A HISTORY OF THE PROGRAM OF VOCATIONAL HOME ECONOMICS IN THE SECONDARY SCHOOLS OF MICHIGAN 1917-18 THROUGH 1952-53

by

Rosalind Mentzer

A THESIS

Submitted to the School of Graduate Studies of
Michigan State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education

1954

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THESIS ABSTRACT

The purpose of this study was to trace the history of vocational home economics in the secondary schools of Michigan from its beginning in 1917 to the end of the fiscal year June 30, 1953. The data were obtained from legislative acts, Congressional Records, annual reports of the state supervisor and of the state superintendent of public instruction in Michigan, books, bulletins, periodicals, other published and unpublished materials, and interviews with persons who have participated in the program in a professional way.

A review was made of the early history of home economics in the United States and of its beginning in the schools of Michigan. The history of legislation providing for vocational home economics in the secondary schools of the United States was compiled. Several aspects of the program in Michigan were studied including supervision and in-service training of teachers, curriculum and method, equipment for departments of vocational home economics, and the preparation of teachers.

Among the more important findings of this study, the following may be mentioned:

1. Legislation seems to have provided an incentive for the development of vocational home economics in secondary schools of Michigan. Funds have been provided for salaries of teachers from local, state, and federal sources with the greatest amount being provided from local sources. There has been an increase in number of programs in vocational home economics in secondary schools from five in 1917-18 to two hundred seventy-seven in 1952-53.

2. State supervisors and an itinerant teacher trainer provided leadership in the development of the program in secondary schools. During the last fifteen years covered by the study there appeared to be a trend toward more democratic methods in supervision.

3. There was an increase in number of stated goals as the program developed accompanied by an increase in phases of subject matter recommended for study. Curriculum and method appeared to have been influenced by state and regional conferences, visits to schools, bulletins, and school visitation. The depression and World War II seemed to have influenced changes in curriculum.

4. Trends in equipment for departments of home economics appeared to be from heavy, immovable furniture to light, durable furniture that could be adapted to several uses. There was also emphasis on selecting and arranging furnishings so that rooms would appear home like.

5. Changes in the program for training teachers of home economics have included an increase in the number of credits required in education and a re-distribution of credits required in home economics and related subjects. There has been less emphasis on "Food" and "Clothing" and increased emphasis on "The Family" and "Housing." There has been a reduction in science credits and the addition of social science as a required field of study.

Recommendations:

As a result of this investigation it was recommended (1) that there be a state-wide study to determine the needs of pupils in the field of home economics to be used as a basis for planning goals for the state program; (2) that a study be carried out to determine the housing

and equipment most effective for teaching home economics; (3) that the history of the Michigan Home Economics Association be studied and written; (4) that the same be done with the history of part-time schools and adult programs in home economics; and (5) that more adequate records be kept of several aspects of the program.

Lucie H. Nolle

TABLE OF CONTENTS

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LIST OF TABLES

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LIST OF FIGURES

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CHAPTER I

INTRODUCTION

In order to understand the development of vocational home economics in the secondary schools of Michigan, it is necessary to determine its origin and trace its evolution over a period of years. A program in the field of education does not remain static; changes are constantly occurring. It is important that these changes be reviewed in order to give clarity to the present situation as well as to give some direction to the future by pointing out influences which have been significant in the past and trends which have emerged as the program has developed.

The Problem

Statement of the problem. The purpose of this study is to present an account of the history of the reimbursed program in home economics in the secondary schools of Michigan from its beginning in 1917 to the close of the fiscal year, June 30, 1953.

Importance of the study. The data concerning the reimbursed program in home economics in the secondary schools of Michigan have never been accumulated, classified, and interpreted. A written report based on these data will provide a source of reference for any person concerned with the development of the program of home economics in the secondary schools of the state. Such a report will be of special value to persons new to the program in Michigan by providing a means whereby they may rather quickly get an overview of the development of this aspect of the

vocational program.

The writer became interested in this study as a result of over fifteen years of experience in the program of vocational home economics in Michigan. She has participated in the program as a classroom teacher, as a supervising teacher, and as a teacher-trainer. As one participates in an educational program over a period of years, it becomes fairly evident that changes in emphases occur from time to time. The writer was interested in discovering what these changes had been and, if possible, some of the reasons for the changes.

Definition of Terms

Home economics. Home economics is that field of study concerned with food, clothing, housing and home furnishings, child development, health and home nursing, personal, social, and family relationships, and management of time, money, and energy in the home. The term "homemaking" or "homemaking education" has been used with increasing frequency in the past several years when referring to home economics at the secondary level. However, home economics is the term used in all of the legislative acts which provide for reimbursement for vocational education. For this reason, and to avoid confusion, the term "home economics" is used exclusively throughout this study.

Reimbursed program. A reimbursed program in home economics in a secondary school is a program for which the school district receives a partial refund from federal and state sources for money paid for salaries of teachers of home economics or related subjects. Reimbursed programs are sometimes called vocational programs, approved programs, or eligible programs.

Secondary school. The secondary school as used in this study means grades nine through twelve.

State Plan. The State Plan is the contractual agreement between a state and the federal government. These Plans set up regulations concerning all aspects of the reimbursed programs in vocational education within the state. Each state revises its State Plan from time to time, usually every five years.

Limitations of the Study

The limitations which are inherent in any type of historical research were experienced in making this study. It was not difficult to trace trends in recommended practices. There was adequate evidence in the professional literature and in reports compiled by the state supervisor and her staff to identify these trends. The more difficult task was to attempt to determine to what extent these recommendations had been put into practice. For example, the inclusion of a particular phase of subject matter in the recommended course of study in the State Plan is no assurance that this phase was actually taught in the schools.

In attempting to determine practice generally followed in the schools, it was necessary to rely upon written reports. The researcher must proceed with caution in using reports as evidences of practice. It was difficult at times to detect whether reports represented typical or atypical situations. When discrepancies were apparent in light of other evidences obtained, these discrepancies were pointed out. Another limiting factor was that for the past few years the annual reports prepared by the state supervisor and her staff concerning home economics in secondary schools were limited almost entirely to information of a

statistical nature, such as number of programs, number of pupils, and number of teachers. There was very little information about areas of study emphasized, methods of teaching used, changes in housing and equipment, and other aspects of the program which would describe what was being done in classes in home economics in the secondary schools.

Sources of Data

Sources for this study have been both primary and secondary. The primary sources consisted of state and federal bulletins, Congressional Records, Public Acts of Michigan, the Statutes at Large of the United States of America, published reports of meetings held by organizations, minutes of meetings held by the State Board of Control for Vocational Education, minutes of meetings held by the State Board of Education, books, college catalogs, and interviews with persons who have participated in the program in a professional way. The secondary sources consisted of the annual reports compiled by the state supervisor of home economics and her staff over the thirty-six year period from 1917 to 1953, annual reports of the Superintendent of Public Instruction, the Michigan Home Economics Association Newsletters, books, periodicals, and United States Bureau of Education Bulletins.

The majority of the sources for this research were found in the Michigan State College Library, the Michigan State Library, the files of the Office of Vocational Education of the Michigan Department of Public Instruction, and the files of the Office of Home Economics Education of Michigan State College.

Organization of the Study

Chapter II includes a review of a number of similar studies in the field of home economics.

Chapter III traces the development of education for the vocation of homemaking from its beginning in the United States over a period of more than seventy-five years to about the turn of the twentieth century when schools in Michigan began to include such education in the program of studies offered. The growth and development of this type of education in Michigan from this beginning to 1917 when legislative acts were passed providing for reimbursement from federal funds is also traced in this chapter.

The legislative acts, both federal and state, which have been concerned with vocational education in home economics are discussed in Chapter IV. This chapter also reveals how these acts influenced the development of the program in vocational home economics in Michigan.

Chapter V traces the development of supervision and in-service training in the reimbursed program in home economics in Michigan.

Changes in curriculum and methodology in vocational home economics in the secondary schools of Michigan from 1917 to 1953 are discussed in Chapter VI.

Chapter VII is a discussion of housing and equipment for departments of home economics in Michigan showing changes which have taken place in recommendations made and in facilities provided during the thirty-six year period covered by this study.

The development of the program for training teachers for reimbursed

programs in home economics is presented in Chapter VIII.

Chapter IX includes a summary of the findings in this study and some recommendations for development of the program in the future.

CHAPTER II

REVIEW OF THE LITERATURE

The literature concerned with home economics in secondary schools provided an important source of data for this study. During the course of the investigation all federal bulletins and bulletins published in Michigan relative to vocational home economics in secondary schools were read and have been referred to at appropriate times throughout the study. A few studies were found which were concerned with trends in the development of home economics education. This chapter is devoted to a review of these studies.

As far as the writer was able to determine, the pioneer study concerned with the history of vocational home economics in secondary schools within a state was done by Bancroft in 1931.[1] She made a study of vocational education in the all-day schools of Ohio from 1918 to 1930. The study was based on reports, bulletins, courses of study, interviews, and correspondence.

It was found that the program in vocational home economics in secondary schools expanded rapidly in Ohio. There were six schools in 1918 and this number had increased to ninety in 1930. There was a marked decrease in the number of city schools offering programs of vocational home economics with an accompanying increase in the number of rural schools offering such programs during this period of time.

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[1] Clara M. Bancroft, "Vocational Education in Home Economics in the All Day Schools of Ohio from 1918 to 1930." Unpublished Master's thesis, The Ohio State University, Columbus, 1931.

The curriculum was planned originally to prepare for future living. The trend in 1930 was to adapt the curriculum to the present-day needs and interests of the girl as well as to prepare her as a future homemaker. The course of study was developed democratically by the teachers themselves and was based on problem solving.

There had been a change in equipment for teaching home economics from formal laboratory equipment to that more nearly resembling home conditions. For the most part, departments of home economics in Ohio were housed in rooms in school buildings rather than in cottages.

The home project program in Ohio was different than that found in most states in that six months of supervised home practice were required from the beginning of federal reimbursement for home economics. This requirement was patterned after the requirement for agriculture which stipulated that each pupil should do six months of farm practice. Other states required that a pupil complete a certain number of home projects or spend a certain number of hours in home project work. Projects could be carried out at any time during the school year, but intensive project work started the first of February and continued through July. Most of the schools allowed one fourth unit of credit for home project work, but some gave no credit for projects and withheld credit in home economics until project work was satisfactorily completed.

Nichols studied the program in Ohio from 1930 to 1940.[2] Her study differed from that of Bancroft in that she included the evening school program in her investigation. Data for the study were secured from

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[2] Helen Estelle Nichols, "Vocational Education in Home Economics in the Schools of Ohio from 1930 to 1940." Unpublished Master's thesis, The Ohio State University, Columbus, 1940.

annual financial and statistical reports, courses of study, and interviews.

The study reveals that the emphasis in vocational home economics in Ohio was upon aiding the individual to solve persistent problems.

Due to an increase in local, state, and federal funds, there had been a large increase in the number of all-day schools offering vocational home economics, in the number of pupils enrolled, and in the number of teachers employed during the ten year period.

Failure of local schools to provide funds for the evening school program had resulted in a decrease in the number of evening school classes and in the number of adults enrolled in such classes.

Wherry made a study of the development of the program in vocational home economics in Iowa 1917-1934.[3] Sources for the study were: state and federal bulletins and pamphlets and official records from the office of Public Instruction, the office of Vocational Education, and Iowa State College.

Wherry found that teachers employed in departments of vocational home economics which had been in existence for ten years or more had received higher than average salaries and had a longer tenure in one school than did teachers in schools with departments in existence for a shorter period of time. Eleven of the two hundred fifty-nine teachers employed from 1918-19 through 1927-28 did not hold a Bachelor's degree. In 1933-34, there were no non-degree teachers, sixty-three held Bachelor's and two a Master's degree.

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[3]Sarah Marguerite Wherry, "Vocational Homemaking in Iowa 1917-34." Unpublished Master's thesis, Iowa State College, Ames, 1934.

The mean age of existing departments in 1933-34 was 7.84 years. One third of the departments had been in existence only one to four years. The number of departments of vocational home economics in Iowa increased from three in 1918-19 to sixty-three in 1933-34. About three fourths of the departments in 1933-34 were located in the country or in towns with less than two thousand population.

The number of classes in home economics for adults increased from one in 1918-19 to twenty-eight in 1933-34. The subjects taught in the early adult classes were millinery, clothing, and foods. The curriculum broadened to include classes in nutrition and meal planning, clothing selection and design, home furnishings, home nursing, home management, family relationships, and child care in 1933-34.

In 1923-24, five home projects for each pupil were required in vocational classes in home economics. The number was reduced to four in 1926 and to two in 1929. From a required number there was a change to a required amount of time for home projects for each pupil after the George-Reed Act was passed in 1929.

There was a trend beginning in 1925-26 toward decreasing the number of units offered in secondary schools in foods, nutrition, textiles, clothing, and home management and increasing the number of units in family relationships and child development.

Riedel traced the influences which had been significant in the origin and development of the home economics movement in Maryland.[4] Sources used in this study were records from the Grange, Farmers'

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[4] Erna Marta Riedel, "History of Home Economics in the State of Maryland." Unpublished Master's thesis, University of Maryland, College Park, 1936.

Institutes, and Extension Service; correspondence, interviews, and newspaper clippings.

The study reveals that both the Farmers' Institutes and the Maryland Grange had been influential in promoting training for the vocation of homemaking in Maryland. The work of the Institutes was discontinued with the passage of the George-Lever Act in 1914. The Extension Service of the College assumed responsibility for the informal education of girls and women for homemaking formerly done by the Institutes. The Grange continued to promote home economics. Each Grange had a committee on home economics and these committees sponsored legislation favorable to home economics.

The first home economics taught in the public schools was in 1904. A traveling teacher was employed who worked a circuit giving lessons in cooking one day at each school. In 1912 there were fifty-eight such schools and in 1918 there were seventy. Vocational home economics was first offered in 1919 in five schools. Many of the Maryland schools could not qualify as vocational schools because of poor equipment. In 1936 there were thirty-six schools with vocational programs in home economics.

The emphasis in this study was on the early history and influences in the development of home economics in Maryland. This bears a resemblance to the chapter on "The Pre-Vocational Period" in the present study. There was no evidence of rural groups influencing the development of the program in Michigan as had been true in Maryland.

A study by Gregg traced the development of departments of home economics in the secondary schools of Louisiana from 1908 to 1935.[5]

[5]Kathryn Gregg, "The Development of Home Economics Departments in the Secondary Schools of Louisiana 1908 to 1935." Unpublished Master's thesis, Louisiana State University, Baton Rouge, 1936.

The study reveals that home economics was first taught in the public schools of Louisiana in 1908. Three schools offered work in the subject, but it was given without credit. In 1910 a bill was passed by the state legislature authorizing credit in home economics and making an appropriation for part payment of salaries of teachers. By 1917-18 two hundred seventeen schools included home economics in the program of studies. The number of schools teaching home economics increased to two hundred eighty, or 75 per cent of the schools in 1935. Although home economics was an elective course in Louisiana high schools, more than half the girls in secondary schools were enrolled in a course in home economics. In 1935 the curriculum had broadened to include every phase of home economics.

It was found that Louisiana had ninety cottages for housing departments of home economics in 1935. This type of housing was used by more departments in Louisiana than any state in the Union.

In 1935 Louisiana had one hundred ninety-five clubs for pupils of home economics. This state led all the other states in the number of home economics clubs.

The Louisiana study bore little relation to the present study. Although it was limited to secondary schools, it was not limited to reimbursed programs in such schools. The chief emphasis was on the kinds of housing and the number of home economics clubs in the state.

Buer traced the development of home economics in all of the public high schools of New Mexico from 1912 to 1939.[6] The sources for the

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[6]Ethel Buer, "Development of Home Economics in New Mexico." Unpublished Master's thesis, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, 1940.

study were state bulletins, reports, courses of study, and State Plans for New Mexico, as well as personal interviews.

Buer found that home economics was introduced into the public schools of New Mexico through an act of the state legislature in 1912 which provided for the teaching of industrial education of which domestic science was a part. Federal legislation also served as a factor in the promotion of home economics in the state.

The growth in the number of departments of home economics in New Mexico was fairly steady. Three schools offered such a course in 1913; this number had increased to fifty-seven in 1919. In 1939 there were eighty-nine departments of home economics in the secondary schools of New Mexico.

The home project program was slow in developing but by 1920 the majority of girls enrolled in vocational classes in home economics were doing home projects. In 1938, eight teachers were employed on a year-round basis to supervise home projects during the summer.

The curriculum changed in emphasis from courses in cooking and sewing in 1913 to education for home and family living in 1939 which included every phase of homemaking.

Home economics clubs for girls in classes of home economics in New Mexico were first reported in 1925. At that time there were twelve clubs. The number grew to twenty-one in 1930 and to thirty-three in 1938.

The study revealed that very meager equipment for teaching home economics was considered adequate in the schools in 1913. By 1917 equipment for laundry work and home nursing were recommended in addition to equipment for study of food and clothing. Eleven of the seventy-nine

schools in 1939 had provided equipment for teaching all areas of family living. These departments included a living-dining room, bedroom, kitchen, and bath.

Black made a study of the development of home economics in the high schools for colored students in Oklahoma from 1918-1939.[7] Data for the study were secured from state and federal bulletins, state reports, and interviews.

The study reveals that home economics has been included as a part of the curriculum of public and private schools and colleges for Negroes in the United States since 1890.

Langston University in Oklahoma began a training program for Negro teachers of home economics in 1923, but this school was not approved for federal aid under the Smith-Hughes Act until 1926. The enrollment in the course increased from nine in 1927 to eighty-one in 1938. The curricular emphasis for training teachers changed from technical subjects in 1923 to general, related, professional, and technical courses in 1939.

Prior to 1938, there were only three years in which a secondary school for Negroes received reimbursement from federal funds. After increased funds were made available in 1938 through the passage of the George-Deen Act, twelve secondary schools were approved for reimbursement. The following year this number had increased to fifteen. The curriculum was limited to cooking and sewing the first few years after the Smith-Hughes Act of 1917. In 1924 home nursing, child care, and handicraft were added. In 1936 the curriculum was revised to include

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[7]Zella Justine Black, "Development of Homemaking in the High Schools for Colored Students in Oklahoma." Unpublished special report, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, 1941.

a wide range of subject matter in home economics. However, foods and clothing received more emphasis than any other areas during the entire period.

A study by Williams traced the development of the home economics program in Texas 1917 to 1937.[8] Sources for the study were bulletins, reports, newsletters to homemaking teachers, and newspaper articles.

It was found that in 1917 there were one hundred eight high schools in Texas in which home economics was taught. Three of these received federal aid. In 1937 there were six hundred sixteen high schools with an enrollment of forty-five thousand thirty-six pupils in high schools receiving federal and state aid.

In the beginning no school was granted federal aid for more than five years, but the depression and favorable legislation which increased funds changed the plan to one of continuous subsidy.

The curriculum originally was limited to skills in cooking and sewing. The curriculum was enlarged until in 1937 every phase of homemaking was taught in courses in high school.

The first conference in Texas for training teachers in-service was held in 1923. Conferences have been used continuously as a means of in-service training since that time. In the early years supervisors had assumed responsibility for planning conferences but in later years teachers were allowed to choose topics for discussion.

The first "Girls' Clothing Contest" was held in 1920. The purpose was to assist girls in selection of proper clothing. In 1929 the contest

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[8]Doris Williams, "The Development of the Home Economics Program in Texas, 1917 to 1937." Unpublished Master's thesis, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, 1939.

was changed to include other aspects of the curriculum in home economics. The number attending the contest had increased from fifty-nine in 1920 to fifteen hundred in 1937. These contests provided a great deal of favorable publicity for home economics.

In Texas a very different plan for reimbursement of schools has been developed than was developed in Michigan since only in fairly recent years have Texas schools been permitted to remain on the reimbursed list for longer than five years. Appropriations from state sources had lacked the stability provided by law in Michigan. The changes in curriculum and the use of conferences for in-service training of teachers were similar to developments in Michigan.

Williams traced the development of vocational home economics in Arkansas from 1917 to 1939.[9] State bulletins, reports, State Plans for Arkansas, returns from a questionnaire, and personal interviews provided data for the study.

The study reveals that qualifications for supervisors and white teachers remained fairly constant throughout the period until 1937 when an additional requirement of one year of graduate study beyond the Bachelor's degree was made for supervisors. At the same time the requirement for colored teachers was raised from two to four years of college training.

At the beginning of the study in 1917, many departments of home economics were housed in basement rooms in the school building. In 1938, nearly three fourths of the departments were housed outside the school

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[9]Kate Williams, "Development of the Vocational Home Economics Program in Arkansas from 1917 to 1939." Unpublished Master's thesis, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, 1941.

building in separate cottages.

By 1938, emphasis in curriculum had changed from skills in cooking and sewing to include every phase of homemaking with particular emphasis on personal, family, and community relationships. Course objectives and units of work had originally been planned by supervisors or teachers. The trend in 1937 was toward cooperative planning by pupils and teachers.

Thirty-two hours of home project work was recommended in 1922. This was changed to a requirement in 1927. No credit was given for the work. The requirement was raised to one hundred thirty-five hours in 1929 with one half credit allowed for project work.

Because of the very small grants for home economics from Smith-Hughes funds in a state that was predominantly rural, the number of programs in vocational home economics was limited. Not more than five schools were approved any one year before the George Reed Act of 1929. In 1939 Arkansas had ninety-five departments of vocational home economics for white children and twenty-one for colored children.

Leetham made a study of the development of vocational home economics in the secondary schools of Arizona over a twenty-five year period from 1917-1942.[10] The study analyzed printed materials including bulletins, reports, courses of study, State Plans for Arizona, school laws, and similar sources. Interviews with supervisors and teachers also provided data for the study.

The study reveals that qualifications for supervisors and teachers remained fairly constant. Graduation from a four year college course

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[10] Rosabelle G. Leetham, "Development of Home Economics Education in Arizona from 1917-1942." Unpublished Master's thesis, Colorado Agricultural and Mechanical College, Fort Collins, 1945.

in home economics was required for both teachers and supervisors in 1918-19. In 1927 a supervisor was required to have a Master's degree.

The areas of study in home economics were limited to foods and clothing in 1917-18. The trend had been to increase both the number of areas and the phases in each area in 1942 with special emphasis on education for family living.

Typical housing of departments changed from one room in the basement of the school building in 1917-18 to well-lighted modern rooms equipped for teaching all areas of family living in 1941-42.

In the original plan for Arizona no school was granted federal aid for longer than five years, but supplementary favorable legislation changed the plan to one of continuous subsidy. There were five subsidized high school programs in Arizona in 1917-18. The number had increased to forty-seven in 1941-42.

Home project work was slow to develop in Arizona. Five of the seven schools reported such work in 1921-22. It was given an impetus at state conferences and by 1931-32 all schools with vocational programs were including such work as a requirement in home economics.

The first clubs for pupils in home economics in Arizona were reported in 1929-30. They were sponsored by the Arizona Home Economics Association. Some responsibility for assisting teachers in club activities was assumed by the state supervisor of home economics.

State and district conferences, visits to schools, correspondence, and publications were methods used by supervisors as a means of in-service training of teachers. In the early 1920's courses of study were prepared by supervisors and sent to schools. In 1930-31 teachers participated in development of courses of study by trying out and evaluating units which

had been prepared by the supervisory staff.

In general, the trends revealed in the Leetham study were similar to those found in the present study, although a less intensive investigation of various aspects of the program was done in the Arizona study.

The history of vocational home economics in the secondary schools of Arizona was brought up to date with a study by Pintz which traced the development of the program from 1940-41 through 1949-50.[11] This was essentially a continuation of the study by Leetham.

Pintz found that qualifications for teachers of vocational home economics in Arizona were raised in 1950 to include completion of a fifth year of college work in the educational field of home economics. The only additional requirement for supervisors during this period was administrative experience.

The curriculum for vocational home economics in secondary schools was in a process of continuous change. Conferences for teachers were used for developing units for courses of study. The emphasis changed from skills alone to increased emphasis on attitudes, appreciations, abilities, and interests.

Departments of home economics were housed in combination rooms in which all areas were taught in one room, in separate laboratories for teaching foods and clothing, and in cottages.

Bases for granting federal reimbursement to schools were: class enrollment, a qualified teacher, and housing and equipment approved by the state supervisor. There has been little gain in the number of schools

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[11] Lucille T. Pintz, "Development of the Homemaking Education Program in Arizona from 1941 to 1951." Unpublished report for the Master's degree, Colorado Agricultural and Mechanical College, 1952.

receiving reimbursement since 1940. The number increased from forty-five in 1940-41 to forty-nine in 1949-50.

Home projects were required in all reimbursed programs in home economics. A decrease in the number of projects during the war was attributed to girls working away from home or having increased home duties due to mothers being employed outside the home.

There was a steady decrease in both the number of girls enrolled in home economics clubs and in the number of clubs after 1940 until the organization of the Future Homemakers of America in 1945-46 with twenty-three chapters. There had been a gain each year in the number of chapters of this organization.

For a number of years the work of the state supervisor of home economics had been limited to assisting schools through conferences, visits, correspondence, and publications. During the 1940's the supervisor had been responsible for initiating a state-wide study for evaluating the status of home economics in Arizona, cooperating with other agencies interested in family welfare, assisting communities with surveys, and helping local schools develop long-time plans for their departments.

There has been no attempt in Michigan to require one year of work beyond the Bachelor's degree for teachers of home economics.

Branegan made a study of teacher training in home economics under the Smith-Hughes Act.[12] Data were secured from the official reports and documents on file in the office of the Federal Board for Vocational Education, Washington, D. C.

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[12] Gladys Alee Branegan, Home Economics Teacher Training under the Smith-Hughes Act, Contributions to Education, No. 350. New York: Bureau of Publications Teachers College, Columbia University, 1929.

The study reveals that some of the trends in 1927 were to reduce the number of hours of technical instruction in home economics, provide more electives, reduce the emphasis on science, extend the amount of time devoted to art, require economics and sociology, provide direct experiences with children, and establish courses in family relationships.

Branegan lists a number of problems in the area of teacher training which need further consideration. The following problems remain unsolved:

1. Need for better selection of candidates for teacher education in home economics.
2. Develop satisfactory ways of checking vocational experience of prospective teachers.
3. Provide experiences in reimbursed schools for all student teachers.

Kent studied the effect of planning for vocational education in home economics in the white schools of twelve southern states from 1917 to 1933.[13] The study was based on official reports and State Plans for individual states and reports of the Federal Board for Vocational Education. Kent drew the following conclusions:

1. Planning has led to an orderly, consistent development of a comprehensive education program within a relatively short period of time.
2. The plans and reports as developed in this program have resulted in a detailed, systematic record of its organization and administration.
3. Administration of this program has resulted in the diffusion of leadership throughout the region rather than in a concentration of leadership in a purely administra-

[13]Druzilla Crary Kent, A Study of the Results of Planning for Home Economics Education in the Southern States. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

tive group.

4. Experimentation within the program and adaptation of the program to local situations is possible in an educational program organized under national acts.

5. Provision for individual differences within a given State or locality is possible insofar as the act itself does not proscribe freedom in regard to the organization and administration of the program.[14]

Recommendations were made concerning planning in the future. Some of these would seem to be pertinent in Michigan today. They are:

. . . . . .

2. That State plans be developed upon a more objective basis or that provision be made in the plan to indicate the basis of planning in regard to specific items.

3. That State plans be set up to permit a choice of programs or that local communities, under certain conditions, be permitted to submit their own plans for approval to the State Boards for Vocational Education.

4. That definite provision be made for evaluating the results of the program in terms of plans.

5. That provisions be made in reports for instance of specific achievements in local communities.[15]

These studies reveal some very clear trends which have emerged in the program of vocational home economics in secondary schools in different states. There are some striking similarities in the findings reported. Among these are the following:

1. There has been growth in the program of vocational home economics in the secondary schools. This is shown by the increase in

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[14] Ibid., p. 135.

[15] Ibid., p. 136.

number of schools, in number of teachers, and in number of pupils enrolled in classes.

2. The changes in emphasis in curriculum have been very similar. From a study of cooking and sewing, the curriculum has broadened to include study in every phase of home economics, such as nutrition and meal planning, housing and home furnishings, child development, health and home nursing, personal, social, and family relationships, and home management.
3. The curriculum was originally planned by persons in authority. There is clear evidence of a trend toward participation by teachers and sometimes by pupils in planning of curriculum.
4. The problem-solving method of teaching appears to have been introduced in the late 1920's. This method continues to be recognized as an effective method of teaching.
5. Emphasis on home economics in high schools has changed from preparing for the future to meeting present-day needs.
6. The home project was introduced in the early 1920's. Various methods have been used to insure that projects would be done by pupils. Each pupil was required to do a definite number of projects or to devote a specified number of hours to project work. The study by Pints 1940-41 to 1949-50 reveals that there was a decline in number of home projects completed during the war.
7. The club movement for pupils in home economics started for the most part in the late 1920's or early 1930's. It has grown rapidly.
8. Housing and equipment for departments has changed from one or

two rooms often in the basement of the school building to rooms equipped for teaching all phases of family living. The use of cottages or residences for housing departments of home economics has been common in some of the Southern states.

The present study is similar to these studies in certain respects. It investigated the growth of the program in Michigan, changes in emphasis in curriculum, the trend toward cooperative planning by pupils and teacher, the introduction of the problem-solving method of teaching, the use of needs as a basis of program development, the trends in the home project program, the club movement for pupils enrolled in home economics, and a study of changes in housing and equipment for departments of home economics.

In addition this study investigated the following aspects of the program:

1. The origin of the movement in home economics on a national scale.
2. A study of the history of the enactment of federal legislation for vocational education.
3. An account of the early history of home economics in Michigan.
4. A detailed analysis of the various State Plans in Michigan to show the bases for the development of the several aspects of the program of vocational home economics in the secondary schools.
5. A study of some of the influences such as the depression, World War II, and the use of occupational analysis for development of curriculum which have been significant in the emergence of various trends as the program has developed.

CHAPTER III

THE PRE-VOCATIONAL PERIOD

Early History of Education for the Home in the United States

In the early Colonial days, the training of the girls of the family for the duties they would eventually assume as homemakers was carried on by the mother within the home. It was not until the first quarter of the nineteenth century that the idea of a plan for organized instruction in homemaking began to evolve. The idea originated and was developed in its early stages by women. Apparently the first to give voice to the thought was Mrs. Emma Hart Willard who had been a teacher in a private school for girls at Middlebury, Vermont. In 1818 she requested a grant from the New York Legislature for the purpose of developing a program of studies for girls which would prepare them for their future duties in "housewifery." She outlined her plan and purpose as follows:

> It is believed that housewifery might be greatly improved by being taught not only in practice, but in theory. There are right ways of performing its various operations; and there are reasons why those ways are right; and why may not rules be formed, their reasons collected, and the whole be digested into a system to guide the learners' practice?[1]

Another woman who had a vision of a plan for education for the home which is still reflected in many of the ideas of present-day educators was Miss Catherine Beecher, a sister of Harriet Beecher Stowe,

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[1]Benjamin R. Andrews, Education for the Home, United States Bureau of Education, Bulletin No. 36, Part I. Washington: Government Printing Office, 1914. Pp. 10-11.

and the oldest child in the famous Beecher family. Miss Beecher had maintained a private school at Hartford, Connecticut, from 1820 to 1832. In 1841 she wrote what was probably the first textbook for home economics entitled A Treatise on Domestic Economy in which she presented convincing arguments for domestic training for all girls no matter what their social class. She felt that the only way in which girls would obtain the necessary information for their jobs as wives and mothers was through organized instruction. She stated:

> Another reason for introducing such a subject, as a distinct branch of school education, is, that, as a general fact, young ladies will not be taught those things in any other way. In reply to the thousand-times-repeated remark, that girls must be taught their domestic duties by their mothers, at home, it may be inquired, in the first place, what proportion of mothers are qualified to teach a proper and complete system of Domestic Economy? When this is answered, it may be asked, what proportion of those who are qualified, have that sense of the importance of such instructions, and that energy and perseverance which would enable them actually to teach their daughters, in all the branches of Domestic Economy presented in this work?[2]

The author made a plea for endowments for schools, the chief purpose of which would be the training of girls for their life work. In such schools, the girls would have actual practice in the performance of household tasks including laundering, mending, cleaning, and other duties related to the household.[3] The major portion of the book was devoted to various topics with which the author felt young ladies should be conversant. Among these were "Health," "Healthful Food," "Healthful

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[2]Catherine E. Beecher, A Treatise on Domestic Economy. Boston: Marsh, Capan, Lyon, and Webb, 1841. Pp. 41-43.

[3]Ibid., p. 39.

Clothing," "Habits of System and Order," "The Care of Infants," and "The Care of Domestic Animals, Barns, etc."

The preface of a revised edition published in 1849 showed the earnest and sincere belief of the author in the worth of domestic economy as a subject for study in schools when she stated:

> The author of this work was led to attempt it, by discovering in her extensive travels, the deplorable sufferings of multitudes of young wives and mothers, from the combined influences of poor health, poor domestics, and a defective domestic education.
>
> . . . . . .
>
> The measure which, more than any other, would tend to remedy the evil, would be to place domestic economy on an equality with the other sciences in female schools.[4]

Science Applied to the Household

During the nineteenth century, an interest began to develop among a few scientists in applying their knowledge to problems related to the household. A famous American physicist, Benjamin Thompson, who was perhaps better known as Count Rumford showed how knowledge of physics might be applied to heating, lighting, and ventilating the house.[5] Edward L. Youmans, in a book published in 1859 called Household Science, brought together subject matter from chemistry, physics, and biology[6] in an effort to show the relation of these sciences to problems of the household. Mrs. Ellen H. Richards served on the faculty of the Massachusetts Institute of Technology as a sanitary chemist. Her chief

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[4]Catherine E. Beecher, A Treatise on Domestic Economy, revised edition. New York: Harper and Brothers, 1849. Preface.

[5]Andrews, op. cit., p. 12.

[6]Loc. cit.

interest was the application of science to food, clothing, and shelter.[7] Although Mrs. Richards saw more opportunity for scientific application to the area of food than to other areas, she was interested in all aspects of sanitation in relation to health. She wrote, for example:

> The elementary science lessons now given in so many schools form an admirable and sufficient general work for the consideration of the effect of foul air and dust on health.[8]

She believed that the introduction of cooking as a school subject provided some very worthwhile learning experiences for the pupils involved and that this subject would be a means of correlating information which they were already learning in science classes. Mrs. Richards stated:

> The school girl who has had the elements of chemistry and physics which are often taught as abstract subjects, summed up and applied to the making of a simple dish, has had her mind awakened to the relations and interdependence of things, as no other training now given can awaken it.[9]

The activities of Mrs. Richards were not confined to her writings concerning domestic economy in public education and her work as an instructor of sanitary science at the Massachusetts Institute of Technology. She is perhaps better known to home economists of the present day as the founder of the modern home economics movement. She served as chairman of the Lake Placid conferences, the first of which was held in

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[7] Ibid., p. 13.

[8] Ellen H. Richards, Domestic Economy as a Factor in Public Education, New York College for the Training of Teachers Educational Monographs, Vol. II, No. 4, Whole No. 10, July, 1889. London: Thomas Laurie, 28 Paternoster Row. P. 117.

[9] Ibid., p. 124.

1899 at Lake Placid, New York. These conferences were held annually for a period of ten years. At the meeting in 1908, the tenth conference, it was decided to form a national organization to be known as The American Home Economics Association.[10] The purpose of the conferences was to get "some united action on the part of those most interested in home science or household economics."[11] At these conferences various phases of home economics were discussed along with methods of teaching the subject. One of the topics which was suggested for discussion at the first conference was "standard of living as affected by sanitary science." Mrs. Richards, a sanitary chemist, was much interested in this aspect of home economics. Probably to her more than to any other person should go the credit for the place that science has held in the development of the whole field of home economics.

The Kitchen-Garden Movement

The Kitchen-Garden Movement was a direct outgrowth of the kindergarten movement in the United States. It originated in a mission school on the east side of New York City about 1876. Miss Emily Huntington, the founder, was so distressed at the low housekeeping standards of the women in the area which the mission served that she devised a plan patterned after the kindergarten for the training of small girls of the locality in household tasks. She organized the little girls into classes of twenty-four. They used miniature plates, silverware, napkins, brooms,

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[10] Lake Placid Conferences on Home Economics. Proceedings of the Tenth Annual Conference held at Chatauqua, N. Y. 6-10 July, 1908. Boston, Mass.: Whitcomb & Barrows, 1908. Pp. 189-90.

[11] Lake Placid Conferences on Home Economics. Proceedings of the first, second, and third conference, September 19-23, 1899; July 3-7, 1900; June 29-July 5, 1901, Lake Placid, N. Y., 1901 [n.n.] p. 3.

dustpans, and other household equipment for their classes. The tasks of the household were performed to rhymes which the children sang as they worked. A rhyme to teach them how to serve properly was:

> We pass the tray like this, we pass the tray like that
> Try to hold it, always hold it, very, very flat.

As the children sang, they used their miniature equipment and went through the motions of the activity. A rhyme which taught the proper procedure for dusting a chair went like this:

> First the back, then the seat
> Next the rungs, and then the feet.

Persons interested in the Kitchen-Garden Movement joined together to form the Kitchen-Garden Association for training teachers in Kitchen-Garden methods. This organization, a few years later, became the Industrial Education Association.[12]

Andrews gives the purpose of the Industrial Education Association as:

> To train women and girls in domestic economy and to promote the training of both sexes in such industries as shall enable them to become self-supporting; to study the methods and systems of industrial training and secure their introduction into schools.[13]

Introduction of Domestic Economy into the Public Schools

Some of the early dates of introduction of domestic economy into

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[12]Laura Winnington, "The Kitchen Garden," The Outlook, 68:52-56, May 4, 1901. The nomenclature here is rather confusing, but the new subject which had been called domestic economy by Catherine Beecher had assumed various titles. Perhaps because training for industry and training for work in the home were both concerned with a practical kind of education, the two were joined in an effort to promote this type of education.

[13]Benjamin A. Andrews, op. cit., pp. 18-19.

the schools are: manual training for girls in Montclair, New Jersey, 1880; sewing in Paris, Illinois in 1881; sewing in Springfield, Massachusetts in 1883; domestic science in Toledo, Ohio in 1884; domestic economy in San Francisco High School in 1885.[14]

The Manual Training Movement

The discussion up to this point has centered around domestic economy as a subject for instruction in the school. However, it was only a part of the whole manual training movement which also included agriculture and shop work among the studies which were gaining recognition as having some educational value.

Evidence that manual training for girls had at last been accepted in the program of studies as a desirable subject is shown in the Addresses and Proceedings of the National Education Association for 1887. An address on the subject, "Manual Education in Urban Communities," was given by Francis A. Walker, President of Massachusetts Institute of Technology.[15] Mr. Walker discussed various phases of manual training before he reached the subjects of sewing and cooking. He stated that no person who knew about the work being done in sewing would question "either the practical utility of the results achieved or the appropriateness of sewing in the school curriculum, as a strictly educational agency."[16] He was, if possible, even more enthusiastic about the work

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[14] Ibid., p. 19.

[15] Francis A. Walker, "Manual Education in Urban Communities," The Journal of Proceedings and Addresses of the National Educational Association, Chicago, Illinois, 1887. Salem, Mass.: National Education Association, 1888. Pp. 196-205.

[16] Ibid., p. 204.

being done in cooking. He remarked:

> As a great object lesson in chemistry; as a means of promoting care, patience, and forethought; as a study of cause and effect; as a medium of conveying useful information, irrespective altogether of the practical value of the art acquired; the short course which alone the means at command allowed to be given to each class of girls has constituted, I do not doubt, the best body of purely educational training which any girl of all those classes ever experienced within the same number of hours.[17]

After lectures on the subject of manual training by several persons, the meeting was thrown open to discussion. There seemed to be quite general interest in the question of manual training for girls. Some of the discussion is quoted below:

> Professor Greenwood of Missouri. Do not the girls generally from the country know how to sew, how to make garments, and how to cook?
>
> Mrs. Rickoff. No.
>
> President Sheldon. No, says Tennessee. No, from Kansas. What say you, ladies--do you know how to use the needle and scissors?
>
> A Chorus of Voices. Yes, yes, yes.
>
> President Sheldon. Let all the teachers who can sew raise their hands. All hands up, and it is unanimous. All can sew, and I knew it would be so.[18]

This was followed with a discussion as to how much difficulty there would have been in even bringing the question out on the floor in open meeting five years before. A gentleman from Great Britain had previously raised the question as to how the group actually felt about the value of

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[17] Ibid., p. 205.

[18] Ibid., p. 233.

manual training as a subject of instruction in the schools. One of the members felt that his question had not received enough consideration and brought this fact to the attention of the president. The president presented it to the group:

> President Sheldon. Ladies and Gentlemen: Those of you who think manual training is of value and importance in a system of education in the United States will please manifest it by saying aye.
>
> A unanimous response.[19]

Thus manual training received the approval of the National Educational Association by a unanimous decision and the way was open insofar as the Association was concerned for incorporating the new subject into the program of studies offered by schools. This vote of confidence probably gave an impetus to the developing of courses in manual training over the country as the meeting was widely attended and the arguments were quite convincing. The feeling was fairly general among educators, if the National Educational Association is a fair representation, that the training for home activities was not being properly carried out in the home.

The Committee of Ten

As can be seen by the previous discussion, there was a general trend toward enlarging the program of offerings in the high schools of America during the latter half of the nineteenth century. In addition to the scientific movement with its influence on science training and

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[19] *Ibid.*, p. 237.

the introduction of manual arts which included training in shop work, agriculture, and home economics, there was also interest in including commercial subjects in the high school. These new subjects combined with the classical subjects resulted in a program of studies which was over-crowded.

The problem was attacked by the National Educational Association in 1892 with the appointment of the Committee of Ten headed by Charles W. Eliot. This committee was to study uniformity in school programs and in college entrance requirements. Some of the recommendations were: that each subject should be treated the same way for all pupils, that enough time should be given each subject to gain mental training from studying it, that approximately the same amount of time should be devoted to each subject.[20] Four choices of curricula were proposed, all of which had a large percentage of time devoted to the traditional, classical subjects.[21] The Committee of Ten did not stem the tide of program expansion, and the newer subjects continued to gain a place in the public schools.

Other Influences Important in the Development of the Home Economics Movement

There were other factors which influenced the inclusion of home economics in the schools. There was a general faith that education could solve many difficulties. The development of cooking schools for adults in the eighteen-seventies gave evidence of the interest of women in

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[20]National Educational Association, Report of the Committee of Ten on Secondary School Studies. Chicago: The American Book Co., 1894. P. 44.

[21]Ibid., pp. 46-47.

improving household techniques. Young women were demanding and securing opportunities for higher education. In many colleges, especially the land grant institutions, this training centered around work which women did in their own homes. The trend in the high schools toward a practical education which trained young people for activities in which they would engage in adult life naturally resulted in training girls for the work of the home.

The expanding program of studies offered by the schools was paralleled by an expanding enrollment in the high schools. The high school was becoming much more a peoples' school. It was not limited only to those who planned to attend college, but many other students were also beginning to afford themselves of the opportunity for further education. The increase in enrollment and the expansion of the high school naturally resulted in an accompanying increase in cost of schools. Many persons felt that the offerings should be broader and should provide more than simply a college preparatory course.

Michigan, a Part of the National Picture

Michigan reflected the national picture in its establishment of courses for girls which centered around activities related to the home. The Michigan Agricultural College had established a women's course in the school year 1896-1897 which was designed to prepare women for the vocation of homemaking by the application of science to the tasks of the household.[22] Young women were enrolling in increasing numbers each year in the new course offered by the college. The establishment of such

[22]Catalogue Officers and Students of the Michigan State Agricultural College for the Year 1895-6. Agricultural College, P.O.: Published by the College, 1896. Pp. 92-95.

a course at the collegiate level may have been an influence in gaining status for similar work in the public schools.

The influence of the manual training movement nationally was beginning to be felt in Michigan. Evidence for this is shown by the fact that forty pages of the Annual Report of the Superintendent of Public Instruction for 1900 are devoted to the subject of manual training.[23] The Superintendent of Public Instruction, Mr. Jason E. Hammond, had requested and been granted the sum of one hundred dollars for the purpose of carrying out an investigation on manual training in public schools. Questionnaires were sent and visits made to schools both in Michigan and in other states. The results were summarized and information was given for each school on subject matter included in manual training, grade placement, date of establishment of the courses, and the attitude toward the subject in the local community.[24]

Although enrollments were increasing, much concern was expressed over the small percentage of young people in Michigan who were enrolled in high schools and the still smaller percentage who continued in high school until graduation. Mr. Hammond presented the following in his report:

Some Michigan Statistics

> From the latest reports received in this office from 43 leading cities of Michigan, we have compiled the following statistics for 1899:

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[23] Sixty-fourth Annual Report of the Superintendent of Public Instruction of the State of Michigan, 1900. Lansing, Mich.: Department of Public Instruction, 1901. Pp. 16-56.

[24] Ibid., pp. 37-48.

Total enrollment, 173,250.
Number in high school, 13,270.
Number graduating, 1,332.

From the most careful computations, taking into consideration that there are four high school and eight primary grades, and that only one class graduates each year, we deduce the following:

Less than 16 per cent of the total enrollment enter the high school; and less than 40 per cent of this 16 per cent, or less than 7 per cent of their total enrollment, graduate from the high schools. ... Something must be done to improve these conditions. Will manual training do it?[25]

Many educators firmly believed that the introduction of so-called "practical courses," such as manual training for boys and girls, would increase the holding power of high schools and would help to solve some of the other difficulties which the schools were encountering.

Public Interest and Support for Manual Training in Michigan

From the reports which the Superintendent of Public Instruction received as a result of his survey, it was evident that lay persons were also interested in manual training as a school subject. The building and equipment necessary for teaching such courses was presented to the city of Calumet by the Calumet and Hecla Mining Company.[26]

Grand Rapids attempted several times to secure an appropriation in the school budget to cover the cost of the subject in their schools, but the attempt had met with defeat. Techniques which are in common use today were utilized to educate the public to the value of such courses.

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[25] *Ibid.*, p. 21.

[26] *Ibid.*, p. 37.

Meetings were held at which lectures were given on manual training in the schools; newspapers devoted a great deal of space to its discussion; and influential men who opposed the idea were persuaded to visit manual training classes in other schools. Finally the appropriation was voted by the council.[27] Manual training for boys preceded that provided for girls by several years in Ishpeming. This city reported that the courses were started on an experimental basis on a small scale and that public sentiment was in favor of the work because the people had been able to see the results for themselves.[28]

Kalamazoo presented the idea of courses in manual training to the people at their annual school meeting. The vote was in favor of including the work in their schools and an appropriation for funds to carry out the plan was also voted.[29] How much had been done to inform the public previous to this meeting was not stated. A fire which had destroyed the school building at Marquette resulted in evidence of public support of courses in manual training. Some public-spirited citizens had indicated their intention of donating $1,000 or more for equipment for a new building. The implication in the report was that this money would be spent for manual training equipment.[30] Muskegon had profited by a gift bestowed by one of its wealthy citizens, Mr. Charles H. Hackley, who had not only given money for building and equipping a manual training school but had agreed to give a sum of money annually for running expenses for

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[27] *Ibid.*, p. 39.

[28] *Ibid.*, p. 40.

[29] *Loc. cit.*

[30] *Ibid.*, p. 41.

the school. He was also to provide an endowment at his death, the income from which was to be used for running expenses for the manual training school.[31] Women do not seem to have played a major part in the establishment of manual training courses in schools except in Menominee. The report stated:

> Manual training work in Menominee is the result of a sentiment created by a zealous, believing, working woman's club, seconded by a progressive, courageous superintendent of schools. At first a small amount of money was raised by subscription as an experiment. Members of the Woman's Club attended the schools and supervised the sewing work. Meetings were held to discuss the matter. As a result, sufficient interest was developed to secure a vote for an appropriation to establish manual training in the schools.[32]

Other schools gave no specific report as to the part the community had played in establishing such courses. However, they made statements as to how well the courses were being received, how much interest there was, and in several cases noted that they were planning to expand their offerings in manual training. The evidence of community support for the subject would indicate that there was public sentiment in favor of what was termed "practical education" at that time.

