

ABSTRACT OF THESIS

HOMEMAKING, COMMUNITY, AND
PROFESSIONAL EXPERIENCES OF VOCATIONAL
HOMEMAKING TEACHERS IN ILLINOIS

Submitted by

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In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
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ABSTRACT OF THESIS

A number of writers have stated that home economics teachers are not well prepared in the home-making skills. Because of the prevalence of these opinions and the lack of information as to the extent of the homemaking, community, and professional activities of homemaking teachers, a study to determine what home, community, and professional experiences teachers have had, and which of these they have needed was made.

Statement of problem

To what extent have first-year homemaking teachers in Illinois experienced those activities of homemaking, community living, and professional leadership which they are likely to need in their teaching experience?

Problem analysis.--The problem was analyzed in the following way:

1. What experiences in the following fields have the vocational teachers in Illinois had?
 - a. Home experiences
 - b. Community living
 - c. Professional leadership

2. Which of these experiences are considered of value by experienced teachers as preparation for teaching homemaking in high schools?
3. Which of these experiences have been used directly in their teaching by experienced teachers?
4. What sources have been used to gain information about problems for which experienced teachers were unprepared by their previous training?
5. How do the homemaking, community, and professional experiences of the first-year vocational homemaking teachers in the secondary schools of Illinois compare with the homemaking, community, and professional experiences which an equal number of vocational homemaking teachers in secondary schools in Illinois who have taught five years or more have used directly in their teaching?
6. What definite home experiences are required by the colleges in which vocational homemaking teachers in Illinois are prepared?

Delimitation.---This study was limited to the first-year vocational homemaking teachers in the secondary schools in Illinois and an equal number of vocational homemaking teachers in the secondary schools in Illinois who had taught five years or more.

Method of collecting data

The data included in this study were taken from the responses of 344 teachers to a questionnaire which was sent to all of the 478 vocational homemaking teachers in secondary schools in Illinois in the early fall of 1942. Of the 107 first-year teachers, the responses of 100 were used for this study. An equal number of responses was used from the experienced teachers. These were chosen by using 100 teachers whose record of experience ranged from five to 21 years.

The data were compiled separately for the two groups of teachers and then a comparison was made. A statistical procedure, chi square, was used to determine the association between the activities which had been practiced by the first-year teachers before employment, and those which had been used by the experienced teachers.

Summary of findings

The following list shows the results which were found relative to the preparation of the first-year teachers in the activities for each area. The asterisks indicate very adequate or very inadequate preparation.

Meal planning and food preparation.---The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

1. Preparing meals for a family
2. Baking for a family

INADEQUATE PREPARATION

- *1. Planning meals for a family
- *2. Planning meals for a large group
- *3. Making yeast bread and rolls
- *4. Preparing food for large numbers

Food preservation.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

1. Preparing food for storage in a locker plant
2. Storing vegetables for the winter

INADEQUATE PREPARATION

- *1. Canning foods for a family
- *2. Making jellies, preserves, and pickles
- *3. Drying meats, fruits, or vegetables

Food marketing.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

1. Marketing for food for a family

INADEQUATE PREPARATION

- *1. Marketing for food for a large number

Food production.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

1. Caring for a garden
2. Raising poultry

INADEQUATE PREPARATION

- *1. Caring for dairy products

Selecting and purchasing clothing.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Determining the clothing needs of a family
- *2. Selecting or purchasing clothing for a family

Clothing construction.---The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Making various types of clothing
- 1. Altering ready-made clothes
- 2. Using sewing machine attachments
- 3. Making costumes for entertainments
- 4. Making crocheted or knitted garments
- *5. Remodeling clothing
- *6. Making children's clothing

Care and repair of clothing.---The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- 1. Washing sweaters and knitted garments
- *1. Doing all types of mending
- 2. Dry cleaning clothing

Home nursing and care of the sick.---The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

1. Living in close contact with a prospective mother

- *1. Caring for someone confined to bed
- *2. Building up someone physically
- *3. Applying first-aid measures in case of serious emergency

Financial management.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Planning and maintaining a personal budget
- *2. Planning and helping to maintain a family budget
- *3. Investigating and making an investment
- *4. Investigating and buying life insurance

Housekeeping and cleaning management.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

1. Caring for the daily cleaning of a home
2. Helping with moving and settling household goods

1. Directing a maid for a considerable length of time
- *2. Managing a seasonal housecleaning
- *3. Storing winter clothes and bedding
- *4. Selecting and purchasing cleaning equipment

INADEQUATE PREPARATION

- *5. Arranging kitchen equipment for good working conditions
- *6. Repairing equipment which did not require the services of an expert

Laundering.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

- *1. Doing the family laundering

INADEQUATE PREPARATION

- *1. Selecting and purchasing laundering equipment

Home improvement.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

- 1. Helping paper a room

INADEQUATE PREPARATION

- *1. Planning and arranging furniture for a family
- *2. Refinishing woodwork or furniture
- *3. Caning or repairing in some way the bottoms of chairs
- *4. Making simple pieces of furniture
- *5. Improvising or rearranging closets
- *6. Making slip covers for furniture
- *7. Selecting and making curtains or draperies
- *8. Purchasing linens for a home
- *9. Selecting and purchasing a major piece of home equipment

INADEQUATE PREPARATION

- *10. Caring for a flower garden

Child care and training.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Giving proper care to an infant
*2. Helping to train a pre-school child

Community participation.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- | | |
|--|---|
| *1. Participating in the activities of a fraternal organization | *1. Participating in the work of a welfare organization |
| 2. Participating in church activities | *2. Participating in or directing a program for community education or recreation |
| 3. Participating in the social life of a community | |
| 4. Being a member of or sponsoring an organization for young girls | |

Professional leadership.--The preparation of the first-year teachers in this area was as follows:

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- | | |
|---|--|
| 1. Serving as an officer in a college or state organization | 1. Participating in an educational radio program |
|---|--|

INADEQUATE PREPARATION

- *2. Participating in or leading group discussions at educational meetings
- *3. Cooperating in experimental work in the field
- *4. Giving a talk before a professional or college organization
- *5. Arranging for a speaker and introducing him
- *6. Writing for a paper
- *7. Helping to plan a yearly program for an educational club
- *8. Attending home economics conferences
- *9. Visiting other home economics teachers on the job

Supplementary sources used to gain information.---The experienced teachers listed many different sources that had been used to obtain information about problems for which they were unprepared by their previous training. However, no generalizations could be made from these findings.

Experiences required by colleges in Illinois.---The teacher trainers in Illinois reported the definite home experiences required of the home economics graduates in the colleges of Illinois. Four colleges required student teaching; six required residence in

a home management house; three, home projects; two, visits to home economics teachers; one, experience in a cafeteria; one, enrollment in the Red Cross Canteen Course; one, observation in a nursery school; one, observation of a baby in a home; one, presentation of programs for adults; and one, service of a dinner in a home.

Recommendations

The following recommendations seem pertinent.

1. A list of abilities which students in home economics education should have acquired upon graduation could be devised. As students enter the home economics department this list might be checked with them so that during the college training, needed experiences could be provided.
2. The emphasis in college classes should be placed on the solution of personal, home, and community problems.
3. More home, community, and professional experiences should be required for all girls who are expecting to teach home economics.
Some of these might be as follows:
 - a. A summer of employment
 - b. Full-time apprenticeship in homes of different levels

- c. Experience in food marketing for college classes, home management houses, and lunch-rooms or cafeterias
- d. Visitation to health centers in order to study family conditions there
- e. Extensive home experiences in the summer for which credit would be given
- f. Participation in the operation of a nursery school
- g. Experience in a school lunchroom or cafeteria or diet kitchen of a hospital
- h. Experience in a Red Cross workroom
- i. Visitation of county work being done by other home economics workers
- j. Enrichment of the experience in the home management house by providing an opportunity to care for a baby or small child, and by allowing the girls to work out room improvement projects
- k. Opportunity for participation in community activities
- l. Experience in work with adults and out-of-school youths during student teaching
- m. Experience in various living levels
- n. Opportunity to attend home economics conferences

Suggestions for further study

The following suggestions for further study are made.

1. What facilities are available in the colleges of Illinois for offering additional home, community, and professional experiences?
2. What would be the added cost for offering such experiences as are suggested in the recommendations?
3. If the teacher has a wider background of home, community, and professional experiences, do the students have a broader program of training in home economics?
4. How does the preparation in home, community, and professional experience of vocational homemaking teachers in Illinois compare with the preparation of teachers in some other state?

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July 30 1943

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY HELEN OWNBY

ENTITLED HOMEMAKING, COMMUNITY, AND PROFESSIONAL EXPERIENCES OF VOCATIONAL HOMEMAKING TEACHERS IN ILLINOIS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

MAJORING IN HOME ECONOMICS EDUCATION

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Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School.

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Chapter I
INTRODUCTION

Most home economics teachers feel that the major aim of their work has been accomplished if a student develops the ability to carry on homemaking responsibilities satisfactorily. Since this is true and since the community has more confidence in the value of home economics as it sees its purposes achieved in the life of the teacher, a high standard has been held for the home economics teacher. She is expected to be one of the best dressed women of a community and be an example of superb health. She should be able to serve excellent meals, to work well with people, and she should be a good manager. She should have achieved poise and self-confidence and developed a fine attitude toward family life. She should understand children as well as adolescents and be able to provide for their physical as well as educational welfare. She should be able to furnish a home artistically and to maintain it satisfactorily.

It would seem from some of the studies made that the home economics teacher has not been able always to live up to this standard. In a study made by

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Spafford (28) in 1935, a questionnaire was sent to leaders in education inquiring as to the contribution that home economics was making to general education. Slightly more than one-fourth of the criticisms made were directed against the teacher. She was criticized for her poor training, for the impracticality of her teaching, and for her failure to practice what she teaches. Spafford made the statement that "The sterling silver complex has permeated much of our instruction" (28:413).

Other writers, Scott (27), Feiss (13), Chapman (5), and Easton (10) also have stated that home economics teachers are not well prepared in the home-making skills. Because of the prevalence of these opinions and the lack of information as to the extent of the homemaking, community, and professional activities of homemaking teachers, a study to determine what home, community, and professional experiences teachers have had and which of these they have needed, should prove helpful.

Statement of problem

To what extent have first-year homemaking teachers in Illinois experienced those activities of homemaking, community living, and professional leadership which they are likely to need in their teaching experience?

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Problem analysis.--The problem has been analyzed in the following way:

1. What experiences in the following fields have the vocational teachers in Illinois had?
 - a. Home experiences
 - b. Community living
 - d. Professional leadership
2. Which of these experiences are considered of value by experienced teachers as preparation for teaching homemaking in high schools?
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6. What definite home experiences are required by the colleges in which vocational homemaking teachers in Illinois are prepared?

Delimitation.--This study will be limited to the first-year vocational homemaking teachers in secondary schools in Illinois and an equal number of vocational homemaking teachers in the secondary schools in Illinois who have taught five years or more.

The term vocational homemaking teachers as used in this report refers to those teachers who are teaching in secondary schools receiving aid from the Federal and State Boards of Vocational Education.

Chapter II

REVIEW OF LITERATURE

Greater emphasis should be placed on the acquisition of homemaking skills which are basic to satisfactory homemaking, and family solidarity. In many rural areas and in types of urban communities, especially in times of stress, there is still much production in the home. The teacher of homemaking must possess these homemaking skills if her teaching is to be respected and effective (31:157).

Although the idea in the above quotation has been expressed by leading home economics educators, a study to determine to what extent homemaking teachers have acquired the experiences in home, community living, and professional leadership which they will need in their professional experience has never been published. Since there was no specific information for solving the problem related to this investigation, the review of literature will necessarily be confined to opinions of writers which will explain the problem in a general way. This literature will be presented under the following headings:

1. Need for vocational experience.
2. Failure of colleges to offer vocational experiences.

3. Study of vocational experiences of home economics teachers.
4. Vocational experiences offered by colleges.

Need for vocational experiences

"Vocational experiences" as it is used in this report may be defined as those home, community, and professional experiences which seem necessary for teachers to have had before entering the vocation of teaching homemaking in secondary schools. Many educators in the field of home economics have pointed out that due to lack of these vocational experiences there is an apparent inability of home economics teachers to meet adequately and effectively the responsibilities that are expected of them as teachers of homemaking in our high schools.

B. I. Coon (9) in a series of articles published in the Journal of Home Economics in February and March, 1937, reported a survey of the studies which had been made up to that time relating to college curricula. Very little research had been done. She attributed this dearth of research findings to the fact that home economics is a comparatively new study and that most of the first research in relation to a subject is done by actually experimenting on the subject matter itself. For example, a great deal of experimental work has been done on foods. Most of

the studies in regard to curricula which have been made were informal in nature, and usually the questionnaire or interview was used to collect the data. A number of the studies agreed that, in home economics, the following were needed:

1. More all around training for living should be given.
2. There should be definite provision for practice under supervision.
3. The home management experience should be more practical.
4. More opportunity should be given to develop social qualities.
5. More training should be given in the solution of financial problems.
6. A more thorough appreciation of the fine arts should be developed.
7. There should be more guidance in the choice of subjects.
8. Training should be given in establishing satisfactory relations with others.

The graduates of one institution stated that those experiences which had been of the most value to them were those in which they had taken much of the responsibility, such as the experiences they had had in the practice house and in the nursery school. The idea was also advanced that if it were to be possible for students to meet to the best of their ability the family problems of the people with whom they were working, an understanding of the social and economic changes of the family was important.

In a discussion of the development in vocational education under the George-Deen Act as it

related to home economics in the Journal of Home Economics, May, 1938, Florence Fallgatter (11) stated that the vocational acts have provided for the training of teachers. The lee-way of the George-Reid Act followed by the George-Ellzey Act and later by the George-Deen Act have encouraged the states to devise more flexible programs. Certain colleges have been designated in the state to train vocational homemaking teachers. The programs of these institutions have been based upon the needs of teachers for broad programs in home and family life which could be definitely related to the home and community. Recent developments have shown that colleges have seen the need for developing trainees not only as teachers but as individuals, as homemakers, and as members of society. She suggested that funds might be used for professional improvement for teachers in service and for carrying on experimental studies which could be used as a basis for planning family life education.

Coon (8), in 1938, stated that, in college education for family life more significant contributions to the democratic way of life should be made by working with the individual and by demonstrating democratic procedures. She felt that the faculty and students should be more socially sensitive, recognizing changes in family life and offering possible adjustments so

that all might have a greater satisfaction in living. In order to recognize changes and offer adjustments, teachers should be found who could see the many practical things which might be done in teaching family life education. Colleges should aid the student to concentrate on the things that are important in his own development.

Fallgatter (12) in 1939, in an article on the training for home economics teachers wrote that there was a need for careful study of those problems related to the following: (1) the selection of college teachers, (2) curriculum offerings to provide for the broadest philosophy of education for home and family living, and (3) enriched types of experiences for students who are preparing to teach home economics.

McVey (21) in 1939, wrote that too often teachers are taught subject matter but not methods used in analyzing the needs of and planning a program to fit the situation in which they may find themselves. To show how this training might be given, the study of clothing was used as an example. Too often college teachers lacked knowledge of the average income per capita in the state, typical occupations, industries, etc. Students should be taught how to study the economic status of the community and then how to use this knowledge to guide the clothing problems. Students

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should be taught how to learn something of the prevailing social conditions and customs and how they affect clothing problems. They should be taught how to find available sources of material so that the home economics teacher might be able to take the responsibility of teaching standards of selection for durability and wear, and an appreciation of beauty. The student should be given experiences which will guide her in finding activities and interests for girls when equipment is not available. McVey stated the following: that throughout her entire training the student should be encouraged to participate in experiences which will broaden her understanding of actual problems and strengthen her ability to handle them.

Spafford (29) in 1940, called to our attention that the residents in the community have a higher regard for home economics as they see the value reflected in the life of the teacher. They notice whether or not the home economics teacher has, through her experiences, achieved poise and self-confidence, good health habits, and a fine attitude toward family life, and whether her training in home economics has affected her family so that she would be glad to have her girls, her superintendent, and her college teachers judge her success by the way she has used her home economics training. They evaluate her

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background for presenting the instruction to the girls she is teaching. If she has not had these necessary experiences, the aims of family life education cannot be accomplished.

Spafford (28) also expressed the opinion in 1940 that the changing home economics curriculum should focus on two phases, making learning more functional and seeing that learning deals with life in all of its relationships. She stated that:

Learning, to be functional, must be seen in relation to life activities; learning already gained must be drawn together, and new knowledge must be acquired in the meeting of real-life situations(28:343).

It would seem desirable for colleges to accept the following responsibility in regard to acquiring skills: that students be brought to see the importance of skills in the successful use of learning, that they achieve some real skill in learning, that they achieve some real skill in each aspect of home economics to be accompanied by the knowledge of how to teach themselves skills as needed, that the desire to perfect skills when needed be developed and that standards for successful achievement be set (28:411).

Colleges have not faced as squarely as they should this responsibility in relation to the developing of skills.

Williamson and Lyle (34) in 1941, wrote that a college girl must have vocational experiences because:

(1) one "learns by doing", (2) doing a thing ones self helps to develop a feeling of its value and difficulties; (3) doing things herself in her home helps a teacher to understand the high school girl in her home

relations; (4) one cannot teach well what has not been experienced; (5) successful experience by the teacher inspires confidence in the teacher on the part of the girls, the parents, and the community (34:12).

