6: CURRICULUM DEVELOPMENT
AT THE PHILIPPINE WOMEN'S UNIVERSITY
(as of June, 1957)

Fig. 6; CURRICULUM DEVELOPMENT
AT THE PHILIPPINE WOMEN'S UNIVERSITY
(as of June, 1957)



Curricular offerings and their enrollment:

The curricular offerings are:

- Graduate courses
  - Master of Arts in Education
    - Administration and Supervision
    - Audio-Visual education
    - Child Development
    - Curriculum and Instruction
    - Education
    - Guidance and Counseling
    - Developmental and Remedial Reading
  - Master of Arts
    - English
    - Home Economics
    - Psychology
    - National Language
    - Social Administration
  - Master of Science
    - Foods and Nutrition
    - Pharmaceutical Chemistry
    - Social Work
    - Business Administration
    - Home Economics
  - Master of Music
    - Applied Music-Piano, Voice, Violin, Cello
    - Composition
    - Theory
- College and professional courses
  - Bachelor of Arts
  - Bachelor of Science in Business Administration
  - Bachelor of Science in Chemistry
  - Bachelor of Science in Elementary Education
  - Bachelor of Science in Education
  - Bachelor of Science in Home Economics
  - Bachelor of Science in Nursing Education
  - Bachelor of Science in Nutrition
  - Bachelor of Science in Pharmacy
  - Bachelor of Science
  - Bachelor of Science in Voice, Piano, Violin, Wind Instrument, Theory, Composition
  - Three-Year Combined Normal Home Economics
  - Associate in Arts
    - Pre-Education
    - Pre-Law
    - Pre-Medicine
  - Associate in Commercial Science
  - Associate in Music
  - Associate in Secretarial Science
  - Music Teacher's diploma in Voice, Violin, Cello, Wind Instrument, Theory, Composition
  - Artist's Diploma in Voice, Cello, Wind Instrument
  - Pre-Nursing

Special Areas
Community College
Special Certificate Courses
Secondary School Courses
Pre-School and Elementary School[104]

A summary of the enrollment of all the colleges, special courses, nursery, kindergarten, elementary and secondary schools is as follows:

TABLE VIII

SUMMARY OF ENROLLMENT AT THE

PHILIPPINE WOMEN'S UNIVERSITY FOR THE FIRST SEMESTER, 1958-1959[105]

	M	F	Total
Nursery	31	20	51
Kindergarten	94	61	155

Elementary

Gr. I		Gr. II		Gr. III		Total
M	F	M	F	M	F	
45	76	54	51	47	55	

Gr. IV		Gr. V		Gr. VI		Gr. VII		Total
M	F	M	F	M	F	M	F	
56	65	36	44	40	52	16	34	671

Total: Nursery, Kindergarten and Elementary..... 877

Secondary

High School Combined: General and Home Economics	I	II	III	IV	Total
	F	F	F	F	
	119	135	150	179	583

Total: High School Department..583

Collegiate

Name of Course	I	II	III	IV	Total
	F	F	F	F	
Pre-Law	1	1			2
Pre-Medicine	1				1
Bachelor of Science in Chemistry	2	7	4		13
Bachelor of Arts	117	77	89	98	381

[104]The Philippine Women's University, Enriching the Learning Experiences of Students at the Philippine Women's University, (Manila, Philippines: Committee on Publications, 1955), pp. 15-16.

[105]Data Furnished by the Executive Secretary of the Philippine Women's University, Manila.

Collegiate (continued)

Name of Course	I F	II F	III F	IV F	Total
Bachelor of Science in Elementary Education	13	18	13	18	62
Bachelor of Science in Education	30	55	80	92	257
Bachelor of Science in Nutrition	129	142	166	96	533
Bachelor of Science in Home Economics	89	102	96	71	358
Bachelor of Science in Business Administration	82	68	61	43	254
Bachelor of Science in Pharmacy	56	44	60	87	247
Graduate School					130
Philippine School of Social Work					46
Special Vocational:					
Vocational Home Economics	47	19			66
Culinary Arts	19				19
Secretarial Training	92	19			111
Special Students	13				13
Total: Collegiate Department					2,493
Grand Total (Nursery, Kindergarten, Elementary, High School and Collegiate Department)					3,953

The Home Economics Program

Since the inception of home economics in 1919, the Philippine Women's University has given compulsory free home economics courses, then called domestic science. It leads by fifteen years, the movement undertaken by the government to make the study of home economics subjects a requirement in the high school. In 1928, the Philippine Women's University opened a College of Home Economics and was the first private school to grant the degree of Bachelor of Science in Home Economics.

Besides professional courses, the College of Home Economics offers free adult homemaking classes for out-of-

school youth and women. These classes are offered at the University, in factories, and in army camps for army wives. The College of Home Economics also pioneered in offering homemaking courses for boys in the public high schools near the university. All these classes provide part of the laboratory experiences for student teachers in home economics.

Training for homemaking is a fundamental objective of the Philippine Women's University, an objective deeply rooted in the philosophy of the university "education for useful womanhood". The home economics program of the Philippine Women's University has the following features:

a. Two years of general education planned to give the student a broad background that includes the humanities, basic sciences, social sciences, and basic communication-all designed to make her a more intelligent and useful participating member of her home and community, and
b. Two years of technical or professional training in one major and one minor area of home economics, besides a well-rounded preparation for homemaking.[106]

The various curricula now open to home economics students include majors or minors in Foods and Nutrition, Child Development, Home Economics Education, and Applied Arts. Additional training may be had in community nutrition, institutional management, and research.

Home economics at the Philippine Women's University is offered at all educational levels in the university.

a. Home Economics in the Elementary School
Formal home economics periods are only scheduled in Grades V and VI. Valuable work experience includes participation by rotation in the elementary school

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[106] College of Home Economics, Report to the Philippine-FAO Committee, (Manila, Philippines: The Philippine Women's University, 1955), p. 5.

canteen. Throughout the elementary school, however, units in other subjects carry out the objectives of education for better personal and family living. A unit in arithmetic includes marketing problems and actual visits to a market and a grocery. Social studies include the study of groups of families and families in other countries.

b. Home Economics in the High School

All students enrolled at the University high school take a combined academic and home economics course. Problems of the adolescent girls-her developing personality, her contribution to her home, her growing awareness of social groups and members of the opposite sex, and other problems peculiar to the girl of high school age-are considered in the graded courses of study.

c. Home Economics for all College Freshmen and Seniors

All entering college freshmen will take an introductory course in home economics. Units in personal hygiene, good grooming, living with members of the family, budgeting,of money, time and energy, and appreciation of family life are included.

All seniors who are not enrolled in the home economics curriculum are required to attend Home Economics for Seniors. This is a survey course in homemaking and includes a unit in foods and nutrition, home nursing and child care, child development, family relations, and home management.

d. Vocational courses in Home Economics

Special courses in Dressmaking, Culinary Art, and one year course in general home economics, called Home Arts, are open to high school graduates. Completion of the required courses entitles the students to a certificate awarded during commencement.

e. Home Economics in the College of Liberal Arts (Bachelor of Arts)

A major or minor in general home economics may be elected by the Liberal Arts student. While this does not generally qualify her for teaching in public schools because of insufficient units in education, it is an excellent cultural curriculum for a girl who wants a functional college education and a preparation for homemaking.

f. Home Economics in the College of Education (Bachelor of Science in Education)

Students who plan to teach in the high school may elect home economics education either as a major

or minor in the College of Education. Forty-four to forty-nine units of home economics are required of home economics majors. Education students elect another minor outside of home economics, but it is strongly recommended that the minor subject be chosen from allied fields that complement the major subject.

g. Home Economics in the College of Home Economics (Bachelor of Science in Home Economics)

A Bachelor of Science in Home Economics graduate of the University is prepared to teach any home economics subject, and also has undertaken adequate technical training in two or more areas of home economics besides teaching. Students who elect specific majors like nutrition or child development generally minor in home economics education to qualify for civil service education requirements for teaching.

h. Graduate Work in Home Economics

Requirements: The student must have at least forty hours of credit in home economics courses (in undergraduates and graduate curricula combined) and not less than 20 hours of professional work in education sociology. If a candidate majors in Home Economics Education, 40 hours will be required.

Two degrees are possible-Master of Arts in Home Economics and Master of Science in Home Economics. Specialization and research in a phase of home economics characterize the latter.

i.. Adult Education in Homemaking

A 45 hour course is given free to all women (helps, seamstresses, employees, usherettes, etc.) and out-of-school youths. Since 1950, the university has taught about 550 students free in the fundamentals of homemaking. Students are from the neighborhood of the Philippine Women's University, suburbs, and districts of Manila.

j. Homemaking for Boys

A 40 hour course is given free to graduating seniors of the public high schools with the main objectives of the improvement of their personalities and the laying of a good foundation for their future home and families.[107]

A large number of persons is reached yearly. The following table shows the number of students graduated from the different curriculums in home economics:

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[107] Ibid., pp. 9-10.

TABLE IX

NUMBER OF PERSONS REACHED THROUGH THE YEARLY PROGRAM OF THE COLLEGE OF HOME ECONOMICS OF THE PHILIPPINE WOMEN'S UNIVERSITY[108]

	Number
In the College of Home Economics-Bachelor of Science in Home Economics	70
In the College of Education-Bachelor of Science in Education, major in Home Economics	60
In the College of Liberal Arts-Bachelor of Arts major in Home Economics	6
Bachelor of Science in Nursing	12
High School	640
Elementary	85
Adults	80
Boys	130

A sample of the curriculum for the degree of Bachelor of Science in Home Economics is as follows:

TABLE X

CURRICULUM-GENERAL COURSE FOR THE BACHELOR OF SCIENCE IN HOME ECONOMICS DEGREE AT THE PHILIPPINE WOMEN'S UNIVERSITY[109]

FIRST YEAR

First Semester	Units*	Second Semester	Units*
English 1	3	English 2	3
Spanish 1	3	Spanish 2	3
General Chemistry	5	Organic Chemistry	5
Household Mathematics	3	Psychology 1	3
The Community or Sociology	3	Economic Foundation	3
Physical Education	1	Physical Education	3
Moral and Civic Education	2	Moral and Civic Education	2
	20		20

[108] Ibid., p. 10.

[109] Ibid., p. 18.

SECOND YEAR

First Semester	Units	Second Semester	Units
English 3 (including Library Science)	3	English 4	3
Spanish 3	3	Spanish 4	3
Physiology and Nutritional Chemistry	5	Basic Food Science 2	4
Basic Food Science 1	4	Nutrition 1	4
Art Appreciation and Interior Decoration	3	Applied Arts	3
Physical Education	1	Microbiology, Household and Community Health	4
Moral and Divic Education	2	Physical Education	1
	24	Moral and Civic Education	2
			24

THIRD YEAR

First Semester	Units	Second Semester	Units
Educational Psychology	3	Evaluation and Measurement	3
Basic Food Science 3	4	#.Home Economics Elective	3
Practical Botany	3	Nutrition 2	3
Textiles and Clothing 1	4	Observation and Part. and H.E. Method	6
Principles of Teaching and Education	3	Textiles and Clothing 2	4
Meal Planning	4	Home Management	3
Moral and Civic Education	2	Moral and Civic Education	2
	23		24
(Home Management)		(Practical Botany)	

FOURTH YEAR

First Semester	Units	Second Semester	Units
Social Science (elec.)	3	English Elective	3
English Elective	3	National Language 2	3
National Language 1	3	Family Relations	3
Home Nursing and Child Care	3	Philosophy of the Educational System	3
Nutrition 3 (Diet Therapy)	3	Practice House	4
Foods Elective	3	Practice Teaching	6
Institutional Management	3	Moral and Civic Education	2
Moral and Civic Education	2		24
	23		

*Units of semester hours
(Practice House) (Foods Elective)
(Practice Teaching) (Nutrition 3)
(Foods Elective) (Institutional Management)
##Advanced Cookery, Food Processing or Experimental Cookery
#Housing and Household Equipment or other Home Economics

Cookery
()Courses offered in two semesters.

Summary

The first part of this chapter described home economics in the Philippines. The second part of the chapter described the Philippine Women's University in Manila, and its home economics program. The way in which the university is administered, the system of organizing its curriculum, its curricular offerings were also discussed.

The success of home economics in the Philippines is the monumental contribution of the American regime to the Philippine educational system. No other phase of the public school system has helped the individual and the family live better lives than home economics education. The Philippine Women's University is performing its mission of educating girls for "useful womanhood" through its program of home economics education.

CHAPTER V

CERTAIN PRACTICES IN HOME ECONOMICS TEACHER EDUCATION OF A SELECTED COLLEGE AND A UNIVERSITY IN THE UNITED STATES

The six colleges and universities selected for this study were the Georgia State College for Women at Milledgeville, Georgia; the Women's College of the University of North Carolina at Greensboro, North Carolina; Eastern Michigan College at Ypsilanti, Michigan; Western Michigan University at Kalamazoo, Michigan; Central Michigan College at Mt. Pleasant, Michigan; and the Michigan State University at East Lansing. The practices followed in preparing prospective teachers of home economics were particularly studied so that implications could be drawn for the home economics teacher education program of the Philippine Women's University in Manila. One college and one university will be described in detail in order to give an idea of their practices in home economics teacher education.

The Women's College of the University of North Carolina

In the Deep South is located one of the women's colleges studied. This college is the Women's College of the University of North Carolina at Greensboro, North Carolina. Greensboro is situated near the geographical center of the state of North Carolina. The College is a part of the public school system of the state and its advantages are open to all on similar terms.

Historically, the Woman's College of the University of North Carolina was the first state-supported institution

for higher education for women in North Carolina. The 1958-1959 Bulletin of the College describes its origin:

> ...established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The College, for many years (1896-1919) the State Normal and Industrial College, and later (1919-1932) The North Carolina College for Women, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women.
>
> The College became a part of the University of North Carolina in 1931, when the General Assembly of North Carolina passed an act to consolidate the University of North Carolina at Chapel Hill, the State College of Agriculture and Engineering at Raleigh, and the North Carolina College for Women. By provisions of this act the North Carolina College for Women on July 1, 1932 became the Woman's College of the University of North Carolina.[110]

With a profound belief that education for women must go beyond providing technical skills and competencies, the Woman's College is committed to:

> ...the ideas that liberal and practical education must be combined not only on the same campus, but also within the same human being, the College offers well-rounded programs in student self-government, social activities, religious activities, athletics and other phases of student life regarded as integral parts of the college community in which the educational experience of the student goes on twenty-four hours a day.
>
> Education at Woman's College is designed to provide basic understandings and skills that make for effective citizenship as well as for professional competence.[111]

The roles alumnae play after graduating from Women's College are varied as shown in the following:

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[110]The Woman's College of the University of North Carolina, Bulletin for 1958-1959, (Greensboro, North Carolina), pp. 37-38.

[111]The Woman's College of the University of North Carolina, Brochure, pp. 1 and 4.

> Over 26,000 living alumnae of Woman's College are serving their communities in the fields of education, the fine arts, religion, social work, physical education, journalism, business, the professions and homemaking.
>
> Most of the graduates of Woman's College marry and have families. This is true of a majority of those who have business and professional careers as well. Accordingly, our courses of study take account both of the wide range of careers which women elect, and of education for citizenship and subjects of particular interest to women.[112]

The College confers seven undergraduate degrees and two graduate degrees. These are given under the College of Liberal Arts, the School of Music, the School of Education, and the School of Home Economics. Courses are offered leading to the following degrees:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Science in Home Economics
Bachelor of Science in Nursing
Bachelor of Science in Physical Education
Bachelor of Science in Secretarial Administration
Master of Education
Master of Fine Arts [113]

In most land-grant colleges and state universities, the school of home economics and the college of agriculture are on the same campus; however, as a part of the consolidated university, the school of Home Economics at the Woman's College serves as the designated land-grant School of Home Economics for North Carolina. Its history can be traced as follows:

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[112] Ibid., p. 4.

[113] Ibid., p. 4.

1892 The State Normal and Industrial School opened with 176 students enrolled, all of whom were required to take courses in Sewing and Cooking. This was a very progressive idea for this time.

1931 The Consolidated University became a reality. This institution, which was then the North Carolina College for Women, was renamed the Woman's College of the University of North Carolina.

1935 Seven majors had evolved, giving opportunity for specialized services to the State. Since this date, 1,168 young women have earned the degree of Bachelor of Science in Home Economics.

1939 A graduate program was established.

1946 The Home Economics Foundation was established with the purpose of aiding and promoting all types of education and research.

1949 Home Economics was designated as a School by the Board of Trustees of the Consolidated University.

1957 The School of Home Economics has sufficient space for expansion of the program but insufficient staff to render maximum service to the State. The greatest service, however, is offered by the hundreds of well-trained homemakers, teachers, and home agents, who are making family life richer in North Carolina.[114]

A distinctive aspect of home economics education at the Woman's College is that it provides good professional training, preparation for homemaking, and a basic liberal education. The School of Home Economics offers preparation for many attractive careers. A home economics curriculum has been planned in which the core provides basic knowledge for homemaking. During the four years the student has an opportunity to take courses in foods, clothing, housing,

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[114]The School of Home Economics, The Woman's College of the University of North Carolina, Brochure (The Home Economics Foundation, Greensboro, North Carolina), p. 2.

and furnishing, child development, family relations, home management, and family economics. The minimum requirement for the degree of Bachelor of Science with its distribution of hours, is as follows:

	Semester Hours
English 101,102,211,212.....	12
Science.....	12
History 101,102, Social Science.....	12
Foreign Language (one) or reading knowledge.....	12
Art 101.....	3
Physical Education.....	2
Home Economics:	
Core: Home Economics 101,103, 205,302,405,446, and 512.	18
Major:.....	17-22
Non-Home Economics Courses Required in Various Home Economics Majors.....	3-24
Electives.....	8-33
Home Economics.....	0-15
Other.....	0-33 [115]

The requirements for the Home Economics Education major are as follows:

HOME ECONOMICS EDUCATION MAJOR

General College Requirements.....53 semester hours

Science--Chemistry 101,102, or 103,104
Biology 101,102.....12 semester hours
English--English 101,102,211,212..12 semester hours
Foreign Language.....12 semester hours
Social Science--History 101,102
Economics and/or
Sociology.....12 semester hours
Art--Art 101..... 3 semester hours
Physical Education..... 2 semester hours

Home Economics Core Requirements.....18 semester hours

H.E. 101 Clothing Construction and Selection..... 3 semester hours

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[115] Woman's College Bulletin for 1958-1959, op. cit., p. 85.

H.E. 103 Feeding the family..... 3 semester hours
H.E. 205 The House and Its Furnishings..... 3 semester hours
H.E. 302 Child Development..... 3 semester hours
H.E. 405 Home Management House Residence..... 2 semester hours
H.E. 446 Family Economics..... 2 semester hours
H.E. 512 Home Relationships..... 2 semester hours

Home Economics Major Requirements.....15 semester hours

H.E. 301 Dress Design and Construction I..... 3 semester hours
H.E. 303 Food Selection and Preparation..... 3 semester hours
H.E. 311 Dress Design and Construction II..... 3 semester hours
H.E. 515 Household Equipment..... 3 semester hours
H.E. 213 Nutrition or
H.E. 313 Nutrition and Dietetics 3 semester hours
(Chem. 225 and Chem 325 prerequisite to H.E. 313)
Additional Major Requirements.... 3 semester hours

Physics 301..... 3 semester hours

Educational Requirements for Certification - 21 semester hours

Psychology 221 General Psychology..... 3 semester hours
Psychology 222 Educational Psychology..... 3 semester hours
Ed. 350 The Secondary School Pupil..... 3 semester hours
Ed. 317 The American Public School or
Ed. 481 The Social and Philosophical Aspects of Education in the Public Schools..... 3 semester hours
H.E. 307 Teaching Methods in Home Economics..... 3 semester hours
H.E. 467 Supervised Teaching.... 6 semester hours
Electives.....12 semester hours
Home Economics electives..... 6-0 semester hours
General College electives..... 6-12 semester hours

Total.....122 semester hours

During a two-day visit at the Woman's College of the University of North Carolina thirteen educators, adminis-

trators, home economists, and supervisors were interviewed. The total length of their administrative and teaching experience was one hundred and twenty-seven (127) years. Besides their length of service, the persons interviewed were involved in committees of state and national professional organizations.

Practices in the organization and administration of the home economics program

Home Economics

Organization - The home economics program is administered by the School of Home Economics with home economics education as one of its departments.

Objectives - The home economics program at the Woman's College provides preparation for homemaking, preparation for related professions, education for community participation and general education for personal development. The main purpose of the home economics education program is to prepare teachers for teaching homemaking in the secondary schools. These objectives were arrived at after a series of discussions and faculty meetings. After they were decided, the supervising teachers in the different student teaching centers were consulted about the objectives before the final formulation.

Curricular offerings - The School of Home Economics of the Woman's College offers nine majors: Child Development; Clothing; Textiles; Foods and Nutrition; Institutional Management; Home Economics Education; Home Demonstration; Education; Housing and Management; and General Home Economics. The student is required to finish a total of 122-124 semester hours before she can be awarded the Bachelor's degree in home economics education. Out of the 124 semester hours required, 58 are in general college requirements, 33 are in home economics, 9 are in home economics education, 12 are in general professional education and 12 are in physical education and electives. The general education offerings of the home economics are: English, Art, History, Foreign Language, and Science which includes Chemistry, Physics, Biology, Mathematics and Psychology.

Faculty qualifications - In order to be considered a qualified member of the faculty of the School of Home Economics of the Woman's College, a teacher must have the following qualifications: at least a Master's degree; a successful high school teaching experience or some experience in the area in which she is teaching; an interest in research; a sincere desire and enthusiasm for teaching; a professional demonstrated ability to

to think creatively.

Recruitment and selection of students - Home economics students are admitted after they have passed an entrance examination. They must have had satisfactory high school records. Students are recruited in the following ways: attendance of the staff members at high school programs and FHA county and regional meetings and attendance of high school seniors at a Career Day Program at the college to give them a chance to get acquainted with the home economics program at the college level.

Placement - Students are placed after graduation by the placement office of the university working cooperatively with the School of Home Economics.

Home economics education

Faculty - The department of home economics education is under a head who has the responsibility of teaching the home economics methods course as well as administering the student teaching in the home economics program. She must have all qualifications of a college adviser as well as have had some experience as a state supervisor of home economics. She takes care of advising all home economics education majors as well as helping in placing them after graduation. The other members of the staff are called college advisers. There

are three college advisers in the department of home economics education. To be a college adviser, a teacher must have at least a master's degree in home economics education, a successful high school teaching experience for at least three years, and experience as a supervising teacher.

The responsibilities of a college adviser of the department of home economics education are as follows:

a. Serves as a liaison person between the college and the student teaching center
b. Acquaints students with unique characteristics of the student teaching centers, responsibilities of student teachers, supervising teachers, and college advisers.
c. Guides the student teachers in establishing and maintaining good standards of conduct and dress
d. Visits student teaching centers regularly
e. Keeps informed of the growth of the student teacher through class observation, conference and careful review of lesson plans, block plans and all activity reports
f. Holds conferences with student teachers and supervising teachers and offers suggestions for further development
g. Assists supervising teachers in developing techniques of supervision that are conducive to a good teaching-learning situation
h. Helps student teachers and supervising teachers recognize and fit into their respective roles
i. Helps interpret record and report forms
j. Gives recognition for work well done

Student teaching centers

Selection - Before a school can be considered as a student teaching center, it must fulfill the following requirements: have excellent homemaking

teachers; have a vocational homemaking program; be typical of schools of the state in enrollment, size and facilities; be conveniently located (preferably near the college); and have a good community program. The supervising teacher of home economics is one of the major considerations in the selection of the student teaching center. She must have at least a master's degree or be working towards it, have three years of successful teaching in the high school, be interested in working with student teachers, and have skill in working with other people.

Number and Location - The student teaching centers of the department of home economics education of the School of Home Economics of the Woman's College are as follows:

TABLE XI

NUMBER AND LOCATION OF STUDENT TEACHING CENTERS OF THE WOMAN'S COLLEGE AT GREENSBORO

Location	Lab. or Off-Campus School	Size of High School	No. of Sup. Teachers
Asheboro	off-campus	1,000	1
Greensboro	off-campus	1,700	1
Page Senior High	off-campus	600	1
Central Junior	off-campus	400	1
Bessemer	off-campus	700	1
Sumner	off-campus	500	1
Curry	lab. school	200	1

Financial arrangement - There is no financial arrangement with the supervising teacher of home economics by the Woman's College, except through the flat rate in the salary

scale of the teacher.

Student teaching

Assignment to a student teaching center - The student teacher is given the chance to submit a list of her preferences of student teaching centers. This list is submitted to the head of the home economics education department who in turn makes the final assignment of student teaching center for each student teacher of home economics. Only two student teachers are assigned to a supervising teacher at one time with a maximum of eight student teachers for each supervising teacher in a year.

Length of student teaching - Each student teacher of home economics teaches all the classes on one day of each week beginning the third week up to the ninth week. At the beginning she has only one class which she teaches after observing for one week. Later on she teaches two classes in the day. Forty-five hours is the minimum number of clock hours required. Student teaching is given six semester hours credit.

Courses required - There are no home economics education courses which precede or follow student teaching, However, a seminar in home economics education parallels it. Problems encountered by the student teachers in their teaching are discussed in the seminar. All the student teachers from all student teaching centers attend this seminar.

Orientation of student teachers - The class in the high school is not oriented to the coming of the student teachers. However, as soon as she arrives, the supervising teacher orients her to the future job she will have by the following means: introduction to the total school program by a high school student, meeting and talking with all the homemaking teachers, providing an overview of the subject matter previously taken by the class, and acquainting her with the location of materials in the department of home economics. The supervising teacher provides her with the objectives for the units the class will study and a copy of the state curriculum guide.

Supervision of student teachers - The student teacher of home economics is supervised by the college adviser and the supervising teacher. The college adviser visits her at least seven times during the period of her teaching. No other staff member of the School of Home Economics visits her. Both college adviser and the supervising teacher use conferences and group meetings as methods of guiding and helping the student teacher of home economics. Hour long conferences are held with the student teacher during the last period in the afternoon. These are usually held in one of the rooms of the homemaking department. During conferences, weaknesses and strengths of the student's teaching are discussed.

