

VALUE OF EDUCATIONAL AND OCCUPATIONAL
EXPERIENCES FOR TEACHERS OF HOME
ECONOMICS-RELATED OCCUPATIONAL
TRAINING AS VIEWED BY STATE
LEADERS AND TEACHERS

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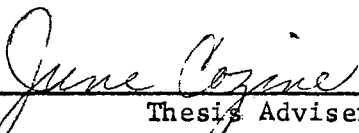
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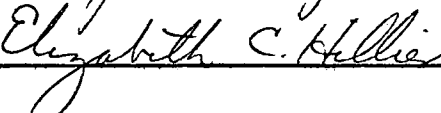
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1968

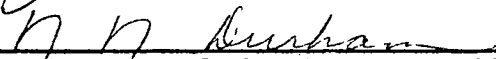
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ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. June Cozine for her valuable assistance, guidance, and inspiration throughout the study. Appreciation is also expressed to Dr. Elizabeth Hillier for her help with the final reading.

Appreciation is expressed to the State Supervisors of Home Economics Education and teachers of home economics-related occupational training in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas who participated in the study. Recognition is also due Mrs. Frank Roberts for typing the thesis.

The writer also wishes to express her indebtedness to her husband, Alvin M. Clements, for the patience and understanding he has shown during this study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	4
Definition of Terms.	7
Objectives	9
Delimitation	10
Procedure.	10
Organization of the Report	12
II. TEACHER TRAINING AND SELECTION PRACTICES AS VIEWED BY LEADERS IN HOME ECONOMICS EDUCATION AND VOCATIONAL EDUCATION	14
Teacher Training and Selection Practices as Viewed by Leaders in Vocational Home Economics Education . . .	14
Education of Teachers for Occupational Training Using Home Economics Knowledge and Skills.	17
Teaching Experience.	20
Occupational Experience.	21
Certification Requirements	23
Teaching the Socioeconomically Disadvantaged	23
Summary of Teacher Training and Selection Practices as Viewed by Leaders in Home Economics Education . .	24
Opinions Regarding Teacher Training and Selection Expressed by Leaders in Vocational Education	27
Summary of Opinions Regarding Teacher Training and Selection Expressed by Leaders in Vocational Education.	31
III. PRESENTATION AND ANALYSIS OF DATA	32
The Teacher of Occupational Training Using Home Economics Knowledge and Skills	33
Scope of the Programs.	34
Educational Preparation and Training	38
Teaching Experience.	44
Occupational Experience.	45
Practices and Recommendations of State Supervisors of Home Economics Education.	54
Teacher Training and Selection Practices of Four Areas of Vocational Education.	58

Chapter	Page
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	64
Summary of Findings.	64
Conclusions.	69
Recommendations.	71
SELECTED BIBLIOGRAPHY.	73
APPENDIX	76

LIST OF TABLES

Table	Page
I. Scope of Occupational Training Programs Using Home Economics Knowledge and Skills in 40 Selected Schools in 5 States by State.	33
II. Area of Occupational Training Classes Using Home Economics Knowledge and Skills Taught by 40 Selected Teachers . . .	35
III. Areas of Occupational Training Using Home Economics Knowledge and Skills Offered by 40 Selected Schools . . .	36
IV. Number of Home Economics-Related Occupational Training Classes Per Day Taught by 40 Selected Teachers.	36
V. Grade Levels at Which Occupational Training Using Home Economics Knowledge and Skills Was Taught in 40 Selected Schools.	38
VI. Educational Training of 40 Teachers of Occupational Training Using Home Economics Knowledge and Skills	39
VII. Workshops and Seminars Attended by 40 Teachers of Occupational Training Using Home Economics Knowledge and Skills.	41
VIII. Emphasis of Workshops Attended by 40 Teachers of Occupational Training Using Home Economics Knowledge and Skills.	41
IX. Inservice Training of 40 Teachers of Occupational Training Using Home Economics Knowledge and Skills	42
X. Types of Occupational Experience of 33 Teachers of Occupational Training Using Home Economics Knowledge and Skills.	46
XI. Location of Employment of 40 Teachers of Occupational Training Using Home Economics Knowledge and Skills. . . .	47
XII. Areas of Occupational Experience of 33 Teachers of Occupational Training Using Home Economics Knowledge and Skills in Relation to Area of Occupational Training Taught.	48

Table	Page
XIII. Value of the Occupational Experience as Perceived by 33 Teachers of Occupational Training Using Home Economics Knowledge and Skills Who Had Occupational Experience. . .	50
XIV. Value of the Occupational Experience as Perceived by 7 Teachers of Occupational Training Using Home Economics Knowledge and Skills Who Had No Occupational Experience .	52
XV. Recommendations of 4 State Supervisors for the Certification of Teachers of Occupational Training Using Home Economics Knowledge and Skills.	57
XVI. Teacher Preparation and Selection Practices of Four Areas of Vocational Education	60

CHAPTER I

INTRODUCTION

The debate over whether or not married women should enter the labor force seems to be resolved. The fact is that married women are working outside the home in ever increasing numbers. In any given month in 1962, there were approximately 23 million women in the labor force¹ compared to 27,780,000 in 1966, an increase of over four and one-half million workers.²

In many cases the working wife is helping her family stage its own private war on poverty. In families where the wife works, only about 6 in 100 have incomes as low as \$3,000 which has been defined by some authorities as the poverty line. If the wife does not work, the number of families living at the poverty level increases to about 18 in 100.³

In addition to contributing to a more prosperous economy for her family, the working woman also contributes to the overall economy of the nation. If all working women were to decide that they no longer wanted to work, our country would probably experience an acute labor crisis.

Significantly for home economics education, the increase in numbers

¹American Women, Report of the President's Commission on the Status of Women, (1963), p. 27.

²"If All the Working Wives Suddenly Quit Their Jobs," Educational Division, Institute of Life Insurance, 17 (1967), pp. 9-10.

³Ibid.

of working women has increased the demand for people trained in the service occupations using home economics knowledge and skills. The homemaker who works outside the home may not have the time nor the inclination to perform those household tasks which traditionally have been her responsibility. There is a continually increasing number of people who take part of their meals outside the home. The food services and hotel business, now America's fourth largest industry, offers various career opportunities for about 100,000 men and women each year.⁴

More clothing care and maintenance is being done by commercial laundries and dry cleaning establishments and individual seamstresses in their homes. Pre-school children need competent, responsible care if the mother is to spend her time away from home in order to supplement the family income. Oettinger stated that

It is imperative that we provide more and better day care centers for America's young children. First, more mothers are working outside their homes today than ever before. It is estimated that there are 12.3 million (or one-fifth of all American children) under 14 years of age whose mothers work at outside jobs. Nearly 4.5 million are under six years of age. Many are in urgent need of the kind of daily care a good center can provide. It isn't only the children of poor families who will benefit from such care. Nursery centers, with their balanced programs of free-play and stimulating projects undertaken with other children and with adults knowledgeable about youngsters and sympathetic to their needs, are good for virtually all children, and are enjoyed by virtually all children, too.⁵

Other areas in which programs are being developed are: Home Furnishing, Nurses Aide, Housekeeping Aide, Visiting Homemaker, Homemaker's

⁴Carl Larsson, "FEAST Attracts Job-Hungry Students," NEA Journal, 55 (1966), p. 20.

⁵Katherine Brownell Oettinger, "Urgently Needed: More Day Care Centers," Parents, 42 (1967), p. 58.

Assistant, Management Aide in Federally Aided Low Rent Public Housing Projects, and Companion to an Elderly Person.⁶

The need for trained people to fill the employment opportunities for service workers is the challenge of the home economics teaching profession today. The training of service workers in occupations using home economics knowledge and skills serves two groups of people. The first of these groups are those women needing employment for any of several reasons. Women work because they need or want money. They want to improve their family's standard of living. They want to provide a college education for their children or they want to buy a new house. Other reasons for women working outside the home are the desire for financial independence and the constructive and creative use of increasing amounts of leisure time.⁷

The second group to be served is the many employed homemakers who need help in the home to lighten the workload which results from the dual responsibility of homemaker-wage earner. Training in these home economics-related careers will not only help the working women and their families but will provide meaningful employment for many economically and emotionally deprived women and give them an opportunity to make an important contribution to society.⁸

The Vocational Education Act of 1963 provides further incentive for training service workers in home economics-related occupations by

⁶Clio Reinwald, "Education for Employment," The Bulletin of the National Association of Secondary-School Principals, 48 (Washington, 1964), pp. 30-31.

⁷Wilburn Cohen, "Womanpower in the 1970's," mimeographed report of the Brookings Institute Manpower Seminar, (Washington, 1967), p. 3.

⁸Ibid.

providing monies for use in funding programs in the high school, post high school, and adult education and for training, re-training, and updating the training of teachers for these programs.⁹ With the demand for skilled service workers, the need for employment among both youth and adults, and the Federal money provided by the Vocational Education Act of 1963, the home economics education profession set about initiating programs for training in occupations which utilize home economics knowledge and skills.

Statement of the Problem

Many problems have arisen with the beginning of the occupational training aspect of vocational home economics education. Among the most pressing of these is teacher selection and preparation. The selection of teachers to give occupational training using home economics knowledge and skills a good start has been a matter of vital concern. Pucinski said that the preparation of teachers for present and future programs in all areas of vocational education is one of the imperative needs. The total estimated number of teachers for public and private vocational schools is 190,000 for 1968. The United States Office of Education estimates that by 1980, 250,000 vocational education teachers will be needed at the secondary level. One million vocational education teachers will be needed at the post-high school level.¹⁰

⁹Selected Education Acts of 1963, prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States, p. 76.

¹⁰Roman C. Pucinski, "Education in a Trillion Dollar Economy," American Vocational Journal, 43 (1968), p. 12.

The importance of the teacher in vocational education has been expressed in many ways. Leaders in the Federal Government express their concern for qualified instruction when specified amounts of money are set aside for teacher training workshops and seminars to be offered by colleges and universities; for providing fellowships for those teachers interested in up-dating their knowledge and skills for teaching class-work; and furnishing financial aid for those who are interested in research in the area of teacher preparation for vocational education. Federal legislation has also made it mandatory that the vocational education programs of each state include adequate programs of teacher education.¹¹

Referring to his own field of distributive education, Ferguson says that recruitment of qualified teachers is the most important aspect for uniform growth. He further states that without an adequate number of well-trained, qualified personnel, the nation's distributive education programs will deteriorate in quality.¹² This is particularly true of the occupational training aspect of vocational home economics which is struggling for recognition as a respected part of the secondary, post-high, and adult curriculum.

* The teacher is the key to successful occupational training classes according to Beaumont. He says that the development of intellectual curiosity and acceptable behavior patterns remains in the hands of the

¹¹M. D. Mobley and Melvin L. Barlow, "Impact of Federal Legislation and Policies Upon Vocational Education," Sixty-Fourth Yearbook of the National Society for the Study of Education, (1965), p. 194.

