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DETERMINING THE ACTIVITIES FOR  
WHICH HOME ECONOMICS  
TEACHERS CARRY OR SHARE  
RESPONSIBILITY IN THE HIGH  
SCHOOLS

Thesis for the Degree of M. A.  
MICHIGAN STATE COLLEGE  
Georgia Halstead  
1945

This is to certify that the

thesis entitled

Determining the Activities for which  
Home Economics Teachers Carry or Share  
Responsibility in the High Schools

presented by

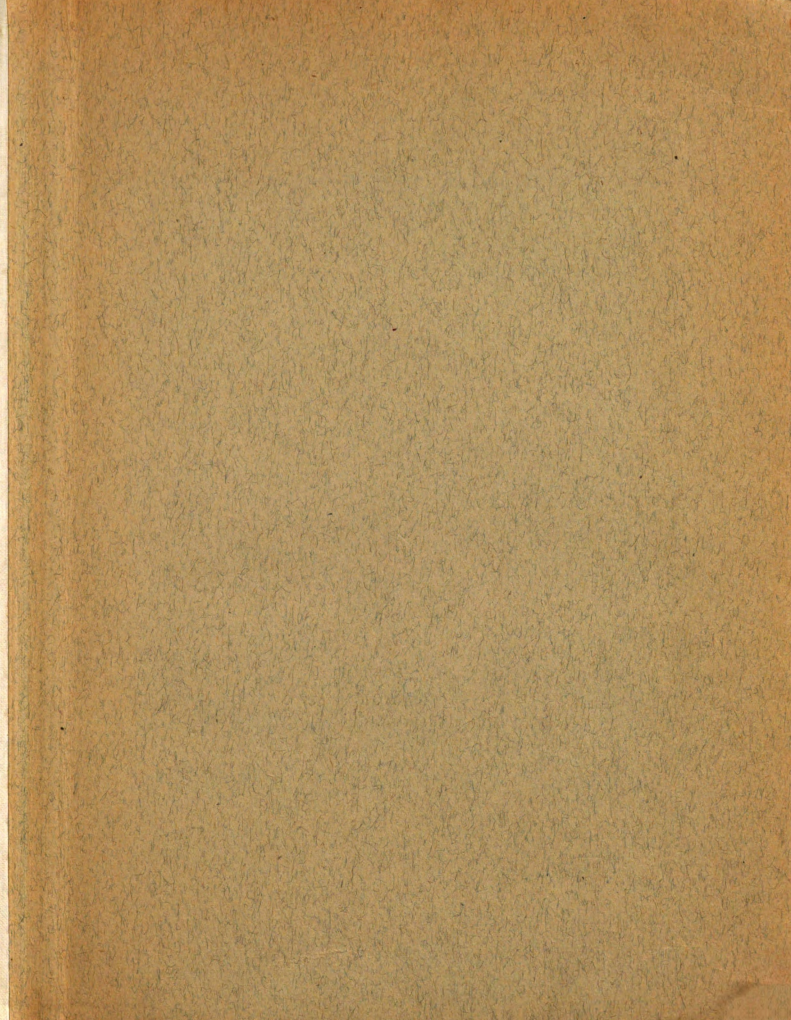
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of the requirements for

M. A. degree in Education

Hazel Batchelor  
Major professor

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DETERMINING THE ACTIVITIES FOR WHICH HOME ECONOMICS TEACHERS  
CARRY OR SHARE RESPONSIBILITY IN THE HIGH SCHOOLS

by

Georgia Halstead

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# TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
INVESTIGATION AND A SUMMARY OF THE FINDINGS . . . . .	1
Summary of the Procedure . . . . .	2
Summary of the Findings . . . . .	2
BACKGROUND FOR THE PROBLEM . . . . .	6
Early History of Home Economics . . . . .	6
Recent Developments . . . . .	9
CONSTRUCTION OF QUESTIONNAIRE AND COLLECTION OF DATA . . . .	14
Collection of Data . . . . .	17
TREATMENT OF THE DATA AND FINDINGS . . . . .	23
Analysis of the Questionnaire . . . . .	23
Classroom Responsibilities of Home Economics Teachers .	23
Understanding and Counseling Students . . . . .	24
Setting Up Goals, Choosing Experiences, and Evaluating Achievement . . . . .	26
Selecting and Caring For Teaching Aids . . . . .	26
Creating A Homelike Atmosphere . . . . .	27
Managing Department Finances . . . . .	28
School Responsibilities of Home Economics Teachers . . .	29
Cooperating With the Administration . . . . .	29
Participating in Experiences Which Cut Across Departments . . . . .	30
School Lunch Program . . . . .	30
School Health Program . . . . .	32
Guiding and Helping Students Outside of Home Economics . . . . .	32
Social and Civic Activities . . . . .	33

	Pages
Participating in Inter-departmental Experiences . . .	34
Elementary Grades . . . . .	34
Secondary School . . . . .	36
Community Responsibilities of Home Economics Teachers . .	38
Participating in Adult Education Programs . . . . .	38
Cooperating With Business and Industry . . . . .	38
Cooperating With Other Community Groups . . . . .	40
RECOMMENDATIONS . . . . .	42
Suggestions for Using the Findings . . . . .	42
Suggestions for Further Studies . . . . .	43
REFERENCES CITED . . . . .	45
APPENDIX . . . . .	46
Exhibit A, Total Data of School-Community Responsibilities of the Home Economics Teacher . . . . .	47
Exhibit B, Total Data of Degree of Participation of Home Economics Teachers With School-Community Groups . . . . .	53

# LIST OF TABLES

TABLE		Page
1	Location of the Teachers According to Size of School . . . . .	22
2	Amount of Teaching Experience of Teachers . . . . .	22
3	Varying Reactions in Percentages of Home Economics Teachers Toward Their Responsibilities in the Classroom . . . . .	25
4	Varying Reactions in Percentages of Home Economics Teachers Toward Responsibilities With the Administration of the School . . . . .	30
5	Varying Reactions in Percentages of Home Economics Teachers Toward Experiences Which Cut Across Departments . . . . .	31
6	Rank Order of Teaching Responsibilities Home Economics Assume Outside of the Home Economics Department . . .	33
7	Rank Order of Social and Civic Groups in the School With Which Home Economics Teachers Cooperate . . . . .	34
8	Varying Reactions in Percentages of Home Economics Teachers Toward Inter-departmental Experiences of the School . . . . .	35
9	Rank Order of Other Departments in the School With Which Home Economics Teachers Cooperate . . . . .	37
10	Varying Reactions in Percentages of Home Economics Teachers Toward Responsibilities in the Community . .	39
11	Rank Order of Community Groups With Which Home Economics Teachers Cooperate . . . . .	40
12	School-Community Responsibilities of the Home Economics Teacher . . . . .	47
13	Degree of Participation of Home Economics Teachers With School-Community Groups . . . . .	53

## INVESTIGATION AND A SUMMARY OF THE FINDINGS

This study deals primarily with determining the activities for which the home economics teacher carries or shares responsibility in the high schools of Michigan. Some attention is given also to the competency and satisfaction of teachers in their various responsibilities. It is believed that the study may provide certain criteria for evaluating the adequacy of the course requirements and experiences included in the teacher preparation program.

This study grew out of discussion in a graduate class in home economics education at Michigan State College in which the members were concerned about the attitude which appears to be developing at the present time among many high school teachers of homemaking. The feeling seems to exist that teachers in this field must carry more responsibilities than teachers in other fields. Leaders in both the pre-service and in-service preparation of homemaking teachers generally agree that home economics teachers tend to carry a heavy load but do not agree regarding what the solution should be. One group believes that we should redefine the responsibilities of home economics teachers and make it clear that they should be expected to focus their attention on a limited number of activities and to refuse to assume responsibility for jobs that others may do. The other group believes that we should help prospective teachers and those already in the field to see the total program of education and the contributions which home economics teachers can make to this program in and out of the classroom. Those who held this latter concept believe that all desirable activities being carried on in the schools today should be continued or in some cases increased; that this should be done by the wise use of cooperative effort and by incorporation of many of the so-called "extras" into the regular classroom work. It

is generally agreed that parents, pupils, and teachers working together would lend unity to the homemaking program, thus lessening the burden of extra responsibilities which every functioning program has if it really expands enough to serve the community.

#### Summary of the Procedure

After the general goal for the study had been agreed upon, the author collaborated with a group of graduate students who assembled the first master list of activities in which the homemaking teachers participate. Out of this grew a questionnaire for which the author and another graduate student assumed major responsibility. Special care was taken that every item was well arranged and stated in logical sequence; particular attention was paid to headings, groupings, classifications, and spacings. Particular emphasis was placed also on collecting data concerning teacher-pupil cooperation for it was believed that this information would show whether or not teachers were planning cooperatively with their students or assuming the total load of extra responsibilities. The front cover was designed especially to arouse interest and enthusiasm for this study among the teachers asked to answer the questionnaire.

The questionnaire was sent to all the 280 Vocational Home Economics teachers in the state of Michigan and over 65 percent were returned. Of these 65 percent were analyzed.

#### Summary of the Findings

As a whole teachers carry more classroom responsibilities than either school or community responsibilities. This is to be expected since teaching heretofore, has been thought of as an activity only for the classroom. It is interesting to note that teachers tend to enjoy classroom activities except for a few routine ones discussed in more

detail in the following paragraphs. Even in the case of these, the highest percentage of teachers who expressed dislike was less than one out of five. With reference to the school, teachers as a whole assume the responsibilities less frequently than in the classroom, but of those who cooperate on the whole school program, a greater percentage seem to feel they do it well. In the community home economics teachers assume still fewer responsibilities, but of those teachers who work in this area an even greater percentage experience a feeling of accomplishment than is true in either of the other two areas, the school or the classroom. (Pages 23-41)

In the classroom homemaking teachers seem to enjoy most the responsibilities of creating a homelike atmosphere. However, even in this area approximately one out of ten teachers do not enjoy the activity of securing cooperation of groups using the department. The majority of teachers enjoy their responsibilities connected with understanding and counseling students and in working with them in planning and carrying out activities of the classroom. In this area teachers seem to be more capable of securing student cooperation than of securing the cooperation of other persons who might contribute to the program such as parents and other faculty members. Approximately one out of four teachers feel dissatisfied with their ability to choose, develop, or use evaluation devices and with their ability to evaluate teaching aids before and after use. The activities enjoyed the least are those that are more or less mechanical in nature such as filing and storing teaching aids, planning a budget, and making inventories. While many teachers recognize the need for this information they dislike the monotony of these routine activities. (Pages 23-28)

In the school as a whole homemaking teachers vary a great deal in the kind of activities they assume as well as in their ability to perform these various responsibilities. Approximately three-fourths of the teachers seem to enjoy attending faculty meetings and carrying out special requests of the administration, giving impromptu help with students outside of the homemaking department, and supervising special banquets and parties in connection with other departments of the school. These findings are particularly noteworthy in view of the fact that leaders in teacher education report the dissatisfaction of classroom teachers in these same activities. (Pages 29-37)

About half of the teachers do not assume any responsibility with reference to the school lunch. A similar picture exists of the school health program with the exception of selecting, caring for, and using first-aid materials. About three out of four teachers do not assume the following responsibilities: advertising and selling the school lunch program; managing the school health program; helping underprivileged groups in the elementary grades; supervising pupil teaching in these same grades; and teaching an exchange unit in connection with other departments.