State Legislation Affecting Home Economics During the Pre-Vocational Period in Michigan

Legislation does not appear to have played a very important role in the establishment of courses which would provide a "practical education" for boys and girls during this early period. The legislative

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[31] *Loc. cit.*

[32] *Ibid.*, p. 44.

acts, however, do reflect the interest of the general public in such courses. The first legislation which was concerned with the "practical courses" was Public Act No. 144 of 1901 entitled, "An act to provide for the establishment and maintenance of rural high schools." This Act provided that a township not having an incorporated village or city within its limits could establish a rural high school. The course of study was to be four years in length and "said course of study may include instruction in manual training, domestic science, nature study, and the elements of agriculture."[33] Only two such schools were operating in 1915 at which time an act was passed to permit their discontinuance.[34] The second act concerned with these courses was Public Act No. 35 of 1907, which provided for the establishment of County Schools of Agriculture and Domestic Economy. Section 6 of this Act provided that "... instruction shall also be given in manual training and domestic economy and such other related subjects as may be prescribed."[35] It was not until this Act was amended by Act No. 219 in 1909 that state aid was provided for these schools. By meeting certain requirements as to equipment, buildings, and title to land which was to be used in connection with the teaching of agriculture, the school might receive an amount equal to two-thirds of the amount expended for a year up to $4,000.[36] This was the first act which provided state aid which included home economics specifically. This plan apparently was not too well received since even by 1917-18 there were only two

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[33] Public Acts of Michigan, 1901, p. 195.

[34] Public Acts of Michigan, 1915, p. 31.

[35] Public Acts of Michigan, 1907, pp. 37-40.

[36] Public Acts of Michigan, 1909, pp. 403-4.

such schools operating in the state.[37] The establishment of separate schools evidently did not answer the need which the legislators had felt would be met by the passage of such legislation.

The Number of Schools Offering Home Economics in Michigan 1900-1915

A question as to whether or not domestic science was taught in the schools was included in the annual reports which each school made to the Superintendent of Public Instruction beginning with the year, 1901 and continuing through the school year, 1917-18. This information was included in the Annual Reports of the Superintendent of Public Instruction. The information for 1900 was included in the survey report which was discussed earlier.[38] Table I shows the number of schools which taught domestic science in 1900, 1905, 1910, and 1915.

TABLE I

NUMBER OF SCHOOLS TEACHING DOMESTIC SCIENCE*

Year	Number of schools teaching domestic science
1900	11
1905	17
1910	53
1915	98

*Derived from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan for the years 1900, 1905, 1910-11, 1915-16.

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[37] Eighty-First Annual Report of the Superintendent of Public Instruction of the State of Michigan, 1917-18. Lansing, Mich.: Department of Public Instruction, 1918. P. 100.

[38] Sixty-Fourth Annual Report, op. cit., pp. 37-45.

The increase in the number of schools which taught domestic science was rather small for 1900 to 1905 when the number grew from eleven to seventeen. The rise was more rapid from 1905 to 1910. In 1910 the number of schools was slightly more than three times that of 1905. The growth was more moderate in the next five-year period when the number was slightly less than twice the previous number. In 1915, however, there were nearly nine times as many schools teaching domestic science as there had been in 1900.

The Grade Level at Which Home Economics Was Taught

In 1900, work in home economics, or manual training as it was then called, seemed to be concentrated at the fifth, sixth, seventh, and eighth grade levels. Ishpeming did not report as to the grade level in which manual training for girls was offered. Table II shows the schools which reported the subject at each grade level. Of the ten schools reporting, one offered it in third grade, two in fourth, eight in fifth and sixth, and eight in seventh and eighth. Only Calumet failed to offer the subject below ninth grade and only four schools included it as a subject for high school students.[39]

TABLE II

GRADE LEVEL AT WHICH MANUAL TRAINING FOR GIRLS WAS OFFERED IN 1900

Grade level				
3rd	4th	5th and 6th	7th and 8th	High School
Bay City	Ann Arbor Bay City	Ann Arbor Bay City Detroit Grand Rapids Kalamazoo Muskegon Menominee Saginaw	Ann Arbor Bay City Detroit Flint Grand Rapids Kalamazoo Muskegon Menominee	Ann Arbor Calumet Kalamazoo Muskegon

[39] *Loc. cit.*

The results of a study of forty schools which were included in the Annual Report of the Superintendent of Public Instruction, 1910-11, revealed the grade level at which domestic science was given in these schools. All but three of these forty schools offered domestic science in the fifth and sixth and/or the seventh and eighth grades. Fifteen of the schools offered no course above the eighth grade.[40] This shows that the work in domestic science was still concentrated at the fifth, sixth, seventh, and eighth grade levels and even a smaller percentage of schools offering it in the high school than did in 1900.

None of the later Annual Reports of the Superintendent of Public Instruction indicate the precise grade levels at which domestic science was given. However, in the statistical tables included in the 1916-17 Annual Report of the Superintendent of Public Instruction, information is given as to whether the subject was offered in the elementary grades and/or in high school for the school year 1915-16. There was a decided increase in the number of high schools which were teaching domestic science. Ninety-nine reported that it was given in the high school and ninety-four reported that it was given in the elementary grades.[41]

The Curriculum in Home Economics 1900-1915

The Annual Report of the Superintendent of Public Instruction for the years 1900, 1907, and 1914-15 each include a proposed course of study

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[40] Seventy-Fourth Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year 1910-11. Lansing, Mich.: Department of Public Instruction, 1911. P. 133 and p. 135.

[41] Eightieth Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year 1916-17. Lansing, Mich.: Department of Public Instruction, 1917. Pp. 250-72.

for work in home economics. How many of the suggestions were actually carried out in local schools it would be impossible to ascertain. The Annual Report of the Superintendent of Public Instruction for 1910-11 included the results of a survey in which schools reported what was being taught in their courses in domestic science and domestic art.

1900. There was little breadth to the curriculum in home economics which was proposed in the early schools. An examination of the suggested course of study for 1900 shows that the work in third, fourth, fifth, and sixth grades was to consist almost entirely of hand sewing. Cooking was to be taught in the seventh and eighth grades. In the seventh grade, although there were some suggestions for teaching the application of science principles to cooking, the major emphasis was on cooking of food. The eighth grade was to review the previous year's work, with special emphasis on pastry cooking. The pupils in this grade were also to plan menus at stipulated costs. This course of study did not make any suggestions for work beyond the eighth grade.[42]

1907. It will be recalled that two legislative acts had been passed which provided for the establishment of special schools in which home economics was included in the program of studies.[43] The first of these provided for the establishment of Rural High Schools and the second for County Schools of Agriculture and Domestic Economy. In the Annual Report of the Superintendent of Public Instruction for 1907, plans for courses of study were given for both types of schools.[44] The plan for

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[42]Sixty-Fourth Annual Report, op. cit., pp. 33-34.

[43]Cf. p. 40.

[44]Seventy-First Annual Report of the Superintendent of Public Instruction for the State of Michigan for the Year 1907. Lansing, Mich.: Department of Public Instruction, 1908. P. 27 and p. 39.

Rural High Schools included several courses for girls in work related to the home. These are shown in Table III.[45] Sewing was to be offered

TABLE III

RURAL HIGH SCHOOLS
COURSES FOR GIRLS IN WORK RELATED TO THE HOME

9th grade	10th grade	11th grade	12th grade
Sewing	Sewing Domestic science Household economics	Hygiene, nursing Domestic science House furnishing & decorating	Millinery Domestic science

two years; domestic science was to be offered three years; the other subjects, household economics, hygiene and nursing, house furnishing and decorating, and millinery, were each to be offered one year.

Sewing was sometimes called by the title of domestic art and that was obviously the meaning when it was listed along with domestic science in the more detailed description of the courses which follows:

> Domestic Science and Art. This work will include basting, stitching, gathering, buttonholing, darning, patching, feather stitching, and application of these on small garments and other useful articles, such as kimonos, aprons, sewing bags, etc. The eye must be trained to accuracy. In the latter part of the work of sewing we may include measuring, drafting of fitted linings, waists and skirts, and cutting from drafts and patterns.
>
> In the work of cooking we should include building and care of the fire, oven temperature, source and composition of foods, food values, and classification of food, chemical changes in the process of cooking, and for practical work a study of marketing, cuts of meat and carving. To this will be added laboratory work in which each student will prepare representative foods such as beverages, cereals, eggs, meats, soups, vegetables, breads, cakes, etc.[46]

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[45] Ibid., p. 27.

[46] Ibid., p. 32.

Although household economics, hygiene and nursing, house furnishing and decorating would be included as a part of a course in home economics in most present-day schools, they were evidently considered subjects separate from domestic science and art in 1907.

The course of study for County Schools of Agriculture provided for only two years of high school training. The plan included a number of courses for girls in work related to the home. These courses are shown in Table IV.[47] It can be seen that the course offerings in these

TABLE IV

COUNTY SCHOOLS OF AGRICULTURE
COURSES FOR GIRLS IN WORK RELATED TO THE HOME

First year		Second year	
First Semester	Second Semester	First Semester	Second Semester
Cooking and sewing Domestic hygiene	Cooking and sewing Domestic economy	Cooking and sewing Domestic Economy Home decorations (3 days) Laundry (2 days)	Chemistry in foods Millinery (2 days) Nursing (3 days) Dressmaking (3 days)

schools did not differ too much from those proposed for the Rural High Schools. This plan included all the subjects proposed for the Rural High Schools plus a course in laundry and one in food chemistry. Whether or not these courses of study were followed, it would be impossible to ascertain. It was not clear as to whether the plan was recommended or mandatory. The fact that there was an attempt as far back as 1907 to broaden the course offerings in home economics is an indication that there was some trend in that direction in theory even if it had not been

[47] Ibid., p. 39.

accomplished in actual practice.

1910-11. The foregoing has centered around proposed courses of study in home economics with some rather detailed suggestions as to the subject matter which should be included in the courses for the various grades. In the study of forty schools referred to earlier,[48] data were secured as to the subjects being taught in courses in domestic science and domestic art. All of the schools teaching courses at the elementary level (37)[49] reported that sewing and cooking were taught in the elementary grades. Other domestic art or domestic science subjects which were reported for elementary grades were: cardboard construction, raffia work, basketry and weaving, reed work, crocheting, and knitting. Only six of the thirty-seven schools reported teaching any of the above, however, so the work offered was confined to a large extent to sewing and cooking in the elementary grades.[50]

In the upper four grades, some schools taught only sewing or only cooking, while others taught both. The other subjects which the schools reported teaching in courses in domestic science and domestic art were: laundry reported by three schools, sanitation by two, chemistry of foods, art work, textiles, nursing, home decoration, and dietetics, each reported by one school.[51] It becomes apparent that even though suggestions had been made for a course of study which would offer a much broader program of studies for girls in the home economics field, the curriculum

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[48] Seventy-Fourth Annual Report, op. cit., p. 133 and p. 135.

[49] Cf. p. 43.

[50] Seventy-Fourth Annual Report, loc. cit.

[51] Loc. cit.

was still pretty much confined to sewing and cooking.

1914-15. In the Report of the Superintendent of Public Instruction for 1914-15, the work in home economics appears for the first time under the title of Household Arts. In this report suggested plans are given for four different curricula. They are: Literary, Agricultural, Household Arts, and Commercial. The proposed course of study in Household Arts would require sewing two days per week in the seventh grade and cooking two days per week in the eighth grade. The ninth and tenth grades would be required to take sewing five days per week and the eleventh and twelfth grades cooking for the same number of days. The Literary and the Household Arts curricula were to be identical in the seventh and eighth grades except that the sewing and cooking were extra requirements in the Household Arts curriculum. In other words, those students who elected Household Arts would have had two more periods of class per week in both seventh and eighth grades than would those who were enrolled in the Literary curriculum. Another interesting fact about this plan was that in none of the other suggested curricula are any of the courses in Household Arts listed as electives.[52]

The detailed outline suggested for the work in Household Arts indicated that an attempt was being made to incorporate work beyond cooking and sewing. A study of textiles was to be given in seventh grade sewing, while care of utensils, digestibility, food value, and proper combinations of food were to be taught in eighth grade cooking. In ninth grade a set of undergarments made in class was to be compared with a

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[52]Seventy-Eighth Annual Report of the Superintendent of Public Instruction of the State of Michigan for the Year 1914-15. Lansing, Mich.: Department of Public Instruction, 1915. Pp. 42-3.

similar set of ready-made. Wardrobe planning including cost, care of clothing, and budgeting was to be taught in tenth grade sewing. In cooking given to the girls in eleventh grade, the following were to be taught: use and care of equipment, experiments on combustion, care and storage of supplies, care of the kitchen, foods, menu planning, and milk as a cause of disease. The cooking which was designed for twelfth graders was called "household science" in this outline. In this course meal planning was to be studied in relation to cost, occasions, meals for high school pupils, reducing cost and labor (now a part of home management), and preparing meals at home and reporting back to class (now termed home experiences). Serving of food was to be studied along with proper use of linen and silver for serving. Another topic to be included in this course was special diets for the infant and the sick.

In this proposed plan, there was evidently no idea of isolating the school from the community for many suggestions were made which would call for cooperative effort between the two. Suggestions for field trips included the following: a dairy; a market to learn about marketing, food costs, cash and credit; and homes under construction to study floor plans of kitchens. It was also suggested that class members make special studies and report to the class on conditions existing in the community in relation to care of streets, water and milk supply, and condition and source of food.[53]

Here again was evidence that the work to be offered in the course in sewing and cooking was not to be confined to those two activities but was to include a study of textiles, food value, meal planning and serving, special diets, consumer education, and home management. There

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[53] Ibid., pp. 44-56.

were to be opportunities to correlate the work given in the school to the life of the community.

Summary

The idea of organized instruction in homemaking began in the United States in the early part of the nineteenth century. Mrs. Emma Hart Willard was apparently the first person to give voice to such an idea. Several years later (1841) Catherine Beecher wrote what was probably the first textbook in home economics. The study of science related to household problems became an important part of the developing body of subject matter. Mrs. Ellen H. Richards was one of the chief exponents of the belief in the importance of relating science to home problems. She is recognized as the founder of the modern home economics movement. Another development was the organization of the Industrial Education Association which was an outgrowth of the Kitchen-Garden Association. The development of home economics as a subject for organized instruction was a part of the larger manual training movement. With the addition of new subjects to the classical subjects already established, the program of studies in the schools became over-crowded. A committee known as the Committee of Ten was appointed by the National Educational Association to investigate the problem of secondary school studies. Their report tended to encourage the continuance of more traditional classical subjects. In spite of this fact, the program expansion continued. This was the situation, in general, at the end of the nineteenth century.

Home economics was introduced into the public schools of Michigan

at about the turn of the twentieth century. Michigan reflected the national picture in its establishment of courses for girls in work related to the home. The Michigan Agricultural College had recently established a Women's Course at the collegiate level. The influence of the national movement for manual training was beginning to be felt in Michigan. Forty pages of the Annual Report of the Superintendent of Public Instruction for 1900 were devoted to this subject. This report gave evidence of public interest and support for manual training in the public schools. Two legislative acts were passed to encourage the high schools in rural sections to provide this instruction for their boys and girls. These acts evidently did not answer the problem for rural communities. The number of public schools offering home economics increased rapidly from 1900 to 1915. In 1900, there were eleven schools, while in 1915 there were ninety-eight who offered courses in home economics. There was also a change in the grade levels at which the courses were offered. Only four of the ten schools which offered home economics in 1900 gave the work in high school while eight of the ten gave it in the elementary grades. In 1915-16, ninety-nine schools were teaching it in the high school and ninety-four of the schools reported teaching it in the elementary grades. There was also a change in curriculum over the years, at least there was a change in theory. It is impossible to determine what was actually taught, but the courses of study which were proposed indicate a trend toward a much broader curriculum than the cooking and sewing proposed for schools in 1900.

CHAPTER IV

LEGISLATIVE ACTS AFFECTING HOME ECONOMICS

Legislation has probably had more influence than any other single factor in the development of a program of vocational education in the United States. Prior to the enactment of the Smith-Hughes Law which made provision for federal aid for vocational education for youth in secondary schools, for out-of-school youth, for adults, and for training teachers of vocational subjects, several legislative acts concerned with vocational education had been passed. These acts had provided for vocational education for persons enrolled in colleges and universities and for persons engaged in agriculture and in homemaking who were not enrolled in school. A number of bills had been introduced in Congress providing for federal aid for vocational education in secondary schools but all of these had failed to pass. However, both the legislative acts which were passed and attempts to pass legislation helped to pave the way for the enactment of the Smith-Hughes Law. A brief summary of the legislation preceding the Smith-Hughes Law is given below.

Historic Sketch of Federal Legislation

In 1859, Senator Morrill of Vermont introduced the first bill which would create State Agricultural and Mechanical Colleges. This bill was passed by Congress but was vetoed by President Buchanan. He felt that the act was unconstitutional and that it might cause the states to lean too heavily on the federal government for support of their educational system. Senator Morrill reintroduced the bill in 1862. It was

passed by Congress and signed by President Abraham Lincoln. The Morrill Act gave each state 30,000 acres of public land for each Senator and Representative in Congress to be used for the support of at least one college in each state, the leading object of which would be to teach agriculture and mechanic arts. These Colleges became known as Land-Grant Colleges.

The Morrill Act was followed by the Hatch Act in 1887. By the terms of this Act agricultural experiment stations were established in each state and $15,000 was appropriated to each state annually from the national treasury for the support of such experiment stations.

In 1906, the Adams Act granting an additional sum of $15,000 annually to each state was passed. This money was for the purpose of conducting regional research and experimental work in "agricultural industry."

The Nelson Amendment to the Morrill Act was passed in 1907. This Act appropriated $25,000 each year to each state for further support of Morrill Agricultural Colleges. By the terms of this Act, a portion of the money was to be used for the purpose of preparing instructors to teach agriculture and the mechanic arts. This was the first federal support for training teachers of vocational subjects.[1]

Attempts to enact legislation which would provide federal support for vocational education in the secondary schools were made over a period of ten years prior to the passage of the Smith-Hughes Act in 1917. On January 22, 1907, Representative Davis introduced the Davis Bill which

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[1]Congressional Record, Vol. 54, Part I. Washington: Government Printing Office, 1917. P. 715.

was referred to the Committee on Agriculture.[2] This bill provided for annual appropriations for both city high schools and agricultural high schools; for maintenance of instruction in agriculture in the agricultural high schools and instruction in mechanic arts in the city high schools, and for instruction in home economics in both types of schools. It also provided for funds for each branch experiment station already established in a state or any which might be established in connection with agricultural high schools appropriated for by the Act.[3] The bill was not reported out of committee. Mr. Davis introduced a similar bill in 1908 which met the same fate.[4]

In 1909, another attempt by Mr. Davis to get legislation enacted for vocational education in secondary schools failed.[5] Senator Dolliver on January 5, 1910, introduced a bill in the Senate providing for vocational education in secondary schools which was not reported out of Committee.[6] Later the same year Senator Dolliver presented a bill which provided for three different aspects of vocational training. This bill was:

> A bill to cooperate with the States in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining extension

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[2] Congressional Record, Vol. 41, Part I. Washington: Government Printing Office, 1907. P. 535.

[3] Ibid., Part 5, pp. 4498-5000.

[4] Congressional Record, Vol. 42, Part 3. Washington: Government Printing Office, 1908. P. 2628.

[5] Congressional Record, Vol. 43, Part 2. Washington: Government Printing Office, 1909. P. 1196.

[6] Congressional Record, Vol. 45, Part 1. Washington: Government Printing Office, 1910. P. 311.

> departments in state colleges, and in preparing teachers for these vocational subjects in state normal schools, and to appropriate money and regulate its expenditure.[7]

Provision for federal aid for vocational education in secondary schools, for extension departments in state colleges, and for preparing teachers of vocational subjects were combined in this one bill which was referred to Committee. No further action was taken.

A bill similar to the second Dolliver Bill was introduced the following year (1911) by Senator Page.[8] A companion bill was introduced in the House by Representative Davis of Minnesota.[9] Although the Senate Bill was reported favorably, neither of these bills passed. Similar bills were introduced a number of times during this session of Congress but were not reported out of Committee.

In 1912, Representative Lever presented a bill which provided for federal aid for extension departments in connection with state colleges. This bill made no mention of federal aid for vocational education in secondary schools or for training teachers of vocational subjects.[10] It was referred to the Committee on Agriculture and amended and it passed the House on August 23, 1912.[11] It was referred to the Senate Committee on Agriculture and Forestry,[12] but was not reported. During the time

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[7] Ibid., Part 8, p. 8713.

[8] Congressional Record, Vol. 47, Part 1. Washington: Government Printing Office, 1911. P. 101.

[9] Ibid., p. 519.

[10] Congressional Record, Vol. 48, Part 5. Washington: Government Printing Office, 1912. P. 4318.

[11] Ibid., Part 11, p. 11743.

[12] Ibid., p. 11770.

that this bill was being considered Senator Page was continuing an attempt to pass the comprehensive bill which included federal aid for extension work, vocational education in secondary schools, and training teachers of vocational subjects. Representative Wilson was sponsoring a similar bill in the House. Although the Senate Bill was favorably reported neither bill passed.

On April 7, 1913, Senator Page again introduced the comprehensive bill which included federal aid for vocational education in secondary schools, for training teachers of vocational subjects, and for extension work in the state colleges and for experiment stations. This bill was referred to the Committee on Agriculture and Forestry. No further action was taken.[13]

On September 6, 1913, Senator Smith of Georgia introduced a bill in the Senate. It was "to provide for cooperative agricultural extension work between the agricultural colleges in the several States receiving the benefits of an Act of Congress approved July 2, 1862, and of acts supplementary thereto, and the United States Department of Agriculture."[14] On the same day a similar bill was introduced in the House by Representative Lever.[15] This bill passed the House on January 18, 1914.[16] One month later the bill passed the Senate.[17] The Act, known as the Smith-

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[13]Congressional Record, Vol. 50, Part 1. Washington: Government Printing Office, 1913. P. 51.

[14]Ibid., Part 5, p. 4330.

[15]Ibid., p. 4414.

[16]Congressional Record, Vol. 51, Part 2. Washington: Government Printing Office, 1914. P. 1947.

[17]Ibid., Part 4, p. 3130.

Lever Act, was signed by President Wilson on May 8, 1914.[18]

As can be seen by examining the historic sketch above, there had been attempts since the introduction of the Davis Bill in 1907 to pass some kind of legislation which would give federal support to vocational education for pupils at the secondary level. Many forces were at work which helped to influence the growing demand for such legislation. Among these was the rapid growth of the industrial movement in the United States. Many persons felt that specific training should be given to prepare young men for the jobs available in industry. There was a belief that not only the youth themselves but the country as well would be served by some provision for vocational education. One of the arguments given in support of the cause of vocational education was that such training would enable young people to be placed in jobs commensurate with their training and abilities. Through improved placement, these young people would be more efficient than they would be on a job for which they were not fitted. Thus they would be better able to make a contribution to the development of industry in the country.

Another factor which was related to the interest in vocational education was the growing belief that high school education should be available to all youth. In the year 1899-1900, only 11.4 per cent of youth fourteen to seventeen years of age were enrolled in high school. This percentage had increased to 15.4 by 1909-10. This meant, however, that nearly eighty-five out of every one hundred young people of high school age were not availing themselves of the opportunity for high

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[18] *Ibid.*, Part 9, p. 8719.

school training.[19] The high school curriculum was criticized for being too academic. Many persons believed that some adjustments should be made so that subject matter of a vocational nature which would appeal to some of the large group of out-of-school youth would be available. There was lack of agreement as to how and where this education should be provided. Some persons felt that the training should be a part of the regular public high school offerings, while others felt that special vocational schools should be established. It is interesting that the decision was left completely to the judgment of the states in the Smith-Hughes Act.

In all of the controversy about vocational education, home economics played a very small role. The major part of any discussion was generally devoted to industrial training and less often to training for competency in agriculture. Occasionally, home economics was mentioned in relation to what might be termed trade occupations such as dressmaking, millinery, institutional cookery, and the like. Few persons were interested or seemed to be even aware of the possibility of training for the vocation of homemaking. When the background of the Smith-Hughes Law is studied, it seems little short of a miracle that home economics was included at all, and it appears even more surprising that the training could have been aimed at the vocation of homemaking.

The Smith-Hughes Law

While the members of Congress who were interested in vocational

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[19]Rose Marie Smith, Statistical Summary of Education, 1949-50. Chapter I of Biennial Survey of Education in the United States, Office of Education, United States Department of Health, Education, and Welfare. Washington: United States Government Printing Office, 1953, p. 19.

education were focusing their attention upon passing the Smith-Lever Bill which was actually a part of the comprehensive vocational education bill sponsored by Senator Page and Representative Wilson in the preceding session of Congress, vocational education as a part of the program in public schools was not ignored. This is shown by the fact that even before the Smith-Lever Act was passed, a request was made that a Commission be appointed by President Wilson to study the problem of federal aid to vocational education. In response to this request, an act approving the appointment of such a Commission was signed by President Wilson on January 20, 1914.[20] The purpose of this Commission was to study the whole problem of federal aid to vocational education, report its findings to Congress, and present, if possible, a plan for vocational education. A grant of $15,000 was made to cover the cost of such a study. The Commission made a report on June 1, 1914. The report was quite comprehensive and was published as House Document No. 1004.

In defining vocational education, the following statement is found in the Commission report:

> Whenever the term 'vocational education' is used . . . it will mean . . . that form of education whose controlling purpose is to give training of a secondary grade to persons over 14 years of age for increased efficiency in useful employment in the trades and industries, in agriculture, in commerce and commercial pursuits, and in callings based upon a knowledge of home economics.[21]

The question of home economics was discussed in Chapter III entitled "Kinds of Vocational Education for Which National Grants Should Be Given."

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[20] Congressional Record, Vol. 51, Part 2, op. cit., p. 2016.

[21] Report of the Commission on National Aid to Vocational Education, House Document No. 1004. Washington: Government Printing Office, 1914. Pp. 16-17.

It was stated:

> The Commission has given very serious consideration to the whole question of training in home economics. It is strongly of the opinion that preparation for the varied duties of the home should be regarded as a legitimate and integral part of the education of every girl; that it should be given throughout the entire school course, both in elementary and in high schools; and that it should be considered a necessary part of a girl's general preparation for life, no matter what her particular calling might be.[22]

It would appear that the intent of the Commission was to include home economics in the grants for agricultural and trade and industrial education as shown by the following:

> The difficulty of providing for home training in the rural districts, without national aid is apparent. Partly for this reason and partly because the duties of the farmer and the farmer's family on the farm and in the home are so closely interrelated, the Commission has recommended that grants for agricultural education shall include training for 'the occupation connected with the work of the farm and farm home.'[23]

Industrial education was to be defined so as to include training for the work of the dietitian, the cook, the housemaid, the institutional manager, and others.[24]

On the same day that the Commission made its report, June 1, 1914, a bill was introduced in the House by Representative Hughes[25] and an identical bill in the Senate by Senator Smith,[26] both of whom had served

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[22] Ibid., p. 41.

[23] Loc. cit.

[24] Loc. cit.

[25] Congressional Record, Vol. 51, Part 10, op. cit., p. 9612.

[26] Ibid., p. 9503.

on the Commission. The bill was a result of the recommendation of the Commission. It provided for payment of part of the salaries of teachers, supervisors, and directors of agricultural subjects, and of teachers of trade and industrial subjects in public schools of less than college grade, and for preparation of teachers of agricultural, trade and industry, and home economics subjects. This bill was referred to the Committee on Education and Labor in the Senate and to the Committee on Education in the House. It should be noted that the original bill did not provide for federal support for home economics in payment of salaries of teachers in public schools of less than college grade, but only for support of teacher training in this subject. Neither of these bills was reported out of Committee.

On December 6, 1915, Mr. Hughes introduced the same bill in the Sixty-Fourth Congress.[27] The following day it was introduced in the Senate by Mr. Smith.[28] When President Wilson addressed the Joint Session of Congress, he urged the passage of the vocational education bill.[29] On January 31, 1916, Mr. Smith presented a favorable report on the Senate Bill from the Committee on Education and Labor.[30] On February 10, Mr. Hughes presented a substitute bill in the House. This bill included home economics.[31] It was referred to the Committee on Education and

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[27] Congressional Record, Vol. 53, Part 1. Washington: Government Printing Office, 1916. P. 24.

[28] Ibid., p. 92.

[29] Ibid., p. 99.

[30] Ibid., Part 2, p. 1781.

[31] Ibid., p. 2391.

reported favorably February 12.[32]

There appeared to be some confusion concerning what was meant by training in home economics. In the House Committee Report of February 12, Representative Hughes defined home economics as "the work of the dietician, cook, and housemaid, institution manager, and household decorator."[33] A few months later when he was discussing the bill in the House, he said: "The term 'agricultural education' as used in this bill, includes education for the farm home as well as for the farm itself. Hence, home economics, as far as it relates to the farm home, is included in the grant for instruction for agriculture."[34] No further reference was made in the discussions in Congress to this interpretation, but the "farm home" was included in the final bill when the purposes for which the money could be used were outlined. In reference to agricultural education the act stated: ". . . shall . . . be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home."[35] The law was never interpreted so that money appropriated for agriculture was used for home economics.

The bill was discussed at some length in the House on December 11, 1916.[36] All members who expressed themselves were favorable toward

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[32] Ibid., p. 2487.

[33] House Reports (Public), Vol. 1, 64th Congress, 1st Session, House of Representatives Report No. 181, Feb. 12, 1916. Washington: Government Printing Office, 1916. P. 1.

[34] Congressional Record, Vol. 53, Part 12. Washington: Government Printing Office, 1916. P. 11821.

[35] The Statutes at Large of the United States of America, Vol. 39, Part 1. Washington: Government Printing Office, 1917. P. 934.

[36] Congressional Record, Vol. 54, Part 1. Washington: Government Printing Office, 1917. Pp. 167-177.

vocational education but some felt that such a bill was a violation of State's rights. This objection was answered by pointing out how successful the Morrill Act had been and how it had operated as an incentive to the various states to develop their own programs. The large amount of money individual states had themselves provided for these colleges was also called to the attention of the congressmen. Mr. Fess, a Representative from Ohio who had served as a member of the Committee on Education and also as a member of the Commission, strongly emphasized that the purpose of the bill was not to subsidize such education but merely to appropriate funds which would act as an incentive for such work.

The debate was continued in the House on December 22, 1916. At that time the question arose as to supervisors and directors for home economics and industrial subjects. It was felt that it was just as necessary to pay salaries for these as for agricultural subjects and an amendment to that effect was proposed. Mr. Fess replied that the supervisors and directors of agricultural subjects were for the purpose of demonstration and practice work. He said that some agricultural programs were doing this sort of thing and he considered it highly desirable. However, he saw no reason for including supervisors for home economics and industrial work.[37]

The concept which the men in Congress had of home economics was clearly that of training for homemaking. This is evident from more of the discussion of the same day. Mr. Towner of Iowa said in the House:

> Home economics is a much more comprehensive term than would probably be inferred. In its broad sense it is

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[37] Ibid., p. 716.

> the science of home making. It includes all those means by which the conditions of home life in America can be improved. . . .
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> . . . . . .
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> Every girl should be fitted for home making and for motherhood. No matter what may be the intermediate means of livelihood, it is as a wife and mother that she will attain her fullest development and fulfill her manifest destiny. It may be well for her to prepare to earn her own living, but it will be unfortunate for her and unfortunate for the Nation if she be not prepared as well for home making and motherhood. This is why the subject of home economics is of so great, so supreme importance.[38]

However, a few days later, it became obvious that home economics did not have unconditional support from every member of the House. On January 2, 1917, Mr. Platt of New York proposed the following amendment:

> Page 1, line 9, after the word 'trade' strike out the words 'home economics,' and also on page 2, line 1, strike out the words 'home economics.'

In support of his amendment Mr. Platt made the following plea:

> I yield to no one in appreciation of the importance of home economics, but home economics is an endless subject, more or less taught and generally pretty well taught in every school in the country, even the district schools, and its inclusion in this bill offers an opportunity to dissipate this whole fund in trifles. It does not belong in this bill at all. This is a vocational education bill, and home economics is not, strictly speaking, vocational education. I think we would greatly improve the bill if we took the question of home economics out of it. I think if the bill is subject to any legitimate criticism it is that it goes too far, anyway, and tries to take in too many subjects. It would be better if agricultural training were taken out of it and that subject left to another bill. We are dividing this fund up in such a way and making the bill so broad that the encouragement will be distributed around so that it may not do any good at all.[39]

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[38] Loc. cit.

[39] Ibid., p. 757.

Mr. Lenroot from Wisconsin then answered that he was going to offer an amendment limiting funds for home economics to twenty per cent of the total funds to be appropriated for trade, industry, and home economics together. Would that satisfy Mr. Platt? Mr. Platt replied he would like to see the home economics section completely removed. He was asked if he would not even include any money for training of teachers. He replied that he felt they were doing a pretty good job of getting teachers of home economics trained and repeated that he felt that it was dividing the money up too much. Mr. Towner who had given home economics his support in an earlier session again came to its defense. He felt that Mr. Platt had an entirely mistaken idea of industrial education and that home economics was a part of industrial education and should be included. He pointed out that if it were not, the only funds which would benefit girls would be those which trained them in a trade. The funds provided for in the bill would practically be limited to training for boys because there would be so many more boys than girls interested in the agricultural and trade and industrial aspects of vocational education.[40]

In spite of Mr. Towner's impassioned speech in defense of training of the future mothers of American citizens Mr. Lenroot of Wisconsin offered the following amendment to the bill:

> That not more than 20 per cent of the money authorized to be apportioned under this act for the payment of salaries of teachers of trades, home economics, and industrial subjects for any year shall be expended for the salaries of teachers of home-economics subjects.[41]

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[40] Loc. cit.

[41] Ibid., p. 763.

Mr. Lenroot then added:

> I am a good deal in sympathy with the view of the gentleman from New York, Mr. Platt, that home economics ought not to have been in the bill at all, so far as providing for the payment of salaries of teachers is concerned.[42]

In defense of this point of view Mr. Lenroot explained that he would exclude home economics, not because he felt that it was unimportant, but because he felt that it was a subject which should be a part of the general education of every girl. He re-emphasized the fact that the purpose of the bill was for vocational rather than general education and for providing an incentive to the states to develop new activities in the field of vocational education.[43]

Mr. Lenroot's amendment was opposed by Mr. Moore of Pennsylvania. He stated:

> . . . No one has opposed the amendment of the gentleman from Wisconsin, and I desire to discuss it, because if it is adopted it would appear, providing we were to deal only with the education of girls, that 20 per cent of the pupils would be taught home economics, which means the development and the preservation of the home, and 80 per cent would be left free to be given instruction as to how to work in the mills. Carried out literally, that is what it would mean.[44]

However, the final bill did contain Mr. Lenroot's amendment. The bill known as the Smith-Hughes Act was signed by President Woodrow Wilson on February 23, 1917.[45]

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[42] Ibid., p. 764.

[43] Loc. cit.

[44] Loc. cit.

[45] Ibid., Part 4, p. 3965.

There appeared to be confusion as to the purpose of training in home economics. It was obvious that the intent of the Commission was to provide federal aid for home economics only for the purpose of preparing for employment outside the home. An exception was made in the case of rural communities. However, the training for occupations connected with the farm home was to be a part of agricultural education.

Mr. Hughes accepted the conditions for home economics as set up by the Commission (he was a member of the Commission) and attempted to interpret them to the members of the House. There would appear to be an inconsistency in what was proposed. If funds could be used in rural districts for training for the vocation of homemaking, why were cities to be limited to training in home economics for occupations outside the home?

It was evident that the members of Congress were thinking in terms of training for homemaking. This was true whether they were for or against the bill. In fact, it was because some felt that home economics should be a part of general education that they opposed the inclusion of home economics in the bill.

In spite of the fact that training for homemaking was the meaning of home economics to these Congressmen, home economics was linked with industrial education in the writing of the bill. This was probably due to the fact that the Commission had originally included callings based on home economics as a part of industrial education. The purpose of home economics training had changed from that originally intended by the Commission, but no one apparently foresaw the problems which would develop in attempting to administer two programs of education with widely different purposes.

Provisions of the Smith-Hughes Act[46]

The Smith-Hughes Act appropriated $500,000 for the year ending June 30, 1918 for the purpose of cooperating with the states in the payment of salaries of teachers, supervisors or directors of agricultural subjects. The sum was increased until it reached $3,000,000 in June, 1926. After that time $3,000,000 was appropriated annually for the same purpose. A like amount was appropriated for cooperating with the states in the payment of salaries of teachers of trade, home economics, and industrial subjects. In other words, the amount appropriated for agricultural education was equal to the amount appropriated for the other services combined: trade, home economics, and industry. The amount of money which a state was eligible to receive for agricultural education was based on the proportion which its rural population bore to the total rural population of the United States; the amount which a state was eligible to receive for trade, home economics, and industrial education was based on the proportion which its urban population bore to the total urban population of the United States. There was a provision that not more than twenty per cent of the money appropriated for salaries of teachers of trade, home economics, and industrial subjects could be expended for home economics.

A lump sum which increased each year until the maximum of $1,000,000 was reached in 1921 was provided for the three services for the purpose of training teachers. Provisions were also included which made it mandatory

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[46] The Statutes at Large of the United States of America, Vol. 39, Part I, op. cit., pp. 929-936. The complete text of the Smith-Hughes Act will be found in Appendix A.

to set up a State board consisting of not less than three members. This board was to cooperate with the Federal Board in administering the Act. A state had to accept the provision of the Act before it could secure any benefits of it. It was possible to accept the benefits of any or all of the funds, except that by June 30, 1920, it was necessary to have accepted the benefits provided for in the Act for the training of teachers of agricultural, trade, home economics, and industrial subjects in order to accept the benefits for any of these subjects.

A Federal Board for Vocational Education was created to consist of the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education, and three citizens representing the three interests, agriculture, labor, and manufacturing. There was no representative for home economics. The three citizen members were to receive a salary of $5,000 per year. This board was to cooperate with the state boards in carrying out the provisions of the Act. It was also to make or cause to have made studies related to various fields. The Federal Board for Vocational Education could employ such assistants as were necessary for carrying out the provisions of the Act. The sum of $200,000 annually was provided for the research and study functions, payment of salaries of personnel, and other expenses deemed necessary by the board.

Each State was required to prepare a plan showing what kind of vocational education it was proposing and stating the kinds of schools and equipment, course of study, methods of instruction, qualifications of teachers and, in agricultural subjects, directors and supervisors. Each State Board was to make a report to the Federal Board of Control for Vocational Education on or before September 1 each year on the work

of the state, and on receipts and expenditures under the provisions of the Act.

The money was to be used only for salaries of teachers of vocational subjects named in the Act. Supplementary instruction was to be paid for by the state and local communities. Each dollar of federal money used in the state had to be matched either by state or local money or both.

A school was not eligible for reimbursement from federal funds for vocational education unless it met the following conditions:

1. Schools and classes were to be under public supervision and control.
2. The controlling purpose of such education was to fit for useful employment.
3. Such education was to be of less than college grade and was to be designed to meet the needs of pupils over fourteen years of age who had entered or who were preparing to enter the vocation.
4. Suitable plant and equipment as determined by the state board were to be provided by the state or local community or both.

The Act further stated that the school should provide for six months of farm practice for pupils enrolled in agriculture.

The following condition applied to trade, home economics, and industrial education: one half the school day was to be devoted to practical work on a useful or productive basis; the school term was to be nine months in length; at least one third of the amount appropriated had to be applied to part-time schools for workers between the ages of

fourteen and eighteen; evening schools were for workers already employed who were sixteen years of age or over.

The training of teachers was to be under the direction of the state board and in schools which were under public supervision or control. Persons who were training to be teachers in any of the vocational subjects must have had or must be acquiring adequate vocational experience. Not more than sixty nor less than twenty per cent of the teacher training funds could be used for preparation of teachers in any one of the three services. The State Treasurer was made custodian of the fund.

Legislation for Vocational Education in Michigan

By the terms of the Smith-Hughes Act, it was necessary for each state to enact legislation accepting the benefits of the Federal Act and making provision for administering the Act in the various states. The legislation enacted in Michigan was Act 189, known as the Tufts Act, which was passed by the Michigan Legislature in its 1917 Session. The Act was revised in 1919 and the controlling law in Michigan since that time has been Act No. 149 of the Public Acts of 1919. This law still bears the name of Tufts who sponsored it.[47]

The administration of the program of vocational education in Michigan was delegated to a State Board of Control for Vocational Education whose membership was to consist of the Superintendent of Public Instruction, the President of the State Board of Education, the President of the University of Michigan, and the President of the Michigan

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[47] Public Acts of Michigan, 1919, Act No. 149, pp. 275-78. The complete text of the Tufts Law is found in the Appendix.

Agricultural College. The State Superintendent of Public Instruction was made the executive officer of the Board. The State Treasurer was not a member of the Board, but he was made custodian of the funds and was authorized to disburse the funds upon requisition of the State Board of Control for Vocational Education.

The local schools were made responsible for providing space and equipment for vocational instruction. They were also to pay salaries for the teaching of vocational classes. At the end of the year they were to receive reimbursement for approved classes. No school was to receive more than three fourths of the total sum expended for salaries of instructors and supervisors in vocational education. The state was to furnish one half the amount which a school received from federal funds. The money allotted from federal funds for teacher training was to be matched by the state and paid to the institution approved for teacher training.

The State Board of Control for Vocational Education was to set up rules and regulations for vocational schools and for training of teachers of vocational subjects. Annual reports to the State Superintendent of Public Instruction were required from schools offering vocational education and institutions engaged in training vocational teachers.

Inspection of the work was to be provided by the State Board of Control for Vocational Education. It was on the basis of approval of programs that reimbursements were to be made to the schools and institutions.

It was also the responsibility of the State Board of Control for Vocational Education to estimate the amount of money which would be needed to meet federal allotments and to report to the Auditor General so that he could include this amount in the tax levy reported to the

legislature.

An annual report to the Governor and the legislature was required of the State Board of Control for Vocational Education. This report was to include a statement of expenditure of money and an account of the administration of the Act.

The Smith-Hughes Act and Home Economics

From the viewpoint of home economics, the Smith-Hughes Act left much to be desired. The program for home economics was subject to the conditions and limitations which were set up for trade and industry. One of the conditions was that one half of the school day must be given to practical work on a useful or productive basis. These conditions caused difficulty from the beginning of the program. In interpreting this part of the law for home economics, the Federal Board for Vocational Education ruled:

> . . . At least half of the time of instruction in the all-day school shall be devoted to instruction in vocational subjects designed as preparation for homemaking.
>
> Vocational subjects in the field of home-economics education are of two groups: (1) home economics subjects, and (2) related subjects. (1) Home economics subjects include garment making, foods and cookery, sanitation and home nursing, house planning and home furnishing, textiles and dressmaking, millinery, and home management. Instruction in these subjects includes the actual handling of materials in laboratory practice as well as supplementary instruction in food values, selection and cost of clothing, etc., and the application of scientific principles essential to the laboratory work. (2) Related subjects, include drawing and design as applied to clothing and the home, general science as applied to the household, household chemistry, household physics. Instruction in these subjects will include material from the field of science or of art, selected, organized, and presented to meet the needs of students of vocational home economics, and

> must be closely related and correlated with the instruction in home-economics subjects.[48]

Correlation of the related subjects with home economics seemed to present the greatest problem. The persons responsible for teaching the related subjects were usually not trained in home economics and had great difficulty in attempting to make the subject matter applicable to home situations. Another problem which soon became apparent was that of scheduling classes for vocational pupils. The vocational pupils were required by a ruling of the Federal Board to be placed in segregated classes.[49] This meant that two classes in science or art must be offered in a school if pupils other than vocational pupils were to be permitted to take these subjects. In smaller schools, this became a very real scheduling problem for the administrators. Some pupils wished to take a broader program of study and rebelled at spending one half day in the vocational curriculum.

Another factor which was limiting as far as home economics was concerned was the amount of funds allotted for the program. The maximum which could be used for home economics was one fifth of the amount which was appropriated for trade, home economics, and industry. If a state had rural and urban populations which were equal, the amount which home economics would receive would also be one fifth the amount which was appropriated for agricultural education (since funds for agricultural education were based on rural population and funds for trade, home economics and industrial education were based on urban population). This

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[48] Federal Board for Vocational Education, Second Annual Report. Washington: Government Printing Office, 1918. Pp. 139-40.

[49] Ibid., p. 140.

would mean that trade and industrial education would receive about four times and agricultural education about five times the amount allotted for home economics education. Such an inequitable distribution of funds made it difficult to develop the program in home economics at a rate which was at all comparable to the other two programs.

The George-Reed Act

The program of vocational education made continuous growth under the Smith-Hughes Act. Vocational education seemed to have answered a real need for a kind of education desired by many young people in the 1920's. In response to a demand for increased funds a bill was introduced in the United States Senate by Senator George of Georgia and in the House by Representative Reed of New York. In contrast to the long sessions devoted to the subject of vocational education in Congress preceding the passage of the Smith-Hughes Act, the George-Reed Act gained approval with very little discussion. The chief opposition to the bill was expressed by Representative Tucker of Virginia, who felt that the bill was unconstitutional. Since the membership in Congress was somewhat changed after twelve years, some time was spent in explaining how the vocational law operated.[50] The general reaction was favorable and the bill was passed with little dissension.

The George-Reed Act was "An Act to provide for the further development of vocational education in the several States and territories."[51]

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[50] Congressional Record, Vol. 70, Part 3. Washington: Government Printing Office, 1929. Pp. 2375-2394.

[51] The Statutes at Large of the United States Of America, Vol. 45, Part 1. Washington: Government Printing Office, 1929. P. 1151.

It was passed on February 5, 1929 and authorized the appropriation of $500,000 for the year ending June 30, 1930 and for each year thereafter for four years, a sum exceeding by $500,000 the amount appropriated for the preceding year. This law was to expire June 30, 1934. It should be noted that the money for the George-Reed Act had to be appropriated each year; the Act only authorized the appropriation. The Smith-Hughes Act actually appropriated the money. It was a continuing appropriation.

The George-Reed Act provided for increased funds only for agricultural and home economics education. The sums were allotted to each state on the basis of its rural population and were to be divided equally between agricultural education and home economics education. They were to be used for the salaries of teachers, supervisors, and directors of these vocational subjects.

There was also authorized to be appropriated $100,000 annually for the Federal Board of Control for Vocational Education to be used for the same purpose and in the same manner provided for by the Smith-Hughes Act.

The appropriation for agricultural education was in addition to and subject to the same conditions stipulated by the Smith-Hughes Act. The appropriation for home economics education was in addition to and subject to the same conditions as agricultural education under the Smith-Hughes Act except for the requirement of six months of farm practice. This meant that the only regulations to which programs in home economics in secondary schools were subject were:

1. Training was to be under public supervision or control.
2. The purpose of the training was to fit for useful employment.
3. The training was to be of less than college grade and be designed to meet the needs of persons over fourteen years

of age.

There was no provision which demanded that one half the school day be devoted to a study of vocational home economics.

The George-Reed Act and Home Economics

By the terms of the George-Reed Act, the problems which had plagued persons who were responsible for administering a program of vocational home economics education were partially solved. By making the terms which applied to agricultural education applicable to home economics, the half day requirement was removed. Much more flexibility was possible in planning programs. Home economics was placed upon an equal footing with agriculture in the sharing of the benefits of this Act and as a result it was possible to expand the program to a considerable extent.