¹²Edward T. Ferguson, Jr., "More Teacher Recruitment A 'Must' for a Growing DE," American Vocational Journal, 39 (1964), p. 25.

teacher. He continues

* Particularly in vocational and technical education is the teacher the key to student development. The student has defined a career goal but the road to travel in reaching this goal is still uncharted. The vocational teacher should be the one person who can bring to the student--in the classroom, in the shop or laboratory and in job experiences--the skills, concepts and vision which enable him to achieve his occupational goal.¹³

Those charged with the responsibility of employing teachers for teaching occupationally oriented classes have found that among some educators proficiency in the occupation is a qualification of prime importance. Skilled workers from business or industry are trained in the techniques of teaching.¹⁴ Other educators argue that being a certified teacher should be the topmost qualification. These people believe that a person who knows how to teach can learn what to teach. Still others believe that the person best qualified to teach occupational education is the certified teacher with occupational experience in the area to be taught.¹⁵

* State departments of vocational home economics education are faced with the problem of deciding which criteria shall be used for certification of teachers to teach occupational training using home economics knowledge and skills. Shall the teacher be:

1. A skilled worker from industry who is given a minimum of teacher training courses, or

¹³ John A. Beaumont, "The Vocational Teacher Key to Sound Education," American Vocational Journal, 41 (1966), pp. 18-19.

¹⁴ Grant Venn, Man Education and Work, (Washington, 1964), p. 35.

¹⁵ John Patrick Walsh and William Selden, "Vocational Education," Sixty-Fourth Yearbook of the National Society for the Study of Education, (1965), p. 129.

2. A certified teacher with little or no occupational experience,
or

3. A certified teacher who has had or who will gain occupational
experience in the specific field in which he is to teach?

This study was undertaken to try to find answers to some of the questions involved in establishing requirements for teachers in the occupational phase of home economics. Specifically, it is the desire of the writer to collect information regarding the pre-service training, the in-service training, the teaching experience, and the occupational experience of the teachers engaged in the teaching of home economics-related occupational training. The writer further wishes to identify the value that the teachers and their state supervisors attach to the occupational experience as a means of deepening the teacher's understandings of the world of work which they believe is related to teaching competency in this area of home economics. Some of the other areas of vocational education have been concerned with this problem of teacher selection and preparation for a much longer period of time than has home economics. A review of literature in these areas, as it relates to the preparation and selection of teachers, was undertaken as a means to a better understanding of the problem.

Definition of Terms

The Vocational Education Act of 1963 gave a new dimension to vocational home economics--that of training secondary and post-high school students and adults for jobs using home economics knowledge and skills. Some words and phrases that had been used in home economics had come to have a broader and deeper meaning. Other words and phrases had evolved

since the addition of the new aspect of occupational training. Definitions used in this study were:

Occupational training using home economics knowledge and skills--Occupational training using home economics knowledge and skills is training for employment in occupations involving the subject matter fields of child development, clothing and textiles, food and nutrition, institutional and home management, and home decoration, furnishings, and equipment. Occupational training using home economics knowledge and skills is also referred to as gainful employment and wage-earning using home economics knowledge and skills.¹⁶

Occupational Experience--Occupational experience is any practical activity in the production of goods and/or services in business, industry, or institutional fields.

Vocational Education--Vocational education is that specific phase of one's education which prepares him for entrance into and advancement in his chosen means of making a livelihood. Vocational education includes the learning of concepts, the acquisition of habits of thought and of attitudes, and the mastery of manipulative skills needed to perform well in the individual's chosen occupation.¹⁷

Two aspects of home economics are referred to as:

Aspect I--Homemaking refers to the instruction which will enable families to improve their family life through more effective development

¹⁶Reinwald, p. 30.

¹⁷Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Federal Legislation for Vocational Education, compiled by J. Chester Swanson, (1962), pp. 4-8.

and use of human and material resources. This aspect of homemaking is also referred to as "home economics for family living."

Aspect II--Occupational Training--Occupational training is training for occupations using home economics knowledge and skills. Occupational experience is part of the plan for training.¹⁸

Objectives

The objectives of this study were:

1. To determine the educational preparation and training and teaching experience of a selected group of teachers engaged in teaching occupational training using home economics knowledge and skills

2. To determine the types of occupational experience of the occupational training teachers and the value which they attach to the experience

3. To determine the practices and recommendations of state supervisors of home economics education in the selection of teachers for occupational training using home economics knowledge and skills

4. To identify teacher training and selection practices of other areas of vocational education

5. To determine implications, draw conclusions, and recommend areas for further study related to teacher preparation and selection for occupational training using home economics knowledge and skills.

It is hoped that the findings of this study will furnish information of value to those responsible for certification of teachers for home

¹⁸"Opportunities in Home Economics Education in Oklahoma," Vocational Education, Home Economics Division, Oklahoma, (no date).

economics-related occupational training. The teacher preparation and selection practices of other areas of vocational education may furnish guidelines and ideas for leaders of vocational home economics education for deciding on the amount and kind of formal education and occupational experience needed by teachers of home economics occupational training.

Teacher educators may find something of value to use in the pre-service training of prospective teachers and inservice training for those teachers engaged in occupational training using home economics knowledge and skills.

This study may offer findings of value in the further study of the value of the occupational experience to the teacher of home economics-related occupational training.

Delimitation

The geographical area chosen for the survey was Region VII as defined by the United States Office of Education. This area includes the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The sample was comprised of secondary school teachers involved in teaching occupational training classes using home economics knowledge and skills and the state supervisors of home economics education in the above-named states. The three phases of teacher preparation investigated were limited to educational preparation, teaching experience, and occupational experience.

Procedure

A study of literature pertinent to teacher selection for home economics-related occupational education revealed that there was uncertainty

about the kinds of teachers needed to successfully teach occupationally oriented classes. Prerequisites for certifying teachers had not been decided upon; therefore, a variety of practices were being followed for teacher employment.

The writer decided that teachers of occupational training using home economics knowledge and skills and their state supervisors might be able to furnish reliable information relevant to the qualifications of those teachers hired to teach occupational training. A questionnaire was constructed for the teachers which aimed at securing information pertaining to (1) pre-service training of the teacher, (2) inservice training of the teacher, (3) teaching experience of the teacher, and (4) occupational experience and its value to the teacher of occupational training using home economics knowledge and skills.

The questionnaire for state supervisors was designed to secure information relative to education or training, teaching experience, and occupational experience required for employment of teachers in occupational training using home economics knowledge and skills. Another section of the questionnaire asked for recommended changes for future teacher selection practices.

Space was provided on both questionnaires for comments or remarks which the respondent felt to be pertinent to the study. The questionnaires were constructed by the writer and presented to her colleagues and adviser for suggestions. After revisions were made, the questionnaires were used in the form in which they appear in the Appendix.

Each state supervisor of home economics education from the states in Region VII, United States Office of Education, was contacted to

obtain her permission for distribution of the questionnaire to the teachers of occupational training using home economics knowledge and skills in her state.

A review of literature pertinent to the teacher training and selection practices in four other areas of vocational education was the procedure used to achieve the fourth objective which was to identify teacher training and selection practices of other areas of vocational education. The discovery of these teacher training and selection practices along with an identification of their strengths and weaknesses might serve as guidelines for leaders in home economics education to use in the training and selection of teachers for occupational training using home economics knowledge and skills.

The analyses of the data collected was the source of information for the fifth objective, to determine implications, draw conclusions, and recommend areas for further study related to teacher preparation and selection for occupational training using home economics knowledge and skills.

Organization of the Report

The report of this study is organized into four chapters. Chapter I has presented the problem, definitions, objectives, limitations, procedure, and organization of the study.

Chapter II presents a review of literature that pertains to the study and data for objective four,

Chapter III presents the findings from the questionnaire and the review of literature in other areas of vocational education and an analysis of the data.

Chapter IV presents a summary of the study, conclusions reached as a result of the study, and recommendations for further research.

CHAPTER II

TEACHER TRAINING AND SELECTION PRACTICES AS VIEWED BY LEADERS IN HOME ECONOMICS EDUCATION AND VOCATIONAL EDUCATION

Teacher Training and Selection Practices as Viewed by Leaders in Vocational Home Economics Education

The importance of occupational training using home economics knowledge and skills was brought into sharp focus by the Vocational Education Act of 1963. The act specified that a designated percentage of appropriated money is to be used in the wage-earning aspect of home economics.¹ The leaders who authored this bill, realizing that instructional excellence was attributable to good teaching, provided monies to be used for teacher training and the upgrading of the training of teachers already employed in teaching vocational education.²

Four aspects of teacher training became apparent as writings in the area of home economics-related occupational training were reviewed. The qualifications discussed were (1) pre-service training, (2) inservice training, (3) teaching experience, and (4) occupational experience.

Homemaking teachers for the family living aspect of home economics

¹Selected Education Acts of 1963, p. 76.

²Ibid.

traditionally had been prepared to teach through the baccalaureate degree program.³ The undergraduate program, which provided work in all areas of home economics, acquainted the student with the basic areas of family living. Courses from other disciplines such as English, chemistry, psychology, and the humanities increased the prospective teacher's communication skills, problem-solving skills, human relation skills, and understanding of the basic principles underlying the occupation of homemaking.

Living in a home and sharing the responsibilities therein was considered to supply the occupational experience required for certification as a vocational homemaking teacher. The home management course in which the students lived in the home management house during their senior year in college was designed to contribute to the prospective teacher's occupational experience.

Occupational training using home economics knowledge and skills was not an entirely new idea. Clark's study, published in 1927, was concerned with occupations other than homemaking, open to those people with home economics knowledge and skills.⁴

In 1942, Spafford pointed out the possibilities of wage-earning for both boys and girls using home economics knowledge and skills. She said, "Many types of occupations grow out of home economics, some of a semi-skilled type, others of a highly professional nature."⁵ Training for

³Ralph E. Bender, "Teacher Preparation for Vocational Education," Theory Into Practice, 3 (1964), p. 190.

⁴Laura V. Clark, "A Study of Occupations, Other Than Homemaking, Open to Women Trained in Home Economics," Series 1, Leaflet No. 5, (California, 1927), p. 4.

⁵Ivot Spafford, Fundamentals in Teaching Home Economics, (New York, 1942), p. 4.

good grooming, for health, and for general graciousness was a way in which home economics could contribute to the general employability of the individual.⁶

Both Clark and Spafford expected these occupational benefits to result from regular homemaking classes taught by the regular homemaking teacher. Supervised occupational experience as a part of the curriculum was not mentioned.

Some years later, Williamson and Lyle listed two purposes for vocational homemaking education. The first of these was education for increasing responsibility in home living and the other was its contribution to wage-earning. These contributions were similar to those listed in the literature cited above. Classes, the specific purpose of which was to train for employment, were mentioned. The reader was left with the idea that these classes would be taught by the vocational homemaking teacher.⁷

With the increased activity in occupational training using home economics knowledge and skills, leaders in home economics were seeking an answer to the question--Will the homemaking teacher trained to teach aspect I--home and family living possess the competencies necessary to teach aspect II--occupational training using homemaking knowledge and skills or will additional training be needed to up-date his competencies?

Lawson believes that the commonalities of aspect I--homemaking for family living and aspect II--occupational training using home economics knowledge and skills would permit the traditionally prepared teacher to

⁶Ibid., pp. 4 and 6.