The committee on Homemaking Curriculum Revision in Illinois (17) in 1941, stated that no distribution of courses can insure a satisfactory educational preparation of teachers, but the kind and quality of the experiences in the classroom and in the community are the factors which determine the preparation of the teacher to meet the problems which will confront her in a teaching situation. The committee felt that the problems of teacher-training institutions were not problems of providing new courses and eliminating others, but rather of changing emphasis and content of the courses already being offered.

Weihing (32) in 1941, reported a study made by the college section of the Illinois Home Economics Association. The study was made with 260 students and 45 graduates of recent years. The findings pointed to the desire by the majority for specialized courses as child care in practice houses, handicrafts, institutional management, economic management of the household, care of clothing, selection of textiles, guidance in nutrition, personality development, household physics, nursing, consumer buying, and designing. All of this

showed the desire for more practical work.

Bristow (3) in 1941, wrote that since family life education was becoming a center of interest in elementary and secondary schools, the responsibility for providing professional leadership in teacher education institutions was becoming increasingly important.

Weaver (31) in 1942, in writing for the Forty-Second Yearbook of the National Society for the Study of Education said that, although there had been distinct progress in the training of home economics teachers since the passage of the First National Vocational Act in 1917, there still needed to be a change of emphasis and an adjustment in the present program. He stated that:

The teachers in training need a closer integration of professional courses and the problem with which they will be confronted after graduation (31:156).

He suggested a semester of employment during the third year which would be apart from the college. He also stated that greater emphasis should be placed on practical experience in home management. This might be accomplished by students being required to serve a full-time apprenticeship of a month or more in each of a series of homes on different social levels. The instruction in art and science should make more application to the problems of everyday living. He

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suggested, too, that the professional preparation for teaching should begin not later than the sophomore year of college.

Failure of colleges to offer vocational experiences

Staples, in an article in the Journal of Home Economics in 1938, said:

The home economics curriculum followed by the average college student majoring in this field does not necessarily result in preparing the individual to make definite contribution to better family living (30:550).

She suggested the possible causes as (1) the lack of knowledge of psychology of human relationships of the faculty members, (2) high specialization of the college teacher, and (3) the demand by college women for specific training other than that of homemaking. A program of comparative effort on the part of various subject matter teachers was suggested as the best method of keeping in mind the major objectives of home economics education for family life.

Easton (10) in 1938, stated that dietiticians fail to measure up to the standard set for them in the commercial field. This was one of the findings from a questionnaire sent to 200 leading food executives. They felt that the college-trained people were weak in practical training and in the actual handling of food materials. The girls had little

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conception of what large-quantity cookery was. They had not been trained to prepare tasty dishes from left-over foods.

Feiss (13) in 1939, made a rather inadequate survey as to the training that college students were receiving in housing. A few general facts were gathered. It was shown that most college home economics teachers did not quite know what role they should play in teaching housing. Feiss felt that the subject definitely belonged in the home economics curriculum, but his concern was in ascertaining if the teachers were adequately trained to handle the many technical, economic, and social problems of housing. He felt that new and better courses at the college level should be encouraged. He felt that this would be possible through the cooperation of the American Home Economics Association and the National Association of Housing Officials.

Chapman (5) in 1940, pointed out some of the weaknesses which were evident in training college students in related art. Homemaking teachers have been called upon to serve as consultants in home decoration, to teach homecrafts, and to lead art appreciation study groups. Frequently art courses in college have not supplied this background. The objectives of the art work have too often been ill defined, and not

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enough practice in coordinating art theories with practical application has been given.

Williamson (35) in 1942, in an appraisal of the education program of Colorado State College stated that the students had not had adequate experiences in the problems for low income groups, in food preservation, family relationships, art applied to the home, community relations, basic principles of management, home nursing and first aid, and in foods service for large groups. In the related sciences, the students had been well prepared technically, but they often had not been able to transfer this knowledge to explain the problems of everyday living. In the social sciences the students had an inadequate understanding of economics as it was evidenced in community life, of family relationships in terms of the individual within the family, and of democracy. Not more than 50 per cent of the students had had experiences in college to prepare them to cooperate or be leaders in community activity. Parliamentary procedure, techniques of group management, and techniques of democratic living had not been included in any of the organized courses. No contact with children above the pre-school ages had been provided except the brief experiences in student teaching. The work experience of one half of the senior girls had not been utilized

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in the development of those girls.

Study of vocational experiences
of home economics teachers

The importance of vocational experiences has been recognized for a number of years. In 1929, in the Reports of the Conference on Home Economics Education, Central Region (7) it was stated that efforts have been made or were being made to evaluate home experiences in all four regions of the United States. This evaluation was made through committee work, and the procedure was much the same in all four regions. All agreed that vocational experiences were necessary in the training of teachers. In each region a list of abilities which a student going out as a teacher should have acquired upon graduation was devised. This list was compiled either by the committee or all of the teacher trainers in the region. These abilities were listed according to the information, appreciation, and "doing" levels. After the desired abilities were listed, it was decided that standards of accomplishments would have to be established and means of testing and measuring abilities would need to be devised. It was recommended that this work be done through individual or institutional research or by the Federal Board of Vocational Education and that the committees on

vocational experiences be dismissed.

No further account of work done on this phase of home economics education could be found.

Vocational experiences offered
by colleges

In spite of the fact that teachers seem inadequately prepared for meeting the problems confronting homemaking teachers, much fine work has been and is being done in providing valuable experiences for college students.

Winning (33) in 1930, reported that, as early as 1930, New York University had a practice house which would accommodate from four to six girls. A period of six weeks was spent in the practice house by the girls who were preparing to teach homemaking education. A course in "Food Marketing and Purchasing" was also provided. In this course field trips were used as a means of studying the different phases of purchasing. Another course, "Dietary Problems of Everyday Life", studied diets as they related to individuals and families. New York University was also training for participation in community health problems by arranging for the students to visit the civic health centers and to make a study of the family cases there.

Murchie (23) in an article written in

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Practical Home Economics in 1931, reported that, in 1924, the San Jose State Teachers College at San Jose, California, organized a child laboratory project and a parent laboratory project to provide experiences in child development in order to prepare teachers more adequately for presenting this subject matter to high-school girls. These projects led to the starting of the practice house a few years later.

Jones (19) in 1931, reported a unique plan used by the University of California. Credit is given for home experiences toward a special certificate in homemaking. The special two and one-half year course at the University of California was opened only to those students who had had four years of practical experience in the administration of a home. Only those were considered whose experience was attained after the age of 18. The student was then accepted by the department of home economics, and she was required to pass an examination to prove that the home experiences had been of such a nature as to substitute for part of the work. The student was then certified for the semester after which time she was either accepted permanently or dropped. By this procedure students who were interested in home economics were encouraged to meet the requirements for home experiences.

Montgomery (22) in 1932, reported that summer home projects were required of the graduates of Miami University. During the summer following the freshman year a foods project must be carried on. This project consisted of buying, planning, and preparing the food for a family for two weeks. There was no supervision from the college of this work, but the student was given a typed form to fill in which her mother signed. A conference was held with the girl when she came back in the fall.

Beeman (2) in reporting in 1933 on the work that was being done at the Ball State Teachers College at Muncie, Indiana, informed us that the students at this college worked on a project at the same time that the methods course was taken. These projects were either accomplished where the girls were staying or at their homes on week-end visits.

La Follette (20) in 1935, reported an interesting type of work that was being done at New College. New College was in connection with Teachers College, Columbia University. A self-supporting community was formed in North Carolina. To be graduated from New College it was necessary for the person to have done part of her work at the North Carolina Community. Her home economics was learned by carrying on the activities necessary for building satisfactory

living quarters and maintaining home life for the 20 students that spent the winter there. In order that the students might have an opportunity to study adolescents, a camp for boys and girls between the ages of 10 and 17 was maintained by the college. Another valuable experience was provided by the nursery school.

Hasslock (16) in a report in 1936, described a school lunch project that was inaugurated at Georgia State College in 1920. At first the course carried no credit, but later it was recognized for credit the same as that in any of the other college courses. The girls in the course served the children of the demonstration school in connection with the college. This experience was valuable as it trained the students in the idea of the school lunch and in nutrition work with children. Actual experience was provided for the following: planning menus, working out costs, preparing the lunch, planning the work of assistants, ordering supplies, keeping the lunch room orderly, and dealing with the school children. Each of the students in turn served as manager. At this time it was her duty to order and check all supplies, to assign duties for that day, to figure the cost for the day, to make sure that expenses were made, and to plan the use of left-overs

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for the following day.

Graham (15) in 1938, told of the vocational experiences that are offered for students at Pennsylvania State College. The students there managed the cafeteria, lived in the practice house for one half a semester, and did student teaching for one half of a semester.

Brown (4) in 1938, expressed the opinion that the past experiences of the students were not utilized sufficiently in teaching economics of foods. She stated that each student can bring some contribution which is entirely her own to the class. The principles of economics were worked out in the class on the basis of the family incomes of those in the class. Some of the points that were brought out in this way were as follows: (1) the difference in the quality of products, (2) the relationship of supply and demand, (3) the significance of accessibility of marketing, and (4) modes of transportation. In making special studies the experiences of authorities in the community were utilized. The subject was selected, authorities were interviewed, and reading was done to supplement the information gained. The results of the study were then presented for an exhibit.

Rockwood (26) in 1938, wrote that family life education was often unsatisfactory, because it was largely subject-matter centered and teacher dominated and that to interrelate the technological aspects of homemaking, more time must be given for experiences which would develop the individual and less time for information courses. She recommended that colleges should offer clinical experiences.

Jones (18) in 1938, listed the vocational experiences that were provided at Greensboro College. The students there observed at the nursery school at the Womans College of the University of North Carolina, observed at the play school for underprivileged children conducted by one of the elementary schools, helped in the diet kitchen and tray room at the hospital, visited the school cafeterias of the city, helped in the Red Cross work room, visited the work being done in the county by the home demonstration agent and 4-H leaders, operated a dressmaking and altering department for college students and faculty, and worked with a dressmaker in town.

Fallgatter (11) in 1938, showed some practical developments in home economics education that had taken place since the passage of the First National Vocational Act in 1917. In 1917, in the 87 colleges training home economics teachers, there were seven

home management houses and two apartments. None of these had children in them, and there were no nursery schools. In 1936-37, there were 81 home management houses. Fourteen of these had children in them and 27 had nursery schools in connection with the college. From 1930-36, the trend was toward student teaching centers away from the college and experience in teaching a wide variety of classes.

Clark (6) in 1939, reported a project carried out at Star City, Arkansas. The lawn of the practice house was landscaped. The girls went to the woods to find shrubbery that could be used and then studied all of the phases of landscaping that would be necessary in order to carry out their plan. A dressing table was made at school, flower arrangements were made from the materials at hand, girls rearranged the pictures, and beds were made to resemble studio couches so that they might be used in living rooms. By actually having had these experiences, it was thought that those students would be able to lead girls to make these improvements.

Godfrey (14) in 1939, described the work that was being done by colleges and universities to provide vocational experiences that would be of value to homemaking teachers. She stated that colleges were providing experiences in the care of children, in home

management houses and in nursery schools. Experiences were provided in meeting the problems of adolescents by allowing the students to observe and to teach in secondary schools. Experiences in meal planning and food preparation were provided by cooperating in the management of college dormitories, cafeterias, tea rooms, and clubs. More or less the philosophy of education which subscribes to the belief that one learns more effectively by combining theory and practice was dominant.

Spafford (28) in 1940, reported that at New York State College the record of the vocational experiences of the girl when she came to the college was added to throughout her college career. Most of the additional experience was gained through the summer home project program for college girls. She wrote that in 1930, Alabama State College required two years of home experiences. Experiences in four aspects of home economics were required. These had to include home management and child development. New Jersey College required two six-week projects for graduation. One of these had to be in the home and one in a wage earning capacity. The home experience had to include full charge of the home, budgeting the foods allowance, planning all meals, buying the food in person, cooking and serving meals, keeping house-

hold accounts, and helping plan the rest of the work. Some schools had advanced a five-year plan. The extra year might be used for apprentice teaching or a general broadening program.

Scott (27) reported in 1942, a plan at Ohio State University by which girls were sent to high schools for a stated period of time to work as an assistant to the teacher and to become familiar with the community. This experience promoted the understanding of high-school pupils and high-school teachers before the time that the student was sent to the school to assume the responsibilities of a student teacher.

Phelp (25) in 1942, told of the work that was done in Santa Barbara State Teachers College to provide experiences which enabled the teacher to participate in the life of the community. The students taught for either one semester, or, in the irregular cases, for one-half day for an entire year in one of the schools of the community. The Recreation Bureau employed from 20 to 30 students on a part-time basis for active duty on school playgrounds, park areas, or on the beach. Students cooperated with the sponsoring of scout troops. Experience was provided for participation in church and community enterprises. Work was done by students in nurseries, orphanages,

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the welfare bureau, county police department, county health office, and the county probation department.

Williamson (35) in 1942, in an appraisal of the teacher education program for homemaking teachers at Colorado State College stated that the students there were well prepared in foods and nutrition, consumer problems, textiles, health, and certain phases of clothing selection. They were moderately well prepared in management, child development, meal preparation, money management, housing, furnishing, and clothing construction. In addition to these, valuable experiences had also been provided in teaching.

York and Bentley (36) in 1942, told of some of the experiences that were given to students at Winthrop College, Rock Hill, South Carolina. In order that students might have the experience during their college training of working with day-school classes, out-of-school youths, and adults, training centers were organized in a town of twelve thousand, a smaller textile town, and three strictly rural communities. Besides providing experience in these various communities, the college classes were reorganized to make them more effective in teacher preparation. New emphasis was placed on the solution of home and campus problems. Various problems, such as improvement

of personality traits, arrangement and decoration of dormitory rooms, and social and recreational phases of campus life, were considered.

In the foods classes, meals were prepared on various income levels using products grown in the state. Students worked in canneries canning foods which were later used in homes and schools.

The teacher trainer and students planned methods classes around the actual problems found in the new teaching centers and in other schools of the state. In these classes some of the activities in which students engaged were as follows: (1) visiting in homes of high school and college students, (2) collecting material and making a community map, (3) working in commercial canneries, (4) helping with the organization of Junior Homemakers Association, (5) visiting one room, two rooms, and cottage departments, (6) carrying summer home projects, (7) helping twelve-month home economics teachers, (8) observing and helping with classes for out-of-school youths and for adults, (9) conducting class discussions with representatives of different agencies such as Federal Security Administration, and National Youth Association, (10) studying the leading products, industries, economic conditions, educational and recreational facilities of the state, (11) planning and making a

hot bed, a cold frame, and a garden in cooperation with the agriculture teacher, (12) making small equipment for a homemaking department and for a home, (13) helping individual pupils and parents with problems in their home, (14) planning and holding joint week-end camps with college home economics and agriculture students, (15) inviting parents to lead discussions groups on community and home problems, (16) holding conferences with state home economics and agriculture supervisors and discussing problems found in various parts of the state, (17) providing for student teachers to go to training centers a few days before school opened to become acquainted with the community.

Reports of state and district supervisors, itinerant teacher trainers, and teachers throughout the state have shown, according to the authors, that definite progress had been made in improving the homemaking teaching in the schools of South Carolina.

In the above review it has been shown that many authorities have recognized the importance of vocational experiences. No studies, however, have been made to show the experiences which homemaking teachers have acquired at the time they entered the teaching profession and the ones which they have used during their teaching experience. It is for that

purpose that this study is being made in the hope that it may guide teacher trainers in planning the experiences for students who are preparing to teach homemaking and may provide guides for supervisors to use in helping the teacher to develop while in service.

Summary

Many leaders in the field of home economics education have expressed the idea that the aims of family life education cannot be taught unless the home economics teacher has learned the fine art of successful family living. One cannot teach well those concepts which have not been experienced. The residents of a community will have a higher regard for home economics as they see its value reflected in the life of the teacher. Colleges must face squarely the responsibility of developing homemaking skills and making all college courses functional.

Many writers have stated that the home economics curriculum followed by the average college student does not necessarily prepare her for the vocation which she is about to enter. Too often college students do not have adequate experience in such phases of the subject as problems for low income groups, food preservation, actual handling of foods, art as it may be applied to the home, food service for large groups, and community relationships.

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There is a widespread belief that more emphasis should be placed upon coordinating theories with practical application.

Home economics educators seem to agree that vocational experiences should have a very important function in the training of girls. Many writers have stated that homemaking teachers have not had enough experience in many phases of homemaking. However, no study has ever been completed to show whether or not this is true and which areas need more emphasis in our college training.

Even though many homemaking teachers seem inadequately prepared in some phases of home and community living, still considerable excellent work has been done by many of our colleges. Some of the activities which seem to be especially valuable are as follows: Living in practice houses, performing summer home projects, teaching in off-campus centers, caring for children in practice houses, taking field trips to study buying, visiting health centers to study family cases, operating child and parent laboratory projects, receiving credit for practical administration of a home, living in a self-supporting home in connection with the college, working in a camp for adolescents that was maintained by the college, serving school lunches to the children in the

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demonstration school, managing school cafeterias, studying economics by using actual family cases, observing and working in nursery schools, helping in the diet kitchen of a hospital, helping in the Red Cross work room, visiting work being done by home demonstration agents and 4-H club leaders, operating a dressmaking and alteration department for faculty members, landscaping the lawn of a practice house, making flower arrangements with the materials at hand, refinishing furniture, working in a recreation program, cooperating in sponsorship of scout troops, and cooperating in county health and welfare work.

Chapter III

METHODS AND MATERIALS

Before starting a study of the homemaking, community, and professional experiences of vocational homemaking teachers in Illinois, a letter was written to the State Supervisor of Home Economics Education in Illinois to determine whether or not a study of this nature were in progress in Illinois and if she considered it worthy of investigation. She stated that to her knowledge no study of this kind had ever been made and that it would be of value to the supervisors, teacher trainers, and teachers in Illinois.