The Depression and the Economy Act

The passage of the George-Reed Act antedated the beginning of the depression by only a few months. The influence of the depression relative to the vocational education laws did not become evident, however, until nearly three years later. During 1932 there was extensive debate in Congress concerning economy in government. This was the result of the proposed Economy Act which had been developed through the work of the Economy Committee appointed by the President. Many Congressmen were bitterly opposed to cuts in vocational education. Congressman Reed of New York who had sponsored the George-Reed Act was one of the most vocal. In speaking before the House in April, 1932, he said:

> It is not economy, however, either National or State, to disrupt the program of our public schools and thus deprive 1,250,000 boys and girls of the opportunity to complete their vocational courses.
>
> . . . . . .
>
> Parents have planned and sacrificed to give their children a vocational education. As I have said, 1,250,000 children will be thrown out of the vocational schools, heartbroken, discouraged, and embittered because of this alleged scheme to practice economy.[52]

The members of Congress were not exactly sure what was going to be proposed in the Economy Act. Mr. Sanders of Texas, quoting from the Washington Star reported the recommendation of President Hoover as given to the press:

> No appropriation made for the fiscal year ending June 30, 1933, to carry out the provisions of Acts and parts of Acts amendatory of or supplementary to such Act of February 23, 1917 . . . shall be expended and the amount thereof shall be impounded and returned to the Treasury.[53]

A few days later it was revealed that what was included in the Economy Act was a reduction of federal aid for vocational education year by year until it would be completely abolished at the end of ten years. Mr. Cannon of Missouri promptly proposed an amendment to strike out that section.[54]

In spite of all the vocal support given vocational education in Congress, it was included in the Economy Act of 1932, and cuts were made

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[52] Congressional Record, Vol. 75, Part 8. Washington: Government Printing Office, 1932. P. 8319.

[53] Ibid., p. 8446.

[54] Ibid., pp. 9234-35.

in appropriations.[55] The same cuts were continued by the second Economy Act of March 3, 1933.[56]

The George-Ellzey Act

The impact of the cut in federal funds was not apparent at once since it could not go into effect until the next fiscal year. In an attempt to increase federal support for vocational education, Mr. Ellzey in 1934 gave a report to the House on the reductions which had been made in funds appropriated or authorized as a result of the Economy Act. This is shown below:[57]

	Smith-Hughes Act		George-Reed Act	
Year (June 30)	Amount Which Act Appropriated	Amount Actually Appropriated	Amount Which Act Authorized	Amount Actually Appropriated
1930	$7,167,000	$7,167,000	$ 500,000	$ 500,000
1931	7,167,000	7,167,000	1,000,000	962,806.43
1932	7,167,000	7,167,000	1,500,000	1,483,000
1933	7,167,000	6,450,300	2,000,000	1,500,000
1934	7,167,000	5,940,000	2,500,000	1,275,000

By this time the New Deal had begun. Congress was attempting to prime the pump by various means. The George-Reed Act was to expire on June 30, 1934. A bill sponsored by Senator George and Representative Ellzey proposing an increase in federal funds for vocational education received little unfavorable comment.

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[55] The Statutes at Large of the United States of America, Vol. 47, Part 1. Washington: Government Printing Office, 1933. Pp. 411-12.

[56] Ibid., p. 1513.

[57] Congressional Record, Vol. 78, Part 7. Washington: Government Printing Office, 1934. P. 7464.

The George-Ellzey Act approved in May, 1934 to replace the George-Reed Act was "An Act to provide for further development of vocational education in the several States and Territories."[58] This Act authorized an annual appropriation of $3,000,000 for three years beginning July 1, 1934, to be divided equally among the three vocational services, agricultural, home economics, and trade and industrial education. As in the George-Reed Act, the amount which a state was eligible to receive for home economics education was based on its rural population. Authorization was also made for appropriation of $100,000 for administering the Act under the same terms and for the same purpose as that provided in the Smith-Hughes Act.

The appropriations were to be in addition and subject to the same conditions as the Smith-Hughes Act with the following exception: the regulations which applied to agricultural education were to apply to home economics education except that of directed or supervised practice for six months. This meant that the programs in secondary schools were to be under public supervision or control, the controlling purpose was to fit for useful employment, and the education was to be of less than college grade and be designed to meet the needs of persons over fourteen years of age.

The George-Ellzey Act and Home Economics

The George-Ellzey Act as it applied to home economics was identical in its provisions (with the exception of the amount of the appropriation)

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[58] The Statutes at Large of the United States of America, Vol. 48, Part 1. Washington: Government Printing Office, 1934. Pp. 792-3.

to the George-Reed Act. The increased appropriation gave federal support to an expanding program in home economics. The same amount of flexibility in planning of programs was possible as there had been under the George-Reed Act, so it was not necessary to make changes in kinds of classes which were eligible for reimbursement.

The George-Deen Act

There was little opposition to appropriating increased federal funds for vocational education to replace the George-Ellzey Act which was to expire on June 30, 1937. The major part of the discussion in Congress centered around how large the appropriation should be. The Senate had included $12,000,000 in its bill while the House had cut the amount to $6,000,000 when the bill was reported out of committee. The reason given for the cut was that the committee did not feel the larger appropriation would be acceptable and the bill would be defeated. Another basis for conflict was the inclusion of distributive education in the bill. Some members of the House were much opposed to public support of this kind of education. They felt that it should be the responsibility of the employers and not of publicly supported schools. Representative Deen appeared more in sympathy with the Senate Bill than with the House Bill for which he was the sponsor. His attitude was challenged by other members on the committee.[59]

The Act as it was finally passed was "An Act to provide for the further development of vocational education in the several States and

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[59] Congressional Record, Vol. 80, Part 7. Washington: Government Printing Office, 1936. Pp. 7963-78.

Territories."[60] It was passed on June 8, 1936, and authorized the appropriation of the sum of $12,000,000 for the year beginning July 1, 1937, and annually thereafter to be divided equally among the three services: agricultural education, home economics education, and trade and industrial education. This was the first Act since the Smith-Hughes Act which did not have a time limit. The George-Reed Act expired at the end of five years and the George-Ellzey Act at the end of three years. The money allotted to each state for agricultural and home economics education was based on the rural population of the state while trade and industrial appropriations were based on urban population. The States and Territories were required to match federal funds according to the following plan:

50 per cent until June 30, 1942
60 per cent for the year ending June 30, 1943
70 per cent for the year ending June 30, 1944
80 per cent for the year ending June 30, 1945
90 per cent for the year ending June 30, 1946
and annually thereafter 100 per cent.

A fourth kind of vocational education, distributive education, was also provided for in this Act. A lump sum to each state based on its total population was granted for such education. The money was to be used for salaries of teachers, supervisors, directors, and for maintenance of teacher training programs in the field of distributive education.

By the terms of the George-Deen Act, home economics in secondary schools was subject to the same conditions as under the two previous Acts, the George-Reed and the George-Ellzey. This meant that the training was

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[60] The Statutes at Large of the United States of America, Vol. 49, Part 1. Washington: Government Printing Office, 1936. Pp. 1488-90.

to be under public supervision or control; the purpose was to fit for useful employment; and it was to be of less than college grade and designed to meet the needs of pupils over fourteen years of age.

Authorization was made for appropriation of $350,000 to the United States Office of Education for administering the Act. This money could also be used by staff members for attendance at meetings and expenses of conferences.

An appropriation of $1,000,000 was authorized for training of teachers. It was to be allotted to states on the basis of total population. These funds were to be used for training teachers in the three original services, agriculture, trade and industry, and home economics.

The George-Deen Act and Home Economics

The George-Deen Act gave increased funds for home economics as well as the other services. With the increase in funds it was possible to continue to expand the programs in the various states. Since the conditions for use of funds in the field of home economics were the same as for the two Acts which preceded this one, it was also possible to continue with the flexible programs which were in operation. The increased funds for teacher training made it possible to extend services in the teacher training institutions and in state supervision in the various states.

Michigan's Second Acceptance Act

Federal legislation which followed the Smith-Hughes Act concerning appropriations for vocational education made no stipulation requiring

that states pass acts accepting the funds provided by the acts. However, in 1942, Michigan passed a second acceptance act. It stated: "All funds made available to the states by federal appropriations for the purpose and operation of vocational education . . . shall be received and administered by the state board of control for vocational education."[61]

The George-Barden Act

The George-Deen Act was amended by the George-Barden Act of 1946. Vocational education had made a contribution to the defense program during World War II in the training of persons for defense jobs, in aiding farmers in increasing food production, and in sponsoring classes for homemakers in nutrition and in preservation of food. Following the war there was a great deal of interest in providing for vocational training for returning war veterans. Probably all of these factors together helped to encourage increased appropriations for vocational education. There was little discussion in Congress when the bill was passed.

The George-Barden Act was: "An Act to amend the Act of June 8, 1936, relating to vocational education, so as to provide for further development of vocational education in the several States and Territories."[62] This Act authorized annual appropriations of $10,000,000 for vocational education in agriculture, $8,000,000 for vocational education in home economics, $8,000,000 for vocational education in trades and industry, $2,500,000 for vocational education in distributive occupations, and

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[61] Public Acts of Michigan, First Extra Session, Act. No. 16, 1942, p. 36.

[62] United States Statutes at Large, Vol. 60, Part 1. Washington: Government Printing Office, 1947. Pp. 775-78.

$350,000 for administration of the Act. The funds were to be used for adequate programs of administration, supervision, and teacher training; for salaries and necessary travel expenses of teachers, teacher trainers, vocational counselors, supervisors, and directors of vocational education; for purchase and rental of equipment for vocational instruction.

The amount which a state was to receive for home economics was based on the proportion which its population bore to the total rural population of the United States and its Territories. The money which a state was to receive was not divided into separate funds for the different aspects of the program such as supervision, training of teachers, and funds for the secondary program. This made it possible for each state to decide how the money which it received would be apportioned. Funds could be used for purchase or rental of equipment and supplies except that after June 30, 1951, not more than ten per cent of the funds allocated to any one service could be so used. The amount of money which any state received had to be matched by local or state funds or both. The same conditions under which the program in home economics had operated in the three previous Acts applied in the George-Barden Act.

The George-Barden Act and Home Economics

The George-Barden Act allowed for even greater flexibility than had any of the previous Acts. The fact that certain stipulated amounts of money were not earmarked for specific purposes made it possible to use funds where needs seemed greatest. It had never before been possible to use any of the federal funds for purchase of equipment. This federal aid made it possible for schools which were in poor districts to receive

help in equipping their departments.

The Influence of Federal Legislation on the Organization of the Michigan Program

The preceding discussion has centered around the various legislative acts concerned with vocational education with a brief consideration of a general nature as to how these acts affected home economics education. It might be well at this point to discuss the influence of the various federal acts on the Michigan program of vocational home economics.

Contrary to the viewpoint held by many persons, there were few conditions included in the federal acts which served as controls over state programs.

Some regulations regarding the use of federal funds were included in the Smith-Hughes Act. These were concerned with: the age of the students enrolled in vocational education, the length of the school year, the amount of time which should be devoted to vocational education each day, the type of work for which reimbursement would be allowed, the public control of schools to be reimbursed from federal funds, and the limiting of funds for home economics. The underlying philosophy on which these regulations were based was that the purpose of the act was to encourage training for a vocation and that it was necessary to include in its provisions all reasonable safeguards for the accomplishment of this purpose.

These regulations, in general did not seem to cause difficulty in developing or administering a program in vocational home economics. However, it appears that the inclusion of related subjects classes as

part of "practical work on a useful or productive basis" in the program of home economics and the limiting of enrollment in these classes to pupils enrolled in home economics did cause difficulty in administering the home economics program in Michigan.

The 1922-23 annual report of the state supervisor was the first one which included an extensive descriptive report of the work in home economics in the secondary schools. From that time over a period of ten years every annual report reflected the difficulty encountered in attempting to work out a satisfactory program with the related subjects and home economics. Reference was sometimes made to the need for giving more assistance in developing the work in related science and art and sometimes to checking to determine whether or not the teachers were correlating principles which had been taught in the related subjects classes. In any event, this seemed to present a perennial problem.

The same general plan for vocational training was set up for home economics as for trade and industrial education. The boys enrolled in shop were to devote part of the half-day to work in the shop and part to a study of mathematics and shop-drawing which they used in their shop work. The girls were to spend part of the half-day in laboratory work and study of subjects in home economics. The other part of the half-day was to be devoted to related subjects. These subjects were to include "drawing and design as applied to clothing and the home, general science applied to the household, household chemistry and household physics." All of these related subjects were to be presented so as to meet the needs of pupils in home economics and were to be closely correlated with the instruction in the home economics subjects.[63] Perhaps the difficulty

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[63]Cf. p. 74.

in home economics lay in the fact that the application of the related subjects was not so easily apparent as in shop work. Then, too, the related subjects for home economics were those which had been taught in general education for many years. It appeared to be difficult to relate them to home economics. It was also difficult for administrators to understand why separate classes in general science, in physics, or in chemistry had to be provided for pupils of home economics.

The problem was partially solved with the passage of the George-Reed Act. Under the plan for programs of home economics developed under the George-Reed Act, it was no longer necessary to require pupils to spend one half day in home economics and related subjects classes. One choice of program required one hour per day in home economics and one hour per day in related subjects. The other required one and one half hours per day in home economics. No related subject was required.

The restriction which limited the amount of funds which might be used for home economics to twenty per cent of the total appropriated for trade, home economics, and industry hindered the rapid development of the program in Michigan. At least this seemed to be the feeling of the state supervisors. In 1920, the state supervisor in her report to the State Board of Control for Vocational Education stated that if increased federal funds were provided there would be a rapid development in the field of home economics.[64] In her annual report for 1928, the state supervisor reported that the limited amount of funds had restricted the number of schools and the amount of help which each school could receive.

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[64]Minutes of the State Board of Control for Vocational Education, March 30, 1920, p. 103.

The passage of the George-Reed Act and subsequent acts gave increased funds to home economics. The legislation which followed the George-Reed Act does not appear to have had any restrictive effect upon the secondary program. Each act of legislation provided the flexible conditions which were inherent in the George-Reed Act. Michigan has made various changes in programs as the need seemed to arise and has apparently felt no particular limitations in developing satisfactory programs.

The Influence of Legislation on the Growth of the Michigan Program

There is ample evidence that legislation has served as an incentive to the development of the program of vocational home economics in secondary schools of Michigan. The growth has been steady and almost continuous from 1918 to the present. This applies not only to number of programs but also to number of teachers, number of pupils, and amount of money which has been expended for salaries of teachers of home economics in the reimbursed schools. These trends and factors contributing to them will be discussed in this section.

Number of programs. The number of reimbursed programs in home economics in the secondary schools of Michigan from 1918[65] through 1953 is shown in Fig. 1. There was a steady and rapid increase in number of programs from 1918 through 1943. However, during the past decade the increase has been much less rapid and there were three one-year periods during this time when there was a slight drop in number of programs. Nevertheless, in 1953, the number of schools offering work in vocational

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[65]Reference to a year means the school year which ended in June. In the above, 1918 is the school year ending June, 1918.

home economics reached an all time high with two hundred seventy-seven such programs.

The influence of legislation on the growth in number of reimbursed programs in home economics can be seen by Fig. 1. There was a steady gain in number of programs under the Smith-Hughes Act.

One might expect a reduction in number of reimbursed programs in home economics to have occurred as a result of the depression. However, there were a number of reasons why this was not the case. The first was the passage of the George-Reed Act which first made increased funds available in 1930. As the situation developed, the George-Reed Act could not have been passed at a more opportune time to encourage the growth of vocational education. Home economics shared in the increased funds and, as will be seen by Fig. 1, there was a rise in number of programs for five years (1930-34). The depression, rather than having an adverse effect, seemed to stimulate the growth of vocational home economics. In spite of the fact that there was much agitation to "cut out the frills" (home economics was considered in this class by many), reimbursed programs in home economics did not suffer the fate of many of the newer subjects. There is little question that the federal reimbursement which schools received to help support vocational home economics was one of the most important reasons for its continuance. As a result of the depression, school systems suffered a severe curtailment in revenue. School administrators desperately tried by every means possible to keep their schools open and operating. Although federal funds averaged only slightly more than three hundred dollars per vocational home economics teacher in 1931-32, the money received often proved a great help to a superintendent in balancing the school budget. Many reimbursed programs

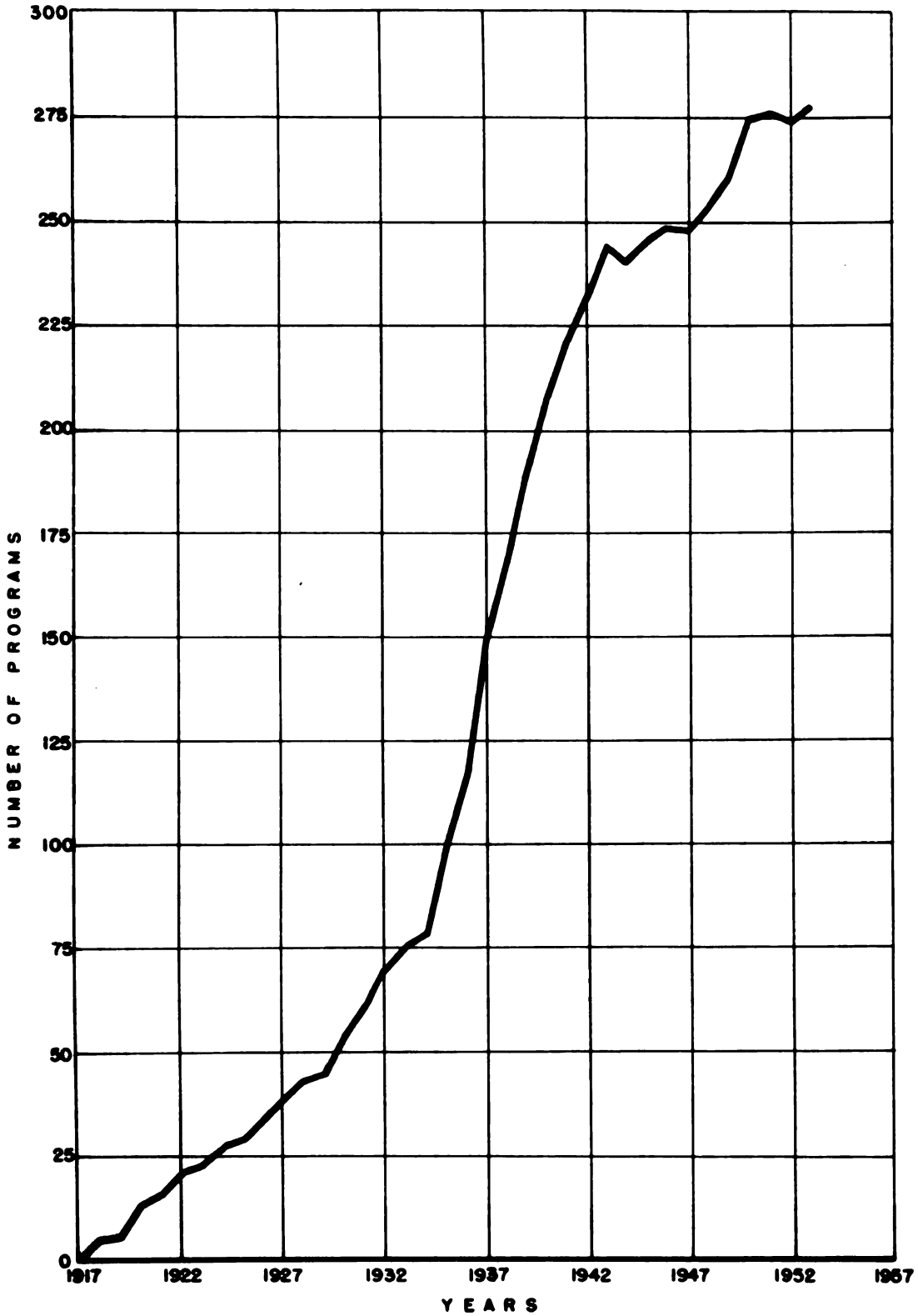

FIGURE 1: NUMBER OF PROGRAMS OF VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS OF MICHIGAN

in home economics in Michigan were started during the depression years. In 1939, there were over three times the number of programs there had been in 1930.

The increase of funds alone would probably not have resulted in as rapid a rise in number of programs as occurred in 1930 and the years which followed although it was a very important factor. As was mentioned earlier, there had been a great deal of dissatisfaction in respect to restrictions imposed by the Smith-Hughes Act. The George-Reed Act made possible a much more flexible organization of classes. Schools could and some did continue to operate under the Smith-Hughes Act, but under the plan made possible by the new legislation it was no longer necessary to require pupils to spend one-half day in home economics and related subject classes. Schools operating under the George-Reed Act had two choices for class organization. One of these required one hour per day in home economics plus one hour per day in related subjects. The other required one and one half hours per day devoted only to home economics. This flexibility in organization of classes in home economics was probably another factor which contributed to the increase in number of reimbursed programs which followed the passage of the George-Reed Act.

During the depression, there were attempts made to include in the curriculum practical information which would be of help to people who were under economic stress. Care and conservation of clothing, wise buying practices, the use of inexpensive foods, and similar areas of study began to receive greater emphasis in the curriculum. The inclusion of practical helps which could be applied to daily living situations may have resulted in increased public interest in establishing departments of vocational home economics in the secondary schools during this period.

When the George-Reed Act expired, increased funds were provided for vocational home economics by the passage of the George-Ellzey Act. The rate of gain in number of programs in Michigan increased when the Act became effective in 1935. At the expiration of the George-Ellzey Act, vocational education was given further support with the George-Deen Act which first provided funds in 1938. The rapid gains which began in 1935 in Michigan continued through 1943.

During the period from 1944-1953, the rate of gain in number of reimbursed programs declined. There were three years during this period in which there was a slight loss in total number of reimbursed programs. The greatest gain was in 1950 with an increase of fourteen in total number of programs. From 1935 through 1943 there had been an average gain of slightly more than eighteen programs per year. From 1944 through 1953, this gain was reduced to an average of slightly more than three per year.

There are still many possibilities for expansion of the program. In 1953, there were two hundred seventy-seven reimbursed programs in home economics in the secondary schools of Michigan. There were five hundred seventy-nine school districts which maintained high schools. This means that less than fifty per cent of the school districts in Michigan have reimbursed programs in home economics.

There are probably several factors involved in this reduction in rate of gain in number of reimbursed programs in Michigan. Small schools have sometimes found it difficult to maintain the minimum enrollment of ten in classes of home economics. Some schools have preferred to offer a different kind of course than is acceptable under the plan for reimbursed programs in Michigan. Still other schools which have indicated an interest in a reimbursed program in home economics have teachers who, for some

reason, cannot qualify as vocational teachers. Another factor has been the amount of money provided for reimbursement of salaries of teachers. As teachers' salaries have increased, the rate of reimbursement has declined. In 1944, schools were receiving approximately 48 per cent reimbursement for whatever proportion of the teachers' time was devoted to vocational home economics. The rate of reimbursement for regular secondary schools had decreased to 25 per cent in 1953. Higher rates were paid to the School for the Blind, the School for the Deaf, for nine high schools used as centers for student teaching, and for schools with new programs in vocational home economics. This decrease in percentage of reimbursement did not mean that school districts were receiving less money per teacher on the average but only that the percentage of reimbursement was less due to the fact that salaries were considerably higher.

Probably one of the most important reasons for the smaller gain in number of reimbursed programs has been the shortage of teachers of home economics who were qualified to teach in reimbursed programs. For example, there were nineteen programs which had been reimbursed in 1946 which failed to be approved for reimbursement in 1947. Eighteen new or reinstated programs were approved in 1947, making an over-all loss of one for the year. Records in the files of the office of the state supervisor show that fifteen of the nineteen schools were not approved in 1947 because they were unable to secure a qualified teacher. In 1953, nine schools which had programs the previous year were not approved for the same reason.

Number of teachers. The number of teachers of vocational home economics each of the thirty-six years (1918-1953) is shown in Fig. 2. There was more fluctuation in total number of teachers in reimbursed

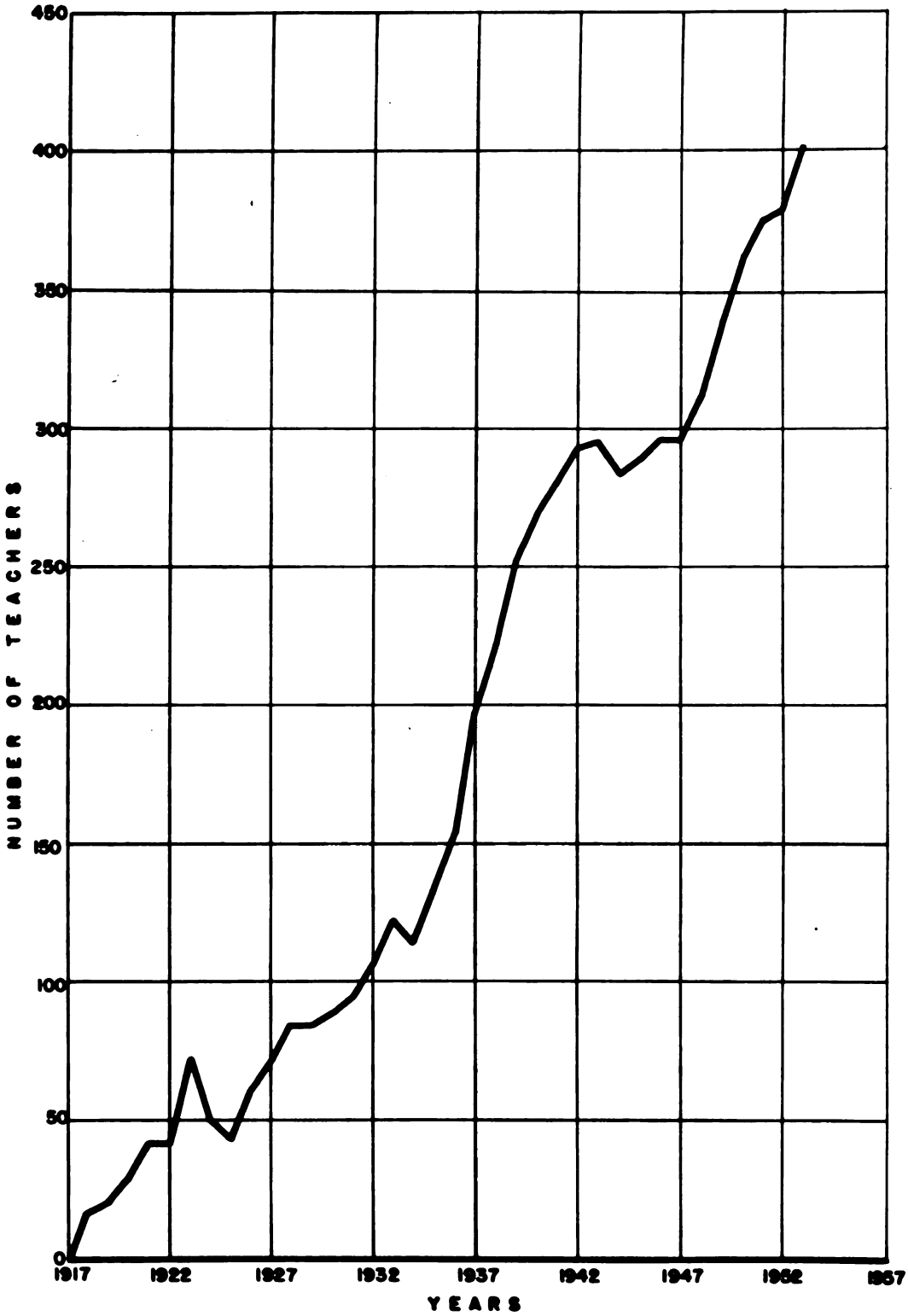

FIGURE 2: NUMBER OF TEACHERS OF VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS OF MICHIGAN

schools than in number of programs. This was partially due to the fact that one school system was considered a program, and it might employ several teachers. The addition or loss of a one-teacher or a two-teacher program did not make a great deal of difference in the total number of teachers in reimbursed schools. However, when a large city program was added to or removed from the list of reimbursed schools, the total number of teachers was affected to a much greater extent than the total number of programs. There were also some shifts within schools in the number of teachers of home economics employed. Schools might add one or two teachers one year and reduce their staffs another year. This also contributed to fluctuations in the total number of teachers in reimbursed programs in home economics.

On the whole, however, the total number of teachers of vocational home economics paralled rather closely the number of programs through 1922. The sharp rise in number of teachers in 1923 was due to the fact that Detroit was placed on the list of schools approved for reimbursement. Some other schools increased the number of teachers employed to make an over-all gain of thirty. The following year (1924) Detroit was not approved for reimbursement and although there was a gain of four programs, there was a loss of twenty-two teachers. A slight loss in number of teachers also occurred the following year (1925) even though there was a gain of two in number of programs. This was due to reduction in number of teachers of vocational home economics employed in several schools.

For several years after 1925, the number of teachers increased at about the same rate as the number of programs. The next reduction in number of teachers occurred in 1934. Although the Economy Act which had been passed by Congress did not cause a reduction in total number of

programs in reimbursed schools but served only to check the rate of increase, it did appear to affect the total number of teachers of home economics in these programs.

From 1935 through 1947, the number of teachers again paralleled rather closely the number of programs. The rise in number of teachers the past few years appears out of proportion to the rise in number of programs. However, this gain can be accounted for by the fact that several schools increased the number of vocational home economics teachers on their staffs. For example, although Dearborn had had a vocational program for a number of years, this program was in one school. Only one teacher was on the reimbursed list in 1937; in 1944 there were two. Programs in other schools in the city were revised to comply with vocational standards, and in 1953 there were eighteen teachers of vocational home economics in Dearborn. Highland Park might be taken as another example. This school was first placed on the list of schools with reimbursed programs in 1940, but only one teacher was on the list for reimbursement; this number increased to two in 1943, and in 1953 there were five such teachers in that city.

Another factor which should be considered is that some city programs with several home economics teachers have been added to the vocational list. Bay City did not have an approved program until 1950. That year there were three vocational teachers in the Bay City system; in 1953 there were five. Saginaw was approved in 1950 with six teachers. This number has remained constant. Although some smaller programs may have been removed from the reimbursed list, they have been replaced by programs in larger schools. This has tended to increase the total number of teachers in greater proportion than the number of programs.

The job outlook for teachers of home economics appears to be very favorable. Each year there are many more positions available than there are teachers to fill these positions. It has been necessary for the past several years to issue many special certificates to teachers who are not fully qualified to teach in vocational programs. In 1947, there were forty-five such certificates issued, the number rose to seventy-one in 1950, and in 1953 there were seventy-seven teachers in vocational programs of home economics who were teaching on special certificates. It will take many years for the supply of qualified teachers to meet the demand. There were one hundred sixteen teachers trained to teach vocational home economics in Michigan in 1953. Of this number, eighty-nine taught home economics and only forty-six of these were in vocational programs. With the number who regularly leave the profession each year for various reasons, it would appear that unless many more students are recruited for teaching vocational home economics, the teacher shortage will continue for years to come.

Number of pupils. The number of pupils enrolled in home economics in secondary schools of Michigan 1918-53 is shown in Fig. 3. There were a number of years when the enrollment fluctuated during the time that vocational home economics was getting established. This was due to large city programs being approved one year and failing to qualify for reimbursement the following year. After the programs became more stabilized, there was a rise in enrollment that was fairly steady through the middle 1930's. With an increase in federal subsidy through the George-Ellzey Act which became effective in 1935 and the George-Deen Act three years later, the number of programs increased at a rapid rate and the enrollment showed a like increase. A drop in enrollment occurred in

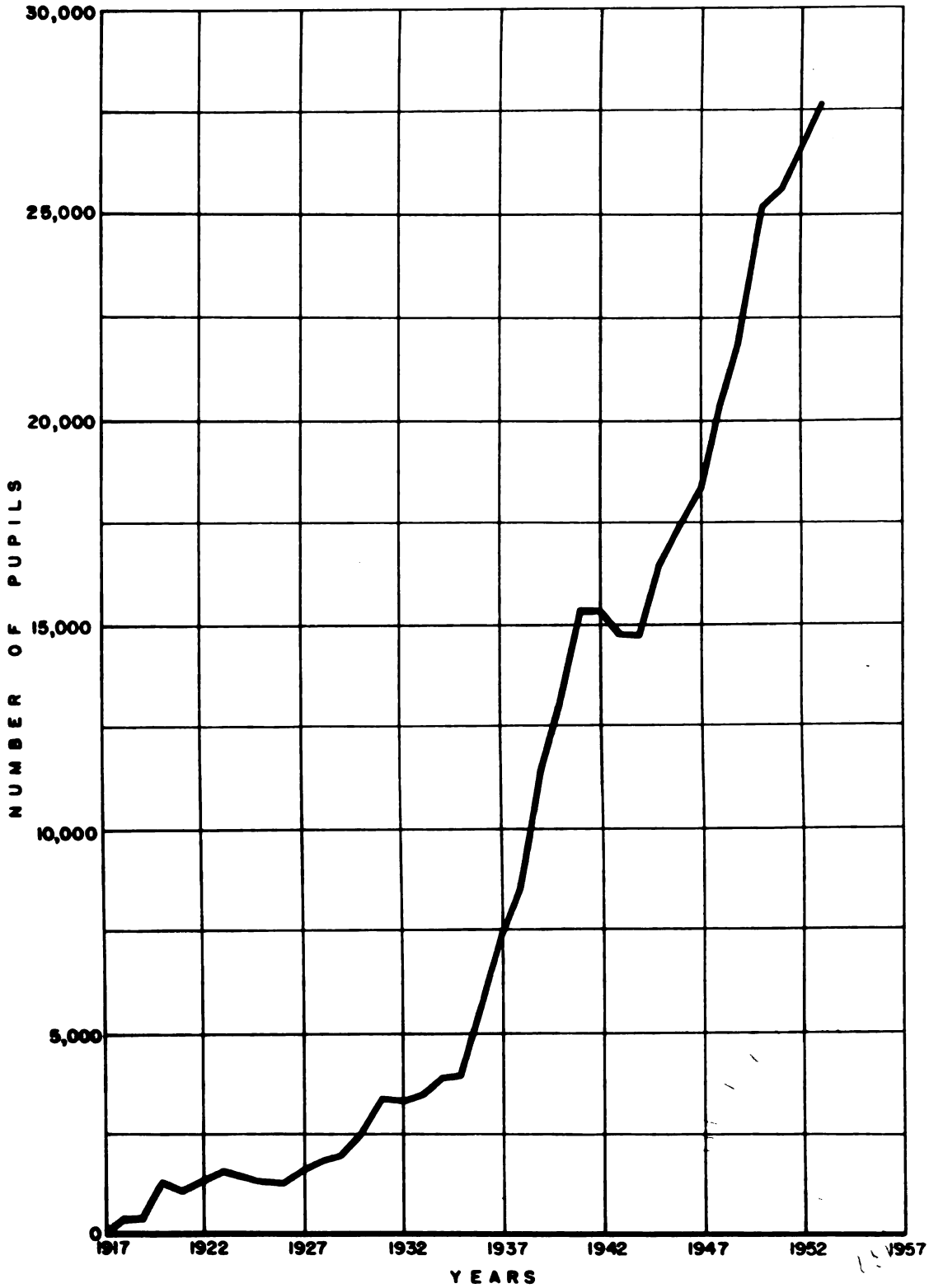

FIGURE 3: NUMBER OF PUPILS ENROLLED IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS OF MICHIGAN

1942, 1943, and 1944. These first two years there had been a gain in number of programs. These decreases in enrollment probably were due to a decrease in total high school enrollment which occurred in Michigan for the same period of time.[66] In 1944 there was also a decrease of four in total number of programs. Since that time, although there have been two years in which there was a slight decrease in number of programs, there has been a steady gain in enrollment. The greatest increase in number of pupils in the history of reimbursed programs in Michigan occurred in 1950. This was due to the addition of several city programs. The total number of pupils enrolled in reimbursed programs in home economics in secondary schools of Michigan grew from three hundred eighty-seven in 1918 to twenty-seven thousand six hundred forty-three in 1953.

The Effect of Legislation on Amount of Funds Expended and Sources of Funds for Salaries of Teachers of Vocational Home Economics

The funds for salaries of teachers of vocational subjects in Michigan have been provided from federal, state, and local sources. The federal funds received are those which have been appropriated by Congress as a result of the several vocational acts. Every year since the first federal act, the Michigan legislature has appropriated funds to supplement the federal appropriations for vocational education. With few exceptions, however, the chief source of funds for salaries of teachers of vocational home economics has been the local school district. The

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[66] Ninety-Seventh Report of the Superintendent of Public Instruction. Lansing, Michigan: Superintendent of Public Instruction, 1944. P. 72. Ninety-Eighth Report of the Superintendent of Public Instruction. Lansing, Michigan: Superintendent of Public Instruction, 1946. P. 151.

total amounts of money expended annually from each of these three sources, federal, state, and local, for salaries of teachers of vocational home economics in the secondary schools of Michigan from the beginning of the program in 1918 through 1953 are illustrated in Fig. 4.

The reader should keep in mind that the total amount of money expended for salaries applies only to the proportion of the teachers' time which was devoted to teaching vocational home economics. For example, if a teacher taught home economics one half day and in some phase of general education one half day, only one half of her salary would be considered as part of the total expenditure for salaries of teachers of vocational home economics in the secondary schools of Michigan.

Total amount expended for salaries of teachers of vocational home economics. The amount of funds expended for salaries of teachers of vocational home economics would be more closely related to the number of teachers than to either the number of programs or the number of pupils. As was pointed out earlier, one program might have one or twenty teachers on its staff, but it would still be considered one program.

The rise and fall in the total amount of money expended for salaries of teachers of vocational home economics parallels quite closely the increase and decrease in number of teachers.

There were two periods of time during the thirty-six years (1918-1953) when exceptions have occurred. The first was during the depression when due to drastic cuts in salary, the total amount of money expended for salaries of teachers failed to keep pace with the number of teachers. The second was during the past decade. There has been a steady and rapid rise in total amount of money expended for salaries of teachers of vocational home economics. There has not been a proportionate gain in number

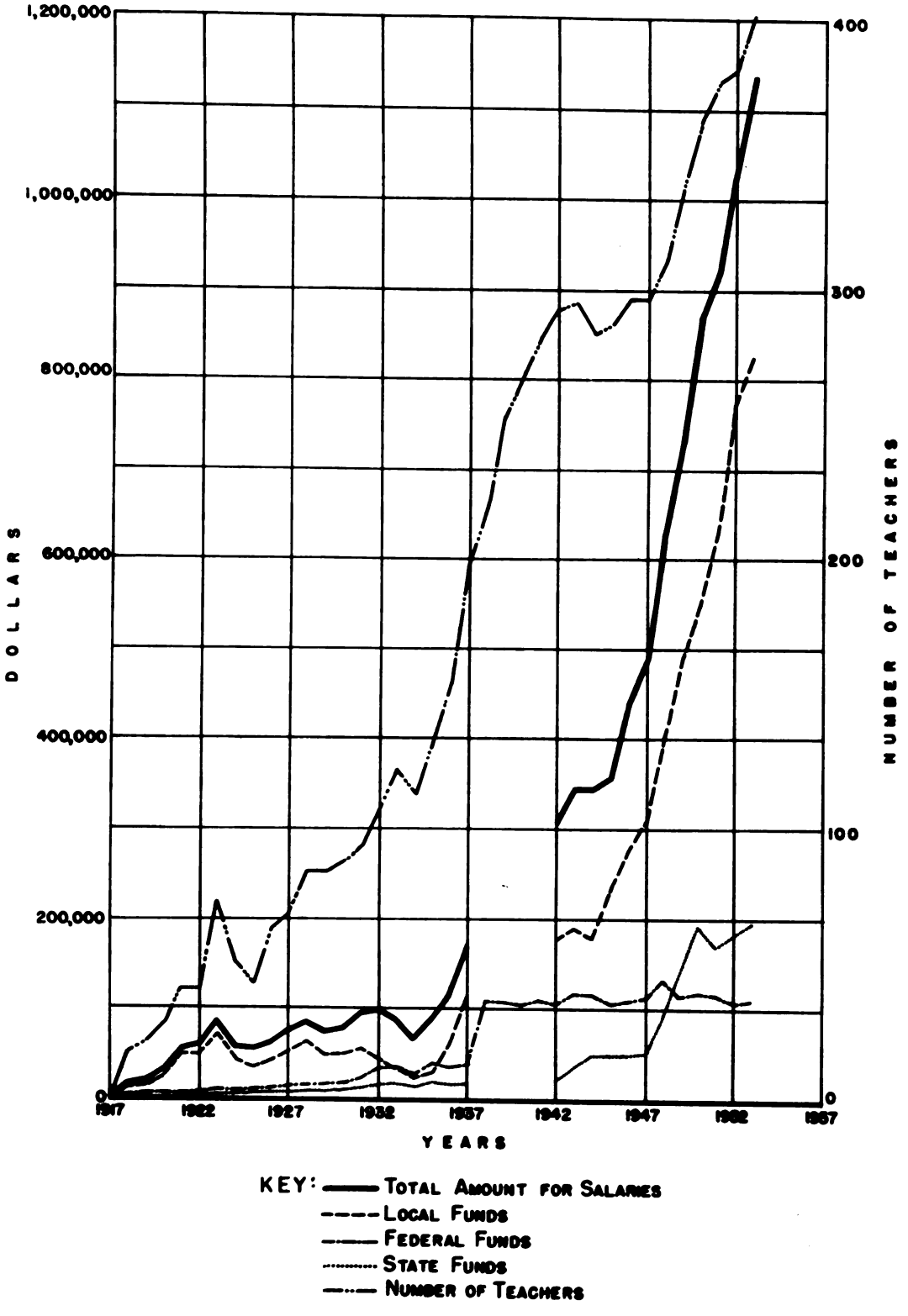

FIGURE 4: TOTAL AMOUNT EXPENDED AND SOURCES OF FUNDS FOR SALARIES OF TEACHERS OF VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS OF MICHIGAN

(DATA OMITTED, 1938-1941, WERE UNAVAILABLE)

of teachers; in fact, there were two years when a slight loss occurred. However, these fluctuations are not reflected in the total amount of money expended for salaries. This difference was due to the rapid rise in teachers' salaries during this period.

Sources of funds. The passage of federal legislation which provided funds for salaries of teachers of vocational home economics in secondary schools seemed to serve as a stimulus to local schools to provide funds to support the program. As each act of legislation was passed and increased federal funds were made available there was an increase in funds from local sources. Local school districts have borne a large share of the expense of salaries of teachers of vocational home economics over the period 1918-1953. As far as available records show there were only three years when local schools failed to provide more money for this purpose than they received from federal sources. This occurred during the depression (1933, 1934, and 1935). As the number of programs has increased and as teachers' salaries have risen in recent years, the local school districts have assumed responsibility for a larger percentage of this expense than in the past.

The greatest increase in federal funds for salaries of teachers of vocational home economics in secondary schools came as a result of the passage of the George-Deen Act which became effective in 1938. Since that time the amount of funds from federal sources has remained fairly constant.

The effect of state legislation to support vocational home economics in secondary schools can also be seen in Fig. 4. Michigan has always made some provision for state support of this type of education. The amount of money from state sources has been less generally, however,

than that received from federal sources. In 1943, the state began to assume more responsibility for financial aid to programs of vocational home economics in secondary schools in Michigan. In 1949, the state provided an amount equal to that received from federal sources. Since that time funds from state sources have exceeded federal funds.

At the close of this study, in 1953, the total amount expended for salaries of teachers of vocational home economics was the largest in the history of the program; more money from local and state sources was expended than ever before. The federal funds have leveled off and probably will remain fairly stable, unless increased aid is given by further federal legislation. In 1953, slightly less than 10 per cent of the total amount spent for teachers' salaries came from federal funds; slightly more than 17 per cent came from state funds; and the local schools provided almost 73 per cent of the total amount of money expended. (These percentages include schools receiving more than the regular reimbursement such as School for the Deaf, School for the Blind, schools used as student teaching centers, and schools with new programs.) It would appear that if the program grows, unless increased appropriations are made, more and more of the cost will have to be assumed by local and/or state sources of funds. When the program was initiated on a national scale, the hope of the sponsors of the first bill for vocational education was that federal subsidy would prove an incentive to local schools to assume responsibility for the development of vocational education. There is little question that this hope has been realized in the program of vocational home economics in the secondary schools of Michigan.

Summary

Legislation has probably had more influence than any other single factor in the development of a program of vocational education in the secondary schools of the United States. Over a period of ten years, prior to the passage of the Smith-Hughes Act in 1917, attempts were made to pass legislation which would provide for federal aid for vocational education in secondary schools.

When the Smith-Hughes Bill was introduced into Congress originally, federal aid for home economics in secondary schools was not included. Home economics was not named as a separate subject but was to be a part of trade and industrial education and was to prepare for work outside the home such as cook, dietitian, housemaid, and similar occupations. The grants for agricultural education were to be used for training for the occupation connected with the farm home. Although the members of Congress seemed to have the idea that home economics was training for homemaking, the difference in purpose between this kind of training and training for a trade was never actually clarified. Consequently, when the bill was passed, home economics was named as a separate subject but was included as a part of the grant for trade and industrial education and the purpose of the training was not definitely clarified. The amount of money for home economics education was limited to 20 per cent of the total funds appropriated for trade, home economics, and industrial education. The program for home economics in secondary schools was patterned after the program for trade and industrial education.

The provision in the Smith-Hughes Act which limited home economics to 20 per cent of the funds appropriated for trade and industrial education

appeared to limit the expansion of the program in the secondary schools of Michigan. There also seemed to be difficulties in administering the program. Correlating the subject matter in related subjects classes with that in home economics and limiting enrollment in these classes to pupils enrolled in vocational home economics seemed to present difficulties.

Home economics also shared in funds from the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George-Barden Act of 1946. These Acts provided for a much more flexible organization of program offerings in home economics than had the Smith-Hughes Act. It was never again linked with other subjects nor was it limited in the amount of funds it would receive to a small percentage.

With few exceptions the program in vocational home economics in secondary schools of Michigan has experienced a continuous growth since its establishment in 1918. The number of programs increased from five in 1917 to two hundred seventy-seven in 1953; the number of teachers from seventeen to four hundred one; and the number of pupils from three hundred eighty-seven to twenty-seven thousand six hundred forty-three.

Funds to support vocational home economics have been provided from local, state, and federal sources. As far as available records show, with the exception of three years during the depression, local funds have always exceeded funds provided from federal or from state sources for salaries of teachers of vocational home economics. It would appear that the federal funds have served the purpose for which they were intended. They seem to have provided an incentive to local schools to develop programs of vocational home economics in the state.

CHAPTER V

SUPERVISION AND IN-SERVICE TRAINING OF TEACHERS

Although the Smith-Hughes Act did not make provision for supervision in home economics, the Federal Board for Vocational Education considered supervision not only important but indispensable to the development of a program in vocational education. This was evidenced by the following statements which appeared in the Second Annual Report:

> The two most important factors in the success of a State program for vocational education are supervision and teacher training. Proper provision for supervision and an adequate plan of teacher training in operation insures success.
>
> . . . . . .
>
> The provision which a State makes for administration and supervision is the best single index of the ability of the State to carry out its part of the agreement set up under the terms of the vocational education act.[1]

It is not difficult to understand why so much emphasis was placed upon the supervisory function. The whole plan of a federally reimbursed program in vocational education for secondary schools was new. Many interests were involved and great responsibility was felt for helping such a program to succeed. Supervision seemed to provide a means for carrying out the plans which had been made for a functional program of vocational education.

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[1]The Federal Board for Vocational Education, Second Annual Report, 1918, op. cit., p. 18.

Provisions for State Supervision in Michigan

In spite of the fact that the Federal Board for Vocational Education placed so much emphasis on supervision, and in spite of the fact that supervision was the generally accepted method of providing leadership in educational programs, neither funds nor a plan for state supervision in home economics were provided in the first State Plan for Michigan. That the State Board of Control for Vocational Education was aware of the need for the services of a state supervisor in home economics is evidenced by the fact that it was indicated in the first State Plan that they would, "submit as soon as possible a plan for state supervision."[2] Some provision must have been made for the appointment of a state supervisor soon after the plan was written, because in the minutes of the State Board of June, 1918, the following was included: "Mrs. Martha French, Supervisor of Home Economics, made a report on her inspection of the schools. . . ."[3] How or when she was appointed was not stated in the minutes of the State Board.

An amendment to the Michigan Plan for 1917 which was recorded in the State Board minutes read as follows:

> Until the State Board of Control can secure suitable legislation by the State Legislature, the director of teacher training in home economics in the Michigan State Normal College will supervise home economics education under directions of the State Board of Control.[4]

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[2]The Michigan Plan for Vocational Education under the Smith-Hughes Law, Vocational Education Bulletin No. 201. Lansing, Michigan: The State Board of Control for Vocational Education, December, 1917. P. 11.

[3]Minutes of State Board of Control for Vocational Education, June 28, 1918, p. 69.

[4]Ibid., October 30, 1918, p. 76.