⁷Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, (New York, 1954), pp. 33-34.

teach home economics-related occupational training. The challenge of the teacher was to utilize methods, materials, and media which would provide for learning that might be directed toward the goal of occupational employment and/or home and family living.⁸ Conafay supported this belief when she said that on-the-job success and family living go hand in hand.⁹ One authority emphasized that the implanting of the love and pursuit of learning, teaching pupils how to think, and teaching pupils how to feel as fundamental in any area of teaching, no matter what the purpose.¹⁰

Education of Teachers for Occupational Training Using Home
Economics Knowledge and Skills

Pre-service training--Little information was found regarding the pre-service training of homemaking teachers in the area of occupational training. Teacher educators were reluctant to add new courses to an already crowded schedule. A few hours of the methods course or student teaching block were being devoted to this aspect of teaching home economics. Cacy stated that three or four hours of the student teaching block were used to introduce the prospective teacher to occupational training using home economics knowledge and skills. Members of the gainful employment research team from Oklahoma State University presented

⁸Dorothy S. Lawson, "Education for Homemaking and for Employment," Contemporary Issues in Home Economics: A Conference Report, (1965), pp. 40-41.

⁹Katherine R. Conafay, "Homemaking and Wage Earning Through Home Economics," Educational Leadership, 22 (1965), pp. 226-229.

¹⁰Helen Gum Westlake, "Needed: Teachers Who Think, Who Feel, Who Love," Contemporary Issues in Home Economics: A Conference Report, (1965), pp. 92-93.

work that was being done on the "Training Program for Teachers and Leaders of Gainful Employment Training Programs in Home Economics."¹¹

One college was adjusting requirements for graduation to allow for a concentration or specialization in one subject matter area of home economics. These students planned to teach in the occupational training area of specialization or to teach in schools where specialized areas of home economics were taught. A disadvantage of this program was the possibility of certification difficulties if the person wished to teach in another state.¹² There had been some hesitancy to use the inexperienced teacher in the occupational training programs of home economics; however, the opinion was expressed that as methods of pre-service training develop, the inexperienced teacher may be found to be competent to teach occupational training using home economics knowledge and skills.

Inservice training--Social, technological, and economic changes were taking place much faster than ever before and were bringing about many changes in family life and the world of work as it affects women. If home economics was to maintain its place as a vital part of education, the teachers must remain alert to the changes in our society. Westlake stated that as teachers are trained, they should be trained to expect retraining in order to keep abreast of the changing knowledge and skills in home economics and their implications for family living and home

¹¹Lora Belle Cacy, Interview, 1968, Teacher Education, Oklahoma State University, Stillwater, Oklahoma.

¹²Sylvia L. Lee, "Preparing the Home Economics Major to Offer Programs in Gainful Employment," speech presented to the 57th annual meeting of the American Home Economics Association, (San Francisco, 1966).

economics-related occupational training.¹³ A number of workshops and seminars had been offered for up-dating information related to the occupational training area.

In a survey of work done to prepare teachers for offering home economics-related occupational training, Lee found that two types of workshops were offered. The general workshop was concerned with familiarizing the teacher with the mechanics of organizing the course and such things as identification of areas to be included in the course and the involvement of community groups. The other type of workshop was that which gave special emphasis to the subject matter area and development of curriculum and provided for experiences to acquaint the teacher with the occupation to be taught.¹⁴

In 1965, the first of a series of training programs for home economics-related occupational training teachers was offered at Oklahoma State University. A description of the program was included in the report "Training Program for Teachers and Leaders of Gainful Employment Programs in Home Economics." Four courses were offered during a four-weeks' period. Each participant took the course, "Education for Gainful Employment in Home Economics." In addition, each participant chose one course with special emphasis in the field in which she was to offer occupational education the following year. Child Care Services, Clothing Services, and Food Services were taught by subject matter specialists

¹³Westlake, p. 91.

¹⁴Lee, no page numbers.

from the College of Home Economics. The costs of the workshop were defrayed by Federal support.¹⁵

Advanced degree--The advanced degree, either as pre-service or in-service training, was another means for up-dating knowledge and skill for teaching occupational training using home economics knowledge and skills. Some individuals were using a concentration of subject matter in one area of home economics to prepare for teaching occupational training.

One of the goals of vocational education was for teachers in each area to become familiar with all areas of vocational education. Work on an advanced degree often provided this opportunity. One limitation was that few states have all vocational areas on one campus.¹⁶

~~X~~Teaching Experience

* The administrators in California preferred the experienced teacher for the initiation of home economics-related occupational training for the following reasons:

1. The school administration, the students, and the community had confidence in the experienced teacher.
2. The experienced teacher had learned to organize her time well. This provided the extra time necessary for working with community groups.
3. The experienced teacher had developed an understanding of students from all types of homes and backgrounds.

¹⁵June Cozine, "Training Program for Teachers and Leaders of Gainful Employment Programs in Home Economics," American Vocational Journal, 43 (1968), p. 41.

¹⁶Bender, p. 191.

4. The experienced teacher had learned to take the hard knocks and criticism which often come with the introduction of a new program. She knew there were rewards on the other side of the coin.¹⁷

This was not to say that the beginning teacher should not teach occupational training using home economics knowledge and skills. The inexperienced teacher would have to work harder just as she would in any classroom situation for a feeling of adequacy and security. The inexperienced teacher also represented an unknown quantity and the administrator was not sure that there was time to risk the novice.

Occupational Experience

An issue of significance in aspect II--occupational training using home economics knowledge and skills was whether or not the teacher of occupational training should have had occupational experience in home economics-related occupations. Walsh and Selden were convinced that the first measure of the quality of vocational education was the level of competence of its laboratory and classroom teachers. The primary purpose of vocational education, to train individuals for an occupation, made it mandatory that the curriculum be based on the requirements of the occupation. Teachers needed practical experience to equip themselves to develop curricula that would provide the students with the knowledge and skills necessary to perform well in the occupation.¹⁸

Horn believed that it would be reasonable to expect the teachers of

¹⁷Dorothy M. Schnell, "Teachers Needed for Occupational Education," Contemporary Issues in Home Economics: A Conference Report, (1965), pp. 99-101.

¹⁸Walsh and Selden, p. 128.

occupational training using home economics knowledge and skills to possess these competencies:

1. Utilization of the most up-to-date techniques required for the job
2. Possession of a thorough foundation in the knowledge and skills involved in the job
3. Effective working with trainees in the development of skills and attitudes
4. Cooperation with the administration, employment agencies, and potential employers in the development of the course.¹⁹

With the requirement of occupational experience and the wide diversity of occupations using home economics-related skills, the person with a thorough foundation in the home economics knowledge and skills involved in the particular job being taught would be recruited. The teacher might not be a college graduate and might or might not be a home economist. The inservice program would then provide this teacher with courses in methods of teaching.²⁰

* Occupational experience for the teacher was considered necessary for understanding how to get and hold a job, for teaching effective employer-employee relations, and for instilling pride in the skillful performance of work according to Van Horn. This kind of insight was so important that if a person with both a baccalaureate degree and work experience was not available, the selection of the person with satisfactory work experience was preferable.²¹

¹⁹ Fern M. Horn, "Teachers for Emerging Programs," Contemporary Issues in Home Economics: A Conference Report, (1965), p. 105.

²⁰ Ibid.

²¹ Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, 39 (1964), p. 24.

Certification Requirements

Certification requirements had been set up by some states. Schnell stated that the one requirement set by California was "professionally qualified and occupationally competent." She explained that the professional requirement meant earning a teaching credential through collegiate training. No criteria was specified for determining occupational competency.²²

A workshop at Southern Illinois University in 1965 set up certification criteria for three kinds of occupational training programs to be offered at the high school level. A certified homemaking teacher was required for interrelated programs in which team teaching was used, cooperative training which included supervised work experience, and non-cooperative training which was classroom instruction only. The teacher of the cooperative program must have had a year's accumulative work experience in one or more occupations related to home economics.²³ A variety of requirements, some more structured than others, were mentioned in the literature. Since programs were to be planned to meet the needs of the local employers and workers, some variety in certification requirements was to be expected.

Teaching the Socioeconomically Disadvantaged

† Working with the socioeconomically disadvantaged was one of the

²²Schnell, pp. 98 and 102.

²³Anna Carol Fultz, "Workshop for the Preparation of Home Economics Teachers to Teach Wage-Earning Programs in Food Service," a conference report, (1965), pp. 49-50.

challenges of vocational home economics. Wilhelms listed poor attitudes toward work and toward authority and lack of grooming and manners as the most damaging deficits of the disadvantaged. He believed that vocational education would have to develop a much broader curriculum than skills training to benefit this "hardest-to-salvage" group. In a society where job success was coming to depend more and more on intellectual problem solving, communication skills, and the ability to work as a team, the development of a vocational curriculum for students with special needs would demand a teacher with special abilities.²⁴

Kemp stated that

X Many of the special programs being conducted show that the instructor who can reach these students and work effectively with them is often not one who has taken education courses but one who is skilled in his trade and who understands these youngsters.²⁵

She believed that commitment to the job of teaching this special group and empathy with the students and their way of living in addition to job skills were the most important qualifications of the teacher. She was doubtful that inservice training in two to eight week workshops would solve the problem of teacher training adequately.

Summary of Teacher Training and Selection Practices as Viewed by
Leaders in Home Economics Education

There were a variety of opinions expressed in the literature pertinent to teacher qualifications for occupational training using home

²⁴Fred T. Wilhelms, "Which Way to a Curriculum for Adolescents?" NEA Journal, 56 (1967), p. 14.

²⁵Barbara H. Kemp, "Where Vocational Education Is a Special Need," American Vocational Journal, 43 (1967), p. 52.

economics knowledge and skills. The amount of professional training and occupational competency was the subject of controversy and speculation. The professionally trained teacher was considered to be the best qualified to teach occupational training by some authorities. The professional training in the area of curriculum development was considered of particular importance to the undeveloped area of occupational training using home economics knowledge and skills. Job analysis and planning of instructional experiences to develop the skills and attitudes of the potential worker was considered the first priority to a successful occupational training program.

Interpretation of the goals of home economics-related occupational training to the school administrators and faculty, the community as a whole, and the parents and employers in particular were believed to be essential to the success of the newly initiated occupational program. Some authorities in the field believed that the professionally trained teacher was better trained than the skilled worker from industry to communicate the purposes and goals of occupational training to others.

Many of the students needed to go beyond mere skill training. Training in communications such as writing letters of application, habits of dress and grooming, and development of positive attitudes toward work and fellow workers were considered as important as the job skill itself.

Other leaders felt that the primary purpose of vocational education, to train individuals for an occupation, was best implemented by the person with occupational experience. They felt that occupational experience provided the teacher with a better understanding of the job, an understanding of challenges faced by the worker when he entered

employment, knowledge of how to get and hold a job, and a better understanding of employer-employee relations.

A worker recruited from industry and skilled in his craft was thought to be a better teacher for the socioeconomically disadvantaged than the professionally trained teacher. It was felt that the professionally trained teacher was seldom prepared to meet the problems of language development, varying social norms, habits of grooming and dress not generally accepted by teachers, behavior which is not success-oriented, lack of student cooperation, and achievement levels below those expected by the teacher.

The certification requirements for the teachers of occupational training using home economics knowledge and skills seemed to be in a state of indecision. They varied from state to state for those states that had set up requirements. Home economics leaders in some states had not crystallized their thinking at the time of this study. Since occupational training was to be implemented to meet local labor needs, some variance was to be expected.

Whether or not the teacher needed occupational experience in the area of occupational training to be taught was a problem to be solved. If the occupational experience were required, decisions had to be made as to the type and length of the occupational experience and possible methods of gaining occupational experience.

The experienced teacher was favored over the inexperienced teacher, however it was admitted that the inexperienced teacher with adequate pre-service training might prove successful. Methods of providing pre-service occupational experience were being explored.