In order to check those experiences of vocational homemaking teachers in the secondary schools in Illinois which would enable them to assume responsibilities in a home, a community, and a profession, a wide list of activities was compiled to cover the following areas: meal planning and food preparation, food preservation, food marketing, food production, selection and purchase of clothing, clothing construction, care and repair of clothing, home nursing and care of the sick, financial management,

housekeeping and cleaning management, laundering, home improvement, child care and training, participation in community activities, and professional leadership. After this list was completed, it was checked for clarity and content by the Head of the Home Economics Education Department, Colorado State College, and by a group of homemaking teachers. This list was then revised.

Since skills cannot be gained without repetition, it was necessary to know to some extent the amount of experience that the inexperienced teachers had had in each area. To accomplish this purpose three levels of frequency were set up 1/; one to be checked if the activity had been engaged in frequently, habitually, or often; one if only occasionally or seldom; and one if the teacher had never had the experience. This was all the information that was necessary to obtain from first-year teachers.

The same list of activities was used to obtain the information desired from the experienced teachers. In this case they were asked to check the list 2/ as to which activities they had used in their teaching experience and which ones they considered valuable. Again three levels for checking were

1/ See Appendix
2/ See Appendix for copy of list

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provided. In a space provided at the left of the list, the teacher was asked to check whether she had used the material frequently, habitually or often; seldom or occasionally; or never, and, at the right of the page, she was asked to check whether she considered the activity very valuable, valuable, or not valuable for a homemaking teacher to have experienced.

In October of 1942, these check lists were mailed from the office of the State Supervisor of Home Economics to the 371 experienced teachers and the 107 first-year teachers in Illinois. Later in the fall a card ^{3/} was sent to all teachers who had not yet responded requesting that the material be returned in the near future. Since there were not enough first-year teachers who had responded by spring in 1943, a letter ^{4/} and another copy of the check list was mailed to those teachers. From these requests replies were received from about 70 per cent of the vocational homemaking teachers in secondary schools in Illinois. The Research Bulletin of the National Education Association (24) in 1930, reported a study as to the percentage of replies to questionnaires which was typical. Of the 267 questionnaire circulators only 136 reported as to the number of replies received. This probably showed the results for a selected group

^{3/}See Appendix for copy of card

^{4/}See Appendix for copy of letter mailed

of the better questionnaires. It was found that a 69 per cent reply was typical.

One hundred first-year teachers were used for the study and an equal number of teachers who had taught five years or more. The experienced teachers were chosen by using 100 teachers whose record of experience ranged from five to 21 years.

That the study might prove more useful to in-service teachers, a space was provided at the end of each area for the teacher to list sources which she had found helpful to her in meeting the problems which had arisen in her teaching experience.

In order to obtain the viewpoint of the teacher trainers as to the opportunities for home, community, and professional experiences which are offered by colleges in Illinois training vocational homemaking teachers, a request ^{5/} was sent to the 10 teacher trainers of these institutions asking for a statement of the definite home, community and professional experiences required of the graduates of that school. Six replies were received.

^{5/} See Appendix for letter sent to college teachers

Chapter IV
ANALYSIS OF DATA

The data concerning the homemaking, community, and professional experiences of vocational homemaking teachers in secondary schools in Illinois were compiled from the responses to a check list that was sent to all of the vocational homemaking teachers in the secondary schools in Illinois during the school year 1942-1943.

The check list of home, community, and professional experiences was divided into 15 areas: namely, meal planning and food preparation, food preservation, food marketing, food production, selection and purchase of clothing, clothing construction, care and repair of clothing, home nursing and care of the sick, financial management, housekeeping and cleaning management, laundering, home improvement, child care and training, community participation, and professional leadership.

In the analysis of this problem, those activities which teachers with five years or more of experience had actually used in the teaching of homemaking to high school girls, those which these teachers considered valuable, and those with which the first-year

teachers had had experience are presented for each area. A comparison is then made for each activity in the area to determine whether or not the first-year teachers, as a group, had practiced the activities before employment as a teacher to the extent that the experienced teachers, as a group, stated that they had used these activities in the teaching of homemaking to high-school girls. The next section presents the supplementary sources which the experienced teachers had used to gain information about problems for which they were unprepared by their previous training. The last section of the problem analysis presents the experiences which teacher trainers in Illinois stated were required for graduation.

Statistical procedure used

Chi square was used in this particular study to provide a measure of probability that the activities which had been practiced by the first-year teachers and those which had been used in the teaching situation by the experienced teachers were definitely associated or were significantly different. The more closely the observed results agreed with the expected, the smaller the chi square, and the greater the probability of agreement between the two sets of data compared. On the other hand, the larger the chi square, the greater the probability of a true divergence of experimentally

observed from theoretical results. The formula used was as follows:

$$\text{Chi square} \quad \sum \frac{(E - C)^2}{C}$$

The form for each computation was arranged as follows:

Experienced teachers	75	18	6	99
First-year teachers	35 (34.7)	50 (49.4)	15 (14.9)	100 (99)

Since the total number of teachers who answered this question differed in the two groups, the first problem was to equalize the number of cases. This was done by using the number of experienced teachers who answered the question as the standard. The fraction, the total number of experienced teachers divided by the total number of first-year teachers, was multiplied by the number of first-year teachers who had answered the question "frequently", "occasionally", or "never". In this way the two groups were equalized by either increasing or reducing, according to the need, the number of cases in each of the categories of the first-year teachers. In the form above, the number of first-year teachers in each category was reduced by multiplying $\frac{99}{100}$ times 35, 50, and 15.

Chi square was then worked by the above formula as follows:

$$\frac{40.3^2}{75} + \frac{31.4^2}{18} + \frac{8.9^2}{6} =$$

$$\frac{1624.09}{75} + \frac{985.96}{18} + \frac{79.21}{6} = \begin{array}{r} 21.65 \\ 54.78 \\ \hline 13.20 \\ \hline 89.63 \end{array}$$

The chi-square value in this particular case is 89.63.

The significance of this number may be determined by referring to any chi-square table. Since there were two degrees of freedom in all of the charts constructed in this study, the criteria for determining the significance of the values are as follows:

For .05 level of significance the chi-square value must lie between 5.991 and 9.210 and is interpreted as being significant.

For .01 level of significance the chi-square value must be equal to or greater than 9.210 and is interpreted as being very significant.

Therefore in the example cited above the difference between the use made of the activity by the experienced teachers, as a group, and the practice of the first-year teachers before employment, is very significant since it is more than 9.210.

In another case the difference was determined as follows:

Experienced teachers	23	55	19	97
First-year teachers	13 (12.9)	61 (60.3)	24 (23.8)	98 (97)

Chi square was then worked by the above formula as follows:

$$\frac{10.1^2}{23} + \frac{5.3^2}{55} + \frac{4.8^2}{19} =$$

$$\frac{102.01}{23} + \frac{28.09}{55} + \frac{23.04}{19} = \begin{array}{r} 4.44 \\ .51 \\ \hline 1.21 \\ 6.16 \end{array}$$

The chi-square value in this particular case is 6.16 and is therefore significant since it falls between 5.991 and 9.210.

In the following example the difference was computed by using the same procedure as follows:

Experienced teachers	8	21	67	96
First-year teachers	7 (6.8)	27 (26.2)	65 (63.0)	97 (96)

Chi square was then worked as follows:

$$\frac{1.2^2}{8} + \frac{5.2^2}{21} + \frac{4^2}{67} =$$

$$\frac{1.44}{8} + \frac{27.04}{21} + \frac{16}{67} = \begin{array}{r} .18 \\ 1.29 \\ .24 \\ \hline 1.71 \end{array}$$

The chi-square value in this particular case is 1.71 and is therefore not significant since it is less than 5.991.

Interpretation

If significant or very significant chi-square values were obtained, either the activity was one that the experienced group of teachers stated was frequently used and the first-year teachers had not practiced frequently before employment as a teacher, or it was

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one that had been practiced frequently by the first-year teachers, but had not been used frequently by the experienced teachers. No significance was shown if the activity had been used frequently by the experienced teachers and had also been practiced frequently by the first-year teachers.

Meal planning and food preparation

An analysis of Table 1 shows that 68 per cent of the experienced teachers frequently had used the activity, "Planning meals for a real family for one month"; 16 per cent had never used this experience in teaching. From 45 to 53 per cent of the teachers said that they frequently used the experiences, "Making yeast bread and rolls", "Planning meals for a large group", and "Preparing meals for a family for one consecutive month". Although only 35 per cent of the teachers stated that they frequently used the activity, "Preparing food for large numbers", 88 per cent stated that the experience was used at least occasionally. Baking for a family was the activity which the teachers had used least often. Almost one third of the experienced teachers had never used this activity.

All of the activities of Meal planning and food preparation were considered valuable or very valuable by 73 per cent or more of the teachers.

Table 1.--ACTIVITIES IN MEAL PLANNING AND FOOD PREPARATION USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Planning meals for a real family for one month -----	68	15	16	1	84	10	2	4
Making yeast bread and rolls -----	53	41	4	2	44	48	3	5
Planning meals for a large group (50 or more) -----	47	39	11	3	38	51	7	4
Preparing meals for a family for one consecu- tive month -----	47	25	17	11	65	22	3	10
Preparing food for large numbers (50 or more) ---	35	53	11	1	31	54	6	9
Doing all of the baking for a family for one month -	28	30	31	11	31	42	11	16

No activity was listed as not valuable by more than 11 per cent of the teachers although there were some of the activities which were not checked by all of the teachers. "Planning meals for a family for one month" was considered a very valuable experience by 84 per cent of the experienced teachers. "Preparing meals for a family for one consecutive month" was listed as a very valuable experience by 65 per cent of the teachers.

More than 50 per cent of the first-year teachers had frequently planned and prepared meals for a family before employment as a teacher, but 16 per cent or more of them had never planned or prepared meals for a large group, Table 2. More than half of these teachers had baked for a family and made yeast bread and rolls at least occasionally.

The activities in Meal planning and food preparation practiced by the first-year teachers were compared with the activities that had been used by teachers in the homemaking field, Table 3. The chi-square values show that in planning and preparing meals, making yeast bread and rolls, and planning meals for a family, the difference between these two groups was very significant. In regard to doing the baking and preparing meals for a family, the difference was not significant.

Table 2.--ACTIVITIES IN MEAL PLANNING AND FOOD PREPARATION PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Planning meals for a real family for one month -----	53	30	16	1
Preparing meals for a family for one consecutive month -----	50	26	21	3
Making yeast bread and rolls -----	30	67	2	1
Doing all the baking for a family for one month -----	29	25	43	3
Planning meals for a large group (50 or more) -----	11	64	23	2
Preparing food for large numbers (50 or more) -----	9	60	31	0

Table 3.--COMPARISON OF MEAL PLANNING AND FOOD PREPARATION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Planning meals for a large group (50 or more) -	55.81	Very significant
2. Preparing food for large numbers (50 or more) -----	55.51	Very significant
3. Making yeast bread and rolls -----	26.85	Very significant
4. Planning meals for a real family for one month -----	18.31	Very significant
5. Doing all of the baking for a family for one month -----	4.08	Not significant
6. Preparing meals for a family for one consecutive month -----	.40	Not significant

Food preservation

Only two of the activities in Food preservation were used frequently by more than 60 per cent of the experienced teachers, Table 4. These were "Canning foods for a family by various methods" and "Making jellies, preserves, and pickles for a family". About two thirds of the teachers had never used "Preparing foods for cold storage in a locker plant" or "Drying meats, fruits, or vegetables", while a little less than 50 per cent had never used "Storing vegetables

Table 4.--ACTIVITIES IN FOOD PRESERVATION USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Canning foods for a family by various methods -----	75	18	6	1	75	22	0	3
Making jellies, preserves, and pickles for a family -----	60	31	7	2	61	35	0	4
Storing vegetables for the winter -----	14	35	46	5	30	49	6	15
Preparing foods for cold storage in a locker plant -----	8	21	67	4	35	47	6	12
Drying meats, fruits or vegetables -----	7	21	65	7	18	46	20	16

for the winter".

From 61 to 75 per cent of the teachers considered "Canning foods for a family by various methods" and "Making jellies, preserves, and pickles for a family" very valuable experiences, and in no case were these experiences considered of no value. "Storing vegetables for the winter", "Preparing foods for cold storage in a locker plant", and "Drying meats, fruits, or vegetables" were classified as valuable or very valuable experiences by more than 60 per cent of the teachers.

None of the activities in Food preservation had been practiced frequently before employment by more than 35 per cent of the first-year teachers, Table 5. "Drying meats, fruits, or vegetables" had been used frequently by only two per cent of the teachers, while 83 per cent had never had the experience. "Storing vegetables for the winter" and "Preparing foods for cold storage in a locker plant" had been used frequently by only seven to eight per cent of the teachers, while 57 to 65 per cent had never performed the activity. Although only 14 per cent had made jellies, preserves, and pickles for a family frequently, and 35 per cent had frequently canned foods for a family by various methods, 66 per cent had occasionally made jellies, preserves, and pickles, and 50 per cent

Table 5.--ACTIVITIES IN FOOD PRESERVATION PRACTICED BY FIRST-YEAR VOCATIONAL HOME MAKING
TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Canning foods for a family by various methods -----	35	50	15	0
Making jellies, preserves, and pickles for a family -----	14	66	18	2
Storing vegetables for the winter -----	8	33	57	2
Preparing foods for cold storage in a locker plant -----	7	27	65	1
Drying meats, fruits or vegetables -----	2	11	83	4

had occasionally canned foods for a family by various methods.

In comparing those activities in Food preservation practiced by the first-year teachers with those which the experienced teachers had used, the chi-square values show no significant difference in "Storing vegetables for the winter" and "Preparing foods for cold storage in a locker plant", Table 6.

Table 6.--COMPARISON OF FOOD PRESERVATION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Making jellies, preserves, and pickles for a family -----	92.08	Very significant
2. Canning foods for a family by various methods -----	89.63	Very significant
3. Drying meats, fruits, or vegetables -----	12.41	Very significant
4. Storing vegetables for the winter -----	4.85	Not significant
5. Preparing foods for cold storage in a locker plant -----	1.71	Not significant

Very significant values of chi square were obtained for "Making jellies, preserves, and pickles for a family", "Canning foods for a family by various

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methods", and "Drying meats, fruits or vegetables".

Food marketing

Analysis of Table 7 shows that almost 50 per cent of the experienced teachers in this sample frequently used the activity, "Doing all of the marketing of the family for one month". Although only 27 per cent of this group frequently used the activity, "Marketing for food for a large number of people", 52 per cent used this activity occasionally. Only 16 per cent of the experienced teachers stated that they never used the activity.

In the group of experienced teachers 94 per cent indicated that they considered "Doing all of the marketing for the family for one month" a valuable or very valuable experience. Only one per cent of the teachers did not consider the activity valuable. Of this group 83 per cent stated that "Marketing for food for a large number of people" was a valuable or very valuable experience.

Over 40 per cent of the first-year teachers had done the marketing for a family frequently and another 36 per cent had performed this activity occasionally, Table 8. However, it was interesting to note that 20 per cent of the first-year teachers had never done all of the marketing for a family for one month. Only 14 per cent of the teachers in this

Table 7.--ACTIVITIES IN FOOD MARKETING USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number	Number	Number	Number	Number	Number	Number	Number
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent
Doing all of the market- ing of the family for one month -----	49	35	12	4	69	25	1	5
Marketing for food for a large number of people (50 or more) -----	27	52	16	5	28	55	9	8

Table 8.--ACTIVITIES IN FOOD MARKETING PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING
TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			NOT ANSWERED
	FREQUENTLY	OCCASIONALLY	NEVER	
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Doing all of the marketing for the family for one month -----	43	36	20	1
Marketing for food for a large number of people (50 or more) -----	14	44	40	2

group had marketed for food for a large group of people frequently, and 40 per cent had never had this experience.

When the activities in Food marketing which the first-year teachers had practiced were compared with those which the experienced teachers had used, a very significant difference between the two groups was found in "Marketing for food for a large number of people" and a difference approaching significance was found in "Doing all of the marketing for the family for one month", Table 9.

Table 9.--COMPARISON OF FOOD MARKETING ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Marketing for food for a large number of people --	40.84	Very significant
2. Doing all of the marketing of the family for one month -----	5.65	Approaching significance

Food production

In the analysis of Table 10, it was interesting to note that 19 to 47 per cent of the experienced teachers never had used any of the activities in Food production. All of the activities had been used

Table 10.--ACTIVITIES IN FOOD PRODUCTION USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Caring for dairy products in the home -----	36	40	20	4	46	44	3	7
Sharing in planting and caring for a garden -----	30	48	19	3	41	48	5	6
Raising poultry -----	9	38	47	6	17	48	21	14

occasionally by 38 to 48 per cent of the teachers. The activity, "Caring for dairy products in the home", had been used frequently by only a little more than one third of the teachers, while "Raising poultry" had been used frequently by less than 10 per cent of the teachers.

More than 40 per cent of the teachers stated that they considered "Caring for dairy products in the home" and "Sharing in planting and caring for a garden" very valuable experience. Only 17 per cent thought that "Raising poultry" was a very valuable experience, and 21 per cent did not think that this activity was valuable.

Less than 31 per cent of the first-year teachers had practiced frequently any of the activities in Food production before employment as a teacher, Table 11. Fifty-nine per cent of this group of teachers had cared for dairy products in the home frequently or occasionally while 79 per cent had shared in planting and caring for a garden. Almost 50 per cent had never had any experience in raising poultry.