The person referred to was Mrs. Martha French who had been acting as state supervisor and who was the director of teacher training at Michigan State Normal College.

Providing for supervision in home economics education was difficult due to the confusion regarding use of federal funds for that purpose. This was clarified by a ruling of the Federal Board which authorized the use of teacher training funds for supervision with the following provisions:

> That a plan for supervision be set up by the State board and approved by the Federal Board.
>
> That the qualifications of supervisors be set up by the State board and approved by the Federal Board.
>
> That all supervisors employed in connection with supervision for the maintenance of which Federal funds are used, shall meet the qualifications set up by the State board and approved by the Federal Board, and that such supervisors shall be employed by and responsible to the State board for vocational education.
>
> That not more than 25 per cent of the maximum which may be used for teacher training in any one of the three lines - trades and industries, home economics, and agriculture - be used for the maintenance of supervision in that line.[5]

In the 1919 revision of the State Plan for Michigan, definite provision was made for a supervisor of home economics education. The Plan listed the qualifications and duties of such a supervisor and stated the source of funds for her salary.[6] It is evident that the ruling of the Federal Board had influenced the writers of the Michigan Plan since

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[5]The Federal Board for Vocational Education, Second Annual Report, 1918, op. cit., pp. 149-50.

[6]The Michigan Plan for Vocational Education under the Smith-Hughes Law, Vocational Education Bulletin No. 201. Lansing, Michigan: The State Board of Control for Vocational Education, July, 1919. Pp. 10-11.

the statements regarding the use of teacher training funds which had been made by the Federal Board were included almost verbatim in the Michigan Plan. Although the first state supervisor of home economics was employed for only one-quarter time, there was nothing in the State Plan which would prevent the employment of a full-time supervisor when the development of the program would make it necessary.

Mrs. French continued to serve as state supervisor of home economics until June, 1921. At that time the State Board decided to secure if possible a full-time supervisor for home economics education.[7] Miss Ruth Freegard was appointed to the position and assumed her duties in September, 1921.[8] She continued to carry the responsibilities of the office of state supervisor alone until 1937 when provision was made for the employment of assistant state supervisors. In the State Plan which was approved that year it was stated that the professional staff would consist of ". . . (b) a state supervisor for each service for which the State Board of Control for Vocational Education is responsible, (c) such assistant supervisors and other staff members as are needed and for which funds are available. . . ."[9] Additional funds had been made available for teacher training under the provisions of the George-Deen Act which became effective the fiscal year beginning July 1, 1937. The home economics

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[7]Minutes of the State Board of Control for Vocational Education, June 28, 1921, p. 113.

[8]The Michigan Plan for Vocational Education under the Smith-Hughes Law, Vocational Education Bulletin No. 201, 1927, op. cit., p. 9.

[9]The Michigan Plan for Vocational Education and Rehabilitation, Vocational Education Bulletin No. 201, 1937. Lansing, Michigan: The State Board of Control for Vocational Education, 1938. P. 10.

program had grown tremendously since the appointment of the first full-time supervisor. The number of programs in all-day schools alone had increased from twenty-one in 1921-22 to one hundred forty-nine in 1936-37. Shortly after the 1937 State Plan was adopted additional personnel were added to the state supervisory staff. One assistant supervisor joined the staff in November, 1937,[10] and a second on January 1, 1938. A third assistant supervisor was employed on a half-time basis in November, 1945. Since that time there has been a great deal of fluctuation in the number of assistant state supervisors. The number has varied from one to three from 1945 through 1953.

Miss Freegard held the position as head state supervisor of home economics from the time of her appointment in September, 1921 until her retirement on September 30, 1949, a total of twenty-eight years of continuous service. The position of head state supervisor was vacant until June 30, 1950, following Miss Freegard's retirement.

Provisions for Itinerant Teacher Training in Michigan

The first reference to enlisting the aid of colleges in the in-service training of teachers was made in the 1922 State Plan. The position of itinerant teacher trainer by title was not mentioned. However, one of the duties of the state supervisor was:

> She shall make suitable arrangement in cooperation with the teacher training institutions for suitable teacher

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[10]This data and those appearing subsequently which are concerned with tenure of state supervisors were obtained from the records of the Michigan State Board of Control for Vocational Education.

> training of teachers in service in order that the several teachers of home economics shall have the fullest advantage of the latest reports and investigations concerning their work.[11]

The itinerant teacher trainer has been a member of the staff of the Michigan Agricultural College since the position was created in September, 1923.[12] The first itinerant teacher trainer was killed in an automobile accident three months after being appointed to the position. The vacancy caused by her death was filled the following fall and since that time, with the exception of one year when the position was vacant (1938), continuous service to the teachers of home economics of Michigan has been provided through the work of the itinerant teacher trainer.

In the 1927 State Plan the position was referred to for the first time by title. In one of the paragraphs on "Improvement of teachers in service" this statement appeared: "This may be carried out through summer school courses and courses given by the itinerant teacher trainer appointed on the staff at Michigan State College."[13]

Qualifications of State Supervisors of Home Economics as Conceived by the Federal Board

The Second Annual Report of the Federal Board for Vocational

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[11] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Vocational Education Bulletin No. 201, 1922, op. cit., p. 12.

[12] This date and the one which follows concerned with tenure of itinerant teacher trainers were obtained from the Annual Reports of the Michigan State Board of Control for Vocational Education.

[13] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Vocational Educational Bulletin No. 201, July 1927, op. cit., p. 40.

Education included an interpretation of the Smith-Hughes Act as it related to home economics. In explaining the conditions and standards set up by the vocational education act which applied to supervision, the following statement was made: "Qualifications for the supervisors should be such that in all cases the supervisor of home economics in a State is better qualified than are the teachers of home economics in that State."[14] In a federal bulletin published the next year, more specific standards were given for the additional qualifications which should be required of a supervisor beyond those which a teacher was expected to have. These were described as follows:

> . . . it is clear that standards of qualifications for a supervisor should at least be those set up for the teacher of home economics, and she should have in addition not less than two years of successful experience in teaching home economics. It is desirable that a supervisor have had administrative experience and have made a special study of home problems and of school organization.[15]

It becomes evident that the Federal Board felt that the qualifications for state supervisors should be higher than those for teachers. It was left to the individual states to determine the definite qualifications for supervisors. One qualification which was required of teachers which would not ordinarily be associated with college training was some experience in the vocation of homemaking. In discussing the skills which a home economics teacher should have, it was stated:

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[14]The Federal Board for Vocational Education, Second Annual Report, 1918, op. cit., p. 62.

[15]The Federal Board for Vocational Education, Home Economics Education Organization and Administration, Bulletin No. 28, Home Economics Series No. 2, February, 1919. Washington: United States Government Printing Office, 1919, p. 57.

> It is difficult to determine the amount and character of vocational experience necessary to develop the degree and variety of skills essential to an appreciation of workmanship, in the household occupation, or to furnish a basic fund of knowledge essential to a feeling for the occupation and to an understanding of its needs and responsibilities. Nearly all girls grow up in some sort of a home.
>
> . . . . . .
>
> It would, therefore, seem reasonable to assume that, as compared with industrial education, a shorter period of actual participation in the household occupations should be required to provide the necessary contact with the vocation. In this assumption it is understood that the participation in the occupation involves a wide variety of experience and all-round responsibility for management.[16]

Since so much emphasis was placed on vocational experience for teachers by the Federal Board, it would be reasonable to assume that some such requirement would be expected of state supervisors in Michigan. Vocational experience in homemaking was first listed as a requirement for state supervisors in the 1922 Plan. Every Plan since that time has included such a requirement.

Qualifications of State Supervisors in Michigan

The qualifications of state supervisors of home economics in Michigan were given in the successive State Plans. These qualifications have been classified into the following categories: educational requirements, teaching experience, vocational experience, and general qualifications. Tables V, VI, VII, and VIII show these qualifications as they appeared in the various State Plans. Since no provision was made for

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[16] The Federal Board for Vocational Education, Second Annual Report, 1918, op. cit., p. 60.

state supervision in home economics in the first State Plan, it has been omitted from the tables.

TABLE V

QUALIFICATIONS OF STATE SUPERVISOR
EDUCATIONAL REQUIREMENTS

Educational requirements	State Plans					
	1919	1922	1927	1932	1937	1947
Graduate of an approved four-year course in home economics.....	x	x	x	x	x	x
**Ten hours of college credit in education or its equivalent.....	x					
**Twelve hours of education or its equivalent.....		x				
Twenty-five semester hours in education.....			x			
Graduate work in home economics or education.....			x			
Twenty semester hours in education (undergraduate).....				x	x	
Master's degree in education with advanced work in home economics education.....				x	x	x*
Michigan Certificate for teaching vocational home economics.....				x	x	x

*Including supervision.
**Neither of these Plans stated as to whether these are semester or term hours.

Educational requirements. According to Table V, "graduate of an approved four-year course in home economics" is the only educational requirement which has remained constant from 1919 to the present time. The "approved" refers to institutions which the State and Federal Boards for Vocational Education have approved for training teachers of vocational home economics. Since the teacher of home economics in Michigan had to be a graduate of a four-year course in home economics, this requirement

would obviously hold for a supervisor also if the principles recommended by the Federal Board were followed.

The required number of hours of credit in education changed with the adoption of each new State Plan until 1932. These changes have all been pointed toward increasing the number of hours of required credit in education. The "ten hours of credit in education" which was required in 1919 had increased to a "Master's degree in education with advanced work in home economics education" in 1932. There have been no changes since that time except that a course in supervision was specified among the required courses in education in the 1947 Plan. This increase in the number of required credits in education parallels fairly well the rise in importance of education as a field of study in the United States. At the close of the nineteenth century, there was still no well-developed body of subject matter in education. Shortly after the beginning of the twentieth century, some of the educational literature began to take form and to be developed into a science of pedagogy. The child study movement, the development of the field of educational psychology, and progress in scientific measurement in education all contributed to the new science. As the body of subject matter in the field of education continued to grow, there was a rapid rise in the number of colleges and universities offering courses designed to train teachers in the professional aspects of pedagogy. Brubacker states: "While in 1900 only 24 colleges and universities were offering professional work in education, in another three decades nearly 600 were doing so."[17]

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[17]John S. Brubacher, A History of the Problems of Education. New York: McGraw-Hill Book Company, Inc., 1947. P. 520.

There appears to be a duplication in requirements in the 1932 and 1937 State Plans. Twenty semester hours of credit in education are listed as a requirement in addition to the Master's degree in the field. The twenty semester hours of credit was aimed specifically at meeting the state certification requirement, but it would seem that this requirement would have been met if the individual had received a Master's degree in education. Evidently this was the interpretation given in the 1947 Plan since the twenty semester hours were omitted from the Plan (see Table V).

Teaching experience. Table VI shows trends in the requirements for teaching experience in home economics for state supervisors in Michigan. Three years' experience was required in 1919, four in 1922, and

TABLE VI

QUALIFICATIONS OF STATE SUPERVISOR
TEACHING EXPERIENCE

Teaching experience	State Plans					
	1919	1922	1927	1932	1937	1947
One year general teaching.....	x					
Three years home economics teaching experience.....	x		x		x	
Three years general teaching experience.....		x	x*	x*		
Four years home economics teaching experience.....		x				
Five years experience in teaching or supervising teachers of home economics subjects.....			x	x	x**	x**
Two years supervision or administrative experience.....			x			
At least three years of teaching experience in position of responsibility demonstrating ability to handle administrative work.....			x	x		

*Highly desirable.
**Three years in vocational department.

five in 1927. The additional requirement that three of the five years' experience must have been in a vocational department was not made until 1937. The reason for this may have been that prior to that time, persons in supervisory positions would probably have had their teaching experience before the establishment of vocational education. Some general teaching experience was also felt to be desirable in the early years of the program. This is evidenced by the inclusion of this requirement in the early State Plans. Although not a requirement, it was still considered "highly desirable" as late as the 1932 Plan. Many persons in positions of leadership in home economics education had probably started their teaching careers in the field of elementary education or in some secondary field other than home economics, since home economics was still fairly new as a field of study. This was true of the second state supervisor and her own experience may have influenced the inclusion of this requirement in the Michigan Plan. It will be noted that requirements concerned with administrative experience in education appeared only twice. It may have been that it was not possible to secure persons with administrative experience who met the other requirements or perhaps it was felt that the idea was incorporated in the requirement which stated "five years' experience in teaching or supervising teachers of home economics subjects." This was changed in the 1947 State Plan to "five years of successful experience both as a teacher and supervisor of home economics."

Vocational experience. As was pointed out earlier, the members of the Federal Board had indicated their belief in the necessity for vocational experience for teachers of home economics.[18] The 1922 State

[18] Cf. p. 114.

Plan was the first to include such a requirement for state supervisors, as shown by Table VII. This Plan also showed the influence of the trade and industrial aspects of home economics training and it included in addition to experience in the home, contact with women's vocations.

TABLE VII

QUALIFICATIONS OF STATE SUPERVISOR
VOCATIONAL EXPERIENCE

Vocational experience	State Plans					
	1919	1922	1927	1932	1937	1947
Actual home experience and actual contact with women's vocations at least sufficient to give her a comprehensive knowledge of women's vocations in general and sympathy with vocational problems of women.....		x				
At least two years homemaking experience, practical experience in household management or its equivalent.....			x	x	x*	
Three years of homemaking experience including actual management of a home.....						x

*Plus direct contact with children.

This contact with women's vocations does not appear again. The 1922 State Plan did not make a definite statement as to the amount of homemaking experience required. The 1927, 1932, and 1937 Plans stated a minimum of two years. The 1937 Plan listed in addition "direct contact with children." This additional requirement appeared only once. In the 1947 Plan, the amount of homemaking experience required of state supervisors was raised to three years.

It is not difficult to understand the reason for including some

requirements regarding actual experience in homemaking. The philosophy of the vocational program from its beginning was that of a practical education. It was no doubt felt that homemaking experience was necessary in order to understand the various areas of homemaking and to prevent the education from becoming too theoretical. This idea finds a great deal of support today and the requirement is still in effect.

General qualifications. In addition to experience, some attempt was made to set up some general qualifications which would be desirable in a home economics supervisor. These are shown in Table VIII. These are for the most part, much more difficult to measure than are the items included under education, teaching, and vocational experience. This type

TABLE VIII

QUALIFICATIONS OF STATE SUPERVISOR
GENERAL QUALIFICATIONS

General qualifications	State Plans					
	1919	1922	1927	1932	1937	1947
Good health.....			x	x		
At least 25 years of age.....			x	x		
Demonstrated ability as organizer and leader.....			x	x		
Ability to meet people and situations successfully with mature and sound judgment.....					x	x
Energetic and tactful leadership.....					x	x
Pleasing personality.....					x	x

of qualification was first included in the 1927 Plan. Any judgment of these more general qualifications would of necessity be based on more or less subjective opinions of persons with whom the supervisor had had previous contact or on opinion based on an interview. The qualification

relating to age is perhaps the only one which could be definitely established. The statement of these general qualifications does, however, indicate an effort to include some of the more qualitative aspects which are important in supervisory work.

Qualifications of Itinerant Teacher Trainer in Michigan

Since the itinerant teacher trainer was responsible for aiding in the in-service training program, it might be well to compare briefly the qualifications for that position with those of the state supervisor. It was not until 1927 that the State Plan included any statement of qualifications for the itinerant teacher trainer. At that time the qualifications were somewhat higher for the state supervisor than they were for the itinerant teacher trainer.

The only difference in the educational requirements which were set up for the two positions in the 1927 Plan was that graduate work was listed for the state supervisor but was not required for the itinerant teacher trainer. In subsequent plans the educational requirements were identical for the two positions.

Less teaching experience was required for the itinerant teacher trainer than for the state supervisor until the 1947 Plan. In the 1927, 1932, and 1937 Plans, only three years were required for the itinerant teacher trainer while the supervisor must have had five. In the 1937 Plan, supervisory or teaching experience was required, and supervision and teaching experience in the 1947 Plan for both positions.

Other experience such as homemaking were the same for the two positions. The State Plan for 1937 is the only one which lists any

general qualifications for the itinerant teacher trainer. In this Plan, for some reason, the qualifications of the itinerant teacher trainer were listed with those of the supervising teacher. Good health, ability to supervise student teachers effectively, and ability to hold the interest of pupils were given.

Duties of the State Supervisor of Home Economics as Conceived by the Federal Board

The Federal Board for Vocational Education recognized not only the need for supervision in home economics as has been pointed out earlier, but it also recognized the necessity for developing a plan outlining the tasks to be performed by a supervisor. In the Second Annual Report of this Board it was stated:

> If supervision is to function in the scheme of vocational education, a definite plan for supervision must be outlined. Such a plan should include the general inspection work, ordinarily understood as supervision, as well as suggestions for the improvement of the teachers in the school.[19]

In a bulletin published a year later, the duties of the state supervisor were outlined in more detail as follows:

> 1. To assist teachers who are already in service [in service training], and to assist communities which have already started something in the way of instruction along vocational lines or which have signified a desire to initiate a program of vocational instruction. . . . The supervisor should also be a stimulator of communication, putting before the people the possibilities of vocational instruction and assisting these communities

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[19] The Federal Board for Vocational Education, Second Annual Report, 1918, op. cit., p. 62.

to establish satisfactory vocational schools or courses. [promotional]

2. Along with this stimulating duty a State supervisor has the onerous duty of checking up the work of teachers or schools. Acting in this capacity, administering a system of vocational education in which the State has a responsibility for the success or conduct of a school, the supervisor is a policy officer charged with the duty of determining whether or not the school meets the standards set up for the State.[20] [inspectional]

It will be seen that the duties of the state supervisor as conceived by the Federal Board in 1918 had been extended somewhat a year later to include some promotional activities. Neither of these outlines of responsibilities included general administrative duties, such as making out reports and preparing budgets.

The concept of democratic supervision has gained a great deal of support over a period of years beginning shortly after World War I. Democratic supervision might be defined as cooperative supervision in which both the supervisor and the teacher participate in the undertaking. The linking of the responsibilities of assisting teachers in-service and inspecting schools to determine whether or not they qualified for reimbursement made attempts at democratic supervision extremely difficult, for by its very nature inspection does not easily lend itself to cooperative action.

Responsibilities of State Supervisors for In-Service Training in Michigan

Table IX shows the various responsibilities of state supervisors for in-service training of teachers in Michigan which were included in

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[20] Home Economics Education Organization and Administration, Bulletin No. 28, 1919, op. cit., pp. 56 and 57.

TABLE IX

RESPONSIBILITIES OF STATE SUPERVISOR
FOR IN-SERVICE TRAINING OF TEACHERS

Responsibilities	State Plans					
	1919	1922	1927	1932	1937	1947
Outline suitable courses of study....	x	x				
Organize teaching material.....	x	x	x	x		
Give personal supervision to schools giving home economics education.....	x					x
Make suitable arrangements in cooperation with teacher training institutions for suitable training of teachers in-service...		x	x	x	x	x
Call state or group conferences of vocational teachers.....		x	x	x	x	x*
Prepare bulletins essential to the promotion of home economics education.....		x	x	x		
Encourage teachers to take courses for professional growth, urging special study at least every two or three years.....			x	x	x**	
Assume responsibility for improvement for teachers of all-day classes.....					x	
Give limited amount of time to assistance of local schools in improvement of pre-vocational programs or non-reimbursed programs with vocational objectives.....					x	x
Cooperate with, assist in establishing, supervise and encourage the Future Homemakers of America..						x

*Also personal conferences.
**Or travel or homemaking experience.

the several State Plans. It will be seen that the responsibilities relative to state or group conferences and to cooperation with teacher training institutions have remained constant since the 1922 State Plan. Although giving personal supervision to schools appeared only twice, in

the 1919 and the 1947 Plans, this is a responsibility which has always been assumed by state supervisors. A statement which probably was believed to convey the same meaning was included in the 1937 Plan. This was the responsibility for improvement for teachers. Assisting in non-vocational programs and helping with the Future Homemakers of America did not appear as responsibilities until very recently in the program. The responsibilities of state supervisors for in-service training as they were carried out in Michigan are discussed in the following pages.

Outline suitable courses of study. Only the first two State Plans included "outline suitable courses of study" as a duty of the state supervisor. Perhaps the general trend away from formalized courses of study may account for this omission after the 1922 Plan. However, each State Plan, with the exception of the one accepted in 1947, has included what many persons would term a course of study. There was an outline to guide the teacher in selection and grade placement of subject matter with some suggestions as to the amount of time which should be devoted to each phase of subject matter.

In addition to suggestions which were included in the State Plan, since 1939 a leaflet has been prepared and sent to schools each fall with suggestions for organizing the work given in home economics. These leaflets included large subject matter areas showing suggested grade placement but did not indicate the amount of time to be given to each area.

In response to requests for help by teachers, A Guide For Homemaking Education[21] was published in 1951. A member of the state super-

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[21] The Curriculum Guide Committee, A Guide For Homemaking Education, Bulletin No. 2130 M. Lansing, Michigan: State Department of Public Instruction, 1951.

visory staff served as chairman of the Michigan Home Economics Curriculum Committee which sponsored the development of the Guide. This curriculum committee is an organization of home economics teachers in Michigan.[22] The Guide was not a course of study in the strictest sense of the word but a collection of source units which could be adapted to local situations.

Organize teaching materials. The organization of teaching materials was not listed as a duty of the state supervisor after the 1932 State Plan. There does not appear to have been any consistent plan for carrying out this responsibility. The source of teaching material seems to have been, for the most part, the work of committees in state or group conferences.[23]

Give personal supervision to schools giving home economics education. Although giving personal supervision to schools which offer home economics education is listed in only two of the State Plans, this is a responsibility which has always been assumed by the state supervisor. This kind of supervision has involved personal visits to schools which were receiving reimbursement from federal and state funds for their home economics programs. In the early years of the vocational home economics program, all schools having reimbursed programs were visited annually. As the number of programs in vocational home economics increased, it was not always possible for the state supervisor to visit each school every year. After the addition of two assistant state supervisors in 1937-38, the annual visiting of all vocational home economics programs was resumed.

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[22]See Chapter VI for further information on Michigan Home Economics Curriculum Committee.

[23]Cf. p. 134.

After 1943-44, no reports were given as to the number of visits which were made by the state supervisory staff until 1948-49. In the past few years all schools with reimbursed programs have not been visited each year.

There have been some apparent changes in the philosophy of working with teachers and school administrators when visits were made to schools. Such words as "urged," "promoted," "stressed," and "sold ideas" were used for a number of years to describe what the supervisor did while visiting the school. This would lead one to believe that the supervisor had some rather definite ideas which she was attempting to have incorporated in the local program. Since it is not possible to determine what happened, one must draw inferences from written reports. About 1937-38 the tone of the reports describing the work of the supervisor began to change. In place of "urged," "promoted," "stressed," and "sold ideas," such words as "helped," "assisted," "suggested," and "cooperated with" were used. This is not conclusive evidence of change in practice but may express a trend toward a more democratic philosophy. Another evidence of less authoritarian methods is shown by the statement that the supervisory staff was sending announcements of plans for visits and that visits were being followed with reports to the schools (1937-38). In 1950 a change in philosophy regarding visitation was implied when it was stated that visits were based upon requests made by schools.

Cooperate with teacher training institutions. The state supervisor was made responsible for the in-service aspect of teacher training in Michigan. Since 1922 she has not been expected to carry out these responsibilities unaided, but is to "make suitable arrangements in cooperation with teacher training institutions for suitable training of

teachers in-service." This has been accomplished in various ways. The persons responsible for the pre-service program of teacher training in the institutions have aided teachers in-service by doing a limited amount of visiting especially of their own first-year teachers, by writing letters in answer to specific questions asked by teachers, and by arranging for personal conferences with teachers when they returned to the campus to visit. The institutions have also offered summer school courses for teachers in-service. Perhaps the most important contribution and probably the most systematic, however, has been the assistance given to teachers by the itinerant teacher trainer.

The itinerant teacher trainer has always been a member of the Michigan State College staff. For a few years following the appointment of the first itinerant teacher trainer (Fall, 1923) the aspect of her work which seemed to have received major emphasis was the organization and teaching of extension courses for vocational teachers. It is interesting that extension courses which are used quite commonly today as a means of in-service education are sometimes considered a modern innovation. The teachers' institutes organized first by Henry Barnard in 1839 had for their purpose the training of teachers in-service.[24] The number of extension courses began to decrease and such courses were discontinued altogether for a number of years after the school year, 1927-28. Probably one of the reasons for this decrease was that the itinerant teacher trainer was appointed chairman of teacher training in home economics at Michigan State College. With the increased responsibilities which it was

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[24]Ellwood P. Cubberley, Public Education in the United States. Boston, Mass.: Houghton Mifflin Company, 1934. P. 324.

necessary for her to assume relative to the pre-service program, it became necessary for her to be relieved of some of her in-service duties. It may be, too, that the extension courses had for the time being answered a need felt by teachers in the field for some training in philosophy and methods of teaching in vocational education.

The trend at this time was away from these courses which were offered by extension and toward small non-credit study groups. These groups were organized with the help of the itinerant teacher trainer who met with them from time to time. This type of in-service training under the leadership of the itinerant teacher trainer with the cooperation of the state supervisory staff continued until shortly after the beginning of World War II when it was discontinued. During the war years, travel was limited and even though these groups had been small and had not represented large geographic areas, it was difficult to get together for meetings. Another factor which discouraged these activities was the involvement of teachers of home economics in defense activities in their own communities.

As a result of the influence of the war, there was a great deal of mobility of the entire population. Teachers were not exempt from this, and many teachers of home economics left their teaching positions to be near their husbands who were in the service of their country. Teachers who had not been actively engaged in teaching were recruited to help supply the demand for teachers of home economics. In response to a need to give some additional training in the field for these teachers, one extension course was offered in 1944-45. Seventeen years had elapsed since the last extension course had been offered in the program of in-service training in home economics education.

The teacher shortage continued, and requests for extension courses came from those teachers who had not been teaching for some time as well as those actively engaged in teaching. Since Fall, 1948, extension courses have been offered every year as a part of the regular work of the itinerant teacher trainer. In addition to these courses, small non-credit study groups have again been formed. These groups differ from those mentioned previously in that a smaller number have been organized in order that the itinerant teacher trainer could work with them more consistently over a two- or three-year period. Some of these have been located in cities where a number of teachers from the same school system could work together. In most cases, administrators have worked cooperatively with their own teachers in program development. This kind of organization has provided a method by which teachers may analyze their problems, develop materials carefully, try them out, and make an evaluation rather than attacking one problem hurriedly without careful planning or perhaps only "talking about" the problem and never actually reaching the "doing" stage. These groups of teachers have developed teaching materials which were definitely adapted to their particular communities. The role of the itinerant teacher trainer has been that of consultant in guiding the in-service activities of such groups.

In addition to the extension classes and non-credit study groups, the itinerant teacher trainer has aided in the in-service training of teachers by carrying on a rather extensive visitation program. Although a member of the staff at Michigan State College, she has worked cooperatively with other teacher training institutions and has visited their beginning teachers. As the pre-service responsibilities have grown in the various institutions, persons who are working in this phase of

teacher education have had less time for school visitation. This has meant increased responsibility for the itinerant teacher trainer.

In a discussion of the cooperation of teacher training institutions in the in-service training of teachers, the contribution to the in-service program of the research specialist in home economics education should be mentioned. She has been a member of the staff in home economics education of Michigan State College and has worked cooperatively with the itinerant teacher trainer and the members of the state supervisory staff in home economics education. In 1942, work was begun on some studies which were aimed at improving teachers in-service.

The first of these was an attempt to determine the differences among groups of homemaking teachers who were rated as outstanding, average, or non-proficient by a jury of teacher trainers and supervisors. From the data collected, she developed some characteristics or qualities which she felt differentiated the three types of teachers--outstanding, average, and non-proficient. This set of characteristics provided a basis for the next step in the project. With the assistance of the state supervisors and the itinerant teacher trainer, a bulletin was developed for use in the school visitation program.[25] The foreword to the bulletin stated a philosophy of supervision which presented a democratic approach to supervisory procedures. It said: "The present concept of supervision conceives of the supervisor as an 'educational consultant' who helps teachers grow in professional effectiveness."[26] The importance

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[25] Teacher Growth in Homemaking Education, Official Miscellaneous No. 2105. Lansing, Michigan: The State Board of Control for Vocational Education and the Department of Education, Michigan State College, 1943.

[26] Ibid., Foreword.

of research in the program of improvement of teachers in-service was emphasized in the Preface:

> In planning and carrying on this program of research, one principle has been held consistently to be fundamental. That is, the program must be functional, which, according to the interpretation of the committee, means that it must contribute to the improvement of the work of the homemaking teacher in the schools. The present bulletin is based upon research data which such teachers helped to provide. The results of the study now have been organized in a way which is intended to assist these same teachers as well as others to do a better job. The attainment of the goal will constitute a practical demonstration of the worth of the endeavor.[27]

The bulletin seemed to accomplish the purpose for which it was intended when it was used cooperatively with teachers. An analysis of the findings determined by using the bulletin with teachers was given in the 1942-43 annual report of the state supervisor. A more evaluative study of the effectiveness of the bulletin in self-evaluation by teachers was given in her 1943-44 annual report. The general feeling seemed to be that the bulletin was very useful in helping teachers to grow as professional persons. It was stated that the use of the bulletin was very time-consuming. This bulletin is never again referred to in the annual reports. This probably reflected a point of view held by persons who were working in the in-service program. Even if the bulletin were effective, it was not thought desirable to use as much time as was required to work through the various aspects of effective teaching which were listed in the bulletin. The supervisory staff probably found themselves in conflict as to whether it was best to limit services to selected

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[27] *Ibid.*, Preface.

teachers and schools or spread their services over a wider range. They chose the latter course.

A more recent project carried on by the research specialist from Michigan State College in cooperation with the state supervisory staff was concerned with a study of homemaking education in Michigan. A publication which summarized findings and gave suggestions to teachers and administrators for evaluation in one aspect of home economics education resulted from this project.[28] A later publication summarized learning experiences in home economics classes.[29] These bulletins would also seem to provide possibilities for use in in-service training of teachers.

Call state or group conferences. Another aspect of in-service training which has been delegated to the state supervisor in each State Plan since the 1922 Plan is "call state or group conferences of vocational teachers." The conferences for home economics teachers in Michigan have had an interesting history. The first state conference was held in 1918-19. The next record of a conference was one held in July, 1924. These first conferences which were held were large conferences for all teachers of vocational home economics in the state. Non-vocational teachers, teachers of related subjects, college teachers, and school administrators were invited and often attended these conferences. At

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[28] Beatrice O'Donnell, Home and School Cooperation in Homemaking Education in Michigan. East Lansing, Michigan: Michigan State College in Cooperation with the State Board of Control for Vocational Education, June, 1952.

[29] Beatrice O'Donnell, Taking a Look at What Girls and Boys Do in Homemaking Classes in Grades 9-12 in Michigan. East Lansing, Michigan: Michigan State College in Cooperation with the State Board of Control for Vocational Education, June, 1953.

about the time that extension courses were supplanted by small non-credit study groups (1928), there seemed to be a trend away from state conferences to smaller group conferences. Over a ten-year period only one state conference was held. This was in February, 1936. Two factors may have been operating which would have influenced this trend. The depression had affected teachers' salaries and the cost of attending a state conference may have been prohibitive. On the other hand, teachers may have felt that they received more help in smaller groups in which they had an opportunity to discuss problems related to their own local schools, than they did in larger conferences where problems of a more general nature were discussed. After 1937-38, there seemed to be a trend back to state conferences, although group conferences were also held in addition to the state conferences. After the advent of World War II, small group conferences again became the vogue. This was probably due to curtailment of travel and lack of availability of hotel accommodations. During the war, two state conferences were held, but attendance was by invitation only, and the number who participated was limited to about thirty-five or forty persons. Following the war, the pendulum swung back again, and every year, with the exception of one, there has been a state conference for teachers of home economics. The first of these was held in the summer of 1947. In 1951, the conference attendance was limited to beginning teachers.

The techniques for group work which have been used in conferences represent an attempt to involve the teachers in cooperative activities. Reports of the earliest conferences indicate that the programs did not consist of speeches and formal addresses. On the contrary, the entire group would divide into small groups and develop teaching materials.

These materials would then be mimeographed and sent to teachers of vocational home economics throughout the state. During the last decade, there has been a trend away from production conferences. Teachers have assumed more responsibility for planning the conferences than they formerly did and have also taken an active part in the conference programs as leaders of discussion groups, panel members, and other such activities, but the conference has usually not produced written materials. The conference programs reflected special emphases which were being placed on curricula and methods at various times. The influence of these conferences will be discussed in Chapter VI.

Prepare bulletins essential to the promotion of home economics education. The preparation of bulletins was included in the 1922, 1927, and 1932 State Plans as a duty of the state supervisor as will be seen in Table IX. Evidently this responsibility was not considered of as great importance as some others since only a few bulletins were prepared. The first bulletin which dealt with vocational home economics in the secondary school was published in 1936.[30] This bulletin was concerned with the subject of home projects. A revised edition appeared in 1941.

In spite of the fact that the preparation of bulletins was not included in State Plans after 1932, there have been a number of bulletins published since 1937.

Encourage teachers to take courses for professional growth. The 1927 State Plan was the first to emphasize that teachers should continue their education for the purpose of improving themselves professionally.

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[30] Guide for Home Projects in Home Economics in Michigan, Bulletin No. 229, Lansing, Michigan: The State Board of Control for Vocational Education, 1936.

It will be recalled that about this time the extension courses which had received so much emphasis were discontinued. There seemed to be no consistent plan for encouraging teachers to continue professional study.

The state supervisor was appointed editor of the Michigan Home Economics Association Newsletter in 1928. Membership in this association was not confined to teachers but included other professional home economists as well. The Newsletter was sometimes used as a means of encouraging further study for teachers. For example, one of the Newsletters in 1929 included four articles by teachers who had attended summer school. The first of these described summer school at Columbia University.[31] Some idea of the scope of home economics work in summer school at Michigan State College was given in another article.[32] The work accomplished in a class in supervision at the University of Chicago provided the subject for a third article,[33] while the fourth was a chatty story concerning the helps received in summer school at Michigan State College.[34] A few years later the Newsletter carried announcements about various fellowships in home economics which were available for graduate students.[35] This was followed later by an announcement about American

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[31]Jessie S. Walton, "The Summer Session at Columbia," Michigan Home Economics Association Newsletter, Vol. 7, No. 1, October, 1929, pp. 9-10.

[32]Mildred Davis, "Summer School Serves Old and Young in Home Economics," Michigan Home Economics Association Newsletter, Vol. 7, No. 1, October, 1929, p. 10.

[33]Gladys Love, "Outline for Observation of Teaching from Summer School," Michigan Home Economics Association Newsletter, Vol. 7, No. 1, October, 1929, p. 12.

[34]Isabelle McCall, "Did it Pay?," Michigan Home Economics Association Newsletter, Vol. 7, No. 1, October, 1929, pp. 12-13.

[35]Michigan Home Economics Association Newsletter, Vol. 10, No. 3, February, 1932, p. 16.

Home Economics Association Fellowships which were available.[36] Occasionally summer school offerings were listed in the Newsletter, but these announcements did not appear annually.

The item concerned with professional growth of teachers was somewhat modified in the 1937 State Plan to include travel or homemaking experience in addition to professional study. The new certification requirements which became fully effective July 1, 1939,[37] made it mandatory for teachers to complete some professional study beyond the Bachelor's degree before they would be eligible for a permanent certificate. This action may have supplanted the "encouragement" which the state supervisor had formerly been responsible for giving to teachers. In any case, the 1937 Plan was the last one to include this as a responsibility of the state supervisor.

Improve pre-vocational programs or non-reimbursed programs with vocational objectives. Why assistance to pre-vocational and non-reimbursed programs was mentioned specifically in the 1937 and 1947 Plans (see Table IX) is difficult to explain. Help had always been given to these schools upon request. Whether the inclusion of this item in the State Plan was an attempt to limit or to extend the responsibilities for in-service training of the state supervisor it would be impossible to determine with certainty. The 1937 Plan made a further stipulation that not more than ten per cent of the supervisor's time could be devoted to these programs. This would lead one to believe that the intent was to limit rather than

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[36] Michigan Home Economics Association Newsletter, Vol. 12, No. 2, February, 1934, pp. 14-15.

[37] Teachers' Certification Code, Bulletin No. 601. Lansing, Michigan: Michigan Department of Public Instruction, 1936. P. 8.

to extend the services of the state supervisor. It is not possible to determine whether the amount of time given to the pre-vocational and non-reimbursed programs was actually affected by the inclusion of such a statement in the State Plans since such information was not usually given in the annual reports.

Cooperate with, assist in establishing, supervise and encourage the Future Homemakers of America. The Future Homemakers of America is an organization founded in 1945 for pupils of home economics in secondary schools. It grew out of an organization of home economics clubs which had been in operation for many years. The Michigan Home Economics Association had sponsored these clubs in Michigan but the members of the state supervisory staff had had no official responsibility for them. The Future Homemakers of America was sponsored jointly by the United States Office of Education and the American Home Economics Association. Table IX shows that the 1947 State Plan delegated responsibilities for supervision of the new organization in Michigan to the state supervisory staff. A member of this staff has held the position of executive secretary of the Michigan organization since its founding, and in 1951 a second member was made state advisor of the Michigan Chapters of Future Homemakers of America.

Responsibilities of State Supervisors of Home Economics in Michigan Relative to Promotion of Vocational Programs

In addition to in-service training, another aspect of supervision which was considered essential to the welfare of the program of vocational home economics was the promotional phase. The chief purpose of this phase

of supervision was that of furthering the advancement of vocational home economics in Michigan. Table X shows the responsibilities of the state supervisor relative to promotional aspects of supervision as specified in each State Plan. The only responsibility which has remained constant from 1919 to the present time was the preparation of suitable literature for the explanation and promotion of home economics education. The making of investigations and surveys appeared only in the 1919 Plan, while promoting vocational education in accordance with needs, appeared only in the 1947 Plan. Two statements each of which was included in two State Plans placed emphasis on cooperating with local communities. The 1922 Plan was the first to include a statement on cooperating with home economics associations and other organizations. After the 1937 Plan, this responsibility was not mentioned. These duties as they were carried out in Michigan will be considered in detail in the discussion which follows.

Make preliminary investigations and surveys in localities where home economics schools may be established. In the 1919 State Plan, the supervisor was made responsible for investigating and surveying localities where it might be possible to establish reimbursed programs in home economics. It may be that this responsibility was delegated to the state supervisor because there was lack of information among school authorities concerning vocational education. There were only six schools with reimbursed programs in home economics in the entire state, and there may have been a general belief that the state supervisor was in the best position to determine where new programs should be established. The next State Plan made no mention of this responsibility. It may have been that the program was expanding rapidly enough so that no particular need was

TABLE X

PROMOTIONAL RESPONSIBILITIES OF STATE SUPERVISOR

Responsibilities	State Plans					
	1919	1922	1927	1932	1937	1947
Make preliminary investigations and surveys in localities where home economics schools may be established.....	x					
Cooperate with local authorities and other groups desiring home economics or shall persuade such groups to become interested in vocational home economics.....			x	x		
Cooperate with local school authorities and other community groups desiring vocational home economics, meeting with them to explain possibilities, requirements and policies and to assist in establishing eligible classes.....					x	x
Promote vocational education in accordance with needs.....						x
Prepare suitable literature for the explanation and promotion of home economics education.....	x	x	x	x	x	x
Cooperate with the home economics association or organizations in the state.....		x				
Cooperate with home economics associations and other organizations in the state.....			x	x	x	

felt for promoting new programs.

Even though this responsibility was not included in the 1922 State Plan, the state supervisor continued to visit schools which had indicated an interest in establishing reimbursed programs in home economics. During the period from 1922-23 through 1926-27, the number of visits to these schools ranged from twenty-eight to sixty-seven per year. These were in addition to the visits made to the schools which had reimbursed programs in home economics.

Cooperate with local authorities and other groups desiring home economics or shall persuade such groups to become interested in vocational home economics. A change concerning the responsibility for promotion of new programs in vocational home economics appeared in the 1927 and 1932 State Plans. It was recognized that local schools authorities might request such programs. In such cases, the supervisor was to cooperate with the schools in establishing programs. In cases where local authorities were not convinced of the wisdom of establishing a program, the state supervisor was responsible for interesting them in vocational home economics. This responsibility was again carried out by visits to schools. Each annual report included some reference to making visits to schools on the prospective list. The number of these visits reported was again high ranging from sixteen to over sixty per year.

Cooperate with local school authorities and other community groups desiring vocational home economics, meeting with them to explain possibilities, requirements, and policies and to assist in establishing eligible classes. The most recent statement concerning the promotion of reimbursed programs in home economics appeared first in the 1937 State Plan. In this statement, the responsibility for requesting a reimbursed program appeared to rest with the local school authorities. The duty of the state supervisor was that of cooperating with these school authorities rather than initiating the establishment of programs or even persuading the authorities that such programs would be desirable for their communities. This would appear to represent a change in point of view. The duty had become a cooperative enterprise in which the supervisor as the specialist supplied the necessary information regarding requirements and policies and left the decision as to whether or not reimbursed programs would be

desirable for a particular community to the judgment of the persons in authority in the local school.

This responsibility was again carried out by visitation. Consultation with local school superintendents was also mentioned in a few of the reports during this period. There were two years in which the reports gave an indication of the number of requests made from schools wishing to establish programs. It was reported that consultation was given to thirty-three such schools in 1950-51 and to thirty schools in 1951-52.

Promote vocational education in accordance with needs. The 1947 Plan was the first to make any statement which would indicate needs were to be considered in the development of vocational education programs. This statement might be a trifle misleading, however. A community might be in need of a program of vocational education, but the fact remains that unless such a community could develop a program which met the standards as set up in the State Plan, no program would be established. The need for a program is not the sole criterion which determines whether or not a community will have a program in vocational education. It is encouraging, however, that the importance of needs was recognized.

Prepare suitable literature for the explanation and promotion of home economics education. The preparation of materials in the form of leaflets, pamphlets, or bulletins which would explain the vocational home economics program would seem to have some merit. Although this responsibility has been mentioned in each State Plan, there were no references in any of the annual reports of the state supervisor either to the preparation or the use of such materials. Perhaps this seemed such an obvious responsibility that it was not thought worthy of mention. No doubt the State Plans were used to a great extent for the purpose of

explaining the program of vocational home economics to school administrators and other interested persons. Some of the instructional material which was developed and mimeographed may also have been used for this purpose.

The first evidence of any printed material which might be used for this purpose was a bulletin published in 1937.[38] This bulletin was revised in 1940. A bulletin which was developed to accompany the 1947 State Plan and which further explained the program was published in 1948.[39] These bulletins presented the general conditions under which a reimbursed program in home economics could be established and the procedures to follow in making application for approval of the program. The purposes of vocational education in home economics were listed and these were discussed to a limited extent. The various types of programs eligible for reimbursement were described in some detail. Some suggestions were given on methods of instruction. The first bulletins also included areas of subject matter to be covered each year, but this was omitted from the 1948 bulletin. Consideration was also given to home projects or home experiences, qualifications of teachers and supervisors, and equipment and facilities for a reimbursed program in home economics.

Cooperate with the home economics associations and other organizations in the state. It will be noted that this responsibility as it was first stated did not make clear that the organizations mentioned included

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[38] Vocational Home Economics Education, Bulletin No. 242. Lansing, Michigan: The State Board of Control for Vocational Education, 1937.

[39] Guide to Reimbursed Vocational Education Program, Homemaking, Bulletin No. 292H, Rev. Lansing, Michigan: Office of Vocational Education, Department of Public Instruction, 1948.

organizations other than those concerned with home economics. A change in statement was made in the 1927 State Plan. The first statement was "cooperate with the home economics associations or organizations in the state." The second was "cooperate with home economics associations and other organizations in the state."

The members of the state supervisory staff in vocational home economics have always participated in the activities sponsored by the Michigan Home Economics Association. They have served on committees, held offices, and generally given support to the Association. By virtue of her position, the state supervisor has been a member of the executive board of the Association. The responsibility for editorship of the Michigan Home Economics Association Newsletter has twice been delegated to a member of the state supervisory staff. The state supervisor was editor from 1928 to 1940 and an assistant state supervisor was editor from 1950 to 1952. Another way in which supervisors have cooperated is by encouraging teachers to become members of the Association.

Cooperation with other organizations has not been as consistent as that which was carried out with the Michigan Home Economics Association. The state supervisor reported assisting the Michigan Federation of Women's Clubs at their state convention in 1926 by giving suggestions at their request on ways in which club women might help to promote home economics. A few years later at the state meeting of the League of Women Voters, she served as chairman of the Committee on Living Costs. At a meeting of the Lansing Chapter following this state meeting she gave suggestions for contributions which home economics might make to the living cost program.

These were the only activities reported in which she participated

with organizations other than those in some way related to home economics or to education. There was a trend beginning about 1945 of working cooperatively with general education. Members of the state supervisory staff served on a number of committees which were sponsored by the general education staff of the Department of Public Instruction. They also were represented at meetings of a general education nature and participated in cooperative research with persons in general education.

It would seem that this trend toward cooperation with general education would have real merit. One of the criticisms of the vocational program has been that subjects in vocational education were considered "special" subjects and that teachers were regarded as "special" teachers. An attempt to bridge the gap between general and vocational education would seem to be a very important step in establishing a coordinated education program in the schools of Michigan. The fact that the leaders in home economics education were beginning to work on projects with persons in general education might indicate a trend toward better coordination between these two educational groups. Special attention was given to ways of cooperating in the total school program at the summer conference for teachers of home economics held in 1949.

Cooperation with organizations such as the League of Women Voters and the Michigan Federation of Women's Clubs seems to have been lost along the way. All of the cooperative activities mentioned in recent years are those carried on with either the professional organization, the Michigan Home Economics Association, or with other educational groups. To be sure, some of these groups included a few persons other than educators, but it would seem that something very valuable may have been sacrificed when there was no longer communication with some of the strong,

lay organizations for women in the state. It might be well to consider whether or not it would be wise to resume some of these relationships.

Responsibilities of State Supervisors of Home Economics in Michigan Relative to Inspection of Vocational Programs

There was only one purpose involved in inspection of programs and that was to determine whether or not schools were meeting the standards as outlined in the State Plans for vocational home economics classes. If a school met the standards, it was eligible for reimbursement; if standards were not met, there was no reimbursement. The reason for this is clear. The State Board for Vocational Education was responsible for the proper use of federal funds. As their representative, the state supervisor determined whether or not schools should be approved.

The most common method employed by the state supervisor in discharging her responsibilities relative to inspection was to make a personal visit to the school and observe the program in operation. A second method used to some extent was to utilize information included in the annual reports which the secondary schools prepared for the state supervisory office.

The responsibilities of the state supervisor as they relate to inspection of schools are shown in Table XI. It will be noted that beginning with the 1919 State Plan, one of the responsibilities has been to visit schools to recommend approval or disapproval. This responsibility was included in every State Plan until 1947. Specific aspects of the program were to be inspected when the supervisor made her visit. The change in statement of items to be inspected as they appeared in the 1937 State Plan may indicate a trend toward a change in philosophy toward

TABLE XI

INSPECTIONAL RESPONSIBILITIES OF STATE SUPERVISOR

Responsibilities	State Plans					
	1919	1922	1927	1932	1937	1947
Visit schools and recommend approval or disapproval on basis of:.....	x*	x	x	x	x	
Rooms and equipment.....	x	x	x	x	x	
Number of students.....	x	x	x	x	x	
Local interest.....	x	x	x	x		
Organization of the work.....		x	x	x		
Teachers' qualifications.....			x	x		x
Effectiveness of instruction.....					x	
Reactions of community.....					x	
Cooperation of school officials..					x	
Possibilities for future developments.....					x	
Conformity to requirements of State Plan.....					x	x
Give general supervision to all project work and require the proper conduct of such work and proper reports thereon.....		x	x	x		
Consult with local school authorities in regard to housing, equipment, and other facilities necessary for starting and/or maintaining adequate vocational education program.....						x
Counsel with teacher training departments and recommend approval of teacher training programs for reimbursement.....						x

*In the 1919 State Plan, the statement read "inspect" rather than "visit."

inspection. These items will be discussed in more detail in the pages which follow.