It is well to note here that there was a lack of scientific evidence in the area of teacher preparation and selection for occupational training using home economics knowledge and skills. The literature was largely opinions resulting from the observations of leaders in the field of vocational home economics education and vocational education.

Opinions Regarding Teacher Training and Selection Expressed by
Leaders in Vocational Education

Leaders in vocational education who were charged with certifying and employing of teachers tended to group themselves according to the emphasis placed on two facets of teacher preparation; namely, professional training and occupational experience.

Professional training--A concept that was common to all literature reviewed was change--change from manipulative to cognitive skills in jobs, change from a single to a dual role for many women, an increased amount of leisure for all, and change in the kind of education needed. Beaumont's statement that the concepts in vocational education were changing was followed by his conclusion that training must include education of the total person because a majority of people lost their jobs due to poor attitudes, mediocre work habits and personal grooming rather than a lack of job skill.²⁶ Cottrell added emphasis to Beaumont's point of view when he said

organized business is becoming increasingly active in fostering effective job training programs. What employers ask of the schools is training in basic

²⁶John A. Beaumont, "Goals for Developing Programs at the Post-High School Level in Illinois," Illinois Teacher of Home Economics, 11 (1967-68), p. 116.

communication skills, habits of application, and a sense of responsibility.²⁷

Leighbody felt that, with the rapid change in jobs today, the teacher trained by industry might know the job only as it had been. The shift from manual skills to cognitive skills made training through a regular collegiate program of teacher education preferred to a period of time-serving in an occupation other than teaching.²⁸

Other leaders were convinced that in addition to knowing "what to teach" the teacher also needed to know "how to teach." Besides the competencies required by all teachers, the vocational teacher needed special competencies for curriculum development from job analyses and distinctive teaching methods to develop the skills and employment potential of prospective workers.²⁹

It was thought that the professionally trained teacher with his competency in methods of teaching and curriculum development, communication skills, and humanities was better equipped to help the student acquire the flexibility necessary to adapt to change. Technological change was thought to be so rapid that it was the exception rather than the rule for a person to remain in one occupation all of his life. A broader and deeper education which would equip the individual with an understanding of the underlying principles of a cluster of occupations

²⁷ Donald P. Cottrell, Ed., Teacher Education for a Free People, American Association of Colleges for Teacher Education, (New York, 1956), p. 8.

²⁸ Gerald B. Leighbody, "The Impact of Change on Occupational Education," School Shop, 25 (1966), p. 39.

²⁹ Walsh and Selden, p. 128.

would facilitate his adaptation to new techniques. Instead of a highly specialized experience within narrow limits, one author was convinced that it was necessary to train the individual's mind, as well as his hands, so that he could adapt himself both operationally and psychologically.³⁰

Occupational experience--Carey was convinced of the need for upgrading instruction in vocational education. He felt that this upgrading could best be accomplished by teachers with occupational competence. He said that

The vocational teacher whose background is entirely theoretical, or who has been away from industry for a long time, generally will prove less effective--and less helpful to his students--than the industry-trained instructor who has practical experience in his recent background and who is up-to-date on changing technologies in his specialized field.³¹

He believed that practical experience should be of first priority when certifying teachers for vocational education. He also believed that teachers should up-date their occupational competency through employment in summer jobs or other part-time employment.³²

Strong and Bowler expressed the opinion that teachers with occupational experience should be given serious consideration where knowledge of conditions in business and industry were important to success on the job.³³ The opinions expressed by the above leaders were supported

³⁰Lady Williams, "Vocational Training," Teacher Education, 6 (1965), p. 8.

³¹Walter F. Carey, "Useful Education for Tomorrow's Jobs," American Vocational Journal, 40 (1965), p. 25.

³²Ibid.

³³Merle Strong and Earl M. Bowler, "Teacher Recruitment on Our Fiftieth Anniversary," a summary of remarks presented before Regional Conferences, (Spring, 1967), p. 3.

by authors in vocational education.

Awareness for the need to reassess teacher preparation to meet the changing needs for workers was expressed by some. An example of this was the need for workers in the field of agri-business. The agriculture teachers had the need for knowledge and skill in the sales areas of farm supplies and equipment.³⁴

Just as the professionally trained leaders in agriculture education, distributive education, and business education had realized a need for additional occupational experience so the trades and industrial education leaders had realized the need for more professionally trained teachers.³⁵ Beaumont concluded that "If we are to educate all people for society, how can we ignore the need for a melding of vocational and general education?" He believed that the professionally trained teacher with occupational experience was the best equipped to teach the total person.³⁶

Coe supported this belief when he wrote

Teachers in a quality program are masters in their occupation and have completed teacher-training programs where they have learned how to impart their knowledge and skills to pupils. How can a teacher properly prepare a student for entry into an occupation unless he has had experience in that occupation? But teaching is also an occupation to be learned.³⁷

³⁴Ibid.

³⁵Robert M. Worthington and Ronald L. Knoble, "Developing Industrial Teacher Education Programs," American Vocational Journal, 39 (1964), pp. 26-27.

³⁶Beaumont, p. 116.

³⁷Burr D. Coe, "What Is Quality Vocational Education?" American Vocational Journal, 43 (1968), p. 17.

Summary of Opinions Regarding Teacher Training and Selection
Expressed by Leaders in Vocational Education

The opinions of leaders in the field of vocational education could be classified as those who considered the professionally trained teacher as most competent to teach occupational training and those who considered occupational competence most important.

Advantages claimed for the professionally trained teacher included training in communication skills, human relation skills, teaching methods, and curriculum development. Those who considered occupational experience as the preferred training believed that the teacher would be more effective because of his recent experience in industry. These leaders also believed that a knowledge of conditions in business and industry as well as the skill acquired, was an important asset.

The trend in the thinking of educators seemed to be that both professional training and occupational competence were desirable for certification of teachers of vocational education. Most of the evidence presented in this area of the study was the empirical observations of leaders in vocational education. There was a paucity of research in the area of teacher competence in vocational education.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The data for this study were collected in three ways. Teachers of occupational training using home economics knowledge and skills furnished the data for objectives one and two by responding to a questionnaire seeking information about their educational preparation which included pre-service and inservice training, their teaching experience, and their occupational experience.

Data for objective three were supplied by state supervisors of home economics education who responded to a questionnaire seeking information in relation to their practices and opinions about the selection of teachers for occupational training classes using home economics knowledge and skills.

A review of pertinent literature provided data for objective four, to identify teacher training and selection practices of other areas of vocational education.

The analyses of data collected for the first four objectives was utilized to determine implications, draw conclusions, and recommend areas for further study which was the fifth objective of the writer.

The response to the questionnaires indicated the extent of interest in the area of teacher qualifications and certification for occupational training using home economics knowledge and skills. One-half of the data were supplied by state A; therefore, the findings were weighted by

the responses of state A (Table I).

TABLE I
SCOPE OF OCCUPATIONAL TRAINING PROGRAMS USING HOME ECONOMICS KNOWLEDGE
AND SKILLS IN 40 SELECTED SCHOOLS IN 5 STATES BY STATE

State	Programs		Total
	Full-Time	Part-Time	
A	6	14	20
B	1	8	9
C	4	1	5
D	3	0	3
E	1	2	3
Total	15	25	40

The Teacher of Occupational Training Using Home
Economics Knowledge and Skills

To determine the educational preparation and training and the teaching experience of teachers engaged in occupational training using home economics knowledge and skills was the first objective of this study. It was felt that an overview of the scope of programs being offered and of occupational areas in which classes were being taught would provide the reader with a better understanding of "the teacher" with which this study was concerned.

The scope of the programs, educational preparation of the teacher, and the teaching experience of the teacher will be considered in that order.

Scope of the Programs

Teachers responding to the questionnaire were teaching occupational training using home economics knowledge and skills in nine areas. Over four-fifths (81%) of the training was in three areas; namely, Food Services (32.8%), Clothing Services (31%), and Child Care Services (17.2%). Other areas being taught included Housekeeping Aides, Dietitian's Aides, Home Furnishing Aides, Retailing, and Job Orientation (Table II). Since occupational training using home economics knowledges and skills was a recent development in vocational home economics and was in the exploratory stage, occupational training had been developed in different ways.

A teacher from one state wrote that the program in her school was called cooperative part-time training. The students attended school one-half day during which time she had them in class for one hour of "related instruction." The students spent the other half day at jobs in diverse training stations. This particular teacher was supervising student trainees in five service occupations. Other teachers from this state reported training for two or more occupations, hence it was assumed that the leaders of this state chose to explore the opportunities for teaching occupational training in a way similar to diversified occupations. Teachers from other states reported teaching only one area with the exception of the teacher who taught job orientation as a separate course and also taught a class in food services. A close look at

Table II reveals a difference in occupational training areas taught (58) and the number of teacher respondents (40), which is the result of the multiple training offered by the teachers described above.

TABLE II
AREA OF OCCUPATIONAL TRAINING CLASSES USING HOME ECONOMICS KNOWLEDGE
AND SKILLS TAUGHT BY 40 SELECTED TEACHERS

Area	N	%
Food Services	19	32.8
Clothing Services	18	31.0
Child Care Services	10	17.2
Housekeeping Aides	5	8.6
Dietitian's Aides	2	3.4
Home Furnishing Aides	2	3.4
Retailing	1	1.8
Job Orientation	1	1.8
Total	58	100.0

Full-time programs were taught by three-eighths (37.5%) of the teachers as compared to part-time programs in five-eighths (62.5%) of the schools (Table III). Seventy per cent of the teachers had only one class of occupational training per day (Table IV). For two respondents who did not indicate the number of classes per day, one had a full-time program and one had a part-time program. The data indicated that some

TABLE III

AREAS OF OCCUPATIONAL TRAINING USING HOME ECONOMICS KNOWLEDGE
AND SKILLS OFFERED BY 40 SELECTED SCHOOLS

Teachers	Number of Areas Offered Per School										
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
Full-time	15	14	35	1	2.5	0	0	0	0	0	0
Part-time	25	18	45	2	5.0	1	2.5	3	7.5	1	2.5
Total	40	32	80	3	7.5	1	2.5	3	7.5	1	2.5

TABLE IV

NUMBER OF HOME ECONOMICS-RELATED OCCUPATIONAL TRAINING CLASSES
PER DAY TAUGHT BY 40 SELECTED TEACHERS*

Number of Classes	Teachers	
	N	%
1	28	70.0
2	6	15.0
3	2	5.0
4	1	2.5
5	1	2.5
Total	38	95

*Two teachers did not indicate the number of classes per day.

of the full-time programs have only one class per day. The questionnaire did not ask for information relating to the length of class periods. Full-time programs listing only one class per day might have used two or more sixty minute class periods with several hours spent in the supervised occupational or work experience.

Three-fifths of the classes in occupational training using home economics knowledge and skills were offered in grades 11-12. One class was offered at the 9-10 grade level and three were offered to adults. Other classes were offered at other grade levels which ranged between these two extremes (Table V). The sample for this study was limited to secondary school teachers which probably accounted for the small number of adult classes reportedly being offered in occupational training using home economics knowledge and skills.

Summary of the Scope of the Program

Occupational training using home economics knowledge and skills was being taught in nine areas; however, Food Services, Clothing Services, and Child Care Services accounted for the majority of the offerings.

The number of part-time programs exceeded the full-time programs by 25%. The curricula and organization of the programs varied from state to state. For instance, one state offered training for several home economics-related occupations in one class. Other states limited the offering to one occupation or cluster of occupations per class.