With reference to student cooperation, teachers secure less cooperation in carrying out the school lunch and health program and assisting with the elementary grades, than they do in carrying out social and civic activities, cooperative projects with other departments in the school, and guidance responsibilities with students outside of the homemaking department. It would seem that classroom teachers probably need help with techniques for working cooperatively in the school lunch and health program; such activities should provide valuable learning experiences for teachers. (Pages 30-34)

Teachers as a whole assume a lower percentage of responsibilities in the community than in the school or in the classroom. Since teachers in general seemingly do not cooperate with community groups to the fullest extent, they may be overlooking valuable opportunities (1) for tying in related community experiences with the homemaking program, and (2) for establishing better parent cooperation through community projects. Of all the responsibilities that teachers assume perhaps the community activities are among the most worthwhile.

It is noteworthy that those teachers working with community groups seem to enjoy cooperating on projects and helping with food service; one-half to three-fourths of such teachers are able to secure student cooperation in carrying out these activities. It may be that the pre-service or in-service educational teachers should be more concerned than at present with helping teachers visualize how to participate successfully in other community activities such as serving on a community planning council. (Pages 38-41)



## BACKGROUND FOR THE PROBLEM

In order to understand the situation out of which the present problem arose it is necessary to review the literature to find out how home economics developed. The first part deals with the early history of home economics while the latter part treats the more recent developments.

### Early History of Home Economics

Home Economics was introduced into the schools in an endeavor to better fit the young girl for motherhood and to equip her socially to become a better wife. The purpose became that of developing the individual so that she might give better service to the nation. With each decade the program has undergone new phases as important trends have come and gone, each leaving its mark until the once limited scope has changed into the broad program which we have today.

In the beginning home economics as we know it had no well defined name nor was it taught universally with definitely well defined aims, for it was an infant which had grown up among many new and rapidly changing conditions. As women progressed through private schools, finishing schools, and academies, in the eastern part of the United States, a real advance in opportunities for girls began. In 1835 the first stages became visible. The records show that sewing was the form in which household art was first introduced into the public schools; Boston was perhaps the first to lead the way in this matter about 1840 (12:9). By 1872 (2:141) Massachusetts was claiming leadership in household arts in the schools of the United States on the basis of the fact that sewing and other industrial education had become legalized. Needle work was a relic of the teaching of the dame school, and cooking school classes for adult women exercised great influence not only in awakening interest in

the subject, but also in demonstrating that such work could be fitted into the public school program (2:141). In any event, as Cora M. Winchell said, "Home Economics was introduced into the public schools at a time when emphasis upon manual training was strong. Its first purpose was the teaching of cooking and sewing which meant that attention was almost wholly centered upon skills." (15:3). Thus a start had been made and the program continued to grow; however, it was not until the influx of the woman suffrage movement that the weak beginnings really got an impetus for rapid growth and advancement.

As the turn of the nineteenth century began, homemaking became a permanent part of many a school curriculum and coeducation was a much discussed subject. The integration of women's education had gradually been brought about, but the differentiation of women's education was yet to be accomplished (2:103). As Dr. Elmer E. Brown, former U. S. Commissioner of Education, said, "the solution is only partial and unsatisfactory. Some practical scheme of preparation for mother-work will, we cannot doubt, be devised in the course of time. There will be, some day, an education for homemaking, and for woman's leading part in the finer forms of social intercourse, which will do on the higher academic plane what was done in a more petty way, generations ago, in popular finishing schools for girls. But this, too, is only a part. There is to be, further, a serious preparation for woman's part in the economic, the industrial, and even the political world." (2:103).

While schools of art and design, industrial classes, cooking and sewing followed in rapid succession in the East, the West was introducing departments of domestic economy into the agricultural colleges. Thus while many agencies have contributed to the development of home economics, no agency has been more effective than the land grant colleges of the west.

The changes in industrial and social life of the nineteenth century had greatly enlarged the sphere of women's activities and responsibilities. Many questions arose regarding their education and as a result of these demands came the opening of the departments of household science in the land grant colleges (2:119). As these colleges were among the first to recognize the need of a scientific basis for education in the home, (2:131) they have been most insistent that this standard should be maintained (2:132). Agriculture and home economics have much in common in their development (2:132), and have steadily made perceptible progress toward better educational standards (3:42). Both have dealt at first hand with the primary necessities of human beings (3:42). The old idea that anybody can cook has well nigh disappeared, and with it has gone the idea that the activities of the home are fully represented by the making of hot biscuits (3:42). The spirit which animated the founding of land grant colleges had for its objective the development of the individual so that he might give better service to the nation (3:42).

"In the eighties, when homemaking became a permanent part of many a school curriculum, American life was more rural and more simple in its demands than at the present time. Few books in home economics were available, a fact which justified to some extent the conventional method of teaching based on memorisation and imitation (8:10). In many cases homemaking teachers taught other subjects thus carrying over into the field of homemaking the mechanical patterns used in those other courses (8:10). As yet leaders were groping and it was not until the Lake Placid Conference (1899-1908), that emphasis was put on the educational phase of the problem through the far-reaching efforts of such pioneers as Ellen H. Richards, Sarah Louise Arnold, Abby L. Marlatt, Flora Rose, Elizabeth Sprague, and Isabel Bevier. From the very first, committees were commissioned to find ways to develop the subject matter that would find

favor with public school boards and makers of college curricula (2:161). Cooking and sewing, or foods and clothing were the foundation stones laid for the building program. Sewing found most favor with public school officials because of the ease and convenience in installing. Cooking on the other hand required a kitchen, plumbing, space, and money but its results were more satisfying to many so both grew in favor.

As the Lake Placid Conference progressed different phases were emphasized at each annual meeting; its keynote was 'efficiency through health' (2:151). For the first time home economics was definitely defined and accepted as such, for it had grown up. The Lake Placid Conference had done a great work, not only as a clearing house for the exchange of ideas and formulation of new plans for students, teachers, homemakers, and other individuals interested in the betterment of life, but also as a means of diffusing information about home economics and interpreting the term to the general public (2:154).

The American Home Economics Association was organized at the last Lake Placid Conference and pledged its efforts to: (2:159) "the betterment of life in the home, the institutional household, and the community." In the Syllabus of Home Economics published by the American Home Economics Association in 1913, "Home Economics was defined as a distinctive subject of instruction, the study of the economy, sanitary, and aesthetic aspect of food, clothing, and shelter as connected with their selection, preparation, and use by the family in the home or by other groups of people (2:167)."

#### Recent Developments

Thus we have seen, that in the early stages of home economics the scientific phase was the first to be developed, due to the universal interest in food and nutrition. It was evident then, that courses in

applied science and art must take their place in the home economics curriculum and that a knowledge of the classics was no longer the measuring unit for educational standards (3:13).

Gradually the public realized that Home Economics meant not only selection and preparation of food, but also the improvement of the home (2:169). One finds catch phrases such as: "Family Budgets," "Efficiency," and "Standard Diets" brought before the public eye through nation wide publicity.

In 1913 further emphasis upon home and family life was given by the government in its formation of the Children's Bureau (2:170). In rapid succession the Federal Bureau of Education published a series of bulletins entitled Education for the Home (2:170), and progress was made in developing home economics in connection with other fields, such as foods in relation to health. The latter resulted in the training of school lunch-room managers, and was the beginning of the rapidly growing school lunch-room program of today (2:171).

In 1914 the Smith Lever Act was passed and provided for cooperative Agricultural Extension work for those not attending agricultural colleges (2:172). Thus home economics appeared for the first time in the official records of the federal government, extending still further opportunities to women.

By 1916, home economics was fairly well settled in the curricula of many types of schools, and there was reason to believe, that it had already shown its influence in such courses as sociology, economics, chemistry, and biology (2:174). The steadily enlarging field received a greater boost with the passage of the Smith Hughes Act in 1917. The latter promoted vocational education, advocated project methods and unit courses, and above all, assisted students in finding their proper vocations (2:177). It also provided for the training of teachers in these

added subjects, thus providing a stepping stone toward a broad helpful educational program.

The period of and immediately after World War I undoubtedly contributed its share in bringing about the necessary reconstruction of the whole home economics program. This reconstruction was unavoidable in order to embrace the ever increasing demands of the public. It was believed necessary to prepare youth for worthy home membership, and to develop certain attitudes toward a great variety of immediate and future home problems.

With the influx of modern inventions, American life gradually became more urban, thus changing the standards of living. The ultimate result, however, did not eliminate the numerous tasks carried on in the home, but merely changed them in character. Patterns of family life had assumed a new scope; its emphasis on personal relationships imposed new demands upon the homemaker which continued to make the business of homemaking a full time job (8:11). And this played an important part in shaping the home economics curriculum along with compulsory attendance laws which created larger homemaking classes. "As scientific knowledge bearing on family living has accumulated and as social conditions have focused attention on the family, the need for education in this area has become more apparent not only to home economists but to all educators" (13:450).

During the past two decades all education has become more and more directed toward the solution of problems within the life experience of the child. The focus of attention of educators has been transferred from subject matter as such to the inclusive development necessary for meeting and dealing with immediate life situations (13:452). An important outcome of this approach to curriculum building has been a more general acceptance of responsibility for educating boys and girls for effective participation in family living (13:453).