The comparison of the activities in Food production practiced by first-year teachers with those used by experienced teachers shows a very significant difference in "Caring for dairy products in the home",

Table 11.--ACTIVITIES IN FOOD PRODUCTION PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING
TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Sharing in planting and caring for a garden -----	30	49	18	3
Caring for dairy products in the home -----	28	31	39	2
Raising poultry -----	13	35	50	2

but no significant difference in "Raising poultry" or "Sharing in planting and caring for a garden", Table 12.

Table 12.--COMPARISON OF FOOD PRODUCTION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Caring for dairy products in the home -----	20.91	Very significant
2. Raising poultry -----	1.89	Not significant
3. Sharing in planting and caring for a garden -----	.07	Not significant

Selecting and purchasing clothing

Of the experienced vocational homemaking teachers in this sample, 45 per cent had used frequently the activity, "Determining the clothing needs of a real family", Table 13. An additional 35 per cent used this activity occasionally, but 17 per cent had never had the experience. Of the group, 73 per cent had selected and purchased clothing for a family, either frequently or occasionally. Only 23 per cent of the teachers had never used the activity.

Over 50 per cent of the experienced teachers indicated that "Determining the clothing needs of a real family" and "Selecting or purchasing clothing

Table 13.--ACTIVITIES IN SELECTING AND PURCHASING CLOTHING USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Determining the clothing needs of a real family -----	45	35	17	3	57	35	4	4
Selecting or purchasing clothing satisfactorily for a family -----	34	39	23	4	54	36	3	7

Table 14.--ACTIVITIES IN SELECTING AND PURCHASING CLOTHING PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Determining the clothing needs of a real family -----	18	52	27	3
Selecting or purchasing clothing satisfactorily for a family -----	17	50	32	1

satisfactorily for a family" were very valuable experiences.

Only 17 to 18 per cent of the first-year teachers had frequently either determined the clothing needs of a family, or selected and purchased clothing for a family, Table 14. More than one fourth of the teachers had never had either experience, although about 50 per cent of them had practiced both activities occasionally.

In Selecting and purchasing clothing, very significant values of chi square were obtained in "Determining the clothing needs of a real family" and in "Selecting and purchasing clothing satisfactorily for a family", Table 15.

Table 15.--COMPARISON OF SELECTING AND PURCHASING CLOTHING ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Determining the clothing needs of a real family ---	30.34	Very significant
2. Selecting or purchasing clothing satisfactorily for a family -----	14.10	Very significant

Clothing construction

The data presented in Table 16 show that

Table 16.--ACTIVITIES IN CLOTHING CONSTRUCTION USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE			VALUE				
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	NOT VALUABLE	NOT ANSWERED	
	Number	Number	Number	Number	Number	Number	Number	
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	
Altering ready-made garments -----	74	22	2	2	85	14	0	1
Making various types of clothing for self and others -----	72	23	2	3	95	2	1	2
Remodeling clothes complete- ly using such processes as dyeing when necessary ----	60	32	5	3	75	18	1	6
Making children's clothing -	55	39	3	3	59	37	0	4
Using sewing machine attach- ments satisfactorily -----	49	45	4	2	51	41	5	3
Making costumes for an entertainment -----	23	55	19	3	13	62	17	8
Making crocheted or knitted garments -----	22	56	19	3	14	69	11	6

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from 60 to 74 per cent of the experienced teachers frequently used the activities, "Remodeling clothing completely using such processes as dyeing when necessary", "Making various types of clothing for self and others", and "Altering ready-made garments". Less than six per cent stated that they never used these activities. Between 49 and 60 per cent of the teachers frequently used the activities, "Making children's clothing" and "Using sewing machine attachments satisfactorily". An additional 39 to 45 per cent used these activities occasionally. Fewer than one fourth of the teachers frequently used the activities, "Making costumes for an entertainment" and "Making crocheted or knitted garments". As many as 19 per cent had never used these activities.

"Making various types of clothing for self and others" was considered a very valuable experience by a very large percentage, 95 per cent, of the teachers. No teacher stated that "Making children's clothing" and "Altering ready-made garments" were not valuable experiences. Only one per cent of the teachers indicated that making various types of clothing for self and others and remodeling clothing were not valuable experiences. About two thirds of the teachers classified "Making costumes for an entertainment" and "Making crocheted or knitted garments" as valuable experiences, but few (less than 15 per

Table 17.--ACTIVITIES IN CLOTHING CONSTRUCTION PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Making various types of clothing for self and others -----	88	12	0	0
Altering ready-made garments -----	65	30	5	0
Using sewing machine attachments satisfactorily -----	41	49	9	1
Remodeling clothing completely using such processes as dyeing when necessary -----	34	52	9	5
Making children's clothing -----	28	43	27	2
Making crocheted or knitted garments ---	19	50	30	1
Making costumes for an entertainment ---	13	61	24	2

cent) considered them very valuable. More than 65 per cent of the first-year teachers had practiced frequently the activities, "Making various types of clothing for self and others" and "Altering ready-made garments", Table 17; there was no teacher who had not had the former experience. Only five per cent of the teachers had never altered ready-made garments. Approximately one fourth or more of the teachers had practiced frequently the activities, "Using the sewing machine attachments satisfactorily", "Remodeling clothing completely using such processes as dyeing when necessary", and "Making costumes for an entertainment".

In Clothing construction very significant chi-square values were obtained for "Making children's clothing", "Remodeling clothing completely using such processes as dyeing when necessary", and "Making various types of clothing for self and others", Table 18. Significant values were obtained for all of the other activities.

Table 18.--COMPARISON OF CLOTHING CONSTRUCTION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Making children's clothing	201.11	Very significant

Table 18.--COMPARISON OF CLOTHING CONSTRUCTION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOME MAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOME MAKING TEACHERS--Continued

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
2. Remodeling clothing completely using such processes as dyeing when necessary -----	27.98	Very significant
3. Making various types of clothing for self and others -----	10.14	Very significant
4. Altering ready-made garments -----	8.13	Significant
5. Using sewing machine attachments satisfactorily	7.71	Significant
6. Making crocheted or knitted garments -----	7.10	Significant
7. Making costumes for an entertainment -----	6.16	Significant

Care and repair of clothing

Between 72 and 84 per cent of the experienced teachers used frequently the activities, "Doing all types of mending" and "Washing sweaters and knitted garments", Table 19. Almost one third of the experienced teachers had never used the activity, "Dry cleaning clothes for yourself or your family", although 47 per cent had used the activity occasionally.

Table 19.--ACTIVITIES IN CARE AND REPAIR OF CLOTHING USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Doing all types of mending -----	84	12	1	3	83	15	0	2
Washing sweaters and knitted garments -----	72	23	2	3	74	22	0	4
Dry cleaning clothes for yourself or your family -----	19	47	30	4	29	37	24	10

Table 20.--ACTIVITIES IN CARE AND REPAIR OF CLOTHING PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			NOT ANSWERED Number and Per cent
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	
Washing sweaters and knitted garments -----	82	15	3	0
Doing all types of mending -----	74	22	4	0
Dry cleaning clothes for yourself or your family -----	19	47	33	1

Over 70 per cent of the experienced teachers stated that "Doing all types of mending" and "Washing sweaters and knitted garments" were very valuable experiences. There was no teacher who did not consider these activities valuable. Almost one fourth of the teachers in this sample did not consider dry cleaning clothes a valuable experience.

"Washing sweaters and knitted garments" was an activity that was used frequently by 82 per cent of the first-year teachers, Table 20. Almost three fourths of the teachers had done all types of mending frequently, but one fifth had only had this experience occasionally. One third of the teachers had never performed the activity, "Dry cleaning clothes for yourself or others".

In Care and repair of clothing a very significant value of chi square was obtained for "Doing all types of mending", Table 21.

Table 21.--COMPARISON OF CARE AND REPAIR OF CLOTHING ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Doing all types of mending --	17.39	Very significant
2. Washing sweaters and knitted garments -----	4.26	Not significant
3. Dry cleaning clothes for yourself or your family ---	.19	Not significant

82

The chi-square values were not significant for "Washing sweaters and knitted garments" and "Dry cleaning clothes for yourself and family".

Home nursing and care of the sick

As reported in Table 22, "Building up someone physically", "Caring for someone who is confined in bed", and "Applying first aid measures in case of serious emergency" were activities that were used frequently or occasionally by more than 70 per cent of the experienced teachers in this sample. "Living in close contact with a prospective mother" was an experience which almost 50 per cent of the teachers had not had.

Almost two thirds of the experienced teachers indicated that they considered "Building up someone physically", "Caring for someone who is confined in bed" and "Applying first aid measures in case of serious emergency" very valuable experiences. Only 40 per cent of this group considered "Living in close contact with a prospective mother" a very valuable experience.

Less than 15 per cent of the first-year teachers had frequently performed any of the activities in Home nursing and care of the sick before employment as a teacher, Table 23. As many as 29 per cent of the teachers never had cared for someone confined in bed,

Table 22.--ACTIVITIES IN HOME NURSING AND CARE OF THE SICK USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Building up someone physically -----	41	42	13	4	66	26	2	6
Caring for someone who is confined in bed -----	33	50	12	5	62	30	0	8
Applying first aid measures in case of serious emergency -----	30	41	26	3	63	30	0	7
Living in close contact with a prospective mother -----	11	35	47	7	40	43	6	11

Table 23.--ACTIVITIES IN HOME NURSING AND CARE OF THE SICK PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Caring for someone who is confined in bed -----	14	56	29	1
Living in close contact with a prospective mother -----	11	34	54	1
Building up someone physically -----	6	46	47	1
Applying first aid measures in case of serious emergency -----	4	43	51	2

and 47 per cent or more had never performed any of the other activities in this area.

In Home nursing and care of the sick very significant values of chi square were obtained for "Building up someone physically", "Applying first aid measures in case of serious emergency", and "Caring for someone who is confined in bed", Table 24. There was no significant difference between the two groups in regard to living in close contact with a prospective mother.

Table 24.--COMPARISON OF HOME NURSING AND CARE OF THE SICK ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Building up someone physically -----	112.13	Very significant
2. Applying first aid measures in case of serious emergency -----	45.49	Very significant
3. Caring for someone who is confined in bed -----	32.73	Very significant
4. Living in close contact with a prospective mother -----	.59	Not significant

Financial management

Analysis of Table 25 shows that 70 per cent of the experienced teachers had used frequently

Table 25.--ACTIVITIES IN FINANCIAL MANAGEMENT USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Planning a personal budget and maintaining it satisfactorily -----	70	24	1	5	68	23	1	8
Planning a family budget and helping to maintain it -----	32	50	12	6	59	31	1	9
Investigating and making an investment -----	23	47	28	2	52	36	5	7
Investigating and buying life insurance -----	22	47	26	5	46	42	5	7

Table 26.--ACTIVITIES IN FINANCIAL MANAGEMENT PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Planning a personal budget and maintaining it satisfactorily -----	49	41	10	0
Investigating and making an investment -----	13	38	48	1
Planning a family budget and helping to maintain it -----	9	30	58	3
Investigating and buying life insurance -----	8	43	48	1

the activity, "Planning a personal budget and maintaining it satisfactorily". Although less than one third of the teachers had used frequently the activities, "Planning a family budget and helping to maintain it", "Investigating and making an investment", and "Investigating and buying life insurance", about 50 per cent of the teachers had used these activities occasionally. Only five per cent or less did not consider any of these activities valuable.

Almost 50 per cent of the first-year teachers had frequently planned a personal budget and maintained it satisfactorily, Table 26. Between 48 and 58 per cent of the teachers had never investigated and made an investment, planned a family budget and helped to maintain it, or investigated and bought life insurance.

Very significant values of chi square were obtained in Financial management for all of the activities, Table 27.

Table 27.--COMPARISON OF FINANCIAL MANAGEMENT ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Planning a family budget and helping to maintain it ---	188.51	Very significant
2. Planning a personal budget and maintaining it satisfactorily -----	89.52	Very significant

Table 27.--COMPARISON OF FINANCIAL MANAGEMENT ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS--Continued

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
3. Investigating and buying life insurance -----	25.37	Very significant
4. Investigating and making an investment -----	19.90	Very significant

Housekeeping and cleaning management

The information presented in Table 28 shows that 66 per cent of the experienced teachers used frequently the activity, "Arranging kitchen equipment for good working conditions". Between 47 and 58 per cent of the teachers used frequently the activities, "Caring for the daily and weekly cleaning of a home for one month or more", "Storing winter clothes and bedding", and "Repairing equipment which did not require the services of an expert". Although less than 40 per cent of the teachers had frequently used the activities, "Managing a general seasonal housecleaning" and "Selecting and purchasing cleaning equipment", an additional 41 to 54 per cent had used these activities occasionally. More than 60 per cent of this group of teachers had never directed a maid for a consider-

Table 28.--ACTIVITIES IN HOUSEKEEPING AND CLEANING MANAGEMENT USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number	Number	Number	Number	Number	Number	Number	Number
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent
Arranging kitchen equip- ment for good working conditions -----	66	29	4	1	73	21	0	6
Caring for the daily and weekly cleaning of a home for one month or more ---	58	19	3	20	54	16	0	30
Storing winter clothes and bedding -----	54	38	5	3	62	32	0	6
Repairing equipment which did not require the services of an expert ---	47	42	6	5	64	27	0	9
Managing a general seasonal housecleaning -----	39	41	17	3	57	37	0	6
Selecting and purchasing cleaning equipment -----	30	54	11	5	44	48	2	6

Table 28.--ACTIVITIES IN HOUSEKEEPING AND CLEANING MANAGEMENT USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS--Continued

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Helping with the moving and settling of house- hold goods -----	20	43	32	5	36	45	10	9
Directing a maid for a considerable length of time -----	7	24	62	7	21	39	23	17

able length of time, and almost one third had never helped with the moving and settling of household goods.

All of the activities in Housekeeping and cleaning management were considered valuable or very valuable experiences by 60 per cent or more of the teachers.

It is interesting to note that "Caring for the daily and weekly cleaning of the home for one month or more", which was used frequently by 69 per cent of the first-year teachers, is the only activity in Housekeeping and cleaning management that was used frequently by more than 40 per cent of the teachers, Table 29. "Storing winter clothes and bedding" was used frequently by 39 per cent of the teachers, while "Repairing equipment which did not require the services of an expert" and "Arranging kitchen equipment for good working conditions" had only been used frequently by 17 and 13 per cent of the teachers respectively. A little more than 35 per cent had never managed a general housecleaning, helped move and settle household goods, or selected and purchased cleaning equipment, while 77 per cent had never directed a maid for any length of time.

The chi-square values obtained in Housekeeping and cleaning management show a very significant

Table 29.--ACTIVITIES IN HOUSEKEEPING AND CLEANING MANAGEMENT PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Caring for the daily and weekly cleaning of a home for one month or more -----	69	26	3	2
Storing winter clothes and bedding -----	39	49	11	1
Managing a general seasonal house-cleaning -----	26	34	37	3
Helping with the moving and settling of household goods -----	24	37	38	1
Repairing equipment which did not require the services of an expert -----	17	68	15	0
Arranging kitchen equipment for good working conditions -----	13	64	23	0
Selecting and purchasing cleaning equipment -----	11	49	39	1
Directing a maid for considerable length of time -----	8	14	77	1

Table 30.--COMPARISON OF HOUSEKEEPING AND CLEANING MANAGEMENT PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Arranging kitchen equipment for good working conditions -----	171.65	Very significant
2. Selecting and purchasing cleaning equipment -----	76.82	Very significant
3. Repairing equipment which did not require the services of an expert ----	43.71	Very significant
4. Managing a general seasonal housecleaning ---	29.06	Very significant
5. Storing winter clothes and bedding -----	13.98	Very significant
6. Directing a maid for a considerable length of time -----	6.61	Significant
7. Helping with the moving and settling of household goods -----	2.39	Not significant
8. Caring for the daily and weekly cleaning of a home for one month or more -----	.41	Not significant

difference between the two groups in "Arranging kitchen equipment for good working conditions", "Selecting and purchasing cleaning equipment", "Repairing equipment which did not require the services of an expert", "Managing a general seasonal

housecleaning", and "Storing winter clothes and bedding", Table 30. The difference was significant for "Directing a maid for a considerable length of time". There was no significant difference in "Helping with moving and settling of household goods" and "Caring for the daily and weekly cleaning of a home for one month or more".

Laundering

The data presented in Table 31 show that only 27 per cent of the experienced teachers frequently used the activity, "Doing the family laundry for six weeks". Only 14 per cent had used frequently "Selecting and purchasing laundering equipment", although 47 per cent had used this experience occasionally.

While only 37 to 39 per cent of the group of teachers considered the activities in the Laundering area very valuable, an additional 46 to 47 per cent classified them as valuable.

More than 40 per cent of the first-year teachers had frequently done the family laundry for six weeks, Table 32. Only six per cent of the teachers had frequently selected and purchased laundry equipment, while 60 per cent had never had this experience.

Table 31.--ACTIVITIES IN LAUNDERING USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number	Number	Number	Number	Number	Number	Number	Number
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent
Doing the family laundry for six weeks -----	27	45	27	1	39	46	7	8
Selecting and purchasing laundry equipment ----	14	47	36	3	37	47	4	12

Table 32.--ACTIVITIES IN LAUNDERING PRACTICED BY FIRST-YEAR VOCATIONAL HOME MAKING
TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Doing the family laundry for six weeks -----	41	24	33	2
Selecting and purchasing laundering equipment -----	6	33	60	1

The chi-square values in Laundering show a very significant difference for the activities, "Selecting and purchasing laundering equipment" and "Doing the family laundry for six weeks", Table 33.