Training was offered at all grade levels in the secondary school with the major portion of the training in grades 11-12. Training for adults was limited.

TABLE V

GRADE LEVELS AT WHICH OCCUPATIONAL TRAINING USING HOME ECONOMICS
KNOWLEDGE AND SKILLS WAS TAUGHT IN 40 SELECTED SCHOOLS*

Grade Level	N	%
9-10	1	2.5
10-12	3	7.5
11	4	10.0
11-12	24	60.0
12	4	10.0
Adult	3	7.5
Total	39	97.5

*One teacher did not specify the grade level taught, however, she indicated that she taught a full-time program.

Educational Preparation and Training

Pre-service training--Exactly half of the teachers of occupational training using home economics knowledge and skills had masters' degrees in a variety of areas. Approximately one-third (32.5%) had masters' degrees in home economics education. Other masters' degrees were held in other areas of home economics, vocational education, and education (Table VI).

Baccalaureate degrees in home economics education were held by 15 of the teachers. Two of the remaining baccalaureate degrees were in areas of home economics; the other one was in political science and speech. Other training listed was 40 hours of business education,

TABLE VI
 EDUCATIONAL TRAINING OF 40 TEACHERS OF OCCUPATIONAL TRAINING USING
 HOME ECONOMICS KNOWLEDGE AND SKILLS*

Major Emphasis	Degree				Less Than a B.S.	
	Masters		Baccalaureate		N	%
	N	%	N	%		
Home Economics Education	13	32.5	15	37.5		
Other Areas--Home Economics Education	2	5.0	2	5.0		
Political Science and Speech	0	0	1	2.5		
Trades and Industry	1	2.5	0	0		
Vocational Education	1	2.5	0	0		
No Emphasis Listed	1	2.5	0	0		
Less Than B.S. Degree					2	5.0
Total	20	50.0	18	45.0	2	5.0

* Other training listed--40 hours of business education, personnel and IBM training, and nutritional internship

personnel and IBM training and nutritional internship (Table VI).

The amount of education of two of the teachers is not certain. The questionnaire contained questions only about college education. These two individuals did not have college degrees. It is assumed that they had completed high school because their state supervisor stated that a high school education and a high degree of skill in the occupation to be taught would qualify an individual for certification to teach occupational training using home economics knowledge and skill.

Inservice training--Emphasis had been placed on up-dating the training of teachers employed to teach occupational training using home economics knowledge and skills. The teachers surveyed had attended workshops ranging from 1 to 12 weeks in length (Table VII). Twenty-six (65%) of the teachers had spent one to four weeks in workshops. Nine of the teachers had attended no workshops. Only five per cent of the teachers had attended seminars.

Workshops were principally concerned with "subject matter" (36.7%) and "overview of occupational education" (36.7%). "Curriculum development" and "mechanics of the course" shared equal emphasis (13.3%) in the workshops (Table VIII).

Teachers who did not have a baccalaureate degree had attended workshops in subject matter areas. No mention was made of instruction in the techniques of teaching.

State departments of home economics education had given inservice training to 18 (45%) of the teachers in curriculum development, resource materials, and mechanics of organization of the courses. Resource people from business and industry had assisted 15 teachers (37.5%) with learning occupational skills, setting up training stations, and choosing

TABLE VII

WORKSHOPS AND SEMINARS ATTENDED BY 40 TEACHERS OF OCCUPATIONAL
TRAINING USING HOME ECONOMICS KNOWLEDGE AND SKILLS

Length of Workshop	Number Attending	%
1 Week	10	25
2 Weeks	7	17.5
3 Weeks	1	2.5
4 Weeks	9	22.5
6 Weeks	1	2.5
12 Weeks	1	2.5
Seminar--(1-2 Weeks and 1-18 Weeks)	2	5.0
Other Inservice Training	9	22.5
Total	40	100.0

TABLE VIII

EMPHASIS OF WORKSHOPS ATTENDED BY 40 TEACHERS OF OCCUPATIONAL
TRAINING USING HOME ECONOMICS KNOWLEDGE AND SKILLS

Major Emphasis	N	%
Subject Matter	11	36.7
Overview of Occupational Education	11	36.7
Curriculum Development	4	13.3
Mechanics of Course	4	13.3

equipment. Other areas of vocational education (not specified) had given assistance with the mechanics of organizing the classes and establishing the occupational experience program. This source of assistance to teachers probably had been under-utilized as only 11 teachers (27.5%) had received aid from other areas of vocational education (Table IX).

TABLE IX

INSERVICE TRAINING OF 40 TEACHERS OF OCCUPATIONAL TRAINING USING
HOME ECONOMICS KNOWLEDGE AND SKILLS

Furnished by:	N	%	Major Emphasis
College Subject Matter Specialists	8	20	Curriculum development
State Department of Home Economics	18	45	Curriculum development, Resource materials, me- chanics of organization
Resource People From Business and Industry	15	37.5	Occupational skills, set- ting up training stations, choosing equipment
Other Areas of Vocational Education	11	27.5	Organizing occupational experience program and mechanics of the program

College subject matter specialists furnished inservice training in curriculum development for 8 (20%) of the teachers surveyed. Failure to utilize this source of training might be explained by the urgency of organizing the classes with emphasis on the philosophy of the course and the mechanics of organizing instruction. Another explanation might be

that the teachers believed that their knowledge of curriculum development for aspect I of vocational home economics could be applied to curriculum development for aspect II of vocational home economics.

All teachers reported an up-dating of their training by participation in workshops or seminars and/or some form of inservice training.

Summary of Educational Preparation and Training

One-half of the teachers held masters' degrees, the majority of which were in home economics education. Baccalaureate degrees were held by all but two of the remaining half of the teachers. It is assumed that the teachers without degrees had a high school credential, as their state supervisor reported high school education as a minimum of education for teacher certification in occupational training.

All teachers reported an up-dating of their training by participation in workshops or seminars and/or some kind of inservice training.

Workshops and inservice training were concerned primarily with subject matter and an overview of occupational education. Curriculum development, mechanics and organization of the course and resource materials received less emphasis.

Inservice training was furnished by state departments of vocational home economics education, resource people from business and industry, other areas of vocational education, and college subject matter specialists. Slightly over one-fourth of the teachers had received inservice training from other areas of vocational education. Twenty per cent had received training from college subject matter specialists. Explanations for failure to make optimum use of these sources was not indicated. It

might be surmised that the urgency of organizing the classes, choosing equipment, and surveying the labor needs of the community took precedence over inservice training which could be furnished by other areas of vocational education and college subject matter specialists. The availability of college subject matter specialists might have been another factor as some schools were located some distance from colleges.

Teaching Experience

Of the 40 teacher respondents, 37 had vocational home economics teaching experience ranging from 1 to 25 years. Since the data indicated that the educational training had not prepared all of these teachers for the traditional vocational home economics teaching certificate, it was inferred that some had gained this experience as teachers of occupational training classes in the vocational home economics program. Over half of the teachers with vocational home economics teaching experience reported additional teaching experience in elementary and secondary schools and colleges. Only three of the teachers had had no formal teaching experience.

Summary of Teaching Experience

A majority of the teachers reported over five years of teaching experience in a variety of areas. Thirty-seven teachers reported vocational home economics teaching experience. Since the data on teacher preparation did not indicate this many teachers were trained for aspect I of vocational home economics, it was thought that part of the experience reported was in aspect II--occupational training using home economics knowledge and skills.

Occupational Experience

The second objective which the writer desired to accomplish was to determine the occupational experience of occupational training teachers and the value which they attached to the occupational experience.

It was found that 33 (82.5%) of the teachers had had occupational experience in a variety of areas. The food services and child care services both had 13 types of occupations listed. The range for food services was from "worked at drug store fountain for three months" to "owner of a restaurant for 22 years"; therefore, it was decided to classify these areas as shown in Table X.

Type of occupational experience--Occupational experience in service occupations was reported by 20 of the 33 respondents who had occupational or work experience (Table X). The service occupations included work such as baby-sitting, counter girl in a drug store, waitress in a cafe, cook, and alterationist and/or dressmaker. These services were performed in business, private homes, college, own home, or family-owned business (Table XI). Because the employment was reported as intermittent or during summer months, it might be surmised that in many instances income from such employment was used to defray high school and college expenses.

Professional experience was reported by nine of the respondents. Other job classifications reported were sales, clerical, technical, managerial, volunteer work, and work in a factory. Volunteer work was included because the values which accrued to paid occupational experience were reported to accrue to volunteer work also by the four respondents who listed volunteer work as a part of their occupational experience.

TABLE X

TYPES OF OCCUPATIONAL EXPERIENCE OF 33 TEACHERS OF OCCUPATIONAL
TRAINING USING HOME ECONOMICS KNOWLEDGE AND SKILLS*

Type	N
Service	20
Professional	9
Sales	7
Clerical	6
Technical	2
Managerial	2
Volunteer Work (Church)	4
Factory	1

* Classification of occupational experience was based on job descriptions in the Occupational Outlook Handbook, U.S. Department of Labor, W. Willard Wirtz, Secretary, Washington, D.C. (1966).

TABLE XI

LOCATION OF EMPLOYMENT OF 33 TEACHERS OF OCCUPATIONAL TRAINING
USING HOME ECONOMICS KNOWLEDGE AND SKILLS

Where	N
Business	22
Private Homes	7
College	7
Own Home	6
Government (such as home demonstration agent)	4
Church (volunteer)	4
Industry and Factory	2
Family-Owned Business	1

The variety of occupational experiences might be explained by the part-time work of students in high school or college. Another possible explanation of several types of occupational experience was that the teachers who were married worked at jobs available in the locale of their husband's work. Others may have worked to finance their husband's education. Thirty-nine of the forty respondents were female. The one male respondent had been self-employed even though his educational preparation and training was in education.

Three-fifths (60%) of the teachers who had worked at jobs other than teaching had experience in the area in which they were teaching occupational training using home economics knowledge and skills. Nine teachers (22.5%) had occupational experience in an area unrelated to the occupational training which they taught. No occupational experience was reported by 17.5% (7) of the respondents (Table XII).

TABLE XII

AREAS OF OCCUPATIONAL EXPERIENCE OF 40 TEACHERS OF OCCUPATIONAL TRAINING USING HOME ECONOMICS KNOWLEDGE AND SKILLS IN RELATION TO AREA OF OCCUPATIONAL TRAINING TAUGHT

Occupational Experience	N	%
Related to Area Taught	24	60
Unrelated Area	9	22.5
No Occupational Experience	7	17.5
Total	40	100.0

Extent of employment--The duration of the jobs was divided arbitrarily into those lasting "six months or more" and those "under six months." The writer realized the difficulty of assessing the duration of jobs such as baby-sitting and working only on Saturdays, however, the indications on the questionnaire were that this and similar types of work were done during summer months or at infrequent intervals. The amount of time devoted to other kinds of jobs was reported on the questionnaire.

Twenty of the 33 teachers who reported occupational experience had worked for six months or more in at least one job as compared to 13 who had worked under six months.

A majority of the teachers reported that they worked during high school, during college, and during the summer months between school terms. This type of occupational experience might be channeled into occupations using home economics knowledge and skills as a means to occupational experience during pre-service training for those prospective teachers planning to teach home economics-related occupational training.