Rooms and equipment. A bulletin published in 1918, and the 1919, 1922, and 1927 State Plans made rather specific recommendations regarding rooms and equipment for vocational home economics programs. Housing and

equipment has always been considered in determining whether a program will be approved for reimbursement. The 1927 State Plan was the last one which gave detailed specifications regarding this aspect of the program. The statement in the 1932 Plan was as follows: "equipment must be adequate for maintaining suitable standards . . . for the various home activities included in the course, for efficiency, and for keeping the pupils profitably busy." The supervisor, according to the 1937 Plan was to determine "adequacy of physical surroundings," while the 1947 Plan stated that "in satisfactory homemaking education departments, there are adequate space, equipment, and instructional materials for studying the different areas of homemaking." It would appear that beginning with the 1932 State Plan there has been a trend toward more flexibility in planning of equipment for home economics departments.

The 1947 State Plan is the first one to include local school authorities in determining housing, equipment, and other facilities necessary for an adequate program of vocational education. This would indicate a trend toward cooperative group decisions in questions involving local schools.

Number of pupils. In all of the State Plans except the 1947 Plan, the minimum number of enrollees was included in the requirements which were set up for an approved program of vocational home economics. The first State Plan required that there be twelve pupils enrolled in the reimbursed program in home economics. This was changed to five enrollees in each course in 1919. The next change was in the 1937 Plan which required ten enrollees in each course in towns under 25,000 population and fifteen enrollees in cities. The Guide to Reimbursed Programs in Vocational Education which accompanied the 1947 Plan listed ten as the

number necessary for each course in a reimbursed program in home economics.[40]

Local interest. The 1919 State Plan was the first to include local interest and support of the community as a necessary part of a successful program of vocational education. In the 1937 Plan, this same idea was included in "reactions of the community" and "cooperation of school officials." It has not been included specifically since the 1937 Plan. There may have been a belief that a request for a reimbursed program was an indication of interest on the part of local authorities.

Organization of work. Definite standard for the organization of the work were established. All State Plans except the one developed in 1947 indicated grade levels at which specific areas of subject matter should be taught. In addition there were other requirements related to organization such as the amount of time per day to be devoted to home economics and related subjects. Organization of work was not included among the items to be inspected before 1922 and does not appear after the 1932 Plan. However, requirements relative to number of hours and program organization have been included in all State Plans and these would have been considered in determining whether or not the program conformed to the State Plan.

Teachers' qualifications. This item appeared intermittently in the State Plans as one of the criteria for an approved program. However, each State Plan has included definite qualifications for teachers and these have always been carefully checked by the state supervisor to

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[40] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, Rev., op. cit., p. 58.

determine whether or not the teacher was eligible to teach in a vocational program. Qualifications of teachers will be discussed in a later chapter.

Effectiveness of instruction. Only once was the state supervisory staff given the responsibility for determining the effectiveness of instruction. There are no clues in the annual reports as to what methods were used in discharging this responsibility.

Possibilities for future developments. Another item on which the approval of a school was to be based and which appeared only once was possibilities for future developments. This may have referred to possibilities for expansion of the program, but there were no clues as to how these "possibilities" were evaluated.

Give general supervision to all project work. The project work here referred to was the home project which a student did along with her vocational home economics work at school. This was not included among the items to be inspected until 1922. It was about this time that project work in home economics began to develop in Michigan. This aspect of the vocational home economics program will be discussed in a later chapter.

Counsel with teacher training departments. The 1947 State Plan included teacher training as one aspect of the vocational home economics program to be inspected and approved by the state supervisor. According to this Plan she is the one who recommends approval for reimbursement. The State Board specified in the 1947 State Plan the institutions which were delegated the responsibility for teacher training in the various services. It could be assumed that the supervisor's responsibility was to see that the institutions which had been chosen were conducting satisfactory training programs for teachers. Institutions which have been

approved for training of teachers of vocational home economics and standards for such training will be discussed in a later chapter.

Administrative Responsibilities of State Supervisor of Home Economics in Michigan

The state supervisor has been responsible for carrying out the general administrative responsibilities relative to home economics education. The responsibilities which were concerned with the secondary program have been summarized from the State Plan and are shown in Table XII.

Submit an annual report. As the person responsible to the State Board, the state supervisor was to make a report so that the Board would be informed about the activities and status of home economics education in the state. This report was composed of two parts; one was a statistical summary showing the status and growth of the program, such as enrollment, the number of teachers, and the use of funds; the other was a descriptive report relating the various activities carried on throughout the state for the year. These reports represent an official record concerning the home economics program in Michigan. All of these reports are on file in the Office of Vocational Education of the State Department of Public Instruction. Other reports might be those concerned with some particular aspect of the program about which questions had arisen. There were no evidences in the annual reports that special reports were made. It will be noted that submitting of reports is one responsibility which has remained constant since provision was first made for supervision in Michigan.

Aid in selection and placement of teachers. Responsibility of

TABLE XII

ADMINISTRATIVE RESPONSIBILITIES OF STATE SUPERVISOR

Responsibilities	State Plans					
	1919	1922	1927	1932	1937	1947
Submit an annual report to the state board and such other reports as may be required.....	x	x	x	x	x*	x**
Aid in the selection and placement of teachers.....			x	x	x	
Cooperate with local administrators (and head of teacher training departments) in the planning of budget.....					x	
Prepare plans and recommend policies for operation in home economics education.....						x
Recommend rates of reimbursement....						x
Prepare budget.....						x
Recruit qualified students as prospective teachers.....						x

*To be submitted to the state director before presentation to the State Board.

**Annual and/or biennial report.

the state supervisor for helping in teacher placement was mentioned for the first time in 1927. However, the information included in annual reports would indicate that the supervisor was assuming this responsibility as early as 1922. Teacher placement was not included in the 1947 State Plan, but the members of the state supervisory staff have continued to help superintendents find teachers and help teachers locate positions. They have always worked closely with the teacher training institutions in discharging this responsibility.

Plan and prepare budgets. The question of budgets is included twice in Table XII. Budgets were not mentioned in State Plans until 1937.

State Plans which were developed prior to this date are not clear as to what persons or groups were responsible for the preparation of the budget. It is interesting that this responsibility was listed as a cooperative activity in the 1937 State Plan while the state supervisor was made solely responsible for it in the 1947 Plan. Just how much planning of budgets could be done cooperatively with local administrators might be questioned.

Prepare plans and recommend policies for operation. Although 1947 was the first State Plan which specifically assigned this responsibility to the state supervisor, she had assumed responsibility for preparing plans and recommending policies for many years. There are many references to these activities in her annual reports.

Recommend rates of reimbursement. The rates of reimbursement were determined on a percentage basis and even though recommending rates had not been specifically stated, the state supervisor had included reference to rates of reimbursement in her annual reports many years before 1947.

Recruit qualified students as prospective teachers. The teacher supply has not always been adequate, but in the 1940's the teacher shortage became acute. This probably accounts for the inclusion of the item on recruitment in the 1947 State Plan. The state supervisory staff has cooperated with the Michigan Home Economics Association and with the teacher training institutions in a program of recruitment. The Association prepared a set of colored slides showing the various aspects of the college training programs. The state supervisor purchased a set of these slides which was loaned to schools for use in recruitment activities. Participation in Career Days at various schools throughout the state,

radio programs, and news releases were other means which were used for the purpose of recruiting high school students as prospective homemaking teachers.

Summary

The necessity for supervision and in-service training of home economics teachers was early recognized by the Federal Board for Vocational Education. Michigan made provision for state supervision during the first year the program was in operation. The first full-time supervisor, appointed in 1921, served for a period of twenty-eight years in that capacity. Two assistant supervisors were employed in 1937-38. Until very recent years there was little turnover in the state supervisory staff. In 1923, a member of the staff of one of the teacher training institutions was appointed itinerant teacher trainer to assist with the in-service training program. The present itinerant teacher trainer was appointed to this position in 1940.

The Federal Board made suggestions for qualifications of state supervisors. It was generally agreed that the supervisor should be better qualified than the teachers and that she should have some experience in supervision and/ or administration. Teaching experience was required and the necessity for vocational experience was implied. In the beginning, Michigan patterned her qualifications after those set up by the Federal Board. The requirements in Michigan have increased until at the present time the supervisor must hold a Master's degree, have had five years' teaching experience including experience in supervision, and three years of vocational experience in homemaking. At first the qualifications were not as high for the itinerant teacher trainer as for the

supervisor. At the present time, they are identical.

The responsibilities of the state supervisor were classified into four categories: in-service training, promotional, inspectional, and administrative. Those concerned with in-service training included preparation of teaching materials, bulletins, and other helps for teachers. There does not appear to have been a consistent plan for preparation of such material. A number of bulletins and some other materials have been developed during the past fifteen years. Another important aspect of in-service training has been school visitation. There has been an apparent change from an authoritarian to a more cooperative way of working with teachers on school visits. As was pointed out, the evidence is not conclusive, but the tone of the reports changed after about 1937. Words such as "stressed," "urged," and "promoted" were used less frequently, while "assisted" and "cooperating with" were used more often in making reports of visits to schools. Formerly, schools were visited every year, but now visits are made upon request. Since the work of the itinerant teacher trainer is a cooperative project between the office of the state supervisor and the college, it was included under the in-service responsibilities of the state supervisor. The itinerant teacher trainer has always done some school visitation with special emphasis on visiting beginning teachers of home economics of all Michigan institutions. In addition, she has carried on a varied program of activities. Extension classes were used for the first few years after the appointment of the first itinerant teacher trainer. These were followed by the organization of small non-credit study groups. After World War II, extension classes were resumed but study groups were also organized. These study groups have been unique in that they have lasted

over a period of two or three years and have provided time for trying out plans developed by the group. Conferences have played an important role in the in-service program and have moved from state to small-group and back to state conferences.

Promotional aspects of supervision have involved the furthering of home economics education in Michigan. One method used to promote home economics has been preparation of materials which explain the work in vocational home economics. At first the chief source of this kind of material appears to have been the State Plan. In the past fifteen years, other materials such as bulletins have been developed which seem to be aimed more specifically at promotion and explanation. The supervisors have worked with organizations both in the home economics field and in other fields. There were some instances in the first few years of the program of the state supervisor's working with organizations of lay women. In later years, her activities seemed to be confined to education groups and professional organizations. There appears to be a trend in the past several years to work much more extensively with persons and groups in general education.

The inspectional responsibilities of the state supervisor have been accomplished, for the most part, by visits to schools. There has been a trend toward much less specificity as to requirements in vocational home economics. In the 1947 State Plan, the state supervisor was given responsibility for recommending approval of teacher training institutions for reimbursement.

The preparation of reports and plans has been a duty which has remained constant for the state supervisor. Although not always specified, aid in selection and placement of teachers has always been given. Due

to the acute shortage of teachers, recruitment of students as prospective teachers has become an important responsibility of the state supervisor in recent years.

CHAPTER VI

CURRICULUM AND METHODS OF INSTRUCTION

Several phases of the development of home economics have been investigated and analyzed in the previous chapters. This chapter is concerned with curriculum and methods of instruction used in this field of study in the secondary schools of Michigan. Curriculum might be defined as the learning experience provided for students under the supervision of the school. The most ancient schools known to man, the monastic schools of the Middle Ages with their study of the Seven Liberal Arts, the Latin Grammar School of early America, as well as the schools of the present day, have all had to make decisions as to what learning experiences they will offer the students enrolled. Vocational home economics as a part of the modern high school has been no exception; it has also been necessary to make decisions about curricula for this particular type of education.

Prior to a study of the learning experiences in vocational home economics, it might be well to investigate what the aims of such education have been conceived to be. When the aims or purposes of vocational home economics are studied from the beginning of the program in 1917-18 to the present time, it can be seen that some changes in scope and emphasis have taken place during this period.

The Purposes of Vocational Home Economics

The first statement of the purpose of vocational home economics in Michigan was given in the first Michigan Plan for Vocational Education.

It read as follows:

> Vocational education shall mean any education the controlling purpose of which is to fit for profitable employment.
>
> . . . . . .
>
> Home economics education shall mean that form of vocational education which fits for occupations connected with the household.[1]

A question arises as whether the term "profitable employment" as used in the 1917 State Plan meant "paid employment" or whether it meant simply "useful employment." In 1918, the Federal Board for Vocational Education published a bulletin in which the following statement appears concerning the purpose of education in home economics:

> Home economics education may be defined as that form of vocational education which has for its controlling purposes the preparation of girls and women for useful employment as house daughters and as homemakers engaged in the occupations and the management of the home.[2]

The Federal Board had defined the purpose of such education as preparation of girls and women for occupations, but there did not seem to be any indication that these were to be occupations for which they would receive pay. In the State Plan published in 1919, the statement concerning purpose of vocational education in Michigan was slightly revised as follows:

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[1] The Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, December 1917, op. cit., p. 9.

[2] Home Economics Organization and Administration, Bulletin No. 28, Home Economics Series No. 2, February, 1919, op. cit., p. 12.

> The controlling purpose of the vocational schools and departments established under the direction of the state board shall be to fit young men and women for useful employment in the several vocations for which such instruction is maintained.[3]

A similar statement appeared in the 1922, 1927, 1932, and 1937 State Plans for Michigan. In the 1937 State Plan, however, the purpose of home economics in secondary schools was further expanded. In this Plan it was stated:

> The present day homemaking curriculum in secondary schools is based upon such immediate objectives and activities as will provide training to enable the student to
>
> (1) appreciate the worthwhile functions of a home,
> (2) learn the pleasure which can come from homely tasks well done for the welfare of family members or of the family as a whole,
> (3) understand the possible contributions of science and art to homemaking,
> (4) benefit from the opportunities for self-development which a course dealing with those intimate personal and social problems can give.[4]

Although the State Plan was not revised in 1942, a bulletin on vocational home economics was published. This bulletin gave the purposes of vocational home economics as follows:

> The present day homemaking curriculum in secondary schools is based upon such immediate objectives and experiences as will be helpful in
>
> a. guiding the individual in determining the values most worth working for in immediate personal and home living,

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[3] The Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, July, 1919, op. cit., p. 12.

[4] Ibid., p. 93.

b. assisting the individual in achieving a wholesome personality and working out satisfactory personal and social relationships,
c. helping the individual in discovering her needs, interests, and capacities as they relate to home activities,
d. using individual and family resources for the attainment of the values set up as most worthwhile in life,
e. helping the individual in preparing for a vocation.[5]

The 1947 State Plan gave as the purpose of home economics education "to prepare youth and adults for the responsibilities and activities involved in homemaking and in achieving family well-being in home and community through effective development and utilization of human and natural resources."[6] A year later these purposes were somewhat expanded in a bulletin which was published to supplement the State Plan. This bulletin listed the purposes as follows:

> The objectives of homemaking education are to help individuals to:
>
> 1. Become better citizens through understanding and assuming responsibilities and privileges as members of the family and of the community.
> 2. Make more efficient use of available resources through wise planning of expenditures, wise selection, and learning how to save and conserve.
> 3. Guide children wisely through understanding their physical and emotional needs.
> 4. Establish a wholesome attitude toward other people through satisfying experiences with them and their families.
> 5. Adjust to changes in their personal lives in the social and economic order.
> 6. Improve their health through an understanding of what constitutes good health and the practice of habits which contribute to it.
> 7. Acquire skills in managing a home and in performing necessary housekeeping duties.

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[5] Vocational Homemaking, Bulletin No. 242, Rev. Lansing, Michigan: The State Board of Control for Vocational Education, 1942, p. 5.

[6] Michigan State Plan for Vocational Education, Bulletin No. 201, 1947, op. cit., p. 37.

8. Appreciate beauty which already exists in their environment and to make their homes, clothes, and food more attractive.
9. Enjoy social activities through gaining assurance by participation in family and community recreation, hobbies, and other activities.
10. Experience in [sic] sense of accomplishment through knowing how to do work well, and through acquiring skills and interests that enable them to express creative ability.[7]

It can be seen that over the years there has been quite a change in stated purposes for vocational home economics education. From an education the chief purpose of which was "to fit for occupations connected with the household" and for profitable employment which implied a skill training the purpose changed beginning in 1937 to one more concerned with relationships, with appreciations, and with attitudes.

In programs of vocational home economics, learning experiences have been provided in different ways. One of these has been the offering of courses in home economics and, in some programs, in related subjects. Learning experiences have also been provided through the home project program which has been under the supervision of the home economics teacher. A third type of learning experience which has been encouraged but has not been a required part of a program in vocational home economics has been that provided by student club organizations which have been under the sponsorship of the home economics teachers.

Time Requirements for Vocational Home Economics

Specific time requirements for length of classes in vocational

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[7] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, Rev. Lansing, Michigan: Office of Vocational Education, Department of Public Instruction, 1948, p. 55.

home economics were set up in the several State Plans. It will be recalled that time requirements were mandatory under the provisions of the Smith-Hughes Act. There was a slight difference in these requirements for towns under 25,000 and cities over 25,000 population (hereinafter referred to as "towns" or "cities"). Although specific time requirements were not given in any of the vocational education acts which followed the Smith-Hughes Act, each State Plan for Michigan, with the exception of the 1947 Plan, included definite time requirements for classes in home economics. The Guide which was published to aid in the interpretation of the 1947 Plan did, however, state specific time requirements.

There was little variation in the time required for vocational instruction during the first twelve years of the program. Table XIII shows those requirements as they were listed in each State Plan for this

TABLE XIII

TIME REQUIREMENTS FOR COURSES IN VOCATIONAL HOME ECONOMICS 1917-27

State Plan	Subject	Number of clock hours per week	
		Towns under 25,000	Cities over 25,000
1917	Home economics and related subjects	12	15
1919	Home economics and related subjects	12½	15
1922	Home economics	7½	15 (may be combined with related work)
	Related subjects	5	
1927	Home economics	7½	10
	Related subjects	5	5 (or all 15 hours may be in home economics

period. The Smith-Hughes Law required that one half the school day be devoted to vocational education. It will be observed that with the exception of the first State Plan which permitted a twenty-four hour week for towns, the time for vocational education was computed on the basis of a twenty-five hour week for towns and a thirty-hour week for cities. The first two State Plans listed home economics and related subjects together while the 1922 Plan listed them separately for towns but not for cities, and the 1927 Plan listed them separately for both towns and cities.

After the George-Reed Act was passed, there were three program options for schools which wished to establish vocational home economics programs. The time requirements as they were outlined in the 1932 State Plan are shown in Table XIV. The amount of time required for vocational work in Programs II and III was less than that required in Program I.

TABLE XIV

TIME REQUIREMENTS FOR COURSES IN VOCATIONAL HOME ECONOMICS AS OUTLINED IN THE 1932 STATE PLAN

Program	Length of course in years	Subject	Number of clock hours per week	
			Towns under 25,000	Cities over 25,000
I	2	Home economics.....	12½ (may be combined with related work)	15 (may be combined with related work)
II	2	Home economics and related subjects...	10 (not less than half the time in home economics)	10 (not less than half the time in home economics)
III	2	Home economics.....	7½	7½

.....

...

.....

Program II would require ten hours per week, while Program III required only seven and one half hours. This apparent decrease in the amount of time required for vocational subjects was compensated for by higher time requirements for home project work as will be shown later.

Some changes were made concerning time requirements in the 1937 State Plan. Table XV shows the requirements as they were listed

TABLE XV

TIME REQUIREMENTS FOR COURSES IN VOCATIONAL HOME ECONOMICS AS OUTLINED IN THE 1937 STATE PLAN

Program	Length of course in years	Subject	Number of clock hours per week	
			Towns under 25,000	Cities over 25,000
I	2	Home economics.....	7½	7½ to 12
		Related subjects.....	5¼ (12½ hours required)	3 to 7½ (15 hours required)
II	2	Home economics.....	4-7/12 to 5	
		Related subjects.....	4-7/12 to 5	
	3	Home economics.....	4-7/12 to 5	4-7/12 to 5
		Related subjects.....	None required	4-7/12 to 5 (optional)
III	2	Home economics.....	7½	
	3	Home economics.....		7½

in this Plan. Requirements in Program I under the 1937 Plan do not differ markedly from those listed in previous Plans. The chief difference was that in this Plan, for the first time, cities were required to devote at least three hours per week to related subjects. In previous State Plans, they might use a part of the fifteen hours for related subjects,

but if they so chose, they were permitted to use all of the time for home economics.

Under Program II a two-year course could be offered for towns only. The requirements were very similar to those in the 1932 Plan. Students must take both home economics and related subjects. The minimum time requirement was slightly lower in the 1937 Plan to permit fifty-five minute periods daily. In the three-year course for towns under Program II, the time requirements for home economics were the same as for the two-year course, but no related subjects were required. A city which wished to operate under Program II was required to offer a three-year course. The same amount of time per week for home economics was required for cities as was required for towns. Related subjects were optional for cities.

Program III required no instruction in related subjects in either cities or towns. There was a two-year course for towns requiring seven and one half hours of home economics and a three-year course for cities with the same time requirement.

Although no specific time requirements for courses were given in the 1947 State Plan, the regulations concerning such requirements were published in 1948 in the Guide to Reimbursed Programs in Vocational Education.[8] These are shown in Table XVI. In Program A which was described in the 1948 State Guide, there was a two-year basic course in which Homemaking I and Homemaking II were offered. These classes met for four and one sixth hours per week or for fifty minutes daily. There were four options, called enrichments, which might be offered in addition to the basic two-year course. A school was required to offer

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[8]From Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, Rev., op. cit., 1948, pp. 58-59.

TABLE XVI

TIME REQUIREMENTS FOR COURSES IN VOCATIONAL HOME ECONOMICS AS OUTLINED IN THE 1948 STATE GUIDE

Program	Length of course in years	Subject	Number of clock hours per week	
			Towns under 25,000	Cities over 25,000
A	2	Homemaking I.....	4-1/6	4-1/6
		Homemaking II.....	4-1/6	4-1/6
		plus one of the following enrichments:		
	1	1. Homemaking III....	Regular class period.	Regular class period.
		2. Personal and family living	Regular class period.	Regular class period.
		3. Related subjects	Regular class period.	Regular class period.
		4. Extended experiences	Regular class period.	Regular class period.
B	2	Homemaking and related subjects.....	12½ (more than one half this time must be devoted to homemaking)	15

one of these, and if it so desired, more than one could be offered. These are shown in Table XVI. There was no minimum time requirement for the enrichments; each of these could be given in a regular class period. The number of hours required in Program A was the lowest that had ever been accepted in Michigan for vocational home economics.

Program B, on the other hand, was quite similar to the first program ever to be set up in Michigan. There were the same half-day time requirements with a sharing of the half-day between home economics and related subjects.

The general trend after the George-Reed Act was passed was to decrease the amount of required time to be given to vocational subjects. For example, the 1932 State Plan, the first one developed after the George-Reed Act, had one program which required no related subjects and only seven and one half hours of home economics. This was half the time that had been required in previous programs in cities and slightly more than half that required for towns. A further reduction in time requirements occurred when the 1937 State Plan became effective. At this time there was one program option which required only four and seven twelfths to five hours of home economics and no related subjects. The last decrease in number of required hours accompanied the 1947 State Plan. The Guide set the minimum time requirement for the basic program in home economics at four and one sixth hours per week. This would be fifty minutes daily in contrast to the two and one half to three hours required originally. A school was permitted to offer one half day of home economics and related subjects if it so desired. However, there were no schools which chose this plan in 1953.

Bases for determining course content. The aims or purposes of the educational program in vocational home economics, for the most part, have been stated in such general terms that it would have been difficult to make a decision as to what should be included in courses which were planned to achieve these aims. There were some guiding principles for determining the content in all except the 1917 and 1947 State Plans.[9] These are shown in Table XVII. It will be noted that only three of the State Plans indicated that the kind of community in which the school was

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[9]This information was included in Guide to Reimbursed Vocational Education Programs which supplemented the 1947 Plan, p. 56.

located bore any relationship to the selection of course content. It is interesting that this appeared in two of the very early State Plans but did not appear again until the Guide which supplemented the 1947 Plan was published. The Guide also included the idea of adapting the course to the homes of the pupils.

TABLE XVII

BASES FOR SELECTION OF COURSE CONTENT FOR VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Bases for selection of course content	State Plans						
	1917	1919	1922	1927	1932	1937	1947
May vary with community.....		x	x				x
Should be adapted to age and needs of pupils.....		x	x	x	x		x
Should be adapted to maturity, experience, and needs of pupils.....						x	
Should be adapted to homes of pupils.....							x

Adapting the content of the course to the age and needs of pupils was listed in all of the State Plans except the one in 1917. Leaders in vocational education were no doubt quite conscious of the minimum age limit for pupils in such courses and perhaps thought it wise to call attention to the need for adapting the instruction to the age of the pupils involved. Although it is probable that the concept of needs has changed somewhat over the years, this was the one basis for course content that was mentioned in every State Plan beginning with the 1919 edition.

Phases of Subject Matter Recommended for Courses in Home Economics

Each State Plan made some rather definite recommendations as to what should be taught in home economics courses.[10] The specific phases of subject matter which were to be offered in the program of vocational home economics have been organized into large areas for ease of discussion. These are: Clothing; Foods; Housing and Home Furnishings; Home Management and Consumer Buying; Child Care, Personal and Family Relationships; Health and Home Care of the Sick; and Use of Leisure Time. These are shown in table form as they appeared in the several State Plans under Course of Study. Those included in the area of Clothing are shown in Table XVIII. There were two phases of subject matter which appeared in

TABLE XVIII

PHASES OF SUBJECT MATTER IN THE AREA OF CLOTHING RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in clothing	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Garment making.....	x	x	x	x	x	x	x
Millinery.....	x	x	x				
Textiles.....	x	x	x	x	x	x	x
Machine and hand stitching.....				x	x		
Wardrobe selection.....			x	x	x	x	x
Clothing budget.....				x	x	x	
Costume design.....			x	x	x		
Care and upkeep of clothing....						x	x
Buying of clothes.....							x
Personal appearance.....						x	x
Art in clothing.....							x

[10] This information was included in Guide to Reimbursed Vocational Education Programs which supplemented the 1947 Plan, p. 57.

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every State Plan. These were garment making and a study of textiles. Millinery was not included after 1922. Beginning in 1922 and continuing to the present time there has been a trend to enlarge the area of clothing study to include selection and design. Costume design was not mentioned specifically after 1932, but personal appearance and art in clothing were included in the 1937 and 1947 Plans. Budgeting was added in 1927; in 1947 budgeting was omitted while buying of clothes was added. Care and upkeep of clothing was added in 1937. The general trend in the area of clothing seemed to place emphasis not only on training in hand skills but also on training involving judgment, attitudes, and appreciations.

Changes also occurred in the phases of subject matter which were recommended in the area of foods. These are shown in Table XIX. Food preparation and a study of nutrition have received more emphasis than any other phases of foods work. The work to be included in this area in the 1917 and 1919 State Plans was food study and cookery. Cookery obviously would be concerned with preparation of food. Preparation was linked with service of food in the 1927 and 1932 State Plans, while in the 1937 and 1947 Plans, the item was changed to the preparation and service of meals. Food study is not so easy to define. It may have included a study of nutrition which first appeared in the 1922 Plan as a separate phase of subject matter or it may have included other phases which were later listed separately. With the introduction of marketing in the 1927 Plan, food buying has been included in some form in every State Plan. Food preservation appeared in 1932 and conservation and storage of food in 1947.

A study of housing and home furnishings has also been included

TABLE XIX

PHASES OF SUBJECT MATTER IN THE AREA OF FOODS RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in foods	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Food study and cookery.....	x	x	x				
Preparation and service of food..				x	x		
Nutrition.....			x	x	x	x	x
Meal planning.....			x				
Food facts.....				x	x		
Marketing.....				x	x	x	
Study of meals.....					x	x	
Preparation and service of meals.						x	x
Food preservation.....					x	x	x
Selection and buying of food.....						x	x
Conservation and storage of food.							x

in the plans for vocational home economics programs. The phases of this area which were recommended to be included in home economics courses are shown in Table XX. It can be seen that a study of home planning and furnishing has been included in each State Plan. Another phase which has been recommended since the 1922 Plan is care of the house. Emphasis on selection and care of equipment did not appear until the 1937 and 1947 Plans respectively. As the number of household appliances has increased there seems to have been increased emphasis on selection, buying, and care of such equipment.

The emphases in the area of home management and consumer buying are shown in Table XXI. Home management has been included in each State Plan since the vocational program began. Budgeting has been in each Plan since 1919. The emphasis on buying, money management, and the responsibilities of the consumer are rather recent additions to this area.

TABLE XX

PHASES OF SUBJECT MATTER IN THE AREA OF HOUSING AND HOME FURNISHINGS RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in housing and home furnishings	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Home planning and furnishing....	x	x	x	x	x	x	x
Care of house.....			x	x	x	x	x
Upkeep of house.....						x	x
Selection of equipment and supplies.....						x	x
Selection and purchasing of goods and services for the home.....							x
Use and conservation of home equipment.....							x
Making home accessories.....							x
Care of household equipment.....							x

TABLE XXI

PHASES OF SUBJECT MATTER IN THE AREA OF HOME MANAGEMENT AND CONSUMER BUYING RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in Home management and consumer buying	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Home management.....	x	x	x	x	x	x	x
Budgeting.....		x	x	x	x	x	x
Money management.....						x	x
Consumer buying.....						x	x
Consumer responsibility and relationships.....							x

The area of child care and personal and family relationships presents an interesting contrast to the areas analyzed in the previous

tables. This area is shown in Table XXII. There was nothing relative to this area included in a State Plan until 1927. Various emphases have been implied in the language in which phases of subject matter in Child Care have been listed in the various State Plans. Child welfare which

TABLE XXII

PHASES OF SUBJECT MATTER IN THE AREA OF CHILD CARE, PERSONAL AND FAMILY RELATIONSHIPS RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in child care, personal and family relationships	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Family relationships.....				x	x	x	
Child welfare.....				x	x		
Rounded development of children and adults.....						x	
Social relations of various family members.....					x	x	
Social relations within and without the home.....						x	
Distribution of tasks in the family.....						x	
Care of children.....						x	x
Guidance of children.....							x
Maintenance of satisfactory personal and family relationships.....							x
Hospitality and recreation in the home.....							x

appeared in the 1927 and 1932 State Plans implies a study of the child in relation to society. Child welfare had changed to care of children in the 1937 Plan implying a study of the physical care of the child. In 1947, guidance of children was added which would appear to place emphasis on a study of the principles concerning the rearing of children. It would seem that the emphasis in family relationships may have changed also, from a study of such relationships in the abstract to application

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of the study to the pupil's own family.

Another area for which the course work in home economics was to assume some responsibility was health and home care of the sick. This area is shown in Table XXIII. Home nursing was included in each State Plan. A study of sanitation and hygiene appeared to move from the subject in the abstract to the subject in relation to the student, the home, and the community. Safety and first aid are the most recent additions to this area.

TABLE XXIII

PHASES OF SUBJECT MATTER IN THE AREA OF HEALTH AND HOME CARE OF THE SICK RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in health and home care of the sick	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Home nursing.....	x	x	x	x	x	x	x
Sanitation and hygiene.....	x	x	x				
Home and community hygiene.....				x	x		
Maintenance of family health....					x	x	x
Physical and mental health.....						x	
Home and community health.....				x	x		
Maintenance of home safety.....							x
First aid.....							x

An area which was mentioned for the first time in the 1937 State Plan had to do with use of leisure time. The phases included in this area are shown in Table XXIV. It will be noted that the emphasis in the 1937 Plan was on the student, while the family was the center of emphasis in the 1947 Plan.

One phase of subject matter which did not seem to classify into any of the categories was laundry. This appeared in the 1919, the 1927,

TABLE XXIV

PHASES OF SUBJECT MATTER IN THE AREA OF USE OF LEISURE TIME RECOMMENDED FOR COURSES IN VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS

Phases of subject matter in use of leisure time	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Leisure interests.....						x	
Selection and buying of material for leisure interests.....						x	
Selection and provision of educational and recreational experience for family members.....							x
Hospitality and recreation in the home.....							x

and the 1947 State Plans. It has probably received more emphasis in recent years than it did formerly, since schools have purchased automatic laundry equipment for the home economics laboratories.

From the discussion on the preceding pages, it becomes apparent that as the purposes of education in the field of home economics in secondary schools were broadened, and as the number of areas of subject matter to be included in the curriculum were increased, each area of study was also enlarged to include an increased number of phases of subject matter within that particular area. This general broadening of the curriculum was accompanied by a decrease in the amount of time devoted to home economics. There appears to be an inconsistency when one compares trends in purposes, in areas and phases of subject matter, and in time requirements. One might question what happened in the classroom when teachers attempted to adapt their teaching to shorter periods of time

while teaching many more phases of subject matter. The answer may be found in one or more of the following possibilities: ways had been found to teach more effectively in less time than was formerly the case; pupils in the schools were studying a wider range of subject matter, but there was less intense study of particular areas; the phases of subject matter and the purposes of education in the field of home economics had grown only in theory and teachers continued to teach fewer phases of home economics than were recommended in the State Plans.

Methods of Instruction

The discussion up to this point has centered around the aims, the time requirements, and the content of the courses in vocational home economics. Recommendations were also given in the State Plans for the methods of instruction which were to be used. The following statement appeared in the first State Plan:

> Methods of Instruction -- The instruction in home economics will be based upon suitable textbooks approved by the State Board, accompanied by proper laboratory practice and home practice on the part of the students. In general, both practical work and essential related instruction will be combined in one class exercise and courses involving practical work will not be disassociated into regular recitation and laboratory periods.[11]

The recommendations cited above appear to be an attempt to integrate or correlate the work being offered in home economics within the block of time allotted to the subject each day. The time was not to be separated into formalized recitation and laboratory periods.

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[11] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, December, 1917, op. cit., p. 27.

The methods of instruction which were proposed in the next State Plan were somewhat changed as follows:

> Methods of instruction.
>
> The instruction in home economics in all-day schools must be based on suitable subject matter accompanied by suitable lectures and demonstrations by the instructor adapted to the needs of the students. Laboratory exercise for the purpose of demonstrating methods will be required and double periods given for laboratory work.[12]

This same statement appeared in the 1922 State Plan. The next State Plan showed some evidence of attempts to change the method of instruction. It stated:

> Methods of instruction -- Lessons shall combine in general both laboratory work and discussion in one lesson. The work shall be presented as "class problems" using discussions, demonstrations, and illustrations. Pupil initiative and resourcefulness shall be stimulated and utilized.[13]

The above statement was repeated in the 1932 State Plan. In the 1937 Plan, there was quite a lengthy section on methods of instruction:

> Methods of instruction.
>
> The methods of instruction shall be such as lead to solving of the present problems of the individual and her family, point to recognition of basic principles in such a way as to make them usable in other situations, and lead to creative solving of new problems as they arise in later years. The class time shall not be divided into laboratory and recitation but shall be used as the nature of the problem and the ability of the group seems to warrant in order to reach the goals selected as being attainable. The methods used

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[12] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin 201, July, 1919, op. cit., p. 40.

[13] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, Reprint 1927, op. cit., p. 46.

in instruction should be carefully adapted to the age, interests, and abilities of the students. Pupil initiative and resourcefulness shall be stimulated and utilized. Class activities shall include discussion, laboratory work, pupil and teacher demonstrations, field trips, group work, and supervised study. Directed experiences in the home through home projects should correlate home instruction with home living.[14]

Although no new State Plan was developed in 1942, a bulletin on Vocational Homemaking was published. In this bulletin there was a section on method of instruction which is quoted below:

Method of Instruction.

Since most effective learning takes place where work is developed on a cooperative basis of student-teacher planning and participation, students should have opportunity for such experiences. They may assist in early planning for the year's work as well as frequent later opportunities for developing specific plans, procedures, and evaluations of work. It is particularly important that they share in determining the goals or objectives which affect the plans of procedures and evaluation.

The teacher needs to be prepared with tentative goals and plans for the year, the unit, and the day. These should be adapted to student needs, interests, and abilities.

Various teaching procedures are a means of stimulating and maintaining interest. It is important that most effective technique and procedures be selected in relation to the goals which have been cooperatively planned.

The effectiveness of the instruction in homemaking is in direct proportion to the degree to which it functions in the lives of students helping them solve their immediate problems; it may be measured also by the degree to which knowledge, appreciation, skills, and attitudes are developed which are applicable to the solution of problems later in life. There should be student participation through varied group and individual experiences, with practical applications of knowledge to changing social life. Experi-

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[14] Michigan State Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1937, op. cit., p. 101.

> ences should provide for progress and growth of the individual. Homemakers, due to their practical experiences, often have suggestions of an educational nature to contribute if their cooperation is encouraged. The homemaking program must be extended to include not only the school and home, but also the community and its resources.[15]

In contrast to the above is the section on methods of instruction which appeared in the 1947 State Plan. This Plan gave the following statement:

> 1. Methods of Instruction.
>
> All instruction shall be given in such a manner that it will have functional value to the trainee.[16]

The methods of instruction advocated in the first State Plan were study from textbooks followed by laboratory practice. According to the 1919 and the 1922 State Plans, the teacher was to present subject matter using lectures and demonstrations. These lectures and demonstrations were to be followed by laboratory practice by the pupils. There was no mention of the use of textbooks. Class problems were to form the basis for instruction in the 1927 and 1932 State Plans. In the 1937 Plan, emphasis was placed on recognizing basic principles and gaining ability to solve problems of the individual and her family. The movement toward cooperative planning between the teacher and the pupils was evident in the bulletin published in 1942. Rather specific suggestions were given for carrying out these cooperative activities. The emphasis had moved to solving of individual rather than family problems. There were no

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[15] Vocational Homemaking, Bulletin No. 242, Rev. 1942, op. cit., pp. 12-13.

[16] Michigan State Plan for Vocational Education, Bulletin No. 201, 1947, op. cit., p. 15.

clues in the 1947 State Plan as to what were considered the most effective methods of instruction. The selection of method apparently was left to the individual teacher.

The preceding discussion has been concerned with aims or purposes, time requirements, course content, and methods of instruction for courses in vocational home economics which were set forth in the various State Plans and in two bulletins which supplemented these Plans. The reader should keep in mind that with the exception of time requirements, these were recommendations only. The time requirements would also be the only aspect of the program which could be determined with certainty. The recommendations for course content were fairly general and listed only large topics or phases of particular areas of study. Some recommendations were made relative to methods of instruction in all but the 1947 State Plan. It was difficult, if not impossible, to determine whether the various recommendations were followed. The writer had to depend to a large extent upon written reports. These might not always have been completely reliable since they may have been based more upon hopes and aspirations than upon what took place in reality.

The next section of this chapter deals with the home economics curriculum in respect to course content and methods of instruction as they were reported in the Michigan schools. The data for this section were obtained for the most part from the annual descriptive reports of the state supervisor of home economics. These descriptive reports for the first five years of the program in Michigan included very little information about the day school program but were devoted, for the most part, to the program in teacher training.

Although recommendations were made concerning course content and

methods of teaching, in the final analysis, it was the teacher herself who probably made the decision as to what would be taught and the methods to be used. Various factors probably influenced her decision. Among these were the recommendations included in the State Plans, the suggestions made by supervisors when the school was visited, conferences which were held for teachers of vocational home economics, vocational bulletins (both federal and state), professional study in college or in extension classes, as well as her own preferences and individuality.

Course Content and Methods of Instruction in Programs of Vocational Home Economics in Michigan

The early years. It could probably safely be assumed that high school pupils were receiving instruction in the traditional areas of both foods and clothing during the first few years of vocational home economics in Michigan. During the 1920's some other areas of study began to receive more emphasis. A summer conference was held in 1924 at Michigan Agricultural College for vocational home economics teachers. During this conference a small group of teachers prepared materials for a unit in child care for high school pupils. The following school year (1924-25) one school reported working with a group of undernourished children on nutrition and health problems. At the summer conference held in 1925, Mabel V. Campbell, the federal agent for home economics, was one of the speakers. Her topic was "Teaching Family Relationships." She also assisted a committee of teachers in preparation of materials for a unit in family relationships to be used with high school pupils. In the annual report for the year following this conference (1925-26) many schools were reported teaching units in both child care and family relationships.

The conference held the summer of 1926 was reported as outstanding for the help given in teaching child care and family relationships. Neither of these areas was mentioned in the outline of subject matter to be taught until the 1927 State Plan. At the 1926 summer conference emphasis was also placed on the problem solving method of teaching. The annual report of the state supervisor for the year (1926-27) stated that the teachers at the conference "pledged themselves to include one problem scoring 90 or above (Lancelot scale) in each unit." This scale was not included in the supervisor's report but was found in an article reporting the summer conference. This article contrasted fact questions and thought questions and then gave the criteria for a good problem. These are shown in the following:[17]

	Score
1. Is the problem drawn from a real life situation?	15
2. Is the end considered worthwhile by the class?	15
3. Is the problem interesting in itself or connected with something that is interesting?	15
4. Is the statement of the problem clear and definite?	15
5. Is the problem of proper scope and difficulty for the class?	15
6. Are reasoning and judgment involved in solving the problem?	25

Important developments which were reported for secondary schools for 1926-27 included the statement that every vocational home economics department had included plans for units on child care and family relationships. It should be noted that they "included plans." Whether these plans actually materialized was not reported. No report was given that year as to how the problem solving method had worked out in the schools.

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[17]Minnie L. Irons, "Judging and Building Teaching Problems," Michigan Home Economics Association Newsletter, No. 22, September, 1926, p. 10.

The following year, however, (1927-28), the supervisor stated in her annual report that the quality of teaching had improved due to the use of the problem solving method of teaching. There were no evidences cited to support this statement.

These three aspects of curriculum, child care, family relationships, and problem method of teaching appeared to continue to receive emphasis the next school year. In the annual report of the state supervisor for 1928-29, it was stated that child care and family relationships were more definitely established as part of the high school program and that the number of teachers using the problem method had grown. The report for 1929-30 included no comments about the problem method of teaching, but it was stated that the work in child development and family relations had been strengthened. Methods which were reported as being used in child development were use of guided observations of children for high school students and arranging opportunities for these students to have contacts with small children.

An attempt was made by the writer to determine if possible what had influenced the state supervisor and other leaders in Michigan to place so much emphasis on child care, family relationships and problem solving at this particular time. At least a partial answer was found in the fact that these were factors which were being encouraged by leaders in the field, especially those in the Federal Office of Vocational Education. In the first federal bulletin on organization of home economics work, child care had been listed as one of the areas of home economics which should be included in vocational courses.[18]

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[18] Home Economics Education Organization and Administration, Bulletin No. 28, Home Economics Series No. 2, February, 1919, op. cit., p. 27.

In 1922 a conference attended by home economics leaders was held in Minneapolis. This conference group worked on techniques of job analysis.[19] The technique of job analysis was credited with broadening the curriculum in home economics in a later report of the Federal Board for Vocational Education. It was stated:

> In the year 1918 the following subjects were taught in vocational schools and classes in home economics, listed in the order of frequency: cooking, sewing, millinery, dressmaking, food conservation, dietetics, and nursing. Analysis of the vocation of home making, whereby the activities of the home maker were listed and sometimes evaluated, brought a broadening and expansion of the curriculum to include subjects in addition to those in foods and clothing, and in 1922, 1923, and 1924 we find considerable instruction in home nursing, home management, budgets and accounts, child care, child training, and family and community relationships.[20]

There were no evidences of the job analysis technique having been used in Michigan but the results of the analysis in other parts of the country may have had some influence in the broadening of the curriculum in Michigan.

The Federal Board for Vocational Education in 1921 had published a bulletin on child care and child welfare.[21] This bulletin was prepared principally for use in teacher training institutions as a basis for instruction in child care and child welfare. It may also have been used as a source of information for teachers. In any event, the publication

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[19] The Federal Board for Vocational Education, Sixth Annual Report, 1922. Washington: Government Printing Office, 1922. P. 81.

[20] The Federal Board for Vocational Education, Ninth Annual Report, 1925. Washington: Government Printing Office, 1925. Pp. 54-55.

[21] The Federal Board for Vocational Education, Child Care and Child Welfare, Bulletin No. 65, Home Economics Series No. 5. Washington: Government Printing Office, 1921.

of such a bulletin is evidence that the persons in the home economics education service in the office of the Federal Board for Vocational Education were interested in the subject of child care as an area of study.

The subject of family relations no doubt received some impetus when "worthy home membership" was included as one of the Seven Cardinal Principles of Education which were developed in 1918 by the Commission on Reorganization of Secondary Education of the National Education Association. Home economists felt that they had a special contribution to make to this particular objective.

Problem method. There was a great deal of emphasis on the problem method of teaching in the 1920's. The source of this emphasis in vocational home economics in Michigan can be fairly definitely established. The state supervisor and other leaders in home economics education in Michigan had attended a Regional Vocational Conference in Chicago in April, 1926. Professor Lancelot of Iowa State College had discussed the problem method of teaching with this group of home economists. Miss Irons, the teacher-trainer from Michigan State College, gave credit to Dr. Lancelot for the material on problem method which was used at the summer conference for home economics teachers in Michigan.[22]

The depression years. It is not difficult to trace the origin of the next change in course content in home economics. The great depression of the 1930's left its mark on practically every aspect of American life at every social and economic level. In the annual reports of the state supervisor for these years it was stated that home economics teachers

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[22]Minnie L. Irons, loc. cit.

were placing emphasis on the following: planning and preparing low cost menus, food preservation, make-over garments, family recreation, preparing and serving lunches to undernourished children, and consumer education. The teachers may have been influenced by various factors to attempt to adjust their home economics courses to the needs of the times. Many teachers were probably themselves aware of the financial difficulties under which families were living and, on their own initiative, may have attempted to adjust their teaching to help these families. The state supervisor reported that through visits and letters she had made suggestions to teachers helping them adjust their teaching to the economic situation. There was a good deal of emphasis on consumer education following the publication of a bulletin on this subject by the Vocational Division of the United States Office of Education.[23]

Some changes in methods of teaching as well as in course content were advocated during the period of the depression. Emphasis on the effectiveness of the activity program seemed to have reached the home economics leaders in Michigan in the early 1930's. There were several indications of attempts to get more activity into the classroom especially in some of the newer areas such as child care. One technique which was reported was guided observation of children. In some schools, this eventually developed into cooperative enterprises carried on by the home economics department and the kindergarten and lower elementary grades. A trend in methods of instruction which appeared to be short-lived was the contact method of teaching. For about five years, 1931-36, in the

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[23] United States Office of Education, Consumer Buying in the Educational Program for Homemaking, Vocational Education Bulletin No. 182, Home Economics Series No. 19, 1935.

annual reports of the state supervisor, there were references to the interest of teachers in the use of the contract method. There were no evidences of the contract method actually being widely accepted and it was not mentioned after 1936.

Some aspects of course content which were introduced as a result of the depression were continued as a part of home economics courses. Among these were consumer buying and make-over clothing. These may be found in many schools today, although the trend in consumer buying seems to be to integrate the problems of buying with various other units rather than to include a separate unit in this area. Toward the end of the depression and prior to World War II, there were no apparent changes of consequence in the curriculum content.

Teacher-pupil planning. Some of the modern trends in curriculum planning seemed to originate in the late 1930's. The first reference to planning in relation to "needs of students" appeared in the annual report for 1937-38. This report stated that there was interest among teachers in discovering needs as a means of making their teaching more effective. It will be recalled that this was one of the bases which all the State Plans except the 1917 Plan had given for planning course content. The 1937-38 annual report did not state what techniques were being used to discover needs. The following year it was reported that curriculum changes were based upon the interests, needs, and abilities of pupils. Again no clues were given as to how these were determined.

In the annual report for 1939-40, it was stated that there was definite improvement in teacher-pupil planning although this type of planning had not been mentioned before. Each year the annual reports became more optimistic about the success which teachers were having in

teacher-pupil planning. The first reference to enlisting the aid of community members in planning the program for home economics was in 1948-49 when it was reported that cooperative planning was used by 93 per cent of the teachers in setting up the year's program and by 96 per cent in organizing various units. Advisory committees or individuals from the communities were reported to have assisted with planning in slightly over 30 per cent of the schools. The same year it was stated that observations and reports indicated that over 90 per cent of the teachers based their programs on needs of pupils and of the homes in the community.