In keeping with the changing philosophy of education with its emphasis on improvement of living through meeting the immediate needs of the

learner, home economics since 1934 has been moving in the direction of: "(1) centering class experiences around actual personal, home, and community problems of pupils; (2) giving pupils maximum responsibilities for planning and carrying forward class projects; (3) building more definitely on previous learning in school, home, and community, (4) obtaining the cooperation of parents in giving pupils opportunities for managerial experiences in their homes under the guidance of the teacher; (5) working with teachers of other subjects to effect desirable correlation; and (6) developing pupil partnership in evaluating progress toward goals they have selected together" (13:453).

Other noteworthy trends since 1934 include: "(1) increase in the number of schools providing experiences with young children as a means of teaching child care and guidance..... such as nursery schools, play schools, and kindergartens ; (2) emphasis on developing consumer judgment through more attention to relative values before making decisions about the use of money..... and through directed buying experiences; (3) more conscious planning for growth in understanding of self and others as a means to greater enjoyment of living and working with family members and friends; and (4) more awareness on the part of teachers that home economics has a vital contribution to make in the general education of all boys and girls" (13:453).

In keeping with the changing philosophy and newer trends, "the present concept of home economics in the junior-senior high school involves various aspects of the subject-problems of food and clothing selection as well as preparation; home activities in which the girl is interested or should become interested; aspects of child development in which the girl can participate at this age; problems of the girl's share in the income, in terms of the family needs; recreational phases of life in the home; activities concerned with the furnishing and care of the home; and the problems of living in the family" (15:4). In this

latter concept it can be seen that home economics has grown and expanded its scope until it would be almost impossible, today, to formulate a definition acceptable to all. For as Cora M. Winchell says, (15:3)

"Home Economics is a field, not a subject, for it involves not only teaching of the activities essential to the home, but also a body of content which enriches the activities and which emphasizes homemaking rather than housekeeping."

Thus the rapidly changing scope of the program with its many aspects of human relations and even of vocational guidance and adult education may be the chief reason why homemaking teachers of today, either those in vocational or non-vocational teaching, are concerned over the numerous activities with which they find themselves confronted.

It is not surprising that this situation should exist in view of the changes from the teaching of skill centered activities to activities centered around the home and the primary needs of human beings.

Therefore, it is all the more desirable that a study be undertaken at this particular time to clarify the responsibilities that homemaking teachers carry or share in the high school. It is believed that the evidence gathered will be significant and will throw light on the suggestions put forth by the two groups of home economists who are interested in alleviating the present situation. If the leaders who believe we should redefine the responsibilities of home economics teachers, and those who believe we should help teachers in the field to see the total program and the contributions which they can make in and out of the classroom, could come to a common agreement, it is assumed that therein might lie a possible solution, thus eliminating complaints and dissatisfactions of homemaking teachers.



## CONSTRUCTION OF QUESTIONNAIRE AND COLLECTION OF DATA

It was believed that a check list form might be set up which would enable teachers to make an accurate record of the responsibilities they carry and their competency and satisfaction in doing the different tasks. The experience gained by the teacher in evaluating herself, and in being able to see an overall picture of her responsibilities in her own home-making situation should compensate for the amount of time she would spend in cooperating on such a study. In addition a simple well organized check list seemed the most suitable method for collecting data from the standpoint of ease of response; this factor was important in order to secure a high percentage of returns. Such a check list could not be developed with the limited experience of one individual but should incorporate the experience of a number of persons working in the field of home economics education.

As a first step in developing the check list, a class of graduate students representing seven states compiled a list of over one hundred and twenty five activities in which they themselves had participated as homemaking teachers in their respective localities. Then approximately ten leaders in the field of home economics education from the University of Minnesota, Purdue University, University of Nebraska, and from Michigan State College were consulted for additional suggestions. After considerable discussion and evaluation of the suggestions made by the various leaders, every member of the group agreed that only three of the suggestions seemed to contribute to the list of activities. The graduate class by unanimous action reached the conclusion that their list of activities with the additional suggestions seemed to cover the field of homemaking and would give a clear picture of the responsibilities that home economics teachers carry or share in the high schools. This group then arranged and compiled the final list from which the questionnaire

was to be developed. At this point the author and another graduate student in home economics education assumed major responsibility for the questionnaire. After a detailed study of the list of activities, these two persons discovered that it was very cumbersome and contained far too many items to give the clear overall picture of the responsibilities needed for this investigation.

The next step then, was to develop a plan of organization which would eliminate repetition and generalization in statements thus making the questionnaire reasonable in length yet giving a complete picture of the participation of the teacher in a functioning homemaking program. Various plans were tried out and submitted to the graduate class for their evaluation. Every member finally agreed upon the plan that the activities should be classified under three major groups: the classroom, the school, and the community. Then began the actual compiling of the questionnaire from the original list of activities. As work progressed it was discovered that the use of subheadings would shorten the questionnaire still more. The classroom activities were divided into those dealing with understanding and counseling students; setting up goals, choosing experiences, and evaluating achievement; selecting and caring for teaching aids; creating a homelike atmosphere; and managing department finances. The activities in the school as a whole were divided into administrative experiences, experiences which cut across departments, and inter-departmental experiences with subheadings under each. For the community the activities were organized around those dealing with co-operation with business and industry, and with other community groups such as Red Cross. Extra space was provided for the teacher to list any extra activities in connection with a specific classification which might have been overlooked in formulating the questionnaire. When the questionnaire was completed it consisted of a total of 89 activities.

Provision was made for the teacher to check her degree of participation in and her enjoyment with reference to each responsibility. The directions were clearly and simply stated in order to facilitate checking on the part of the high school teacher and also to simplify tabulating and interpreting replies.

The author spent considerable time designing the front page since it was the feeling that if the problem could be presented to the teacher in such a way that she could see at a glance the value of the study she would be interested enough to want to fill out the questionnaire. Three statements were formulated to present the value that the teacher might gain from the study. These statements indicated (1) that she might use this overall picture of her responsibilities for immediate self-evaluation, (2) that results would enable her to find out how her responsibilities compared in number, in enjoyment, and in difficulty with those of other teachers, and (3) that the results might suggest ways for increasing her enjoyment and minimizing her difficulties in carrying out the responsibilities of the job. After the front cover was designed, it was decided that these statements were self-explanatory and would take the place of the usual introductory letter.

When the questionnaire was nearing the final stage a few trial copies were drafted and submitted to all graduate students in home economics education at the University of Minnesota and Michigan State College for their suggestions. The questionnaire was revised in the light of the foregoing suggestions and submitted to the graduate class at Michigan State College for discussion and final evaluation. The group unanimously approved the several minor changes and the final edition was prepared.

After the questionnaire was well under way it was discovered that the Home Economics Education Research Section of the American Vocational Association was interested in this same problem as part of a national

research project and that a number of other states had already indicated their interest in working on the problem. Since the questionnaire was already being developed for Michigan, and there was some demand for its use by other states, it was produced in a form which would be satisfactory for wide distribution and made available to those from other states who wished to use it. (See pages 18-21)

#### Collection of Data

Since the study had its beginning in a graduate class in education at Michigan State College and those people interested were either residents of or working in the state of Michigan, it was decided to conduct the study in this state. It was believed that the responses given by the vocational homemaking teachers of Michigan would give an all over picture of the various activities assumed by teachers in this field. Therefore the sending of the questionnaire was limited to that group alone, excluding those teachers in the Vocational School for the Blind and Deaf or short courses and those who worked only in the capacity of a supervisor in the teacher training centers. The latter would not have been representative of a normal teaching situation. The final list comprised 280 teachers.

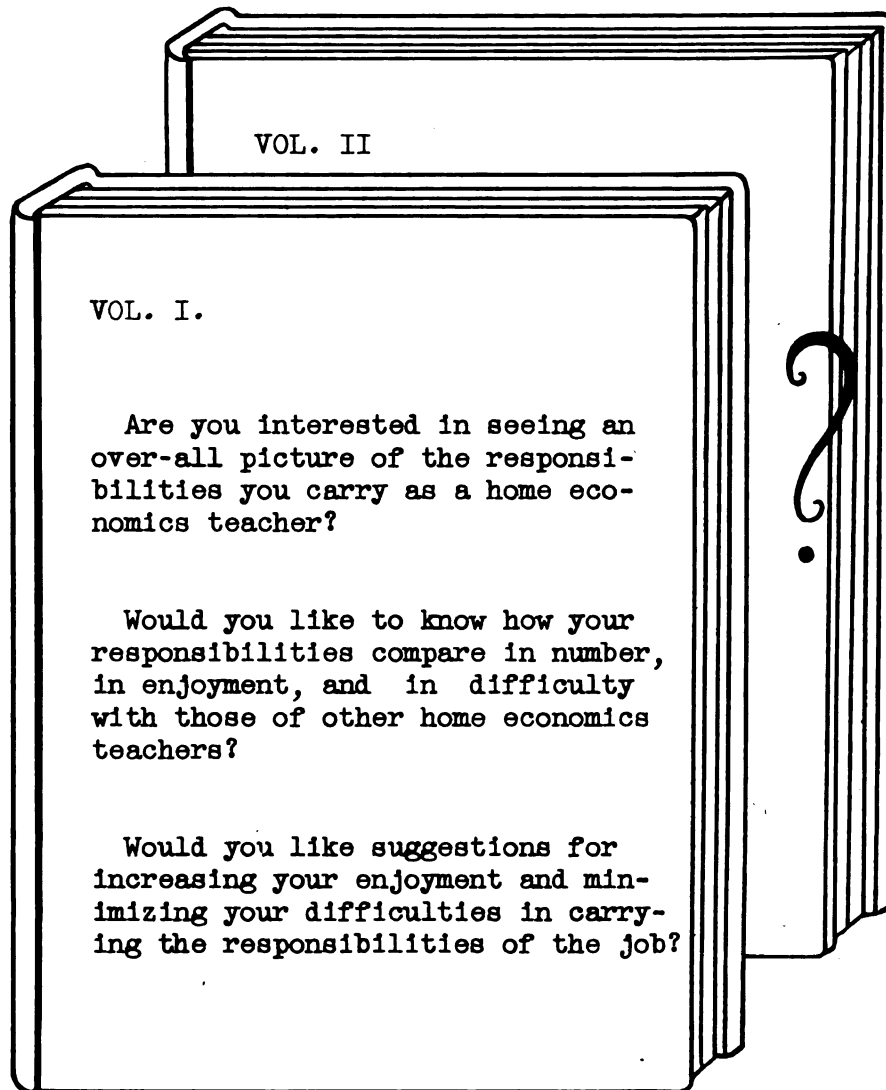
The usual introductory letter was omitted because the front cover was believed to be self-explanatory. It was anticipated that the idea on the cover would suffice, and would stimulate enough interest on the part of the teacher to facilitate a high percentage of return. A self-addressed stamped envelope was enclosed with each questionnaire, and after a span of two weeks a follow up card was sent to all teachers who, up to that time, had failed to reply. The total number of questionnaires received was 183 or approximately 66 percent but the last one percent arrived too late to analyze with the others. However, upon

## SCHOOL-COMMUNITY RESPONSIBILITIES OF HOME ECONOMICS TEACHERS

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ CLASSIFICATION \_\_\_\_\_

TITLE OR POSITION \_\_\_\_\_ YEARS TEACHING EXPERIENCE \_\_\_\_\_



We shall appreciate your cooperation in filling out the questionnaire on the following pages and returning it in the envelope enclosed for your convenience. When the investigation is completed the results of the study will be made available to you if you wish to have them.