Value of the occupational experience--Over nine-tenths (90.9%) of the 33 teachers who had occupational experience felt that it was of value because it "Increased my appreciation for the dignity of all work" and "Developed my understanding of people employed in the service occupations." The number of teachers who valued these two statements barely exceeded those who valued "Helped me to understand the work situation of pupils" and "Furnished a realistic concept of employer-employee relations" (87.8%). The item of value to the least number of teachers was "Gained an understanding of the supervision of on-the-job training" (75.7%). Nearly four-fifths (78.7%) of the teachers felt that

occupational experience "Facilitates my planning and choice of topics to be included in the work orientation program" (Table XIII). Most of the teachers who felt that occupational experience did not facilitate the planning and choice of topics to be included in the work orientation unit had not had occupational experience in the area of occupational training taught, or, as one teacher said that the occupational experience was "too long ago,"

TABLE XIII

VALUE OF THE OCCUPATIONAL EXPERIENCE AS PERCEIVED BY 33 TEACHERS
OF OCCUPATIONAL TRAINING USING HOME ECONOMICS KNOWLEDGE
AND SKILLS WHO HAD OCCUPATIONAL EXPERIENCE

Value	Occupational Experience		No Value	
	N	%	N	%
Increased my appreciation for the dignity of all work	30	90.9	3	9.1
Developed my understanding of people employed in the service occupations	30	90.9	3	9.1
Helped me to understand the work situations of pupils	29	87.8	4	12.2
Furnished a realistic concept of employer-employee relations	29	87.8	4	12.2
Facilitates my planning and choice of topics to be included in the work orientation curriculum	26	78.7	7	21.3
Gained an understanding of the supervision of on-the-job training	25	75.7	8	24.3

Four of the seven teachers who had no occupational experience felt that the occupational experience would have been of value in all six ways listed (Table XIV). "Increased my appreciation for the dignity of all work" received the lowest value rating by teachers who had had no occupational experience (Table XIV) as compared to the highest value rating by those who had had occupational experience (Table XIII). All of those without occupational experience anticipated that occupational experience would "Facilitate my planning and choice of topics to be included in the work orientation curriculum" whereas only 78.7% of those with occupational experience found this to be true. The teachers who had no occupational experience were probably valuing this item with the idea in mind that the "proposed occupational experience" would be in the area of occupational training taught. The value expected by teachers without occupational experience (71.4%) (Table XIV) and the value perceived by those with occupational experience (75.7%) (Table XIII) were comparable in the area of understanding the supervision of on-the-job training.

A study of the responses to the value of the work experience revealed no positive evidence that the work experience was of more value if in the area of occupational training being taught than if it were in an unrelated area. The teacher employed to teach child care services whose only occupational experience was that of bookkeeper indicated that the occupational experience was of benefit in all six ways listed. On the other hand, there were those with occupational experience in the area being taught that felt it was not of value in some ways, especially in the supervision of on-the-job training. The exception was in the area of work orientation and curriculum planning where occupational

TABLE XIV

VALUE OF THE OCCUPATIONAL EXPERIENCE AS PERCEIVED BY 7 TEACHERS
OF OCCUPATIONAL TRAINING USING HOME ECONOMICS KNOWLEDGE
AND SKILLS WHO HAD NO OCCUPATIONAL EXPERIENCE

Value	No Occupational Experience		No Value	
	N	%	N	%
Increased my appreciation for the dignity of all work	4	57.1	3	42.9
Developed my understanding of people employed in the service occupations	7	100.0	0	0
Helped me to understand the work situations of pupils	5	71.4	2	28.6
Furnished a realistic concept of employer-employee relations	6	85.8	1	14.2
Facilitates my planning and choice of topics to be included in the work orientation curriculum	7	100.0	0	0
Gained an understanding of the super- vision of on-the-job training	5	71.4	2	28.6

experience in the area being taught facilitated choice of topics to be included in the work orientation program.

Occupational experience was considered "mandatory to qualify legitimately" to teach occupational training by one of the teachers. Another teacher was convinced that "occupational experience has helped me teach all areas of homemaking and occupational garmentmaking." "Occupational experience has been an asset in that it has given me a more realistic approach to the problems that arise and in teaching subject matter," was the comment of one respondent. These comments were supported by similar comments from other teachers who completed and returned the questionnaire.

Summary of the Occupational Experience

A majority of the teachers had had occupational experience in a variety of areas which included service, sales, clerical, technical, managerial, factory, and professional occupations. It was inferred from the data that much of the occupational experience was gained through jobs used to help defray high school and college expenses. Finding jobs where the husband was located or financing the education of the husband were two possible explanations for the variety of jobs at which respondents had worked.

The duration of the jobs varied greatly. Three-fifths of those who reported occupational experience had worked "six months or more" in at least one job.

Over 90% of the teachers who had occupational experience valued the experience because "It increased my appreciation for the dignity of all work" and "Developed my understanding of people employed in the service

occupations." "Helped me to understand the work situation of pupils" and "Furnished a realistic concept of employer-employee relations" was considered of value by 87.8% of the respondents who had occupational experience. A majority of the teachers who felt that occupational experience did not facilitate planning and choice of topics to be included in the work orientation program did not have occupational experience in the area being taught or, as one teacher indicated, the occupational experience was "too long ago."

Four of the seven teachers who did not have occupational experience felt that it would have been of value in all of the ways listed in Table XIV, page 52. The value of the work experience as perceived by teachers with occupational experience and the value expected by those with no occupational experience came nearest to agreement in the area of supervision of on-the-job training; each group felt that occupational experience was of least value in this area. Is some kind of training other than occupational experience necessary to prepare for supervision of on-the-job training?

Analyses of the value of the occupational experience revealed no positive evidence that the work experience was of more value if in the area of occupational training taught than if it were in an unrelated area. The exception to this was in the area of work orientation and planning where there was some indication that occupational experience in the area taught facilitated curriculum planning.

Practices and Recommendations of State Supervisors of Home Economics Education

A survey of the state supervisors of home economics education was

employed to achieve the third objective, to determine the practices and recommendations of state supervisors of home economics education in the selection of teachers for occupational training using home economics knowledge and skills.

Analyses of the replies to the questionnaire sent to state supervisors confirms the conjecture that a variety of practices were being used to select teachers for this recently launched program of occupational training using home economics knowledge and skills. Because of the variety of practices and the small number (4) of supervisor questionnaires, each will be treated separately.

One supervisor said, "I don't feel that I can give very valid information relative to the occupational phase of the program as our experience in this state has been limited only to several pilot classes." She stated that regular vocational homemaking teachers were teaching these classes. Although these teachers had no occupational experience in the areas being taught, the supervisor was of the opinion that the occupational training classes "have been most successful." The supervisor felt that occupational experience might be necessary for successful teaching in some areas of occupational training using home economics knowledge and skills. No requirements for teacher preparation and selection had been set up in this state, therefore, no recommended changes for future teacher selection practices were made.

In direct contrast to these practices, another state required a baccalaureate degree or a high school credential with a minimum of three years occupational experience in the occupation to be taught to qualify for teaching occupational training using home economics knowledge and skills. In addition to these qualifications, a special methods class

for teachers of occupational training was recommended. A baccalaureate degree in home economics with occupational experience "of sufficient duration to insure knowledge and skills related to the specific occupation" were the recommendations made by this supervisor for future teacher selection and employment of teachers for home economics-related occupational training.

A minimum of a baccalaureate degree with no specified major and with no teaching experience nor occupational experience required were the teacher selection practices of one state for teachers of occupational training classes using home economics knowledge and skills. Each prospective teacher's qualifications were reviewed before hiring him. Both the baccalaureate degree and occupational experience were recommended for future teacher selection practices. This state department of home economics education was considering working with teacher educators and subject matter specialists toward a master's degree program to train teachers for occupational training.

The fourth state department of home economics education required a baccalaureate degree in home economics with occupational experience in the area to be taught and a minimum of one year's teaching experience to qualify for teaching occupational training using home economics knowledge and skills in secondary schools. In addition to the high school classes, occupational training in the area of home economics was offered in vocational technical schools for high school students. A high degree of skill in the occupation was the qualification listed for teaching occupational training in the vocational technical schools. No teaching experience was required.

Specialized degrees in the occupational area to be taught plus an

unspecified aggregate of on-the-job experiences was recommended by this state supervisor for future teacher selection practices in her state. On-the-job experiences and some education in how to teach was recommended for selection of teachers of home economics-related occupations in the vocational technical school.

All four supervisors agreed that "a specified minimum of occupational experience" should be a requirement for certification of teachers for occupational training. A vocational home economics teaching certificate was considered a valid requirement by three of the supervisors. One person checked only the minimum of occupational experience. Teaching certificates in other areas of education such as distributive education or elementary education were acceptable to one of the supervisors (Table XV).

TABLE XV

RECOMMENDATIONS OF 4 STATE SUPERVISORS FOR THE CERTIFICATION
OF TEACHERS OF OCCUPATIONAL TRAINING USING HOME
ECONOMICS KNOWLEDGE AND SKILLS

Criteria Recommended	N	%
A specified minimum of occupational experience	4	100.0
Vocational home economics teaching certificate	3	75.0
Qualified experience in industry with parallel work toward teacher certification	2	50.0
General home economics teaching certificate	1	25.0
Certified teacher in related field such as elementary education or distributive education	1	25.0
Other: Outstanding skill and success in the specific field if without formal education	1	25.0

Summary of the Practices and Recommendations of State
Supervisors of Home Economics Education

A variety of practices were used by state supervisors of home economics education to select teachers for occupational training using home economics knowledge and skills. Some states had specified professional training and occupational experience as prerequisites for teacher certification while other states were reviewing individually the qualifications of teachers planning to teach occupational training.

All state supervisors prefer a certified teacher, but with the exception of one, all supervisors would accept a high degree of skill in the occupation or collegiate training other than professional teacher training.

Teaching experience was considered necessary to qualify by only one supervisor. She specified one year.

Recommendations for future certification of teachers for occupational training using home economics knowledge and skills included a specified minimum of occupational experience, recommended by all of the state supervisors, and a vocational home economics teaching certificate which was recommended by three of the state supervisors. A minimum of occupational experience was considered the only requirement by one supervisor. Another supervisor would accept certified teachers in other areas of education such as distributive education and elementary education.

Teacher Training and Selection Practices of
Four Areas of Vocational Education

The fourth objective of this study was to identify teacher training

and selection practices of other areas of vocational education. Vocational home economics, being one of the last areas of vocational education to undertake occupational training with occupational experience in the business world as a part of the curricula, might profit from the experiences of those areas which have been involved with the occupational experience program for a longer period of time. An attempt was made to identify practices in the areas of formal training, teaching experience, and occupational experience and to discover the strengths and weaknesses of these practices.

The various vocational education acts have provided funds for teacher preparation and have required that each state set up a teacher training program appropriate for its own needs. This resulted in a variety of training practices and prerequisites for teacher certification. The general requirements for four areas of vocational education are discussed separately and presented in condensed form in Table XVI.

Agricultural Education--Teachers of vocational agriculture were being prepared through the baccalaureate degree program which consisted of courses in general education, professional education, and subject matter content. A variety of science and economics courses contributed to the teacher candidate's understanding of basic principle of the occupation of agriculture. Courses in English, journalism, and speech provided communication skills.

Work on the farm prior to college enrollment satisfied the occupational experience requirement. No previous teaching experience was required; however, the student teaching experience was necessary for certification.