These percentages were derived from the reports which teachers sent to the state supervisor. There were three hundred thirty-nine teachers reporting in 1948-49. It was reported that one hundred forty-four teachers in reimbursed programs were visited, so all the reports from teachers could not have been validated by observations made on visiting the school. The report included a section on cooperative planning in which the teachers were asked to check "yes" or "no" on several aspects of such planning. These included: Used in setting up the year's program, used in organizing various units, assisted by advising or other cooperating committees, assisted by individuals from the community, pupils' records used, personal conference used. Another question which was asked was whether programs were based on needs of pupils' homes and community.

In view of the fact that the percentages which were given were based on reports of what persons said they did rather than on specific evidences, it would seem to be justifiable to question the accuracy of the percentages given above. This would seem especially true when one

realizes that the leaders placed great value on cooperative planning. There might also be some question as to the meaning of cooperative planning and what techniques were used in carrying it out. Cooperative planning is a very complex activity. It is not easy to guide a group of pupils to analyze their own needs in terms of their personal felt needs and also in terms of the needs of society. Such an activity requires careful planning on the part of the teacher, skill in group work techniques, extremely good rapport with pupils, plus some ability on the part of pupils to think, to be objective, and to analyze. One might question whether the cooperative planning reported in home economics was done at the level just described or whether the technique used was to ask pupils what they would like to study. One might also question whether 90 per cent of the programs were based on needs of pupils. No clues were given in the 1948-49 report as to how these needs were determined.

A study by O'Donnell in 1950 raises further questions as to the extent of cooperative planning between teachers and pupils and of the extent to which the program was based on needs. The purpose of the study was to determine the present status of home economics in the secondary schools of Michigan by comparing practices with stated beliefs of leaders. This study was done on a small sample of schools (23). However, all were schools with programs in vocational home economics. Below are some of the findings in respect to cooperative planning:

> In general there was little evidence to believe that local homemaking programs were planned cooperatively with pupils and parents. There was evidence of some cooperative planning with pupils in approximately one-fifth to one-fourth

> of the schools. There was less cooperative planning with parents than with pupils.[24]

An attempt to determine whether or not the learning experiences were related to recognized needs, interests, and problems of adolescents resulted in the following conclusions:

> INVENTORY B, which was checked by both pupils and homemaking teachers, contained thirty-six items which related specifically to opportunities which pupils in homemaking classes had had for expressing or finding their own needs, interests and problems. Less than twenty-five per cent of pupils in homemaking classes reported that they had had these various opportunities for expressing their own needs and interests.[25]

It can be seen that there was lack of agreement in these findings and the percentages given in the annual reports of the state supervisor for the previous year concerning cooperative planning and a program based on needs, interests, and problems of pupils.

Effects of World War II. Rapid changes in the course content in home economics were reported with the advent of World War II. Some which had to do with conservation bore a resemblance to those which had come and gone with the depression. These centered for the most part around conservation of clothing and food but there was also some emphasis on care and conservation of equipment. The whole country was shocked at the number of boys who were rejected by the draft because of poor physical condition; attention was focused on the importance of nutrition to physical well-being. As a result there was emphasis on

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[24]Beatrice O'Donnell, Taking A Look at what Girls and Boys Do in Homemaking Classes in Grades 9-12 in Michigan, op. cit., p. 124.

[25]Ibid., p. 6.

teaching health and nutrition in home economics classes. Many reports were made about cooperative nutrition projects between high school home economics classes and elementary grades. Other aspects of curriculum which were reported as receiving emphasis during the war period were: home nursing, use of rationed foods, how to extend meat, planning menus with war-time food, preservation of food, care of children individually and in groups, use of feed sacks, which come in printed materials, for making garments, and making over old clothes. Various cooperative activities carried on with other departments of the school or agencies outside the school were reported. These included: sewing for the Red Cross, sponsoring the school lunch, serving banquets, cooperating in school fairs, school assemblies, helping in community hospitals, and sponsoring work experience projects for students in cooperation with stores or industries in the community.

Home and family living. The most recent change in the home economics curriculum in Michigan has come with the introduction of courses in home and family living. These courses have been planned for eleventh and/or twelfth grade girls and boys. The course content has centered around personal problems in respect to home and family living and has usually included the areas of food, clothing, boy-girl relations, child development, family relations, and preparation for marriage.

It is difficult to trace the origin of some of these movements. However, the subject matter included in the courses in home and family living bears a resemblance to that included in the early units in family relations and child care which were introduced into the home economics curriculum in the 1920's. The depression during the next decade made a tremendous impact upon the homes and families of America. This may

have made leaders and teachers more aware of needs of families. Brown stated of the home economics teacher of that period:

> Day after day, as these teachers went about their business, they saw individual families display the greatest possible courage and ingenuity in meeting deprivations and disappointments. Occasionally they saw whole communities work out new solutions for problems affecting large numbers of families. . . . At the same time, in neighborhood after neighborhood, they could see national trends of another kind in the making: families breaking up; families getting smaller; families failing to meet the growth needs of children; citizens becoming apathetic about social and economic conditions adversely affecting family life.[26]

Evidence of the interest of education in the area of family living was shown by the fact that the American Association of School Administrators chose Education for Family Life as the subject of its 1941 yearbook. In the Foreword of this publication it was stated that the Commission on Family Life did not wish to see the development of many superficial courses on home life. It was felt that some new courses were needed but that a great deal could be accomplished by improvements in present programs of education. Educators were urged to rethink school activities with the needs of the home in mind.[27] A list of general recommendations was given and also a checklist for programs of Education for Family Life.[28]

Another book published the same year and sponsored jointly by the

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[26] Muriel W. Brown, With Focus on Family Living, Vocational Division Bulletin No. 249, Home Economics Education Series, No. 28, Federal Security Agency, Office of Education. Washington: United States Government Printing Office, 1953. P. 8.

[27] American Association of School Administrators, Education for Family Life. Washington: National Education Association, 1941. P. 6.

[28] Ibid., pp. 162-173.

Department of Home Economics of the National Education Association, the Society for Curriculum Study, and the United States Office of Education was entitled Family Living and Our Schools.[29] The committee stated in the Foreword that suggestions were given as to why education in home and family living is an important part of the school's responsibility, how schools are meeting these responsibilities, and ways in which schools and community groups can work together to evaluate and improve their own programs. A number of charts were included showing developmental sequences in learning and suggesting ways the family and the school could contribute to learning at each stage.[30]

Meanwhile, Michigan was attempting to implement some changes in the secondary schools. Should Youth Challenge the Secondary Schools? was the title of a bulletin published by the Michigan Department of Public Instruction in 1941. This bulletin called attention to the neglect of pupils' needs in curriculum planning.[31] Among the newer trends in curriculum were cited courses in Personal and Social Problems.[32] One chapter was entitled, "The Needs and Interests of Pupils of Secondary School Age." The data from which the material included in this chapter were taken came from a study based on statements made by high school pupils in Michigan. One of the areas of needs and interests of these pupils was "Family and Home Relationships."[33]

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[29]Bess Goodykoontz and Beulah I. Coon, Family Living and Our Schools. New York: D. Appleton-Century Company, 1941. P. ix.

[30]Ibid., pp. 420-35.

[31]Should Youth Challenge the Secondary School? Bulletin No. 318. Lansing, Michigan: Department of Public Instruction, 1941. Pp. 5-6.

[32]Ibid., p. 13.

[33]Ibid., pp. 34-35.

Three years later a bulletin entitled Education for Home and Family Living was published by the Department of Public Instruction.[34] This bulletin was a report of a committee of the Michigan Council on Adult Education. The proposed education was not limited to adult education, but the whole field of education was surveyed, and recommendations were made for implementing home and family life education at every level of development.

In August, 1946, demonstration school-community programs in education for home and family living were inaugurated in six Michigan communities by the State Department of Public Instruction. Four communities were added to the group later. The report of these demonstration programs was published by the Department of Public Instruction.[35] A member of the Home Economics Education Staff of the State Board of Control for Vocational Education served as a consultant in this project.

It can be seen that there has been a great deal of interest in Michigan in education for home and family living. This interest has not been limited to home economists but has been expressed by persons in other areas of education as well. The first authorization to offer courses in Family Living in vocational home economics was given in a Release dated October 9, 1939. It stated:

> In schools where Homemaking III is a separate, segregated group, a class to parallel Homemaking III may be organized on the basis of a related subject. On this basis a class may be offered for a mixed group of boys

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[34] Education for Home and Family Living, Bulletin No. 331. Lansing, Michigan: Department of Public Instruction, 1944. Pp. 11-16.

[35] Education for Home and Family Living in Michigan, Bulletin No. 295. Lansing, Michigan: Department of Public Instruction, 1950.

> and girls provided the girls are enrolled in Homemaking III, while the boys may not have had any previous homemaking training in organized classes. The title of such a course shall be Family Living and Social Relations, with emphasis centered about the problems relative to both areas.[36]

In the 1947 State Plan one of the enrichments of the basic two-year program was "courses in personal and family living for upper grade girls and/or boys who may or may not have had the two-year basic course."[37] There were no records which would give a clue as to how the first courses authorized in 1939 were accepted. However, the courses which have been organized since the 1947 State Plan became effective indicate an increasing interest in such education. For example, in 1947-48, a course in Home and Family Living was offered in only 14 per cent of the schools. The percentage increased to 21 the following year and in 1953 between 25 and 30 per cent of the schools were offering this course. It should be noted that this includes only those schools which reported such a course as part of the program of vocational home economics. Other schools may offer the course as a part of general education.

Evidence that the idea of educating for home and family living may have been accepted more widely in Michigan that in other states is found in a bulletin which described courses for eleventh and twelfth grade boys and girls. The material for the bulletin was collected in 1948-49 from thirty-nine towns and cities in twenty-one states and the District of Columbia. Six of these were located in Michigan.[38] The

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[36]Official Release X-59, Rev. Lansing, Michigan: The State Board of Control for Vocational Education, 1939. P. 2.

[37]Michigan State Plan for Vocational Education, Bulletin No. 201, 1947, op. cit., p. 38.

[38]Boys and Girls Study Homemaking and Family Living, Vocational Division Bulletin No. 245, Home Economics Series No. 27. Federal Security Agency, Office of Education. Washington: United States Government Printing Office (no date). P. 58.

highest number of schools for any of the other states was three.

Related Subjects Recommended for Home Economics

Although related subjects were not required for every reimbursed program in home economics, as was shown in the discussion on "time requirements," related subjects were a part of the vocational half-day for many pupils enrolled in home economics. A federal bulletin published in 1919 to assist schools in organizing reimbursed programs in home economics attempted to show how the related subjects fitted into the program. It stated:

> Manifestly, the vocational needs of home makers and house daughters are skill in the household occupations and knowledge essential to efficient management of the home. A course designed to meet these needs must therefore provide for instruction and practice in the home occupations and in the fundamental arts and sciences upon which the home occupations are based so that the home maker becomes an intelligent workman who understands the scientific principles underlying the simple home processes. The analysis of the home-making occupations shows the needs of these two groups of subjects as a part of the curriculum of home making -- the technical or home economics subjects and the related art and science subjects which supplement and strengthen the technical work and which together are called vocational subjects.[39]

The related subjects were to include "the arts and sciences which are fundamental to home economics, such as drawing and design when applied to clothing and the home, and chemistry, physics, and bacteriology when applied to the household." The subject matter was to be clearly related and correlated with the subject matter in home economics and pupils not enrolled in home economics were excluded from the classes in related

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[39]The Federal Board for Vocational Education, Home Economics Education, Organization, and Administration, Bulletin No. 28, 1919, op. cit., pp. 24-25.

subjects.[40]

The idea of correlating the subject matter in home economics with science and/or art bears some resemblance to the unified studies and core curriculum which have been developed in recent years. However, in the programs of vocational home economics there were usually two teachers involved, one for home economics and one for related subjects. This made the problem of correlation more difficult than had only one teacher been responsible for the two subjects as is usually the case with programs which use the plan of unified studies or core curriculum.

A number of subjects might be taught as related subjects. The choices as they were listed in the several State Plans for Michigan are shown in Table XXV. The related subjects have been classified into three categories as follows: science, art, and others. General science, physics and chemistry were listed in all but two State Plans (1919 and 1947). Biology, physiology, botany, and zoology were each mentioned next most often, being listed in all but three State Plans. Applied science was the only related science mentioned in the 1919 and 1947 Plans. Bacteriology was listed only in the 1922 Plan.

Applied art was recommended most frequently as the subject to be taught in related art. Drawing and design applied to dress and house furnishings was recommended only in the first State Plan (1917). Costume design and house planning were recommended only in the 1922 State Plan.

Other subjects appeared at various times among the related subjects which might be taught. These included household accounts, home and community hygiene, commercial geography, economics, community civics, and

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[40] *Ibid.*, p. 25.

sociology. All of these appeared in one or the other of the early State Plans. Home mechanics was recommended in the 1947 Plan. Most State Plans recommended several subjects in each of the areas of science, art, and other subjects. Schools were thus permitted considerable latitude in their choice of related subjects. There were no indications as to which of the related subjects suggested in the State Plan were actually taught in the schools. These subjects were referred to as "related subjects," "related art," or "related science."

TABLE XXV

RELATED SUBJECTS RECOMMENDED FOR REIMBURSED PROGRAMS IN HOME ECONOMICS IN MICHIGAN

Related subjects	State Plans						
	1917	1919	1922	1927	1932	1937	1947
Science:							
General science	x		x	x	x	x	
Physics	x		x	x	x	x	
Chemistry	x		x	x	x	x	
Biology			x	x	x	x	
Physiology			x	x	x	x	
Botany			x	x	x	x	
Zoology			x	x	x	x	
Applied science		x					x
Bacteriology			x				
Art:							
Drawing and design applied to dress and home furnishings	x						
Costume design			x				
House planning			x				
Applied art		x	x	x	x	x	x
Other:							
Household accounts	x		x				
Home and community hygiene			x				
Commercial geography			x				
Community civics			x	x			
Economics			x	x			
Sociology				x			
Home mechanics							x

Related Subjects in Programs of Home Economics in Michigan

Some problems seemed to develop in attempting to teach related subjects in the program of vocational home economics in Michigan. Every annual report of the state supervisor from 1922-23 through 1931-32 made some reference to difficulties in correlating the work in related subjects with the work in home economics. One of the teachers of related science in Michigan described the way in which the work in science had been correlated with the work in home economics. The following description of activities in the related science class was given:

> During the first semester, the girls in the home economics class study clothing. A natural question is, "How may we distinguish one kind of cloth from another and how may we determine that the cloth we have purchased as all wool is such?" In the related science course, the answer is to be found in the way the chemist would solve such a problem. A study was made of the simple lens and of the compound microscope. When this work was completed each girl could name and tell the use of each part of the microscope together with the care of the instrument. Each girl was able to place a specimen upon a slide under the microscope; properly illuminate the object and focus the instrument. In each case the instructor verified the student's work. Drawings were made of silk, cotton, linen, and wool fibers before and after dyeing. Chemical tests were made and the percentage composition of at least one sample of cloth used by the girl in making a garment was determined.[41]

The work in science also included study of the pressure and hardness of water, how to repair leaky faucets, analysis of commercial cleansers, and of various kinds of commercial baking powder. The author of the article emphasized the importance of planning by the science teacher

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[41] E. W. Kiebler, "Home Economics and Related Science," Michigan Home Economics Association Newsletter, Vol. VII, No. 4, May, 1929, pp. 9-10.

and the teacher of home economics in order that the work given in science would supplement the work in home economics.

Evidently the difficulties encountered in teaching related subjects were not limited to Michigan. Other states must have had similar problems, because in 1931 the Federal Board for Vocational Education published two bulletins to assist teachers in related subjects fields. These bulletins stated objectives and gave some specific help on ways to correlate the related subject with home economics.[42]

At various times, committees of teachers in Michigan worked cooperatively in developing teaching materials in the related subjects areas. For the most part, these were adaptations of the federal bulletins referred to above.

As was stated earlier if a particular program required related subjects, the pupils had no choice but to take the related subject and the classes in related subjects were limited to vocational pupils. This segregation of related subject classes had presented a problem to administrators for years. This was especially true in small schools where it was not practical to establish two classes in art or in science. In 1938, the State Board of Control for Vocational Education developed a new policy whereby the classes in related subjects no longer needed to be segregated. The pupils in home economics were still required to take a related subject. Classes with a membership of vocational and non-

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[42]The Federal Board for Vocational Education, The Teaching of Art Related to the Home, Bulletin No. 156, Home Economics Series No. 13. Washington: Government Printing Office, 1931. 87 pp. The Federal Board for Vocational Education, The Teaching of Science Related to the Home, Bulletin No. 158, Home Economics Series No. 14. Washington: Government Printing Office, 1931. 126 pp.

vocational pupils were not eligible for reimbursement.[43]

There were no summaries to indicate how many programs included related work previous to the adoption of the 1947 State Plan. After the passage of the George-Reed Act in 1929, Program III which had no requirement for related subjects was accepted by a large number of schools. This may account for the fact that there were fewer references to difficulties with related subjects after 1931-32. It may also be that the federal bulletins gave the teachers the help which they needed. After the adoption of the 1947 State Plan, the number of programs which included related subjects was reported each year. Very few schools were teaching courses in related subjects. The range was from slightly less than 7 per cent to about 12 per cent of schools with reimbursed programs in home economics.

Providing Learning Experience Through Home Practice and Home Projects

The leaders in home economics education, from the very beginning of the vocational program, expressed a belief that such an education could not function effectively if it were carried on apart from the homes of pupils. The importance of correlating the work of the school with activities in the home was emphasized in one of the early federal bulletins, in which it was stated:

> Vocational education in home economics has as its aim the training of girls and women to assume the duties and responsibilities of homemakers. Experience has shown

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[43]Official Release X43. Lansing, Michigan: The State Board of Control for Vocational Education, June 14, 1938. Pp. 2 and 3.

> that the facilities of the school are too limited to offer the wide range of experience demanded by such training and that it is necessary, wherever possible, to encourage participation in home activities as a means of both broadening home-making education and of vitalizing the schoolroom training by contact with real home problems. The home project is a valuable means of promoting this much desired relationship between the home, the girl, and the school, and offers the opportunity for the development of a far-reaching program in vocational education in home economics.[44]

A distinction was made between home practice and home project work. Home practice was defined as a "type of home work which gives opportunity for repetition of work learned at school in order to gain skill in manipulation."[45] The home practice work was concerned with a single activity such as preparation of a salad or dessert learned at school. The home project, on the other hand, was defined as "a normal unit of home work offering opportunity for the acquisition of new knowledge and the development of manipulative skill and managerial ability."[46] The preparation of entire meals for the family was used as an example of a home project. In describing the essentials of a home project, the following statement was made:

> . . . that a project be a purposeful activity on the part of the pupil, demands that it meet the needs of the individual girl. It must appeal to her as something worth while accomplishing; not a task imposed upon her by one in authority.[47]

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[44]The Federal Board for Vocational Education, The Home Project, Bulletin No. 71, Home Economics Series No. 6. Washington: Government Printing Office, 1921. P. 4.

[45]Ibid., pp. 8-9.

[46]Ibid., p. 8.

[47]Loc. cit.

The following statement was made concerning summer projects in a program of vocational home economics:

> To require such work of all pupils presents administrative difficulties, because there are always some who are away for vacations and some who do not return to school in the fall. To withhold a grade for the year's work in such cases would be distinctly unjust. The summer project should be an opportunity for those who wish to do additional work, and a separate credit allowed, the amount to be determined by the State or local authorities.[48]

These beliefs expressed by some of the early leaders in home economics would seem to represent a sound approach to an educational program, the purpose of which was to train for the occupation of homemaking. These leaders believed that it was important that the training be practiced in the laboratory in which it was to function, the home. However, they thought that such training would not be successful if it were imposed by one in authority; the girl herself must be aware of the value of the project. They felt that the summer project should not be required but should provide an opportunity for any pupil who so wished to do additional work. Some of these beliefs seem to have been lost sight of when attempts were made to implement the project program in Michigan. The discussion which follows is concerned with the development of this aspect of the program of vocational home economics in Michigan.

The first State Plan for Michigan included the following statement, "Students in home economics shall be required to give at least 144 hours per year to actual home practice."[49] There were no suggestions

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[48] Ibid., p. 25.

[49] Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1917, op. cit., p. 27.

as to what was involved in home practice work and no provision was made for time for the teacher to supervise such work. The State Plan of 1919 gave ninety as the number of hours which pupils should devote to home project work. This was to be carried on in the summer for forty-five days, two hours per day.[50] In this Plan the teacher was to be employed for twelve months so that she could supervise the summer work. She was to make frequent visits to the homes of the pupils so that by actual contact with the home life of pupils she would be better able to direct the instruction in vocational home economics.[51] There is no evidence to indicate that teachers were employed for work during the summer under this Plan.

The first report concerning any project work being carried out in the program of vocational home economics in Michigan is found in the minutes of the State Board of Control for Vocational Education for December 28, 1920, in which it was stated:

> The State Supervisor of H.E., Mrs. French, made an oral report concerning the progress of the work. Mrs. French outlined in particular the school at White Pigeon which is now operating under the special plan for home projects. Mrs. French reported 17 girls doing the project work under the special plan at White Pigeon.[52]

It is not strange that the idea of the program of home projects was not immediately put into practice. It was an entirely new concept.

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[50] Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1919, op. cit., p. 39.

[51] Ibid., p. 40.

[52] Minutes of the State Board of Vocational Education, December 28, 1920, p. 107.

Teachers and parents were accustomed to the work of the school being a thing set apart. The idea of correlating work done at school with work at home was very different from any kind of school work which had been done previously. The leaders had not yet worked out some of the problems involved and so were unable to give assistance and help which states might need in developing such programs. This is shown by the following statement which appears in a federal bulletin published in 1919: "We have not yet learned how best to plan and supervise such home work, yet to do so is at the present time a pressing need in vocational education for home making."[53]

When the 1922 State Plan was developed, there was evidence that the ideas of the supervisor and the State Board regarding home projects had undergone an extensive modification since the development of the early State Plans of 1917 and 1919. The 1922 Plan has this to say about home projects:

> Home practice and home project work.
>
> In fulfilling the aim of homemaking education it is necessary to promote interest in home practice work. All home work recognized as accepted practice work should be systematically reported and recorded as to the subject, aim, time, and conclusions.
>
> Home practice work should average not less than thirty minutes per day if it is a part of the course. It may include home tasks which offer development in skill, organization, and management, such as care of sleeping rooms, preparation of meals, the care of silverware, the care of cottons, linens, and woolens, and phases of marketing. This work should cover a period of time sufficient to include the above qualities to be developed.

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[53]The Federal Board for Vocational Education, Home Economics Education, Organization, and Administration, Bulletin No. 28, 1919, op. cit., p. 29.

> We are experimenting with home projects as a part of the homemaking course. Until adequate data are obtained, the state board prefers not to submit a project plan. Several schools are experimenting with home project work under the direction of the state supervisor.[54]

In this plan the belief in the importance of practice of homemaking activities in the home itself was reiterated. However, it is evident that home projects in Michigan were still in the experimental stage and so a plan for projects was not presented.

After the report to the State Board for Vocational Education in 1920, cited above, there were no further references to home projects until the 1923-24 annual report of the state supervisor. Evidently home projects had been discussed at the summer conference in 1924, because it was stated that teachers showed greater enthusiasm for project work following the summer conference. It was further stated that there had been a marked increase in the amount of home practice and the number of home projects in vocational schools. In the meantime, some system for reporting project work was devised, for in the annual report for the next year (1924-25) it was stated that fifteen of the twenty-nine schools with vocational programs had reported project work. These were all school-year activities. There were no summer project programs. One of the topics which was discussed at the summer conference in 1925 was "Home Practice and Home Projects." A speaker from another state talked on this subject. This may have given some impetus to the program in Michigan since the following year (1925-26) all schools reported home practice work and ten of the thirty-four schools with reimbursed programs reported

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[54] Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1922, op. cit., pp. 37-38.

home project work. There was still no such work being carried on outside the regular school year. Evidently Michigan was not very different from other states in this respect. A federal bulletin published in 1926 stated that few teachers were hired for summer work in most states.[55]

During the summer of 1926 the first summer project program was carried out in Michigan. The teacher was given a twelve-month contract; this was the first time as far as records show that a teacher in home economics was employed beyond the school year. Excerpts from a letter which the teacher wrote to the state supervisor were published in the Michigan Home Economics Association Newsletter. The letter stated in part:

> Every one of my girls were working away from home at some time during the summer. Many of the girls needed the money, so it was difficult to say anything and difficult to work a project in around all the circumstances.
>
> The last two weeks were busy ones. Some reports came in early in the summer before we had the blanks. These had to be re-copied and the girls were at the canning factory where they had to work long hours--after supper often. One man told me that Myrtle ought to have an "A" on her project because he saw her with a dry goods box for a table out in the alley at the factory after closing time, trying to write her report. However, this difficulty will not be so noticeable next year if the blanks can be given out when a project is started.
>
> When you asked for comments I had to smile. I heard nothing against the project. I heard very little in the affirmative. Several women were glad their girls were to have more responsibility in the home. I guess the parents felt like some of the girls,--it was required, so that was settled and no argument.
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> . . . . . .

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[55] The Federal Board for Vocational Education, The Home Project, Its Use in Homemaking Education, Bulletin No. 71, Home Economics Series No. 6, Revised December, 1926. Washington: Government Printing Office, 1926. P. 20.

> For myself I believe the summer project is a fine thing. I think Northport was a hard place to work it out in. In some other community where there would not be so much to take a girl out of her home so that the project has to be done between jobs, the girls would like it better.[56]

This report published in 1926 represents the pioneer work in summer projects in the program of vocational home economics in Michigan. The reader should keep in mind that there were no past experiences from which the teacher could profit. She probably had assistance from the state supervisor, but the summer project program was a new undertaking to the supervisor also. Some difficulties were encountered and it was evident that the project had been required. This was contrary to the recommendations made in the federal bulletin. On the whole, however, the teacher seemed to have a feeling of satisfaction and accomplishment in the experience.

Further modifications in respect to home practice and home project work were made in the 1927 State Plan as follows:

a. Time

(1) Home practice.--Each pupil not working on a home project shall report at least two instances per month in which different class lessons were practiced at home during such units as food preparation and serving, housewifery, care of clothing, or laundering. During other units of work, the teacher shall promote and check home practice to whatever extent seems feasible for the group or individual.

(2) Home projects.

(a) All schools maintaining a three-year course in home economics shall include at least one home

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[56]Anonymous, "Summer Project Work," Michigan Home Economics Association Newsletter, No. 22, September, 1926, p. 9.

project during the year for each pupil taking the third year of work, unless the teacher is advised by the state supervisor to do otherwise.

(b) Home projects are urged for each year in which home economics is offered as suggested or approved by the state supervisor.

(c) Summer project work shall be developed wherever feasible. The work shall be supervised by the teacher. The state supervisor shall set up plans which include a basis for evaluating the time, repetitive elements and managerial aspects of projects and for estimating amount of time to be expended. These may be changed somewhat from year to year until home project work is more definitely established. The question of additional credit for home projects and the details involved shall be left open until such experimentation as shall seem desirable to promote shall serve as a basis for determining definite standards.[57]

This was the first time since the early Plans of 1917 and 1919 in which an attempt was made to set up specific requirements as to the number of home projects or home practice. The question of some of the standards for home projects was left open for experimentation as was the question of additional credit.

In the 1928-29 annual report, it was stated that the home project was now a definite part of the program in all vocational schools. For four consecutive years the state supervisor had included as one of her goals in her annual reports "a state-wide program of summer projects." This goal had not yet been achieved for although by 1928-29 all teachers were requiring pupils to do home projects during the school year only two schools were conducting summer programs in home projects.

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[57] Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1927, op. cit., p. 46.

After the passage of the George-Reed Act, a revised system of project requirements was developed for all three program options in vocational home economics.

Program I required that one half of school day be devoted to home economics and related subjects. This program operated with Smith-Hughes funds. The new plans for projects for Program I are given below:

> Home Projects.
>
> Unless the teacher has been excused by the state supervisor from conducting home projects, each pupil shall be expected to undertake at least one home project per year or [sic] from 10 to 30 hours per year.
>
> Home practice work should precede home projects.
>
> Summer project work may be undertaken as arranged with the State Supervisor of Home Economics Education.[58]

Under this plan the teacher was to have five class periods per week for planning, supervising, and checking home projects.

Probably to compensate for the reduction in class time which was devoted to home economics, more emphasis was placed upon home project work in the plans which were developed to operate with reimbursement from George-Reed funds. Program II required two hours per day for home economics and related subjects. The project plan for Program II was as follows:

> Home projects.
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> (a) First year.

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[58] The Michigan Plan for Vocational Education, Bulletin 201, 1932, (mimeographed). Lansing, Michigan: The State Board of Control for Vocational Education, 1932. P. 5.

Home practice--the equivalent of 5 to 15 minutes daily ($\frac{1}{2}$ hour to $1\frac{1}{4}$ hrs. per week or 15 to 45 hours during the school year). It is recommended that one home project of 8 to 15 hours be substituted for part of the home practice work recorded.

(b) Second year.

Two properly planned and supervised home projects carried to completion in two phases of home economics. An average of at least $1\frac{1}{4}$ hours per week or 45 hours per year.[59]

It will be noted that there were no summer projects required for Program II. However, the teacher was to be allowed five class periods per week for planning, supervising, and checking home projects.

Program III which required ninety minutes per day for home economics had the longest time requirements for home projects. They are given below:

Home projects

(a) First year.

A minimum average of $2\frac{1}{2}$ hours per week or 90 hours per year in at least three properly planned and supervised home projects carried to completion in not less than three phases of home economics. Usually two of these shall be undertaken during the summer following.

(b) Second year.

A minimum average of 3 3/4 hours per week or 135 hours per year in at least four properly planned and supervised home projects carried to completion in not less than three phases of home economics. Usually two of these shall be undertaken during the summer following.[60]

The teacher was to have five periods per week for planning, supervising, and checking home projects during the school year and also was to be employed one month beyond the school year for special direction and

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[59] Loc. cit.

[60] Ibid., pp. 5-6.

supervision of home projects.

It was evidently decided that the increased emphasis on home project work required some provision for recognition of this type of work either in the grades given for home economics or in some kind of extra credit. The plan which was developed was as follows:

> Credit for home projects.
>
> 1--During the school year, home projects successfully completed may be given credit as term reports.
>
> 2--During the summer, home projects shall complete at least the minimum requirements for vocational home economics for the program undertaken. It is strongly urged that pupils be encouraged to undertake sufficient additional work to complete the requirements of 100 to 140 hours for an additional one-fourth of a unit in high school towards graduation.[61]

It is interesting to see how these new program options were accepted by the reimbursed schools. Program III rapidly became the most popular of the three programs. The chief differences between Program III and the other programs were the extensive home project requirements and the reduced time which was required for home economics during the school day. In 1930, the first year these programs were in operation, about one third of the schools had chosen Program III. Six years later, over 80 per cent of the schools were operating under Program III. This meant a more extensive project program not only during the school year but also a summer project program for each of these schools. The wide acceptance of Program III may have been due to two factors. The reduced time requirement made the classes in home economics less difficult to schedule and there may have been recognition that there was value in the type of

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[61] *Ibid.*, p. 6.

project program which accompanied Program III.

In the meantime, a new federal bulletin on home projects had been published in 1933 which gave some support to the use of time as a measure of home project experience. There was a recognition that time was an ineffective measure, but there did not appear to be any satisfactory substitute. It was stated:

> The unfortunate effect of this use of time as the unit of measure is seen when pupils think of home projects in terms of "putting in" so much required time at home, when they pad their reports and sometimes overstate the results they have achieved.
>
> . . . . . .
>
> A record of the project each pupil has carried, including the approximate time consumed and results obtained, gives the teacher a basis for guiding the pupil in deciding upon the amount of experience she needs and the number of projects to undertake.[62]

The use of time as a measure of accomplishment was defended on the basis that all pupils should have an equal amount of project experience. One might question why in an educational program when there was an awareness of such obviously undesirable results, the practice was continued. The answer is rather clear. Time was the unit of measure in the school day, in the school week, and in the school term. Some pupils accomplish much more than others, but they were still held to a time requirement. No other plan had been developed for administering a program of education.

A bulletin published three years later by the State Board of

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[62]The Federal Board for Vocational Education, The Home Project in Homemaking Education, Bulletin No. 170, Home Economics Series No. 16. Washington: Government Printing Office, 1933. P. 110.

Control for Vocational Education in Michigan continued to list requirements in terms of time. The requirements were practically unchanged from those under which schools had been operating. More specific suggestions concerning summer projects were given than had been included in the State Plan for 1932. These projects were to range from thirty to one hundred hours in length.[63] Additional school credit was to be allowed only if the pupil had completed one hundred to one hundred forty hours of project work.[64]

The 1937 State Plan made no changes concerning project requirements. The teacher was referred to the state bulletin quoted above for state policies. In this Plan, however, there were some further recommendations in respect to home visits. Teachers were urged to visit homes during the school year for better understanding of home situations. It was stated that several home visits should be made to each home during summer project supervision.[65]

The summer project program continued to grow until in 1940 over 90 per cent of the schools were conducting such programs. In September 1940, an official Release setting up a different policy concerning summer projects was sent to all schools with reimbursed programs in home economics. Schools were given two choices for arranging for supervision of home experience projects.[66] All projects might be done during the

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[63] Guide for Home Projects in Home Economics in Michigan, op. cit. p. 23.

[64] Ibid., p. 20.

[65] Michigan State Plan for Vocational Education, Bulletin 201, 1938, op. cit., p. 98.

[66] It will be noted that the name had been slightly changed. It was later changed to home experience.

school year with no summer project program providing a school assigned the teacher five periods per week in addition to the regular conference period for supervision of project work. If the school desired to continue the summer program the salary of the teacher for the additional month of work could be reimbursed from vocational funds.[67]

During the war, travel was curtailed so that supervision of summer projects was difficult. Many young people of high school age were finding opportunities to work away from home during the summer months. It became more and more difficult to conduct a satisfactory program of summer projects. Consequently, all reimbursement for extended employment beyond the school year was discontinued. An Official Release from the State Board of Control for Vocational Education stated:

> Reimbursement for one month of extended employment for each vocational homemaking teacher will be discontinued, and <u>is not eligible</u> to be submitted on the official contract, Voc. Ed. Form No. 131. Under this plan all reimbursable home experience project work will be conducted during the school year. Summer home project supervision will not be required in local programs in operation after the present summer.[68]

This release further stated that five unassigned home visiting periods in addition to the scheduled conference hour might be included in the schedule of the teacher of home economics. This time was to be eligible for reimbursement.

School year projects were continued in reimbursed programs of

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[67]Official Release X-59 (Rev.). Lansing, Michigan: The State Board of Control for Vocational Education, September 1, 1940. Pp. 1-2.

[68]Official Release X-59 (Rev.). Lansing, Michigan: The State Board of Control for Vocational Education, 1942. P. 1.

home economics. After this policy became effective few schools carried on summer projects for a number of years. After the new State Plan was adopted in 1947, provision was again made for reimbursing schools for salaries of teachers for summer work.[69] In 1952-53, six of the two hundred seventy-seven schools with programs in vocational home economics employed teachers for work beyond the school year to conduct summer programs.

The 1947 Plan made no specific requirements in respect to time or number of home experiences. Home experiences were to be an integral part of the instructional program in home economics. The teacher was allowed one daily class period for conference with students. The school might also include in her schedule an additional class period for the purpose of developing "personal, home, school, and community experiences closely related to the homemaking program in which enrollees of homemaking classes participate."[70] Reports were made annually on the number of home experiences completed in each program of home economics. In 1953, the number averaged over three per pupil and covered all areas of home economics.

Since the purpose of a program in vocational home economics was to train for homemaking, there would be little question that the more the training received in home economics was practiced in the homes of pupils the more effective the instruction would be. Ideally each pupil would see a need for putting into practice in her own home some of the things she had learned in school. She would be stimulated to do a wide

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[69] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, 1948, Rev., op. cit., p. 59.

[70] Loc. cit.

range of activities; she might even attack difficult problems and gain new learning experiences beyond those she had received as a direct result of her classes in home economics. It can be seen that the home project did seem to present unlimited possibilities for extending the training in home economics.

However, when one examines these possibilities realistically, some difficulties begin to emerge. The first of these is one which every teacher has encountered. Not every pupil will see a need or be interested in doing a home project. This fact was recognized, but probably because there was such a strong belief in the importance of the home project in a program of home economics, requirements of various kinds were set up to insure that home projects would be done. These varied from requiring a certain number of projects to setting up specific time requirements for such work. Emphasis was always placed, however, on helping the pupil to see a need for the project.

For those pupils who were interested and who recognized problems on which they might work, the plan was sound. However, in forcing requirements on pupils who were resistant to the idea would seem to have many pitfalls. One of these would be that the teacher does not control the home situation. By insisting that certain things be done in a home, she may be a party to the fostering of undesirable attitudes on the part of pupils, of antagonism on the part of parents, and even to dishonesty in reporting what has been done.

It would seem to the writer that a much more realistic approach would be to dispense with requirements of any kind and to encourage in every way possible cooperative efforts and activities between the home and the school. The teacher should not feel guilty if she is unsuccessful

with some pupils. There should be a recognition of the fact that participation by all pupils in such a program is desirable but that such a standard is an ideal. Surely nothing has been gained if these pupils are forced to do a project which results in their disliking home activities or which develops antagonism on the part of parents.

Providing Learning Experience Through Club Activities

Another medium for providing learning experience for pupils enrolled in home economics classes has been through organized home economics clubs. Home economics clubs in Michigan were sponsored by the Michigan Home Economics Association which is affiliated with the American Home Economics Association. In a report of the annual meeting of the American Home Economics Association published in the Michigan Home Economics Association Newsletter in 1923, the following recommendation was made:

> That high schools, normal schools and colleges offering home economics training be urged to stimulate the organization of affiliated home economics clubs among students, and that graduates be urged to join their state associations.[71]

There were evidently some clubs in operation at that time because in a report of a meeting of home economists held in Detroit in 1924 it was stated that "Eight representatives of the undergraduate clubs of the Detroit High Schools were guests of the local Home Economics Society at both the meeting and the luncheon."[72] In the report of the treasurer

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[71] Anonymous, "Report of Annual Meeting, American Home Economics Association, Chicago, August, 1923," Michigan Home Economics Association Newsletter No. 7, October, 1923, p. 4.

[72] Anonymous, "The District Meetings," Michigan Home Economics Association Newsletter No. 13, December, 1924, p. 2.

of the Michigan Home Economics Association, dated May, 1924, there were six affiliated clubs which had paid dues to the American Home Economics Association.[73]

In 1927 the aims and objectives of such an organization were listed by the state councilor as follows:

1. To become better acquainted with all Home Economics girls, and to have a good time together.
2. To develop leaders among the H.E. girls.
3. To form the connecting link between home and school.
4. To develop a broader view of home economics.
5. To spread information about the Home Economics Department.[74]

In this same article suggestions were given for club programs. These included talks by club members, by faculty members, study of books, study of home life in other lands, demonstrations, trips to industries, lantern slides, parliamentary drill and a special program commemorating the birth of Ellen H. Richards. At this time there were twenty affiliated clubs. The number had increased to thirty-nine in 1929.

The clubs were organized as a separate Section of the Michigan Home Economics Association during a meeting held at Traverse City on October 22, 1929. In a report of the meeting it was stated that the motto of the clubs, "Something for our community, something for our school, and something for ourselves," had been enlarged to include, "Something for the girl in foreign lands." Each club was urged to contribute to a national fellowship fund for aiding girls in foreign lands

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[73]Anonymous, "Summary of the Treasurer's Report," Michigan Home Economics Association Newsletter No. 11, June, 1924, not paged.

[74]Minnie L. Irons, "Home Economics Clubs," Michigan Home Economics Newsletter, Vol. VI, No. 2, November, 1927, p. 6.

to study home economics in the United States.

The number of clubs continued to grow. In 1932-33 there were forty-five. The number had increased to seventy in 1937-38. The program of work for that year was as follows:

1. Plan the club program and budget for the entire year.
2. Plan a program to provide a good balance between educational topics, social activities and opportunities for service to others.
3. Each club continue with local, state and national projects.
4. Organize activities to give opportunities for all members to participate.
5. Observe proper parliamentary procedure in all club meetings.[75]

Some of the projects carried out by clubs the preceding year were also reported in this article. They included demonstrations and talks given by college girls at high school club meetings, a program planning contest in which all clubs could participate, and a state poster and scrap-book contest.

The largest number of clubs was reported in 1939-40 when there were one hundred one clubs for pupils in secondary schools. State meetings were held each year in conjunction with the annual meeting of the Michigan Home Economics Association. After 1939-40, there was no gain in number of home economics clubs in secondary schools. In 1943-44 and the year which followed, there was a decrease in number.

In 1945 a national organization for home economics pupils was founded. This organization was called the Future Homemakers of America. A need to strengthen the home economics student club organization had

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[75]Margie Thompson, "Student Clubs," Michigan Home Economics Association Newsletter, Vol. XVI, No. 1, October, 1937, p. 7.

been recognized for some time. The Home Economics Education Service of the United States Office of Education and the American Home Economics Association were made co-sponsors of the organization. The purposes of the organization were as follows:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in home and community life.
4. To work for good home and family life for all.
5. To promote international good will.
6. To foster the development of creative leadership in home and community life.
7. To provide wholesome individual and group recreation.
8. To further interest in home economics.[76]

Michigan's first chapters of the Future Homemakers of America were organized in 1945-46. There were 4,517 members and 120 chapters that year. In 1953 there were 8,695 members and 218 chapters. Regional and state meetings were held annually. Local schools planned their own programs in keeping with a state program of work and goals which were set up each year.

It should be noted that neither the original student clubs nor present Future Homemakers of America were a required part of the vocational home economics program in the secondary school. A very high percentage of the chapters were in schools with programs in vocational home economics, however.

The program provided by an organization such as the one just described would seem to offer many possibilities for learning experiences which would be valuable to students enrolled in home economics classes.

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[76] Official Guide for Future Homemakers of America. Washington: Future Homemakers of America, Inc., 1952, p. 9.

Home Economics Curriculum Organization in Michigan

Michigan has had no organized program for curriculum development in home economics education until very recently. As was pointed out earlier, for many years teachers and leaders had worked together on curriculum problems, in summer conferences, in small study groups, and in special conferences called for this purpose. However, there was no over-all plan which would involve the teachers of the state in an organized program of curriculum study.

In February, 1946, teacher-trainers and state supervisors met to consider some of the problems and concerns relative to home economics education in Michigan. It was decided to make an evaluation of the status of home economics education in the state. In May, 1946, a two-day conference of state supervisors and teacher-trainers was held at Dearborn, Michigan. A fifteen-page evaluation device was used in determining the strengths and weaknesses of the program of home economics in Michigan. There were five major categories included in the device. These were:

A. Developing a concept of the fundamental significance of home living and homemaking in the life of the individual in this country today.
B. Working toward better content and methods.
C. Providing effective instruction in present programs.
D. Extending effective instruction to those who need it.
E. Coordinating educational programs in school and community to bring about ultimate improvement of homes.

The members of the conference group reached the following conclusions: there was a need to extend the instruction to all age levels and to both sexes; assistance in improving instruction was needed by all teachers whether in reimbursed or non-reimbursed programs; there was

a need for wider participation by teachers interested in ultimate improvement of homes.[77]

At a meeting held at Michigan State College in June, 1946, classroom teachers of home economics, teacher trainers, state supervisors, and representatives from general education studied the results of the evaluation which had been completed at the meeting in May. This group decided to organize a state-wide program that would:

1. Unite all homemaking teachers in the state whether in rural or urban communities, in large or small systems, or in reimbursed or non-reimbursed programs.
2. Strengthen teacher leadership through responsibility for the program.
3. Actively interest teachers in local curriculum improvement.
4. Extend effective instruction to groups not being reached.
5. Coordinate educational programs in the school and community to bring about ultimate improvement of homes.[78]

A state organization of home economics teachers from both reimbursed and non-reimbursed schools was formed to carry out such a program. The basic principle on which the organization was founded was that the strength of the organization lay at the local level. There was no effort to develop a strong state organization. The only function of the state organization was to coordinate activities and give help upon request. Each region of the Michigan Education Association was organized with a chairman and a co-chairman. The plan was that one of these would be from a reimbursed and one from a non-reimbursed school. The chairman would serve for a year

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[77]First Report of the Home Economics Curriculum Committee in Michigan (unpublished), September, 1946, pp. 1-3.

[78]Merle D. Byers, "Michigan's Program for United Action in Homemaking Education," Practical Home Economics, Vol. XXVII, No. 4, April, 1949, p. 198.

and at the close of her period of service, the co-chairman would become chairman and a new co-chairman would be elected. Teacher trainers from the various teacher training institutions and state supervisors from the Office of Vocational Education were to serve as regional consultants. Each region was divided into sub-regions. These sub-regions were sometimes organized on the basis of counties or sometimes other bases of organization were used.

A state committee called the Michigan Home Economics Curriculum Committee was organized to coordinate the work being done in the various regions. A state chairman was elected to head up this committee. The regional chairman and co-chairman, the consultants, and the state chairman comprised the membership of the committee.

Each year the regional chairmen have met and set up goals for a program of work. Some regions have had several meetings a year, some have had none. Some have worked on regional projects, while others have had a more diversified program of work with sub-regions working independently. Different regions have assumed various responsibilities at summer conferences. Members have served as chairmen of meetings, as discussion leaders, and the regional groups have taken charge of registration and planned recreation. Summer conferences have been planned through surveys conducted in the various regions to determine needs of teachers.

After five years of working together in sub-regional, regional, and state groups, a curriculum guide for teachers of home economics was developed. The final writing and editing of the material in this publication was done in a workshop held at Michigan State College in Summer, 1951, under the direction of the itinerant teacher trainer. A Guide for Homemaking Education included five chapters. The first dealt with a

philosophy of homemaking education; the second with discovering, understanding, and utilizing basic needs of various age groups; the third with ways of organizing the total school program; the fourth with administration; and the fifth was comprised of source units for home economics education.[79] This bulletin might be considered concrete evidence of some of the values which have accrued from an organized attempt to further the work in curriculum in home economics education in Michigan.

Some other evidences of values are not so clearly visible. As in any program, there have been some areas in which a great deal of progress has been made and others in which very little has been accomplished. Observation on a purely subjective basis would indicate that in some cases leadership is being developed at the local level. Teachers seem to be assuming responsibility for working together to exchange ideas. They have volunteered to contribute to conference planning and have been willing to assume leadership for group meetings. There are no data to indicate the percentage of teachers in the state who participate in the curriculum program. It would lack a great deal of 100 per cent, however. Nevertheless, the plan which was developed and which has been in operation for seven years would appear to hold promise as an effective way of working together for curriculum improvement.

Summary

Curriculum might be defined as the learning experiences provided for pupils under the supervision of the school. These learning experiences in vocational home economics have been provided through organized

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[79] Michigan Home Economics Curriculum Committee, A Guide for Homemaking Education, Bulletin No. 2130M, op. cit.

classes, home projects, and clubs for pupils in home economics classes. An examination of the aims of home economics reveals that the number and breadth have increased with each new State Plan. As the aims increased, the amount of time devoted to home economics decreased. The decrease in amount of time in the school day for home economics was also accompanied by an increase in range of subject matter. It would seem that the teacher would have had difficulty in attempting to teach a wider range of subject matter and to accomplish a greater variety of aims in one third the time that had previously been allotted for home economics.

The first attempt to broaden the curriculum offerings in home economics came in the 1920's with the addition of child care and family relations to the course content. The depression influenced home economics education in that attempts were made to gear the offerings to the needs of the time. Consumer education received much more emphasis than it had formerly. The curriculum was again adjusted to meet the demands imposed by World War II. The most recent addition to the curriculum in home economics was the introduction of classes in home and family living for eleventh and twelfth grade boys and girls.

Some national trends in methods of teaching were reflected in the home economics education program. The problem-solving method received a great deal of emphasis beginning about 1926. There was an attempt to incorporate the contract method in home economics in the early 1930's. It evidently was never widely accepted. Emphasis was first placed on needs of pupils in the late 1930's. Shortly after this there was a great deal of emphasis at the state supervisory level on pupil-teacher planning.

Related subjects were required for many pupils enrolled in home economics. The choice of related subjects in Michigan varied from time

to time, but some phase of art and/or science was always included. Difficulty was encountered in attempting to correlate the work in home economics with the work offered in science or art. After the passage of the George-Reed Act, the program which required no related subject rapidly became the one most often accepted by schools. There have been few schools including related work in their programs in recent years.