Other duties of the student teacher - The student teacher, besides teaching a class, performs other duties such as: directing a homeroom; keeping pupils' records; visiting community agencies; attending teachers' and PTA meetings; and observing and participating in the activities of a kindergarten class.

Evaluation - All the student teacher's experiences were evaluated by the supervising teacher except for the last conference. At the end of her teaching term, she was included in a group evaluation where the college adviser and the supervising teacher were also present. Then the college adviser gave the final grade for the student teaching.

Practices in preparing prospective teachers of home economics in assisting families in meeting their needs

The following are needs of families which seemed to be the same for both American and Filipino families with practices carried out by The Woman's College in preparing prospective teachers of home economics in assisting families in meeting their needs:

Earning more to add to the family income

Developing the ability to teach nursery school level

Discussing the contributions of a homemaker to the family and how to live on essentials

Knowing how to use time, money, and energy to best advantage

Discussing short-cuts in meal preparation

Budgeting for different income levels

Meal planning and preparing for two income levels - low and average - in the Home Management House Residence

Requiring Home Management House Residence course for all students regardless of their major field

Evaluating readings and findings

Role-playing to exemplify roles different members of the family play in the use of time, money, and energy

Choosing diets for good nutrition

Meal planning and preparing for two income levels - low and average - in the Home Management House Residence

Recording and analyzing the individual food intake for a week

Understanding oneself, other members of the family, and other people of the community

Discussing readings and findings

Using the question box technique

Role-playing

Using skits

Letting students write autobiographies after they had been in the class for three weeks

Using films on family relations and teen-age problems

Having a sociodrama

Discussing case studies

Evaluating goals and values in relation to customs and traditions according to the family's needs

Letting a student analyze her own family needs

Considering theoritically how to understand normal behavior in a culture

Listing possible alternatives or possibilities for a problem of a student

Discussing and analyzing expectations of different income levels

Improving the care of babies and children

Discussing the need of proper nutrition for infants and young children and their feeding problems

Planning diets for different age groups for a day

Graphing a day's activities of a baby and suggesting how to improve the plan

Observing and discussing reports on the behavior of three, six, and twelve months old babies, a toddler, and a pre-school child

Interviewing parents on feeding problems and how they solved them

Visiting homes of nursery children

Thinking over the things in life which should be put first

Making an autobiography showing the student's own values in life

Discussing how to understand the values of the people the student teacher will work with and the need to have flexible goals

Making plans for the future of a family

Discussing problems of students and their families

Improving prenatal care

Discussing care of a pregnant mother, her needs, and the psychological aspects of pregnancy

Giving of talks to the class by pregnant mothers

Improving the guidance of children

Observing and participating in the activities of the nursery school

Having contacts with children beginning with the freshman year in college

Learning to like more things, deeds, ideas, and thoughts which are beautiful

Surrounding students in the classroom with beautiful objects

Discussing ways of achieving effective personal

relationships

Using the teacher as an example of an appreciative person

Discussing readings and findings

Encouraging self-expression

Improving the care of both body and mind

Using the teacher as an example of a person with good mental health

Discussing ways for developing early the mental health of the family

Discussing the importance of immunization

Using films and other visual aids on physical and mental health

Practicing the taking of temperature, giving an enema, bed baths, and changing the sheets with the patient on bed

Improving the house and its surroundings

Discussing how housing affects relationships

Exploring means of improving the house to meet changes in the family life cycle and the maximum use of facilities

Discussing case studies

Drawing a simple but functional house plan

Analyzing house plans in the market

Having field trips to houses in the community

Improving the community

Discussing effects of an improved community

on families

Visiting health agencies and other establishments in the community

Participating in community projects individually

Surveying community resources and services

Additional practices in preparing prospective teachers of home economics in the United States in helping families in meeting their needs

The following are some additional needs of American families which were not reported in the Philippines, and the practices followed by the persons interviewed in preparing prospective teachers of home economics in helping families in meeting their needs:

Improving family relationships

Discussing problems of the students and their families

Giving of a sociodrama

Giving of talks by resource persons

Writing an autobiography

Placing a question box in the classroom

Needing more help in decision-making process

Discussing problems of the students and their families

Giving a sociodrama

Giving of talks by resource persons

Writing an autobiography

Placing a question box in the classroom

Appreciating the contributions of the family to the community

Discussing problems of the students and their families

Knowing the community's resources and services

Visiting different agencies in the community

Contributing to the projects of civic organizations

Improving the house so that it is livable

Discussing problems of the students and their families

Having sufficient storage and wiring of the house

Using films and other visual aids on plans of an efficient kitchen and on electricity

Constructing kitchen plans for their future homes

Drawing storage spaces

Approaches in preparing prospective teachers of home economics to understand current educational practices

The following are educational practices which seemed to be the same for both American and Filipino schools with approaches used by The Woman's College in preparing prospective teachers of home economics to understand current educational practices:

Using the community school concept

Involving student's parents in carrying out school activities

Observing some aspects of the community

Planning together by teacher and students

Teaching focused on the family as a whole and as a part of the community

Utilizing personal and family problems in class discussions and laboratory work

Visiting homes of the students

Planning home projects

Involving the group as a way of improving the curriculum

Planning together by teacher and students

Planning by groups of a certain activity

Participating by the student teacher in planning the units of study for the class

Evaluating readings and reports

Teaching by coordinating all areas of knowledge related to the problem

Discussing problems of the students and their families

Teaching based on a text of the field only

Keeping notes of readings on file cards

Utilizing materials from the community

Using the bibliography with the textbook

Utilizing different techniques of teaching

Planning together by teacher and students

Examining and collecting free and inexpensive materials

Constructing resource units

Emphasizing vocational education

Examining career books

Having field trips to different business establishments

Emphasizing adult education

Teaching an adult class in homemaking

Discussing readings and findings

Observing and participating in activities of the adult homemaking class

Teaching based on a course of study or curriculum guide issued by the state department of education

Explaining to the students the correct use of a course of study or a curriculum guide

Investigating and comparing courses of study from different states

Emphasizing learning of facts

Discussing applications of facts learned

Discussing problems of students and their families

Utilizing different teaching techniques

Having much pupil participation

Teaching based on long- used practices

Using the teacher as an example of a progressive teacher

Discussing problems of the students and their families

Planning together by teacher and students

Accepting the opinion of the teacher without question

Discussing sources of informations on problems

Evaluating the teaching process by the class

Accepting mistakes by the teacher

Challenging the teacher on issues

Planning together by teacher and students

Working by committees

Emphasizing more science in the curriculum

Discussing problems of the students and their families

Planning together by the teacher and the students

Discussing parts of the lesson directly related to science

Emphasizing guidance and counseling

"Good teaching is guidance"

Having individual conferences with students

Additional approaches in helping prospective teachers of home economics to understand current educational practices

The following are some educational practices in the United States which were not found in the Philippines with approaches used in this institution in preparing prospective teachers of home economics to understand current educational practices:

Emphasizing the individualization of teaching especially for the mentally gifted and the slow learners

Discussing readings and findings

Relating science to teaching

Using practical applications of science to daily life

Analyzing science content of every subject in the curriculum

Teaching by concepts

Discussing problems of students and their families

Inculcating concepts of management and relationships

Discussing problems of students and their families

Planning together by teacher and students

Problem-solving approach in teaching

Integrating each lesson to life's problems

Western Michigan University

Western Michigan University was one of the state colleges studied in Michigan. It is located at Kalamazoo, 40 miles east of Lake Michigan. Kalamazoo has been a symbol of Westernism by authors who cannot resist the sound of its name. There are three colleges and an art center which give the community a cultural background superior to that of the average Midwestern city. Although it is an important industrial center, belching smokestacks and cindery wastelands modify but slightly its col-

lege-town aspect.[116]

Briefly, the history of Western Michigan University is as follows:

> Originally conceived as an institution to provide teachers for Michigan's elementary schools, Western Michigan University has steadily grown to university status.
>
> Beginning as Western State Normal School in 1903, changes have been noted by the different names under which the institution has operated; Western State Teachers College in 1926; Western Michigan College of Education in 1941; Western Michigan College in 1955, and Western Michigan University in 1957.[117]

From time to time the Legislature has defined the character and objectives of the university. It has been repeatedly declared that the purpose of the institution shall be:

> ...the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of the state of Michigan. True to this responsibility the university has always stood for two things for the training of teachers:
>
> a. A thorough grounding in such fields of knowledge as may lead to the intellectual growth of the student
> b. A thorough grounding in the science and art of teaching attained by sufficient actual teaching under direction
>
> While Western has remained true to the original purpose for which it was founded, the growing educational needs of the state have resulted in an expansion of the original intent until the university has come to be recognized as a regional institution of broad scope. Western Michigan University is still one of leading teacher training institutions of the United States, but the preparation of teachers now represents only one of numerous important areas of study and specialization. Large numbers of students pursue courses, on both the undergraduate and graduate levels, in business, in liberal arts, in the pre-professional, and in the vocational fields.[118]

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[116]Projects Administration in the State of Michigan, Michigan, A Guide to the Wolverine State, (New York:Oxford University Press, 1941), p. 322.

[117]Leaflet on Western Michigan University, p. 2.

[118]Western Michigan University, Bulletin 1958-1959 (Kalamazoo, Michigan), p. 33.

The program of study at Western Michigan University is divided into two parts. The first part is a program of study for the first and second years while the second part is for the third and fourth years.

> The program of study for the first and second years is organized:
>
> a. To provide the student with essential factual information, to give him an introduction to methods of thought and work and to provide such opportunities for study and growth as may lead to a well-rounded general education; and
> b. To prepare the student for undertaking the more advanced and specialized work embraced in the curricula of the third and fourth years or for more advanced work elsewhere.
>
> This program represents sixty semester hours of work, at least half of which must fall in the Division of Basic Studies, Languages and Literature, Science, and Social Science. The student must complete during the first year at least two semesters of Communication or College Writing.
>
> Admission to the program of the third and fourth years is based upon the satisfactory completion of the work outlined above or upon evidence of equivalent work done satisfactorily elsewhere. In addition, in the teaching curricula, the student must satisfy such special tests or examinations as may be prescribed or determine his general intelligence, scholastic aptitude and fitness for the teaching profession.
>
> The program of study for the third and fourth years is organized:
>
> a. To provide intensive cultivation of the fields of the student's special or professional interest; and
> b. To broaden his general education[119]

The University offers the following degrees:

> Bachelor of Arts
> Bachelor of Science
> Bachelor of Music
> Bachelor of Business Administration[120]

The University has five schools: School of Applied Arts and Science, School of Business, School of Education, School of Liberal Arts and Sciences, and School of Graduate Studies.

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[119] Ibid., p. 35.

[120] Ibid., p. 35.

Home economics is a department in the School of Applied Arts and Sciences at Western Michigan University, an organization different from the five other colleges and universities studied.

The Home Economics Department offers four-year programs leading to a Bachelor of Science degree for teachers, dietitians, and home economics for business personnel as well as a two-year program in home economics for those not desiring a degree. A student who majors in dietetics and business and also meets the requirements of the Department of Education for a certificate may teach home economics in the non-vocational home economics departments in Michigan.

The curriculum for the two-year non-degree homemaking program is described here in detail. Since this is taken by students who do not plan to get a degree, it would seem to be a useful program for all girls regardless of the degree for which they are working. A diploma is issued at the completion of this course.

First Year	Semester Hours	Second Year	Semester Hours
Biol. Sci. 107 or Healthful Living 111	2 or 4	Amer. Nat'l Govt. 202 or State and Local Gov. 204	3
Communication 114,115	8	Clothing 202	3
Effective Living 150	2	Costume Design 204	2
Elementary Design 161	2 or 3	Everyday Nutrition 212	2
Family Foods 116	2	Home Furnishings 250	2
Textiles 100	3	Home Nursing 252	2
Physical Education	1	Human Growth and Dev. 254	3
Electives (To be selected from history, education, speech, English, science, and	9 or 10	Physical Education	1
		Electives (To be selected from sociology, business, education, speech,	13

Curriculum for two-year non-degree homemaking - continued

home economics)	English, and Home economics)
Total semester hours 31 or 32	Total semester hours 31 [121]

Practices in the organization and administration of the home economics program

Home Economics

Organization - The home economics program is administered by the Department of Home Economics which is under the School of Applied Arts and Sciences. The home economics education program is an area in the Department of Home Economics.

Objectives - The objectives were arrived at after consultation among the faculty members who formulated the general objective of the Home Economics Department, to help the individual student to achieve a rich and satisfying home, family, and community life. This objectives is concerned with the personal group values that are desirable outcomes of successful living. It deals with the social, economic, aesthetic, managerial, health, and ethical aspects of family relations and management, child development, foods, clothing, and housing. Home economics is education for personal development, for more satisfying family and community living, and for areas of professional specialization.

Specifically, the objectives are as follows:

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[121] Ibid., p. 77.

a. To guide students to an appreciation that homemaking is a profession, having responsibilities for and making contributions to society

b. To study and recognize the needs and abilities of each student in order for her to assume her role and make her contribution to society and to the profession

c. To aid the student in developing into a mature, well-adjusted and socially effective person

d. To aim at the development of greater ability to do critical thinking and independent creative work and a desire for continued intellectual growth

e. To provide for growth in cultural and professional achievement

f. To acquaint the student with the broad field of home economics, developing skills and knowledge in -

    1. The basic principles of food preparation with an appreciation of modern technological advances and meal management for various ages, numbers, and income levels
    2. The part that related sciences plays in all phases of living

3. Construction and care of clothing and textiles
4. The growth and development of children and youth
5. The socio-economic problems of individuals and families
6. The selection, use, and care of housing, furnishings, and equipment

The objectives of the home economics education program were thought out in the home economics methods course and then were discussed with the supervising teacher in the student teaching center. They agreed upon the following objectives for the home economics education curriculum: appreciation of the purpose and scope of homemaking education, understanding of the part homemaking education plays in the total program of the school and community life, understanding of the role and responsibilities of the homemaking teacher, and ability to prepare and select a variety of teaching materials.

Curricular offerings - Three majors are offered by the Department of Home Economics at Western Michigan University, namely: Home Economics Education, Dietetics, and Home Economics for Business Personnel. The student is required to finish a total of 124 semester hours before she is awarded the degree of Bachelor of Science in Home Economics. Out of the 124 semester hours required, 33 are in general education, 30 are in home economics, 13 are in home economics education, 18 are in general professional education, and 30 are in

physical education and electives. The general education offerings required in home economics curriculum are: Chemistry, Biology, American Government, Sociology, Economics, English, Human Geography, Man and Society, and Foundations of Western Civilization.

Faculty qualifications - Before a teacher can be appointed as a member of the faculty of the Department of Home Economics, she must have the following qualifications: a master's degree and preferably a doctor's degree, successful experience as a teacher of secondary homemaking, a vocational teacher's certificate, an interest in promoting home economics, and an ability to work with people.

Recruitment and selection of students - There is no formal way of selecting students for home economics. However, students in home economics are recruited through the following ways: high school seniors are invited to the campus to attend an annual Career Day, faculty members give talks to high school groups, homemaking teachers are invited to hold their county meetings at the University and bulletins are sent to homemaking teachers of the high schools in that section of the state.

Placement - After graduation, the students of home economics, are placed by the placement office of the Department of Home Economics.

Home economics education

Faculty - There is no head of home economics education because it is considered as an area in the Department of Home Economics. The teacher who teaches the home economics methods course is responsible for the home economics education program. She also acts as the college supervisor and is responsible for supervising student teaching. Her qualifications are as follows: she must have a master's degree, and be working for the doctor's degree, and have had experience as an itinerant teacher trainer and as a state supervisor.

Student teaching center -

Selection - Before a school can be considered as a student teaching center, it must have a program which is eligible for reimbursement from vocational education funds. A reimbursed program includes a basic two-year homemaking course, at least one year additional offering in homemaking (electives), a daily conference period, and guided home experiences. It must also have qualified teachers of homemaking. The teacher in vocational homemaking education must have a bachelor's degree from an accredited teacher-education institution and must have completed a curriculum in homemaking education approved by the State Board for Vocational

Education.

Number and location - Student teachers of home economics are placed in five student teaching centers. They are as follows:

TABLE XII

NUMBER AND LOCATION OF STUDENT TEACHING CENTERS OF WESTERN MICHIGAN UNIVERSITY

Location	Off-campus or lab. school	Size of high school	No. of Sup. teachers
Campus School	Lab. School	250	1
Pawpaw	Off-campus	500	1
Muskegon	Off-campus	1,000	1
Vicksburg	Off-campus	300	1
Three Rivers	Off-campus	500	2

Financial arrangement - In the laboratory school, the salary of the supervising teacher is paid by the Western Michigan University. In the off-campus schools, a portion of the salary is reimbursed from vocational education funds. In both cases, the supervising teacher is considered to be a member of the staff of the Department of Home Economics.

Student teaching

Assignment to the student teaching center - The student teacher of home economics secures her teaching assignment from the Director of Student Teaching of the university. He assigns each student teacher of home economics according to the recommendations of the college supervisor of home economics education. Each supervising teacher is assigned from four to six student teachers at one

time with ten student teachers as the maximum for a supervising teacher in a year.

Length of student teaching - Each student teacher of home economics teaches for one-half of each day for the entire semester of eighteen weeks. She teaches one class after observing and participating for three weeks. Later, she teaches two classes a day until the end of her student teaching term. One hundred and twenty hours is the minimum number of clock hours required. Her student teaching is given eight semester hours credit.

Courses required - Introduction to Directed Teaching and Participation and Observation are the two courses which precede student teaching but there is no home economics education course which follows. Two education courses parallel student teaching, namely: Laboratory in Education where student teachers of all fields discuss their problems in teaching; and General Education Problems where problems in administration, contracts, school policies, etc. are discussed.

Orientation - Upon arrival in the student teaching center, the student teacher of home economics is oriented to her teaching situation. The supervising teacher introduces her to the other teachers of the school; she is shown all the rooms of the school and the home economics department; she is given a

desk space by her supervising teacher; and provided with all the resource unit's goals and other units studied by the classes in the past. The students are not formally prepared for the student teacher's arrival.

The supervising teacher also provides the student teacher with other helps such as resource units, personal records of the pupils, professional files, periodicals and journals, and plan book of the preceding months.

Supervision - The student teacher of home economics is supervised by the college supervisor and the supervising teacher. The college supervisor visits the student teacher in the student teaching center at least four times during her teaching term. Sometimes, the head of the Department of Home Economics also visits the student teacher in the student teaching center.

The college supervisor and the supervising teacher both use the conference as a method of guiding the student teacher. The conferences are held with the student teacher during the scheduled conference period in one of the rooms of the department "over a cup of coffee" for an hour. The conference period provides a chance for both the student teacher and the supervising teacher and/or the college supervisor to talk over problems met

during the student teaching.

Other duties of the student teacher - The student teacher of home economics assumes extra-classroom and community experiences. They are: homeroom responsibilities, attendance at home economics club meetings, observation and supervision of the lunch room, chaperoning of students during dances in schools, attendance at faculty meetings and PTA meetings, participation in week-end camps, and studying a problem student.

Evaluation - It is the practice of the supervising teacher in the laboratory school not to evaluate the student teacher during her first day of teaching experience. She stays out of the classroom so that the student teacher can develop a rapport with the class and get a better start. She evaluates the succeeding teaching experiences of the student teacher when she finds a need for it. The final grade of the student teacher of home economics is given by the supervising teacher.

Practices in preparing prospective teachers of home economics in assisting families in meeting their needs

The following are needs of families which seemed to be the same for both American and Filipino families with practices carried out by this university in preparing prospective teachers of home economics to assist families in meeting their needs:

Earning more to add to the family income -

Discussing some possibilities for good substitutes of certain foods, of doing the jobs themselves rather than paying or hiring help, and of getting the most out of a certain amount of money

Knowing how to use time, money, and energy to best advantage

Analyzing household chores

Demonstrating methods of work simplification

Constructing and analyzing personal budgets

Discussing family needs and demands according to the stages in the family life cycle

Discussing case studies

Using films on well-planned kitchens

Choosing diets for good nutrition

Planning and preparing meals for two types of income levels

Reading newspapers and reporting to the class what foods are abundant in the market

Analyzing and graphing the nutrient contents of their diets

Discussing ways by which nutrients in their food could be conserved

Group planning of low cost meals

Analyzing and reporting nutrient adequacy of school lunches and dormitory meals

Understanding oneself, other members of the family, and other people of the community

Having individual conferences with the girls

Doing a self-analysis inventory

Taking of personality test and analyzing their results

Using films on family relationships

Discussing case studies

Using skits on teen-age problems

Evaluating goals and values in relation to customs and traditions according to the family's needs

Discussing problems of students and their families

Considering theoretically the family's needs first and above customs and traditions

Discussing food fads and factors which influence diets

Improving care of babies and children

Preparing baby's formula for feeding

Demonstrating bathing of a baby

Using films on baby care

Discussing results of studies on baby care

Observing children in the nursery school

Discussing problems of students and their families

Having field trips to a well-baby clinic and hospitals

Planning and preparing meals for young children

Thinking over the things in life which should be put first

Considering theoretically a balance of values in life

Doing a self-analysis inventory

Using films on the development of proper sense of values

Interviewing people and analyzing the interviewed people's values

Improving prenatal care

Discussing needs of the pregnant mother and how they can be met

Reading and reporting results of studies in prenatal care

Improving guidance of children

Analyzing observations made in the nursery school

Discussing problems of the students and their families

Learning to like things, deeds, ideas, and thoughts which are beautiful

Calling the attention of the class to a piece of work beautifully done by a classmate

Discussing problems of the students and their families

Using films on color and design and on family relationships

Constructing some articles needed in the students' homes

Taking personality tests

Improving care of both body and mind

Recognizing good work done by students

Having field trips to the mental hospital

Discussing fundamentals of mental health

Discussing readings and findings

Discussing problems of the students and their families

Improving the house and its surroundings

Constructing some articles for the Home Management House

Undertaking individual projects by improvising articles for the students' homes

Constructing storage spaces out of cardboard boxes and match boxes

Giving talks to the class by resource persons

Improving the community

Using the films on well-planned communities

Giving of talks by resource persons of the community

Volunteering individually for community improvement projects

Constructing a check-list of a good community

Interviewing persons in charge of agencies on the services offered

Additional practices in preparing prospective teachers of home economics in the United States in helping families in meeting their needs

The following are some additional needs of American families which were not reported in the Philippines and the practices used in this institution in preparing prospective teachers of home economics in helping families in meeting their needs:

Improvement of family relations

Emphasis on doing things together in the family

Construction and analysis of chart on family activities

Films on family relationships

Case studies

Development of more spiritual rather than material values in family life

Class discussion of family life situations which can develop spiritual values

Emphasis on the sharing aspect when planning the money budget

Efficient management of time by families

Construction and analysis of time schedules of families

Selection of nutritionally correct diets

Discussion of results of animal feeding experiments

Definition and clarification of family goals and values

Case study

Development of democracy early in life

Films on democracy

Efficient management of money by families

Theoretical consideration of the relationships between food value and food cost

Approaches in preparing prospective teachers of home economics in understanding current educational practices

The following are educational practices which seemed to be the same for both American and Filipino schools with approaches made by the Western Michigan University in preparing prospective teachers of home economics to understand current educational practices:

Using the community school concept

Observing own hometown schools

Teaching focused on the family as a whole and as a part of the community

Discussing ways of achieving family centeredness in teaching

Working by groups on family situations and problems

Involving a group as a way of improving the curriculum

Working by committees

Developing resource units

Teaching by coordinating all areas of knowledge related to the problem

Considering theoretically total life areas

Teaching using the text in the field only

Orienting students to all community and professional resources

Examining several materials of instruction on the problem

Emphasizing adult education

Observing adult classes

Teaching based on the course of study or curriculum guide issued by the state department of education

Examining different courses of study from other states

Constructing overviews of units for a certain grade level

Understanding the fact that Michigan does not issue a course of study nor a curriculum guide to its schools and that each school can develop its own guide to suit local needs

Emphasizing learning of facts

(No practices were mentioned by the persons interviewed)

Teaching based on long-used practices

(No practices were mentioned by the persons interviewed)

Emphasizing more science in the curriculum

Giving of talks by teachers of science

Emphasizing guidance and counseling

Visiting homes of students

Discussing principles of guidance

Additional approaches in helping prospective teachers of home economics to understand current educational practices

The following are some additional educational practices in the institution which were not reported in the Philippines:

Emphasizing the individualization of teaching especially for the mentally gifted and the slow learners

Adjusting school work according to individual abilities

Improving home economics teaching so that it becomes challenging to the students

Discussing problems of the students and their families

Summary

This chapter dealt with the following points:

1. The Woman's College of the University of North Carolina at Greensboro, North Carolina, as an example of a woman's college and the Western Michigan University at Kalamazoo,

Michigan, as a sample of a state college were studied and described.

2. Twenty educators, administrators, teachers of home economics education, and supervising teachers were interviewed in the two schools mentioned in this chapter. Their total length of administrative and teaching experience was two hundred and thirty-two years.

3. There were three hundred and eighteen practices obtained from the persons interviewed from the aforementioned schools which were followed in preparing prospective teachers of home economics in helping families in meeting their needs and in helping them understand current educational practices. Practices in the organization and administration of home economics were summarized.

CHAPTER VI

ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS TEACHER EDUCATION IN SIX SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES

One of the major aspects of this study was the observation of practices in the organization and administration of home economics education in the Georgia State College for Women at Milledgeville, Georgia; The Woman's College of the University of North Carolina at Greensboro, North Carolina; the Western Michigan University at Kalamazoo, Michigan; the Eastern Michigan College at Ypsilanti, Michigan; the Central Michigan College at Mt. Pleasant, Michigan;and the Michigan State University at East Lansing, Michigan. The practices in the organization and administration of home economics education which will be described and summarized in this chapter were obtained by interviewing deans, heads, or chairmen of the colleges, schools, or departments of home economics; heads of the home economics education program or departments; teacher educators, college counselors, advisers, or coordinators; and the supervising teachers of the six institutions studied. Others interviewed and whose practices were also studied were the dean, or head of education, or teacher education; and the assistant deans of the colleges of education and home economics. The data were secured through the use of an interview schedule.