Table 33.--COMPARISON OF LAUNDERING ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Selecting and purchasing laundering equipment -----	23.72	Very significant
2. Doing the family laundry for six weeks -----	18.87	Very significant

Home improvement

Analysis of Table 34 shows that from 65 to 76 per cent of the experienced teachers frequently used the activities, "Planning and arranging furniture to meet the family needs" and "Selecting and making curtains or draperies". From 42 to 50 per cent frequently used the activities, "Purchasing linens for a home", "Improvising closets or rearranging them for convenience", and "Selecting and purchasing a major piece of home equipment". Although only from eight to 38 per cent of the teachers frequently used the activities, "Refinishing woodwork or furniture",

Table 34.--ACTIVITIES IN HOME IMPROVEMENT USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number	Number	Number	Number	Number	Number	Number	Number
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent
Planning and arranging furniture to meet the family needs -----	76	21	2	1	80	17	0	3
Selecting and making curtains or draperies ---	65	34	1	0	69	29	0	2
Purchasing linens for a home -----	50	39	10	1	60	35	2	3
Improvising closets or re- arranging them for convenience -----	47	45	8	0	55	41	2	2
Selecting and purchasing a major piece of home equipment -----	42	36	17	5	58	32	1	9
Refinishing woodwork or furniture -----	38	45	14	3	44	48	2	6

Table 34.--ACTIVITIES IN HOME IMPROVEMENT USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS--Continued

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Planning, planting, and caring for a flower garden -----	35	44	19	2	29	59	7	5
Making slip covers for furniture -----	32	53	13	2	48	46	0	6
Helping to paper a room ---	18	41	40	1	24	56	14	6
Caning or repairing in some way the bottoms of chairs	11	49	38	2	20	62	11	7
Making simple pieces of furniture -----	8	43	44	5	17	56	17	10

"Planning, planting, and caring for a flower garden", "Caning or repairing in some way the bottoms of chairs", "Making slip covers for furniture", "Helping to paper a room", and "Making simple pieces of furniture", an additional 41 to 53 per cent had used these activities occasionally.

The only activity in Home improvement that was not considered valuable or very valuable by more than three fourths of the teachers was "Making simple pieces of furniture".

Only 44 per cent of the first-year teachers had ever planned and arranged furniture to meet the family needs before employment as a teacher, Table 35. From 10 to 25 per cent of the teachers had frequently selected and made curtains and draperies, planned, planted, and cared for a flower garden, selected and purchased a major piece of home equipment, purchased linens for a home, refinished woodwork or furniture, helped to paper a room, and improvised closets or rearranged them for convenience. From 42 to 65 per cent of the teachers had never made slip covers for furniture and simple pieces of furniture, or had never caned or repaired the bottoms of chairs.

The chi-square values show that there is a very significant difference between the two groups of teachers in regard to the following activities in

Table 35.--ACTIVITIES IN HOME IMPROVEMENT PRACTICED BY FIRST-YEAR VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Planning and arranging furniture to meet the family needs -----	44	55	1	0
Selecting and making curtains or draperies -----	25	68	7	0
Planning, planting and caring for a flower garden -----	19	38	42	1
Selecting and purchasing a major piece of home equipment -----	15	51	33	1
Purchasing linens for a home -----	13	46	40	1
Refinishing woodwork or furniture -----	12	50	38	0
Helping to paper a room -----	12	38	49	1
Improvising closets or rearranging them for convenience -----	10	67	21	2

Table 35.--ACTIVITIES IN HOME IMPROVEMENT PRACTICED BY FIRST-YEAR VOCATIONAL HOME MAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS--Continued

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Making slip covers for furniture -----	6	51	42	1
Making simple pieces of furniture -----	4	31	65	0
Caning or repairing in some way the bottoms of chairs -----	3	37	59	1

Home improvement: "Purchasing linens for a home", "Selecting and making curtains or draperies", "Making slip covers for furniture", "Planning and arranging furniture to meet the family needs", "Improvising closets or rearranging them for convenience", "Refinishing woodwork or furniture", "Selecting and purchasing a major piece of home equipment", "Planning, planting, and caring for a garden", "Caning or repairing in some way the bottoms of chairs" and "Making simple pieces of furniture", Table 36. There is no significant difference shown for the activity, "Helping to paper a room".

Child care and training

The data presented in Table 37 show that more than 40 per cent of the experienced teachers frequently used the activities, "Giving proper physical care to an infant" and "Helping to train a pre-school child".

More than 70 per cent of the teachers considered both of the activities very valuable.

Over one fourth of the first-year teachers had never helped to train a pre-school child or given proper physical care to an infant, Table 38. As many as 39 to 43 per cent had practiced these activities occasionally.

Table 36.--COMPARISON OF HOME IMPROVEMENT ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Purchasing linens for a home -----	118.64	Very significant
2. Selecting and making curtains or draperies --	94.62	Very significant
3. Making slip covers for furniture -----	84.33	Very significant
4. Planning and arranging furniture to meet the family needs -----	67.43	Very significant
5. Improvising closets or rearranging them for convenience -----	63.44	Very significant
6. Refinishing woodwork or furniture -----	56.07	Very significant
7. Selecting and purchasing a major piece of home equipment -----	35.47	Very significant
8. Planning, planting, and caring for a flower garden -----	35.31	Very significant
9. Caning or repairing in some way the bottoms of chairs -----	19.91	Very significant
10. Making simple pieces of furniture -----	13.57	Very significant
11. Helping to paper a room --	4.25	Not significant

Table 37.--ACTIVITIES IN CHILD CARE AND TRAINING USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number	Number	Number	Number	Number	Number	Number	Number
	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent	and Per cent
Giving proper physical care to an infant -----	48	35	14	3	71	22	1	6
Helping to train a pre- school child -----	44	39	14	3	71	22	1	6

Table 38.--ACTIVITIES IN CHILD CARE AND TRAINING PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Helping to train a pre-school child -----	28	39	33	0
Giving proper physical care to an infant -----	27	43	29	1

In Child care and training the chi-square values show a very significant difference between the two groups of teachers in the activities, "Helping to train a pre-school child" and "Giving proper physical care to an infant", Table 39.

Table 39.--COMPARISON OF CHILD CARE AND TRAINING ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Helping to train a pre-school child -----	29.59	Very significant
2. Giving proper physical care to an infant -----	25.88	Very significant

Community participation

In the area of Community participation, 60 per cent or more of the experienced teachers frequently used the activities, "Participating in the social life of a community", "Participating in the activities of a church", and "Being a member or sponsoring an organization for young girls", Table 40. Only from 23 to 42 per cent of the teachers had frequently used the other activities; namely, "Participating in the work of a welfare organization", "Participating in or directing a program for community education or recreation", and

Table 40.--ACTIVITIES IN COMMUNITY PARTICIPATION USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Participating in the social life of a community -----	66	28	5	1	61	35	0	4
Participating in activities of a church -----	64	26	9	1	55	40	1	4
Being a member or sponsoring an organization for young girls -----	60	29	9	2	56	37	2	5
Participating in the work of a welfare organization ---	42	49	7	2	38	51	2	9
Participating in or direct- ing a program for commun- ity education or recrea- tion -----	31	40	24	5	42	45	3	10
Participating in the activi- ties of a fraternal organization -----	23	35	37	5	18	54	15	13

"Participating in the activities of a fraternal organization".

As many as 70 per cent or more of the teachers classified all of the activities in Community participation as valuable or very valuable experiences.

Between 60 and 70 per cent of the first-year teachers had frequently experienced before employment the activities, "Participating in the activities of a church", "Participating in the social life of a community", and "Being a member or sponsoring an organization for young girls", Table 41. "Participating in the activities of a fraternal organization", "Participating in the work of a welfare organization", and "Participating in or directing a program for community education or recreation" had never been experienced by from 24 to 40 per cent of the teachers.

The chi-square values obtained in Community participation show a very significant difference between the two groups of teachers in the activities, "Participating in the work of a welfare organization", "Participating in the activities of a fraternal organization", "Participating in or directing a program for community education or recreation", Table 42. There was no significant difference for the activities, "Participating in the activities of a

Table 41.--ACTIVITIES IN COMMUNITY PARTICIPATION PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY	OCCASIONALLY	NEVER	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Participating in activities of a church -----	70	21	7	2
Participating in the social life of a community -----	66	29	3	2
Being a member or sponsoring an organization for young girls -----	60	26	11	3
Participating in the activities of a fraternal organization -----	47	20	28	5
Participating in the work of a welfare organization -----	22	49	24	5
Participating in or directing a program for community education or recreation -----	19	37	40	4

church", "Participating in the social life of a community", and "Being a member or sponsoring an organization for young girls".

Table 42.--COMPARISON OF COMMUNITY PARTICIPATION ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Participating in the work of a welfare organization -----	53.68	Very significant
2. Participating in the activities of a fraternal organization -----	33.66	Very significant
3. Participating in or directing a program for community education or recreation -----	15.23	Very significant
4. Participating in activities of a church -----	1.99	Not significant
5. Participating in the social life of a community -----	.87	Not significant
6. Being a member or sponsoring an organization for young girls -----	.75	Not significant

Professional leadership

Analysis of Table 43 shows that "Attending home economics conferences" was the only activity in Professional leadership that had been frequently used by more than 50 per cent of the experienced teachers.

Table 43.--ACTIVITIES IN PROFESSIONAL LEADERSHIP USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Attending home economics conferences -----	83	14	1	2	67	29	0	4
Participating in or leading group discussions at edu- cational meetings -----	49	34	11	6	52	32	4	12
Writing for a school or local paper -----	40	40	15	5	46	40	3	11
Arranging for a speaker and introducing him to an audience -----	34	45	15	6	39	48	2	11
Helping to plan a yearly program for an educational club -----	34	37	25	4	45	38	7	10

Table 43.--ACTIVITIES IN PROFESSIONAL LEADERSHIP USED AND CONSIDERED VALUABLE BY EXPERIENCED VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS -- Continued

N = 100

ACTIVITIES	USE				VALUE			
	FREQUENT- LY USED	OCCASION- ALLY USED	NEVER USED	NOT ANSWERED	VERY VALUABLE	VALUABLE	NOT VALUABLE	NOT ANSWERED
	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent	Number and Per cent
Visiting other home economics teachers on the job -----	32	55	10	3	56	39	0	5
Cooperating in experimental work in your field -----	28	47	21	4	38	49	3	10
Serving as an officer in a college or state organization -----	27	30	34	9	34	45	7	14
Giving a talk before a pro- fessional or college organization -----	25	37	33	5	42	45	4	9
Participating in an educa- tional radio program -----	8	25	59	8	20	55	6	19

As many as 83 per cent reported that they had frequently used this activity. From 40 to 49 per cent of the teachers had used frequently "Participating in or leading group discussions at educational meetings" and "Writing for a school or local paper". From 25 to 34 per cent of the teachers had helped to plan a yearly program for an educational club, visited other home economics teachers, cooperated in experimental work in the field, served as an officer in a college or state organization, and given a talk before a professional or college organization. Although only eight per cent had used frequently the activity, "Participating in an educational radio program", an additional 25 per cent had used the experience occasionally.

The activities in Professional leadership which were considered very valuable by more than 50 per cent of the experienced teachers were "Attending home economics conferences", "Participating in or leading group discussions at educational meetings", and "Visiting other home economics teachers on the job". The other activities were classified as valuable or very valuable by 75 per cent or more of the teachers.

Only one activity in Professional leadership, "Attending home economics conferences", had been

practiced frequently by more than 50 per cent of the first-year teachers, Table 44. "Serving as an officer in a college or state organization" had been practiced frequently by 31 per cent of the teachers. From 12 to 18 per cent had frequently helped to plan a yearly program for an educational club, written for a school or local paper, given a talk before a professional or college organization, arranged for a speaker and introduced him to an audience, and visited other home economics teachers on the job. As many as 39 to 74 per cent had never participated in or lead discussions at an educational meeting, cooperated in experimental work in the field, or participated in an educational radio program.

In comparing the activities in Professional leadership which experienced teachers had used with those practiced by the first-year teachers before employment, the chi-square values show a very significant difference in "Participating in or leading group discussions at educational meetings", "Attending home economics conferences", "Arranging for a speaker and introducing him to an audience", "Writing for a school or local paper", "Cooperating in experimental work in your field", "Visiting other home economics teachers on the job", "Helping to plan a yearly program for an educational club", and "Giving

Table 44.--ACTIVITIES IN PROFESSIONAL LEADERSHIP PRACTICED BY FIRST-YEAR VOCATIONAL
HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

N = 100

ACTIVITIES	PRACTICED			
	FREQUENTLY Number and Per cent	OCCASIONALLY Number and Per cent	NEVER Number and Per cent	NOT ANSWERED Number and Per cent
Attending home economics conferences ----	54	38	6	2
Serving as an officer in a college or state organization -----	31	23	42	4
Helping to plan a yearly program for an educational club -----	18	47	32	3
Writing for a school or local paper ----	18	43	35	4
Giving a talk before a professional or college organization -----	15	34	46	5
Arranging for a speaker and introducing him to an audience -----	14	42	39	5
Visiting other home economics teachers on the job -----	12	61	25	2
Participating in or leading discussions at educational meetings -----	9	45	44	2

Table 44.--ACTIVITIES IN PROFESSIONAL LEADERSHIP PRACTICED BY FIRST-YEAR VOCATIONAL
 HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS--Continued

N = 100

ACTIVITIES	PRACTICED			
	<u>FREQUENTLY</u> Number and Per cent	<u>OCCASIONALLY</u> Number and Per cent	<u>NEVER</u> Number and Per cent	<u>NOT ANSWERED</u> Number and Per cent
Cooperating in experimental work in your field -----	4	51	39	6
Participating in an educational radio program -----	4	17	74	5

Table 45.--COMPARISON OF PROFESSIONAL LEADERSHIP ACTIVITIES PRACTICED BY FIRST-YEAR VOCATIONAL HOMEMAKING TEACHERS WITH THOSE USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS

ACTIVITIES	CHI SQUARE	SIGNIFICANCE
1. Participating in or leading group discussions at educational meetings -----	124.29	Very significant
2. Attending home economics conferences -----	76.28	Very significant
3. Arranging for a speaker and introducing him to an audience -----	49.28	Very significant
4. Writing for a school or local paper -----	38.09	Very significant
5. Cooperating in experimental work in your field -----	37.78	Very significant
6. Visiting other home economics teachers on the job -----	35.04	Very significant
7. Helping to plan a yearly program for an educational club -----	11.96	Very significant
8. Giving a talk before a professional or college organization -----	9.36	Very significant
9. Participating in an educational radio program -----	7.99	Significant
10. Serving as an officer in a college or state organization -----	3.44	Not significant

a talk before a professional or college organization", Table 45. The difference between the two groups in regard to "Participating in an educational radio program" was significant, while no significance was obtained for the activity, "Serving as an officer in a college or state organization".

Supplementary sources of information

In the area, Meal planning and food preparation, textbooks, pamphlets or bulletins, magazines, recipe books, and the advice or example of someone more experienced are the sources which 13 to 65 per cent of the experienced teachers stated were used for supplementary information, Table 46.

In Food preservation 72 per cent of the teachers used pamphlets or bulletins, while 44 per cent used textbooks. The advice and example of others was given as a source of information by 16 per cent of the teachers while seven per cent or less had used magazines, recipe books, training obtained in school, and personal experience.

Textbooks, pamphlets, and magazines were used the most frequently for sources of information in Food marketing, as they had been used by from 21 to 51 per cent of the teachers.

Less than 50 per cent of the teachers listed

Table 46.--SUPPLEMENTARY SOURCES OF INFORMATION USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

SUPPLEMENTARY SOURCES OF INFORMATION	Meal Planning and Food Preparation	Food Preservation	Food Marketing	Food Production	Selecting and Purchasing Clothes	Clothing Construction	Care and Repair of Clothing	Home Nursing and Care of the Sick	Financial Management	Housekeeping and Cleaning Management	Laundrying	Home Improvement	Child Care and Training	Community Participation	Professional Leadership
Textbooks -----	65	44	51	22	53	60	44	66	61	53	33	55	55	1	
Pamphlets and bulletins -----	34	72	25	46	29	55	42	19	39	32	35	37	41	6	4
Magazines -----	28	6	21	17	20	16	15	5	6	20	9	31	13		
Recipe books -----	19	7	1												
Advice and example of others -----	13	16	6	14	11	10	7	7	15	10	11	19	5	4	13
Training in school --	3	2	2	1	4	4	2		3	3		4	4	2	5
Personal experience -	3	3	6	6	8	8	7	9	2	6	7	6	8	7	4
Films -----	2		3		2	2		1	2						
Charts and posters --	1					15	2	1		1		1			
Newspapers -----			4		5	1		1				2			
Radio programs -----				1								3	2		1
Clothing inventories-					1	1									
Exhibits -----					1										
Samples -----						2									
Talks by qualified persons -----								5							

Table 46.--SUPPLEMENTARY SOURCES OF INFORMATION USED BY EXPERIENCED VOCATIONAL HOMEMAKING TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS--Continued

SUPPLEMENTARY SOURCES OF INFORMATION	Meal Planning and Food Preparation	Food Preservation	Food Marketing	Food Production	Selecting and Purchasing Clothes	Clothing Construc- tion	Care and Repair of Clothing	Home Nursing and Care of the Sick	Financial Manage- ment	Housekeeping and Cleaning Manage- ment	Laundering	Home Improvement	Child Care and Training	Community Parti- cipation	Professional Leadership
Account or budget books -----									5						
Professional books --														16	18
Work in community organizations -----														13	
Professional magazines -----														9	11
Conferences -----															9

any aids which had been used in Food production.