## QUESTIONNAIRE

**DIRECTIONS:** Below are listed activities in which the home economics teacher frequently participates. Check (X) in the appropriate column to the left to indicate your participation in the activities during the calendar year. Note that the term "student cooperation" refers to the extent to which the teacher works cooperatively with students in carrying out activities listed.

The blank space at the right is for writing in any activities not listed.

DO NOT DO IT	DO IT BUT DO NOT ENJOY IT	DO IT BUT DO NOT FEEL THAT I DO IT WELL	DO IT WELL AND ENJOY IT	ACTIVITIES OF HOME ECONOMICS TEACHERS	OTHER ACTIVITIES PARTICIPATED IN
				<u>PART I. IN THE CLASSROOM</u>	
				UNDERSTANDING and COUNSELING STUDENTS	
				1. Conferring with students	
				2. Conferring with school personnel	
				3. Conferring with parents	
				4. Using cumulative records	
				SETTING UP GOALS, CHOOSING EXPERIENCES, and EVALUATING ACHIEVEMENT	
				5. Preliminary planning	
				6. Choosing goals	
				7. Planning and carrying out activities	
				8. Choosing, developing, and using evaluation devices	
				9. Conferring with administration	
				10. Conferring with other teachers	
				11. Securing parent cooperation	
				12. Securing student cooperation	
				SELECTING and CARING FOR TEACHING AIDS	
				13. Collecting a wide variety	
				14. Filing and storage	
				15. Using teaching aids	
				16. Evaluating before and after use	
				17. Securing student cooperation	
				CREATING A HOMELIKE ATMOSPHERE	
				18. Keeping department clean	
				19. Arranging supplies and materials conveniently	
				20. Having department attractive and homelike	
				21. Securing student cooperation	
				22. Securing cooperation of administration	
				23. Securing cooperation of the janitor	
				24. Securing cooperation of groups using department	
				MANAGING DEPARTMENT FINANCES	
				25. Conferring with administration	
				26. Planning a budget	
				27. Handling money	
				28. Keeping records of expenditures	
				29. Making inventories	
				30. Earning money for special projects	
				31. Securing student cooperation	

DO NOT DO IT	DO BUT NOT ENJOY IT	DO IT BUT DO NOT FEEL THAT I DO IT WELL	DO IT WELL AND ENJOY IT	ACTIVITIES OF HOME ECONOMICS TEACHERS	OTHER ACTIVITIES PARTICIPATED IN
				<b>PART II. IN THE SCHOOL AS A WHOLE</b>	
				<b>COOPERATING WITH THE ADMINISTRATION</b>	
				32. Attending faculty meetings	
				33. Carrying out special requests of administration	
				34. Working with national, state, and local committees	
				35. Attending group conferences and institutes	
				36. Writing for publications	
				37. Participating in studies or research	
				<b>PARTICIPATING IN EXPERIENCES WHICH CUT ACROSS DEPARTMENTS</b>	
				<u>School Lunch Program</u>	
				38. Planning and buying	
				39. Supervising food preparation and service	
				40. Keeping records	
				41. Advertising and selling	
				42. Selecting and supervising employees	
				43. Securing student cooperation	
				<u>School Health Program</u>	
				44. Assisting school nurse	
				45. Selecting, caring for, using first-aid materials	
				46. Managing of school health program	
				47. Securing student cooperation	
				<u>Guiding and Helping Students Outside of Home Economics</u> (Encircle the groups cooperated with and continue to check)	
				Class advising      Study halls      Girls counseling	
				Classroom teaching      Homeroom	
				48. Giving impromptu help with problems	
				49. Holding conferences with students	
				50. Conferring with parents	
				51. Conferring with specialists	
				52. Keeping or contributing to records	
				53. Securing student cooperation	
				<u>Social and Civic Activities</u>	
				All school      Faculty groups      Dramatics      Hi-Tri	
				Athletics      Class groups      Music      Hi-Y	
				P. T. A.      Student council      H. Ec. Club      Other	
				54. Sponsoring an organization	
				55. Acting as group adviser	
				56. Participating as a member	
				57. Cooperating in special activities	
				58. Securing student cooperation	
				<b>PARTICIPATING IN INTER-DEPARTMENTAL EXPERIENCES</b>	
				<u>Elementary Grades</u>	
				59. Supplying reference materials and equipment	
				60. Aiding departmental improvements	
				61. Helping underprivileged groups	
				62. Helping with special programs	
				63. Supervising pupil teaching	

DO NOT DO IT	DO IT BUT NOT ENJOY IT	DO IT BUT DO NOT FEEL THAT I DO IT WELL	DO IT WELL AND ENJOY IT	ACTIVITIES OF HOME ECONOMICS TEACHERS	OTHER ACTIVITIES PARTICIPATED IN
				<u>Secondary School</u> (Encircle the groups cooperated with and continue to check) Art                      Social Science                      Agriculture English                      Physical Science                      Commerce Language                      Biological Science                      Shop Mathematics                      Physical Education                      Other	
				64. Teaching an exchange unit	
				65. Working on a cooperative project	
				66. Supervising special banquets and parties	
				67. Supervising special skits, plays, programs	
				68. Giving demonstrations, talks	
				69. Loaning or locating supplies and equipment	
				70. Supervising repair and maintenance	
				71. Securing student cooperation	
				<u>PART III. IN THE COMMUNITY</u>	
				PARTICIPATING IN ADULT EDUCATION PROGRAM	
				72. Doing informal teaching and counseling	
				73. Teaching organized classes	
				74. Giving demonstrations, exhibits, talks, panels	
				75. Aiding program committees	
				76. Securing student cooperation	
				COOPERATING WITH BUSINESS and INDUSTRY	
				77. Providing part-time or emergency workers	
				78. Helping with nursery schools	
				79. Participating in salvage campaigns	
				80. Helping with consumer-education centers	
				81. Securing student cooperation	
				COOPERATING WITH OTHER COMMUNITY GROUPS	
				(Encircle the groups cooperated with and continue to check)	
				Scout troops                      Child care centers                      Women's groups	
				Girl reserves                      Social centers                      Men's groups	
				4-H Clubs                      Red Cross                      Religious groups	
				82. Acting as leader	
				83. Serving on committees	
				84. Acting as counselor	
				85. Cooperating on projects	
				86. Helping with food service	
				87. Giving demonstrations, talks, and serving on panels	
				88. Serving as a member of community planning council	
				89. Securing student cooperation	



inspection, it was discovered that these did not seem to change the picture as presented. Furthermore, since the total returns were over 50 percent, the author feels confident that the data received represent a true picture of the responsibilities carried by homemaking teachers in the State of Michigan. It should perhaps be noted also that only one questionnaire was discarded because it was poorly filled out.

The sampling of the 182 teachers who participated in this study is discussed from several angles in the material which follows. The teachers taught in high schools ranging in size from less than 75 students to over 800 students. The distribution is shown in table 1.

Table 1. Location of the Teachers According to Size of School

Size of the School	Number of Teachers
800 or more . . . . .	5
325 to 799 . . . . .	37
125 to 324 . . . . .	84
75 to 124 . . . . .	46
74 or less . . . . .	4

The amount of teaching experience varied from one to twenty-eight years. Table 2 shows the amount of experience of the teachers who participated in this study. It is noted that slightly more than half of the teachers have had three years or less teaching experience.

Table 2. Amount of Teaching Experience of Teachers

Experience in Years	Number of Teachers
One . . . . .	40
2 to 3 . . . . .	55
4 to 8 . . . . .	39
9 to 15 . . . . .	26
Over 15 . . . . .	13

## TREATMENT OF THE DATA AND FINDINGS

As has been pointed out previously a questionnaire was developed and sent to teachers to discover the extent to which they participate in and enjoy their various responsibilities. The procedure for analyzing the questionnaire is discussed in the following pages as well as the analysis itself which consists of the activities teachers participate in which carrying out their responsibilities in the classroom, in the school, and in the community.

### Analysis of the Questionnaire

Preliminary analysis of the returned questionnaires was made by tabulating the results on a large chart which was set up as a duplicate of the original questionnaire. The percentage of teachers participating in each activity was calculated, thus showing the exact degree of participation of the teachers in the various activities. The total number of teachers responding on each item varied somewhat because of the failure of some teachers to check all items; therefore a more minute calculation was required in order to show a true picture. The variation of the total responses on any one item was not more than ten. The questionnaire was arranged into master tables in which all data were presented. From these master tables, smaller tables were organized to facilitate analysis and presentation of the findings.

### Classroom Responsibilities of Home Economics Teachers

In presenting the analysis of the responsibilities of home economics teachers, the author retained the same outline as was used in the original questionnaire. This outline seemed to present a clear organization of the classroom responsibilities of home economics teachers. These responsibilities are classified under five headings namely; (1) understanding and counseling students, (2) setting up goals, choosing experiences, and

evaluating achievement, (3) selecting and caring for teaching aids, (4) creating a homelike atmosphere, and (5) managing department finances.