In tabulation and summarizing the findings in this chapter, the names of the college or university will not be mentioned, but each institution will be referred to as follows: Georgia

State College for Women as School A; the Woman's College of the University of North Carolina as School B; Western Michigan University as School C; Eastern Michigan College as School D; Central Michigan College as School E; and Michigan State University as School F.

The six colleges and universities visited were of different types. Table XIII shows the classification of the schools visited. There were two women's colleges, three state colleges, and one land-grant university included in the study. Different types of schools were selected in order to secure a representative picture of practices in home economics teacher education.

TABLE XIII

CLASSIFICATION OF THE SIX COLLEGES AND UNIVERSITIES

Type of School	School A	School B	School C
Woman's College	x	x	
State College	-	-	x
Land-grant University	-	-	-
	School D	School E	School F
Woman's College	-	-	-
State College	x	x	-
Land-grant University	-	-	x

In order to understand the organization and administration of the home economics teacher education in the six colleges and universities, several persons were interviewed. For a complete list of the persons interviewed and their official designations, see Appendix, page 290. Table XIV shows the number of persons interviewed in each school and the length of their administrative and teaching experience in years.

One can see from the table that the persons interviewed had long years of administrative and teaching experience. The

TABLE XIV

NUMBER OF PERSONS INTERVIEWED AND LENGTH OF EXPERIENCE WITH THE ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS IN EACH OF THE SIX COLLEGES AND UNIVERSITIES

Name of School	Number of persons interviewed	Length of experience in years
School A	4	40
School B	6	64
School C	3	42
School D	2	41
School E	2	45
School F	13	146
Total	31	378

experiences of thirty-one persons with three hundred and seventy-eight years of contact in home economics would seem to be reliable sources for providing information about practices in the organization and administration of home economics.

The Home Economics Program

The effectiveness of a functional program of home economics is dependent upon the efficiency of the administrative organization. Good administration is essential to a good department. There is a rapidly growing recognition of the role which good administration plays in the successful implementation of a well-planned program of home economics.

Organization

Administrative responsibilities for home economics were assumed by an over-all administrator. Each school visited had its own designation for this administrator. School A had a chairman; School B and F had a dean; Schools C,E, and E had a head. These variations were due to differences in the organization of the departments. Table XV shows the differences in the way home economics was organized in the six colleges and

universities.

TABLE XV

DESIGNATED ADMINISTRATIVE DIVISION OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Type of administrative division	School
College of Home Economics	F
School of Home Economics	B
Division of Home Economics	A
Department of the School of Applied Arts and Sciences	C
Department of the University	D and E

The dean, chairman, or head of the school, college, division, or department of home economics was largely responsible for the philosophy underlying the program, the atmosphere in which staff members work and students study, and the quality of instruction. She had the responsibility of initiating the formulation of the objectives for the program. All the colleges and universities studied followed the practice of involving all faculty members of the home economics department in the discussion and formulation of the objectives of home economics. In one school a specialist from the United States Office of Education gave assistance in the group thinking on these objectives.

Objectives

Several of the colleges and universities visited had different objectives for home economics. One of the woman's colleges had as its general objective, "education for better homemaking, for profession, for community participation, and for personal development", as its objective. The general bbjective of home economics in a land-grant university was

similar to the latter. The state colleges differed in their objectives for home economics. One defined home economics as "education for achieving a rich and satisfying home, family and community life", while the two other state colleges defined home economics as "education for homemaking and for a profession". Table XVI shows the differences in the statement of the general objectives of home economics in the six selected colleges and universities.

TABLE XVI

GENERAL OBJECTIVES OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

General objectives of home economics	Number of Schools
Education for better homes and better living	1
Education for homemaking, for a profession, for community participation, and for personal development	2
Education for achieving a rich and satisfying home, family, and community life	1
Education for homemaking and for a profession	2
Total	6

Since the main objective is the basis upon which the entire program of home economics is built, it must be thought through carefully, agreed upon and accepted by all the members of the staff. Current educational philosophy would indicate the importance of the staff of the department in home economics in deciding whether the home economics program of the school is being offered mainly for general education, for home and family living, and/or for preparation for gainful employment later in life. Home economists should also think of their contribution to the improvement of society. The staffs in these schools seemed to vary somewhat in their philosophy.

Curricular offerings

All of the six schools studied offered a different number of fields of specialization, and all differed in the expression of general objectives. Table XVII shows the different number of fields of specialization each of the six schools had.

TABLE XVII

NUMBER OF FIELDS OF SPECIALIZATION IN HOME ECONOMICS OFFERED BY THE SIX COLLEGES AND UNIVERSITIES

Number of fields of specialization in home economics	Number of Schools
1	2
2	1
3	1
9	1
17	1
Total	6

Although the six colleges and universities studied differed in the number of fields of specialization, all of them offered a major in home economics education. All also were preparing students to qualify as teachers of vocational home economics under the provisions of the state plan for vocational education in their respective states. Only persons holding the vocational certificate can teach in the reimbursed homemaking departments in the public schools.

All six colleges and universities offered general home economics offerings for those who wished to prepare for homemaking. A curriculum for the non-majors provided courses in foods, clothing, housing and furnishings, child development, family relations, and home management. One of the state colleges offered short courses in homemaking

for one or two years. Short courses were planned in terms of the background, needs, and aptitudes of the individual student. The student may attend college as long as she can profit from the instruction offered, and take as many courses as possible along with a work-program.

All students taking the major in home economics education had a required number of credits before they were awarded the degree of Bachelor of Science in Home Economics as shown in Table XVIII.

TABLE XVIII

NUMBER OF CREDIT HOURS REQUIRED FOR A BACHELOR OF SCIENCE DEGREE IN HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Number of credit hours required for a bachelor's degree in home economics	Number of Schools
124	4
192	2
Total	6

Each college or university had a different apportionment of the total number of credits in the areas of instruction for those students who were taking a major in home economics education. The other credits required for a bachelor's degree were apportioned in general education, home economics, general professional education, physical education, and collaterals and electives.

General education offerings for those who were taking a teaching major differed from one college or university to another. School A required art, health, biology, english, mathematics, chemistry, history, physics and sociology for their general education. School B required chemistry, biology, english, foreign language, history, social science, art, and

physics, School C required science, communications and humanities, social studies and art. School D required drama, language, literature, speech, science, social science and fine arts. School E required english, foreign languages, journalism, speech, science, social sciences, and fine arts. School F required communication skills, social science, natural science, and humanities. The courses required in general education common to all six colleges and universities were communications, humanities, social sciences, natural sciences. There was much concern with the offerings in general education because of the emphasis placed on the need of providing a broad and liberal education for the prospective teacher.

Home economics courses offered in each college or university were generally those in foods, clothing, housing and furnishings, child development, family relations, home management and family economics. School B had a core curriculum in home economics which everybody took regardless of the major field of specialization. In School F a wide selection of courses in all fields of home economics was open to all students majoring in other areas. In all six colleges and universities all students with a teaching major were required to take the Home Management House Residence course.

Home economics education courses consisted of home economics methods, observation and participation, and student teaching. These were given to prepare the student to teach in a vocationally approved department of home economics in

a public school.

General professional education included courses in educational psychology, principles of teaching, foundations of education, administration and supervision. These were offered to provide adequate professional training. General professional education was given the teaching majors to insure an understanding of the learner, the learning process, the role of the teacher of home economics and the role of the school in society.

All students in the six colleges and universities were required to take physical education. Collaterals and electives were offered to give the individual student opportunity to further her interest in other areas of learning. Electives were taken in the other departments of the college or university but these were not counted for their credits in their major field of specialization.

The six colleges and universities differed in the apportionment of the credits required for a bachelor's degree as shown in Table XIX.

Faculty Qualifications

The responsibilities and job demands in college teaching of home economics are tremendous. In order that an effective home economics program will be properly implemented, the staff must be well-selected. The dean, chairman or head of the school, college, division, or department of home economics in each college and university studies mentioned several qualifications desired of their staff in home economics.

TABLE XIX

APPORTIONMENT OF THE TOTAL NUMBER OF CREDITS IN THE AREAS OF INSTRUCTION FOR A TEACHING MAJOR IN HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Areas of instruction where credits are apportioned	School A (Q.H.)*	School B (S.H.)*	School C (S.H.)*
General Education	82	58	49
Home Economics	55	33	30
Home Economics Education	10	9	13
General professional education	25	12	13
Physical Education, collaterals and electives	20	12	19
Total	192	124	124

	School D (S.H.)*	School E (S.H.)*	School F (Q.H.)*
General Education	48	50	45
Home Economics	38	39	75
Home Economics Education	11	7	18
General professional education	13	13	12
Physical Education, collaterals and electives	14	15	42
Total	124	124	192

* Q.H. means quarter hours, S.H. means semester hours

Table XX shows the list of these desired qualifications.

TABLE XX

DESIRED QUALIFICATIONS OF A COLLEGE TEACHER OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Desired qualifications of the college teacher of home economics	A	B	C	D	E	F	Number of Schools
A master's degree	x	x	x	x	x	x	6
High school teaching experience or experiences in the area taught	x	x	x	x	x	x	6
Sincere desire to teach and enthusiasm in teaching	x	x	x	x	x		5
Preferably with a doctor's degree	x		x		x	x	4
Creativity in thinking		x		x	x		3
Competency in teaching methods	x					x	2
Credits beyond a master's degree	x						1

TABLE XX (cont.)

Desired qualifications of the college teacher of home economics	A	B	C	D	E	F	Number of Schools
Participation in state and national meetings	x						1
Interest in research		x					1
Interest in promoting home economics			x				1
A vocational homemaking teacher's certificate			x				1

Not one of the persons interviewed mentioned physical and emotional stability as qualities of special importance in teacher-pupil relationships or relationships with the members of the administrative and teaching staff.

Recruitment of selection of students

One of the administrative responsibilities of an administrator of home economics is the recruitment and selection of students. A great difference in the recruitment of students existed among the six colleges and universities. One had no organized method of recruitment while another had several. Prospective students usually need help in defining their own purposes and abilities in relation to the college offerings in home economics.

Recruitment of students in the six colleges and universities was done in a variety of ways. Table XXI shows eleven ways of recruiting students for home economics. Commonly used methods of recruiting students were: attendance of the staff members at school and FHA programs, attendance of high school seniors at Career Day Program at a college, and the giving of talks by staff members to high school groups. Other methods of recruiting were: visiting the university campus

by the high school students during the weekends, sending of bulletins to homemaking teachers requesting them to post them on the bulletin boards, sending of letters to high school seniors and their class officers, and inviting homemaking teachers to hold their county meetings at the college. The least frequently mentioned ways of recruiting were: sending of names by the state supervisors to the college, Farmer's Week program for youth, working through the alumni who are teachers, and requesting college club members and graduate students to visit and talk to students in their own hometown schools.

TABLE XXI

METHODS OF RECRUITING STUDENTS OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Methods of recruiting students of home economics	Number of Schools
Attendance of the staff members at school and FHA programs	5
Attendance of high school seniors at Career Day at College	5
Talks by staff members to high school groups	5
Bulletins sent to homemaking teachers	3
High school students invited to visit university on week-ends	2
Letters sent to high school seniors and their officers	2
Homemaking teachers invited to hold their county meetings at the college	2
Names of prospective students sent by the state supervisors	1
Attendance of high school students during the Farmer's Week program for youth	1
Requests for college club members and graduate students to visit and talk to students in their own hometown schools	1

Schools A,B,C, and E used four methods of recruiting students, School D used six, and School F used seven.

The six colleges and universities did not use standard methods of selecting students of home economics. Four used evaluation of the student's high school record as the basis for her admission to home economics in college. One used a type of entrance examination and the other did not use any selection method at all, but admitted anyone applying for admission to the home economics program. Table XXII shows the different methods employed in six colleges and universities in the selection of home economics students.

TABLE XXII

METHODS OF SELECTING STUDENTS OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Methods of selecting students of home economics	Number of Schools
Evaluation of the student's high school record	4
Qualifying examination before admission	1
Admission of all applicants	1
Total	6

School B was the only school among the six which used both evaluation of the student's record in high school and an entrance examination before admission to the school of home economics.

Placement

One of the responsibilities of an educational institution is to place its graduates in gainful employment. Four of the six colleges and universities placed their graduates through the general placement office, one school used both the placement office of the university and that of the school of home economics, while another used only the placement office

of the department of home economics. The latter might provide more satisfactory placement than the persons working in the college placement office through their wide personal knowledge about their graduates.

In schools A,D,E, and F the placement of the graduates of home economics was done through the general placement office, in School B by the placement office of the college as well as the school of home economics, while, in School C the department of home economics placed their own graduates.

TABLE XXIII

PLACEMENT OF GRADUATES OF HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Placement of graduates of home economics	Number of Schools
Placement office of the college or university	4
Placement office of the college and the school of home economics	1
Placement office of the department of home economics	1
Total	6

The Home Economics Education Program

Organization

The administration of the home economics education program differed in each of the colleges and universities. Four schools had home economics education as an area in the division or department of home economics, one school had a department of home economics education in the school of home economics while another one was a section of the department of teacher education. Table XXIV shows the administrative organization of the home economics education program in the six colleges and universities. Schools A,C,

TABLE XXIV

ADMINISTRATIVE ORGANIZATIONS OF THE HOME ECONOMICS EDUCATION IN THE SIX COLLEGES AND UNIVERSITIES

Administrative organizations of the home economics education	Number of Schools
An area in the division or department of home economics	4
A department in the school of home economics	1
A section of the department of teacher education	1
Total	6

D, and E had home economics education as an area in the department of home economics. Schools B and F had home economics education placed with a department status, although School F had a different way of organizing the home economics education. Instead of placing it as a department under home economics, it was placed as a section in the department of teacher education. When home economics education is organized within another unit as in School F, a community of interest between home economics education and the larger unit, which is teacher education, is of primary importance.

Faculty Qualifications

Each of the schools visited had different numbers of faculty in home economics education. Large schools like Schools B and F had persons in charge of home economics education while small schools like Schools A,C,D, and E, had only one professor in charge of the work in home economics education, but not designated as head of home economics education. In cases where there was a head of the department of home economics education, there were two or more members of the staff who taught as well as supervised student teaching. They were usually called college supervisors, or college

advisers. In School B there was an itinerant teacher trainer who was also a state supervisor and supervising teacher, or teacher educator, as in School E. In small schools, the person in charge of the home economics education taught the home economics education methods course and supervised student teaching.

The heads or persons in charge of home economics education in the six colleges and universities were asked about the qualifications of the teacher of home economics education. Table XXV shows the major qualifications of the teachers of home economics education. The three qualifications which all of them mentioned were: the teacher must have a master's degree, have had a successful teaching experience in a high school, and experience as a supervising teacher. Two of those interviewed mentioned the need to have had experience as a state supervisor and to have taken courses in supervision. One of them mentioned the ability to manage a home. The only head of home economics education who had a doctor's degree was in School F.

TABLE XXV

DESIRED QUALIFICATIONS OF A TEACHER OF HOME ECONOMICS EDUCATION ACCORDING TO THE HEADS OF HOME ECONOMICS EDUCATION INTTHE SIX COLLEGES AND UNIVERSITIES

Desired qualifications of the teacher of home economics education	Number of Schools
A master's degree	5
Successful high school teaching experience	5
Experience as a supervising teacher	5
Experience as a state supervisor of home economics	2
Courses in supervision	2
Homemaking experience including the management of a home	1

As shown in Table XXVI the teacher of home economics education from the six colleges and universities had different responsibilities. In all six, the teacher of home economics teacher education taught the home economics education methods course and at the same time supervised student teaching. Two schools mentioned the additional responsibility of advising all the students with a major in home economics education. The teacher of home economics education of School B also worked cooperatively with the placement office of the college in the placement of the graduates of home economics with a teaching major. One teacher of home economics education mentioned that she also coordinated the program of home economics education. When the faculty in home economics education had several members, they shared the responsibilities.

TABLE XXVI

RESPONSIBILITIES OF THE TEACHER OF HOME ECONOMICS EDUCATION IN THE SIX COLLEGES AND UNIVERSITIES

Responsibilities of the teacher of home economics education	Number of Schools
Teaching of the home economics education methods course	6
Supervising student teaching of home economics	6
Advising majors in home economics education	2
Working cooperatively with the college placement office in the placement of graduates	1
Coordinating the program of home economics education	1

Student Teaching Centers

Selection - It is imperative that the student teaching center be well selected because it contributes much to the preparation of the prospective teacher. In some of the schools visited the student teaching centers had been selected

so long ago that the present heads or persons in charge of home economics education did not know why they had been selected. However, all the schools had some criteria to be used in the selection of future student teaching centers as well as a basis for evaluating the present ones. School F had a well defined list of points to be considered. Table XXVII shows the criteria for the selection of a student teaching center as mentioned by the teachers of home economics education of the six colleges and universities.

TABLE XXVII

CRITERIA FOR THE SELECTION OF A STUDENT TEACHING CENTER FOR HOME ECONOMICS IN THE SIX COLLEGES AND UNIVERSITIES

Criteria for the selection of student teaching centers for home economics	Number of Schools
Has a well-qualified homemaking teacher	5
Has a vocational homemaking program	5
Has a good community program	5
Has administrators and teachers interested in home economics	4
Has adult education and FHA chapter	4
Must be recommended by the district supervisor of home economics	1
Must be approved by two members of the home economics education staff	1
Selection must be approved by the superintendent, principal, and homemaking teachers	1
Must be typical of the enrollment and facilities of the public schools in the state	1
Must be conveniently located (near the college)	1

All six differed somewhat in their requirements for a student teaching center. However, five agreed on three major criteria: the school must have a well-qualified homemaking teacher, a vocational homemaking program duly approved for reimbursement by state vocational funds, and a good community program. The community program was mentioned as one

of the considerations by all the schools studied in Michigan because of the emphasis placed on community schools by the state department of education. Points mentioned by four schools in the selection of a student teaching center were: the school must have administrators and teachers interested in home economics and must have an adult education program and an FHA chapter.

The philosophy of the school, the type of homemaking program, and the facilities of the home economics department are all very important in the training of prospective teachers of home economics. The student teacher needs to work with a well qualified teacher of homemaking. Table XXVIII shows the qualifications desired of supervising teachers in the student teaching centers.

TABLE XXVIII

QUALIFICATIONS DESIRED OF A SUPERVISING TEACHER OF HOMEMAKING IN THE SIX COLLEGES AND UNIVERSITIES

Qualifications desired of the supervising teacher of homemaking	Number of Schools
Is studying for a master's degree	6
Has taught high school homemaking for two years or more	6
Has taken courses in supervision	5
Is interested in guiding student teachers	5
Is a member of a professional organization	4
Has a bachelor's degree from an accredited teacher education institution	4
Believes in vocational education	4
Can work well with other people	1

There were several qualifications of a supervising teacher in homemaking which all the schools required. The most desired were: she must have begun work towards the master's degree and have taught successfully high school

homemaking for two years. Five of those interviewed mentioned that the supervising teacher of homemaking must have taken courses in supervision and be interested in guiding student teachers. Additional qualifications that four schools desired of their supervising teacher were that she must be a member of a professional organization, must have a bachelor's degree from an accredited teacher education institution, believe in vocational education, and work well with other people.

Number and location

The number of student teaching centers for each college and university studied depended upon the size of the school and the number of students in teacher education. Table XXIX shows the number of student teaching centers for each of the six colleges and universities.

TABLE XXIX

NUMBER OF STUDENT TEACHING CENTERS IN EACH OF THE SIX COLLEGES AND UNIVERSITIES

Name of School	Number of student teaching centers
School A	5
School B	7
School C	5
School D	2
School E	2
School F	12
Total	33

Student teaching centers were either laboratory or off-campus schools. Schools A,E, and F had all off-campus schools, School B had one laboratory school and six off-campus schools, School C had one laboratory school and four off-campus schools, and School D had one laboratory and one off-campus school. The trend towards off-campus student teaching was evident in all the colleges

and universities observed.

Financial arrangement

Each college and university studied had certain financial arrangements with the student teaching center of with the supervising teacher of homemaking, except School B. Table XXX shows the different types of financial arrangements used.

TABLE XXX

TYPES OF FINANCIAL ARRANGEMENT OF THE SIX COLLEGES AND UNIVERSITIES WITH THEIR STUDENT TEACHING CENTERS AND/OR SUPERVISING TEACHERS

Types of financial arrangement with the student teaching centers and/or supervising teachers	Number of Schools
College gives some amount of money to the center for every student teacher assigned	4
Part of salary of the supervising teacher in the off-campus school is reimbursed by state vocational funds	4
Salary of supervising teacher in a laboratory school is carried in the college payroll	3
Salary of the supervising teacher is supplemented by the college according to a scale	1
No financial arrangement with the supervising teacher of the center	1

Student teaching

Assignment to a student teaching center

Each college and university had its own system of assigning student teachers to the student teaching centers. Table XXXI shows the persons who were responsible for assigning the student teachers. It should be noted that the method used for assigning student teachers to the center depended upon the purpose of home economics education in each school as well as upon its administrative organization.

TABLE XXXI

PERSONS RESPONSIBLE FOR ASSIGNING STUDENT TEACHERS TO THE STUDENT TEACHING CENTERS IN THE SIX COLLEGES AND UNIVERSITIES

Persons responsible for assigning student teachers to the student teaching centers	Number of Schools
Student teacher indicates preferences and college supervisor assigns	2
Head of home economics department recommends to education department	2
College supervisor recommends to the director of student teaching of the college	1
Head of the home economics education and the director of student teaching of the college decide together	1
Total	6

The number of student teachers assigned to every supervising teacher differed from one school to another. Schools reported that from four to twelve student teachers were assigned to a supervising teacher of homemaking for a year. Table XXXII shows the number of student teachers assigned to a supervising teacher of homemaking during a year.

TABLE XXXII

NUMBER OF STUDENT TEACHERS ASSIGNED TO A SUPERVISING TEACHER OF HOMEMAKING IN A YEAR IN THE SIX COLLEGES AND UNIVERSITIES

Number of student teachers assigned to a supervising teacher of homemaking in a year	Number of Schools
4	1
6	2
8	1
10	1
12	1
Total	6

Schools A and F assigned six student teachers to a supervising teacher; School B assigned eight, School C assigned ten, School D assigned four, and School E assigned twelve student teachers. School E, with only two centers, had the largest number of student teachers assigned to a supervising

teacher. It may be necessary for each college and university to study the student-teacher ratio with the supervising teacher if a high level of teacher education is expected.

Although the number of student teachers assigned to a supervising teacher in one year looks large, the number of students assigned to her at one time is small. Schools A, B, D, and F assigned not more than two student teachers at one time. School C assigned four, and School E, six.

Length of student teaching

Student teaching terms varied in length from nine to thirty-two weeks in the six colleges and universities. The length of the student teaching terms was also affected by the way the academic year was divided. Table XXXIII shows these variations.

TABLE XXXIII

LENGTH IN WEEKS OF THE STUDENT TEACHING TERM IN THE SIX COLLEGES AND UNIVERSITIES

Length of a student teaching term in weeks	Number of Schools
9	2
10	1
18	2
32	1
Total	6

Schools A and B reported the length of the student teaching term to be nine weeks, School C and D eighteen, School E thirty-two, and School F ten. Schools A and F were on the quarter system while Schools B, C, and D, E, were on the semester basis.

As is shown in Table XXXIV, the number of clock hours required for student teaching varied among the six colleges

and universities. The number ranges from forty-five to one hundred and eighty hours.

TABLE XXXIV

NUMBER OF CLOCK HOURS REQUIRED FOR STUDENT TEACHING IN THE SIX COLLEGES AND UNIVERSITIES

Number of clock hours required for student teaching	Number of Schools
45	1
90	1
120	1
180	3
Total	6

The schools which required 120 or 180 clock hours were all from Michigan. However, the teacher of home economics education who reported a student teaching requirement of the lowest number of clock hours said, "Officially, the student teacher is required forty-five hours for student teaching, but she puts in twice that length with the numerous duties she has to do other than classroom teaching." In other words, 45 clock hours were officially required but in reality a conscientious student teacher had to put in more clock hours if she wanted to profit from the experience.

According to the supervising teachers, a student teacher did not begin to teach as soon as she reported to the student teaching center. She taught one class as soon as she felt she was ready. Later, she taught several classes during her teaching term. Table XXXV shows the number of classes a student teacher taught during her student teaching term.

Schools A, B, and C assigned two classes everyday of each week of the term to the student teacher, Schools D and E assigned one class while School F generally assigned four

TABLE XXXV

NUMBER OF CLASSES TAUGHT BY A STUDENT TEACHER IN A TEACHING TERM IN THE SIX COLLEGES AND UNIVERSITIES

Number of classes taught by a student teacher in a student teaching term	Number of Schools
One class a day of each week of the term	2
Two classes a day of each week of the term	3
Four classes a day sometime during the term	1
Total	6

classes for the student teacher to teach sometime during the term. It is interesting to note the different ways in which the teaching load was planned for the student teacher. School A allowed the student teacher to select the two classes which she wished to teach. In the rest of the schools, the supervising teacher assigned the classes the student teacher would teach.

One practice reported was that of giving a student teacher experience in handling all the classes a supervising teacher taught for several days. This practice allowed her to carry the full responsibilities of a teacher. During these days, she taught all the classes in the teaching schedule. Another supervising teacher reported that she allowed the student teacher to handle the number of classes she felt confident to handle. She might begin with one class and gradually increase her load day by day until she could feel confident in handling a full day's program.

Orientation of student teachers

One of the responsibilities of the supervising teacher was to orient the student teacher to her new job of teaching. If proper orientation is given the student teacher, she will be able to proceed with her new responsibilities on her own.

Fifteen supervising teacher were interviewed regarding their practices in orienting student teacher to the new job. Several supervising teacher mentioned practices followed in the orientation of the new student teacher, as shown in Table XXXVI.