From 22 to 46 per cent had used textbooks and pamphlets.

Although 10 sources of additional information in Selecting and purchasing clothing were listed by the experienced teachers in this study, only textbooks, pamphlets, and magazines had been used by one fifth or more of the teachers.

More suggestions were made for supplementary sources of information in Clothing construction than in any other area. Of those suggested only textbooks, 60 per cent, and magazines, 53 per cent, had been listed by more than 20 per cent of the teachers.

In the area Care and repair of clothing, 44 per cent of the experienced teachers had used textbooks, 42 per cent pamphlets, and 15 per cent magazines.

In the areas Home nursing and care of the sick and Financial management textbooks were used as supplementary sources of information by 66 and 61 per cent respectively of the teachers. This was the only aid for either area that was mentioned by even as many as 40 per cent of the experienced teachers.

Pamphlets, textbooks, and magazines were the only supplementary sources of information which had received much attention in Housekeeping and cleaning management. From 20 to 53 per cent of the teachers

had used these aids.

Few sources of information were listed under Laundering. Textbooks and pamphlets were used most frequently as 35 per cent of the teachers stated that they had used pamphlets and 33 per cent textbooks.

In Home improvement from 31 to 55 per cent of the teachers had used pamphlets, textbooks, and magazines to obtain help in this area.

The only aids in Child care and training that were listed frequently were textbooks and pamphlets, 55 per cent and 41 per cent respectively.

In Community participation and Professional leadership professional books were listed the most often (16 to 18 per cent) as having been used for supplementary information. Few of the teachers mentioned any aid for either of these areas.

It is interesting to note the variety of ways by which experienced teachers had obtained help in the phases of home economics for which they seemed inadequately prepared. As many as 20 different sources for additional information relative to the various phases of homemaking were suggested by the experienced teachers in this study.

Home experiences required by colleges in Illinois

The teacher trainers in Illinois reported

the definite home experiences required of the home economics graduates in the colleges of Illinois. Four colleges required student teaching; six required experience in a home management house; three, home projects; two, visits to home economics teachers; one, experience in the cafeteria; one, enrollment in the Red Cross Canteen Course; one, observation in a nursery school; one, observation of a baby in a home; one, service of a dinner in a home; and one, presentation of programs for adult groups. In addition to these required experiences, specific experiences which were made possible for many of the girls were stated 1/.

1/ For complete list refer to Appendix C.

Chapter V
DISCUSSION

That the home economics curriculum followed by the average college student does not necessarily result in adequately preparing the student to make a definite contribution to better family living is an opinion that has been expressed by a number of writers in the field of home economics education. A number of the home economics educators seem to agree that a teacher must be trained in the homemaking skills which are basic to satisfactory living if her teaching is to be respected and effective. Because of the interest of the writer in this problem and the failure to find a solution to the problem in the literature, this study has been undertaken in the hope that it may point the way to better training for homemaking teachers.

Statement of problem

To what extent have first-year homemaking teachers in Illinois experienced those activities of homemaking, community living, and professional leadership which they are likely to need in their teaching experience?

Organization of this chapter

The 15 different areas studied will be used as the side headings for this chapter. The run-in headings will be used to indicate the questions in the problem analysis. In the "Use and value of the activities" the answers to the questions "What activities have the experienced teachers used?" and "What activities have they considered valuable?" will be discussed. Those activities which 60 per cent or more of the teachers had frequently used and considered valuable will be classified as of major importance. Those which from 40 to 60 per cent had frequently used and considered valuable will be rated as of average importance, and those which less than 40 per cent of the teachers had used and which were not considered particularly valuable will be classified as of minor importance.

Under the "Extent to which first-year teachers had practiced the activities" the questions will be discussed, "What experiences in the fields of home and community living and professional leadership have first-year teachers had before employment?" and "How does this compare with the activities in this field which had been used by the experienced teachers?"

In the section, "Supplementary sources which experienced teachers have used to gain

information" the question "What are the supplementary sources which experienced teachers have used to gain information about problems for which they were unprepared by their previous training?", will be discussed.

Under the heading "Experiences required in colleges in Illinois" the question, "What are the definite home experiences which the colleges in Illinois are requiring for graduation?", will be discussed.

Meal planning and food preparation

Use and value of the activities.--The experienced teachers in this study considered planning meals for a family an activity that was of major importance in the teaching of homemaking in the secondary schools. Planning meals for a large group, preparing meals for a family, and making various kinds of yeast breads were classified as important activities, while baking for a family and preparing food for large numbers were considered of minor importance. Perhaps preparing food for a large group was rated as a less important activity because of the fact that, from the nature of the activity, few of the teachers need to use this experience often.

Extent to which first-year teachers had practiced the activities.--The first-year teachers, as

a group, had not had the experience in the planning of meals that would seem advisable from the use that had been made of this activity by the experienced teachers. Perhaps this lack of experience is due to the fact that many homemakers are willing to have help with food preparation, but hesitate to allow someone else to assume the responsibility of management. The first-year teachers, as a whole, did not seem to have an adequate background in the planning of meals for a large group and in the making of various kinds of yeast breads. The first-year teachers had had adequate experience in the actual preparation of family meals. Although preparing food for a large number of people was considered of only minor importance, the first-year teachers lacked experience in this phase of meal preparation as judged by the use which the experienced teachers had made of this activity. Easton (10) stated that the girls who had graduated in dietetics had not had enough experience in the actual handling of food materials. The present study shows that, in regard to food for large groups, this statement is true of the first-year teachers in Illinois, but in food preparation for a family this statement does not apply to this group of first-year teachers.

Supplementary sources used to gain information.--Textbooks were the source most often used to

obtain help in Meal planning and food preparation. Pamphlets, magazines, and recipe books were listed as the next most important sources of help. The small number of teachers that listed school training as an important source of information might be accounted for by the fact that all of this group had been teaching for at least five years. Nine excellent sources for supplementary information on Meal planning and food preparation were suggested.

Experiences required by colleges in Illinois.--Each of the colleges that reported in this study required for all of the graduates a period of residence in a home management house. In one case 12 weeks of residence were required. This is probably one of the very best ways of giving college students experience in meal planning and food preparation. This is especially true if the period of residence is sufficiently long, and if the number of girls in the house at one time is not so great that each girl is given little opportunity for practice. Three of the colleges required summer home projects. If the teacher trainers are conscious of the needs of the girls, they may guide the choice of projects so that those who lack ability in this phase of homemaking may gain more skill through the summer home experience program. One of the colleges required the home economics students

to have some experience in the college cafeteria. This work should provide splendid experience in a much-needed phase of meal planning and food preparation. Another college required the girls to go into a home and prepare a meal. Although this would be good experience, it would need to be repeated often to be of any great value. One college required each of the senior home economics students to enroll in the Red Cross Canteen Course.

Food preservation

Use and value of the activities.--Canning foods for a family and making jellies, preserves, and pickles were activities in Food preservation which the experienced teachers rated as being of major importance. Perhaps more of the teachers were conscious of the importance of these activities because of the added need for work in this area resulting from the food situation in war time. Drying foods or preparing them for a locker plant were rated by the experienced teachers in this sample as activities of minor importance. Storing vegetables for the winter was also placed in the list of those activities which were of minor importance. Perhaps these activities were classified in this way because many teachers do not seem to know how to preserve foods in these ways or how to make use of them.

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Extent to which first-year teachers had practiced the activities.

--The first-year teachers, as a group, had not had the experience in canning by various methods and making preserves, jellies, and pickles that would seem to be advisable if they are to be prepared to assume the responsibilities for teaching food preservation which experienced teachers stated would be necessary. In addition to the units on food preservation which are included in secondary school classes, many homemaking teachers today are finding that they are expected to offer classes in food preservation for adults or to sponsor canning centers in order that there may be no waste of food materials in this crucial time. Although the drying of foods was an activity that was classified by the experienced teachers as of minor importance, this study shows that the first-year teachers had not had the experience in this activity which they need if they are to meet the demands which will probably be made of them during the war period. The first-year teachers in this study were adequately prepared to meet the problems of storing vegetables, and preparing food for cold storage. The fact that these teachers were prepared was not because the experience they had had was so extensive, but rather because the group of experienced teachers stated that there was little use for these

activities in the teaching situation.

Supplementary sources used to gain information.

--Pamphlets were mentioned by a majority of the experienced teachers as an excellent source for supplementary information in food preservation. Special attention was called to the pamphlets published by commercial companies such as the Kerr Glass Company. Demonstrations were listed as an important source of aid. Textbooks were the only other aid that was suggested by more than 10 per cent of the teachers.

Experiences required by colleges in

Illinois.--No experience was required by any of the colleges in Illinois reported in this study that would insure adequate preparation in food preservation to all of the graduates. No doubt this unit was included in the work in the classroom, but, in this way of gaining experience, too often the opportunity for activity for the individual girl is limited. Some of the summer home projects might have been carried on in food preservation, or some experience might have been attained in the home management house.

Food marketing

Use and value of the activities.--None of the activities in Food marketing were considered of major importance. Marketing for a family was classified as an important experience, while marketing for a large

number of people was placed in the class of activities which were of minor importance.

Extent to which first-year teachers had practiced the activities.--This study indicates that there is a deficiency in the background of the first-year teachers in regard to marketing for a large number of people. As a whole, the first-year teachers in Illinois are moderately well prepared before employment as a teacher to meet the problems of marketing for a family which the experienced teachers stated were used, but a little more emphasis on this phase of the work would be advisable.

Supplementary sources used to gain information.--Textbooks, pamphlets, and magazines were used more frequently than any other source for information on food marketing. Merchants have had invaluable experience in this field, and any good merchant would probably be happy to give reliable information on this subject. The study indicates that few, if any, of the teachers are taking advantage of this possibility. Nine supplementary aids were listed for information on food marketing, but only the three listed above were suggested by more than six per cent of the teachers.

Experiences required by colleges in Illinois.--Since all of the colleges required residence in the home management house, all of the girls would

probably receive some experience in marketing for a family group. Four of the colleges required student teaching and perhaps many of the girls taught foods units and either did the marketing for the class, or at least supervised this activity. Food marketing might be used as a project in the three colleges in which this experience was required. This survey indicates that college students, as a whole, are not being given very much opportunity either to market for food for a family or for a large group.

Food production

Use and value of the activities.--All of the activities in the area of Food production which included caring for dairy products, caring for a garden, and raising poultry were rated by the experienced group of teachers as activities which were of minor importance in the teaching of homemaking in high school. Although the activities in the production of food would probably not be used in class work, the question might be raised as to whether or not the many girls who live in the rural areas in Illinois might not profit greatly if more projects were encouraged which would entail work experience in food production.

Extent to which first-year teachers had practiced the activities.--Even though caring for dairy products in the home was placed in the class of

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activities which were of minor importance, the study indicates that, in general, the first-year teachers need more practice in this activity. According to this study the first-year teachers are well prepared to meet the problems in regard to the raising of poultry and caring for a garden which the experienced teachers stated were needed. This fact is true because the experienced teachers had not used these activities often so, therefore, the limited experience which the first-year teachers have had is sufficient.

Supplementary sources used to gain information.--Pamphlets and textbooks seemed to be the sources to which the teachers usually referred for information in food production. Magazines, especially farm magazines, were used by a few of the teachers. The advice of others with more experience in food production had been sought by about 14 per cent of the teachers.

Experiences required by colleges in Illinois.--No experience in food production was required by any of the colleges in Illinois which were included in this study. Possibly some of these activities might have been incorporated in the summer home project work in the three colleges where projects were required.

Selecting and purchasing clothing

Use and value of the activities.--Determining

the clothing needs of a family was listed by the experienced teachers as an activity of average importance, while selecting and purchasing clothing for a family was only regarded as of minor importance. Perhaps a more complete picture of the preparation of the teachers in Selection and purchase of clothing could have been presented if a question had been included in the check list concerning the practices of selecting and purchasing clothing for self.

Extent to which first-year teachers had practiced the activity.--The study shows that, as a group, the first-year teachers in Illinois had not had enough experience before employment in determining the clothing needs or selecting and purchasing clothing for a family to enable them to meet the problems which the experienced teachers had encountered in the teaching field. No comparison was made as to the experience of the teachers in the selection and purchase of clothing for individual needs. Chapman (5) stated that frequently the colleges had not supplied the background that was needed in related art. This statement might partially explain why homemaking teachers, as a group, had not had much experience in selecting and purchasing clothing for a family. One tends to avoid the responsibilities for which he feels inadequately prepared. Another more probable explanation of this

deficiency is that usually homemaking teachers have not had the entire responsibility of managing a home.

Supplementary sources used to gain information.--Textbooks were used much more frequently than any other source for information regarding clothing selection problems. Pamphlets, magazines, and the advice of someone else were used by more than 10 per cent of the teachers. Visual aids, such as films, exhibits, charts, and advertisements from newspapers or magazines, are rich sources of help in this area which had been utilized only by a very small percentage of the teachers.

Experiences required by colleges in Illinois.--No experience in selecting and purchasing clothing was listed as a requirement by any of the colleges reporting for this study. No doubt this phase of home economics is taught in the classroom in all of the colleges, but no check was made in this particular study on the units that were offered in class work.

Clothing construction

Use and value of the activities.--The experienced teachers regarded altering ready-made clothing, constructing clothing, and remodeling garments as activities that were of major importance. Making children's clothing and using sewing machine attachments were rated as being of average importance, but making

costumes and knitted or crocheted garments were considered of minor importance. The latter activities were used by the experienced teachers more than would be expected from the statement of the teachers regarding the value of these activities. Probably the homemaking teachers were expected by the school and the community to take the responsibility for the costuming of entertainments, and possibly crocheting and knitting were demanded by the girls.

Extent to which first-year teachers had practiced the activities.--Although the difference in the practice of the first-year teachers, as a group, and the use made of the activities by the experienced teachers, as a group, is very significant in regard to making clothing, this is because the first-year teachers had practiced these skills more than the experienced teachers had used them. The first-year teachers, in general, had not had as much experience in remodeling clothing and altering ready-made garments before employment as the experienced teachers had needed. More skill should be developed in making children's clothing and using sewing machine attachments, if the first-year teachers in Illinois are to meet these problems as experienced teachers have found them. Even though the experienced teachers do not consider making costumes or making crocheted or knitted garments

valuable experiences, nevertheless, the activities were used in teaching, and the first-year teachers need more preparation in them.

Supplementary sources used to gain information.--Although 11 supplementary sources for information were suggested by the experienced teachers, textbooks and pamphlets were used far more than any other aid. Visual aids such as charts, films, exhibits, and posters were used perhaps more widely in this area than in any other.

Experiences required by colleges in Illinois.--No experiences in clothing construction were required outside of the regular classroom work by any of the colleges included in this study.

Care and repair of clothing

Use and value of the activities.--Doing all types of mending and washing knitted garments were activities that experienced teachers regarded as of major importance. Dry cleaning clothing was an activity that was regarded as of minor importance. Many of the teachers stated that dry cleaning at home was dangerous and, for that reason, should not be practiced.

Extent to which first-year teachers had practiced the activities.--There was a very significant difference between the practice that the first-year

teachers had had in mending and the use that the experienced teachers had made of this activity in the teaching situation. The first-year teachers had obtained as much practice in washing knitted garments as the experienced teachers stated that they had used. Although the first-year teachers had done very little dry cleaning at home, the experience compared very well with the use which the experienced teachers had made of this activity.

Supplementary sources used to gain information.--Textbooks and pamphlets were the only supplementary sources of information that were used to any extent by the experienced teachers to obtain help with caring for clothing properly.

Experiences required by colleges in Illinois.--No definite experiences in the care of clothing were required outside of the regular class work by any of the colleges in Illinois that reported for this study.

Home nursing and care of the sick

Use and value of the activities.--Building up a person physically was considered of average importance in regard to the use that was made of it by the experienced teachers, but they considered it a very valuable experience to have had. Although the experiences, caring for someone who was ill, applying

first aid, and living in close contact with a prospective mother, were regarded as of minor importance by the experienced teachers according to the past use which had been made of them, they were considered very valuable. This might indicate that the experienced teachers had not emphasized home nursing because they were inadequately prepared to teach it, or they thought that a "set" curriculum must be followed which did not include this phase of the work, or that it was neglected because of the lack of time.

Extent to which first-year teachers had practiced the activities.--The first-year teachers in Illinois, in general, were not adequately prepared before employment as teachers to build up someone physically, to care for someone who was ill, and to apply first-aid measures in case of an emergency as judged by the use experienced teachers had made of these activities in teaching. Enough of the first-year teachers had frequently lived in close contact with prospective mothers to have a satisfactory background for teaching pre-natal care as a part of the child development unit. With the shortage of doctors and nurses at the present time, this area of homemaking has taken on a new importance. Certainly both groups of teachers should have special training in caring for the sick in a home.

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Supplementary sources used to gain
information.

--Textbooks were used as a source for further information in home nursing more than any other type of reference. A few teachers had taken advantage of the ability of doctors or nurses to help bring this information to the schools. It would seem that this splendid source of aid should be utilized as much as possible.

Experiences required by colleges in
Illinois.

--No definite home experiences in home nursing were required by any of the colleges in Illinois cooperating in this study.

Financial management

Use and value of the activities.

--Planning and maintaining a personal budget was classified as an activity of major importance by the experienced teachers. Planning and maintaining family budgets, investigating and making investments, and investigating and buying life insurance were regarded as of minor importance. Although the last activities mentioned were of minor importance as regarded usage they were recognized as valuable experiences. Perhaps because teachers realize that high school students do not usually have an immediate need for the knowledge of how to make investments or buy life insurance, the activities are not taught in the units offered to high

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school students.