In interpreting the findings the author has attempted to select and discuss only the outstanding points as shown in the various tables. Other results of the analysis can be observed by reference to these same tables.

#### Understanding and Counseling Students

It is interesting to note in table 3 that conferring with students is a major activity of all teachers and one which they universally enjoy. In view of this information it is difficult to account for the fact that teachers so frequently complain of the amount of time spent with students. Another matter worthy of note is that teachers confer with parents to a lesser degree than they do with students and school personnel. Is it that parents have nothing to offer to the homemaking department or is it that teachers neglect to make use of a very desirable situation? Since 16 percent of the teachers do not confer with parents and since 28 percent are dissatisfied with their contacts with parents, it is evident that valuable experiences are being overlooked. Adult contacts might be one channel through which teachers could seek cooperation in their classroom responsibilities. It should be noted also that one reason why teachers may not desire to cooperate with parents is that they may feel incapable of handling such situations.

As for cumulative records the picture is quite different; many teachers seemingly do not enjoy this activity. In fact, table 3 shows that nearly half of the teachers feel insecure in using records. It is probable that teachers may have received inadequate training in the use of cumulative records or they may not have time to do a satisfactory piece of work, thus losing enthusiasm and feeling incompetent with reference to this activity.

**Table 3. Varying Reactions in Percentages of Home Economics Teachers  
Toward Their Responsibilities in the Classroom**

Activities Participated In	Do not do it	Do it but do not en- joy it	Do it but do not feel that I do it well	Do it well and enjoy it
	Percent	Percent	Percent	Percent
<b>UNDERSTANDING and COUNSELING STUDENTS</b>				
Conferring with students . . . . .	0.0	0.0	30.7	69.4
Conferring with school personnel . .	3.5	4.6	19.5	72.4
Conferring with parents . . . . .	16.1	4.0	28.1	51.7
Using cumulative records . . . . .	28.0	6.3	44.6	21.1
<b>SETTING UP GOALS, CHOOSING EXPERIENCES, and EVALUATING ACHIEVEMENT</b>				
Preliminary Planning . . . . .	0.0	2.3	30.9	66.9
Choosing goals . . . . .	0.0	1.7	32.0	66.3
Planning and carry out activities . .	0.0	1.2	22.1	76.7
Choosing, developing, and using evaluation devices . . . . .	3.4	5.6	66.9	24.1
Conferring with administration . .	7.3	3.9	25.8	62.9
Conferring with other teachers . .	9.6	1.7	23.2	65.5
Securing parent cooperation . . . .	22.7	5.1	35.8	36.4
Securing student cooperation . . . .	0.6	0.0	19.8	79.6
<b>SELECTING and CARING FOR TEACHING AIDS</b>				
Collecting a wide variety . . . . .	3.4	2.3	37.5	56.8
Filing and storage . . . . .	1.1	10.8	40.3	47.7
Using teaching aids . . . . .	0.0	1.7	50.0	48.3
Evaluating before and after use . .	9.4	5.0	59.4	26.1
Securing student cooperation . . . .	6.3	2.8	38.6	52.2
<b>CREATING A HOMELIKE ATMOSPHERE</b>				
Keeping department clean . . . . .	0.5	6.0	20.9	72.5
Arranging supplies and materials conveniently . . . . .	1.1	2.8	24.7	71.3
Having department attractive and homelike . . . . .	2.2	0.0	22.7	75.1
Securing student cooperation . . . .	2.8	1.1	21.0	75.1
Securing cooperation of administration . . . . .	4.5	2.3	18.6	74.6
Securing cooperation of the janitor	1.7	3.4	13.0	82.0
Securing cooperation of groups using department . . . . .	5.6	11.2	34.6	48.6
<b>MANAGING DEPARTMENT FINANCES</b>				
Conferring with administration . .	9.8	5.2	18.4	66.7
Planning a budget . . . . .	11.2	11.9	36.0	41.0
Handling money . . . . .	15.1	6.1	21.8	56.9
Keeping records of expenditures . .	8.2	9.4	30.4	51.9
Making Inventories . . . . .	6.7	18.3	18.9	56.1
Earning money for special projects .	40.4	2.2	17.4	39.9
Securing student cooperation . . . .	18.1	1.7	24.3	55.9

### Setting Up Goals, Choosing Experiences, and Evaluating Achievement

The outstanding difficulties of teachers in setting up goals, choosing experiences, and evaluating achievement seem to be particularly those related to evaluation and to securing parent cooperation. In evaluation teachers in general are able to choose goals, do preliminary planning, and plan and carry out activities with students much better than to choose, develop, and use evaluation devices. It may be noted in table 3 that about three-fourths of the teachers choose, develop, and use evaluation devices but are not satisfied with the results; approximately one-fourth enjoy this activity. The majority of the teachers reporting a feeling of inadequacy are beginners with but one to three years experience. It is apparent that most teachers recognize a need for better evaluation and are seeking techniques for carrying out this activity. Teacher education centers thus have a challenge to offer the kind of help in the field of evaluation that will stimulate even further the interest of teachers.

As was mentioned on page 24 a number of teachers feel inadequate with reference to securing parent cooperation. Apparently teachers as a whole find it difficult also to work with parents in choosing goals, and in planning and carrying out classroom activities. As democratic procedures are increasing in the classroom, teachers constantly will need to explore new fields and discover new ways to establish rapport with parents if they are to contribute to student learning.

### Selecting and Caring For Teaching Aids

The data in this area seem to repeat the fact already mentioned that teachers are having difficulty with evaluation, this time in conjunction with teaching aids. Since evaluation with its present stress is comparatively new to many teachers, it is not at all surprising to find that about 60 percent (see table 3) feel incompetent in evaluating teaching aids. With increased interest in evaluation, noted by the enrollment in such

courses particularly in summer sessions, it is hoped that many difficulties under which teachers now labor may be eliminated in the near future. It should also be noted that 40 percent of the teachers do not secure student cooperation with reference to the evaluation of teaching aids. Perhaps if teachers themselves understood better how to evaluate such teaching materials it would be easier to use student cooperation to its fullest extent. As teachers and pupils work cooperatively it is conceivable that some of the problems confronting teachers in their evaluation of teaching aids may be eliminated.

### Creating a Homelike Atmosphere

Creating a homelike atmosphere is an activity enjoyed by over three-fourths of the homemaking teachers. As indicated in table 3, this activity is enjoyed more than any other single activity in connection with the classroom. However the teachers seem to have difficulty in securing cooperation of the groups using the department. This is unfortunate in view of the fact that homemaking departments are being encouraged to serve the community. How can the department extend its services to the school and to the community if there is lack of cooperation? Are there any techniques teachers can use to help solve this problem? Teachers may find it helpful to encourage the selection of committees, one for the school and another for the community, whose responsibility it is to receive all requests and refuse or grant permission for the use of the department according to policies approved by the administration. Such committees should relieve the teacher of many added responsibilities and at the same time furnish valuable social experiences to students and to other persons interested in the department.

### Managing Department Finances

It is encouraging to note that only a relatively small percent of teachers fail to keep financial records for the administration of the department (see table 3). In view of the fact that many teachers find this a time consuming responsibility and since students need to have first hand experiences in money management, teachers should utilize the opportunity to its fullest extent.

There seems to be a difference of opinion among leaders in homemaking as to whether it is desirable to earn money outside of the homemaking department. One group believes that the school board should furnish the money thus establishing good financial habits with respect to the homemaking department. The other group believes that earning some money for special projects is a valuable learning experience thus giving students an opportunity to earn money for class gifts to the homemaking department. Students will take more pride in establishing a homelike atmosphere if they take part in such activities. In table 3 the data seem to bear out the two opinions with reference to earning money for special projects. The teachers are divided in their responses for this activity since 40 percent of them do not do it while about the same number do it with complete satisfaction.

## School Responsibilities of Home Economics Teachers

The responsibilities that home economics teachers carry or share in the school are divided into three groups. The first group deals with the activities of teachers closely related to the administration. The second group consists of experiences which cut across departments, such as the school lunch program, school health program, guiding and helping students outside of home economics, and social and civic activities of the school. The third group consists of inter-departmental experiences which represent elementary grades and the various departments in the secondary school.

### Cooperating With the Administration

One of the outstanding facts as shown in table 4 is that one-fifth of the teachers do not enjoy faculty meetings. Some questions might be raised such as the following: Do teachers who do not enjoy faculty meetings feel this time is wasted? Why do they dislike such meetings? Are administrators missing a valuable opportunity to offer teachers guidance on some of the problems they face on the job?

Another related fact is that a little over ten percent of the teachers do not enjoy group conferences and institutes. Again the question might be raised: Are supervisors and those engaged in teacher education attempting to improve this situation? Are they trying to make meetings interesting and worthwhile so that teachers will gain added enthusiasm for their jobs and have a desire to attempt to solve the problems facing them with renewed energy? One teacher made a special comment, "We do not have faculty meetings because the faculty objects." Why should such a statement be made if there is cooperation between the administration and teachers?



Table 4. Varying Reactions in Percentages of Home Economics Teachers  
Toward Responsibilities With the Administration of the School

Activities Participated In	Do not do it	Do it but do not en- joy it	Do it but do not feel that I do it well	Do it well and enjoy it
	Percent	Percent	Percent	Percent
<b>COOPERATING WITH THE ADMINISTRATION</b>				
Attending faculty meetings . . . . .	2.2	20.6	2.8	74.4
Carrying out special requests of administration . . . . .	1.1	2.7	11.5	84.6
Working with national, state, and local committees . . . . .	38.8	6.7	25.8	28.5
Attending group conferences and institutes . . . . .	5.0	11.2	19.5	64.2
Writing for publications . . . . .	48.9	6.1	17.2	27.8
Participating in studies or research	57.3	6.2	16.3	20.2

The data in table 4 also indicate that only about one-fourth of the teachers write articles; work on national, state, or local committees; or carry on research studies and enjoy it. Since about half of the teachers indicate they do not participate in this activity, the question might be raised: Are administrators and supervisors guiding learning experiences of teachers into new channels? Are they encouraging teachers to express their needs and desires by writing for local or state publications?