TABLE XXXVI

PRACTICES OF FIFTEEN SUPERVISING TEACHERS OF HOMEMAKING IN THE ORIENTATION OF NEW STUDENT TEACHERS IN THE SIX COLLEGES AND UNIVERSITIES

Practices of supervising teachers in the orientation of new student teachers	Number of Supervising Teachers
Introduce the student teacher to the staff of the high school and to the members of the community	9
Give the student teacher conference time before and after class hours during the first week	5
Acquaint the student teacher with the total school program	3
Let high school students take student teacher on a tour of the high school building	3
Provide student teacher with resource units, handbook, and study guides	3
Hold conference with all the homemaking teachers on the first day of the teaching term	3
Acquaint the student teacher with the home economics department and the location of materials and equipment	3
Send letter to student teacher before school year begins	2
Let student teacher assist laboratory work	2
Let student teacher observe all the classes during the first week	2
Let student teacher visit the high school before school opens	2
Let student teacher follow through all the responsibilities a supervising teacher does everyday of the first week	1
Allow student teacher to observe and select classes she wants to assist	1
Have informal talks with other teachers of the high school on teaching	1
Give student teacher a desk space	1
Have student teacher set her own professional goals	1
Let outgoing student teacher give a social in honor of the new student teacher	1
Discuss responsibilities of teaching at a luncheon with the new student teacher	1
Let student teacher live in the community	1

Each of the 15 supervising teachers interviewed mentioned a variety of methods used in the orientation of a new student teacher. Nine supervising teachers introduced the student teacher to the administrative, teaching, and custodial staff of the high school and to the prominent citizens of the community. Five gave conferences before and after class hours during the first week of the teaching term. One supervising teacher said, "I introduce her to the school and the community and help her to have a feel of the activities. Student teachers live in our community." Another supervising teacher not only took the new student teacher on a tour of the school but also took her on a tour of the town. All the methods used by the supervising teacher in orienting a new student teacher resulted in better relationships and the establishment of good rapport.

Courses required

Home economics and general professional courses required before, parallel, or after student teaching differed with each college and university. School A had home economics education methods precede student teaching and a "Seminar on Curriculum" afterwards. In School B "Home Economics Education Methods" paralleled student teaching. In School C, two methods courses preceded student teaching, and two courses paralleled student teaching: "Laboratory in Education" and "General Education Problems". School D had "Home Economics Education Methods" preceding student teaching and a "Seminar in Education" parallel with student teaching. School E had no professional or home economics education preceding nor following student

teaching but Home Economics Education Methods was taught parallel with student teaching. School F had "Beginning Methods" before student teaching and a "Seminar in the Teaching of Home Economics" paralleling it. The practice of giving "Home Economics Education Methods" before student teaching seemed to be among the most used practices in the six colleges and universities.

Supervision of student teachers

Persons interviewed in the six colleges and universities emphasized the fact that supervision of student teachers had become one of supporting, assisting, and sharing, rather than directing. The major aim of the supervision of the student teacher was to help her to grow through assuming responsibility and creativity. The interaction between the supervisors and the student teacher is a means of realizing this aim.

Different persons were responsible for supervising the student teachers in the student teaching centers. Table XXXVII shows that each college and university visited had their specific persons or person responsible for supervising student teachers.

TABLE XXXVII

PERSONS RESPONSIBLE FOR SUPERVISING STUDENT TEACHERS IN THE STUDENT TEACHING CENTERS IN THE SIX COLLEGES AND UNIVERSITIES

Persons responsible for supervising student teachers	Number of Schools
College coordinator and supervising teacher	2
College counselor and supervising teacher	1
College advisor, itinerant teacher trainer, and head of the home economics education	1
Head of the home economics education and the supervising teacher	1
General education coordinator, college supervisor, and supervising teacher	1
Total	6

Schools visited had more than one person supervising the student teacher in the student teaching center. Student teachers were supervised as follows: Schools D and E by the college coordinator and supervising teachers; School A by the college counselor and the supervising teacher; School B by the college advisor, itinerant teacher trainer, and supervising teachers; School C by the head of home economics education and the supervising teacher; and School F by the general education coordinator, college supervisor and the supervising teacher. When several persons supervise the student teacher they need to be sure that all efforts toward the promotion of her growth are coordinated and agreed upon.

Supervisors of student teachers from the six colleges and universities visited the student teachers in the student teaching centers as many times as possible. Table XXXVIII shows the number of visits the college staff members gave a student teacher in the six colleges and universities.

TABLE XXXVIII

NUMBER OF VISITS COLLEGE STAFF MEMBERS GAVE A STUDENT TEACHER IN THE STUDENT TEACHING CENTER IN THE SIX COLLEGES AND UNIVERSITIES

Number of visits staff members gave a student teacher in the student teaching center	Number of Schools
1	2
2	1
4	1
5	1
7	1
Total	6

The number of visits of staff members of the college or university depended upon the size of the staff in home

economics education, the needs of the student teacher and the distance of the student teaching center from the college. If there was only one staff member in home economics education who had to handle all the responsibilities of the program, she could not visit the student teacher in the student teaching center as often as she might like. If a student teacher needed much help, then the number of visits was increased. The farther the student teaching center was, the fewer the chances of visiting, especially if there was only one staff member in home economics education. The number of times staff members visited the student teacher were as follows: Schools D and E once, School A twice, School B seven times, School C four times, and School F five times.

Supervising teachers designated the date when a student teacher would begin her teaching. Some of them tried to see whether the student teacher was ready for the first experience before they let her teach. They were careful that the student teacher had a pleasant experience at the beginning and gave her all the possible encouragement and assurance. Table XXXIX shows when the student teacher in the center of the six colleges and universities began her first teaching experience.

TABLE XXXIX

TIME OF THE FIRST TEACHING EXPERIENCE OF THE STUDENT TEACHER IN THE SIX COLLEGES AND UNIVERSITIES

Time of the first teaching experience of the student teacher	Number of Schools
After three week's observation and participation in the classes she will teach	3
After one week's observation and participation in the classes she will teach	2
After two week's observation and participation in the classes she will teach	1
Total	6

A period of orientation was provided so that she could build her self confidence and establish rapport with her students. Schools C, E, and F allowed three weeks for the orientation period, Schools A and B allowed one week, and School D allowed two weeks. Some supervising teachers reported that they had student teachers who could teach after a couple of days while others could not build up their self confidence even by the fifth week of their student teaching term. One supervising teacher said, "The date when she teaches depends upon the unit of learning the class may be taking. If it is difficult, I do not let her teach it unless she feels that she can do it." Another one said, "As soon as possible, depending upon her readiness." A third one said, "About two weeks, depending on the student teacher."

Supervising teachers used different methods of guiding the new student teacher. The staff members from the college or university used many other methods besides the ones used by the supervising teacher in the student teaching center. Table XL shows all the methods used by both the staff members from the college and the supervising teacher.

TABLE XL

METHODS OF SUPERVISING THE NEW STUDENT TEACHER USED BY THE STAFF MEMBERS IN THE SIX COLLEGES AND UNIVERSITIES AND THE SUPERVISING TEACHERS IN THE STUDENT TEACHING CENTERS

Methods used in supervising the new student teacher	Number of Schools
Individual conferences with the student teacher	6
Group meetings on the college campus of all the student teachers	5
Letters sent by the staff member of the college to the student teacher	4
Guide sheets and teaching materials shared with the student teacher	2

One major technique of supervising the student teacher used by all the six colleges and universities studied was individual conferences. Group meetingsin the college campus of all the student teachers was the technique used by five schools. Letters were sent to the student teacher by the staff members of Schools A, B, E, and F. Guide sheets and teaching materials were shared with the student teacher in Schools B and C. School E called their group meetings, "Critic Meetings", where all the student teachers met all the critic teachers in homemaking (supervising teachers) and problems met in student teaching were discussed.

Conferences as a means of guiding the student teacher was an accepted practice in all six colleges and universities. Conference time had to be set aside by the supervising teacher for the student teacher. The time differed from one school to another. There was no one most usual time for conferences. Table XLI shows the different times of the day when conferences were held, although one supervising teacher interviewed said that there was no regular conference time, as it was dependent upon the need.

TABLE XLI

TIME FOR CONFERENCE WITH THE STUDENT TEACHER WITH THE SUPERVISING TEACHER IN THE STUDENT TEACHING CENTERS IN THE SIX COLLEGES AND UNIVERSITIES

Time for conference between the supervising teacher and the student teacher	Number of Schools
Regular of schedule conference period in the day	4
Last period of the afternoon session	1
No regular time for conference	1
Total	6

The supervising teachers mentioned that most of them held their conferences with the student teacher during the regular or scheduled period because the student teacher was involved in helping individual pupils after classes. Schools A, C, E, and F had regular conference periods during the day, School B preferred the last period in the afternoon, and School D had no regular time.

Conferences were usually held in the home economics department. The supervising teacher selected a place where there was privacy. One supervising teacher said, "We have our conference over a cup of coffee." Every possible means was employed by the supervising teacher to help the student teacher feel at ease during the conference period. Points discussed during the conference were those particularly pertaining to the ways in which the student teacher could improve her teaching experience. One supervising teacher said, "I let her analyze her teaching experience and ask her how she could have improved it." Another one said, "I take up first, all her good points and later on I ask her what she thought were her weaknesses." Training the student teacher in self-evaluation helps her grow professionally.

Other duties of the student teacher

An efficient teacher assumes many responsibilities in school and in the community. This is one aspect of the work of a teacher which the student teacher has to know. The supervising teacher acquainted the new student teacher with all the other duties of a teacher of homemaking besides class-

room teaching, as shown in Table XLII.

TABLE XLII

DUTIES OTHER THAN CLASSROOM TEACHING WHICH THE STUDENT TEACHER ASSUMES DURING THE TEACHING TERM IN THE SIX COLLEGES AND UNIVERSITIES

Other duties which a student teacher assumes besides teaching	Number of Schools
Attending staff and PTA meetings	5
Assisting local and county FHA meetings	4
Directing a homeroom	3
Visiting homes	3
Chaperoning socials	3
Doing everything a teacher does	2
Observing and participating in adult homemaking class	2
Record-keeping	1
Visiting community agencies	1
Observing and participating in a nursery school	1
Observing and supervising the school lunch program	1
Participating in a week-end camp	1
Studying a problem of a particular student	1
Assisting students in their home experience	1
Attending a county meeting of homemaking teachers	1
Visiting other high school classes of different subjects and grade levels	1
Talking with the superintendent on how to apply for a job	1
Making contacts with resource persons for the class	1
Assisting a youth organization such as the Girl Scouts	1
Serving banquets in school	1

One can see the variety of experiences which the student teacher was able to have before she finished her teaching term. All the supervising teachers interviewed said that they were eager for the student teacher to know all the responsibilities of a homemaking teacher so that she would be prepared to assume them when she starts teaching professionally. Most of the supervising teachers assigned the following duties to the student teacher: attendance at staff and PTA meetings, assisting local and county FHA meetings, homeroom direction, home visits, and chaperoning social events of students. One of the supervising

teachers said, "I expect her to do everything which a teacher is expected to do. I do not list what she has to do but encourage her to participate in all activities the school and the community have."

Professional laboratory experiences during the student teaching term help the student teacher grow in responsibility and creativeness. These experiences should be well chosen considering the needs, capabilities and future professional goals of the student teacher. Care should be taken that the student teacher profits from rather than is exploited by any experience.

Evaluation

The student teacher goes through a teaching experience with the purpose of preparing herself to be a prospective teacher of home economics. She is eager to know and to learn. She wants to know where she can improve. The practices followed by the supervising teachers at the beginning of the student teaching experience are shown in Table XLIII.

TABLE XLIII

PRACTICES IN THE EVALUATION OF THE FIRST TEACHING EXPERIENCE BY THE SUPERVISING TEACHER OF THE STUDENT TEACHING IN THE SIX COLLEGES AND UNIVERSITIES

Practices in the evaluation of the first teaching experience of the student teacher	Number of Schools
Conference after the first teaching experience to discuss its strengths and weaknesses	5
Supervising teacher does not evaluate her first teaching experience	1
Student teacher writes a professional log	1
Informal discussion with no written suggestion	1

Five supervising teachers interviewed agreed that a

conference be held after the first teaching experience. The conference following the first teaching experience was usually short, with major emphasis placed on the good points rather than the weak points. Assurance and encouragement were given to the student teacher after her first experience. One supervising teacher said, "I do not stay in the room during the first teaching experience of my student teacher. I leave her alone with the students so that she can build the rapport with them that is essential in her subsequent teaching."

Subsequent teaching experiences were evaluated by the supervising teachers. Most of those interviewed used the conference as a method of evaluation. The student teacher and the supervising teacher together discussed how the experience could be improved. Table XLIV shows the different practices followed by the supervising teachers of the six colleges and universities in the evaluation of the subsequent teaching experience of the student teacher.

TABLE XLIV

PRACTICES IN THE EVALUATION OF THE SUBSEQUENT TEACHING EXPERIENCES OF THE STUDENT TEACHER IN THE SIX COLLEGES AND UNIVERSITIES

Practices in the evaluation of the subsequent teaching experiences of the student teacher	Number of Schools
Conference after each teaching experience	5
Discussion of comments offered by other student teachers observing her	1
Evaluation depends upon the needs of the student teacher	1
Use of the university form for evaluation	1
Self-evaluation	1

The supervising teachers mentioned the fact that as much as possible they tried to minimize the emphasis on

the weaknesses of the teaching experiences of the student teacher. However, they were amazed to know that the student teacher was eager to know her weaknesses so that she could eliminate them. One supervising teacher said, "I do not evaluate every teaching experience of my student teacher. It depends upon the need. If there is a need, I hold a conference with her. I give her commendation after the teacher experience." Much of the attitude towards evaluation is built by the proper approach toward it. If the student teacher is properly oriented towards the purpose of evaluation, then she welcomes it. The use of a check-list was discouraged as it seemed to give the idea to the one being evaluated that she was being checked upon rather than helped.

The six colleges and universities differed in the procedure for giving a final grade to the student teacher for her student teaching. The persons responsible for giving the final grade are shown in Table XLV.

TABLE XLV

PERSONS RESPONSIBLE FOR GIVING THE FINAL EVALUATION OF THE STUDENT TEACHER FOR HER STUDENT TEACHING IN THE SIX COLLEGES AND UNIVERSITIES

Persons responsible for giving the final grade for student teaching	Number of Schools
Supervising teacher only	3
College supervisor, supervising teacher and principal	1
College supervisor and supervising teacher	1
College supervisor, supervising teacher, and the student teacher	1
Total	6

Schools C, D, and E had the supervising teacher give the final grade. School A used the college supervisor,

supervising teacher and the principal. The principal was included in order to evaluate the community and school relations of the student teacher. In School B, the college supervisor and the supervising teacher gave the final grade although the right to alter the grade was vested with the college supervisor. School F involved the college supervisor, the supervising teacher, and the student teacher. The practice followed by School F provided more opportunities for an open discussion of the growth the student teacher had attained. It also involved all the persons concerned.

SUMMARY

This chapter has dealt with the practices followed in organization and administration of home economics in six colleges and universities. The organization and administration of the programs of both home economics and home economics education were discussed.

The phases of the organization and administration of the home economics program discussed were its organization, objectives, curricular offerings, faculty qualifications, recruitment and selection of students, and placement of graduates. The designated administrative division of home economics in the six colleges and universities were: School A had a division of home economics; School B, a school of home economics; School C a department of the School of Applied Arts and Sciences; Schools D and E had a department of home economics in the department of Education; and School F had a College of Home Economics. Each of the six schools varied in their emphasis on the objec-

tives of home economics. They offered a different number of fields of specialization and credit hours required for a bachelor's degree in home economics. The faculty qualifications for the college teacher of home economics also differed in each of the six schools studied. Students were recruited through various methods and they were selected according to the college or university requirement. Graduates were placed by the six colleges and universities but the allocation of the responsibility differed in each of them.

The home economics education program was discussed according to the following: its organization, faculty qualifications, the student teaching center, and student teaching. Schools B and F had home economics education placed with a department status; School F had it placed under the department of teacher education; and Schools A, C, D, and E had it as an area in the department of home economics. Faculty qualifications for the college teacher of home economics were varied and numerous. Each of the schools differed in the responsibilities placed on the teacher of home economics education. Criteria were set by each college and university for the selection of student teaching centers. The location and number of student teaching centers differed for each of the colleges and universities. The six schools set desired qualifications for their supervising teachers. Financial arrangements with the supervising teacher of the teaching center differed with each college and university. Assignment of student teachers was done by different persons in each of them. Each supervising

teacher had from four to twelve student teachers during the year, but the number was small at one time. The length of the student teaching term ranged from nine weeks to thirty weeks, and the clock hours required from 45 to 180. A student teacher taught one class everyday of the first week and the number was increased in the term depending upon her ability. Practices in the orientation of the new student teachers differed in each of the colleges and universities. Courses in home economics and general education differed in number and kind. Student teachers were supervised by different ways, from that of the supervising teacher alone to that with the general education coordinator, college supervisor, and supervising teacher. The conference was commonly used as the method of supervising the student teacher. This was held in privacy at a regularly scheduled time. Besides teaching, the student teacher assumed various other duties. She was evaluated in many ways according to the philosophy of the college and student teaching center where she taught.

CHAPTER VII

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN MEETING THEIR NEEDS

A functional program of home economics can help families help themselves. It is important that prospective teachers of home economics are educated so that they will be able to help families meet their needs. The future teachers should be able to foresee these needs so that instruction can be geared to the solution of the problems of the home and of homemaking. Therefore, education for home and family living will directly benefit parents, and future parents, and ultimately the society in which they live.

There was never been a time when home and family life education has been needed more by our society than it is today. The demands upon the time and energies of the members of the family outside the home, the complexity and variety of these activities, and rapid social and technological changes all combine to make it necessary that the youth of today be prepared to face home and family living tomorrow.

Needs of Filipino Families

A review of literature consisting of bulletins on Filipino families report of the Philippine-FAO Committee, proceedings of the First National Conference on Family Life, magazine articles, newspaper clippings, and copies of speeches made by prominent Filipinos were read in order to identify the needs of Filipino families. The list of needs compiled from the review of literature was validated by a survey made by questionnaires (see Appendix, page) and sent to three

hundred and twenty mothers from forty-five provinces and cities of the Philippines. This was done in order to gather information about needs directly from families. In order to secure an accurate, as well as comprehensive picture of the needs of the Filipino families, it was necessary to have families from both rural and urban areas included in the survey. Table XLVI shows the distribution of respondents according to the provinces and cities of the Philippines.

TABLE XLVI

DISTRIBUTION OF MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO THE FILIPINO FAMILY NEEDS

Province or city	No. of mothers contacted	Province or city	No. of mothers contacted
Abra	2	Occ. Mindoro	2
Albay	24	Or. Mindoro	1
Antique	21	Pampanga	28
Bataan	1	Pangasinan	6
Batanes	1	Queson	4
Batangas	3	Rizal	54
Bulacan	9	Samar	2
Cagayan	4	Sorsogon	5
Camarines Sur	6	Tarlac	2
Capiz	2	Zamboanga Del Sur	15
Cavite	9	Bacolod City	1
Ilocos Norte	9	Baguio City	2
Ilocos Sur	3	Basilan City	1
Isabela	1	Butuan City	1
Laguna	20	Davao City	5
Lanao	1	Iloilo City	2
La Union	5	Naga City	1Layte
Layte	3	Pasay City	2
Marinduque	1	Quezon City	7
Masbate	2	Dumaguete City	15
Misamis Occ.	1	Manila	18
Negros Occ.	4	San Pablo City	4
Nueve Ecija	10	Total	320

There was a fairly large return of the questionnaire. Out of fifty-five provinces, nineteen did not send any return, and seven out of nineteen cities failed to send back completed

questionnaires. Batanes is an island on the northernmost tip of the Philippines, and Basilan City is in the southernmost part of the country. These returns came from north to south and east to west of the archipelago. (See figure 7, The Map of the Philippines).

The ages of the mothers ranged from twenty to fifty and above. Table XLVII shows the ages of the mothers in the different provinces and cities of the Philippines. There was a predominance of the mothers from ages thirty to forty-nine.

TABLE XLVII

AGES OF MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO FILIPINO FAMILY NEEDS

	Mothers	
Age	Number	Per Cent
20-29	39	12
30-39	101	33
40-49	117	34
50 and above	63	21
Total	320	100

The educational level of the mothers was high, mostly being at the college level. These were the mothers of families who belonged to the middle class in the economic structure of the Philippine society. Since the educational level of the mothers was above average, one assumes that the needs mentioned may contain a slight bias. Table XLVIII shows the grades reached in school by the mothers. In the survey, there were almost equal numbers of mothers who had gone to the secondary schools as well as to the grade schools. No illiterates were asked to answer the questionnaire.

The needs of the home and of homemakers were closely tied to the economic status of the family and to the economy of the country. The yearly income of the families of the



Figure 7:
The Map of the
PHILIPPINES

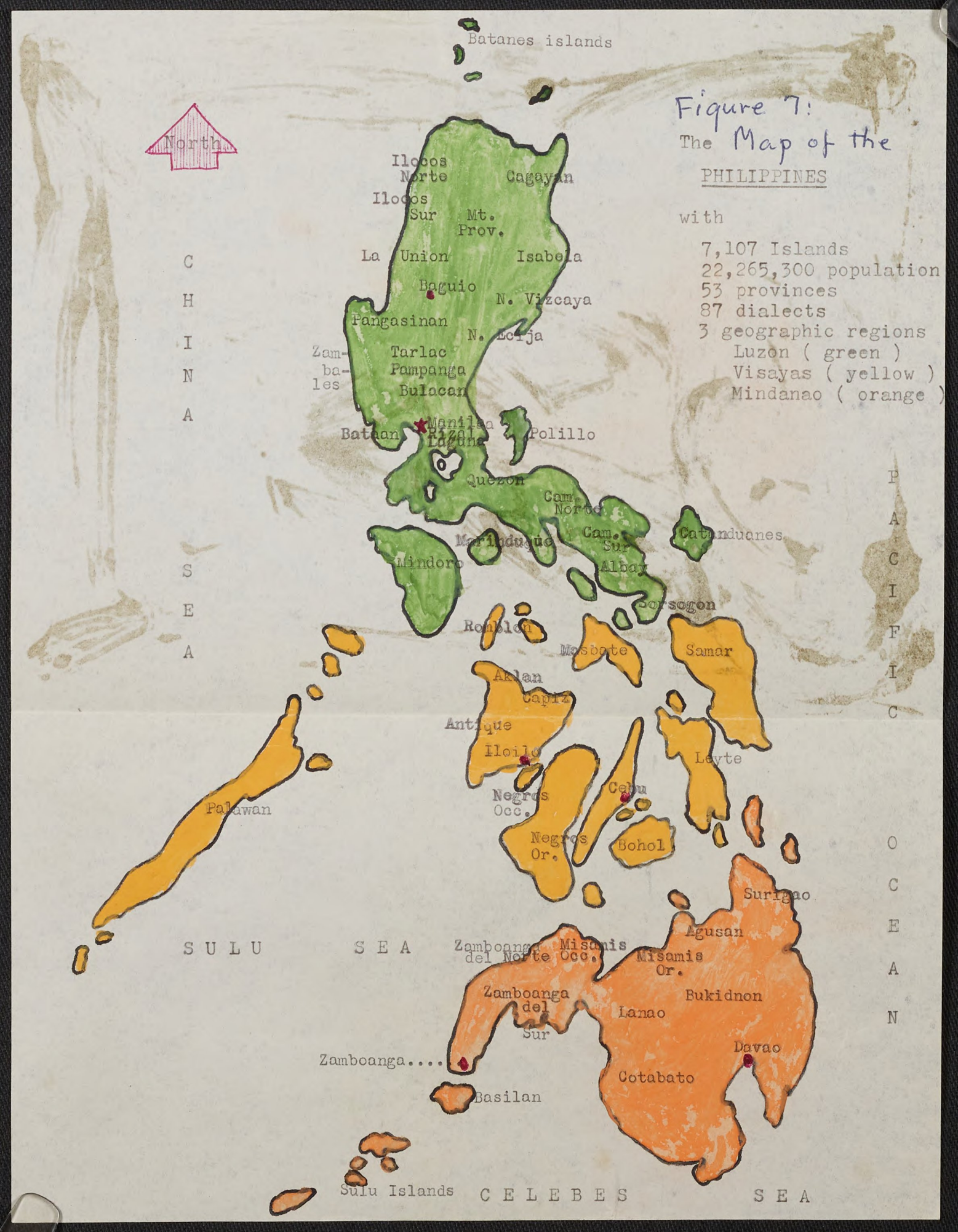

Batanes islands
North
Figure 7:
The Map of the
PHILIPPINES
with
7,107 Islands
22,265,300 population
53 provinces
87 dialects
3 geographic regions
Luzon (green)
Visayas (yellow)
Mindanao (orange)
Ilocos Norte
Cagayan
Ilocos Sur
Mt. Prov.
La Union
Isabela
Baguio
N. Vizcaya
Pangasinan
N. Ecija
Zambales
Tarlac
Pampanga
Bulacan
Bataan
Manila
Rizal
Laguna
Polillo
Quezon
Cam. Norte
Cam. Sur
Catanduanes
Marinduque
Albay
Mindoro
Sorsogon
Romblon
Masbate
Samar
Aklan
Capiz
Antique
Iloilo
Leyte
Palawan
Negros Occ.
Cebu
Negros Or.
Bohol
Surigao
Agusan
Misamis Occ.
Misamis Or.
Zamboanga del Norte
Zamboanga del Sur
Bukidnon
Lanao
Davao
Zamboanga....
Cotabato
Basilan
Sulu Islands
CHINA SEA
PACIFIC OCEAN
SULU SEA
CELEBES SEA

TABLE XLVIII

EDUCATIONAL LEVEL OF THE MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO FILIPINO FAMILY NEEDS

Grade reached in school	Mothers	
	Number	Per Cent
Grade school	63	19
Secondary school	71	23
College	186	58
Total	320	100

mothers surveyed is shown in Table XLIX. Since most of them came from middle class families, the yearly incomes were about one thousand and five hundred pesos ($750) or more in a year. These figures also indicate a slight bias toward a middle class group.

TABLE XLIX

YEARLY INCOME OF THE FAMILIES OF MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO FILIPINO FAMILY NEEDS

Yearly income of the families of mothers surveyed	Families	
	Number	Per Cent
500-1,000 pesos ($250-500)	31	10
1,000-1,500 pesos ($500-750)	32	10
1,500 pesos and more ($750-up)	257	80
Total	320	100

Table L shows the sizes of the families. It will be some time before the Filipino family will reach the stage when only nuclear members live with the family. The Filipino family is still an extended family system.