The home project or home practice was included as a requirement in the first State Plan of Michigan. Requirements have varied. The first summer project program was in 1926. With the passage of the George-Reed Act, summer project programs became more common. In 1940 over 90 per cent of the schools had such programs. In 1942, reimbursement for summer projects was discontinued. There have been few summer project programs since that time. Home projects are still being carried out during the school year.

There were a few clubs for pupils of home economics in the early 1920's in Michigan. These were sponsored by the Michigan Home Economics Association. The club movement grew rather rapidly and the clubs were organized as a Section of the Michigan Home Economics Association in 1929. The number of clubs continued to increase through 1940. There was a decrease in number in 1944 and 1945. In 1945, the clubs were reorganized nationally into the Future Homemakers of America. Michigan has been a participant in this organization since 1945-46. There were slightly less than twice as many chapters of Future Homemakers of America in Michigan in 1952-53 as there were in 1945-46. This organization would seem to offer many opportunities for learning experiences carried out in an informal setting.

It was not until 1946 that plans got under way for an organized program of curriculum development in Michigan. The plan has been based on the principle that teachers should assume a major share of responsibility for curriculum development. It would appear that the plan has worked out fairly satisfactorily and that such an organization holds much promise for the future.

CHAPTER VII

HOUSING AND EQUIPMENT FOR DEPARTMENTS OF VOCATIONAL HOME ECONOMICS

In considering the plans which were proposed for housing and equipment for reimbursed programs in home economics, it might be well to review the purpose of such education. Although, as the program developed in Michigan, there were changes in areas of subject matter emphasized from time to time, the basic purpose of such education remained the training of pupils for the vocation of homemaking.

The fact that the occupation of homemaking includes a variety of skills and abilities was recognized when plans were developed for such training. Attention was called to this fact in a federal bulletin published in 1919. It was stated:

> Home making has already been called a composite occupation. It is made up of a number of skilled but undifferentiated occupations. In addition to this, home making is both a social and a business enterprise.[1]

According to this bulletin, the occupations in which the homemaker should be skilled included the following: general housekeeping, preparation and serving of food, sewing, care and rearing of children, and care of health. The discussion continued with a consideration of the responsibilities of the homemaker in the area of management, such as budgeting family expenditures, keeping household accounts, and planning her work.

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[1] The Federal Board for Vocational Education, Home Economics Education, Organization, and Administration, Bulletin No. 28, Home Economics Series No. 2., op. cit., p. 24.

She was described as "the educational manager, the health and welfare manager, and the social manager of the family group."[2]

The training of girls for such a diversity of occupations was a challenge. Obviously such training could not be accomplished by studying from books in a traditional classroom. Special space and equipment would have to be provided for classes.

Recommendations for Housing and Equipping Departments of Vocational Home Economics

Table XXVI shows the various recommendations for housing departments of vocational home economics in Michigan. In some cases, these recommendations were somewhat qualified as will be shown later. The following bulletins provided the sources of information for this table: Courses of Study, Equipment, Textbooks and Management of Home Economics Departments under the Smith-Hughes and Tufts Laws,[3] the 1919,[4] 1922,[5] 1927,[6] and 1937[7] editions of The Michigan Plan for Vocational Education,

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[2] Loc. cit.

[3] Courses of Study, Equipment, Textbooks and Management of Home Economics Departments under the Smith-Hughes and Tufts Laws, Bulletin No. 208. Lansing, Michigan: The State Board of Control for Vocational Education, 1918. Pp. 6-7.

[4] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1919, op. cit., pp. 36-37.

[5] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1922, op. cit., pp. 34-35.

[6] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1927, op. cit., pp. 42-44.

[7] The Michigan State Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1938, op. cit., pp. 93-94.

and Guide to Reimbursed Vocational Education Programs.[8] There were no recommendations in the 1932 revision of the State Plan concerning housing for departments of vocational home economics.

TABLE XXVI

HOUSING RECOMMENDED FOR DEPARTMENTS OF VOCATIONAL HOME ECONOMICS

Housing recommended	Years					
	1918*	1919	1922	1927	1937	1947
Room for study of food.....	x	x	x			
Room for study of clothing.....	x	x	x			
Bed-room.....	x	x	x			
Dining room.....	x	x	x			
Living room.....	x					
Room for study of laundry.....		x	x			
Fitting room.....		x	x	x		
Store-room.....		x	x			
Kitchenette or unit kitchen.....			x	x		
Closet.....			x			
Special class-room or rest room for study of home nursing.....				x		
Separate rooms or a combination room for foods and clothing.....				x		
Facilities for work in laundering and meal service (not necessarily separate rooms).....				x		
Practice house highly desirable.....				x		
A cottage or a group of rooms approximating a home situation.....					x	
One or more rooms in either a separate cottage or the school-building.....						x

*From bulletin in footnote No. 3, p. 231.

The recommendations for housing made in 1918 were as follows:

> It is necessary that there shall be at least two rooms set apart for the use of the home economics department.

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[8] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, 1948, op. cit., p. 61.

> One of these will be fitted particularly as a laboratory for domestic art and the other a laboratory for domestic science or kitchen.
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> . . . . . .
>
> In addition to these two rooms there should be a large room which may be divided by partitions extending part way to the ceiling into a living room, bedroom, and such other rooms as may be necessary for actual demonstration of the several phases of home work such as making beds, dining room service, storage of clothing and bedding. In some cases it may be possible for the school district to rent a dwelling house which can be fitted up for the whole home economics departmental work outside of the school building.[9]

Allowance was made for schools which were unable to provide more than two rooms for home economics in the following paragraph:

> Where it is impossible to provide more than the two rooms, one for the domestic science kitchen and the other for the domestic art laboratory, the actual practical work may be done by the students in their own home [sic] under the supervision of the instructors who should inspect the work from time to time and determine whether it conforms to the practice taught and the standards required.[10]

It would appear from the above quotation that the minimum number of rooms acceptable for housing departments of home economics was two, one for "domestic art" and one for "domestic science." However, it was recommended that in addition to these two rooms, a living room and a bedroom be provided.

The bulletin published in 1918 included a detailed list of equipment for the department of home economics. State Plans which were

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[9] Courses of Study, Equipment, Textbooks and Management of Home Economics Departments under the Smith-Hughes and Tufts Laws, Bulletin No. 208, 1918, op. cit., p. 6.

[10] Ibid., p. 7.

published subsequently and the Guide to Reimbursed Vocational Education Programs also made some recommendations concerning equipment.

The first bulletin (1918) on this subject recommended the following equipment for "domestic art": tables, one sewing machine for every four pupils, mirror, ironing board, iron, and a case for finished work.[11]

Fig. 5 shows one of the early rooms used for instruction in sewing. The machines are in a row at one side of the room. The tables are of heavy construction and could not be easily moved. They have chairs attached. These were in common use for laboratory tables for many years. The cases for finished garments mentioned in the 1918 bulletin are in the front of the room. Extra storage space can also be seen between the two cases.

There was a great deal more equipment proposed for the work in "domestic science" than in "domestic art." The following was considered essential: range, sink, cupboard, supply or kitchen table equipped with drawers and flour and sugar bins, towel rack, refrigerator, garbage-can, clothes-hamper, laundry-tubs, broom, dust-pan, and wash-board. In addition to the above, there was a long list of cooking utensils for general use. Usually only one or two of the utensils was recommended. There was also to be individual cooking equipment for each girl. China and table linen were included with the equipment for the "domestic science" room.

Fig. 6 shows the type of equipment in one of the early rooms used for study of food. Each girl was provided with a gas place for cooking food. The supply table which was listed as essential equipment in the 1918 bulletin is in the center of the room. This was probably also used

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[11] Loc. cit.

Fig. 5. An early room for study of sewing.

as a teacher's demonstration table. There is a sink and a stove at the far end of the room. In most rooms of this type, these pieces of equipment would be duplicated at the opposite end of the room. The arrangement in this laboratory was known as a hollow square. One advantage from the teacher's point of view was that she could "keep an eye" on all of the pupils and could rather easily supervise the work.

Even though a living room was recommended for the department of home economics in this bulletin, there was no recommendation for furniture for such a room. For teaching housekeeping, the following articles were proposed: bed, bedding, dining table, chairs, and pictures.[12]

When the State Plan was revised in 1919, three rooms had been added to the list recommended for teaching home economics in the 1918 bulletin as will be seen by reference to Table XXVI. These were a laundry room, a fitting room, and a storeroom. The living room which was recommended in 1918 had been omitted from the list. These changes in the number and kinds of rooms recommended may have been due to needs which had been observed during the first two years of the program. There was no mention in the State Plan published in 1919 of the use of a residence for housing departments of home economics.

The following year it was reported by the state supervisor that the school in Holly was using a house for the program in home economics and that several other schools were considering such a plan for the next year.[13] For several years there were no reports concerning housing of

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[12] Ibid., pp. 7-10.

[13] Minutes of the State Board of Control for Vocational Education, December 28, 1920, p. 108.

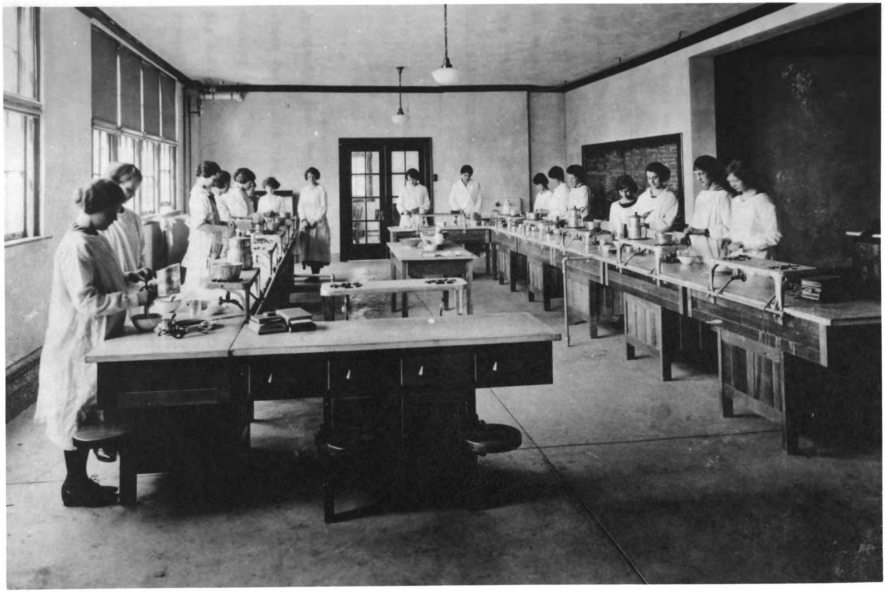

Fig. 6. An early room for study of cooking.

departments of home economics.

A detailed list of small equipment was not given in the 1919 revision of the State Plan, but recommendations were included for the large equipment which was to be provided. It was stated in this Plan that the equipment described was an ideal and that any equipment selected should be checked by the state supervisor.

There were few changes from the recommendations made in 1918 for equipment for sewing. One sewing machine for every two pupils was proposed in this Plan (1919) rather than one for every four. The equipment for pressing was located in the laundry room which would not seem to be a very efficient arrangement unless the two rooms were adjoining. The fitting room was to be equipped with a mirror.[14] For the kitchen, the following was proposed:

> Suitable laboratory tables for the students equipped with gas or electricity and supplied with individual cooking utensils, water and sink for each table or desk or arrangements equivalent to these; also a teacher's demonstration table, range, general kitchen supplies, and suitable cupboard.[15]

Apparently some thought was being given to arrangement for efficiency since each table was to be equipped with gas or electricity, individual cooking utensils, and water and sink. There was no reference to the supply table mentioned in the previous bulletin. It may be that the demonstration table was used for this purpose.

The storeroom was to be equipped with a refrigerator and shelving. This would not seem a very convenient arrangement today but was quite

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[14] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1919, op. cit., p. 36.

[15] Loc. cit.

typical of homes of the period. Most kitchens had adjoining pantries for storage with rather limited storage space in the kitchen. The refrigerator was often in the pantry or in a room adjoining the kitchen. This Plan made no specific recommendations for equipment for the dining room. The bedroom was to be furnished with a bed or cot with mattress and bedding, two small movable tables, and a supply of equipment for instruction in first aid. In the subject matter recommended for study in this Plan, first aid was not listed. It may have been considered a part of home nursing. The equipment for laundry was changed from wash tubs to two stationary tubs with running water. Racks for drying clothes, necessary equipment for washing textiles (this probably meant wash-boards since they were not mentioned elsewhere), and ironing boards and irons completed the list of equipment for the study of laundry.[16]

Two rooms were added to the list of those recommended when the State Plan was revised in 1922, as shown by Table XXVI. These were a closet and a kitchenette or unit kitchen. The latter perhaps should not be considered a separate room as it usually was an alcove in the food laboratory. The closet space was to be used for study of care of clothing and care of cleaning equipment. It will be noted that this was the only time that a room for this purpose was included in the recommendations. A laundry and a bedroom were recommended, with some qualifications. It was stated that a separate laundry room should be provided if possible but that adjustments might be made with the supervisor and that a bedroom should be available when needed. In this State Plan there again was no reference to the use of a home for housing the department

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[16] Ibid., pp. 36-37.

of home economics. In the annual report of the state supervisor for 1924-25, it was stated that Holly was continuing to use the practice house and the following year it was reported that a home had been borrowed at Negaunee for six weeks and had been used as a practice house in home economics for eleventh and twelfth grade girls. Since these are the only reports mentioning such provisions for housing, it might be inferred that the use of a home for the department of home economics was the exception rather than the rule.

Changes in recommended equipment in the 1922 revision of the State Plan were for the most part in the form of additional equipment which should be provided. For study of clothing, these were included: locker and storage space for students' work and supplies. There was also a change in the ratio of pupils to sewing machines. It will be recalled that the first bulletin recommended one machine for every four girls and the 1919 State Plan one for every two girls. This Plan recommended one for every three girls. Additional equipment recommended for the study of food was as follows: lockers for girls' aprons, blackboards, bulletin board, and provision for filing illustrative material and records. The only changes in equipment proposed for the bedroom were the addition of a dresser or a chest of drawers.[17] There were no changes in the recommendations for equipment for the laundry.

It can be seen that the general tendency was to increase the amount of storage space for both the teacher and the pupils. This probably was due to a need which had been recognized after a few years'

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[17] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1922, op. cit., pp. 34-35.

experience in equipping rooms for study in home economics.

The kitchenette or unit kitchen which was to be adapted from the equipment in the food laboratory is illustrated in Fig. 7. The main part of the laboratory was equipped with unit desks. Space and equipment was provided for each pupil to work at these desks. In the far side of the room is the unit kitchen equipped with a stove, a sink, and a kitchen cabinet.

There was a decrease in the number of rooms recommended for departments of vocational home economics in the revised State Plan for 1927, as shown by Table XXVI. Separate laboratories for a study of food and of clothing, a bedroom, a dining room, and a laundry room were no longer considered necessary. Either a combination laboratory or separate laboratories for study of food and clothing was acceptable. It was stated that home nursing might be taught in the school rest room, but a fitting room was still recommended. At least one unit kitchen was to be provided. A practice house was considered highly desirable. In 1929-30, it was stated in the annual report of the state supervisor that the use of home management houses remained an undeveloped aspect of the program. In this same report, there was evidence that some schools were accepting the idea of the one-room department since it was stated that the supervisor was assisting with selection of equipment for one-room departments.

In the 1927 State Plan some changes appeared in the equipment recommended for departments of home economics. Additional equipment for a study of clothing included: blackboard, bulletin board, lavatory and individual towel holder, cutting table or drop-leaf cutting boards if possible, paper roll, and storage space for illustrative material for

Fig. 7. A laboratory for study of food showing the beginning of the unit kitchen.

the teacher.[18] The ratio of pupils to sewing machines was not specified.

There were specific recommendations concerning the finish of laboratory desks or tables in this Plan (1927). This had not been included in previous Plans. In describing the equipment needed for study of food, it was stated:

> Laboratory desks or tables with drawers and a cabinet for individual cooking equipment used by pupils. The top may be tile, composition, two-inch hardwood (filled but unvarnished), or enamel. Each pupil should have a working surface of at least 2 feet square. Four or two work at one table.[19]

There was also a paragraph which described the sinks and stoves which should be used as follows:

> Stoves--allow one burner per pupil. At least one stove with fuel most commonly used in the homes. Gas, electricity, oil, coal, or wood acceptable.
> Sinks--allow at least one sink for each eight pupils. The types of sinks selected may vary according to location and space, but at least one of the sinks shall be of white enamelled iron or porcelain with back and drain in one piece.[20]

In addition to gas or electricity which had been recommended previously, there were several fuels which were acceptable for use in the department of home economics. In the previous Plans, water and sink for each table had been recommended. The 1927 edition of the State Plan recommended one sink for every eight pupils. This would cut the number of sinks by half which would represent quite a saving in cost of equipment. The

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[18] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1927, op. cit., p. 43.

[19] Ibid., p. 42.

[20] Ibid., p. 43.

kind of sink described was one in common use in homes at that time.

There was no additional equipment recommended for home nursing and, probably due to the fact that other rooms were proposed for use in teaching this aspect of the program, the extra table and dresser which had been recommended in the 1922 revision of the State Plan were not mentioned among the equipment for this aspect of the training. Specific recommendations were not made for equipment to be used in laundering or in meal service. It was stated that facilities should be provided for work in these two phases of subject matter. General equipment which had been added to the list of that recommended in 1922 included a teacher's desk, household equipment, and labor saving devices. There were no suggestions as to what should be included in household equipment or as to which labor saving devices were to be provided.

Although there was nothing in the State Plan to indicate such a trend except the recommendation concerning the use of fuel commonly found in the community and the provision of at least one unit kitchen, the annual reports of the state supervisor would seem to reveal attempts at making the rooms used for teaching home economics more homelike and attractive. It was reported in 1927-28 that the slogans for the year were: "One homelike room in every vocational department" and "One beauty spot in each home economics department." In 1930-31 it was stated that schools were making their rooms for home economics more attractive.

As stated earlier, there were no recommendations concerning rooms or housing for departments of home economics in the 1932 revision of the State Plan.

The only statement concerning equipment in this Plan was the following: "Equipment must be adequate for maintaining suitable standards

in equipment [sic] for the various home activities included in the course, for efficiency, and for keeping the pupils profitably busy."[21] Evidence that interest in improving the attractiveness of the room had continued was found in the annual reports of the state supervisor for 1932-33 and 1935-36. In the first of these reports it was stated that the supervisor was stressing beauty centers for every laboratory, and in the second report that the rooms were more homelike and that beauty centers were being used. The following year (1936-37) it was stated that additions in equipment most frequently included the following: electric stoves, electric refrigerators, and furniture for a bedroom.

The following statement is found in the 1937 revision of the Plan: "Where possible, a cottage or a group of rooms approximating an average home situation desirable in the community shall be provided."[22] This would appear to be a change from the recommendations made ten years earlier in which a combination laboratory with a rest room for home nursing and a fitting room were considered adequate for teaching vocational home economics. A few schools did provide suites of rooms or apartments but these were not common.

Fig. 8 is an illustration of a department of home economics housed in a suite of rooms. The dining room and part of the bedroom can be seen in this picture. Equipment typical of that often used in dining rooms in schools is shown. The furniture is heavy and massive and is typical of that popular in homes several years ago. The furnishings in this illustration are being utilized for a lesson on cleaning and care.

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[21] Michigan State Plan for Vocational Education, Bulletin 201, 1932, op. cit., pp. 3-4.

[22] The Michigan Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1938, op. cit., p. 94.

Fig. 8. An apartment used to house a department of home economics.

There were no recommendations concerning specific equipment which should be provided for departments of vocational home economics in the 1937 revision of the State Plan. It is suggested that individual schools would be permitted to exercise judgment when it was stated, "The equipment and space should be adequate for both individual and group work."[23] Assistance was no doubt given by the state supervisor when requested, but this statement seems to represent a decided change from the one included in the bulletin published in 1918 in which "essential" equipment was listed. Previous recommendations had stressed equipment for each individual member of the class. There was evidence that purchase of elaborate equipment was not encouraged by the following statement: "Careful selection and arrangement of equipment are more important than the amount of money used."[24] The selection of equipment which would provide a homelike atmosphere was also recommended in this State Plan.[25]

The first reference to schools actually providing a home living center was made in the annual report of the state supervisor for 1937-38. In this report it was stated that furniture for home living centers was being purchased by many schools. These centers were either separate rooms or a corner or end of a room furnished with living room furniture. They were used for study of home furnishings, for informal discussions, small group meetings, for training in the social amenities, and for study of care of furnishings. The following year it was reported that there was a trend toward more homelike furnishings and continued interest in

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[23] Ibid., p. 94.

[24] Loc. cit.

[25] Loc. cit.

providing home living centers. Reports concerning improvements in equipment mentioned a homelike atmosphere and the home living center through 1946-47. Other improvements which were reported during this period were: making the facilities more efficient, painting walls, making slip covers, cleaning, dyeing and repairing old curtains and draperies or making new ones, and rearranging equipment into unit kitchens.

Fig. 9 shows a modern version of unit kitchens. Each unit is equipped for the use of four to six pupils. A four-burner gas and a three-burner electric stove, a double sink, cabinet storage space, and work space is provided for each unit. In most schools only one stove is provided for each unit kitchen. Two of the units share a refrigerator. A light movable table which may be used for serving food or as supplementary work space is shown at the left. These serving tables could be added to the circular unit seen at the right to make a large circular arrangement for class discussions.

A great deal of flexibility was encouraged in the suggestions for housing departments of home economics in the Guide to Reimbursed Vocational Education Programs. It was stated:

> The department may be housed either in a separate building or in the main school building. The problem of heating and maintaining a separate building would need to be considered. The separate building or cottage type can more nearly approximate the home arrangement; but there are certain advantages in having the department in the school building.
>
> A department may have one or more rooms. Regardless of whether the department includes one room or a suite of rooms, each department is equipped for teaching all areas of homemaking and provides adequate storage facilities. When the one-teacher department has only one room, it is often called the "all-purpose homemaking room."[26]

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[26] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, 1948, op. cit., p. 61.

Fig. 9. The modern unit kitchen arrangement.

The above quotation would indicate that a wide variation in rooms for the department of home economics was to be allowed. The recommendations in the State Plan published in 1927 most nearly approximated this flexibility.

There appears to have been some vacillating between the advisability of housing the department of home economics in the school building and providing a house or a cottage for such work. Although one school was reported as being housed in a residence as early as 1920, this has never been a general practice in Michigan. The problems of heating a separate building and of pupils going to and from classes in Michigan weather have probably been discouraging factors to this type of housing. In 1952-53, of the two hundred seventy-seven schools maintaining programs in vocational home economics, less than twenty were housed in residences.

There has been a great diversity in provisions which have been made for housing. At first a room for work in food and one for clothing, with perhaps a dining room and laundry or store room between the two rooms, was the commonly accepted plan. After combination rooms were recommended, there is evidence in the annual reports of the state supervisor that a trend developed toward this plan in one-teacher departments. An apartment or a suite of rooms within the school building is another plan which has been used by some schools, but this has not been a common practice.

A few schools which employed more than one teacher have sometimes provided two or more all-purpose rooms, but this has been the exception rather than the rule. The tendency has been, in such situations, to provide one room for work in food and one for clothing with other phases of subject matter being taught in one or the other of these rooms. In one-teacher departments the combination room, more recently called the

all-purpose room, has remained popular.

Suggestions for equipment to be used in the teaching of the various areas of home economics were given in the Guide to Reimbursed Vocational Education Programs published in 1948.[27] Although a living room had been recommended in the 1918 bulletin, the above bulletin was the first one to include suggestions for equipping such a room. However, as shown in the preceding discussion, such equipment had been generally encouraged. The suggestions given were as follows:

> The home living center may be a room or space within a room. This should provide for flexibility in arrangements for such furnishings as comfortable chairs, studio couch or bed davenport, lamps, tables, rugs, pictures, and curtains.[28]

Specific suggestions for equipment to be used in a study of food were not given in the Guide. The usual equipment for kitchens was listed with no recommendations as to types considered best. There was an implication that this equipment would be arranged in unit kitchens. China, silver, glassware, and table linens necessary for meal service were included under equipment for study of food.[29]

There were few changes suggested in the Guide as to the equipment recommended for study of clothing. Multi-purpose tables were included in the list. The finish on these tables was such that they might be used in a study of food, in crafts or design work, or any other activities which might be carried on in the classroom. Irons and ironing boards were

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[27] Ibid., pp. 61-62.

[28] Loc. cit.

[29] Loc. cit.

again included in the equipment for clothing. For almost thirty years, if this equipment had been mentioned at all, it had been suggested that it be located in the laundry. In place of a fitting room, a screen was suggested to provide privacy while fitting garments.[30]

There were no specific suggestions as to type of laundry equipment. The only change in equipment suggested for home nursing was that a roll-a-way bed or a studio couch might be used rather than a regular bed.[31]

The annual reports after 1947 include general statements about improvement being made but only one mentioned specifically what these improvements were. It was stated that the emphasis was on all-purpose rooms with multi-purpose equipment.

A typical all-purpose room is shown in Fig. 10 and Fig. 11. Fig. 10 is a view of one of the unit kitchens. The tables and chairs are light in construction and easily moved. They are also used for instruction in clothing and other areas of study. The equipment for cooking is large enough to cook in quantities for a family. Cabinet storage space can be seen at the left. A modern labor saving device is being used in this kitchen. Fig. 11 is another view of the same room, showing the home living center. Plants, ceramics, and draperies add to the attractiveness of the room. The furniture is finished in maple; the table may be extended and used for serving meals. An electric sewing machine is pictured at the far left. With the wider use of electric machines it is possible to place them for convenience since each machine is provided

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[30] *Ibid.*, p. 62.

[31] *Loc. cit.*

Fig. 10. A unit kitchen in an all-purpose room.

Fig. 11. A home living center in an all-purpose room.

with an electric light and the worker does not have to be concerned about being near a window. At the left is a movable partition. This is sometimes used in all-purpose rooms to separate the space into two areas when such a division is desirable for the activities in which the group is engaging.

Summary

The basic purpose of vocational education in home economics has been the training of pupils for homemaking. When plans were developed for such training, it was recognized that homemaking included a number of occupations. It was also recognized that training in these occupations could not be carried on in a traditional classroom but that special rooms and equipment had to be provided. There have been a number of changes in the recommendations for housing the department of vocational home economics. At the beginning of the program, a room for the study of food and one for clothing were considered essential. Several other rooms were recommended. The general tendency was to increase the number of rooms proposed for instruction in vocational home economics until 1927. At that time, the combination room, later known as the all-purpose room, was introduced. The combination room appeared to be well-accepted by administrators. At the same time, (1927), a practice house was recommended as highly desirable. The use of a house for instruction in home economics had been mentioned in 1918. Although one was used as early as 1920, the use of a house or residence has never gained wide acceptance in Michigan. In 1952-53, less than twenty of the departments of vocational home economics in Michigan were housed in residences. In 1937, a suite of rooms or a cottage was recommended. The suite of rooms was sometimes

arranged as an apartment in the school building. This type of arrangement has not been generally used in Michigan. There was great flexibility in the suggestions for housing which were made in 1947. One or more rooms in either the school building or in a cottage were suggested. The trend would appear to be toward all-purpose rooms in departments which employ one teacher. Separate laboratories for work in food and in clothing have more often been provided when more than one teacher is employed.

The major changes in types of equipment provided have been from heavy, unwieldy furniture to light, durable, movable furniture which could serve more than one purpose. There has also been an emphasis on making rooms appear homelike through selection and arrangement of equipment. The improvements in stoves, sinks, refrigerators, and general arrangement of equipment for kitchens reflect the changes which have occurred in such equipment and its arrangement in homes. There has been a trend toward arrangement of equipment into unit kitchens equipped with utensils large enough for preparation of food in quantities for family consumption. The general changes which have taken place in equipment for departments of vocational home economics would seem to encourage activities which may be carried on in small groups. There are also many possibilities for flexibility in arrangement of equipment.

CHAPTER VIII

THE PREPARATION OF THE TEACHER OF VOCATIONAL HOME ECONOMICS

Aside from the students, most persons probably will agree that the teacher is the most important single factor in the learning situation. With her rests the responsibility for the morale and the general climate of the classroom. A situation must be provided in which learning can take place. She must be well-prepared in her specific field of subject matter. It is necessary, too, for her to be able to adapt that subject matter to the needs of a particular group of students.

One of the conditions of the Smith-Hughes Act was that each state should set up plans for training teachers of vocational subjects.[1] The State Board of Control for Vocational Education in Michigan made provision for training teachers of home economics and named the institutions responsible for such training.

Institutions Designated for Training Teachers of Vocational Home Economics

It was stipulated in the Smith-Hughes Act that the training of teachers of vocational subjects should be under public supervision or control.[2] This limited the institutions for training teachers of vocational home economics in Michigan to the teachers colleges and the Michigan Agricultural College since they were the only publicly-supported

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[1]The Statutes at Large of the United States of America, Volume 39, Part 1, op. cit., p. 935.

[2]Loc. cit.

institutions offering courses in home economics.

In the State Plan adopted in 1917, two institutions were designated by the Michigan State Board of Control for Vocational Education to train teachers of vocational home economics. These institutions were the Michigan Agricultural College and the Michigan State Normal College.[3]

One who was not conversant with the college programs in Michigan might question why these particular institutions were chosen. The Michigan Agricultural College had had a course for women which centered around training for homemaking since 1896-97. This college was outstanding for its offerings in home economics. The State Board of Education in 1912 had selected the Michigan State Normal College as the normal college designated for training teachers of home economics. The report of the State Board of Education stated:

> A new plan for the training of teachers for special subjects has been formulated. As at the present arranged, each of the normal schools maintains departments in the special subjects. Beginning with the fall of 1913, the State Normal College of Ypsilanti will prepare teachers in the household arts.[4]

The State Board of Control for Vocational Education made the following statement concerning the institutions chosen for training of teachers of vocational home economics: "These institutions offer four year courses in home economics and provide for home practice and experience

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[3] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1917, op. cit., p. 11.

[4] Sixteenth Biennial Report of the State Board of Education, January 1, 1911 to December 31, 1912. Lansing, Michigan: Michigan State Board of Education, 1913. P. 7.

and practice teaching."[5]

For a number of years these two institutions remained the only ones designated by the State Board of Control for Vocational Education for training of teachers of vocational home economics. Evidence that there may have been some question from time to time about other institutions being made eligible for such teacher training work was found in the minutes of the State Board of Control for Vocational Education. For example, the minutes for March 9, 1922, after stating that the Michigan Agricultural College and the Michigan State Normal College were designated as teacher training institutions, read as follows:

> All other institutions giving training in home economics including particularly the normal schools of Michigan may train teachers and such teachers will be considered individually by the State Vocational Board if they have had four years of training which measures up to the standards set in the plan that may be approved for Smith-Hughes schools, but the institutions themselves will not be designated as teacher-training institutions for home economics. (To be included in new Michigan Plan.)[6]

The above was not included in the new State Plan (1922) but it may have been accepted as a policy. In an examination of the lists of names of candidates who were approved for teaching vocational home economics,[7] it was found that in addition to those approved from the two institutions designated for training these teachers, some candidates were approved by "special arrangements" and others "fulfilled requirements." The institutions from which these candidates graduated were

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[5]The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1917, op. cit., p. 29.

[6]Minutes of the State Board of Control for Vocational Education, March 9, 1922, p. 122.

[7]These lists are on file in the Office of the State Board of Control for Vocational Education.

not named. The Michigan Agricultural College and Michigan State Normal College continued to be the only institutions approved for training teachers of vocational home economics.

In November, 1934, at the invitation of the Michigan State Board for Vocational Education, representatives from the Vocational Division of the United States Office of Education came to Michigan to make a survey of teacher training in vocational education in the state. The home economics agent prepared the section of the report relative to teacher training in home economics. She concluded from the information which she had gathered that "the two institutions which are at present reimbursed for preparing home economics teachers for vocational schools are meeting the need which exists in the State of Michigan."[8]

Less than two years after the report of this survey was made, it was stated in the minutes of the State Board for Vocational Education that a request had come for a survey to be conducted at Wayne University to decide whether it should be designated as an institution for training teachers of vocational home economics. The survey was to be made and the report to be submitted in the fall.[9] Wayne University and Northern State Teachers College were approved in the fall of 1937.[10] Western State Teachers College was approved in December of the same year.[11] In the spring of 1938, Central State Teachers College was approved beginning

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[8]"Report of Survey of Vocational Teacher-Training in the State of Michigan." Committee of the Staff of the Federal Board for Vocational Education, United States Office of Education, Washington, D. C., 1935 "mimeographed," p. 26.

[9]Minutes of the State Board of Control for Vocational Education, June 10, 1936, p. 209.

[10]Ibid., October 6, 1937, pp. 233-234.

[11]Ibid., December 20, 1937, p. 236.

July 1, 1938, or as soon thereafter as requirements were met.[12] However, it was not until February, 1941, that this institution was actually approved for training teachers of vocational home economics. This, then, made a total of six institutions engaged in this aspect of the vocational program in home economics. There was evidently some feeling that this was dividing the funds for teacher training too much, because in 1945 the minutes of the State Board for Vocational Education stated:

> On motion, it was voted that the teacher-training budget as submitted by the Acting Director be approved and that the Board, in view of the limited funds available for teacher-training, establish a policy for future budgets of concentrating teacher-training for each activity at a single institution.[13]

As a result of this action, Michigan State College was designated as the institution for training teachers of vocational home economics. At a meeting of the State Board for Vocational Education held the following year the policy was clarified so that institutions having programs which met requirements of the State Plan might continue to train teachers of vocational home economics even though these institutions received no reimbursement from vocational education funds. The minutes stated:

> On motion, the Board approved the issuance of vocational certificates to graduates of state-supported institutions training teachers for vocational education even though the institution may not be receiving reimbursement from vocational education funds, provided the training program meets the requirements and policies of the State Plan.[14]

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[12] Ibid., April 5, 1938, p. 245.

[13] Ibid., June 19, 1945, p. 704.

[14] Ibid., August 30, 1946, p. 736.

In March, 1949, the State Board of Control for Vocational Education voted to grant approval to Albion College for training teachers of vocational home economics as soon as requirements were met. Final approval was given for the school year 1952-53.

At the present time, the following institutions are approved for training teachers of vocational home economics: Albion College, Central Michigan College of Education, Michigan State College, Michigan State Normal College, Northern Michigan College of Education, Wayne University, and Western Michigan College of Education. However, Michigan State College has continued up to the present time to be the only institution in Michigan in which reimbursement from federal funds is granted for the education of teachers of vocational home economics.

Requirements for Teachers of Vocational Home Economics

When Michigan accepted the provisions of the Smith-Hughes Act in 1917, there was a law in effect in the state which provided for certificating teachers of home economics. The teacher was eligible for a certificate if she had had a course of at least two years in "domestic science and art" which was acceptable to the Superintendent of Public Instruction.[15] However, the State Board of Control for Vocational Education set up more specific requirements for teachers of vocational home economics than were in effect for other teachers of home economics. These requirements might be classified as follows: (1) technical training in home economics and related subjects; (2) professional training in the field of education; and (3) vocational experiences in homemaking activities.

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[15] Public Acts of Michigan, Act No. 194, 1915, p. 328.

Requirements in home economics and related subjects. Graduation from a four year college course with a major in home economics was required for teachers of vocational home economics when the program began in 1917, and this requirement has remained unchanged to the present time. For several years, only the percentage of course credits required in home economics and related subjects was stipulated in the State Plans. For example, the following statement appeared in the 1917 Plan: "The course of study for teacher training shall be the standard course in home economics as given in the aforesaid institutions. 50% of the students' time is given to training in home economics and supporting sciences."[16] The revised State Plan for 1922 stated that each of the two approved colleges was allotting approximately 30 per cent of the course credits to home economics and 20 per cent to related subjects. There was no indication as to what courses in home economics or in related subjects were included. When the State Plan was revised in 1937, standards were set up for the number of credits in various areas of home economics and of related subjects. This information was also included in a bulletin entitled Vocational Homemaking published in 1942 and in the Guide To Reimbursed Vocational Education Programs which was an interpretation of the 1947 State Plan.

Even though specific requirements were not made in the State Plans prior to 1937 showing how the credits in either home economics or related subjects should be distributed, each of the approved institutions was offering a program for training teachers of vocational home economics which was acceptable to the State Board of Control for Vocational Education.

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[16] The Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1917, op. cit., p. 29.

The offerings in these two institutions might then be considered as the requirements. In an attempt to discover how the credits in home economics and related subjects were distributed, catalogs of the two institutions were examined for the years 1917-18, 1922-23, 1927-28, and 1932-33. These were the years in which new State Plans would have become effective, and the program in the colleges should have reflected any changes which might have been recommended at the time the State Plan was revised.

The courses in home economics which were required in the two institutions were classified into four areas. The area of "Food" included preparation of food, meal service, nutrition, and preparation of food in large quantities. "Clothing" included selection and construction of clothing and a study of textiles. House planning and furnishing were included in the area of "Shelter." The related subjects areas were "Art" which included drawing and design and work in crafts, "Biological Science," "Physical Science," and "Social Science."

Table XXVII shows the minimum number of term hours required in the four areas of home economics while Table XXVIII shows the number required in the four areas of related subjects. The data included in these tables were taken from four catalogs of Michigan State College and of the Michigan State Normal College,[17] the 1937 revision of the State Plan,[18] a bulletin

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[17]Catalog of The Michigan Agricultural College for the Year 1917-18. East Lansing, 1918, pp. 49-51. Catalog of The Michigan Agricultural College for the Year 1922-23. East Lansing, 1923, pp. 56-57 and 62-63. Catalog of The Michigan State College of Agriculture and Applied Science for the Year 1927-28. East Lansing, 1928, pp. 71-72 and 78-79. Bulletin of Michigan State College of Agriculture and Applied Science for 1932-33. East Lansing, 1933, pp. 75-76 and 81. Sixty-Fifth Annual Catalog of The Michigan State Normal College for 1917-1918. Ypsilanti, 1918, pp. 149-50. Seventieth Annual Catalog of the Michigan State Normal College and Conservatory of Music for 1922-23. Ypsilanti, 1923, pp. 148-50. Seventy-fifth Annual Catalog of The Michigan State Normal College and Conservatory of Music for 1927-28. Ypsilanti, 1928, pp. 82-84. Seventy-ninth Annual Catalog of The Michigan State Normal College for 1932-33. Ypsilanti, 1933, pp. 90-91.

[18]Michigan State Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1938, op. cit., p. 113.

TABLE XXVII

MINIMUM NUMBER OF TERM HOURS REQUIRED IN FOUR AREAS OF HOME ECONOMICS FOR TEACHERS OF VOCATIONAL HOME ECONOMICS

Areas of home economics	Years						
	1917	1922	1927	1932	1937	1942	1947*
The family							
Michigan State Normal College	10	12	12	12			
Michigan Agricultural College	(6) 5**	10	17	17			
State Plan					17	15	15
Food							
Michigan State Normal College	12	16	20	24			
Michigan Agricultural College	(35) 28**	20	20	23			
State Plan					18	17	17
Clothing							
Michigan State Normal College	32	16	20	20			
Michigan Agricultural College	(25) 20**	19	19	20			
State Plan					16	15	15
Shelter							
Michigan State Normal College	2	4	4	4			
Michigan Agricultural College	(5) 4**	6	8	7			
State Plan					7	8	6
Total							
Michigan State Normal College	56	52	56	60			
Michigan Agricultural College	(71) 57**	55	64	67			
State Plan					56	55	53

* Must have more than the minimum in three of the four areas.

**In 1917-18 the number of credits required for graduation at the Michigan Agricultural College was 240. In the 1922-23 catalog this number had been reduced to 192 or 80 per cent of 240. To make figures comparable, the credits in 1917-18 for this college were reduced to 80 per cent of their original number. The original figures are shown in parenthesis. In 1932-33, 194 academic credits were required for graduation. In addition, six credits of physical education were also required.

entitled Vocational Homemaking,[19] and the Guide to Reimbursed Vocational Education Programs[20] which was an interpretation of the 1947 revision of the State Plan.

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[19] Vocational Homemaking, Bulletin No. 242, Rev. 1942, op. cit., p.20.

[20] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, Rev. 1948, op. cit., pp. 67-68.

TABLE XXVIII

MINIMUM NUMBER OF TERM HOURS REQUIRED IN FOUR AREAS OF RELATED SUBJECTS FOR TEACHERS OF VOCATIONAL HOME ECONOMICS

Areas of related subjects		Years						
		1917	1922	1927	1932	1937	1942	1947*
Art								
Michigan State Normal College		12	8	8	8			
Michigan Agricultural College	(24)	19**	6	6	6			
State Plan						6	6	6
Biological Science								
Michigan State Normal College		12	12	12	12			
Michigan Agricultural College	(15)	12**	10	8	6			
State Plan						8	6	6
Physical Science								
Michigan State Normal College		12	20	20	20			
Michigan Agricultural College	(35)	28**	20	20	27			
State Plan						18	15	12
Social Science								
Michigan State Normal College		--	--	--	12			
Michigan Agricultural College		--	--	--	13			
State Plan						10	9	9
Total								
Michigan State Normal College		36	40	40	52			
Michigan Agricultural College	(74)	59**	36	34	52			
State Plan						42	36	33

* Must have more than the minimum number of credits in two of the four areas.

**In 1917-18 the number of credits required for graduation at the Michigan Agricultural College was 240. In the 1922-23 catalog this number had been reduced to 192 or 80 per cent of 240. To make figures comparable, the credits in 1917-18 for this college were reduced to 80 per cent of their original number. The original figures are shown in parenthesis. In 1932-33, 194 academic credits were required for graduation. In addition, six credits of physical education were also required.

It will be seen that the general trend in distribution of credits in home economics was to increase the number of credits required in the areas of "The Family" and "Shelter" and to decrease the number in the areas of "Food" and "Clothing." There was a slight reduction in total number of credits required in home economics, but the greatest change was in the distribution of these

credits in the different areas.

While these changes were occurring in requirements in home economics, changes were also being made in requirements in related subjects. The trend, in general, was to reduce the number of required credits in art, physical science, and biological science. There was no reduction in total number of credits required since social science was added as a related subject in 1932.

It is probable that the change in emphasis in the courses in home economics in high school may have influenced to some extent the revision in the curriculum for training teachers at the college level. It will be recalled that teachers had been urged to include units in child care and family relations in courses in home economics in high schools in the mid-1920's. There had been little provision for training teachers in these areas. The Michigan Agricultural College had an agreement with the Merrill Palmer School in Detroit whereby a few of the students in home economics were chosen to take a special term of work in this school. The courses at the Merrill Palmer School included experience in a nursery school. This opportunity was first offered in January, 1922. It would have been available to only a small percentage of the students in the course in teacher training, however,[21] since a limited number of all students majoring in home economics were selected for the training at the Merrill Palmer School.

Michigan State College opened a nursery school in the fall of 1927. All of the students who were enrolled in the program for training teachers of vocational home economics were required to take the nursery

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[21]Information secured from Marie Dye, Dean of the School of Home Economics, Michigan State College.

school course. Michigan State Normal College held nursery schools during the summer, but many of the regular students were unable to attend summer school and so were unable to get this experience. A number of ways were developed to give students at Michigan State Normal College this desired experience. Arrangements were made for them to observe in the kindergarten and first grade rooms of the training school. Nursery schools in other institutions were utilized for observation. The students also assisted in the lunch period in a room for crippled children.

In 1942 directed contacts with children, preferably in a nursery school, were included as a specific requirement for prospective teachers of vocational home economics.[22] As desirable as this experience is, it has without doubt been very difficult to provide in colleges which did not maintain nursery schools. These colleges have shown a great deal of ingenuity in providing their students with experiences with children. The need for this type of experience for students enrolled in programs in teacher training was mentioned every year from 1926-27 through 1940-41 in the annual reports of the state supervisor. It was not mentioned again until 1953 when it was stated in the annual report that three institutions had improved their courses in child development.

Fewer problems seemed to develop in providing increased training in the area of family relationships than in child development. In order to improve the training for prospective teachers of home economics in this area, courses were added such as Home Nursing, The Modern Family, The Family in the Community, Marriage and Family Relations, Problems in Home Living, and others. It may be that the development of additional

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[22] Vocational Homemaking, Bulletin No. 242, Rev. 1942, op. cit., p. 21.

courses presented less difficulty than did the providing for and scheduling of observations in nursery schools, kindergartens, or similar situations where children would be available for observation.

Other changes reported in the college program in courses in home economics were attempts to correlate the work in art more closely with a study of home furnishings and clothing; to make the work in consumer buying more functional either by including it as part of existing courses in foods, clothing, and home furnishings, or if buying were taught in a separate course to make specific applications to these areas of study; and to include illustrations related to the home in courses in science so that students would see the application of science to various aspects of home economics.

From 1940-41 to 1952-53 there were also six different times when reductions in science requirements were reported by the seven institutions which were training teachers. One college reported that a teaching minor in Home and Family Living had been developed and another that a teaching minor in Family Life Education had been developed. These were reported for 1952-53, fourteen years after provision had first been made for teaching a course in Family Living and Social Relations in the reimbursed programs in home economics in the high schools.

Requirements in the field of education. A specified number of credits in education was required for teachers of home economics. Among the courses which a prospective teacher of home economics must take was one in practice teaching. These requirements are shown in Table XXIX

It will be seen that the number of credits required in education doubled between 1917 and 1932. In 1932, there was also a decided increase in the number of clock hours of observation and practice teaching required

TABLE XXIX

REQUIREMENTS FOR THE TEACHER OF VOCATIONAL HOME ECONOMICS IN THE FIELD OF EDUCATION

Year	Credits in education Term Hours	Observation Amount of time	Practice teaching Amount of time
1917	15	---	6 weeks
1922	24	Some time in practice school and other schools in state.	30 lessons
1927	24	Work in observation.	30 hours
1932	30	42-60* clock hours.	72-90 clock hours***
1937	30	42-60* clock hours.	72-90 clock hours
1942	30	42 clock hours.	90 clock hours
1947	30	Not given.	Not given**

*The observation and practice teaching had to total 132 clock hours.
**Five semester hours required--no specific time given.
***Preferably in a reimbursed program.

for each prospective teacher. This increase had been in effect before the 1932 State Plan was adopted. It was a result of a ruling of the State Board of Education which required that all teachers in training participate in observation and student teaching two hours per day for a period of twelve weeks.[23] This requirement was unchanged for students in home economics who were training for teaching until 1947. At that time the requirement was changed to five semester or eight term hours of observation and student teaching, but there was no stipulation as to the division of time between these two activities.

[23] Minutes of the State Board of Education, 1926-27, p. 156.

Although each State Plan specified the number of term hours of credit in education required for the prospective teacher of vocational home economics, there were no particular courses required before 1927. In the State Plan for that year, Methods of Teaching Home Economics was first listed as a requirement and this requirement has remained in effect to the present time. In the 1932 Plan, Educational Psychology, General Methods, and Principles of Vocational Education were named as required courses. These courses were not listed again. In 1936, changes were made in requirements for certification of all teachers in Michigan. This probably accounts for the fact that special courses other than Methods of Teaching were not listed in the State Plans for teachers of home economics. The following courses were required by the State Board of Education:

> Directed Teaching in Secondary Grades - five semester hours.
> Methods in Major or Minor subject.
> Principles of Teaching, or equivalent.
> Psychology of Education, or equivalent.
> History of Education, or Philosophy of Education, or equivalent.
> Electives (Education) to complete 20 semester (30 Term hours).[24]

Student teaching. The information about student teaching included in the early annual reports of the state supervisor was for the most part concerned with the amount of time devoted to this aspect of the training program. Later some information was given from time to time concerning activities in which student teachers engaged or in methods used in planning and evaluating the experience.

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[24] Teachers' Certification Code, Bulletin No. 601, op. cit., p. 14.

When the program began in 1917-18, the students in home economics taught for only one hour per day. Those enrolled at the Michigan Agricultural College taught for six weeks while two terms of teaching were required at the Michigan State Normal College. In the latter institution the first term of teaching was done in the elementary school and the second term was in home economics. The experience in home economics was four hours per week, two in cooking and two in sewing.