TABLE XVI
TEACHER PREPARATION AND SELECTION PRACTICES OF FOUR AREAS
OF VOCATIONAL EDUCATION*, **, ***

Area	Agricultural Education	Distributive Education	Business Education	Trades and Industrial Education
Formal Training	Baccalaureate degree Included general, professional, and occupational content, and student teaching	Baccalaureate degree (usually) Included general, professional, and occupational content, and student teaching	Proposed-- Baccalaureate degree Included general, professional, and occupational content, and student teaching or internship	Very few baccalaureate degrees Inservice training provided methods of teaching B.S. degree may be earned parallel to teaching
Teaching Experience	No teaching experience requirement	No teaching experience requirement	No teaching experience requirement	No teaching experience requirement
Occupational Experience	Work experience on farm previous to and/or parallel to college training	Supervised work experience with college credit allowed	Proposed-- 3 month supervised work experience with college credit allowed, 3 months' work experience each 5 years for up-dating knowledge and skill	Occupational experience of 2-7 years
Strengths	<ol style="list-style-type: none"> 1. Training in curriculum development and techniques of teaching and evaluation 2. Communication skill 3. Understanding of basic principles involved in agricultural occupations 4. Occupational experience strengthened by subject matter courses 5. Understanding of total school program 	<p>Prepared through B.S. program--</p> <ol style="list-style-type: none"> 1. Training in curriculum development and techniques of teaching and evaluation 2. Communication skill 3. Understanding of basic principles involved in selling, accounting and other related areas 4. Occupational experience strengthened by subject matter content 5. Understanding of total school program 	<ol style="list-style-type: none"> 1. Training in curriculum development, evaluation, and techniques of teaching 2. Communication skill 3. Understanding of challenges faced by students in world of work 4. Occupational experience strengthened by subject matter content 5. Understanding of total school program 6. Keeping abreast of changes in world of work 	<ol style="list-style-type: none"> 1. Provided high degree of skill which gained confidence of students 2. Ability to teach safe work habits 3. Understanding of challenges faced by students in world of work
Weaknesses	1. Lack of experience in the emerging occupations in agri-business	If DE teacher is trained through business without professional training, weaknesses would be in area of evaluation, techniques of teaching, lack of status, deficient communication skills, and lack of understanding of total school program.	This is a proposed program of teacher preparation for vocational business education, therefore, no weakness evident. Locating people who will spend five years in training might prove to be an obstacle.	<ol style="list-style-type: none"> 1. Inadequate communication skills 2. Low status among fellow teachers 3. Lack of understanding of total school program 4. Inadequate training in methods of teaching and evaluation

* Ralph E. Mason and Pete G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum, (Danville, Ill., 1965), pp. 125-127.

** Bander, p. 190.

*** Dorothy Draper, "A Program for Teacher Excellence," American Vocational Journal, 42 (1967), pp. 24-26.

Distributive Education--Teachers in distributive education were usually prepared through the baccalaureate degree program. College training combined occupational content, professional education, and general education. The student teaching experience was included in the professional courses. A supervised occupational experience, for which college credit was allocated, could be satisfied by summer work experience. There was no teaching experience requirement.

Business Education--Preparation of teachers was a major concern of the recently formed vocational business education field. The proposed training would be through a collegiate program resulting in a degree in business education which included the student teaching experience. A specified minimum of supervised work experience for which academic credit would be allowed would be required. A proposed additional three months of occupational experience each five years would provide for the updating of the occupational knowledge and skills of the business teacher. No teaching experience requirement was specified; however, one leader proposed a semester's internship rather than the student teaching experience.

Trades and Industrial Education--Traditionally the teachers of trades and industrial and technical education had been competent workers recruited from industry. A minimum of training in the occupation of teaching was furnished as inservice training parallel to the teaching job. Some had obtained baccalaureate degrees, but were, for the most part, in administrative positions. No teaching experience was required.

Summary of Teacher Preparation and Selection Practices
in Four Areas of Vocational Education

An analyses of data revealed that three of the four areas of vocational education prepared their teachers through the baccalaureate degree program. The curricula was made up of courses in general education, of occupational content, and of professional education. Professionally trained teachers had these advantages:

1. Training in methods of evaluation and curriculum development
2. Training in communication skills necessary to teach the student and to interpret the program to the community and other faculty members
3. An understanding of the total school program
4. An understanding of the underlying principles of the occupation or cluster of occupations to be taught
5. Status equal to that of the other professionally trained teachers.

Occupational experience was a requirement of all four areas of vocational education surveyed. The difference was in the manner of acquiring the experience and the length of occupational experience required. Occupational experience in farming was one of the prerequisites to being admitted to the teacher education program in agriculture. Distributive education and business education planned for the prospective teacher to receive supervised occupational experience as part of the collegiate program of training; whereas, teachers for trades and industrial education were chosen directly from industry and placed in teaching positions.

Occupational experience afforded the teachers these advantages:

1. A high degree of skill which gained the confidence of the student
2. Ability to teach safe work habits
3. Understanding of the challenges faced by students in the world of work and in the specific occupation taught.

No previous teaching experience was required by any of the four areas. One leader of business education proposed a teacher internship of one semester as part of a five-year teacher training program.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

Among the most pressing problems confronting leaders of home economics education was the preparation and selection of teachers for occupational training using home economics knowledge and skills. Professional education for aspect I--homemaking for family living had prepared the teacher to plan and teach curricula which are broad in scope. Aspect II--occupational training using home economics knowledge and skills to prepare for an occupation must be somewhat limited in scope. The training must be more concentrated with the development of a higher degree of skill in one area of home economics. This added emphasis raised questions as to the professional preparation and occupational experience necessary to provide the competent teachers needed for this emerging aspect of home economics education.

Personnel of state departments of vocational home economics education are faced with the problem of deciding the kinds of criteria to be used for certification of teachers of occupational training. Decisions will need to be made on the professional teacher preparation requirement, teaching experience necessary for certification, and the kind and amount of occupational experience, if any, needed to qualify the teacher for occupational training.

This study was undertaken to bring to light findings which might be of assistance in solving these problems. It was the desire of the writer

1. To determine the educational preparation and training and the teaching experience of those teachers engaged in teaching occupational training using home economics knowledge and skills

2. To determine the occupational experience of the occupational training teachers and the value which they attach to the experience

3. To determine the practices and recommendations of state supervisors of home economics education in the selection of teachers for occupational training using home economics knowledge and skills

4. To identify teacher training and selection practices of other areas of vocational education

5. To determine implications, draw conclusions, and recommend areas for further study related to teacher preparation and selection for occupational training using home economics knowledge and skills.

The geographical area for the study was Region VII as defined by the United States Office of Education, which includes the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The secondary school teachers in these five states who were engaged in teaching occupational training using home economics knowledge and skills and their state supervisors comprised the sample for the study. The three phases of teacher preparation investigated were educational training, teaching experience, and occupational experience.

The data for the study were collected in three ways:

1. A questionnaire designed to furnish information about the area of occupational training taught, the educational preparation and teaching experience of the teacher, and the occupational experience of the

teacher and the value of the occupational experience as perceived by the teacher. It was sent to the teachers of home economics-related occupational training in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

2. A questionnaire soliciting information regarding practices used and recommendations for the employment of teachers for occupational training using home economics knowledge and skills was sent to the state supervisors of home economics education in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

3. A survey of pertinent literature furnished data relevant to the teacher training and selection practices in other areas of vocational education.

Analysis of the general information furnished by the teachers revealed that classes were being taught in nine areas of home economics-related occupations. Over four-fifths of the classes were offered in three areas; namely, Food Services, Clothing Services, and Child Care Services. Some schools followed the practice of training for several occupations in one class, similar to diversified occupations, while others limited their offerings to one occupation. Three-eighths of the occupational training programs were full-time as compared with part-time programs in five-eighths of the schools. Four-fifths of all occupational training classes were offered in grades 11-12 of the high schools. Ten per cent were offered in grades nine and ten and seven and one-half per cent were offered for adults. One teacher did not specify class level of training.

Thirty-eight of the forty teachers had baccalaureate degrees and all of the teachers reported up-dating their training by participation

in workshops and/or seminars. About one-half of the teachers had received inservice training from state departments of home economics education while slightly over one-third had received training from resource people in industry. Only one-fifth of the teachers received inservice training from college subject matter specialists as compared with slightly over one-fourth receiving training from other areas of vocational education.

Of the forty teacher respondents, thirty-seven had vocational home economics teaching experience ranging from one to twenty-five years. Over half of the teachers reported additional teaching experience in other areas of education.

Over three-fourths of the teachers had had occupational experience in a variety of areas including service, sales, clerical, technical, managerial, factory, and professional occupations. Three-fifths of the teachers reporting occupational experience had worked six months or more in at least one job.

Slightly over three-fourths of the occupational training teachers considered occupational training of value for all of the ways included on the questionnaire. Nine-tenths of the teachers valued occupational experience because it had increased their appreciation for the dignity of all work and helped them to understand people employed in service occupations. Occupational experience was considered of least value in the area of supervision of on-the-job training.

Findings of the study present little evidence as to the type and length of occupational experience which would best prepare the teacher in the area of occupational training using home economics knowledge and skills. Analysis of the data revealed no positive evidence that the

work experience was of more value if in the area of occupational training taught than if it were in an unrelated area. The exception was in the area of work orientation and planning where there was a slight indication that occupational experience in the area taught facilitated curriculum planning.

A variety of practices used by state supervisors of home economics to select teachers for occupational training using home economics knowledge and skills was revealed by the study. Some supervisors had determined specific requirements to be met to qualify for home economics-related occupational training while others were reviewing each applicant's qualifications. All of the state supervisors agreed that teacher training was necessary. Three believed that this training should be through a baccalaureate program; the fourth thought that teachers could be trained while in service. The four state supervisors concurred that a specified minimum of occupational experience in the area to be taught should be a requirement for certification of teachers of occupational training using home economics knowledge and skills.

Agricultural education, distributive education, and business education preferred to train teachers through a collegiate program while trades and industrial and technical education chose the skilled craftsman from industry and provided inservice teacher training. Occupational experience was a prerequisite for teacher certification in all four areas.

Findings revealed that training in communication skills, curriculum development, teaching methods, evaluation techniques, understanding of the total school program, and professional status equal to that of other faculty members were the advantages of teacher training through a

baccalaureate program; whereas, analysis of data revealed that low status among fellow teachers, inadequate communication skills, failure to understand the total school program, and lack of training in teaching methods and evaluation techniques were the weaknesses of recruiting teachers from industry to teach with little or no preemployment professional training.

Conclusions

On the basis of the findings of the study, the following conclusions are drawn in relation to the sample of home economics-related occupational training teachers and state supervisors participating in the survey.

1. Professional training was considered a desirable qualification for the teachers of occupational training using home economics knowledge and skills. The need for up-dating training in the occupational training aspect of home economics was recognized.
2. Increased utilization of the experiences and knowledge of other areas of vocational education as a resource for organizing occupational training curricula might prove beneficial.
3. Because the teaching experience reported was in a variety of areas with a range of one to twenty-five years, three-fourths of the state supervisors did not specify teaching experience as a qualification for teaching occupational training, and other areas of vocational education did not require teaching experience, the writer concludes that the need for teaching experience may be of less importance than some other qualifications.