TABLE L

NUMBER OF FAMILY MEMBERS LIVING TOGETHER WITH THE FAMILIES OF THE MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO FILIPINO FAMILY NEEDS

Number of members living together with the families of mothers surveyed	Families	
	Number	Per Cent
1-5	110	32
6-10	166	55
11-15	35	10
16 and above	9	3
Total	320	100

The occupations of the heads of the Filipino families of the three hundred and twenty mothers showed a wide variety. The Dictionary of Occupational Titles of the United States Department of Labor was used as the basis for the classification of the different occupations of the heads of the families (see Table LI). Several returns reported such as "Unemployed" and "Retired" could not be classified. They were placed at the end of the list.

TABLE LI

OCCUPATIONS OF THE HEADS OF THE FAMILIES OF THE MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO NEEDS OF FILIPINO FAMILIES

Occupations of the heads of families of mothers surveyed	Families	
	Number	Per Cent
Professional and managerial occupations	249	76
Clerical and sales occupations	4	1
Service occupations	4	1
Agricultural, fishery, and forestry	11	4
Skilled occupations	27	9
Semiskilled occupations	3	1
Unskilled occupations	8	3
Unemployed	8	3
Retired	6	2
Total	320	100

Opinions of the mothers were asked regarding the needs of Filipino families. The results as shown in Table LII formed the basis for the items included in the interview schedule used in the study of the practices followed in six colleges and universities in preparing prospective teachers of home economics to assist families in meeting their needs. Needs are listed and ranked in importance. The results showed that the five most urgent needs of the Filipino families were, according to this group of mothers: earning more to add to the family income, improving the community, improving the

TABLE LII

OPINIONS OF MOTHERS SURVEYED IN THE PROVINCES AND CITIES OF THE PHILIPPINES IN RELATION TO FILIPINO FAMILY NEEDS

Opinions of mothers on the needs of Filipino families	Mothers	
	Number	Per Cent
Earning more to add to the family income	270	85
Improving the community	217	70
Drainage	197	65
Street and sidewalks	181	59
Recreation center	181	59
Disposal of waste	167	55
Town library	147	48
Town park	93	32
Stray animals be kept out of the streets	10	3
Lighting system	8	3
Water system	3	1
Sanitation	2	1
Safety	2	1
Morality	1	1
Improving the house and its surroundings	187	60
Utilizing time, money, and energy to best advantage	173	56
Choosing diets for good nutrition	164	55
Knowing the needs of the teenager and the other members of the family and the community	154	52
Improving the care of both body and mind	154	52
Thinking over the things in life which should be put first	140	40
Knowing which customs and traditions should be kept and those which should be changed	119	35
Improving the care of babies and children	115	34
Learning to like more things, deeds, ideas, and thoughts which are beautiful	110	33
Improving prenatal care	95	32
Instructing religion in the home	13	4

house and its surroundings, improving the guidance of children, and knowing better use of time, money, and energy. The suggestions for improvements in the community, which ranked highest in importance were: drainage, streets and sidewalks, recreation center, disposal of waste, town library,

town park, stray animals be kept out of the streets, lighting system, water system, sanitation, safety and morality.

A part of this study was to survey suggestions for practices a prospective teacher of home economics might use in assisting families in the Philippines in meeting their needs. This survey was made by interviewing representatives persons in six colleges and universities in the United States. An interview schedule (see Appendix, page 275) was used as the basis for studying practices used in preparing prospective teachers of home economics in assisting families in meeting their needs. The persons interviewed were all teachers who taught prospective teachers of home economics. The practices which they reported were backed by many years of teaching experience. There were thirty subject matter teachers interviewed with a total of four hundred fifty-one years of teaching experience (see Table LIII).

TABLE LIII

NUMBER OF SUBJECT MATTER TEACHERS AND THEIR LENGTH OF TEACHING EXPERIENCE IN YEARS IN EACH OF THE SIX COLLEGES AND UNIVERSITIES IN THE UNITED STATES

Name of School	Number of persons interviewed	Length of teaching experience in years
School A	7	106
School B	7	113
School C	4	49
School D	3	95
School E	3	15
School F	6	73
Total	30	451

The average years of experience of each of the subject matter teachers was eighteen. Six of the thirty held a

doctor's degree, and were involved in national committees of professional organizations.

Practices in Preparing Prospective Teachers of Home Economics In Helping Families in Meeting Their Needs

An effective teacher of home economics is able to help youth and their families meet their needs. Needs of families which seemed to be the same for both American and Filipino families were identified and were used as the basis for studying the practices reported by teachers in the United States in preparing prospective teachers of home economics to help families in meeting their needs. Following is a description of these findings.

Earning more to add to the family income

The subject matter teachers mentioned fourteen practices in preparing prospective teachers of home economics to assist families to earn more to add to the family income. Table LIV shows these practices, which are ranked according to the number of times they were mentioned.

TABLE LIV

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO HELP FAMILIES EARN MORE TO ADD TO THEIR FAMILY INCOME

Practices in helping families earn more to add to their family income	Number of Teachers
Encouraging better management of material resources	3
Recognizing the money values of the contributions of a homemaker	3
Constructing articles for their home or Home Management House Residence	2
Teaching girls how to do household chores instead of employing help	2
Training girls for nursery school teaching	2
Discussing as a class how a family can live on essentials	2
Using homemaking skills as a means of earning a living	2

TABLE LIV (cont.)

Practices in helping families earn more to add to their family income	Number of Teachers
Showing of films on money management	1
Evaluating readings on supplementation of income	1
Assisting a family on money management	1
Substituting alternate resources	1
Discussing as a class how to get the most out of a certain amount of money	1
Encouraging earning money during summer months	1
Developing decision-making skills	1

It was interesting to note that the opinions of teachers in the same schools were similar. The teachers of School B had similar opinions on training for nursery school teaching, class discussions on how a family can live on essentials, and recognizing the money value of the contributions of the homemaker. Others were mentioned only once, as in School D, one teacher said, "The United States is not a land of home industries." A teacher in School D said, "Income can be supplemented through better management of resources." A teacher in School F said, "Skills learned in the home management house such as canning and preparing frozen foods will help them to save money for other uses."

Utilizing time, money, and energy to best advantage

Rapid social and technological changes have made it imperative that the home and the homemaker be able to use resources to the satisfaction of the family members and for the achievement of goals. The teachers interviewed mentioned twenty-two practices used in preparing prospective teachers of home economics in assisting families to make adequate use of time, money, and energy. Table LV shows the practices ranked according to the frequency with which they were mentioned.

TABLE LV

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES UTILIZE TIME, MONEY, AND ENERGY TO BEST ADVANTAGE

Practices in utilizing time, money, and energy to best advantage	Number of Teachers
Planning by groups jobs in the Home Management House	2
Using films on the use of time and energy	2
Demonstrating energy-saving methods	2
Developing ability to budget money for different income levels	2
Discussing readings and results of research	2
Emphasizing the importance of planning before shopping	2
Developing skills in decision-making	2
Discussing problems of the family on use of time, money, and energy	2
Analyzing household chores on how they could be improved or simplified	2
Developing decision-making early in nursery school children	1
Using a time schedule in class work	1
Planning by groups of laboratory work	1
Holding individual conference on how a girl can improve her work in school	1
Analyzing use of time, money, and energy in the meals prepared in class	1
Role-playing on the roles each family member plays on the use of time, money, and energy	1
Constructing and analyzing the student's personal budget	1
Discussing as a class how stages of the family life cycle affect the use of time, money, and energy	1
Charting each other using a household chore or personal care item as problem	1
Analyzing as a class how an individual student used her time and energy in a day	1
Helping students see alternate uses of time, money, and energy	1
Doing a work simplification or use of time problem related to an individual student's situation	1

The opinions of all the teachers were varied and numerous. One suspects that the practices varied from those which were quite specific to more theoretical ones. In School D, one teacher emphasized the use of charting of household chores.

A teacher in School F inclined to be theoretical and philosophical. A point which should not be left out is the fact that the practices mentioned for this need seemed to overlap or were similar to those which have been described on the need for adding to family income. These two needs seemed to be related closely to each other.

Choosing diets for good nutrition

Choosing diets for good nutrition is one of the foremost problems of a Filipino family. The homemaker needs to know how she can serve appetizing, palatable, and nutritionally adequate meals to her family. The thirty teachers all agreed that it was also a problem of the American family. Table LVI shows the practices followed in preparing prospective teachers of home economics to assist families in knowing how to choose diets for good nutrition. Seven of the teachers agreed that planning, preparing and serving meals for three income levels in the Home Management House was one means for helping prospective teachers of home economics in assisting families to choose diets for good nutrition. Other practices are as follows:

TABLE LVI

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN CHOOSING DIETS FOR GOOD NUTRITION

Practices in helping families in choosing diets for good nutrition	Number of Teachers
Planning, preparing, and serving meals for three income levels in the Home Management Residence House	7
Analyzing own diet for a day and graphing the nutrient content	3
Planning meals for different incomes, ages, and seasons	3

TABLE LVI (cont.)

Practices in helping families in choosing diets for good nutrition	Number of Teachers
Demonstrating cooking of foods with emphasis on the conservation of nutrients	2
Keeping record of a week's personal food intake and analyzing their nutrient content	2
Analyzing nutrient content of meals served in the college lunchroom and dormitories	2
Food budgeting	2
Observing children during lunch time in the laboratory school	1
Observing a high school student in his choice of food during lunch time	1
Using less expensive cuts of meat for laboratory work	1
Encouraging use of home-grown vegetables	1
Tasting party where different new foods and dishes are tested and evaluated	1
Discussing as a class on how to motivate the family members to eat adequate meals	1
Reading of newspapers of food in season	1
Discussing as a class readings and findings	1
Analyzing sample menus according to family needs of individual student	1

Sixteen practices were suggested for preparing prospective teachers of home economics in assisting families in choosing diets for good nutrition. A teacher in School A said, "A tasting party will help pupils adjust themselves wherever they may go." She was not only helping them to choose adequate meals but also educating them to accept foods of other lands. A teacher from School B said, "I feel that the Home Management Residence House is the best place to get experience in choosing diets for good nutrition. Some of these girls have poor food habits and before they get through with the course, they are observed to be eating more fruits and vegetables."

Understanding oneself, other members of the family, and other people of the community

Before a person can understand others he must be able

to understand himself. He must be able to get along well with others. Teachers of family relations, family life, child development and home management were interviewed concerning their practices in preparing prospective teachers of home economics in assisting families to understand themselves and the other members of the household and of the community. Table LVII shows sixteen practices which these teachers described. The practices are ranked according to their frequency.

TABLE LVII

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN ASSISTING FAMILIES IN UNDERSTANDING THEMSELVES, THE MEMBERS OF THEIR FAMILIES, AND THE OTHER MEMBERS OF THE COMMUNITY

Practices in assisting families in understanding themselves, the members of the family, and the other people of the community	Number of Teachers
Evaluating case studies	4
Showing films on family and community relations	3
Discussing readings and findings	3
Letting each student make an autobiography at the beginning of the course	2
Discussing as a class how to develop skills on human relationships	2
Using family council in the Home Management Residence House	2
Holding individual conference with each girl	2
Discussing novels with family and teen-age problems	2
Giving skits on teen-age problems	2
Using a self-analysis inventory	2
Managing a family picnic by student teacher	1
Observing and participating in the activities of a nursery school	1
Observing a high school student	1
Using a question box	1
Role-playing	1
Analyzing results of personality tests	1

The practices most often followed were using case studies; discussing readings and findings; and using films on family and community relations. One of the teachers in

School B used the autobiography as a means of helping the student to understand herself and to appreciate her family. Another teacher used a question box which was left all day on the teacher's table in the classroom. The teacher had a discussion of the questions before any new information was studied. The director of the Home Management Residence House of School A said, "I encourage the residents of the Home Management Residence House to bring their problems which they feel they can discuss openly with the group. We have a regular family council in the house." Another Home Management Residence House director said that when a student becomes a manager of the house, she has to understand others. The teacher thought that living in the Home Management Residence House gave a valuable experience to the student in learning how to get along with others.

Evaluating goals and values in relation to customs and traditions according to the family's needs

One of the factors which hinders progress of a family is its blind conformity to custom and tradition. The Filipino family needs to be helped in evaluating its goals and values in relation to customs and traditions according to its own needs. The teachers interviewed mentioned that some American families are also tradition and custom-bound. Table LVIII shows the practices they used in preparing prospective teachers of home economics to assist families in evaluating goals and values in relation to customs and traditions according to the family's needs.

TABLE LVIII

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN ASSISTING FAMILIES IN EVALUATING THEIR GOALS AND VALUES IN RELATION TO CUSTOMS AND TRADITIONS ACCORDING TO THE FAMILY'S NEEDS

Practices in assisting families in evaluating their goals and values in relation to customs and traditions according to the family's needs	Number of Teachers
Studying influences of the culture and the family upon behavior	2
Discussing problems of the student's own family	1
Letting student set standards for herself and justifying her standards	1
Discussing as a class normal behavior in a culture	1
Developing ability to use possible alternatives in decision-making	1
Evaluating case studies	1
Presenting problems with many choices	1
Discussing how customs and traditions affect celebrations and marriage ceremonies	1
Analyzing own goals and values	1
Discussing as a class roles of each family member	1
Analyzing flexible conventional standards of homemaking	1
Letting each student locate a homemaking problem and setting the flexible and conventional standards for doing it	1
Setting goals for a family and letting class make a financial plan	1

All the teachers indicated a great variety of practices in preparing prospective teachers of home economics to help families evaluate their goals and values in relation to customs and traditions according to the family's needs. Several comments were given by them in connection with this needs of the family. One teacher from School A said, "We discuss customs and traditions in the selection of a mate so that they will realize the needs for considering family background of both parties." A teacher from School B said, "Never change somebody from the outside, but from the inside and only as long as the individual is willing to change."

A teacher from School D said, "The American family does not want tradition. We are sick of tradition." A director of the Home Management Residence House of School E said, "The more scientific the family becomes, the less it becomes traditional and custom-bound." Nobody can judge for a family whether a certain custom or tradition should be changed or retained. It is only the family which can judge for itself the customs and traditions it will follow according to its goals and values.

Improving the care of babies and children

The high infant mortality and the presence of deficiency diseases among Filipino babies and children will not be corrected until homemakers learn how to take care of babies and children. Teachers of child development, health education and family health in the colleges and universities were interviewed. Table LIX shows the practices which they followed in preparing prospective teachers of home economics in helping families improve the care of their babies and children. Seventeen practices are ranked according to their frequency.

TABLE LIX

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN IMPROVING THE CARE OF THEIR BABIES AND CHILDREN

Practices in helping families in improving the care of their babies and children	Number of Teachers
Planning of meals for different age levels of children	3
Demonstrating bathing a baby by a parent	3
Showing films on baby care	3
Discussing readings and findings	3
Learning how to prepare feeding formula and to supplement baby's diet	2
Visiting homes of nursery school children	2

TABLE LIX (cont.)

Practices in helping families in improving the care of their babies and children	Number of Teachers
Discussing as a class the feeding problems of young children	2
Observing babies and children of different age levels	2
Reporting and discussing patterns of child rearing	2
Discussing psychology of child feeding	1
Inviting a group of mothers with babies of different age levels by a class and answering questions from the students	1
Attending study group meeting of parents of nursery school children	1
Graphying the day's activities of a child	1
Discussing problems of families on child care	1
Visiting a children's clinic	1
Participating in a nursery school	1
Studying food habits of a child in nursery school	1

Thinking over the things in life which should be put first

Developing a proper sense of values is one of the needs of the Filipino family. The teachers from the colleges and universities were asked how they prepared prospective teachers of home economics in assisting families in thinking over the things in life which should be put first. Table LX shows twenty practices which are ranked according to their frequency. One can readily see how the different teachers have expressed themselves very differently from each other. The analysis by the individual of her own goals and values was the only practices on which three teachers agreed.

Comments of some of the teachers were expressive of their values systems. A teacher from School B said, "Help the student teacher to see what kind of people with whom she will be working, their values, goals and resources." Two teachers from School F would like to have students helped in developing a proper sense of values and a philosophy of

life by integrating these concepts in all her subjects. Another teacher from School B said, "Whose values will the teacher of home economics teach? Values have to be taught incidentally."

TABLE LX

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN THINKING OVER THE THINGS IN LIFE WHICH SHOULD BE PUT FIRST

Practices in helping families in thinking over the things in life which should be put first	Number of Teachers
Analyzing individual goals and values	3
Discussing as a class how to develop proper sense of values	1
Working on a financial plan using the steps in decision-making	1
Compiling a list of values according to family standards	1
Comparing values of different developmental tasks	1
Discussing problems of their families	1
Evaluating food purchases in the Home Management Residence House and whether all girls were satisfied	1
Making an autobiography showing the student's values	1
Planning for home life in their future families	1
Showing films on decision-making	1
Discussing how to maintain a balance of values in life	1
Defining roles of family members	1
Emphasizing the importance of goals to a family	1
Helping a student to develop a philosophy of life	1
Discussing readings and findings	1
Discussing situations and solutions	1
Intellectualizing the process of cause and effect according to its stage in the family life cycle	1
Using a family and analyzing its goals and values according to its stage in the family life cycle	1
Analyzing personal expenditure and effects on personal satisfaction	1
Teaching values incidentally	1

Improving prenatal care

The health of the new born baby depends mainly upon the care the mother gives herself during her pregnancy. Education in prenatal care is one of the needs of the Filipino homemaker. Teachers of the colleges and universities were asked how they prepared prospective teachers of home economics in helping families in knowing prenatal care. Their answers are presented in Table LXI in rank order. These practices were obtained from teachers of family health, home nursing, family relations and child development. They mentioned the fact that they do not put much emphasis on prenatal care because American mothers are oriented to the idea of consulting their family doctor or an obstetrician as soon as they know that they are pregnant. One situation in the Philippine rural areas and villages is the unavailability of the services of a physician or licensed midwife, therefore, the pregnant mother has to avail herself of the services of a "quack doctor" or an unlicensed midwife.

Improving the guidance of children

Familiar statements such as "The child is father of the man," and "as the twig is bent so grows the tree" back up the needs for the proper guidance of the child. Child psychologists have emphasized the fact that there are children

TABLE LXI

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IMPROVE PRENATAL CARE

Practices in helping families improve prenatal care	Number of Teachers
Understanding the psychological aspect of pregnancy	2
Inviting a nurse of a physician to speak to the class	2
Discussing as a class the needs of a pregnant mother and how they can be met	2
Discussing readings and findings	2
Using visual aids such as charts, posters, and food models	1
Using films on the birth of a baby	1
Planning and analyzing menus for a pregnant mother	1
Utilizing experiences of married girls in class	1
Analyzing data on infant and maternal death rates	1

with problems, but no problem children.

Teachers of the six selected colleges and universities were asked to describe their practices in preparing prospective teachers of home economics in assisting families in guiding their children. The teachers interviewed were those teaching child development, family relations, early childhood education, parent education, and child psychology. The ten ranked responses of the teachers are shown in Table LXII.

Two teachers from School B had comments on the guidance of children which were expressive of their concepts of child rearing. One teacher said, "Begin contacts with children from the time the student enters college so that she gets a feeling for the children." Another one said, "Learn children from children and not from books." The teachers in School B emphasized observation by and participation of

TABLE LXII

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN GUIDING THEIR CHILDREN

Practices in helping families in guiding their children	Number of Teachers
Observing and participating in activities of the nursery school	6
Discussing readings and researches	5
Discussing problems of families on ways of handling children	3
Comparing flexible with conventional methods of child rearing	1
Emphasizing concept of child rearing based on individualities	1
Having contacts with children from freshman year in college	1
Analyzing childrens incidents	1
Showing films on child development	1
Discussing on discipline in a panel	1
Analyzing children of other cultures	1

their students in the activities of the nursery school.

Learning to like more things, deeds, ideas, and thoughts which are beautiful

Ability to appreciate is necessary for interpersonal competence. The world would be a better place in which to live if everyone tried to appreciate any thing which someone does for another. The Filipino family needs to learn how to be appreciative of beautiful things, deeds, ideas, and thoughts of others. The teachers were asked about their practices in preparing prospective teachers of home economics in assisting families in appreciating beautiful things, ideas, deeds, and thoughts. Their practices were ranked according to frequency and are shown in Table LXIII. There were seventeen practices described by teachers of art, color and design, furnishings, home management, and family relations.

TABLE LXIII

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN APPRECIATING BEAUTIFUL THINGS, DEEDS, IDEAS, AND THOUGHTS

Practices in helping families in appreciating beautiful things, deeds, ideas, and thoughts	Number of Teachers
Surrounding students with beautiful things in the classroom	4
Helping students to respect values of others	3
Planning projects on the decoration of their own bedroom	2
Emphasizing effective personal relationships	2
Showing films on relationships	2
Discussing as a class everyday applications of principles of color and design	1
Arranging a niche in hallway by each girl in the class	1
Discussing the "whys" of different types of decoration	1
Appreciating a work well done by a classmate	1
Presenting a problem situation on appreciation	1
Writing a letter of appreciation to a guest speaker of the class	1
Using posters and pictures of room arrangements	1
Creating beauty centers in the Home Management Residence House	1
Bringing to class articles from the student's home and letting the class analyze	1
Examining concept on managerial direction	1

Reactions of teachers interviewed in the six colleges and universities on the need for developing appreciation for beauty were:

> "The feeling of pleasure comes from within. One cannot teach another person to enjoy a certain thing. There are different stages of enjoyment."
>
> "Appreciate and honestly praise a person rather than be critical."
>
> "I help my students to be aware of other people's needs. Thoughtfulness beget thoughtfulness."

Improving the care of both body and mind

An individual is healthy if his body, mind, emotions, spiritual, and social relations are healthy. The Filipino homemaker has to be helped in her responsibility for main-

taining a healthy family, for "Healthy families make a strong nation."

Teachers of health education, family health, mental health, family relations, child development, and community hygiene were asked how they prepared prospective teachers of home economics in assisting families in the care of both body and mind. The twenty-six practices described are shown in Table LXIV.

TABLE LXIV

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN ASSISTING FAMILIES IN IMPROVING THE CARE OF BOTH BODY AND MIND

Practices in helping families improving the care of both body and mind	Number of Teachers
Discussing as a class the principles of mental hygiene	2
Holding individual conferences with girls on their personal problems	2
Discussing readings and findings	2
Discussing the relations of food, rest, and sleep to health	2
Looking up simplified ways of housekeeping	2
Holding a forum on signs of emotional maturity	1
Planning a group project	1
Making sketches on postures	1
Showing films on mental health	1
Practicing home nursing skills	1
Discussing importance of immunization	1
Emphasizing the early development of mental health in the family	1
Using the teacher as an example of a person with good mental health	1
Discussing problems of student's family on mental health	1
Having a concern for physical health of her students by the teacher	1
Having a field trip to a mental hospital	1
Developing a good attitude toward a mental case	1
Having a self-analysis based on the theories of behavior	1
Studying causes of physiological and psychological fatigue	1
Studying behavior of child to understand the mental health of the family	1
Discussing as a class the importance of physical and mental health to relationships	1

The practices names were varied. Those most used were discussing as a class the principles of mental hygiene; discussing readings and findings; individual conferences with girls on their personal problems; discussing relation of food, rest, and sleep to health; and looking up simplified ways of housekeeping.

Comments of teachers from Schools C and F indicated their practices in helping families improve their physical and mental health. One teacher said, "Encourage the student to put her best into everything she does and recognize her efforts." Another teacher said, "We discuss how mental health is tied up with physical, emotional, and healthful situations in which the family grows up." A third teacher said, "I let my students understand themselves as a marriage partner."

Improving the house and its surroundings

To a Filipino, his house is his palace. A Filipino homemaker is proud of an attractive, artistic, sanitary, and functional house. She needs and has to be helped in improving her house and its surroundings.

Teachers of housing, furnishing, home management, health education, and art in the six colleges and universities were asked what practices they followed in preparing prospective teachers of home economics in assisting families improve their houses and their surroundings. Table LXV shows the eighteen practices described.

Comments of the teachers were varied. One said, "Let them recognize their problems as they live." A second said,

TABLE LXV

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN HELPING FAMILIES IN IMPROVING THEIR HOUSES AND SURROUNDINGS

Practices in helping families in improving their houses and surroundings	Number of Teachers
Having field trips to homes and furniture stores	4
Planning projects for the Home Management Residence House	3
Recovering their old furniture at home	2
Inviting a landscaper to speak to the class	2
Discussing the need of privacy for children	2
Showing films on housing	1
Demonstrating a decorative scheme	1
Discussing how a house affects relationships	1
Emphasizing making the best of what they have	1
Analyzing case studies	1
Analyzing actual house plans in the market	1
Landscaping on paper (graphic)	1
Showing color schemes for rooms of the house through visual aids	1
Encouraging the use of homemade rather than store bought articles	1
Offering a course on rural problems to girls	1
Studying homes throughout the world	1
Rearranging her own room	1
Planning projects on the improvization of furniture	1

"Acquaint them with how they can alter the house to meet life cycle changes." A teacher from School E said that the class should discuss how important privacy is even for a small child. A teacher from School F said that her class discussed space arrangements for children and play space problems of urban and rural children.

A different way of using case studies was described by a teacher of School B. He gave all the pertinent data about a certain case and left out the solution. He allowed the class to present solutions and asked them what they would have done if they were in the situation. This is a new approach in the presentation of case studies.

Improving the community

The community is composed of all the people in a certain area. A good community is concerned with the life and problems of its people. The school can assist the people in improving the community. The Philippine community can be improved through the pooling of the efforts and resources of its citizenry. The family which is the basic unit of a community has a role to play in the improvement of the society in which it lives.

Teachers of community planning, community hygiene, school and society and family relations in the six colleges and universities were asked for their practices in preparing prospective teachers of home economics in helping families improve their communities. Table LXVI shows the fifteen ranked practices described.