By 1924-25, there had been no change in the amount of time spent in student teaching at either institution. However, the practice teaching in the elementary grades was discontinued at the Michigan State Normal College and two terms of teaching in home economics were required.

The following year, Michigan State College increased the amount of teaching to one full term. All students in both institutions were having experience in both city and rural communities. In 1927-28, the Michigan State Normal College was requiring ninety-six hours of student teaching while Michigan State College required only forty.

Michigan State College increased the amount of student teaching to two terms in 1928-29. Experience in three different schools was provided for all students. One half of the first term was devoted to observation and one half term to teaching. In the second term, the students taught one half term in a city school and one half term in a small town.

The annual report for 1929-30 was the first one to mention the desirability of using approved vocational schools as centers for student teaching. The importance of providing experiences in related subjects was also emphasized. The following year it was reported that both institutions had succeeded in establishing a reimbursed program in home

economics in one of the centers used for student teaching. It was also reported that there had been no opportunity for students to teach classes in related science, but that a number had had some experience in teaching a class in related art. In 1931-32, it was reported that one center used for student teaching was offering a course in biology which qualified as a related subject.

It will be recalled that there had been a great deal of emphasis placed upon home project work for high school pupils beginning about the mid-1920's. Experience in this phase of the program was first required for student teachers when the State Plan was revised in 1932. The following statement was included in this Plan:

> The teacher training staff shall be responsible for seeing that student teachers have contacts with home project activities of pupils in home economics classes to train them for home project planning and supervision.[25]

In 1932-33, Michigan State College reported that all students who were training for teaching home economics were required to assume responsibility for assisting at least one high school girl with a home project. Michigan State Normal College reported that high school girls in the training centers were doing home projects but did not indicate how much responsibility student teachers were assuming for supervision of these projects. The student teachers in both colleges were encouraged to visit projects during the summer with a regular high school teacher in addition to supervising home projects during their student teaching experience. Increased emphasis was evidently placed on visitation of projects during

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[25] Michigan State Plan for Vocational Education, Bulletin No. 201 (mimeographed), op. cit., 1932, p. 17.

the summer because by 1937-38 nearly 100 per cent of the seniors in both institutions were reported to have visited home projects with experienced teachers.

Evidently there was a feeling that this experience in project supervision should be broadened because the next revision of the State Plan spelled out in more detail the work of the student teacher as follows:

> Each student teacher shall supervise at least one home project helping with plans and reports, conferences with the pupils and, if possible, home visiting. Each student shall visit homes under the supervision of at least one experienced teacher doing home projects during the summer or in the school year.[26]

Similar requirements were set up in a bulletin published in 1942 except that summer projects were not mentioned. It will be recalled that this was the year that reimbursement was discontinued for summer work for teachers of home economics.[27] Neither the 1947 revision of the State Plan nor the Guide mentioned supervision of home projects as a required experience for student teachers.

There was no consistent reporting of experiences which student teachers were having in supervision of home projects after 1937-38. Since the program of summer projects almost disappeared after 1942, the experience would have been limited to the time in which the student was enrolled in student teaching. Whether the lack of reporting indicated that less emphasis was being placed upon this aspect of teacher training

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[26] Michigan State Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1938, op. cit., p. 113.

[27] Vocational Homemaking, Bulletin No. 242, Rev. 1942, op. cit., p. 20.

or whether it had become an accepted part of the program, it would be difficult to determine.

It would appear that some other trends were emerging in the program of student teaching. In the annual report for 1938-39, mention was first made of the use of cooperative planning between prospective teachers and the teacher trainer to assist student teachers in analyzing their own needs and in planning experiences they felt would be valuable to them in preparing for the job of teaching. Using check lists and holding individual conferences were techniques reported for assisting students in making appraisals and developing plans for student teaching.

Cooperative evaluation of progress was first reported in 1939-40. The use of cooperative planning, self-evaluation and cooperative evaluation were reported each year through 1944-45. In the years which followed information concerning methods used in planning and evaluating experiences in student teaching was not reported. It may be that this information was not requested in the annual reports which the institution sent to the state supervisor, but it seems more likely that the practice of cooperative planning and evaluation had become so well established that they were not thought worthy of mention.

There was evidence in the annual reports of the state supervisor during the 1940's that attempts were being made to encourage student teachers to use cooperative planning with high school pupils; to work with parents in developing plans for teaching units; to participate in a wide variety of school and community activities; to direct various activities in the department of home economics in the high school; to assume some responsibility for counseling and guidance of high school pupils; and to become acquainted with the total school program.

Provisions for experience in student teaching varied in the seven institutions approved for training teachers in 1953. Three institutions, Albion College, Michigan State Normal College, and Western Michigan College of Education all required one semester of student teaching. The students at Albion College taught two hours per day and had experience with two or three different classes in home economics. Both Michigan State Normal College and Western Michigan College of Education provided one half day of student teaching. Students taught two different classes of home economics.

Two semesters of student teaching were required at both Central Michigan College of Education and Northern Michigan College of Education. The students at the latter institution had experience with different grade levels. They taught one hour per day. Central Michigan College of Education provided experience with one class each semester. However, during the last four to six weeks of the second semester of teaching, these students lived in a community away from the campus and had full-day teaching experience. Wayne University provided three semesters of student teaching. One of these was at the elementary level, one intermediate, and one secondary. The teaching was for one class period. The students at Michigan State College had one and one half terms of student teaching. The first term was one half day with students usually teaching only one class. In the one half term which followed, student teachers lived in a community away from the campus and did full-day teaching.

Classes in methods of teaching home economics. There was little information available as to what had been included in the classes in Methods of Teaching Home Economics. In the late 1920's and the early 1930's, some of the aspects of the program which were receiving emphasis

in the high schools were reported to be included for special study in classes in Methods. These were the home project, the problem-solving method of teaching, and preparation of units for use in teaching family relationships.

The first reference found to the use of cooperative planning for classes in Methods was in 1938-39. The teacher trainer and the college students enrolled planned together as to both content and organization of the course. These courses seemed to be geared specifically to preparation of the student for the responsibilities she would assume in teaching. Special emphasis in the early 1940's was placed on helping the students enrolled in the classes in Methods to develop an understanding of how to plan with high school pupils. Later, ways of including parents in planning were also investigated.

Required vocational experience in homemaking activities. Experience in homemaking activities was considered essential for a teacher of home economics. Such a requirement was probably made in an effort to insure that the teacher would have some practical experience so that her teaching would not be too theoretical. The first State Plan included the following statement: "Such instructors must have had actual experience in home making and keeping of at least two years either prior to entering upon their training course, or secured during their training course."[28] In this Plan the institutions selected for training teachers of vocational home economics were named. It was then stated: "These institutions . . . provide for home practice."[29] This no doubt referred

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[28] Michigan State Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, 1917, op. cit., p. 28.

[29] Ibid., p. 29.

to the fact that a practice house for students of home economics was maintained at the two selected institutions.

More definite plans had evidently been developed for providing homemaking experience five years later. The 1922 revision of the State Plan indicated how such experience would be provided:

> Each student majoring in vocational education must spend during her senior year at least six weeks in residence at the senior practice house and in addition she must present for approval proof of having completed a required amount of home project work.[30]

This home project work required of student teachers should not be confused with experience in supervising home project work of high school students which was discussed earlier. These were projects which the college students carried out in their own homes in order to gain more experience in homemaking activities.

The required homemaking experiences were outlined even more completely in the 1927 revision of the State Plan as follows:

> Home making experience--at least two years' experience in various activities of home management. Trade experience or experience in the management of a dormitory, cafeteria, or practice-house may be accepted as part of this practical experience. Until adequate tests or other devices are set up to determine and evaluate the vocational experiences in home making needed by home economics teachers, at least one vocational project shall be planned by each vocational student during a summer vacation before the senior year which project shall be checked before and after by a member of the faculty.[31]

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[30] Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, Rev., 1922, op. cit., p. 45.

[31] Michigan Plan for Vocational Education under the Smith-Hughes Law, Bulletin No. 201, Rev., 1927, op. cit., p. 60.

Five years later, the technical staff in home economics in the colleges was drawn into the home project program for student teachers in vocational home economics. The 1932 revision of the State Plan included the following statement: "The technical staff shall cooperate with the teacher-training staff in plans for providing and checking projects for vocational experience in homemaking for prospective teachers."[32] This Plan also required "six weeks of residence in a home management house with each student participating in various manipulative, managerial, social, and financial responsibilities of homemaking."[33] In defining experience, this Plan stated:

> Experience--Adequate homemaking experience is expected. Until definite standards are determined, 'adequate' homemaking experiences shall be interpreted to include participation in homes in such various home activities as meal preparation, home care, contacts with children, management of a home, and garment construction.[34]

In another section of this same plan an attempt was made to define more completely what should be included in the homemaking experience. It was stated:

> Homemaking experience which shall include participation in such home activities as purchasing of food, clothing, house supplies, and furnishings; meal preparation and service; house care; garment construction; complete direction and management of a home; entertainment of guests, and contact with children.[35]

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[32] Michigan Plan for Vocational Education, Bulletin No. 201, (mimeographed), 1932, op. cit., pp. 16-17.

[33] Ibid., p. 15.

[34] Ibid., p. 9.

[35] Ibid., pp. 15-16.

This same statement was included in the 1937 revision of the State Plan.[36] This Plan also included the following: "Residence of not less than six weeks in the home management house with participation in the various managerial, manipulative, financial, and social responsibilities of homemaking and the vocational experience projects undertaken by the student should contribute toward providing adequate homemaking experience."[37]

Evidently by 1942 the plan for requiring home projects of college students had been abandoned. A vocational bulletin published that year stated that it was to be left to the college staff to develop a plan for providing and evaluating homemaking experiences of students. It was suggested that "This may be accomplished through technical courses and in such other ways as shall contribute most effectively to the needs of individual students." Residence in a home management house was required.[38]

Even though home projects were no longer required, experiences in the home which would reinforce the training received in college courses were considered desirable as is shown by the following statement which appeared in the Guide to Reimbursed Vocational Education Programs: "Evaluations of homemaking experiences will contribute to the selection of additional experiences pertinent to the competency of individual students."[39]

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[36] Michigan State Plan for Vocational Education and Rehabilitation, Bulletin No. 201, 1938, Rev., op. cit., p. 114.

[37] Loc. cit.

[38] Vocational Homemaking, Bulletin No. 242, Rev., 1942, op. cit., p.21.

[39] Guide to Reimbursed Vocational Education Programs, Bulletin No. 292H, Rev., 1948, op. cit., p. 68.

Residence in a home management house was continued as a requirement.[40]

The annual reports of the state supervisor indicated that in 1917-18 and the year which followed, both of the institutions approved for teacher training in home economics were requiring experiences in homemaking for entrance to the curriculum. There were no clues as to whether or not any attempt was made to evaluate the homemaking experiences of students.

From the very beginning of the program in teacher training for prospective teachers of vocational home economics, the practice house which later became known as the home management house was used as a means of providing homemaking experiences for students. A group of home economics students lived together in the practice house and carried on homemaking activities necessary to managing a home including planning and preparing meals, budgeting, care of the house, and entertaining guests. There seemed to be little difficulty encountered with the administration of this aspect of the program.

The plans which were developed for project work for college students seemed to present problems. Even though home projects were required for college students in the 1922 revision of the State Plan, the first reference to this work appears in the annual report of the state supervisor for 1923-24. It was stated there that the summer project work was required of all juniors but that the colleges had not yet determined how to organize and check the work or who would be responsible for it. Each annual report in the years which followed included statements indicating that a project was required for prospective teachers

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[40] *Ibid.*, p. 67.

of home economics, but administration of such a program seemed to be difficult. In 1926-27 one of the institutions reported that projects were being checked by the teacher trainer, but that in the future this responsibility would be assumed by the technical staff.

Different means for organizing and checking the home projects were reported. These included check lists and personal conferences both before and after the summer experience. In the late 1920's, it was decided to require a project in foods one summer and one in clothing the next. Nearly every year the teacher trainers reported that they had difficulty in helping girls select projects that were meaningful to them. Another difficulty which was reported by teacher trainers was that college students were working in the summer in order to earn money for school in the winter and were not at home to carry on summer project work.

In the 1932 revision of the State Plan, an attempt was made to draw the technical staff into the home project work. The next year Michigan State College discontinued the project work in clothing and substituted a course for students who needed further experience in this area after completing their course work in clothing. The required summer project work in foods was continued.

After Wayne University, Northern State Teachers College, and Western State Teachers College were added to the list of schools approved for teacher training in vocational home economics in 1937-38, none of the approved institutions reported on the summer project program for college students every year. There were some references to project work in the various institutions through 1941-42, however. There were no further references to summer projects for college students until 1952-53 when Northern Michigan College of Education reported that all of the seniors

had carried summer home experience projects.

In reply to a letter of inquiry, the following information concerning home projects for college students was provided by teacher trainers in the seven institutions:

In 1952-53, four of the seven institutions approved for training teachers of vocational home economics reported that all of the prospective teachers were required to do a home project. At Michigan State Normal College informal conferences and guide sheets for planning and evaluating the projects were used in administering the program. These projects were completed the summer preceding the senior year.

Central Michigan College of Education used written reports and informal conferences in guiding and evaluating the project work of the student teachers.

The students at Northern Michigan College of Education planned a summer project while enrolled in a class in Methods in the junior year. The evaluation and summary was reported by these students in the Methods class during the senior year.

The students at Western Michigan College of Education planned a home experience while enrolled in a course in Methods. The understanding was that the home experience was to be finished and reported before the student would be recommended for a teaching certificate.

Not all prospective teachers at Albion College did a home project. Check sheets and scheduled conferences were used to evaluate the homemaking experience of these students.

Neither Wayne University nor Michigan State College required students enrolled in the teacher training in home economics to do a home project. Both of these institutions used informal conferences to help

students evaluate the amount and kind of experience in homemaking they would need before assuming the responsibilities of a teacher of home economics.

Summary

Two institutions, the Michigan Agricultural College and the Michigan State Normal College, were designated as institutions for training teachers of vocational home economics in 1917. In 1937-38, Wayne University, Northern State Teachers College and Western State Teachers College were approved for teacher training. Central Michigan College of Education was approved in 1941 and Albion College in 1952-53. The requirements for teachers of vocational home economics might be classified as follows: (1) technical training in home economics and related subjects; (2) professional training in the field of education; and (3) vocational experience in homemaking activities. There has been a general trend to reduce the number of credits required in the areas of "Food" and "Clothing" and to increase the number required in the areas of "The Family" and "Shelter." In the related subjects required, the trend, in general, was to decrease the number of credits in "Art," "Biological Science," and "Physical Science." "Social Science" was added as a fourth related subject area in 1932. The changes in the field of home economics reflect the changes in emphasis in courses in home economics in the high school. As more interest developed in teaching child care and family relations, more courses appeared in this area in the college program. Much difficulty has been encountered in colleges which do not maintain nursery schools in providing experiences with young children for college students. Changes in requirements in the field of education have tended

toward increasing the number of course credits and also increasing the amount of time given to student teaching. The trend seems to be toward longer time in the classroom for this experience. Another requirement that accompanied the student teaching experience was the supervision of home projects of high school girls. A great deal of emphasis was placed on this aspect of the program in the 1930's. Since then there has been an apparent decrease in interest in this aspect of experiences for the student teacher. The prospective teacher of vocational home economics was also required to have vocational experiences in homemaking activities. The practice house or the home management house was one means used to provide this kind of experience. The other plan devised was to require college students to do home projects similar to those carried on by high school students. For over fifteen years, this part of the program of teacher training seemed to present a perennial problem. There seemed to be great difficulty in administering such a program. The requirement was removed in 1942.

At the present time (1952-53), there are four areas in the field of home economics in which a stipulated number of course credits are required for each prospective teacher of vocational home economics. These are as follows: "Food" -- 17 term credits, "Clothing" -- 15 term credits, "Housing" -- 6 term credits, and "The Family" -- 15 term credits. Each prospective teacher is required to have more than the minimum number of term credits in three of these four areas. There are also requirements for the related subjects areas as follows: "Art" -- 6 term credits, "Biological Science" -- 6 term credits, "Physical Science" -- 12 term credits, and "Social Science" -- 9 term credits. More than the minimum number of credits is required in at least two of the four related subjects

areas.

Provision for experience in student teaching varies in the seven institutions approved for training teachers of vocational home economics. One semester of teaching is required in three institutions, two semesters in each of two institutions, and three semesters in one institution, while one requires one and one half terms. Only two of the seven institutions have made provision for all day experience in student teaching at the present time.

In order to provide vocational homemaking experience for prospective teachers of vocational home economics, each student is required to live in a home management house. To further enrich the vocational homemaking experience of these students, four of the seven colleges engaged in training teachers of vocational home economics require that they complete a home project. In two institutions plans for needed homemaking experiences are worked out cooperatively with the individual student but home projects are not required. In the remaining institution, some students complete home projects while others do not.

CHAPTER IX

SUMMARY AND RECOMMENDATIONS

The purpose of this study has been to present an account of the reimbursed program in home economics in the secondary schools of Michigan from its beginning in 1917 to the close of the fiscal year, June 30, 1953. The date concerning the reimbursed program in home economics in the secondary schools of Michigan have never before been collected, classified, and interpreted. Viewing a program in retrospect should be of value in giving clarity to the present situation as well as providing some direction for the future through pointing out influences which have been significant in the past and trends which have emerged as the program has developed.

Sources for the study were state and federal bulletins, Congressional Records, Public Acts of Michigan, The Statutes at Large of the United States of America, published reports of meetings held by organizations, minutes of meetings held by the Michigan State Board of Control for Vocational Education and the Michigan State Board of Education, books, interviews with persons who have participated in the program in a professional way, annual reports of the Michigan state supervisor of home economics, annual reports of the Michigan state superintendent of public instruction, The Michigan Home Economics Association Newsletters, and periodicals.

The idea of education for the vocation of homemaking had its beginning in the United States in the first quarter of the nineteenth century. This type of education was introduced into the schools of Michigan as a

part of the manual training movement at about the turn of the twentieth century. In the beginning, the work was concentrated at the fifth, sixth, seventh, and eighth grades. Hand sewing and some cooking were taught in these early schools. Later the work became a part of the program of a number of high schools. Courses of study for high schools published in 1907 and in 1915 reveal attempts to broaden the curriculum.

However, it was through acts of federal legislation that vocational education became an established part of the program in secondary schools of the United States. Over a period of ten years, beginning in 1907, attempts were made to enact legislation which would provide federal aid for vocational education in secondary schools. A Commission on Federal Aid to Vocational Education was appointed in 1914 for the purpose of studying the problem and making recommendations. Home economics as a separate subject was not considered as a part of the program in vocational education for secondary schools in the report of the Commission. However, it was eventually included in the Smith-Hughes Act which was passed in 1917. There seemed to be some confusion as to the purpose of training in home economics. Although the members of Congress appeared to think of home economics as training for homemaking it was linked with trade and industry in the writing of the Smith-Hughes Bill. When the Act was passed funds for home economics were limited to not more than 20 per cent of the total amount of funds appropriated for trade, home economics, and industry together. This Act provided for annual appropriations for federal aid for part payment of the salaries of teachers of vocational education in agriculture, trade and industry, and home economics. Federal aid could be used for secondary schools, part-time schools and evening classes. Funds were also provided for training teachers

of vocational subjects. Every dollar of federal money had to be matched by a dollar of state and/or local money. The terms of the Smith-Hughes Act were accepted in Michigan by the passage of the Tufts Act in 1917. This Act made provision for annual appropriations of state funds to supplement federal funds for vocational education. By the terms of this Act the local schools were responsible for part of the cost of the salaries of teachers in Michigan. Subsequent federal legislation, the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George Barden Act of 1946 authorized further and steadily increasing appropriations for vocational education.

Vocational home economics in secondary schools of Michigan has grown from 5 programs with 17 teachers and 387 pupils in 1917-18 to 277 programs with 401 teachers and 27,643 pupils in 1952-53. Approximately 75 per cent of the salaries of teachers of home economics in 1952-53 came from local funds. It appears that federal funds have proved an incentive for development of programs of vocational home economics in Michigan.

The need for supervision and in-service training of teachers of home economics was early recognized by the Federal Board for Vocational Education. Michigan employed a state supervisor on a part-time basis from 1917-18 through 1920-21. The first full-time state supervisor was appointed in 1921 and served for twenty-eight years. Two assistant supervisors were appointed in 1937-38. Since 1923, an itinerant teacher trainer employed by Michigan State College has assisted the state supervisory staff in the training of teachers in-service. In addition to in-service training of teachers, the state supervisor has been responsible for inspecting schools and approving them for reimbursement, promoting voca-

tional home economics in Michigan, and for administering the program in the state. These responsibilities were carried out by visits to schools, correspondence, publication of bulletins, state and small group conferences, extension classes conducted by the itinerant teacher trainer, small study groups, and classes held during the summer at the colleges of the state. There appears to have been a trend toward less authoritarian methods of supervision in the last fifteen years covered by this study.

Learning experiences for pupils have been provided through organized classes in home economics and in some programs in related subjects, through home projects, and through clubs for pupils enrolled in home economics. The course content in home economics was broadened in the 1920's to include a study of child development and family relationships. Consumer education, planning and preparing low cost menus, food preservation, make-over garments, and family recreation received special emphasis during the depression. In the 1940's efforts were made to adjust the course content to problems which were emerging as a result of the war, such as nutrition, use of rationed foods, preservation of food, and care and conservation of clothing. Classes in home and family living appear to be the most recent addition to the curriculum.

About 1926 the problem-solving method of teaching received a great deal of emphasis. It was reported that the quality of teaching had improved due to the use of the problem-solving method. The contract method introduced in the early 1930's, was never widely accepted. Pupil-teacher planning seems to have been introduced in the late 1930's. In the late 1940's, the concept was enlarged to pupil-parent-teacher planning. It is impossible to determine to what extent these methods of

cooperative planning were used successfully by teachers of homemaking.

Home practice was included as a requirement in the first State Plan in 1917. Later a program of home projects was introduced in the schools receiving reimbursement for home economics. Pupils in home economics carried out summer projects in Michigan for the first time in 1926. This program was slow in developing, but after the passage of the George-Reed Act, it grew rapidly until by the late 1930's nearly all schools in Michigan with reimbursed programs were conducting a summer project program for pupils enrolled in home economics. In 1942, reimbursement for teachers' salaries for work during the summer was discontinued. After this action by the State Board of Control for Vocational Education, few schools continued a program of summer projects. The home project or home experience, as it was later called, has continued to be a required part of the secondary school program in home economics during the regular school year.

There were a few clubs for pupils enrolled in home economics in the early 1920's. They were sponsored by the Michigan Home Economics Association. These clubs were reorganized as a part of a national organization, The Future Homemakers of America, in 1945-46. This organization has had a very rapid growth in Michigan.

The State Board of Control for Vocational Education published a bulletin in 1918 recommending housing and equipment for departments of vocational home economics. At first a room for cooking and a room for sewing were considered minimum essentials. The general trend until 1927 was to increase the number of rooms proposed for instruction in vocational home economics. At that time, a combination room with equipment for study of various areas of subject matter in home economics was suggested. This

later became known as the all-purpose room and is still being used widely today. The use of a residence for housing the department of home economics was suggested from time to time. This type of housing was never generally accepted in Michigan.

Beginning in 1927, there was an emphasis on selecting equipment that was typical of that found in homes in the community. Furniture that was light, durable, easily moved, and which could serve several purposes has found favor in recent years. There has been a great deal of emphasis on selecting and arranging equipment to make the rooms for home economics appear home-like.

The first State Plan for Michigan outlined requirements for teachers of vocational home economics and designated the Michigan Agricultural College and the Michigan State Normal College as the institutions for training teachers of vocational home economics. Wayne University, Northern State Teachers College and Western State Teachers College were approved for teacher training in 1937-38. Central Michigan College of Education was approved in 1941 and Albion College in 1952-53.

A Bachelor's degree in home economics has been required for teachers of vocational home economics since the program began in 1917. Changes have been made in distribution of course credits in home economics. The trend has been to reduce the number of credits required in the areas of "Food" and "Clothing" and to increase the required number in the area of "The Family" and "Shelter." There has been a reduction in the number of credits required in related sciences and related art. Social science was added as a requirement in the 1930's. The number of credits in education has been steadily increased and there has been a trend toward longer time in the classroom for student teaching. The

practice house or home management house for prospective teachers has been used to provide vocational experience in homemaking activities since the beginning of the program in 1917. Home projects for college students are also used by some of the institutions as a means for providing homemaking experiences for prospective teachers.

Recommendations

When the program of vocational education in home economics began in 1917-18, the purpose was stated as preparing homemakers and house daughters for the vocation of homemaking. Over the thirty-six years covered by this study, the number of stated goals has greatly increased. The objectives appear to be broad and all-inclusive. Few persons would deny that homemaking is a vocation which requires broad training. However, there might be a question as to whether it would be possible to accomplish all of the goals proposed for education in home economics. This is especially true when one considers that as the number of goals has increased, the amount of time allocated to home economics has decreased.

There has been a great deal of emphasis placed upon using needs of pupils in secondary schools as a basis for program-planning in home economics. However, to the writer's knowledge, there has never been a study which attempted to define needs of adolescents in the field of home economics in Michigan. Such a study should be helpful in defining the goals of the program at the state level and should also provide suggestions for techniques which local schools might employ in setting up their own individual programs in home economics. It is therefore recommended that a study be done in Michigan to determine the problems

of young people of both sexes in the field of home economics in order to gain a better idea of need for training in the field. (It would be well to keep in mind that the over-all goal is training for the vocation of homemaking.). It is also recommended that the objectives of the program be based on evidence secured from such a study and that these objectives be selected in terms of possibility of accomplishment. It is further recommended that during the course of such an investigation some simple techniques be developed which might be used by teachers in determining needs at the local level.

The present study made no attempt to trace the development of either the part-time program or the program for adults in home economics in Michigan. These, too, are an important part of the history of vocational home economics in Michigan. A history of the part-time program and a history of the adult program in home economics would be helpful to teachers in training and perhaps to those already engaged in teaching as a basis for better understanding of the total program of vocational home economics in Michigan.

The Michigan Home Economics Association, an organization of professional persons in home economics, appears to have played an important role in the development of home economics in Michigan. A study of the history of this Association would be an important contribution to the literature concerning home economics in Michigan. Past records are not readily available to persons interested in the Association. A history would present the records in an organized fashion and would be easily available. This would aid persons, especially young members, in better understanding the Association and its influence in the development of the field of home economics within the state.

Housing and equipment are considered important in the development of an effective program of home economics as evidenced by the fact that each State Plan made some recommendations as to what should be provided for a department of home economics. However, there are no clear recommendations in the 1947 State Plan as to which types of housing and equipment make for most effective teaching in departments of home economics in Michigan. It would seem desirable to carry out a study to determine, if possible, the most effective types of housing and equipment for departments of home economics in which one, two, or more teachers are employed. If answers could be found, there would be a more objective basis for making recommendations to administrators who are planning to build or remodel departments in their schools. Such a study, it would seem, should reveal some of the desirable and some of the undesirable features of different plans.

In the course of this investigation, a research project completed a few years ago was again brought to light. One of the most significant contributions of this study was that characteristics of teachers of varying proficiency were determined. The characteristics of the group of teachers considered to be outstanding were used as a basis for developing a bulletin to be used with teachers in helping them to evaluate their own growth. This type of self-evaluation appeared to be well received by both teachers and administrators. It is recommended that these materials be re-studied and that they again be used or other materials be developed so that an organized program of self-evaluation for teachers may again be used in the state.

The recommendations and requirements concerning various aspects of the vocational education programs are given in the State Plan. It

would seem desirable to use these requirements and recommendations as a basis for describing the accomplishments in programs of home economics in the secondary schools of Michigan as part of a permanent record.

Some of the areas in which information appears to be inadequate or lacking in the reports at the present time are as follows:

1. Descriptive reports of typical situations in the secondary schools with information as to curriculum and methodology in common practice. Such reports would furnish information as to the status of the program in any particular year and might indicate matters which should be given special emphasis in the program of in-service and pre-service training. It would also seem important to have a record over a period of years showing changes in emphasis in curriculum and methodology. The failure to keep such records makes it very difficult to detect trends and to evaluate the program in terms of objectives.

2. Kinds of equipment and housing in departments of home economics. There was so little information regarding housing and equipment that it would be impossible to determine what was typical in the state. It was reported in recent years that the trend was toward all-purpose rooms and multi-purpose equipment. There are no records to indicate how many of the two hundred seventy-seven schools provide this type of housing and equipment. If records were available showing kinds of furnishings and housing in various departments, administrators could be referred to particular departments to gain ideas for building or remodelling in their own schools.

3. Reasons for removal of schools from the approved list (summary). Prior to 1952-53, it was necessary to investigate reports on individual schools in order to find out why schools had been removed from the approved list. A summary showing the reasons for failure to be approved would provide information which would be valuable to those interested in the development of a program of vocational education in home economics. For example, it might be that a number of schools had developed programs which met needs for vocational training in home economics in their schools but which failed to meet requirements for reimbursement because the program they offered did not meet requirements as set up in the State Plan. It might then be desirable to investigate the State Plan to determine whether or not there was flexibility so that local programs could be planned which best met the needs of particular communities.

4. Number of schools applying for reimbursement and reasons for not approving those which were rejected. The problem of program expansion is closely related to the reasons for removing schools from the list of those approved for reimbursement. During the course of this investigation, it was found that there had been a much less rapid increase in number of programs of vocational home economics in secondary schools of Michigan during the last decade than there was during the latter part of the 1930's and early 1940's. However, there were no records to indicate the number of schools which had applied for approval and been rejected. If these facts were

known, it would seem that it would be valuable from two points of view. In the first place, it might indicate whether or not many administrators other than those whose schools were already on the approved list believed that the program of vocational home economics met the needs of their particular communities. If a number of the schools applied and were rejected, it would be necessary to investigate causes to determine whether the program as outlined was flexible to meet needs in local communities.

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A P P E N D I X

APPENDIX A

ACTS OF LEGISLATION

The Smith-Hughes Act

Public Act No. 347[1]

An Act To provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three, and four of this Act, to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects; and the sum provided for in section seven for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

Sec. 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this Act, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter,

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[1] The Statutes at Large of the United States of America from December, 1915 to March, 1917, Vol. 39, Part I. Washington Government Printing Office, 1917. Pp. 929-936.

the sum of $3,000,000. Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census: Provided, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be necessary, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $48,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $18,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $34,000; and annually thereafter the sum of $27,000.

Sec. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of $3,000,000; and annually thereafter the sum of $3,000,000. Said sums shall be allotted to the States in the proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census: Provided, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $66,000; for the fiscal year ending June thirtieth, nineteen

hundred and nineteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $28,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $25,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $22,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $19,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $56,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of $50,000.

That not more than twenty per centum of the money appropriated under this Act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

Sec. 4. That for the purpose of cooperating with the States in preparing teacher, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of $1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: Provided, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and nineteen, nor less than $10,000 for any fiscal year thereafter. And there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $32,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of $90,000.

Sec. 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public

education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.

In any State the legislature of which does not meet in nineteen hundred and seventeen, if the governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted: Provided, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.

Sec. 6. That a Federal Board for Vocational Education is hereby created, to consist of the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States to be appointed by the President, by and with the advice and consent of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. The board shall elect annually one of its members as chairman. In the first instance, one of the citizen members shall be appointed for one year, one for two years, and one for three years, and thereafter for three years each. The members of the board other than the members of the Cabinet and the United States Commissioner of Education shall receive a salary of $5,000 per annum.

The board shall have power to cooperate with State boards in carrying out the provisions of this Act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies,

investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports concerning trades and industries, for the purposes of trade and industrial education, may be made in cooperation with or through the Department of Labor; such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study and instruction in vocational subjects, may be made in cooperation with or through the Bureau of Education.

The Commissioner of Education may make such recommendations to the board relative to the administration of this Act as he may from time to time deem advisable. It shall be the duty of the chairman of the board to carry out the rules, regulations, and decisions which the board may adopt. The Federal Board for Vocational Education shall have power to employ such assistants as may be necessary to carry out the provisions of this Act.

Sec. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of $200,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the board may deem necessary to the execution and administration of this Act.

Sec. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act, the State board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board

shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

Sec. 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this Act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this Act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training.

Sec. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of

the Federal board as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

Sec. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State board of any State shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of classroom instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education: Provided, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the

particular needs of such cities and towns.

Sec. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

Sec. 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

Sec. 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this Act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this Act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this Act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

Sec. 15. That whenever any portion of the fund annually allotted

to any State has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State.

Sec. 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act.

If any allotment is withheld from any State, the State board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

Sec. 17. That if any portion of the moneys received by the custodian for vocational education of any State under this Act, for any given purpose named in this Act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. No portion of any moneys appropriated under this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

Sec. 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this Act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditure of the money allotted to each State.

Approved, February 23, 1917.

The Tufts Act

Public Act No. 149[2]

AN ACT to accept the requirements and benefits of an act of the sixty-fourth congress of the United States, approved February twenty-three, nineteen hundred seventeen, known as the Smith-Hughes act, or public act number three hundred forty-seven, relating to appropriations to be made by the federal government to the several states for the support and control of instruction in agriculture, the trades, industries, and home economics, and for the preparation of teachers of vocational subjects; to designate a State board of control for vocational education; to provide for the proper custody and administration of funds received by the State from such appropriations; and to provide for appropriations by the State and by local school authorities to meet the conditions of said act of Congress.

The People of the State of Michigan enact:

SECTION 1. The provisions of an act of congress enacted by the sixty-fourth congress in the second session thereof known as public act number three hundred forty-seven, entitled "An act to provide for the promotion of vocational education; to provide for co-operation with the states in the promotion of such education in agriculture and the trades and industries; to provide for co-operation with the states in the preparation of teachers of vocational subjects, and to appropriate money and regulate its expenditure," are hereby accepted by the State of Michigan as follows:

(a) Appropriations for the salaries of teachers, supervisors and directors of agricultural subjects;

(b) Appropriations for the salaries of teachers of trade, home economics, and industrial subjects;

(c) Appropriations for the preparation of teachers of agricultural, trade, industrial and home economies [sic] subjects.

SEC. 2. The benefits of all funds appropriated by the federal government under the provisions of said act are hereby accepted as provided in said act, and provision is herein made under which the State of Michigan will meet such appropriations and provisions.

SEC. 3. The Superintendent of Public Instruction, the president of the State Board of Education, the president of the University of Michigan, and the president of the Michigan Agricultural College are hereby

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[2]Public Acts of the Legislature of the State of Michigan, Passed at the Regular Session of 1919. Fort Wayne, Indiana: Fort Wayne Printing Co., 1919. Pp. 275-278.

constituted as the State Board of Control for Vocational Education as provided in the aforesaid act. The State Superintendent of Public Instruction shall be the executive officer of the State Board of Control, and he shall, with the approval of said board, provide for the administration of the provisions of this act. Said board is charged with the duty and responsibility of co-operating with the Federal Board for Vocational Education in the administration of such act, and is given all power necessary to such co-operation. The State Board of Control for Vocational Education is hereby authorized to incur such expenditures for office administration, traveling and other incidental expenses as it may deem necessary to the proper administration of the funds allotted to the State of Michigan under the provisions of said act.

SEC. 4. The State Treasurer is hereby appointed as custodian of all funds for vocational education as provided in said act and in this act, and is charged with the duty and responsibility of receiving and providing for the proper custody, and for the proper disbursements of such moneys on requisition of the said Board of Control for Vocational Education. The State Treasurer as custodian of such funds for vocational education shall make an annual report to the Governor and the legislature concerning the receipts and disbursements of such moneys received by him under the provisions of said act and of this act.

SEC. 5. The board of education or board of control of any approved public school, department, part time or evening class giving instruction in agricultural, industrial or home economics subjects, which receive the benefit of federal and State moneys as herein provided, shall provide suitable buildings and equipment in order to give such instruction; and shall also appropriate for the salaries of instructors a sum of money sufficient to cover the expense for instruction during the year. At the end of the fiscal year the State Board of Control for Vocational Education shall apportion to the several boards of education, or boards of control of schools maintaining approved departments for vocational education as herein described, the State and federal funds by way of reimbursements for expenditures for instruction, giving to each school its proportionate share: Provided, That no school shall receive a larger amount than three-fourths of the sum which has been expended for the particular type of education for which it received State and federal funds. The institutions authorized to give training for vocational teachers shall provide suitable rooms and equipment, and appropriate sufficient funds to pay instructors and supervisors during the year, and at the end of the year such institutions shall be reimbursed from federal and State funds, equally. There is hereby authorized to be appropriated and paid from the State treasury to the several schools giving vocational instruction under the provisions of this act, and for their supervision, a sum of money equal to one-half the federal allotment; and there is hereby further authorized to be apportioned and paid from the State treasury to the several institutions engaged in the training of teachers of vocational subjects a sum equal to the allotment of federal moneys as provided in said act.

SEC. 6. The State Board of Control for Vocational Education shall

formulate such rules and regulations as may be necessary for the development and operation of such vocational schools, and for the training of teachers as are provided for in said act, subject to the approval of the Federal Board of Control. All disbursements of State and federal money under the provisions of this act shall be made annually on or before the tenth day of July in each year. The board of education or board of control of any school where vocational instruction is given under the provisions of this act; also boards of control of institutions giving vocational teacher training, as herein provided, shall make an annual report to the State Superintendent of Public Instruction at such time and in such form as he may require.

SEC. 7. The State Board of Control for Vocational Education shall provide for the proper inspection of the work in the schools and institutions which operate under the provisions of this act. And upon the approval of the work done and the receipt of satisfactory reports from each school or institution, the said State Superintendent of Public Instruction shall certify to the Auditor General the amount of such State and federal moneys due to each board of education, or board of control of any school maintaining a vocational school or department, and to the board of control of each institution engaged in the training of teachers of vocational subjects according to the provisions of this act. The Auditor General shall, upon such certificate of the Superintendent of Public Instruction, draw his warrant upon the State Treasurer for the amount of said moneys due to each school district or institution and payable to the treasurer of such board of education or of the board of control of such institution, and the said amounts shall be forwarded to said treasurers.

SEC. 8. It shall be the duty of the State Board of Control for Vocational Education to estimate the amount of money which should be appropriated by the State to meet federal allotments during each succeeding biennial period, and when the State Board of Control shall have estimated the amount of money necessary to meet the federal appropriations, they shall report said estimate to the Auditor General, who shall include the said amount of money in the State tax levy for each year as reported to the State legislature.

SEC. 9. At the close of each fiscal year the State Board of Control for Vocational Education shall examine the records and reports from all schools giving vocational instruction, and from institutions engaged in the training of vocational teachers; and shall apportion funds from the federal government and from the State treasury in accordance with plans approved by the Federal Board of Control, and in accordance with the provisions of this act, and of the said federal act.

SEC. 10. The State Board of Control for Vocational Education shall make an annual report to the Governor and to the legislature in regard to the administration of this act, and of the federal act herein mentioned, and said report shall contain an explicit statement of the expenditures of all moneys, both federal and State, for the purposes mentioned in this act.

SEC. 11. All acts and parts of acts contravening the provisions of this act are hereby repealed.

Approved May 2, 1919.

The George-Barden Act

Public Law 586[3]

AN ACT

To amend the Act of June 8, 1936, relating to vocational education, so as to provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act approved June 8, 1936, entitled "An Act to provide for the further development of vocational education in the several States and Territories" (49 Stat. 1488, ch. 541), is amended to read as follows:

"SHORT TITLE

"SECTION 1. This Act may be cited as the 'Vocational Education Act of 1946.'

"DEFINITIONS

"SEC. 2. As used in this Act--

"(1) the term 'States and Territories' means the several States, the Territories of Alaska and Hawaii, the island of Puerto Rico, and the District of Columbia;

"(2) the terms 'State plan' and 'State board' shall have the meaning which said terms have in the Smith-Hughes Vocational Education Act: and

"(3) the term 'Smith-Hughes Vocational Education Act' means the Act approved February 23, 1917 (39 Stat. 929, ch. 114).

"AUTHORIZATION FOR APPROPRIATIONS FOR VOCATIONAL EDUCATION

"SEC. 3. (a) For the purpose of assisting the several States and Territories in the further development of vocational education, there is authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter--

"(1) $10,000,000 for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America, to be apportioned for expenditure in the several States and Territories in the proportion that their farm population bears to the total farm population of the States and Territories, accord-

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[3] United States Statutes at Large, Vol. 60, Part 1. Washington: United States Government Printing Office, 1947. Pp. 775-778.

ing to the last preceding United States census;

"(2) $8,000,000 for vocational education in home economics, to be apportioned for expenditure in the several States and Territories in the proportion that their rural population bears to the total rural population of the States and Territories, according to the last preceding United States census;

"(3) $8,000,000 for vocational education in trades and industry, to be apportioned for expenditure in the several States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the States and Territories, according to the last preceding United States census;

"(4) $2,500,000 for vocational education in distributive occupations, to be apportioned for expenditure in the several States and Territories in the proportion that their total population bears to the total population of the States and Territories, according to the last preceding United States census;

"(b) The funds appropriated under authority of paragraphs (1) to (4), inclusive, of subsection (a) of this section may be used for assisting the several States and Territories, for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: Provided, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education.

"(c) Notwithstanding the provisions of subsection (a), the amount to be available for expenditure in any State or Territory shall be not less, for any fiscal year, than $40,000 each for vocational education in agriculture, in home economics, and in trades and industry; $15,000 for vocational education in distributive occupations and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, such additional sums as may be needed for the purpose of providing such minimum amounts.

"REQUIREMENTS AS TO MATCHING OF FUNDS

"SEC. 4. The several States and Territories, in order to receive the benefits of this Act, shall be required to match by State and local funds or both 100 per centum of the appropriations made under authority of section 3.

"MAKING OF PAYMENTS

"SEC. 5. The Secretary of the Treasury, through the Fiscal Service of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on

the first day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Smith-Hughes Vocational Education Act, the moneys to which the State or Territory is entitled under the provisions of this Act.

"AVAILABILITY OF FUNDS FOR SALARY AND EXPENSES OF STATE DIRECTORS

"SEC. 6. Funds appropriated under authority of section 3 shall be available, on a prorated basis determined by the State board, for the salary and necessary travel expenses of a State director of vocational education selected by the State board, in accordance with the requirements of the State plan, on the basis of his technical and professional qualifications including experience in vocational education.

"APPLICABILITY OF SMITH-HUGHES VOCATIONAL EDUCATION ACT

"SEC. 7. The appropriations made under authority of this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act; except that (1) the appropriations made under authority of this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under the Smith-Hughes Vocational Education Act, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; (2) such moneys as are provided under authority of this Act for trade and industrial subjects, and public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; (3) the provisions of section 11 of the Smith-Hughes Vocational Education Act, requiring at least one-third of the sum appropriated to any State to be expended for part-time schools or classes shall be held to include any part-time day-school classes for workers sixteen years of age and over, and evening-school classes for workers sixteen years of age and over; (4) the appropriations made by this Act for distributive occupational subjects shall be limited to part-time and evening schools as provided in the Smith-Hughes Vocational Education Act, for trade, home economics, and industrial subjects and is qualified by the provisions of this section; (5) preemployment schools and classes organized for persons over eighteen years of age or who have left the full-time school may be operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time must be given to shop work on a useful or productive basis; and (6) the appropriations available under section 9 of this Act shall be available for expenses of attendance at meetings of educational associations and other organizations and for expenses of conferees called to meet in the District of Columbia or elsewhere, which, in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this Act.

"RESTRICTIONS AND CONDITIONS

"SEC. 8. (a) No part of the appropriations made under authority

of this Act shall be expended in industrial-plant training programs, except such industrial-plant training be bona fide vocational training, and not a device to utilize the services of vocational trainees for private profit.

"(b) After June 30, 1951; not more than 10 per centum of the amount appropriated for each of the purposes specified in section 3 (a) shall be used for the purchase or acquisition of equipment.

"APPROPRIATIONS FOR OFFICE OF EDUCATION

"SEC. 9. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Office of Education, Federal Security Agency, for vocational education, for the fiscal year beginning July 1, 1937, and annually thereafter the sum of $350,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Smith-Hughes Vocational Education Act, as amended October 6, 1917."

Approved August 1, 1946.

APPENDIX B

TABLE I

TOTAL AMOUNT EXPENDED AND SOURCES OF FUNDS FOR SALARIES OF TEACHERS OF VOCATIONAL HOME ECONOMICS IN SECONDARY SCHOOLS OF MICHIGAN*

Year	Total Funds	Sources of funds		
		Local	State	Federal
1918	$ 18,197.90	$ 13,491.23	$ 1,568.89	$ 3,137.78
1919	22,444.00	16,963.91	1,826.69-2/3	3,653.39-1/3
1920	34,109.74	26,752.29	2,452.48-1/3	4,904.96-2/3
1921	54,975.90	48,263.38	2,237.50-2/3	4,475.01-1/3
1922	58,378.50	48,151.14	3,409.12	6,818.24
1923	86,654.58	72,268.33	4,795.64	9,590.61
1924	59,274.83	44,352.38	4,974.15	9,948.30
1925	54,722.41	37,119.01	5,867.80	11,735.60
1926	62,721.34	42,918.26	6,600.96	13,202.12
1927	73,969.50	52,190.43	7,259.70	14,519.37
1928	86,743.47	62,825.12	7,972.77	15,945.58
1929	73,339.04	48,965.24	8,124.60	16,249.20
1930	79,945.00	50,563.00	9,794.00	19,588.00
1931	94,151.00	55,925.00	12,742.00	25,484.00
1932	98,583.00	46,365.00	17,406.00	34,812.00
1933	87,017.00	33,005.00	18,004.00	36,008.00
1934	69,615.00	25,833.00	14,594.00	29,188.00
1935	90,707.00	30,038.75	20,222.75	40,445.50
1936	117,435.00	61,764.00	18,557.00	37,114.00
1937	167,814.00	108,942.00	19,624.00	39,248.00
1938	...	...	...	108,436.36
1939	...	...	...	107,066.86
1940	...	...	...	105,917.78
1941	...	...	...	110,386.40
1942	307,168.05	176,315.44	24,660.25	106,192.36
1943	345.068.74	188,765.90	36,561.39	119,741.45
1944	346,089.69	178,097.80	49,232.33	118,759.56
1945	390,656.60	234,452.52	48,722.07	107,482.01
1946	438,292.45	274,181.01	51,389.58	112,721.86
1947	486,825.52	306,294.67	64,887.75	115,643.10
1948	624,837.74	400,534.67	90,518.39	133,784.68
1949	730,135.53	492,947.98	118,593.78	118,593.78
1950	866,658.35	552,361.78	193,756.83	120,539.74
1951	922,494.58	630,613.18	172,312.03	119,569.37
1952	1,026,956.18	769,234.70	147,152.06	110,569.42
1953	1,134,670.29	826,268.48	195,837.18	112,564.63

*Data available only for federal funds 1938-41.

TABLE II

NUMBER OF PROGRAMS, NUMBER OF TEACHERS EMPLOYED, AND NUMBER OF PUPILS ENROLLED IN VOCATIONAL HOME ECONOMICS IN THE SECONDARY SCHOOLS OF MICHIGAN 1918-1953

Year	Programs	Teachers	Pupils
1918	5	17	387
1919	6	20	419
1920	13	28	1,309
1921	16	42	1,112
1922	21	42	1,334
1923	23	72	1,561
1924	27	50	1,492
1925	29	43	1,371
1926	34	60	1,347
1927	38	70	1,594
1928	43	84	1,791
1929	45	84	1,974
1930	53	88	2,492
1931	61	94	3,375
1932	68	105	3,351
1933	75	122	3,971
1934	79	113	4,392
1935	100	133	4,489
1936	117	154	5,725
1937	149	197	7,408
1938	169	222	8,622
1939	189	252	11,344
1940	207	269	13,093
1941	221	282	15,375
1942	231	293	15,163
1943	244	296	14,854
1944	240	283	14,746
1945	245	289	16,438
1946	249	296	17,415
1947	248	296	18,291
1948	253	312	20,415
1949	260	339	21,811
1950	274	362	25,111
1951	276	376	25,570
1952	274	380	26,409
1953	277	401	27,643