#### Participating in Experiences Which Cut Across Departments

The participation of home economics teachers in various experiences which cut across departments is discussed in the following paragraphs.

School Lunch Program: The picture of the responsibilities that teachers assume in connection with the school lunch program is rather significant as shown by table 5. In all cases over half of the teachers do not need to assume these responsibilities. Of those teachers who do, it is important to note that over two-thirds enjoy planning and buying, supervising food preparation and service, keeping records, and securing student cooperation. The two things that they enjoy the least are

**Table 5. Varying Reactions in Percentages of Home Economics Teachers  
Toward Experiences Which Cut Across Departments**

Activities Participated In	Do not do it	Do it but do not en- joy it	Do it but do not feel that I do it well	Do it well and enjoy it
	Percent	Percent	Percent	Percent
<b>PARTICIPATING IN EXPERIENCES WHICH CUT ACROSS DEPARTMENTS</b>				
<b><u>School Lunch Program</u></b>				
Planning and buying . . . . .	54.3	3.4	5.7	36.6
Supervising food preparation and service . . . . .	53.9	2.2	5.6	38.2
Keeping records . . . . .	54.5	5.6	5.1	34.8
Advertising and selling . . . . .	72.2	3.4	8.0	16.5
Selecting and supervising employees . . . . .	61.7	4.6	5.1	28.6
Securing student cooperation . . . .	49.7	0.0	11.3	39.0
<b><u>School Health Program</u></b>				
Assisting school nurse . . . . .	65.7	1.7	10.1	22.4
Selecting, caring for, using first aid materials . . . . .	38.8	2.3	24.2	34.8
Managing of school health program .	84.7	1.2	9.0	5.1
Securing student cooperation . . . .	59.5	1.7	16.9	21.8
<b><u>Guiding and Helping Students Outside of Home Economics</u></b>				
Giving impromptu help with problems	4.7	1.7	14.5	79.1
Holding conferences with students .	12.4	2.3	30.5	54.8
Conferring with parents. . . . .	39.8	2.2	27.0	30.9
Conferring with specialists . . . .	61.0	0.6	20.9	17.4
Keeping or contributing to records .	35.0	6.7	26.7	31.7
Securing student cooperation . . . .	19.2	1.7	28.2	50.8
<b><u>Social and Civic Activities</u></b>				
Sponsoring an organization . . . . .	33.0	0.6	23.9	42.6
Acting as group advisor . . . . .	25.8	0.6	23.6	50.6
Participating as a member . . . . .	23.0	4.0	15.8	57.1
Cooperating in special activities .	9.0	2.2	16.9	71.9
Securing student cooperation . . . .	10.2	2.3	21.5	66.1

advertising and selling, and selecting and supervising employees. It can be readily seen that teachers who cooperate with or direct the school lunch program are using student cooperation and it is anticipated that they are utilizing these related activities to broaden students experiences in homemaking. More teachers need to explore their school lunch program to discover new ways to serve students for the good of the community.

School Health Program: The responsibilities that teachers assume with reference to the school health program seem to vary. However, about two-thirds of the teachers (see table 5) are not asked to assume responsibilities in managing the health program or in assisting the school nurse. It would seem that teachers are overlooking an opportunity to correlate their homemaking program with the health program. Of those teachers who do work with the health program, less than half seemingly secure student cooperation. This further substantiates the fact that teachers in general need to cooperate more fully with the health program thus availing themselves of an opportunity to serve the community. Of those teachers who work with the health program, the responsibility they most frequently assume is selecting, caring for, and using first-aid materials. Only about half of the teachers feel that they do this activity well. One reason why they may feel incapable might be, as one teacher commented, "I have had no training in this field." In general teachers can more fully utilize their responsibilities of assisting the school nurse and selecting, caring for, and using first-aid materials for related experiences in home nursing and child development classes.

Guiding and Helping Students Outside of Home Economics: The responsibilities that teachers enjoy most in guiding and helping students outside of home economics are holding student conferences and giving impromptu help with student problems. Although teachers seem to vary in

their ability to carry out these activities, about half of them secure student cooperation which may lend to their apparent enjoyment in assuming these activities. In contrast to the above activities, two-thirds of the teachers do not confer with specialists in reference to guiding and helping students and over one-third do not consult parents or keep or contribute to records. As only 17 percent enjoy conferring with parents, this further substantiates the findings already mentioned with reference to the classroom responsibilities which indicated that teachers are weak in securing parent cooperation.

Table 6. Rank Order of Teaching Responsibilities  
Home Economics Teachers Assume Outside  
of the Home Economics Department

Activities	Rank Order
Class Advising . . . . .	1
Classroom Teaching . . . . .	2
Girls Counseling . . . . .	3
Study Halls . . . . .	4
Homeroom . . . . .	5

In guiding and helping students outside of home economics teachers are called upon to help with class advising, classroom teaching, girls counseling, study halls and homeroom. Table 6 shows the relative frequency that teachers participate in these activities.

Social and Civic Activities: About three-fourths of the teachers cooperate in special activities of the school as is shown in table 5. These special activities (see table 7) are sponsoring class groups and home economics clubs or cooperating with all school activities and athletic or dramatic departments. Over two-thirds of the teachers participate as a member in social and civic activities of the school such as, faculty groups, P.T.A., or student council. Over two-thirds

of the teachers also secure student cooperation. The probable reason teachers are able to secure cooperation in connection with social and civic responsibilities is due to the nature of the activity. Teachers have more opportunity to meet students at social gatherings, organization meetings and at other school functions on an informal basis. This then might be one of the approaches teachers should use for securing student cooperation in connection with other responsibilities.

Table 7. Rank Order of Social and Civic Groups in the School With Which Home Economics Teachers Cooperate

Social and Civic Activities	Rank Order
Faculty Groups . . . . .	1
Class Groups . . . . .	2
Home Economics Club . . . .	3
All School . . . . .	4
P. T. A. . . . .	5
Athletics . . . . .	6
Dramatics . . . . .	6
Student Council . . . . .	8
Music . . . . .	10
Hi-Y . . . . .	11

#### Participating in Inter-departmental Experiences

The responsibilities that home economics teachers assume in the elementary grades and in connection with the various departments of the secondary school are discussed in the following paragraphs.

Elementary Grades: About half of the teachers do not assume any responsibilities with reference to the elementary grades, and over 80 percent do not use this activity for student experiences (see table 8). In such activities as helping underprivileged groups, directing and observing children at work or play, and giving demonstrations or talks were correlated with such subjects as health, foods, or physical growth;

**Table 8. Varying Reactions in Percentages of Home Economics Teachers  
Toward Inter-departmental Experiences of the School**

Activities Participated In	Do not do it Percent	Do it but do not en- joy it Percent	Do it but do not feel that I do it well Percent	Do it well and enjoy it Percent
<b>PARTICIPATING IN INTER-DEPARTMENTAL EXPERIENCES</b>				
<b><u>Elementary Grades</u></b>				
Supplying reference material and equipment . . . . .	46.9	1.1	11.7	40.2
Aiding departmental improvements.	53.4	1.1	17.4	28.0
Helping underprivileged groups. .	70.6	0.6	13.3	15.6
Helping with special programs . .	52.0	2.2	15.1	30.7
Supervising pupil teaching . . .	80.5	0.0	6.7	12.9
<b><u>Secondary School</u></b>				
Teaching an exchange unit.. . . .	74.0	0.6	3.3	22.1
Working on a cooperative project.	60.7	1.2	8.7	29.5
Supervising special banquets and parties . . . . .	18.6	1.7	5.7	74.0
Supervising special skits, plays, programs . . . . .	53.7	4.0	9.0	33.3
Giving demonstrations, talks . .	55.9	5.1	16.9	22.0
Loaning or locating supplies and equipment . . . . .	14.7	5.2	13.5	66.1
Supervising repair and maintenance . . . . .	32.8	2.9	16.1	48.3
Securing student cooperation . .	21.1	0.0	17.1	61.7

teachers might discover many desirable experiences for related projects. The activities previously mentioned seemingly have been overlooked since teachers most often supply reference materials and equipment, and help with departmental improvement and special programs. Those teachers who assume responsibilities in the elementary grades apparently enjoy it and it would seem that more teachers should utilize the elementary grades for cooperatively planned student projects.

Secondary School: One-half to three-fourths of the teachers are called upon to supervise special banquets and parties, loan and locate supplies and equipment, and supervise repair and maintenance in connection with the various departments in the secondary school as shown in table 8. Teachers seem to secure student cooperation with these activities and cooperate with the agricultural department, shop, biological science, and physical education departments more than others as is shown in table 9. However it may be pointed out that there are many other activities that possibly might be even more desirable for related experiences, such as working on an exchange unit with biological science or shop departments, working on a cooperative project with the agricultural department, or utilizing students in cooperation with the English or commerce departments for demonstrations, talks, skits, or plays. If teachers and pupils worked together in planning the previously mentioned activities, students might gain many valuable experiences and at the same time the load of extra responsibilities that teachers assume as a whole would tend to be reduced.

Table 9. Rank Order of Other Departments in the  
School With Which Home Economics Teachers  
Cooperate

Departments	Rank Order
Agriculture . . . . .	1
Shop . . . . .	2
Biological Science . . . . .	3
Physical Education. . . . .	4
English . . . . .	5
Art . . . . .	6
Physical Science . . . . .	7
Commerce . . . . .	8
Social Science . . . . .	9
Language . . . . .	10
Mathematics . . . . .	11



### Community Responsibilities of Home Economics Teachers

The responsibilities that teachers carry or share in the community were analyzed and are presented in the same manner as those of the classroom and the school as a whole. The extent to which teachers assume these responsibilities in the community is discussed in the following paragraphs which deal with adult education, business and industry, and other community groups.

#### Participating in Adult Education Programs

Of those teachers who assume responsibilities with reference to the adult education program, over half seem to enjoy working with adults as shown in table 10. However it is particularly significant that about two-thirds of the teachers do not assume any responsibilities in this activity. One reason why the majority of teachers fail to cooperate with the adult program may be that teachers themselves refuse to accept this obligation or it may be that the community does not desire their cooperation.

In general, parents and other adults are becoming increasingly conscious of opportunities that adult education has to offer. Teachers should seek ways therefore, of securing parent cooperation through adult education programs. If teachers utilize parents and other adults to the fullest extent in carrying out various responsibilities in the school and in the community, teachers may be able to share their responsibilities with others who are just as capable.