TABLE LXVI

PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN ASSISTING FAMILIES IN IMPROVING THEIR COMMUNITIES

Practices in helping families in improving their communities	Number of Teachers
Having field trips to community agencies, establishments, and housing areas	4
Inviting resource persons to talk to the class on community problems	3
Undertaking volunteer community project	3
Showing films on community planning and health	2
Presenting suggestions for a particular community in mind	1
Studying a community and reporting the findings to the class	1
Observing health practices in eating establishments	1
Undertaking community survey	1
Acquainting students with the services which the community offers	1
Discussing effects of improved housing on the community	1
Constructing a check-list on a good community	1
Offering community service by student for eight hours a week	1
Teaching of the functions and responsibilities of a person in a community incidentally	1

Additional Practices in Preparing Prospective Teachers of Home Economics in the United States in Helping Families in Meeting Their Needs

Teachers interviewed from the six colleges and universities of the United States were asked to give needs of American families with which they prepare prospective teachers of home economics to assist families other than the ones reported in the Philippines. Table LXVII shows in rank order the needs of American families which were reported by the teachers interviewed and which were not reported in the Philippines.

TABLE LXVII

ADDITIONAL NEEDS OF AMERICAN FAMILIES WHICH WERE NOT REPORTED IN THE PHILIPPINES AS MENTIONED BY SUBJECT MATTER TEACHERS OF THE SIX COLLEGES AND UNIVERSITIES

Additional needs of American families not reported in the Philippines	Number of Teachers
Emphasis on spiritual rather than material values	3
Family togetherness in work and play	3
World-mindedness	2
Utilization of community resources	1
Democracy learned early in life	1
Blessings shared with other people	1
Time to live a full and rich life	1
Permanence of marriage ties be developed	1
Involvement in civic responsibilities be developed	1

Subject matter teachers indicated that many of the needs of Filipino families were also needs of American families but to a lesser degree. Additional needs which they thought American families had and which were not reported in the Philippines were based on their personal opinion. The three most prominent of these additional needs were emphasis on spiritual rather than material values; family togetherness; and world-mindedness.

The teachers who contributed opinions on additional family needs of American families said that the practices which were mentioned in connection with the needs of Filipino families were also the ones they followed. A few additional techniques were as follows: discussing in class; charting of family activities; developing skills in household tasks; helping them realize that the home is responsible for the affectional development of its members; developing an awareness of other people; and appraising group standards. They did not mention specific practices for each of the needs of the American family but they used the same practices as those they described for the needs of Filipino families.

SUMMARY

There is an urgent need for preparing prospective teachers of home economics to assist families with their problems. A functional program of home economics meets the needs of the youth and their families.

In this chapter two hundred and six practices in preparing prospective teachers of home economics in helping families meet their needs were described. Thirteen needs of Filipino families were identified: earning more to add to the family income; utilizing time, money, and energy to best advantage; choosing diets for good nutrition; understanding oneself, other members of the family, and other people of the community; evaluating goals and values in relation to customs and traditions according to the family's goals; improving care of babies and children; thinking over

the things in life which should be put first; improving prenatal care; improving guidance of children; appreciating things, deeds, ideas, and thoughts which are beautiful; improving the care of both body and mind; improving the house and its surroundings; and improving the community. Nine additional needs of the American family were emphasis on spiritual rather than material values; utilization of the community's resources; democracy learned early in life; family togetherness in work and play; blessings shared with other people; time to live a full life; development of a permanence of marriage ties; involvement in civic responsibilities; and world-mindedness.

The practices which most of the subject matter teachers followed in preparing prospective teachers of home economics in assisting families in meeting their needs were: discussing in class; using films; group planning; planning of group projects; role-playing; discussing problems of students and their families; having field trips; having a self-analysis; observing and participating in activities of the nursery school; demonstrating; holding of individual conferences; planning individual projects; analyzing time, money, and energy expenditures; making an autobiography; analyzing case studies; having skits; using resource persons from the community; having some visits; discussing readings and researches; using posters, pictures, and models; using the teacher as an example; holding forums and panel discussions; and undertaking a volunteer community project.

CHAPTER VIII

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND CURRENT EDUCATIONAL PRACTICES

A home economics teacher should be helped to gain an understanding of current educational practices. She should be skilled in homemaking jobs such as food preparation, clothing construction, child care, housing, consumer buying, and family health as well as in the art of teaching. This chapter will deal with approaches used in helping her gain an understanding of current educational practices, so that she can teach realistically and practically.

A teacher of home economics who understands current educational practices relates what she learns to the teaching of home economics. She is aware of the unique opportunities in home economics for good teaching. She uses modern teaching procedures and teaching aids. She knows how to condition situations so that they are favorable to both learning and teaching. In short, she is professionally prepared to teach home economics.

Current Educational Practices in the Philippines

Current educational practices in the Philippines were obtained by reading annual reports of the Secretary of Education, directors of the Bureaus of Public School and Private Schools, chief of the Home Economics Division of the Bureau of Public Schools, talks and addresses given by prominent educators and civic leaders, UNESCO publications,

reports of Congressional Committee of the Philippine Legislature on education, statistical bulletins, and the report of the Philippine-FAO committee on home economics education. A list was compiled and validated by making a questionnaire survey (see Appendix, page 267) of a sampling of Filipino superintendents of schools, supervisors, principals, college teachers, elementary and secondary teachers, and college administrators. As shown in Table LXVIII there were one hundred and sixty nine educators from eighteen provinces and cities of the Philippines who answered the questionnaire.

TABLE LXVIII

DISTRIBUTION OF PROVINCES AND CITIES IN THE PHILIPPINES AND NUMBER OF EDUCATORS CONTACTED IN RELATION TO CURRENT EDUCATION PRACTICES

Province or City	No. of Educators Contacted	Province or City (con't)	No. of Educators Contacted
Albay	9	Rizal	8
Batangas	1	Sorsogon	4
Camarines Sur	4	Tarlac	2
Cavite	3	Zamboanga del Sur	14
Davao	4	Davao City	1
Laguna	5	Quezon City	1
Negros Or.	1	Dumaguete City	5
Nueva Ecija	10	Manila	85
Pampanga	7	San Pablo City	5
			169

The official designations of the Filipino educators were obtained in order to know whether the group was a representative sample. Table LXIX shows the positions held in rank order. Each position showed the number of educators contacted with similar official designation.

TABLE LXIX

DISTRIBUTION OF POSITIONS AND NUMBER OF EDUCATORS CONTACTED IN THE PHILIPPINES IN RELATION TO CURRENT EDUCATIONAL PRACTICES

Types of positions held by educators contacted in the Philippines	Number of Educators
Principals	74
Elementary and secondary school teachers	29
Supervisors	26
College administrators	21
College teachers	18
Superintendent of schools	1
Total	169

The degree or educational level attained by each of the one hundred and sixty nine educators in the Philippines was also obtained. Their educational levels or degrees are listed in rank order in Table LXX. The educational levels ranged from high school to a doctor's degree.

TABLE LXX

DISTRIBUTION OF EDUCATIONAL LEVELS AND NUMBER OF EDUCATORS CONTACTED IN THE PHILIPPINES IN RELATION TO CURRENT EDUCATIONAL PRACTICES

Educational levels of educators contacted in the Philippines	Number of Educators
Bachelor of Science in Education	79
Master of Arts	56
Elementary teacher's certificate	15
Master of Science	5
Doctor of Philosophy	5
Doctor of Education	2
High School	2
Bachelor of Science in Electrical Engineering	2
Bachelor of Laws	2
Bachelor of Science in Mechanical Engineering	1
Total	169

All the educators have had long years of teaching and administrative experience. Table LXXI shows the distribution in years of experience.

TABLE LXXI

DISTRIBUTION OF NUMBER OF YEARS OF EXPERIENCE OF FILIPINO EDUCATORS CONTACTED IN RELATION TO CURRENT EDUCATIONAL PRACTICES

Distribution of years of experience of educators contacted in the Philippines	Number of educators
1-5	59
6-10	57
11-15	23
16-20	6
21-25	10
26-30	8
31 and above	6
Total	169

The current educational practices which the Philippine educators reported were those which they observed in general education and not from a particular grade level. Several of the educational practices reported tended to cluster around the general educational objectives outlined by education officials in the schools of the Philippines.

The results of the questionnaire showed fourteen practices which are current in Philippine education today. They are shown in rank order in Table LXXII.

The ten foremost educational practices reported were: emphasizing vocational education; having community school; integrating methods of teaching; emphasizing fundamental

TABLE LXXII

CURRENT EDUCATIONAL PRACTICES WHICH WERE REPORTED BY ONE HUNDRED AND SIXTY-NINE EDUCATORS OF THE PHILIPPINES

Current educational practices in the Philippines	Number of educators
Emphasizing vocational education	154
Having community schools	153
Integrating methods of teaching	150
Emphasizing fundamental and adult education	137
Teaching focused on family and community	135
Improving the curriculum cooperatively	106
Teaching based mainly on the course of study issued by the Central office	82
Memorizing factual material	47
Teaching based on a textbook	46
Teaching based on tradition	32
Emphasizing science	21
Emphasizing the teaching of nationalism	18
Emphasizing English as a second language	8
Emphasizing citizenship and moral education	6

and adult education; family and community-centered teaching; improving the curriculum cooperatively; and teaching based mainly on the course of study issued by the Central office; memorizing factual material; teaching based on the textbook and teaching based on tradition. The four other educational practices mentioned in Table LXXII did not seem to be nation-wide as practices since few educators reported them. Some questionnaires showed local or provincial practices, such as using the vernacular for grades one to three; emphasizing religious education; and changing general high schools to vocational schools. These were too few in number to include in the study. The summary of the current educational

practices was used in developing the interview schedule for this study. The following paragraphs will describe the findings from the study of home economics education programs in the six colleges and universities.

Approaches in Preparing Prospective Teachers of Home Economics to Understand Current Educational Practices

The success of a functional program of home economics depends more upon the teachers than upon any other one factor. A good teacher of home economics is interested in her work. She has the preparation and experience essential for the job she is assigned to do. She understands current educational practices and uses them as means of assisting families in meeting their needs.

Twelve administrators and teachers from six colleges and universities were interviewed on approaches used in preparing prospective teachers of home economics to understand current educational practices. Those interviewed included an assistant dean of the college of education, a chairman of the division of teacher education, a head of the education department, a dean of teacher education, a chairman of the division of home economics, five home economics educators, one professor of elementary education, and one supervising teacher. Their total number of years of teaching and administrative experience was two hundred and twenty-six.

Each teacher and administrator was asked concerning the approach which he followed in helping prospective teachers of home economics in understanding the current educational practices listed in the above table.

Following the community school concept

In the last two years, community schools have been increasing in the Philippines. Educators as well as citizens of the community have all conceived of a school which is closely identified with the life and problems of the community. Community schools have contributed to the improvement of many Philippine villages and communities. They have made town, villages, and cities better places in which to live. The improvement of the Filipino communities rests in the community schools.

Twelve teachers and administrators in the six colleges and universities were asked to describe approaches they followed in preparing their prospective teachers of home economics to understand a community school. Eleven approaches were described (see Table LXXIII). Besides these approaches, schools offered such courses as: School and Society and Introduction to Education to help students to be community conscious. All the teachers and administrators seemed to be community conscious and well-informed about the community school concept.

Approaches most used in understanding community schools were: visiting schools and community agencies; studying the

TABLE LXXIII

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND THE COMMUNITY SCHOOL CONCEPT

Approaches in understanding the community school concept	Number of teachers
Visiting schools and community agencies	4
Studying the community resources and services	4
Participating in activities of the community	3
Discussing as a class how to involve the community in the school	2
Inviting resource persons to talk to the class	2
Teaching based on community problems	1
Letting parents assist in activities of the school	1
Filing in school of availability of parents as resource people	1
Participating in hometown schools	1
Participating in outdoor education	1
Planning by town and school cooperatively	1

community resources and services; participating in activities of the community; discussing as a class how to involve a community in the school; and inviting resource persons to talk to the class. Visits to schools and community agencies as an approach to understanding the community were used by Schools A, C, E, and F. Community study was used by Schools B, C and F. Participation in activities of the community was used by Schools B, C, and E. School D's use of participation of their student teachers in outdoor education occurred during week-ends because their student teaching centers sponsored week-end camps. The same school encouraged its student teachers to participate in their own hometown schools during semester vacations and before college classes began in the fall.

Teaching focused on the family as a whole and as a part of the community

An effective teacher of home economics focuses her teaching on the welfare of the family and the community. She builds her program of home and family education on family and community needs. Teaching-learning situations should be similar to those in homes and community. Emphasis should be placed on what young people are actually doing in their present homes and communities and to the problems they will probably meet in the near future.

The twelve teachers and administrators were asked to describe approaches they followed in preparing prospective teachers of home economics to focus their teaching on the family as a whole and as a part of the community. The eleven approaches are shown in rank order in Table LXXIV.

An awareness on the part of the future home economics teacher of the importance of teaching based on the needs and problems of the family and the community was developed by the teachers and administrators of the six colleges and universities visited. The approach which three teachers used was home visiting. Two teachers used discussion based on the problems of the family.

Improving the curriculum cooperatively

A democracy is characterized by cooperative planning and sharing of responsibilities. If one is involved in planning, he feels he has a stake in the implementation of

TABLE LXXIV

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS SO THAT THEY WILL FOCUS THEIR TEACHING ON THE FAMILY AS A WHOLE AND AS A PART OF THE COMMUNITY

Approaches so that the teacher can focus her teaching on the family as a whole and as a part of the community	Number of teachers
Visiting homes	3
Discussing problems of the families	2
Integrating FHA with regular homemaking courses	1
Dividing class into family size groups	1
Holding individual conferences on personal or family problems	1
Planning home projects	1
Discussing as a class family-centered teaching technique in Home Economics Methods class	1
Understanding of the community and the school's place in the community	1
Observing the type of neighborhood the school serves	1
Organizing an advisory committee for Home Economics	1
Helping plan school activities by mothers of pupils	1

the plans. He feels that he has some worth as an individual and that his ideas are respected by his fellowmen. When an individual is involved in a group he feels that the group's goals are his own and that he is responsible for their realization.

A prospective teacher of home economics needs to know how to work in a group. She should be skilled in working democratically with others. This means belief in the worth of the individual, respect, and use of the ideas of pupils and parents. It means also that she is able to work with administrators, teachers, and lay people in a cooperative effort to improve the curriculum. She is willing and eager

to make her own contribution to the school and to the community.

The teachers and administrators of the six colleges and universities were asked to describe approaches used in preparing prospective teachers of home economics so that they would understand group involvement as a way of improving the curriculum. They described nine approaches which are shown in rank order in Table LXXV.

TABLE LXXV

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN UNDERSTANDING HOW TO IMPROVE THE CURRICULUM THROUGH GROUP INVOLVEMENT

Approaches in understanding how to improve the curriculum through group involvement	Number of teachers
Planning by teacher and pupils	2
Dividing class into committees and letting the class work by committees	2
Planning a resource unit for the group of students which the student teacher has taught	1
Participating in program planning by the students	1
Developing resource units for a total program for continuity and sequence	1
Discussing as a class how to involve individuals in a group	1
Sending a questionnaire on the curriculum to parents	1
Discussing as a class how to use the project method of teaching	1
Discussing problems of the group	2

Teaching by coordinating all areas of knowledge related to the problem

A prospective teacher of home economics should know

how to teach units of study and help pupils solve problems by integrating and utilizing knowledge from other fields. Instead of teaching home economics by dividing it into separate subjects, the prospective teacher of home economics should look into the possibility of a constant broadening of areas of study and learning through the use of broad problems as the point of departure for gathering more information. Fragmentation of learning is unrealistic. She should coordinate areas of learning to solve a problem. This results in greater unity. Learning of facts would then be reinforced and supplemented, and knowledge would be more meaningful for the pupil.

Integration as a method of teaching has been much used in the Philippines for many years. There was no doubt that integration as a method of teaching has done much to vitalize the lessons and make them more meaningful and interesting, however, some teachers had difficulty in doing this. The teacher of home economics should utilize integration of broad fields of learning so that she can make home and family living realistic and give it a vitality and an appeal.

The teachers and administrators were asked what approaches were used to prepare prospective teachers of home economics in understanding how to teach by coordinating all areas of knowledge related to the problem. These are shown in rank order in Table LXXVI. Five approaches were described.

TABLE LXXVI

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO TEACH BY COORDINATING ALL AREAS OF KNOWLEDGE RELATED TO THE PROBLEM

Approaches in teaching by coordinating all areas of knowledge related to the problem	Number of teachers
Discussing problems of students	1
Emphasizing fundamentals of unit before integrating it with other areas	1
Relating science with home economics	1
Observing a problem being taught on an integrated basis	1
Helping students to be conscious of other subject matter areas in every lesson taught	1

Teaching based on a textbook in the field

The dearth of books and learning materials in the Philippines has led to the current practice among teachers of using the textbook as the only source of learning. The textbook has dominated the learning program. Modern education has reacted strongly against this practice for it has led to memoriter learning.

The prospective teacher of home economics should be aware of the shift in emphasis from fact-learning to problem-solving. This concept was emphasized by the teachers and administrators interviewed. With the problem-solving technique, it is necessary to rely upon more than one reference. Numerous sources must be consulted. They must be varied not only in respect to content, but in level of difficulty

as well. Also resources in the community can be used in vitalizing the curriculum. A modern program of home economics demands a much greater wealth of informational material than can be obtained from a single book.

Twelve teachers and administrators were asked about approaches to teaching based upon a wide range of materials instead of teaching based on one reference. Table LXXVII shows twelve approaches in rank order.

TABLE LXXVII

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN TEACHING USING A WIDE RANGE OF MATERIALS INSTEAD OF A TEXTBOOK

Approaches in teaching using a wide range of materials instead of a textbook	Number of teachers
Utilizing resources of the community	5
Using a textbook with a bibliography	4
Examining several books and free inexpensive materials	3
Providing a variety of learning experiences	2
Collecting clippings from newspapers and magazines	2
Inviting resource persons to talk to the class	2
Using file cards for recording notes read from books and journals	2
Planning of teachers and pupils	2
Constructing resource units for the class a student teacher will teach	2
Discussing problems of the student or her family	2
Collecting free and inexpensive teaching materials	2
Discussing community resources in a panel	1

A teacher of School B said, "Help the students to realize that the community is a resource." Another teacher

from the same school said, "Emphasize to the students that they are going to teach people not subjects."

Emphasizing vocational education

The foremost current educational practice in the Philippines is the emphasis placed on vocational education. Ninety-one per cent of the one hundred and sixty educators contacted in the Philippines reported an emphasis placed on vocational education in their school systems.

The country is dependent upon its economic resources. A strong and stable economy is one of the primary objectives of the Philippine government. This strength and stability of the economy are dependent upon the efficiency of workers in factories and establishments for production, distribution, and service. The youth of today are the future workers of tomorrow who need to be educated to the jobs in which they expect to earn a living.

Work is valued in a democracy. It is regarded not only as a privilege and a blessing but also as a responsibility. The prospective teacher of home economics has many opportunities to teach youth how to work effectively. She has the rare opportunity of being able to start vocational education with her pupils at a very young age, and she can continue throughout life, a main objective for home and family education. She can help her pupils to be worthy home members today and to prepare for their future homes and families.

Twelve teachers and administrators were asked about the approaches they followed in preparing prospective teachers of home economics to understand vocational education. Six approaches in rank order are shown in Table LXXVIII. Only eight teachers were able to describe the approaches they used.

TABLE LXXVIII

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND VOCATIONAL EDUCATION

Approaches in understanding vocational education	Number of teachers
Inviting vocational educators to talk to the class	2
Record-keeping for vocational teachers	2
Examining career books by students	1
Visiting different business establishments to acquaint themselves with a variety of jobs	1
Borrowing class schedules from the state office and analyzing them	1
Encouraging high school girls to take homemaking courses	1

Some remarks by persons from School D and E reflected personal as well as the institution's view on vocational education. One administrator said, "We do not teach technical teachers, our emphasis is on general education with some vocational information for future high school teachers." Another administrator said, "Our school does not believe in vocational education. We are not a school with narrow vocational trends." A teacher of home economics education said, "All girls should take homemaking education. It

helps them to become a good member of the family today and tomorrow."

Emphasizing adult education

Adult education is an instrument for helping people to continue to build a mature society. It contributes to the social development of an individual. It produces communities with effective members. As our social, economic, and cultural problems become more complex, the adult citizen will need education throughout life for mental and emotional stability.

The need for adult education in the Philippines is great and will present a challenge to the prospective teacher of home economics. She has many opportunities to help in the improvement of the community through adult homemaking classes. These should include men as well as women, for they are all participants in the job of homemaking. Home and family cannot be confined to one sex or to one generation alone. If all the family members are to live effectively in the setting of family life today, they need education for their important responsibilities and for working cooperatively with each other. Adult homemaking education will help both men and women to consider the kind of home and family living which they would want to have and the kind of community in which they want to live.

Approaches used to prepare prospective teachers of home economics to understand adult education are shown in Table

LXXIX in rank order. Twelve teachers and administrators stated that most of them do not do much in preparing prospective teachers of home economics to understand their role in adult education.

TABLE LXXIX

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND ADULT EDUCATION

Approaches in understanding adult education	Number of teachers
Observing and participating of the student teacher in activities of the adult homemaking classes	6
Teaching an adult homemaking class by a student teacher	2
Discussing readings on adult education	2
Attending PTA meetings	1
Training given specially for handling adult classes	1

Teaching based on curriculum guides or courses of study issued by the state department of education

Several schools in the Philippines are following a course of study as the basis for the teaching-learning situation. This course of study spells out the learning programs in detail including the exact topics to be studied, the amount of time to be devoted to each, and the textbook pages to be used. In the Philippines it is sometimes called "Tentative Objectives" for homemaking subjects.

A course of study is inconsistent with the trend to a life-centered curriculum according to the teachers and

administrators interviewed. The prospective teacher of home economics should know how to plan with other teachers, parents, administrators, and students a broad framework of areas to which attention should be given rather than using only a course of study. Cooperative planning is necessary for the following: types of skills, competencies, knowledges and understandings to be developed; illustrative types of learning experiences; and suggestions as to sources of materials.

The prospective teacher of home economics must have the ability to identify problems for study together with the students. She should help pupils to organize themselves for the study of each problem and its solution. According to the teachers and administrators interviewed teacher-pupil planning is more effective and democratic than issuing a course of study from the state office and having every teacher conform to the lessons specified in it. Originality, initiative, judgment, and skill in cooperative work can better be developed by pupils than is possible under a slavish conformity to a course of study.

When the teachers and administrators were asked about the approaches they followed in preparing prospective teachers of home economics to understand the proper use of the course of study or curriculum guide, they described eleven approaches shown in Table LXXX in rank order.

TABLE LXXX

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND THE PROPER USE OF THE COURSE OF STUDY OR CURRICULUM GUIDE

Approaches in understanding the proper use of the course of study or curriculum guide	Number of teachers
Discussing how to use the course of study or curriculum guides as resource materials	3
Analyzing a guide critically	2
Examining different courses of study	2
Adapting lessons to the needs of the pupils	1
Helping the student teacher to understand the needs and goals of her pupils	1
Helping students to see other sources than the course of study or guide	1
Discussing problems of students	1
Constructing program for a particular school	1
Emphasizing use of school curriculum guide rather than the state course of study	1
Helping student teacher to set up a suggestive guide for a particular age or grade level.	1

Several comments from the teachers and administrators interviewed on the use of the course of study or curriculum guide will supplement those mentioned in Table LXXX. One teacher in School A said, "Each student gets a copy of a guide, studies it, uses it as a guide and not to be followed word for word." Another teacher from the same school said, "Student teacher analyzes the needs of the girls in her class and applies the guide where it is applicable." A teacher of early education said, "No course of study tells everything." A teacher of home economics education of School D said, "In Michigan, we have no course of study. Each school

develops its guide depending upon its situation." Another teacher from Michigan said, "Each teacher develops her own curriculum guide based upon the needs of the age group and the community of the students she is teaching."

Emphasizing the learning of facts

True education is far more than the memorization of facts. It is largely a matter of understanding meanings, seeing relationships, reaching conclusions, insights and skills in solving problems and in working with others. All these aims of true learning are impaired by fact-learning.

Learning is not memorizing. It is a problem-solving process. Learning takes place most effectively in identifying, working, and solving problems, and not by being told the answers. The prospective teacher of home economics needs to learn the skill of teaching using the problem-solving process rather than depending upon memorizing.

The teachers and administrators were asked what approaches they followed in preparing prospective teachers of home economics to understand that learning is not only memorizing. Table LXXXI shows the nine approaches named in rank order.

Additional comments on the proper use of facts in learning were noted during the interview. They serve to elucidate further certain points of view. One teacher of School A said, "I only give my students the needed amount of information to solve their problems. It is a good idea

TABLE LXXXI

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO UNDERSTAND THE PROPER USE OF FACTS LEARNED

Approaches in understanding the proper use of facts learned	Number of teachers
Discussing problems of the students and their families	3
Encouraging students to think and reason out facts	2
Teaching meaningful material	1
Encouraging self-expression of students	1
Using a variety of teaching techniques	1
Encouraging much student activity	1
Emphasizing that one can always go back to the source of facts	1
Planning by teachers and pupils together	1
Encouraging application of facts	1

to give only those facts which will be of immediate need." Another teacher of the same school said, "Put facts in simple and practical words. I encourage my students to think and explore." An opposite view was presented by a teacher of School D when she said, "I let my pupils memorize as long as it is based on complete understanding of what it is for." An administrator of School F said, "Education for education's sake is not enough. Education must be useful."

Teaching based on long-used practices

An individual has the tendency to do things as he has long been doing them. This may be due to the fact that he wishes to follow the line of least resistance or he may have vested interests in those long-used practices. Teaching

based on long-used practices and facts tend to hinder progress of both the student and the school according to the teachers and administrators interviewed. Lack of progress of the individual may make the family stagnate and the society in which he lives vegetate. Teaching from long-used practices may result in crystallization and stagnation of the individual, the family, and the community.

The teachers and administrators were asked about the approaches they followed in preparing prospective teachers of home economics to understand the dangers of teaching based on long-used practices. Eleven approaches which they described as useful in avoiding traditional or dogmatic teaching are shown in Table LXXXII.