Extent to which first-year teachers had practiced the activities.--Generally speaking, the first-year teachers were very deficient in a background of financial management since they had not practiced the activities which the experienced teachers had used. All of the college students might gain experience in financial management by meeting the problem of financing a four-year college training period satisfactorily.

Supplementary sources used to gain information.--Textbooks were used more frequently than any other reference. Pamphlets were used by some of the teachers, and a few of them had asked insurance agents and bankers for specific help. This latter practice seems to be one which would be advisable for more teachers to follow.

Experiences required by colleges in Illinois.--Managing the money for the household expenditures is usually regarded as a part of the training received in the home management house. All six of the colleges that cooperated in this study required residence in a home management house. This was the only opportunity to obtain experience in money management that was required by any of these colleges.

Housekeeping and cleaning management

Use and value of the activities.--Proper arrangement of kitchen equipment was an activity that was evaluated by the experienced teachers as being of major importance. Cleaning a home, repairing equipment, and storing winter clothing were considered of average importance. With so many men away from homes and with the difficulties which are associated with obtaining help, more importance was probably placed on being able to make minor repairs on equipment than would be true during ordinary times. Only minor importance was attached to the activities of managing a housecleaning, selecting and purchasing cleaning equipment, moving and settling of household goods, and directing a maid.

Extent to which first-year teachers had practiced the activities.--It would seem from this study that if the first-year teachers are to meet well the activities which experienced teachers indicate will be used in arranging kitchen equipment, making minor repairs on equipment, and storing winter clothing, they will need a great deal more training and more practical experience before entering the teaching field. Although managing a seasonal housecleaning and selecting and purchasing cleaning equipment were listed as activities of minor importance, the study reveals

that more of the beginning teachers should have frequent experience in these activities if they are to meet even the small demands which experienced teachers have stated were expected of them in this phase of homemaking. Even though the daily and weekly cleaning of a home was listed as being of major importance by the experienced teachers, the first-year teachers had had sufficient practice in this activity to meet this problem in the teaching situation. In spite of the fact that very little practice had been obtained by the first-year teachers in directing a maid and moving household goods, they had had as much experience as the teachers in the field indicated had been used.

Supplementary sources used to gain information.--Textbooks, pamphlets, and magazines were the references that were most frequently used in Housekeeping and cleaning management. Personal experience and the advice of others were the only other aids that were used in this area.

Experiences required by colleges in Illinois. The cleaning activities that would be necessary in the home management house were the only experiences in this area that were required by any of the colleges that reported for this study. All of the colleges reporting, however, required residence in the home management house.

Laundering

Use and value of the activities.--The activities of doing the family laundry and selecting and purchasing laundering equipment were both rated by the experienced teachers as of minor importance. This might have been due to the impracticality of the experiences for use in the classroom.

Extent to which first-year teachers had practiced the activities.--Comparison of the activities practiced by the first-year teachers before employment with those which the experienced teachers had used, showed that the difference is very significant both for doing a family laundry and for selecting and purchasing laundering equipment. However, in the performance of the family laundering, the first-year teachers had had even more practice than the experienced teachers had used. In selecting and purchasing laundering equipment a better background of experience for the first-year teachers would be advisable.

Supplementary sources used to gain information.--No additional sources of reference were used by the experienced teachers to any great extent. This response might have been predicted since there has been little material written on methods of laundering. Textbooks and pamphlets were used more than any of the

other references. Such commercial pamphlets as those published by the Bendix Company were cited.

Experiences required by colleges in Illinois.--No experiences in Laundering were listed as requirements in any of the colleges in Illinois that reported for this study.

Home improvement

Use and value of the activities.--Furniture arrangements to meet the family needs and selecting or making curtains and draperies were activities that were considered of major importance by the experienced teachers. Purchasing linens, improvising or rearranging closets, and selecting or purchasing home equipment were listed as of average importance. The experienced teachers in this sample regarded the activities of refinishing woodwork or furniture, caring for a flower garden, making slip covers for furniture, papering a room, repairing bottoms of chairs, and making simple pieces of furniture as of only minor importance.

Extent to which first-year teachers had practiced the activities.--The study indicates that the first-year teachers had not had as much experience before employment in planning furniture arrangements and selecting and making draperies as the experienced teachers stated that they had used. The difference

between the two groups is very significant. The background of the first-year teachers is very unsatisfactory in purchasing linens, improvising or rearranging closets, and selecting pieces of home equipment as judged by the use the experienced teachers had made of these activities in the teaching field. Much more training and practice seem to be needed by the first-year teachers. Although refinishing woodwork or furniture, caring for a flower garden, making slip covers for furniture, repairing the bottoms of chairs, and making simple pieces of furniture were regarded as of minor importance by the experienced teachers, the first-year teachers had not had enough experience to meet adequately the problems that the experienced teachers in this sample had found to be necessary. The only activity in Home improvement in which the first-year teachers had had adequate preparation was in papering a room. Although the first-year teachers had had little experience in this activity, the experienced teachers stated that it was an activity that was little used. The statement of Chapman (5) that frequently colleges have not supplied a background in related art is borne out by this study in relation to the first-year teachers in Illinois.

Supplementary sources used to gain information.--Textbooks, pamphlets, and magazines were used

most frequently to obtain information about home improvements. The advice of experts in the field seems to be an excellent source of information that had been used by a number of the teachers. Nine supplementary sources of information were used in this area.

Experiences required by colleges in Illinois.--No experience outside of the classroom was required by any of the colleges in Illinois that cooperated in this study.

Child care and training

Use and value of the activities.--Caring for an infant and helping to train a pre-school child were rated as being of average importance as shown by the usage experienced teachers had made of them. They were, however, ranked as very valuable experiences by the majority of the teachers. No doubt some of the teachers who recognized the value of these experiences did not use them because they had not had the training themselves, and therefore did not feel capable of teaching them. Many high school girls who are members of large families would probably have had much more experience in actually caring for a baby than would some of the high school teachers.

Extent to which first-year teachers had practiced the activities.--Even though only an average

number of the experienced teachers had used the activities of caring for an infant and training a pre-school child, the practices of the first-year teachers in this study indicate that they should have much more training in the field of child care if they are to teach this phase of homemaking.

Supplementary sources used to gain information.--Textbooks were considered the most important source of information in Child care and training with pamphlets listed second. The only other means of obtaining information that was mentioned by more than 10 per cent of the teachers was magazine articles. Perhaps more teachers should take advantage of the wealth of good information available in the current magazines.

Experiences required by colleges in Illinois.--One of the colleges required the graduates to observe in a nursery school a definite number of times, and one college required each girl to observe a baby in a home for a definite length of time. While these are good experiences, it is probably true that many of the girls who go out to teach units in child care and training have never had an opportunity to be associated with babies or small children in any way.

Community participation

Use and value of the activities.--Participa-

ting in the activities of a church and in the social life of a community and being a member of or sponsoring an organization for young girls were regarded as activities of major importance by the experienced teachers. Participating in the work of welfare organizations was considered of average importance, while participating in the activities of a fraternal organization or a program for community education or recreation was considered of only minor importance. That a program for community education or recreation was considered of only minor importance would seem to reveal the fact that many teachers do not recognize the need for training adults if a high goal in family life education is to be reached.

Extent to which first-year teachers had practiced the activities.--The comparison of the practices of the first-year teachers before employment in the activities associated with community living, with the need for these practices as stated by the experienced teachers shows that first-year teachers had not had the experience in working with welfare organizations and helping with community education or recreation programs which would seem to be desirable. Although there was a significant difference between the two groups in regard to participation in fraternal organizations, this is accounted for by the fact that

the first-year teachers had had much more experience than the experienced teachers had indicated was useful.

The first-year teachers had had sufficient experience in the activities of a church, in participating in the social life of a community and in being a member of or sponsoring an organization for young girls.

Supplementary sources of information.--Few of the experienced teachers in this study listed any suggestion for gaining more information in community participation. Actual experience in community organizations was the aid suggested as being valuable. Professional books and magazines were listed by a few of the teachers.

Experiences required by colleges in Illinois.--In one of the colleges that reported in this study the graduates were required to participate in the presentation of programs for adult groups. This was the only activity in community living that was required in any of the colleges used in this study.

Professional leadership

Use and value of the activities.--Attending home economics conferences was the only activity in Professional leadership that was considered of major importance by the experienced home economics teachers. Participating in educational group discussions and writing for a paper were regarded as activities of

average importance. Those activities which were classified as of only minor importance were arranging for and introducing a speaker, helping to plan a yearly program for an educational club, visiting other homemaking teachers, cooperating in experimental work in the field, serving as an officer in an organization, giving a talk before a professional or college group, and participating in an educational radio program. It is surprising to find that most of the activities in professional leadership were not regarded as very important by the majority of the experienced teachers.

Extent to which first-year teachers had practiced the activities.--The comparison of the activities in Professional leadership practiced by the first-year teachers with those activities which the experienced teachers stated that they had used, shows that the first-year teachers should have more opportunity to train for professional leadership. This is true in spite of the fact that the experienced teachers had not used these activities as much as one would expect. According to the activities that the experienced teachers stated that they had used, the first-year teachers had had very inadequate preparation before employment in participating in educational discussions, attending home economics conferences, arranging for and introducing a speaker, writing for a

paper, cooperating in experimental work in the field, visiting home economics teachers, planning a program for an educational club, giving a talk before an organization, and participating in a radio program. If home economics students could be given more training in these activities, it would seem that the standards of the profession might be raised. The first-year teachers had had as much experience in serving as officers in organizations as the experienced teachers had used.

Supplementary sources used to gain information.--Professional books and magazines, home economics conferences, and the advice of others in the field were listed by the experienced teachers as important sources of help in professional leadership.

Experiences required by colleges in Illinois.--Two of the colleges required the graduates to visit homemaking teachers on the job. Probably additional experience in professional leadership was obtained during the period of student teaching. Four of the colleges that reported stated that they required the graduates to do student teaching.

Recommendations

From the foregoing analysis and discussion of the data, the following recommendations seem pertinent.

1. A list of abilities which students in home economics education should have acquired upon graduation could be devised. As students enter the home economics department this list might be checked with them so that during the college training, needed experiences could be provided.
2. The emphasis in college classes should be placed on the solution of personal, home, and community problems.
3. More home, community, and professional experiences should be required for all girls who are expecting to teach home economics. Some of these might be as follows:
 - a. A summer of employment
 - b. Full-time apprenticeship in homes of different levels
 - c. Experience in food marketing for college classes, home management houses, and lunchrooms or cafeterias
 - d. Visitation to health centers in order to study family conditions there
 - e. Extensive home experiences in the summer for which credit would be given
 - f. Participation in the operation of a nursery school

- g. Experience in a school lunchroom or cafeteria or diet kitchen of a hospital
- h. Experience in a Red Cross workroom
- i. Visitation of county work being done by other home economics workers
- j. Enrichment of the experience in the home management house by providing an opportunity to care for a baby or small child and by allowing the girls to work out room improvement projects
- k. Opportunity for participation in community activities
- l. Experience in work with adults and out-of-school youths during student teaching
- m. Experience in various living levels
- n. Opportunity to attend home economics conferences

Suggestions for further study

1. What facilities are available in the colleges of Illinois for offering additional home, community and professional experiences?
2. What would be the added cost for offering such experiences as are suggested in the recommendations?
3. If the teacher has a wider background of home, community and professional experiences,

do the students have a broader program of training in home economics?

4. How does the preparation in home, community, and professional experience of vocational homemaking teachers in Illinois compare with the preparation of teachers in some other state?

Chapter VI

SUMMARY

The following paragraphs are a summary of the findings of the study which was made to determine the extent to which the first-year homemaking teachers in Illinois had experienced those activities of home-making, community living, and professional leadership which they are likely to need in their teaching experience. The data included in this study were taken from the responses of 344 teachers to a questionnaire which was sent to all of the 478 vocational homemaking teachers in the secondary schools in Illinois in the early fall of 1942. Of the 107 first-year teachers, the responses of 100 were used for this study. An equal number of responses was used from the experienced teachers. These were chosen by using 100 teachers whose record of experience ranged from five to 21 years.

The data were compiled separately for the two groups of teachers, and then a comparison was made. A statistical procedure, chi square, was used to determine the association between the activities which had been practiced by the first-year teachers

before employment, and those which had been used by the experienced teachers.

The following list shows the results which were found relative to the preparation of the first-year teachers in the activities for each area. The asterisks indicate very adequate or very inadequate preparation.

Meal planning and food preparation

ADEQUATE PREPARATION

1. Preparing meals for a family
2. Baking for a family

INADEQUATE PREPARATION

- *1. Planning meals for a family
- *2. Planning meals for a large group
- *3. Making yeast bread and rolls
- *4. Preparing food for large numbers

Food preservation

ADEQUATE PREPARATION

1. Preparing foods for storage in a locker plant
2. Storing vegetables for the winter

INADEQUATE PREPARATION

- *1. Canning foods for a family
- *2. Making jellies, preserves, and pickles
- *3. Drying meats, fruits, or vegetables

Food marketing

ADEQUATE PREPARATION

1. Marketing for food for a family

INADEQUATE PREPARATION

- *1. Marketing for food for a large number

Food production

ADEQUATE PREPARATION

1. Caring for a garden
2. Raising poultry

INADEQUATE PREPARATION

- *1. Caring for dairy products

Selecting and purchasing clothing

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Determining the clothing needs of a family
- *2. Selecting or purchasing clothing for a family

Clothing construction

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Making various types of clothing

1. Altering ready-made clothes
2. Using sewing machine attachments
3. Making costumes for entertainments
4. Making crocheted or knitted garments
- *5. Remodeling clothing
- *6. Making children's clothing

Care and repair of clothing

ADEQUATE PREPARATION

INADEQUATE PREPARATION

1. Washing sweaters and knitted garments
2. Dry cleaning clothes

- *1. Doing all types of mending

Home nursing and care of the sick

ADEQUATE PREPARATION

1. Living in close contact with a prospective mother

INADEQUATE PREPARATION

- *1. Caring for someone confined to bed
- *2. Building up someone physically
- *3. Applying first-aid measures in case of serious emergency

Financial management

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Planning and maintaining a personal budget
- *2. Planning and helping to maintain a family budget
- *3. Investigating and making an investment
- *4. Investigating and buying life insurance

Housekeeping and cleaning management

ADEQUATE PREPARATION

INADEQUATE PREPARATION

1. Caring for the daily and weekly cleaning of a home
2. Helping with moving and settling household goods

1. Directing a maid for a considerable time
- *2. Managing a seasonal housecleaning
- *3. Storing winter clothes and bedding
- *4. Selecting and purchasing cleaning equipment
- *5. Arranging kitchen equipment for good working conditions

INADEQUATE PREPARATION

- *6. Repairing equipment which did not require the services of an expert

Laundering

ADEQUATE PREPARATION

- *1. Doing the family laundering

INADEQUATE PREPARATION

- *1. Selecting and purchasing laundering equipment

Home improvement

ADEQUATE PREPARATION

- 1. Helping paper a room

INADEQUATE PREPARATION

- *1. Planning and arranging furniture for a family
- *2. Refinishing woodwork or furniture
- *3. Caning or repairing in some way the bottoms of chairs
- *4. Making simple pieces of furniture
- *5. Improvising or re-arranging clothes closets
- *6. Making slip covers for furniture
- *7. Selecting and making curtains or draperies
- *8. Purchasing linens for a home
- *9. Selecting and purchasing a major piece of home equipment
- *10. Caring for a flower garden

Child care and training

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- *1. Giving proper physical care to an infant
- *2. Helping to train a pre-school child

Community participation

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- | | |
|--|--|
| <ul style="list-style-type: none"> *1. Participating in the activities of a fraternal organization 2. Participating in church activities 3. Participating in the social life of a community 4. Being a member of or sponsoring an organization for young girls | <ul style="list-style-type: none"> *1. Participating in the work of a welfare organization *2. Participating in or directing a program for community education or recreation |
|--|--|

Professional leadership

ADEQUATE PREPARATION

INADEQUATE PREPARATION

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Serving as an officer in a college or state organization | <ul style="list-style-type: none"> 1. Participating in an educational radio program *2. Participating in or leading group discussions at educational meetings *3. Cooperating in experimental work in the field *4. Giving a talk before a professional or college organization |
|---|---|

INADEQUATE PREPARATION

- *5. Arranging for a speaker and introducing him
- *6. Writing for a paper
- *7. Helping to plan a yearly program for an educational club
- *8. Attending home economics conferences
- *9. Visiting other home economics teachers on the job

Supplementary sources used to gain information

The experienced teachers listed many different sources that had been used to obtain information about problems for which they had been unprepared by their previous training. However, no generalizations could be made from these findings.

Experiences required by colleges in Illinois

The teacher trainers in Illinois reported the definite home experiences required of the home economics graduates in the colleges of Illinois. Four colleges required student teaching; six required residence in a home management house; three, home projects; two, visits to home economics teachers; one, experience in a cafeteria; one, enrollment in the Red Cross Canteen Course; one, observation in a nursery

school; one, observation of a baby in a home; one, presentation of programs for adults; and one, service of a dinner in a home.

A P P E N D I X

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Appendix A.--CHECK LIST MAILED TO VOCATIONAL HOMEMAKING
TEACHERS IN SECONDARY SCHOOLS IN ILLINOIS

1. Check list sent to experienced teachers.
2. Check list sent to first-year teachers.

CHECK LIST FOR VOCATIONAL EXPERIENCES

Will you please check this list of experiences and return it at your earliest convenience to Helen Ownby, Winchester, Illinois.