#### Cooperating With Business and Industry

The picture of responsibilities that teachers assume with reference to business and industry is very similar to that of adult education (see table 10). The only activity that teachers seemed to cooperate with to any degree is salvage campaigns; nearly half of the teachers assumed this responsibility. It is very probable that the present emphasis

Table 10. Varying Reactions in Percentages of Home Economics Teachers  
Toward Responsibilities in the Community

Activities Participated In	Do not do it Percent	Do it but do not en- joy it Percent	Do it but do not feel that I do it well Percent	Do it well and enjoy it Percent
<b>PARTICIPATING IN ADULT EDUCATION PROGRAM</b>				
Doing informal teaching and counseling . . . . .	63.5	1.1	7.9	27.5
Teaching organized classes . . .	77.7	0.7	3.9	17.9
Giving demonstrations, exhibits, talks, panels . . . . .	69.3	3.4	9.5	17.9
Aiding program committees . . . .	60.7	2.2	12.4	24.7
Securing student cooperation . .	64.6	0.6	8.6	26.3
<b>COOPERATING WITH BUSINESS and INDUSTRY</b>				
Providing part-time or emergency workers . . . . .	75.6	4.5	1.1	18.7
Helping with nursery schools . .	92.3	0.0	2.8	5.0
Participating in salvage campaigns . . . . .	49.4	1.7	12.4	36.5
Helping with consumer-education centers . . . . .	91.6	1.1	2.2	5.0
Securing student cooperation . .	63.8	0.6	11.5	24.1
<b>COOPERATING WITH OTHER COMMUNITY GROUPS</b>				
Acting as leader . . . . .	67.9	0.0	9.2	24.1
Serving on committees . . . . .	47.7	1.7	11.9	38.6
Acting as counselor . . . . .	67.6	1.2	10.4	20.8
Cooperating on projects . . . . .	33.0	2.8	13.1	51.2
Helping with food service . . . .	40.2	0.7	6.9	52.3
Giving demonstrations, talks, and serving on panels . . . . .	70.8	1.8	11.2	16.9
Serving as a member of community planning council . . . . .	86.3	2.3	3.9	8.6
Securing student cooperation . .	48.0	0.0	12.4	39.5

of aiding the war effort caused this responsibility to be more prominent than the others.

It is rather significant also that only five percent of the teachers cooperate with nursery schools and with consumer-education centers. Do these organizations have anything to offer the homemaking program? Should teachers cooperate with business and industry so that students may have work experiences under the cooperative direction of employers and teachers? Are teachers overlooking related experiences which nursery schools and consumer-education centers offer?

#### Cooperating With Other Community Groups

In general, less than half of the teachers cooperate with other community groups as is shown in table 10. Of those teachers who assume these responsibilities, it may be noted that over half of them enjoy it and feel they do it well. Teachers also seem to secure student cooperation as they work with the following groups in the community: Red Cross, Women's Groups, Religious Groups, Scouts or 4-H Clubs. As is shown in table 11, the groups previously mentioned are the ones with which teachers

Table 11. Rank Order of Community Groups With Which Home Economics Teachers Cooperate

Community Groups	Rank Order
Red Cross . . . . .	1
Women's Groups . . . . .	2
Religious Groups . . . . .	3
Scouts . . . . .	4
4-H Clubs . . . . .	4
Social Centers . . . . .	6
Men's Groups... . . . .	6
Girl Reserves . . . . .	8

most frequently cooperate in assuming community responsibilities. As was pointed out in connection with business and industry and the adult education program, teachers need to cooperate more fully with other community groups thus creating a greater opportunity for teachers, pupils, and parents or other adults to work cooperatively on the variety of related experiences provided in the community.



## RECOMMENDATIONS

The recommendations include the following: (1) various ways in which the findings of this study may be useful and (2) suggestions which may be of value to persons or groups desiring to repeat the same study or to plan related ones.

### Suggestions for Using the Findings

It would seem that the picture as drawn in this study has many implications for both the pre-service and the in-service program. Ways in which the findings are utilized by various groups or individuals will vary, of course, depending upon the needs of that particular group or person. The study should serve as a valuable aid in the pre-service education of teachers by establishing a clear picture of the various responsibilities that home economics teachers assume in carrying out a functioning homemaking program. Such a picture should furnish a basis for establishing more valid goals for teacher education than would otherwise be possible. The questionnaire itself might be used by both teachers of college classes and students in planning cooperatively the goals for various phases of the total pre-service program.

With reference to Michigan, the findings indicate certain areas in which vocational homemaking teachers are relatively ineffective, thus furnishing some basis for re-evaluation of the teacher education program. On the other hand, the many strengths of classroom teachers should offer much encouragement to those engaged in the pre-service program.

The study should be equally valuable to administrators and home economics teachers already in the field. In addition to giving an overall picture of the responsibilities carried by home economics teachers, the questionnaire is a tool by which teachers can compare the number, enjoyment, and difficulty of their responsibilities with the number, enjoyment, and

difficulty of the responsibilities of other teachers. Through this same instrument administrators and homemaking teachers can evaluate their own situation in terms of the total picture of responsibilities that teachers assume in the state of Michigan. It is probable also that administrators and teachers may obtain suggestions for increasing the enjoyment or minimizing some of the difficulties encountered in assuming the responsibilities connected with the homemaking program.

#### Suggestions for Further Studies

In view of the fact that very few suggestions for additional responsibilities were added by teachers who replied to the questionnaire, it would seem that the present study was successful in establishing a clear picture of the responsibilities that teachers carry or share in the vocational homemaking departments of Michigan. In the opinion of the author, the questionnaire proved to be outstanding enough to be of use in a national study (see page 16) because it incorporated the ideas of many leaders in the field all of whom were interested in a common problem. Such a study is most valuable when it is initiated by a group and remains under the constant guidance of that group as each step of the project is developed.

Since the data have been analyzed from one angle only, further analysis might prove to be revealing and stimulating. It would be interesting to find out how the responsibilities carried or share by beginning homemaking teachers compare with the responsibilities assumed by more experienced teachers. The picture would be even more complete if a comparison could be made of the responsibilities of teachers working in small towns with teachers working in cities.

The author believes that further related studies might prove to be very worthwhile and might contribute to better understanding of the responsibilities of teachers. The responsibilities that home economics teachers carry or share in other states as compared to Michigan would give

an even more comprehensive picture than was true in this study. Another desirable study might be the comparison of responsibilities of vocational and non-vocational teachers in one or in several states. And still further, a comparison might be made of the reactions of homemaking teachers with those of superintendents, supervisors, and principals with reference to how many outside activities they do cooperatively, how well they do them, and how much enjoyment seems to accrue.



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**APPENDIX**



## EXHIBIT A

Table 12. SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it				Do it but do not enjoy it				Do it but do not feel that I do it well				Do it well and enjoy it				Total number teachers responding
	No.		%		No.		%		No.		%		No.		%		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
<b>PART I. IN THE SCHOOL</b>																	
<b>UNDERSTANDING and COUNSELING STUDENTS</b>																	
1. Conferring with students . . . . .	0	0.0	0	0.0	54	30.7	122	69.4	176								
2. Conferring with school personnel . .	6	3.5	8	4.6	34	19.5	126	72.4	174								
3. Conferring with parents . . . . .	28	16.1	7	4.0	49	28.1	90	51.7	174								
4. Using cumulative records . . . . .	49	28.0	11	6.3	78	44.6	37	21.1	175								
<b>SETTING UP GOALS, CHOOSING EXPERIENCES, and EVALUATING ACHIEVEMENT</b>																	
5. Preliminary planning . . . . .	0	0.0	4	2.3	54	30.9	117	66.9	175								
6. Choosing goals . . . . .	0	0.0	3	1.7	57	32.0	118	66.3	178								
7. Planning and carrying out activities	0	0.0	2	1.2	38	21.1	132	76.7	172								
8. Choosing, developing, and using evaluation devices. . . . .	6	3.4	10	5.6	119	66.9	43	24.1	178								
9. Conferring with administration . . .	13	7.3	7	3.9	46	25.8	112	62.9	178								
10. Conferring with other teachers . . .	17	9.5	3	1.7	41	23.2	116	65.5	177								
11. Securing parent cooperation. . . . .	40	22.7	9	5.1	63	35.8	64	36.4	176								
12. Securing student cooperation . . . .	1	0.6	0	0.0	35	19.8	141	79.6	177								
<b>SELECTING and CARING FOR TEACHING AIDS</b>																	
13. Collecting a wide variety . . . . .	6	3.4	4	2.3	66	37.5	100	56.8	176								
14. Filing and storage . . . . .	2	1.1	19	10.8	71	40.3	84	47.7	176								
15. Using teaching aids. . . . .	0	0.0	3	1.7	89	50.0	86	48.3	178								
16. Evaluating before and after use. . .	17	9.4	9	5.0	107	59.4	47	26.1	180								
17. Securing student cooperation . . . .	11	6.3	5	2.8	68	38.6	92	52.2	176								

Table 12. cont'd SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it			Do it but do not enjoy it			Do it but do not feel that I well enjoy it			Do it well and enjoy it			Total number teachers responding		
	No.	%		No.	%		No.	%		No.	%		No.	%	
<b>CREATING A HOMELIKE ATMOSPHERE</b>															
18. Keeping department clean . . . . .	1	0.5		11	6.0		38	20.9		132	72.5		182		
19. Arranging supplies and materials conveniently . . . . .	2	1.1		5	2.8		44	24.7		127	71.3		178		
20. Having department attractive and homelike . . . . .	4	2.2		0	0.0		41	22.7		136	75.1		181		
21. Securing student cooperation . . . . .	5	2.8		2	1.1		38	21.0		136	75.1		181		
22. Securing cooperation of administration . . . . .	8	4.5		4	2.3		33	18.6		132	74.6		177		
23. Securing cooperation of the janitor . . . . .	3	1.7		6	3.4		23	13.0		146	82.0		178		
24. Securing cooperation of groups using department . . . . .	10	5.6		20	11.2		62	34.6		87	48.6		179		
<b>MANAGING DEPARTMENT FINANCES</b>															
25. Conferring with administration . . . . .	17	9.8		9	5.2		32	18.4		116	66.7		174		
26. Planning a budget . . . . .	20	11.2		21	11.9		64	36.0		73	41.0		178		
27. Handling money . . . . .	27	15.1		11	6.1		39	21.8		102	56.9		179		
28. Keeping records of expenditures . . . . .	15	8.2		17	9.4		55	30.4		94	51.9		181		
29. Making inventories . . . . .	12	6.7		33	18.3		34	18.9		101	56.1		180		
30. Earning money for special project . . . . .	72	40.4		4	2.2		31	17.4		71	39.9		178		
31. Securing student cooperation . . . . .	32	18.1		3	1.7		41	24.3		99	59.9		177		