TABLE LXXXII

APPROACHES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS TO AVOID TRADITIONAL OR DOGMATIC TEACHING

Approaches in avoiding traditional or dogmatic teaching	Number of teachers
Encouraging students to question their teacher and evaluate her	7
Using the teacher as an example of progressive teaching	3
Using several techniques of teaching	2
Planning by teacher and pupils together	2
Encouraging much pupil activity	2
Stimulating students to express their ideas	1
Surrounding students with a variety of reading materials	1
Asking pupils for suggestions on the improvement of the course	1
Discussing the importance of having an experimental attitude	1
Encouraging creativity in students	1

Remarks by the teachers and administrators interviewed were also recorded. One teacher from School B said, "The teacher should not be afraid to say that she was wrong." An administrator from School D said, "Teaching based on long-used practices is done by older teachers who need in-service education." An administrator of School F said, "There are many best ways of teaching. There is no one good way."

Additional Approaches in Preparing Prospective Teachers of Home Economics to Understand Current Educational Practices

The teachers and administrators were asked to state additional educational practices in the United States which were not reported in the Philippines. Table LXXXIII shows these additional educational practices in rank order.

TABLE LXXXIII

ADDITIONAL EDUCATIONAL PRACTICES OF THE UNITED STATES WHICH WERE NOT REPORTED IN THE PHILIPPINES

Additional educational practices of the United States	Number of teachers
Giving attention to the mentally gifted and the slow learners	6
Educating all sexes in homemaking	2
Emphasizing rural education	1
Emphasizing outdoor education	1
Encouraging much pupil activity	1
Emphasizing the management and relations concepts on all areas of homemaking	1
Discussing problems of students and their families	1
Relating teaching to science	1
Making home economics challenging	1
Planning by teacher and pupils	1
Teaching through interdisciplinary approach	1
Cooperating closely between public schools and the teacher education institutions	1

The two foremost educational practices described by teachers and administrators of the six colleges and universities were giving attention to the mentally gifted and the slow learners, and educating all sexes in homemaking. Since the other educational practices were described by only one teacher or administrator, only the two foremost ones will be considered in this study.

Giving attention to the mentally gifted and the slow learners

In a democracy all people should have the right to develop to the best of their ability and capacity. The opportunity to be educated regardless of race, color, age, creed, or ability is offered to all. One factor which has helped America to be great and to achieve its leadership among all nations is because of its enlightened citizenry.

The prospective teacher of home economics should be able to meet the needs of the mentally gifted and the mentally handicapped in home economics. She should know how to identify children of superior or subnormal ability. She needs to provide an educational program which will best suit these atypical children so that they can achieve their goals and grow to the fullest and richest personality possible. She should provide them with a learning program which will help them to improve the quality and success of their living at present and in the future.

The teachers and administrators who stated this educational practice listed the following approaches in preparing

prospective teachers of home economics to understand how to teach the mentally gifted and the mentally handicapped; providing a flexible, functional, and problem-centered program; having educational goals which are broad and practical; discussing readings and findings; observing classes with these types of pupils; and knowing how to adopt the learning situation to the mental level of the child.

Educating all sexes in homemaking

Home and family life education helps an individual to live a more useful and satisfying personal, family, and community life. It helps one to get along with others in the family and in the community. Everyone lives in a home and is a member of a family and a community. He has to learn how to adjust to life within the family and the community.

The prospective teacher of home economics should be well-prepared to assist family members of all ages and both sexes to participate more effectively in family experiences. She should be able to give some type of family life education for men and boys as well as girls and women. This could include preparation for family and marriage adjustment, child care and development, food and nutrition for the family, selection and care of clothing, and management of time, money, and energy. She should see that all experiences which she gives in home economics center around life activities.

Approaches in preparing prospective teachers of home economics in understanding how to teach homemaking to all regardless of sex and age were developing a program cooperatively between teacher and pupil, and offering special courses on an elective basis. When a course is offered on an elective basis, it makes homemaking available to all.

SUMMARY

A prospective teacher of home economics needs to understand current educational practices, and to use them in meeting the needs of families.

This chapter has dealt with approaches used in preparing the prospective teacher of home economics to understand current educational practices. The educational practices were those identified by both the Filipino and American educators. Fourteen educational practices were reported by one hundred and sixty-nine educators of the Philippines and twelve educational practices were reported by eighteen American educators. Out of the fourteen educational practices reported by the Filipino educators, ten were used as basis for interviewing teachers and administrators from the six colleges and universities studied in the United States. Of the twelve educational practices reported by American educators only two were included in this study.

The approaches which seemed to be used for understanding a number of the current educational practices were: planning by teacher and pupils; discussing problems of

students and their families; having field trips; inviting resource persons to talk to the class; observing schools and community agencies; working by committees; exposing the student to a variety of teaching techniques and learning materials; discussing readings and findings; and helping students to have a critical attitude coupled with the desire to experiment. All the approaches were seen in the light of the Philippine situation.

CHAPTER IX

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

In this chapter the practices in the organization and administration of six selected programs of home economics and home economics education, practices in preparing prospective teachers of home economics in helping families in meeting their needs, and approaches in preparing them to understand current educational practices will be summarized and interpreted with implications for the home economics education program of the Philippine Women's University, Manila. These will be presented in the following manner: first, the purpose of the study will be restated, together with the procedure and setting which will be described briefly; second, a brief description of home economics in the Philippines and at the Philippine Women's University will be given; third, practices in the organization and administration of home economics and home economics education will be summarized; fourth, practices in preparing prospective teachers of home economics in helping families meet their needs will be summarized; fifth, approaches to preparing prospective teachers of home economics to understand current educational practices will be summarized; and sixth, implications will be made for the home economics teacher education program of the Philippine Women's University, Manila.

SUMMARY

Purpose of the Study

This study was based on the belief that a teacher education institution must prepare its prospective teachers of home economics to be able to help families meet their needs and to help them understand current educational practices in order to be able to teach in relation to trends in over-all education. Behind this is the asumption that a functional program of home economics is able to help families meet their needs. The teacher of home economics has an opportunity to contribute to better home and family living of the girls, boys, men and women of the community.

The basic purpose of this study was to study practices in home economics teacher education in the United States so that some implications could be made for the home economics teacher education in the Philippine Women's University. The setting for the study was six colleges and universities in the United States, and the participants were the administrators and teachers of education, home economics, and home economics education. The purposes of the study were: (1) to obtain from administrators of home economics information about practices in the organization and administration of home economics and home economics education; (2) to obtain from teachers of subject matter areas in home economics and related fields information about practices they followed in preparing prospective teachers of home economics in assisting

families in meeting their needs; (3) to obtain information from the teachers of home economics education, administrators of teacher education, and teachers of general professional courses approaches in preparing prospective teachers of home economics to understand current educational practices; and (4) on the basis of the information obtained, to develop implications for the home economics teacher education program in the Philippines Women's University, Manila.

Review of literature

A review of literature related to teacher education programs and home economics in the Philippines was made. Annual reports of the Secretary of Education and the Director of the Bureau of Public Schools for the past five years, annual reports of the Chief of the Division of Home Economics of the Bureau of the Public Schools, report of the Philippine congressional committee on education, statistical bulletins, excerpts from addresses given by prominent Filipino educators and lay leaders, and publications of the UNESCO were read. These provided background information pertaining to education in general, home economics, and teacher education in the Philippines. Related literature was also reviewed concerning programs in home economics, home economics education, and teacher education in the United States.

Obtaining information about the needs of Filipino families and current educational practices in the Philippines

A list of needs of the Filipino family was compiled

from the literature read. Then a questionnaire was made based on the tentative list of needs. This questionnaire was sent to three hundred and twenty mothers in forty-five provinces and cities of the Philippines. The mothers in the Philippines were asked for their opinions concerning needs of the Filipino family. Thirteen needs of Filipino families were identified as a result of the questionnaire. These identified needs of the Filipino family were used in an interview schedule for the study of practices in helping prospective teachers of home economics in the United States to be able to assist families in meeting their needs.

From the literature, a list of current educational practices in the Philippines was made. Then a questionnaire was made from the list of current educational practices and this was sent to one hundred and sixty-nine educators of the Philippines. Ten most often reported practices were used as the basis for the interview schedule used to study ways of helping prospective teachers of home economics in the United States in understanding current educational practices.

Developing the interview schedule

Before developing the interview schedules, the merits and weaknesses of the interview method were weighed. It was finally decided to use the interview method because it would give an insight into current practices in home economics teacher education in the United States. Decisions

had to be made on the following: (1) whether information on practices in home economics teacher education of selected colleges and universities of the United States should be sought; (2) whether the interview schedules should cover practices in the organization and administration of home economics, in preparing prospective teachers of home economics to assist families in meeting their needs, and to help them understand current educational practices in order to be able to teach in relation to trends in overall education.

The following steps were then followed: (1) construction of the first draft of the interview schedules, (2) re-examination and revision of the questions, (3) pretesting of the interview schedules, and (4) construction of the final interview schedules.

Selection of the Colleges and Universities Studied

An important decision was made regarding the inclusion of those schools having programs in home economics teacher education which were approved for reimbursement from vocational education funds. Those selected were approved by a Program Specialist of the United States Office of Education.

The schools finally chosen were the Georgia College for Women at Milledgeville, Georgia; the Woman's College of the University of North Carolina at Greensboro, North Carolina; Western Michigan University at Kalamazoo, Michigan;

Eastern Michigan College at Ypsilanti, Michigan; Central Michigan College at Mt. Pleasant, Michigan; and Michigan State University at East Lansing, Michigan.

Several considerations entered into the selection of the colleges and universities for this study. First, some women's colleges with teacher education were selected because of the conditions of the Philippine Women's University. Second, the schools selected must serve rural communities. Third, they must have teacher education as one of their main purposes.

The Arrangements for the Interviews

Each visit to a college or university was prearranged with the dean, chairman, or head of the college, school, division, or department of home economics. No visit was made without an acceptance of the visit by the administrator. Each school was furnished with the objectives of the study and the major items for the interviews.

The Interviews

Each person interviewed was informed of the objectives of the study and the general content of the schedule. He was assured that the information obtained would not be used to compare him with another. Responses were recorded verbatim. Items with vague answers were clarified before leaving the person being interviewed.

Selection of Persons Interviewed

The persons interviewed were selected on the bases of

the contribution they could make to the problem under study and their willingness to share their experiences. The persons selected for the interview concerning practices related to the organization and administration of home and home economics education were the dean, chairman, or head of the college, school division, or department of home economics; for the practices in preparing prospective teachers of home economics in assisting families in meeting their needs, the subject-matter teachers of home economics and related subjects were interviewed; and for the approaches in preparing prospective teachers of home economics to understand current educational practices, administrators of education and teacher education, teachers of home economics education, college supervisors, and teachers of general professional courses were interviewed.

Home Economics in the Philippines and at the Philippine Women's University, Manila

Home economics in the Philippines

Home economics is well established in the Philippines. It enjoys a high status today as the result of the continuous efforts of the American regime to educate youth and their families for better home and family life. Home economics is required for all girls in grades five and six and in all high schools in the public schools of the Philippines. There are five well-developed government-sponsored programs in home economics. They are offered at the following levels;

elementary schools, secondary schools as general courses, secondary schools as vocational courses, colleges and universities, and one part of the agricultural extension service. Home economics in the Philippines has been concerned with general, professional, and adult education. All the home economics work has been geared to educating men, women, girls, and boys for a satisfying family life.

Home Economics at the Philippine Women's University, Manila

A private women's university like that of the Philippine Women's University has a specific mission to fulfill, that of educating girls for "useful womanhood". Home economics is one way of implementing this philosophy. It has a large college of home economics which administers several programs in home economics for all grade and age levels. The different types of programs are: home economics in the elementary, and high school levels, home economics offerings for all college freshmen and seniors, vocational courses in home economics, home economics for liberal arts students, home economics for five majors, graduate work for a master's degree, adult homemaking education, and homemaking for boys at a nearby public school. This extensive program in home economics is due to the strong support given by the administration of the University which believes in home economics as a factor in developing better personalities, educating for better home and family life, for a profession, and for the effective citizenship of its students. The university's

success in educating girls is evident both from its alumnae who marry and have families, and from those who have business and professional careers.

Practices in the organization and administration of home economics in the six colleges and universities in the United States

A good administration is essential to a functional program of home economics. Cognizant of this fact, practices in the organization and administration of home economics were studied in six colleges and universities in the United States. Administrators of home economics and home economics education were interviewed concerning the practices they followed in the organization and administration of home economics and home economics education.

The home economics program

Organization

Each school visited had a different type of designation for an over-all administrator of home economics. She was either a dean, chairman or head of a college, division, school, or department of home economics. Home economics was administered as a college, school division, department of the School of Applied Arts and Sciences, or as a department of the University.

Objectives

Several objectives in home economics were described

by the administrators of home economics. Each program had its own objectives which had been arrived at through discussion by its faculty members. All of them agreed that the chief objective of home economics is education for a rich, and satisfying home, family, and community life.

Curricular offerings

All six schools offered several different fields of specialization, but all offered a major in home economics education and general home economics for those who wished to prepare for homemaking. The number of credit hours required for the degree of Bachelor of Science in Home Economics differed from one school to another. These credit hours were apportioned among general education, home economics, home economics education, general professional education, physical education, collaterals, and electives. Most of them provided more credit hours for general education than for any other area of the student's cirriculum.

Faculty qualifications

Qualifications desired were set by each of the colleges and universities for their teachers of home economics.

Recruitment and selection of students

Recruitment and selection of students in each of the colleges and universities studied were carried out

in a variety of ways. They used methods of recruiting which were attending school and FHA programs by staff members, attending of high school seniors at Career Day program at the college campus, and sending letters and bulletins to high school seniors. Students were generally selected by evaluating their high school records.

Placement

Each college and university placed its own graduates. This was considered to be both a responsibility and a service to the graduates. The placement was generally done through the general placement of the college or university.

The home economics education program

Organization

Each school had its own administrative organization for the home economics education program. Most of them placed the administration of the home economics education program as an area in the department or division of home economics. However, one of them placed it as a section in the department of teacher education.

High qualifications were generally desired by the six colleges and universities of their teachers of home economics education. Most of them required experience as a supervising teacher as well as a master's degree as qualifications of a teacher of home economics education.

Student teaching centers

Each school had its own criteria for selecting a student eaching center. Most of them based their selection on the type of teacher, program in homemaking, and program in community education that was available. Some sort of financial arrangement was made with the student teaching center.

Student teaching

Student teachers were generally assigned by the head of home economics education with the director of student teaching. The number of weeks for student teaching varied from nine weeks to thirty-two weeks. These were usually done in off-campus schools. At the beginning, the student teacher taught a class every day of the week and her load was increased later depending upon her ability. The orientation of student teachers before teaching was generally given. All of the schools studied generally offered a home economics education course prior to student teaching and a seminar for teaching home economics parallel with student teaching. Student teachers were generally supervised by the college supervisor as well as the local supervising teacher. Both helped her by using the conference. The student teacher performed other duties besides teaching in the classroom. At the end of the term, she was finally evaluated by the supervising teacher and/or college supervisor, and/or by herself.

Practices in Preparing Prospective Teachers of Home Economics in Helping Families in Meeting Their Needs

Needs of Filipino families

Questionnaires sent to three hundred and twenty mothers from different provinces and cities of the Philippines indicated thirteen needs of the Filipino family. The needs included in the study were: earning more to add to the family income; improving the community; improving the house and its surroundings; improving the guidance of children; utilizing time, money, and energy to best advantage; choosing diets for good nutrition; knowing the needs of the teenager and the other members of the family and the community; improving the care of both body and mind; thinking over the things in life which should be put first; knowing which customs and traditions should be kept and which should be changed; improving the care of babies and children; learning to like more things, ideas, deeds, and thoughts which are beautiful; and improving prenatal care.

Practices in helping families in meeting their needs

For every need of the family certain practices which would help prospective teachers of home economics to assist families to meet their needs were reported. The practices in helping families in meeting their needs which were reported most often were: using of films; discussing case studies; giving of demonstrations; doing a self-analysis; inviting resource persons to talk to the class; observing and

participating in the activities of the nursery school; discussing readings and findings; discussing problems of the students and their parents; having field trips; planning, preparing, and serving meals for different income and age levels; and recognizing the value of the contributions of the homemaker.

Additional needs of American families which were not reported in the Philippines and practices about which prospective teachers of home economics should know.

The subject matter teachers interviewed in the six colleges and universities described other needs of American families which were not reported in the Philippines. They were emphasizing spiritual rather than material values; encouraging family togetherness; emphasizing worldmindedness; utilizing community resources; learning democracy early in life; sharing blessings with other people; taking time to live; developing permanence of marriage ties; and developing more involvement in civic responsibilities. The practices which most of them followed in preparing prospective teachers of home economics to meet those needs were similar to the ones used in meeting the needs of Filipino families.

Approaches in Preparing Prospective Teachers of Home Economics to Understand Current Educational Practices

Current educational practices in the Philippines

Current educational practices in the Philippines were obtained by contacting one hundred and sixty-nine Filipino

educators. The practices reported were: emphasizing vocational education; following the community school concept; integrating the method of teaching; emphasizing fundamental and adult education; teaching with the family and community as the basis; improving the curriculum cooperatively; teaching based mainly on the course of study issued by the Central office; memorizing factual material; teaching using mainly the textbook; teaching in a traditional way; emphasizing science; intensifying the teaching of nationalism; emphasizing English as a second language; and emphasizing citizenship and moral education.

Administrators of colleges of education, teachers of home economics education, teachers of general professional courses, and heads of home economics education were interviewed with regard to the approaches they used in helping prospective teachers of home economics to understand current educational practices. The majority of them mentioned the following approaches: visiting schools, communities, and business establishments; discussing as a class; observing and participating in the activities of the nursery school and adult homemaking classes; discussing problems of the student and her family; planning by both teacher and pupils; working by committees; providing a variety of reading materials and teaching techniques; having the teacher as an example of progressive teaching; inviting resource persons to talk to the class; and much pupil activity.

Additional current educational practices which were not reported in the Philippines and the approaches used in preparing prospective teachers of home economics

Twelve additional educational practices not reported in the Philippines were reported by the American educators interviewed in the six colleges and universities. They were: attention to the mentally gifted and the mentally slow; homemaking education for all sexes; emphasis on rural education; emphasis on outdoor education; encouragement of much pupil activity; emphases on management and relations aspects in all fields of learning; approach in teaching through problem-solving; science related to all subjects; home economics made challenging; teacher-pupil planning; interdisciplinary approach in teaching; and cooperation closely between public schools and teacher education institutions. The approaches for preparing prospective teachers of home economics to understand these additional educational practices were similar to the ones they mentioned for the current educational practices in the Philippines.

CONCLUSIONS

The findings of the study showed that the six colleges and universities in the United States were educating prospective teachers of home economics to be aware of the needs of families, to assist families in meeting these needs, and to understand current educational practices. All administrators and educators interviewed were using practices in

their classroom instruction which would help the prospective teacher of home economics to serve the youth and the families in the communities where they would teach. They all felt that through the practices used they were able to prepare prospective teachers of home economics to educate men, women, boys, and girls, for a satisfying home and family life.

IMPLICATIONS FOR THE HOME ECONOMICS TEACHER EDUCATION PROGRAM OF THE PHILIPPINE WOMEN'S UNIVERSITY, MANILA

The implications based upon the conclusions of this study would indicate the following recommendations for experimentation:

Organization and administration of home economics

a. Reorganize the College of Home Economics with proper divisions and designations of authority and responsibility.

b. Organize an advisory council for home economics with possibilities of being composed of representatives of parents of the students, alumnae, civic leaders, students, and administration of home economics.

Selection and organization of the staff of the College of Home Economics and professors of related fields

a. Select staff who are well-educated as well as generally informed.

b. Organize faculty for group planning so that they can think, discuss, plan, decide, act, and evaluate problems together.

Methods of teaching

a. Make use of committee work; individual study of problems and projects; audio, visual, and community resources; cooperative planning and evaluating by both teachers and pupils.

b. Provide opportunities for group discussions and decisions.

c. Place emphasis on democratic participation by the pupils and more democratic relationships between teachers and pupils and between teachers and administrators.

d. Teach pupils to think, reason, and analyze critically knowledge learned and to understand their applications.

e. Recognize individual differences in pupils.

Teacher education in general

a. Consider the designation of a director of student teaching to direct the student teaching program in coordination with the teachers of methods courses in different subject matter fields.

b. Arrange for more opportunities for off-campus teaching besides the laboratory school experience on-campus.

c. Begin the student teaching experience in the university-sponsored laboratory school and complete it in a public school situation for all teaching fields.

d. Provide more uniformity in standards, requirements, and arrangements for student teaching in all teaching fields.

e. Select cooperating schools as student teaching centers after careful study of their facilities, type of teachers, and quality of programs.

f. Assign a small number of student teachers, preferably 2-4, to a supervising teacher at one time.

g. Prepare cooperatively a student teacher handbook for guidance of all student teachers in all teaching fields.

h. Provide opportunity for student teachers to teach in both their major and minor fields.

i. Develop a student teaching rating scale utilizing performance as a basis, thus resulting in a more flexible and easily used instrument for all teaching fields.

<u>The home economics program</u>

a. Include a core curriculum in home economics for all students of home economics to take regardless of field of specialization.

b. Offer short service courses in homemaking without prerequisites for homemakers and alumnae.

c. Cooperate with the other departments of the University on the development of a dynamic curriculum of home economics.

d. Consider changing the nomenclature for Art Appreciation which is too broad to Color and Design with emphasis on problems in color and design for personal and family enjoyment.

The home economics teacher education program

a. Consider the employment of adequate home economics education personnel to insure proficiency in goal attainment.

b. Provide broad education for prospective teachers of home economics to include courses in physical and biological sciences, social sciences, and humanities.

c. Select prospective teachers of home economics carefully so that individuals with serious physical, mental, scholastic, emotional, and social handicaps are identified early in their college program and proper redirection and guidance given.

d. Prepare prospective teachers of home economics in assisting families in meeting their needs and in understanding current educational practices.

e. Provide four levels of experience in student teaching, namely: observation, participation in school, participation in out-of-class experiences, and actual teaching. Give opportunities for contact with homes and children at all age and educational levels early in their college education.

f. Encourage student teachers to live in the community where they student teach.

g. Explore the possibility of all prospective teachers of home economics of taking the Home Management House Residence course in order to provide them with experiences in group living.

k. Evaluate student teaching continuously and cooperatively with the student teacher, supervising teacher, school principal, and college supervisor participating.

Suggestions for future studies related to the home economics program in the Philippine Women's University, Manila

a. Philosophy and objectives of home economics to meet the changing times by the staff and administration of the College of Home Economics

b. Qualifications desired by the University of its college teachers of home economics and teachers of home economics education

c. Types of in-service education needed by the faculty of the Philippine Women's University

d. Type of in-service program needed by supervising teachers of the University

e. Re-appraisal of the curriculum for the Bachelor of Science in Home Economics according to needs of the students and their families

f. Effectiveness of the teacher education program of the University

g. Types of programs in home economics to meet the needs of home economics pupils with or without home economics training in high school

h. Type of a guidance and counseling program needed for the students of home economics

i. Consideration teachers of home economics actually give in their teaching to the needs of families in the community and to current educational practices

j. Need for changing the general and home economics professional requirement for the pre-service education of the prospective teacher of home economics

k. Amount of student participation possible in planning courses, objectives, and activities for home economics education courses

l. Possibility of doing student teaching in one intensive period instead of a single period plan

m. Advisability of including home economics in the curriculum for teacher education of elementary teachers

n. Effectiveness of group evaluation of student teaching

o. Type of follow-up program needed by new graduates of the University as soon as they begin teaching

p. Possibility of alternate plans for graduate work in home economics

q. Advisability of a fifth year in the teacher education sequence

THE FUTURE OF HOME ECONOMICS TEACHER EDUCATION

This study was not all-inclusive. There is no thought that it can be applied everywhere in the Philippine teacher educational system, nor that it is the last word for home economics teacher education. Its hope lies in the possibility of inspiring all those concerned with educating the prospective teacher of home economics to recognize changes and to help meet the challenge of the times.

Teaching is a continuous adventure. Twentieth century youth cannot be educated effectively by nineteenth century teachers. Filipino teachers of home economics today must be educated so that they can introduce succeeding generations into the culture surrounding them, prepare them to live within it, and, more important, prepare them to participate in improving it.

The Philippine teacher education system must have an insight, a drive, and a significance that will show its

quality for all the world to see. Teacher education institutions must look to and plan and educate for the future.

And now for a bit of Oriental philosophy:

"The serentity to accept that which cannot be changed;
The courage to change that which can be changed;
And the wisdom to tell the one from the other."

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APPENDIX

QUESTIONNAIRE WITH AN ACCOMPANYING LETTER
SENT TO MOTHERS IN THE PHILIPPINES
ON FILIPINO FAMILY NEEDS

June 1, 1958

Dear Friend:

This is "Hello" from a friend in the United States. You have been selected as one of the mothers in your town to take part in a study of some of the needs of the Filipino family. May I request you to answer the questions at the bottom of this paper? If you prefer not to write your name, you may do so.

I shall appreciate it very much if you can answer the questions and give me all the necessary information asked. Please give the filled questionnaire back to the person who gave it to you as soon as possible. I want to thank you for taking part in this study which we hope can help in preparing the future teachers of home economics.

With my best wishes

Yours truly,

Mrs. María Fe G. Atienza

QUESTIONNAIRE ON SOME OF THE NEEDS OF
THE FAMILIES IN THE PHILIPPINES
(For mothers of ten representative families in the community)

1. Mothers name . . . . . .

2. Home address . . . . . .

3. Age: 20-29 . . . . . 40-49 . . . . . .
30-39 . . . . . 50 and above . . . . . .

4. Grade reached in school:
Grade school . . . . . College . . . . . .
Secondary school . . . . .

5. Yearly income of the family:
P 500-1,000 . . . . . P 1,500 and above . . . .
P 1,000-1,500 . . . . . .

6. Number of members living together with the family:
1-5 . . . . . 16-20 . . . . . .
6-10 . . . . . 21 and above . . . . . .
11-15 . . . . . .