4. Since a majority of the respondents who had occupational experience felt that the occupational experience was valuable to them in ways that would increase their competence as a teacher and those who had no occupational experience indicated similar feelings, the writer concludes that the occupational experience is of sufficient value to be included as a requirement for certification,
5. After a study of the data, it is the conclusion of the writer that the kind of occupational experience is probably of less importance than the fact that the teacher has had contact with the world of work.
6. The finding that status of the teacher was associated with professional training would encourage leaders in home economics to include professional teacher training as a prerequisite for teacher certification to teach occupational training using home economics knowledge and skills.

The investigator made no attempt to appraise the success of the programs of occupational training using home economics knowledge and skills which were included in this survey. The study attempted to assess only educational preparation, teaching experience, and the occupational experience and its value as perceived by the teachers of occupational training using home economics knowledge and skills and their state supervisors. The writer realizes that more than certification requirements are necessary to the success of the teacher. The intangibles such as intelligence, diligence, personality, and motivation must be taken into consideration before a valid appraisal can be made. The investigator believes that analysis of the findings has resulted in

insights which have contributed to the achievement, at least in part, of each of the five objectives for this study:

1. To determine the educational preparation in training and the teaching experience of those teachers engaged in teaching occupational training using home economics knowledge and skills
2. To determine the occupational experience of the occupational training teachers and the value which they attach to the experience
3. To determine the practices and recommendations of state supervisors of home economics education in the selection of teachers for occupational training using home economics knowledge and skills
4. To identify teacher training and selection practices of other areas of vocational education, and
5. To determine implications, draw conclusions, and recommend areas for further study related to teacher preparation and selection for occupational training using home economics knowledge and skills.

Recommendations

The results of this study suggest a need for further investigation in the area of teacher preparation and selection for occupational training using home economics knowledge and skills.

1. Since the sample for this study was limited to Region VII as defined by the United States Office of Education which includes states in south central and southwestern United States, an investigation of the teacher preparation and selection practices for teachers of home economics-related occupational training in a more highly industrialized region of the United States might reveal regional differences which would be of value.

2. If occupational experience is considered a valid means of developing teacher competency for occupation training using home economics knowledge and skills, research is needed to determine the kinds and length of occupational experience necessary to develop the competencies attributed to it.
3. Research is needed to determine the elements, both tangible and intangible, which are essential components of teaching competency for aspects I and II of vocational home economics. Pre-service training might provide a variety of experiences to train for areas where differences in training would be warranted.

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APPENDIX

A review of literature reveals that there are many unanswered questions in the area of teacher selection for the teaching of occupational training classes (sometimes referred to as training for gainful employment or wage earning) using home economics knowledges and skills. The research which I am pursuing as a part of the work for a master's degree in home economics education is aimed at discovering the practises currently being used as criteria for employment of the teachers of occupationally oriented classes. Region VII, which includes Oklahoma, Arkansas, Texas, Louisiana, and New Mexico as set up by the United States Office of Education, is the area being used for this survey.

One of the best sources of information, I believe, is the teacher currently engaged in the teaching of home economics related occupational classes. Your state supervisor has furnished your name as an interested teacher who might be willing to cooperate in this study by taking time from your busy schedule to complete and return this questionnaire by May 19, 1967.

I am enclosing the questionnaire "Survey of the Educational and Occupational Experiences of Teachers of Home Economics Related Occupational Training Classes" for your reactions. An effort has been made to develop an instrument which would require a minimum of your time to complete. I believe that a maximum of twenty minutes will be required.

Your cooperation will be most appreciated. A copy of the results of this study will be sent to your state supervisor for the use of interested people in your state.

Thank you very much for your time and effort in filling out this questionnaire. Your contribution will be most helpful.

Sincerely yours,

Irene Clements

A SURVEY OF THE EDUCATIONAL AND OCCUPATIONAL
EXPERIENCES OF THE TEACHER OF HOME
ECONOMICS RELATED OCCUPATIONAL
TRAINING CLASSES

This questionnaire has been developed to survey the educational and occupational experiences of teachers of home economics related occupational training classes as a basis for formulating certification requirements and criteria to use in the selection of teachers for the teaching of home economics related occupational training classes.

PLEASE CHECK OR FILL IN THE ITEMS WHICH APPLY TO YOUR SITUATION:

I. ENGAGED IN OCCUPATIONAL TRAINING IN THE AREA OF:
Food Services ___ Clothing Services ___ Child Care Services ___ Other _____
Please name _____
Scope of program-Full time ___ Part time ___ No. of classes per day ___ Grade level ___

II. TEACHING EXPERIENCE:
Vocational Home Economics ___ No. of years ___ Grade level ___
General Home Economics ___ No. of years ___ Grade level ___
Other _____ No. of years ___ Grade level ___
Please name subject matter area _____

III. EDUCATION WHICH SPECIFICALLY PREPARED YOU FOR TEACHING HOME ECONOMICS RELATED OCCUPATIONAL TRAINING CLASSES:

A. DEGREE PROGRAM MAJOR EMPHASIS
Bachelor's degree _____
Master's degree _____
Internship or other training _____
(such as trade school or technical school)

B. FULL TIME COURSE(S) OR TRAINING PROGRAM AS PRESERVICE OR ADDITIONAL TRAINING PARALLEL OR INTERSPERSED WITH JOB:

TYPE	LENGTH OF TIME	MAJOR EMPHASIS
Workshop _____	_____	_____
Seminar _____	_____	_____
Other _____	_____	_____
Please specify _____		

C. INSERVICE TRAINING RELATED TO HOME ECONOMICS OCCUPATIONAL TRAINING CLASSES:

TRAINING FURNISHED BY:	MAJOR EMPHASIS
College subject matter specialists _____	_____
State Department of Vocational Home Economics _____	_____
Resource people from business and industry _____	_____
Resource people from other areas of vocational education _____	_____

IV. OCCUPATIONAL OR WORK EXPERIENCE

COLUMN I-CHECK AREA (S) OF EXPERIENCE. PLEASE LIST ANY EMPLOYMENT YOU HAVE HAD, WHETHER OR NOT RELATED TO HOME ECONOMICS IN THE JOB DESIGNATED BY "OTHER" COLUMN II, III, IV, AND V-FILL IN THE INFORMATION AS INDICATED BY THE HEADING OF THE COLUMN.

I. AREA	II. KIND OF JOB (baby sitting, alterationist, hostess in cafe, etc.)	III. WHERE (business, industry, school, etc.)	IV. LENGTH OF EMPLOYMENT	V. WHEN (Summer, etc.)
FOOD SERVICE <input type="checkbox"/>				
CLOTHING SERVICES <input type="checkbox"/>				
CHILD CARE SERVICES <input type="checkbox"/>				
OTHER <input type="checkbox"/>				

IF YOU HAVE HAD OCCUPATIONAL EXPERIENCE AS INDICATED THE ABOVE CHART PLEASE CHECK YOUR REACTION TO THE FOLLOWING ITEMS IN THE COLUMN HEADED "OCCUPATIONAL EXPERIENCE."

IF YOU HAVE NOT HAD OCCUPATIONAL EXPERIENCE, BUT FEEL THAT OCCUPATIONAL EXPERIENCE WOULD BE OF VALUE IN TEACHING OCCUPATIONALLY ORIENTED CLASSES, PLEASE CHECK YOUR REACTION TO THE FOLLOWING ITEMS IN THE COLUMN HEADED "NO OCCUPATIONAL EXPERIENCE."

My occupational experience has been of value to me in the following ways:

	OCCUPATIONAL EXPERIENCE	NO OCCUPATIONAL EXPERIENCE
Helped me to understand the work situation of pupils	<input type="checkbox"/>	<input type="checkbox"/>
Furnished a realistic concept of employer-employee relations	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates my planning and choice of topics to be included in the work orientation curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Increased my appreciation for the dignity of all work	<input type="checkbox"/>	<input type="checkbox"/>
Developed my understanding of people employed in the service occupations	<input type="checkbox"/>	<input type="checkbox"/>
Gained an understanding of the supervision of on-the-job training	<input type="checkbox"/>	<input type="checkbox"/>
Please add any remarks or comments which you feel will add to the value of this study:		

Please return this questionnaire to: Mrs. Irene Clements, Home Economics Education Oklahoma State Univ., Stillwater, Oklahoma 74074, by May 19, 1967.

SURVEY OF THE EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF
TEACHERS OF HOME ECONOMICS RELATED OCCUPATIONAL TRAINING CLASSES

Please supply the following information:

COLUMN I-Check area(s) of home economics related occupational training classes offered in your state.

COLUMN II-List formal educational training required, such as B.S. degree-home economics.

COLUMN III-List actual occupational experience required or desired.

COLUMN IV-List the changes that you recommend for future teacher selection practices.

I AREA	II FORMAL EDUCATION OR TRAINING	III OCCUPATIONAL EXPERIENCE	IV TEACHING EXPERIENCE	RECOMMENDED CHANGES FOR FUTURE TEACHER SELECTION PRACTICES	
				A.TRAINING	B.OCCUPATIONAL EXPERIENCE
CLOTHING SERVICES <input type="checkbox"/>					
FOOD SERVICES <input type="checkbox"/>					
CHILD CARE SERVICES <input type="checkbox"/>					
OTHER (Please Specify) <input type="checkbox"/>					

Check the following items which you feel should be a requirement for certification of teachers of home economics related occupational training classes:

- Vocational Home Economics teaching certificate
 General Home Economics teaching certificate
 Teaching certificate in related field such as elementary education, Distributive education
 A specified minimum of occupational experience in addition to teaching certificate
 Qualified experience in industry with parallel work toward teacher certification
 Trade or technical school training without certification
 Other--Please name: _____

Please add any remarks or explanatory comments: _____

Check here if you would like to have a copy of the results of this study.

Please return completed questionnaire to: Mrs. Irene Clements, Home Economics Education Oklahoma State Univ., Stillwater, Oklahoma 74074, by May 19, 1967

VITA

Irene Zachry Clements

Candidate for the Degree of
Master of Science

Thesis: VALUE OF EDUCATIONAL AND OCCUPATIONAL EXPERIENCES FOR TEACHERS OF HOME ECONOMICS-RELATED OCCUPATIONAL TRAINING AS VIEWED BY STATE LEADERS AND TEACHERS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Caddo, Oklahoma, June 15, 1920, the daughter of W. O. and Adelle Zachry.

Education: Attended rural grade schools in Bryan County and Cotton County, Oklahoma; graduated from Temple High School in 1937; attended Cameron State Agricultural College, Lawton, Oklahoma, 1937-39; received the Bachelor of Science degree from Oklahoma State University, with a major in Home Economics Education, January, 1946; received the Master of Teaching degree with a major in Guidance and Counseling from Southwestern State College, Weatherford, Oklahoma, in July, 1961; completed the requirements for the Master of Science degree at Oklahoma State University, July, 1968.

Professional Experience: Vocational Home Economics Teacher, Fairview High School, Fairview, Oklahoma, 1946; Vocational Home Economics Teacher, Medford High School, Medford, Oklahoma, 1948-52; Teacher of Science and Literature for Eighth Grade, Claremont School, Claremore, Oklahoma, 1952-53; Vocational Home Economics Teacher, Clinton High School, Clinton, Oklahoma, 1953-66; Graduate Assistant in Home Economics, Oklahoma State University, 1966-67; Vocational Home Economics Teacher, Stillwater Junior High School, Stillwater, Oklahoma, 1967-68.

Professional Organizations: American Home Economics Association; Oklahoma Home Economics Association; American Vocational Association; Oklahoma Vocational Association; National Education Association; Oklahoma Education Association; American Association of University Women; Phi Kappa Phi; Omicron Nu.