Name of School _____

Number of years' experience in teaching homemaking _____

If the experience is one which you have Used Frequently in your teaching experience, put a check (✓) in the first column on the left side of the page. If you have used the experience Occasionally, put a check (✓) in the second column. If you have Never used the experience, put a check (✓) in the third column.

If the experience is one which you consider Very Valuable for a homemaking teacher to have had, put a check (✓) in the first column on the right side of the page. If you think it is Valuable, put a check (✓) in the second column. If you think it is Not Valuable, put a check (✓) in the third column.

At the end of the questions on each area a space is left for you to list the authority which has been helpful to you in solving problems for which you were inadequately prepared. In case books, magazines, or government pamphlets have been used, a specific reference would be appreciated. Some possible references are suggested below. There will probably be others which you have used.

Possible References

1. Textbooks, magazines, government bulletins or pamphlets.
2. A relative, acquaintance, or co-worker whose authority you respect.

Frequently Used
Seldom Used
Never Used

Very Valuable
Valuable
Not Valuable

A. VOCATIONAL EXPERIENCES

How often in teaching homemaking have you used these experiences in the following phases of MEAL PLANNING AND FOOD PREPARATION and how valuable do you feel they are for homemaking teachers to have had?

Planning meals for a real family for one month.

Planning meals for a large group (50 or more).

Preparing meals for a family for one consecutive month.

Making yeast breads and rolls.

Doing all the baking for a family for one month.

Preparing food for large numbers (50 or more).

I have used the following sources for help with meal planning and food preparation: _____

How often in teaching homemaking have you used these experiences in the following phases of FOOD PRESERVATION and how valuable do you feel they are for homemaking teachers to have had?

Canning foods for a family by various methods.

Making jellies, preserves, and pickles for a family.

Preparing foods for cold storage in a locker plant.

Drying meats, fruits or vegetables.

Storing vegetables for the winter.

Frequently Used
Seldom Used
Never Used

Very Valuable
Valuable
Not Valuable

I have used the following sources for help with foods preservation:

How often in teaching homemaking have you used these experiences in the following phases of FOOD MARKETING and how valuable do you feel they are for homemaking teachers to have had?

Doing all of the marketing for the family for one month.

Marketing for food for a large number of people (50 or more).

I have used the following sources for help with food marketing:

How often in teaching homemaking have you used these experiences in the following phases of FOOD PRODUCTION and how valuable do you feel they are for homemaking teachers to have had?

Sharing in planting and caring for a garden.

Raising poultry.

Caring for dairy products in the home.

I have used the following sources for help with food production:

How often in teaching homemaking have you used these experiences in the following phases of SELECTING AND PURCHASING CLOTHING and how valuable do you feel they are for homemaking teachers to have had?

Determining the clothing needs of a real family.

Selecting or purchasing clothing satisfactorily for a family.

I have used the following sources for help with selecting and purchasing clothing:

How often in teaching homemaking have you used these experiences in the following phases of CLOTHING CONSTRUCTION and how valuable do you feel they are for homemaking teachers to have had?

Making various types of clothing for yourself and others.

Using sewing machine attachments satisfactorily.

Making children's clothing.

Remodeling clothing completely, using such processes as dyeing when necessary.

Altering ready-made garments.

Making crocheted or knitted garments.

Making costumes for an entertainment.

I have used the following sources for help with clothing construction:

How often in teaching homemaking have you used these experiences in the following phases of CARE AND REPAIR OF CLOTHING and how valuable do you feel they are for homemaking teachers to have had?

Washing sweaters and knitted garments.

Doing all types of mending.

Dry cleaning clothes for yourself or your family.

I have used the following sources for help with care and repair of clothing: _____

How often in teaching homemaking have you used these experiences in the following phases of HOME NURSING AND CARE OF THE SICK and how valuable do you feel they are for homemaking teachers to have had?

Caring for someone who is confined in bed.

Building up someone physically.

Living in close contact with a prospective mother.

Applying first aid measures in case of serious emergency.

I have used the following sources for help with home nursing and care of the sick: _____

How often in teaching homemaking have you used these experiences in the following phases of FINANCIAL MANAGEMENT and how valuable do you feel they are for homemaking teachers to have had?

Planning a personal budget and maintaining it satisfactorily.

Planning a family budget and helping to maintain it.

Investigating and making an investment.

Investigating and buying life insurance.

I have used the following sources for help with financial management: _____

How often in teaching homemaking have you used these experiences in the following phases of HOUSEKEEPING AND CLEANING MANAGEMENT and how valuable do you feel they are for homemaking teachers to have had?

Caring for the daily and weekly cleaning of a home for one month or more.

Managing a general seasonal housecleaning.

Storing winter clothes and bedding.

Helping with the moving and settling of household goods.

Directing a maid for considerable length of time.

Selecting and purchasing cleaning equipment.

Arranging kitchen equipment for good working conditions.

Repairing equipment which did not require the services of an expert.

I have used the following sources for help with housekeeping and cleaning management: _____

Frequently Used
Seldom Used
Never Used

Very Valuable
Valuable
Not Valuable

Frequently Used
Seldom Used
Never Used

Very Valuable
Valuable
Not Valuable

How often in teaching homemaking have you used these experiences in the following phases of LAUNDERING and how valuable do you feel they are for homemaking teachers to have had?

Doing the family laundry for six weeks.

Selecting and purchasing laundering equipment.

I have used the following sources for help with laundering:

How often in teaching homemaking have you used these experiences in the following phases of HOME IMPROVEMENT and how valuable do you feel they are for homemaking teachers to have had?

Planning and arranging furniture to meet the family needs.

Refinishing woodwork or furniture.

Caring or repairing in some way the bottoms of chairs.

Making simple pieces of furniture.

Improvising closets or rearranging them for convenience.

Making slip covers for furniture.

Helping to paper a room.

Selecting and making curtains or draperies.

Purchasing linens for a home.

Selecting and purchasing a major piece of home equipment.

Planning, planting and caring for a flower garden.

I have used the following sources for help with home improvement: _____

How often in teaching homemaking have you used these experiences in the following phases of CHILD CARE AND TRAINING and how valuable do you feel they are for homemaking teachers to have had?

Giving proper physical care to an infant.

Helping to train a pre-school child.

I have used the following sources for help with child care and training: _____

B. COMMUNITY PARTICIPATION

How often in teaching homemaking have you used these experiences in the following phases of COMMUNITY PARTICIPATION and how valuable do you feel they are for homemaking teachers to have had?

Participating in activities of a church.

Being a member or sponsoring an organization for young girls.

Participating in the work of a welfare organization.

Participating in or directing a program for community education or recreation.

Participating in the social life of a community.

Participating in the activities of a fraternal organization.

Frequently Used
Seldom Used
Never Used

Very Valuable
Valuable
Not Valuable

I have used the following sources for help with community participation: _____

C. PROFESSIONAL LEADERSHIP

How often in teaching homemaking have you used these experiences in the following phases of PROFESSIONAL LEADERSHIP and how valuable do you feel they are for homemaking teachers to have had?

Participating in or leading group discussions at educational meetings.

Cooperating in experimental work in your field.

Serving as an officer in a college or state organization.

Giving a talk before a professional or college organization.

Arranging for a speaker and introducing him to an audience.

Participating in an educational radio program.

Writing for a school or local paper.

Helping to plan a yearly program for an educational club.

Attending home economics conferences.

Visiting other home economics teachers on the job.

I have used the following sources for help in professional leadership: _____

Would you like a copy of the results of this study? Yes _____
No _____ Indifferent _____

CHECK LIST SENT TO FIRST-YEAR TEACHERS

The same activities were used in the check list that was sent to first-year teachers as were included in the check list used for experienced teachers. Since the list was to be checked for practice rather than use and value, a new form was necessary. The form used and the instructions given will be presented here.

CHECK LIST FOR VOCATIONAL EXPERIENCES

Will you please check this list of activities and return it at your convenience to Helen Ownby, Winchester, Illinois.

Name of School _____

Number of years' experience in teaching homemaking _____

If you have had the experience listed frequently, habitually, or often, put a check (✓) in the column headed Frequently; if occasionally or seldom, in the column headed Occasionally. If you have never had the experience, put a check in the column headed Never.

A. HOME EXPERIENCES

Experiences in MEAL PLANNING AND FOOD PREPARATION.
Planning meals for a real family for one month

Frequently
Occasionally
Never

Appendix B.--LETTERS REQUESTING ASSISTANCE

1. Letter sent to all experienced vocational homemaking teachers in secondary schools in Illinois.
2. Letter sent to all first-year vocational homemaking teachers in secondary schools in Illinois.
3. Card sent to all vocational homemaking teachers in secondary schools in Illinois who had not returned the questionnaire by December 1.
4. Letter sent to all first-year vocational homemaking teachers in secondary schools in Illinois who had not responded by March, 1943.
5. Letter sent to teacher trainers in Illinois.

LETTER SENT TO EXPERIENCED HOMEMAKING TEACHERS

Winchester, Illinois
October 1, 1942

Dear Fellow Teacher:

A study is being made to determine whether homemaking teachers have had the vocational experiences which are necessary for them to meet the problems of teaching easily and effectively.

As an experienced teacher, will you cooperate in this study by checking those activities which you feel are valuable for a homemaking teacher to have had and those which you have used in your teaching experience? Will you return the questionnaire at your earliest convenience in the enclosed stamped and addressed envelope.

It is not necessary for you to sign your name, and a frank answer will be appreciated.

If you are interested in the results of this study, write this request on your questionnaire and a copy will be mailed to your school when the study is completed.

Respectfully,

Helen Ownby

LETTER SENT TO FIRST-YEAR HOMEMAKING TEACHERS

Winchester, Illinois
October 1, 1942

Dear Fellow Teacher:

A study is being made to determine what experiences beginning homemaking teachers have had which should prove helpful to them in their teaching experience, and which ones they have not had which might have been of value to them.

In order that this study may be successful will you cooperate by taking a few minutes of your time to check the enclosed questionnaire and return it to me in the stamped and addressed envelope at your earliest convenience.

It is not necessary for you to sign your name and a frank answer will be appreciated.

If you are interested in the results of the study, write this request on your questionnaire and a copy will be sent to your school when the study is completed.

Respectfully,

Helen Ownby

CARD SENT TO ALL TEACHERS WHO HAD NOT RESPONDED
BY DECEMBER 1

Winchester, Illinois
December 1, 1942

Dear Fellow Teacher:

Several weeks ago you received from the state supervisor's office a copy of a questionnaire that was to be checked and returned to me. As yet I have not received a response from you. Would you please check the questionnaire and return it at your earliest convenience?

Thank you.

Respectfully,

Helen Ownby

LETTER SENT TO ALL FIRST-YEAR TEACHERS WHO HAD
NOT RESPONDED BY MARCH, 1943

Winchester, Illinois
April 22, 1943

Dear Fellow Teacher:

Will you please check the enclosed list as to whether you had had the experience frequently, seldom, or never when you started teaching?

Last fall this list was mailed to each teacher, but, for various reasons, not enough returns were received from beginning teachers to enable me to complete my study.

If you could check and return this material to me within the next few days it would be greatly appreciated.

Respectfully,

Helen Ownby

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LETTER SENT TO TEACHER TRAINERS

Winchester, Illinois
April 8, 1943

Miss _____
Teacher Trainer,
_____ College
_____, Illinois

My dear Miss _____:

As a part of the work for a Master's Degree I am making a study of the home, community, and professional experiences which homemaking teachers in Illinois have had before entering the teaching field. This is then to be compared to those experiences which teachers with five years or more experience have found to be necessary in order to meet their problems satisfactorily.

So that I may learn what experiences were attained as a part of the college training, would you send me a statement of the definite home, community, and professional experiences that are required for graduation at _____ College.

In order to give you a clearer picture of the study, I am enclosing a copy of the check list that was mailed to all of the first-year teachers last fall.

I shall appreciate your help. If you are interested, I should be glad to send you the results of the study when the work is completed.

Respectfully,

Helen Ownby

Appendix C.--LIST OF EXPERIENCES MADE POSSIBLE FOR
MANY HOME ECONOMICS MAJORS ATTENDING:

1. Western Illinois State Teachers College,
Macomb, Illinois.
2. Northern Illinois State Teachers College,
DeKalb, Illinois.
3. Illinois State Normal University, Normal,
Illinois.
4. Eastern Illinois State Teachers College,
Charleston, Illinois.
5. MacMurray College, Jacksonville, Illinois.
6. James Milliken University, Decatur,
Illinois.

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SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE HOME ECONOMICS MAJORS AT WESTERN ILLINOIS STATE TEACHERS COLLEGE, MACOMB, ILLINOIS

1. Selecting, planning, preparing and serving of family meals.
2. Serving of dinners for administrators with personal introductions by class members.
3. Selecting, caring for, and constructing clothing.
4. Remodeling clothing.
5. Constructing of children's clothing.
6. Refinishing furniture.
7. Selecting drapery material.
8. Caring for children in faculty homes.
9. Assisting with parties in faculty homes.
10. Assisting in planting a garden.
11. Working in a tailor shop.
12. Assisting with 4-H work.
13. Working in a department store.
14. Working as a waitress.
15. Preparing yeast bread and rolls in a home.
16. Raising poultry.
17. Preserving foods.
18. Enrolling in adult education courses.
19. Visiting the homes of students.
20. Preparing an exhibit for an adult group.
21. Marketing for food.

SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE HOME ECONOMICS MAJORS AT NORTHERN ILLINOIS STATE TEACHERS COLLEGE, DEKALB, ILLINOIS

1. Going into homes of the community to prepare meals.
2. Going into homes of the community to care for and observe children.
3. Going to plays in Chicago.
4. Being entertained in faculty homes.
5. Assisting with rationing.
6. Visiting kindergartens, lower grades, and rural schools.
7. Assisting with various club programs.
8. Helping with the American Association of University Women consumer study groups.
9. Entertaining at the home management house.
10. Working with Red Cross activities.
11. Making case studies while off campus.
12. Filing materials systematically.
13. Sewing for others.

SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE
HOME ECONOMICS MAJORS AT ILLINOIS STATE NORMAL
UNIVERSITY, NORMAL, ILLINOIS

1. Enrolling in the Red Cross canteen course.
2. Observing children in a home.
3. Serving as officers in college or state organizations.
4. Writing for a school or local paper.
5. Attending a home economics conference.
6. Choosing any home experience for project work.

SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE
HOME ECONOMICS MAJORS AT EASTERN ILLINOIS STATE
TEACHERS COLLEGE, CHARLESTON, ILLINOIS

1. Directing home projects for high school girls.
2. Participating in the business and record keeping of the department.
3. Supervising a high school Junior-Senior banquet.
4. Sponsoring a play for an assembly program.
5. Sponsoring teas for school organizations.
6. Planning a one-hot-dish school lunch for the elementary grades.
7. Co-sponsoring of the high school home-making club.
8. Cooperating with other departments as elementary grades, industrial arts, and the high school.

SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE
HOME ECONOMICS MAJORS AT MACMURRAY COLLEGE,
JACKSONVILLE, ILLINOIS

1. Visiting homes with supervising teachers.
2. Participating in adult education classes.
3. Reporting before adult study groups.
4. Assisting with Red Cross "refresher" courses.
5. Arranging educational exhibits for adult groups.
6. Attending public meetings for teachers.
7. Attending public lectures and demonstrations.
8. Managing of teas for community or district organization.

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SPECIFIC EXPERIENCES MADE POSSIBLE FOR MANY OF THE
HOME ECONOMICS MAJORS AT JAMES MILLIKEN UNIVERSITY,
DECATUR, ILLINOIS

1. Entering the Red Cross canteen course.
2. Planning and preparing meals for a family.
3. Making various types of clothing for self.
4. Preserving food.
5. Applying first aid measures.
6. Planning and helping to maintain a family budget.
7. Caring for the daily and weekly cleaning of a home.

Appendix D.--MASTER DATA SHEET

Meal Planning and Food Preparation

Food Preservation

Food Marketing

Food Production

Sewing and Patching/Clothing

Clothing Construction

Care and Repair of Clothing

Experimental Teachers	Meal Planning and Food Preparation						Food Preservation					Food Marketing		Food Production			Sewing and Patching/Clothing			Clothing Construction					Care and Repair of Clothing							
	October	November	December	January	February	March	October	November	December	January	February	October	November	December	October	November	December	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December
[Teacher Name]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]
[Teacher Name]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]
[Teacher Name]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]	[Content]

Instructed Teachers

Home Keeping and Care of the Sick				Financial Management				Housekeeping and Cleaning Management				Laundry		Home Improvement																																													
Task	Frequency	Time	Notes	Task	Frequency	Time	Notes	Task	Frequency	Time	Notes	Task	Frequency	Time	Notes	Task	Frequency	Time	Notes	Task	Frequency	Time	Notes	Task	Frequency	Time	Notes																																
Wash dishes	Daily	15 min		Check bank statements	Monthly	30 min		Sweep kitchen	Daily	10 min		Wash clothes	Weekly	45 min		Paint walls	Yearly	2 hours		Wash dishes	Daily	15 min		Check bank statements	Monthly	30 min		Sweep kitchen	Daily	10 min		Wash clothes	Weekly	45 min		Paint walls	Yearly	2 hours		Wash dishes	Daily	15 min		Check bank statements	Monthly	30 min		Sweep kitchen	Daily	10 min		Wash clothes	Weekly	45 min		Paint walls	Yearly	2 hours	

Child Care and Training		Community Participation		Professional Leadership	
Category	Sub-category	Category	Sub-category	Category	Sub-category
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
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