Questionnaire Sent to Mothers - Continued

7. Occupation of the head of the family . . . . . .
8. Following are some of the needs of the families in the Philippines which we hope to prepare our future teachers of home economics to help overcome. Will you please check those sentences which show the needs of your family:

.... a. Earning more to add to the family income
.... b. Utilizing time, money, and energy to best advantage
.... c. Choosing diets for good nutrition
.... d. Knowing the needs of the teenager and the other members of the family
.... e. Knowing which customs and traditions should be kept and which should be changed
.... f. Improving the house and its surroundings
.... g. Improving the community
  .... Streets and sidewalks
  .... Drainage
  .... Disposal of waste
  .... Town plaza
  .... Recreation center
  .... Town library
  .... Others
.... h. Improving the care of babies and children
.... i. Thinking over the things in life which should be put first
.... j. Improving prenatal care
.... k. Improving the guidance of children
.... l. Learning to like things, deeds, ideas, and thoughts which are beautiful
.... m. Improving the care of both body and mind

9. Please give the other needs of your family which are not included in the above list.

a.
b.
c.
d.

QUESTIONNAIRE WITH AN ACCOMPANYING LETTER
SENT TO EDUCATORS IN THE PHILIPPINES
ON CURRENT EDUCATIONAL PRACTICES

June 1, 1958

Dear Friend:

This is "hello" from a friend in the United States. You have been selected as one of the educators in the country to take part in a study of some of the current educational practices in the Philippines. May I request you furnish me the needed information for the items in the questionnaire. If you prefer not to write your name, you may do so.

I shall appreciate it very much if you can furnish me the needed information as soon as possible. Please give the filled questionnaire back to the person who gave it to you. I want to thank you for participating in this study which we hope can help in preparing future teachers of home economics.

With my best wishes

Yours truly,

Mrs. Maria Fe G. Atienza

QUESTIONNAIRE ON SOME OF THE CURRENT EDUCATIONAL PRACTICES IN THE PHILIPPINES
(For the principal, supervisor, teacher or administrator)

1. Name . . . . . .

2. Professional address . . . . . .

3. Degree or educational level attained . . . . . .

4. Title of present position . . . . . .

5. Number of years in present position:

1-5	21-25 . . . . .
6-10	26-30 . . . . .
11-15	30 and above . . . . .

6. Please check those items on the right side which you think are the current educational practices in the Philippines. Now will you go back over the items and rank them in

Questionnaire Sent to Educators - Continued

importance on the spaces at the left side.

.... a. Community school ....
.... b. Family and community-centered teaching....
.... c. Sporadic but cooperative curriculum improvement....
.... d. Integrated method of teaching....
.... e. Textbook centered teaching....
.... f. Emphasis on vocational education....
.... g. Emphasis on fundamental and adult education....
.... h. Teaching based on the course of study issued by the Central office....
.... i. Memorization of factual material....
.... j. Traditional or dogmatic teaching....

7. Please list other current educational practices which are not included in the above list.

Date:_____

INTERVIEW SCHEDULE
PRACTICES IN THE ORGANIZATION AND ADMINISTRATION
OF HOME ECONOMICS
(For use with the Dean, Chairman or, Head of Home Economics)

I. Name_____

II. Professional address_____

III. Position held_____

IV. Type of School:
a. Land-grant university ___ c. Women's college___
b. State College ___ d. Other ___

V. Is the home economics education administered as:
a. A division or department of the college of education ___
b. A division or department of the college or school of home economics ___
c. Other ___

VI. Major offered in home economics:
a. Foods and Nutrition ___ g. Home Economics Ed. ___
b. Clothing and textiles ___ h. Home Economics Extension ___
c. Home Management ___ i. Related Arts ___
d. Child Care and Dev. ___ j. Household Equipment ___
e. Family Life ___ k. Institutional Mgt. ___
f. General Home economics ___ l. Other ___

VII. Credits required for a Bachelor's degree in home economics:
a. Total _____ d. Home Economics Education ___
b. General Education _____ e. Gen. Professional ed. ___
c. Home Economics _____ f. Other _____

VIII. General education offerings in Home Economics:
a. f.
b. g.
c. h.
d. i.
e. j.

IX. Philosophy of school or division or department of Home Economics:
a. What are the goals or purposes of home economics in your school?

Interview Schedule - Continued

b. What are the goals or purposes of your home economics education curriculum?

c. How were these formulated?

d. Are your supervising teachers of home economics education aware of these goals? Yes ____ No ____
e. If so, how did they become acquainted with them?

X. Faculty of the College of Home Economics:
a. Academic degree required _____
b. Other qualifications:

XI. Home economics education program (For use with the Dean, Chairman, or Head of the Home Economics education or person in charge of home economics education)
a. Who supervises the student teaching of home economics?

b. What are her or their responsibilities?

c. What are her qualifications?

d. Who teaches the home economics methods courses?

e. What are her or their qualifications?

f. What are her or their responsibilities?

Interview Schedule - Continued

g. Number of student teaching centers used for home economics student teachers:

Location	Off-campus or laboratory school	Size of high school	No. of Sup. Teachers

h. What are the requirements for the selection of the student teaching center?

i. What are the requirements for the selection of the supervising teacher of home economics?

j. What is the financial arrangement with the cooperating teacher?

k. Number of student teachers assigned a supervising teacher at one time _____

l. Number of student teachers of home economics a supervising teacher has each year _____

m. Who assigns the student teacher of home economics for student teaching?
The college supervisor ____ The student teacher selects ____ The supervising teacher ____ Other ____

n. Length of student teaching:
Full day ____ A semester ____ ½ semester ____
Half day ____ A term ____ ½ term ____
Other ____ A year ____ No. of weeks ____ (semester)
No. of weeks ____ (term)

o. Total credits earned in student teaching ____
Semester hours ____ Term credits ____

p. How many clock hours do you require for student teaching? ____

q. Does a staff member of the department of home economics education supervise the student teacher while she is teaching? Yes ____ No ____

Interview Schedule - Continued

r. If so, how many visits does she make during the student teaching term? _____
s. Does any other staff member of the Department of home economics education supervise the student teacher while she is teaching? Yes ____ No ____
t. If so, who is she? _____
u. What are her or their responsibilities?

v. What are the other methods of supervising your student teachers: Letters _____ Group Meetings _____ Others _____
w. Are there other courses which parallel student teaching? Yes ____ No ____
x. If so, what are they?

y. Are there other courses which precede or follow student teaching in the same term or semester? Yes ____ No ____
z. Who evaluates the work of the student teacher?
The college supervisor only ____
The college supervisor and the cooperating teacher ____
The supervising teacher only ____
The college supervisor, the supervising teacher and the student teacher ____
Others ____

XII. Recruitment and placement
a. How do you recruit and select prospective teachers of home economics?

b. Do you place your students after graduation? Yes ___ No ___
c. If not, who places the graduates?
The placement office of the college ____
The placement office of the college or school of home economics _____
The placement office of the college of education ___
Other _____

XIII. Guiding the student teacher of home economics (For use with the supervising teacher)
a. Do you orient your student teacher to teaching? Yes ____ No ____

Interview Schedule - Continued

b. If so, how?

c. How soon does the student teacher teach? _____
d. Does she observe before teaching? Yes ___ No ___
e. How many classes does she teach at the beginning?

f. Do you prepare the class for her teaching? Yes ___ No ___
g. If so, how do you do it?

h. Do you evaluate her first teaching experience? Yes ___ No ___
i. If so, how?

j. If not, why?

k. How do you evaluate her succeeding teaching experiences?

l. Do you evaluate after each teaching period? Yes ___ No ___
m. Do you hold conferences with her? Yes ___ No ___
n. If so, when do you do them?

o. Where do you hold your conferences with her?

p. How long do you hold your conferences with her?

q. What study guides or helps do you give to your student teacher?

Interview Schedule - Continued

r. What extra-classroom and community experiences does your student teacher assume?

s. How many classes at one time does the student teacher of home economics finally teach?

Date: _____

INTERVIEW SCHEDULE
PRACTICES IN PREPARING PROSPECTIVE TEACHERS OF HOME ECONOMICS IN ASSISTING FAMILIES IN MEETING THEIR NEEDS

(For use with teachers of Nutrition, Home Management, Family Relations, Housing and Home Furnishings, Child Development, Economics, Community Development and Health)

I. Name _____

II. Professional address _____

III. Subject taught _____

IV. Number of years of teaching experience in subject taught presently _____

V. Following are some needs of families in the Philippines, which we hope our prospective teachers of home economics can help to meet. Will you please describe practices you carry out in your teaching which might be helpful in preparing prospective teachers of home economics in helping families meet their needs.

a. Earning more to add to the family income (developing skills for jobs outside the home, training for home industries, etc.)

b. Utilizing time, money, and energy to best advantage (making decisions about what is wanted, helps in decision-making process, practices to conserve time, money and energy, etc.)

c. Choosing diets for good nutrition (planning to include needed nutrients, conserving of nutrients, low cost meals, etc.)

Interview Schedule - Continued

d. Understanding oneself, other members of the family and other people in the community (how children grow and develop, resolving present teen-age problems, brother-sister conflicts, relationships with others, etc.)

e. Evaluating goals and values in relation to customs and traditions according to their needs (what is most important for the family, customs and traditions which present progress toward goals, etc.)

f. Improving the care of babies and children (infant feeding, physical care, etc.)

g. Thinking over the things in life which should be put first (developing proper sense of values, etc.)

h. Improving prenatal care

i. Improving the guidance of children (discipline, socialization, emotional development, etc.)

Interview Schedule - Continued

j. Learning to like more things which are beautiful (art appreciation, appreciation of others' ideas, etc.)

k. Improving the care of both body and mind (physical and mental health)

l. Improving the house and its surroundings (functional, privacy, artistic, sanitation, improvisation of furnishings and equipment, landscaping, etc.)

m. Improving the community (sanitation, recreational facilities, safety, appearance, community life, etc.)

VI. There are probably other needs of the American families which you or your graduates may know. Will you please list them and the practices you follow when preparing prospective teachers of home economics to meet the needs of the American families.

Needs of American Families	Practices in preparing prospective teachers of home economics in helping families meet their needs
a.	a.
b.	b.

Interview Schedule - Continued

Needs of American families	Practices in preparing prospective teachers of home economics in helping families meet their needs
c.	c.
d.	d.
e.	e.

Date _____

INTERVIEW SCHEDULE
APPROACHES IN PREPARING PROSPECTIVE TEACHING OF HOME ECONOMICS TO UNDERSTAND CURRENT EDUCATIONAL PRACTICES

(For use with the Head or Chairman of Home Economics Education Department, the supervising teacher, administrators of education or teacher education departments, and teachers of general professional education courses)

I. Name _____

II. Professional address _____

III. Present position held _____

IV. Following are a number of current practices in general education in the Philippines with which prospective teachers of home economics should become familiar. Some of these may differ from those in the United States. Will you please describe approaches you carry out in your school which might be helpful in preparing prospective teachers of home economics to understand these educational practices.

a. Following the community school concept (program meets needs of particular local community)

b. Teaching focused on the family as a whole and as a part of the community

c. Involving the group as a basis of curriculum improvement

d. Teaching by coordinating all areas of knowledge related to the topic.

Interview Schedule - Continued

e. Teaching using a text in the field only

f. Emphasizing vocational education

g. Emphasizing adult education

h. Teaching based on courses of study or curriculum guides issued by the State Department of Education

i. Emphasizing learning of facts

j. Teaching based on long-used practices

k. Accepting the opinion of the teacher without question

Interview Schedule - Continued

l. Emphasizing more science in the curriculum

m. Emphasizing guidance and counseling

V. Probably, there are other practices in general education in the United States which your prospective teachers of home economics are helped to understand. Will you please list these and what you do in helping prospective teachers of home economics to understand these practices.

Practices in general education in the United States	What you do in helping prospective teachers of home economics to understand practices in general education
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

COPY OF THE LETTER OF THE WRITER OF THIS
STUDY TO MISS LEE

428 Evergreen Avenue
East Lansing, Michigan
September 27, 1958

Miss Ata Lee
Program Specialist, Home Economics Division
U. S. Office of Education
Washington 25, D. C.

Dear Miss Lee:

I am a graduate student at Michigan State University, East Lansing. I am interested in visiting women's colleges similar to the conditions of women's universities in the Philippines.

May I ask your official opinion whether the following schools will be best for me to visit before I go back to the Philippines:

a. Woman's College
University of North Carolina at Greensboro

b. Winthrop College
Rock Hill, South Carolina

c. Georgia State College for Women
Milledgeville, Georgia

If the above-mentioned women's colleges are all right for me to visit, may I know the names of the heads of those institutions? However, if you have some other suggestions for me, I shall be very happy to hear from you soon. If there are other women's colleges near Michigan which you think can approximate the conditions of the women's colleges in the Philippines, I may consider visiting them rather than those colleges which are far from Lansing. Enclosed herewith is an information sheet about myself.

Thank you very much for your kind attention.

Yours truly,

Mrs. Maria Fe G. Atienza

COPY OF THE LETTER OF MISS LEE TO THE WRITER OF THIS STUDY

Department of
HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D. C.

October 3, 1958

Mrs. Maria Fe G. Atienza
428 Evergreen Avenue
East Lansing, Michigan

Dear Mrs. Atienza:

I just received your letter in regard to visiting women's colleges in the south. You probably know that the women's colleges in the United States are located principally in the east and south. Those in the southern part of the United States seem to give more emphases to home economics. I think you have chosen the three that would give you the best picture of different organization and objectives of women's colleges. I do not know of any near Michigan that are giving emphases to home economics.

In all three of these colleges the head of the department is new this year. I will give you a few facts about each one.

Woman's College, University of North Carolina, Greensboro--Dr. Naomi Albanese, Dean School of Home Economics. This institution trains both home economics teachers, extension workers, and does research. The facilities are good. The department has been renovated and a new wing added during the past five years. The nursery school, which is separate from the home economics building, is probably the most elaborate found in any college. This college is a branch of the University of North Carolina but has a separate president.

Winthrop College, Rock Hill, South Carolina--Miss Jessie Harris, former head of home economics at the University of Tennessee, is now at Winthrop College as head of the department to assist with some reorganizing and planning. They have good facilities in a separate building, and I believe the size of their staff is from 8-10 persons. You probably met Miss Harris when she came through the Philippines in the spring of 1957.

Georgia State College for Women, Milledgeville, Georgia--Dr. Ruth Sneed, Chairman, Home Economics Department. This is Dr. Sneed's first position in administration, but the home

economics faculty at this college are well established and have always worked together very co-operatively. Their home economics facilities are located in a part of another building and are not so elaborate as in the other two colleges that I have described. Mis Neva Jones, who is head of teacher education in home economics, and her associate, Miss Gladys Gilbert, are two excellent people. I hope you have an opportunity to meet them.

Some of the women's colleges in the south are being converted into co-educational institutions, and others are considering this move. Florida State College for Women at Tallahassee, which is now Florida State University, admitted young men soon after the war and has grown to the extent that there are now more men than women enrolled. Alabama College at Montevallo was made co-educational in 1957. I do not know the percent of boys enrolled in such a short time, but they are provided dormitory space and their enrollment is increasing.

You might like to stop in Oklahoma when you leave for the Philippines. I do not suggest you take this trip in lieu of the one that you have suggested, but if convenient I believe that you would enjoy seeing the three institutions which are different yet all three have strong home economics programs. They are:

Oklahoma College for Women, Chickasha--Mary Russell, Professor and Head, Department of Home Economics. This college gives emphases to preparation of home economics teachers and nursery school workers. They have a new building.

Oklahoma University, Norman--Mary A. Warren, Chairman, School of Home Economics. This university has a home economics department which is a part of the liberal arts college. This is their State institution which trains for the professions. In home economics they prepare students for teaching, institutional management, and some students take it as a part of their general education. They have been in their new building about five years, and it is very attractive, contemporary architecture.

Oklahoma State University, Stillwater--This is a Land-Grant College whose name has recently been changed from Oklahoma A. & M. College. Dr. Lela O'Toole is Dean, Division of Home Economics. There are approximately 900 students enrolled in the department. They have a new building and are now planning an additional one to house Foods and Nutrition. All of these institutions are located within 50-60 miles from Oklahoma City.

I had the pleasure of stopping in Manila in April, 1957, enroute to a trip around the world. Since I was there only for a weekend, it was impossible to do all the things I would like to have done. Mrs. Negado certainly made my visit very pleasant and was very helpful in getting me to several institutions and places of interest. I saw your college building, but we were unable to visit the school. We did, however, have a short visit to the Normal school. I had formerly met Mr. and Mrs. Negado when they visited the United States immediately following the war and had arranged her itinerary so that she might visit several home economics departments in colleges.

If I can be of any further service to you, do not hesitate to write to me. I shall be out of the office on a field trip from October 26 to November 30th.

Sincerely yours,

Ata Lee
Program Specialist
Home Economics Education
Southern Region

COPY OF A LETTER TO ONE OF THE ADMINISTRATORS OF HOME ECONOMICS REGARDING THE VISIT BY THE WRITER OF THIS STUDY

Michigan State University
Department of Teacher Education
East Lansing, Michigan
November 14, 1958

Miss Helen Lohr, Head
Department of Home Economics
Central Michigan College
Mt. Pleasant, Michigan

Dear Miss Lohr:

This letter is to inquire whether you and several of the staff members at your school might be willing to give a little time for interviews with a graduate student who is studying with us here at Michigan State University. She is Mrs. Maria Fe Atienza who is in charge of the Home Economics Education Program at Philippine Women's University in Manila, Philippines. and has been quite a leader in home economics in her country. For her doctoral study she is visiting several colleges preparing vocational homemaking teachers to review certain practices in home economics education. She is interested in finding out about the organization and administration of the Home Economics Education Program in your school, and particularly the practices in preparing future teachers to be able to help families meet their needs and in helping teachers understand current trends in education. Her interview schedule will require about forty-five minutes for each person.

The persons whom she would appreciate being able to interview at your school are, you, as Chairman of the Home Economics Department; the person in charge of the professional education program; the person teaching home economics education courses and teachers of child development, family relations, home management, nutrition, housing and home furnishings, health, and community development. Would it be possible for her to interview these persons at your school?

She would be able to arrive in Mt. Pleasant on Tuesday evening, December 9, at 8:30 p.m., and would plan to be there all the following day, the 10th. If it would be possible to have arrangements made for an inexpensive place for her to stay, she would also appreciate it very much.

Copy of Mary Lee Hurt's letter - Continued

We hope it will be convenient for her to visit your campus and interview with these various staff members. If so, we would appreciate having you return the enclosed card. We are grateful to you for your help.

Sincerely yours,

Mary Lee Hurt, Chairman
Home Economics Education

MLH:bt

Enclosure

COPY OF A LETTER FRO AN ADMINISTRATOR OF HOME ECONOMICS
ACCEPTING THE REQUEST OF THE ADVISOR OF THE
WRITER TO VISIT THE SCHOOL

November 24, 1958

Dr. Mary Lee Hurt, Chairman
Home Economics Education
Michigan State University
East Lansing, Michigan

Dear Dr. Hurt:

We will be glad to have Mrs. Maria Fe Atienza visit us on December 10 for the purpose of having conferences to gather data for her doctoral study. The housing and home furnishing work at Central is taught in the Art Department. This has not been cleared as yet, but I will try to attend to this in the next day or two.

I think Carmel has written you about having Mrs. Atienza stay at the Home Management House during her time at Central.

Sincerely,

Helen Lohr, Head
Department of Home Economics

KK

COPY OF A LETTER OF AN ADMINISTRATOR OF HOME ECONOMICS
TO THE WRITER OF THIS STUDY TO THE SCHOOL

November 19, 1958

Mrs. Maria Fe Atienza
c/o Dr. Mary Lee Hurt
College of Education
Michigan State University
East Lansing, Michigan

Dear Mrs. Atienza:

It hardly seems possible that only a week or so ago you were visiting us. All the staff were pleased to have you spend a few days on our campus. As Mrs. Smith commented, "Mrs. Atienza's questions made us reevaluate our beliefs of home economics."

I do hope your trip to Michigan was not too tiring after the rapid pace you had to go while you were here.

This enclosed picture and writeup is for you. Do let us hear from you, and if there is any way we may be of assistance to you, please call upon us.

Cordially yours,

Naomi G. Albanese, Dean
School of Home Economics

NGA/mbs

LIST OF PERSONS INTERVIEWED IN THE SIX SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES

Georgia State College for Women - Milledgeville, Georgia

1. Dr. O. F. Folger, Chairman, Division of Teacher Education
2. Miss Gladys Gilbert, Home Economics Education
3. Mrs. G. C. Ingram, Child Guidance and Early Childhood
4. Mrs. Mary I. Ireland, Personal Hygiene and Health Education
5. Mrs. Kay Asbury Jones, Color and Design
6. Miss Neva Jones, College Supervisor
7. Miss Ruth Maynard, Home Management and Director, Home Management House Residence
8. Mrs. Ann Smith, Foods and Nutrition
9. Mrs. Mary Eva Smith, Supervising Teacher
10. Dr. T. O. Smith, Registrar
11. Dr. Ruth Sneed, Chairman, Division of Home Economics

Woman's College of the University of North Carolina, - Greensboro, North Carolina

1. Dr. Naomi Albanese, Dean, School of Home Economics
2. Miss Helen Canaday, Parent Education
3. Dr. Mildred English, Elementary Education
4. Miss Elizabeth Hathaway, Housing and Furnishings
5. Mrs. T. J. Love, Supervising Teacher
6. Miss Louise Lowe, Head, Home Economics Education
7. Dr. Alice Schriver, Health Education
8. Mrs. Rebecca Smith, College Advisor
9. Dr. Irvin Sperry, Child Development and Family Relations
10. Mrs. Madeline Street, Home Management, and Director of Home Management House Residence
11. Miss Virgie Lee Stringer, Itinerant Teacher Trainer

Western Michigan University - Kalamazoo, Michigan

1. Dr. Eunice Herald, Head, Home Economics Department
2. Miss Rachelle Acree, Family Health and Nutrition
3. Miss Barbara Gaylor, Supervising Teacher, University High School
4. Mrs. Gladys Rowe, Home Economics Education
5. Dr. Marjorie L. Savage, Family Relations and Child Development
6. Miss Opal Stamm, Home Management and Home Furnishing
7. Miss Betty Taylor, Foods and Nutrition

Eastern Michigan College - Ypsilanti, Michigan

1. Miss Susan Burson, Head, Home Economics Department
2. Miss Cornelia Beckwith, Home Furnishing and Health
3. Dr. Kenneth Cleeton, Head, Education Department
4. Dr. Stanley Gex, Dean, Teacher Education
5. Mrs. Barbara Heffington, Supervising Teacher
6. Miss Eula Underbrink, Foods and Nutrition, Housing and Home Management

Central Michigan College - Mt. Pleasant, Michigan

1. Miss Helen Lohr, Head, Home Economics, Department
2. Miss Carmel Elliott, Home Management and Director, Home Management House Residence
3. Mrs. Freddie Simonds, Supervising Teacher, Mt. Pleasant High School
4. Mrs. Ellen Somers, Foods and Nutrition and Family Health
5. Dr. Alexander Zawacki, Color and Design

Michigan State University - East Lansing, Michigan

1. Miss Jeanette A. Lee, Assistant Dean, College of Home Economics
2. Miss Hazel Anthony, College Supervisor

3. Dr. Bernice Borgman, Child Development and Family Relation

4. Miss Janet Clanahan, Supervising Teacher, St. Johns High School

5. Dr. L. W. Dean, Assistant Dean, College of Education

6. Mrs. Thelma Dunn, Family Life, Family Health and Family Economics

7. Miss Esther Everett, Home Management and Family Finance

8. Mrs. Martha Faust, Supervising Teacher, St. Johns High School

9. Miss Fern Horn, College Supervisor

10. Dr. Mary Lee Hurt, Chairman, Home Economics Education

11. Miss Mary Lewis, Foods and Nutrition

12. Dr. Beatrice Paolucci, Home Management

13. Miss Jean Prohaska, Supervising Teacher, Charlotte Senior High School

14. Mrs. Josephine Rummler, Supervising Teacher, Belding High School

15. Miss Gail Scherrerhorn, Supervising Teacher, Charlotte Senior High School

16. Dr. Alice Thorpe, Head, Home Management and Family Life Department

17. Miss L. Willison, Supervising Teacher, Belding High School

18. Mrs. Gladys Wolven, Supervising Teacher, Ithaca Senior High School

VITA

Name: Maria Fe Atienza y Gonzales

Date and Place of birth: Bauan, Batangas, Philippines
March 24, 1914

High School: Silliman University High School
Dumaguete, Or. Negros, Philippines

Undergraduate studies:
- Elementary Teacher's Certificate, Philippine Normal College, Manila
- Bachelor of Science in Education, National Teachers College, Manila

Graduate studies:
- Master of Science in Home Economics, University of Illinois
- Post graduate work at Columbia University, Teachers College
- Doctor of Philosophy, Michigan State University

Fellowships:
- AAUW International Grantee for the Philippines
- Scholarship grant by the Board of Foreign Missions of the Presbyterian Church of America
- Dean's Scholar, Teacher's College, Columbia University
- Foreign Tuition scholarship, Michigan State University
- Partial Maintenance Scholarship, Michigan State University

Awards:
- Medal of Freedom from the United States Government for wartime services
- Legion of Honor from the Philippine Government for wartime services
- Membership to the Kappa Delta Pi, a national honorary society in education

International conferences attended:
- UNESCO Seminar on Adult Education in Copenhagen, Denmark
- Executive Committee meeting of the International Federation of Home Economics, Paris, France
- International Federation of University Women convention, Toronto, Canada

Professional experiences:
- Supervisor of Home Economics Education, Philippine Women's University
- Assistant Professor, Philippine Women's University
- Secretary, College of Home Economics, Philippine Women's University
- Director, Summer School, Philippine Women's University, 1956.

General Office (Federal) Supervisor of Home Economics, Bureau of Public Schools, Philippines, 1938
Division (State) Supervisor of Home Economics, Bureau of Public Schools, Philippines, 1937
Elementary School teacher, Division of City Schools, Manila, 1932-1936

Publications:

Effective Teaching of Home Economics
A Guide for the Course in Marriage and Family Relations
Suggested Units of Study for Secondary Home Economics
Helps for Reviewing Home Economics for the Philippine Civil Service Examination

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