Table 12. cont'd SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it		Do it but do not enjoy it		Do it but that I do it well		Do it well and enjoy it		Total number teachers responding
	No.	%	No.	%	No.	%	No.	%	No.
<b>PART II. IN THE SCHOOL AS A WHOLE</b>									
<b>COOPERATING WITH THE ADMINISTRATION</b>									
32. Attending faculty meetings . . . . .	4	2.2	37	20.5	5	2.8	134	74.4	180
33. Carrying out special requests of administration . . . . .	2	1.1	5	2.7	21	11.5	154	84.6	182
34. Working with national, state, and local committees . . . . .	69	33.8	12	6.7	46	25.8	51	28.7	178
35. Attending group conferences and institutes . . . . .	9	5.0	20	11.2	35	19.5	115	64.2	179
36. Writing for publications . . . . .	88	48.9	11	6.1	31	17.2	50	27.8	180
37. Participating in studies for research	102	57.3	11	6.2	29	16.3	36	20.2	178
<b>PARTICIPATING IN EXPERIENCES WHICH CUT ACROSS DEPARTMENTS</b>									
<b>School Lunch Program</b>									
38. Planning and buying . . . . .	95	54.3	6	3.4	10	5.7	64	36.6	175
39. Supervising food preparation and service . . . . .	96	53.9	4	2.2	10	5.6	68	38.2	178
40. Keeping records . . . . .	97	54.5	10	5.5	9	5.1	62	34.8	178
41. Advertising and selling . . . . .	127	72.2	6	3.4	14	8.0	29	16.5	176
42. Selecting and supervising employees .	103	61.7	8	4.6	9	5.1	50	28.6	175
43. Securing student cooperation . . . .	88	49.7	0	0.0	20	11.3	69	39.0	177

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4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1041 10

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70 72 74 76 78 80 82 84 86 88 90 92 94 96 98 100

Table 12. cont'd SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it		Do it but do not enjoy it		Do it but do not feel that I do it well		Do it well and enjoy it		Total number teachers responding	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>School Health Program</u>										
44. Assisting school nurse. . . . .	117	65.7	3	1.7	18	10.1	40	22.4	178	
45. Selecting, caring for, using first aid materials. . . . .	69	38.8	4	2.3	43	24.2	62	34.8	178	
46. Managing of school health program . .	150	84.7	2	1.2	16	9.0	9	5.1	177	
47. Securing student cooperation . . . .	106	59.5	3	1.7	30	16.9	39	21.8	178	
<u>Guiding and Helping Students Outside of Home Economics</u>										
48. Giving impromptu help with problems .	8	4.7	3	1.7	25	14.5	136	79.1	172	
49. Holding conferences with students . .	22	12.4	4	2.3	54	30.5	97	54.8	177	
50. Confering with parents . . . . .	71	39.8	4	2.2	48	27.0	55	30.9	178	
51. Confering with specialists . . . . .	105	61.0	1	0.6	36	20.9	30	17.4	172	
52. Keeping or contributing to records . .	63	35.0	12	6.7	48	26.7	57	31.7	180	
53. Securing student cooperation . . . .	34	19.2	3	1.7	50	28.2	90	50.8	177	
<u>Social and Civic Activities</u>										
54. Sponsoring an organization . . . . .	58	33.0	1	0.6	42	23.9	75	42.6	176	
55. Acting as group adviser . . . . .	47	25.8	1	0.6	43	23.6	91	50.6	182	
56. Participating as a member . . . . .	41	23.1	7	4.0	28	15.8	161	57.1	177	
57. Cooperating in special activities . .	16	9.0	4	2.2	30	16.9	128	71.9	178	
58. Securing student cooperation . . . .	18	10.2	4	2.3	38	21.5	117	66.1	177	





Table 12. cont'd SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it				Do it but do not feel that I well enjoy it				Do it well and enjoy it				Total number teachers responding	
	No.		%		No.		%		No.		%		No.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
<b>PARTICIPATING IN INTER-DEPARTMENTAL EXPERIENCES</b>														
<u>Elementary Grades</u>														
59. Supplying reference materials and equipment. . . . .	84	46.9	2	1.1	21	11.7	72	40.2	179					
60. Aiding departmental improvements . . . . .	95	53.4	2	1.1	31	17.4	50	28.0	178					
61. Helping underprivileged groups . . . . .	127	70.6	1	0.6	24	13.3	28	15.6	180					
62. Helping with special programs . . . . .	93	52.0	4	2.2	27	15.1	55	30.7	179					
63. Supervising pupil teaching. . . . .	144	80.5	0	0.0	12	6.7	23	12.9	179					
<u>Secondary School</u>														
64. Teaching an exchange unit . . . . .	134	74.0	1	0.6	6	3.3	40	22.1	180					
65. Working on a cooperative project . . . . .	105	60.7	2	1.2	15	8.7	51	29.5	173					
66. Supervising special banquets and parties . . . . .	33	18.6	3	1.7	10	5.7	131	74.0	177					
67. Supervising special skits, plays, programs . . . . .	95	53.7	7	4.0	16	9.0	59	33.3	177					
68. Giving demonstrations, talks, . . . . .	98	55.9	9	5.1	30	16.9	39	22.0	176					
69. Loaning or locating supplies and equipment . . . . .	26	14.7	10	5.7	24	13.5	117	66.1	172					
70. Supervising repair and maintenance . . . . .	57	32.8	5	2.9	28	16.1	84	48.3	174					
71. Securing student cooperation . . . . .	37	21.1	0	0.0	30	17.1	108	61.7	175					

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Table 12. cont'd SCHOOL-COMMUNITY RESPONSIBILITIES OF THE HOME ECONOMICS TEACHER

Activities Participated In	Do not do it			Do it but do not feel that I well enjoy it			Do it but do not feel that I well enjoy it			Total number teachers responding		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
<b>PART III. IN THE COMMUNITY</b>												
<b>PARTICIPATING IN ADULT EDUCATION PROGRAM</b>												
72. Doing informal teaching and counseling . . . . .	113	63.5	2	1.1	14	7.9	49	27.5	178			178
73. Teaching organized classes . . . . .	139	77.7	1	0.7	7	3.9	32	17.9	179			179
74. Giving demonstrations, exhibits, talks, panels . . . . .	124	69.3	6	3.4	17	9.5	32	17.9	179			179
75. Aiding program committees . . . . .	108	60.7	4	2.2	22	12.4	44	24.7	178			178
76. Securing student cooperation . . . . .	113	64.6	1	0.6	15	8.6	45	26.3	175			175
<b>COOPERATING WITH BUSINESS AND INDUSTRY</b>												
77. Providing part-time or emergency workers . . . . .	133	75.6	2	4.5	8	1.1	33	18.7	176			176
78. Helping with nursery schools . . . . .	167	92.7	0	0.0	5	2.8	9	5.0	181			181
79. Participating in salvage campaigns . . . . .	88	49.4	3	1.7	22	12.4	65	36.5	178			178
80. Helping with consumer education centers . . . . .	164	91.6	2	1.1	4	2.2	9	5.0	179			179
81. Securing student cooperation . . . . .	111	63.8	1	0.6	20	11.5	42	24.1	174			174
<b>COOPERATING WITH OTHER COMMUNITY GROUPS</b>												
82. Acting as leader . . . . .	118	67.9	0	0.0	16	9.2	42	24.1	176			176
83. Serving on committees . . . . .	84	47.7	3	1.7	21	11.9	68	38.6	176			176
84. Acting as counselor . . . . .	117	76.6	2	1.2	18	10.4	36	20.8	173			173
85. Cooperating on projects . . . . .	57	33.0	5	2.8	23	13.1	91	51.2	176			176
86. Helping with food service . . . . .	70	40.2	1	0.7	12	6.9	91	52.3	174			174
87. Giving demonstrations, talks, and serving on panels . . . . .	126	70.8	3	1.8	20	11.2	29	16.7	178			178
88. Serving as a member of community planning council . . . . .	151	86.7	4	2.3	5	3.9	15	8.6	175			175
89. Securing student cooperation . . . . .	85	48.6	0	0.0	22	12.4	70	39.5	177			177

## EXHIBIT B

Table 13. Degree of Participation of Home Economics Teachers  
With School-Community Groups

School-Community Groups	No. Teachers Reporting Participation	Rank Order
Faculty Groups . . . . .	105	1
Red Cross . . . . .	103	2
Class Advising . . . . .	94	3
Class Groups . . . . .	87	4
Home Economics Clubs . . . . .	86	5
Classroom Teaching . . . . .	75	6
All School . . . . .	73	7
Women's Groups . . . . .	71	8
Girls Counseling . . . . .	68	9
Agriculture Department . . . . .	64	10
Shop Department . . . . .	63	11
P. T. A. . . . .	62	12
Biological Science Department . . . . .	59	13
Physical Education Department . . . . .	58	14
Study Halls . . . . .	55	15
Religious Groups . . . . .	52	16
Homeroom . . . . .	44	17
English Department . . . . .	43	18
Scouts . . . . .	37	19
4-H Clubs . . . . .	37	19
Art Department . . . . .	34	21
Physical Science Department . . . . .	32	22
Athletics . . . . .	28	23
Dramatics Department . . . . .	28	23
Commerce Department . . . . .	22	25
Social Science Department . . . . .	18	26

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2. The second part of the document is a list of the names of the persons who have been named in the proceedings. The names are listed in alphabetical order, and each name is followed by a number indicating the page on which the name appears.

3. The third part of the document is a list of the names of the persons who have been named in the proceedings. The names are listed in alphabetical order, and each name is followed by a number indicating the page on which the name appears.

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