R E P O R T R E S U M E S

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VOCATIONAL TEACHER EDUCATION IN MICHIGAN.

BY- KOHRMAN, GEORGE E. TRIMPE, ADRIAN

WESTERN MICHIGAN UNIV.,KALAMAZOO,SCH.OF APPL.ARTS

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TO DETERMINE THE EXTENT TO WHICH THE MICHIGAN PROGRAM OF VOCATIONAL TEACHER EDUCATION IS EFFECTIVE IN THE LIGHT OF CURRENT AND PREDICTABLE SOCIAL, ECONOMIC, AND TECHNOLOGICAL CHANGES, EACH PUBLIC UNIVERSITY OR COLLEGE IN THE STATE WAS ASKED TO APPOINT A MEMBER TO A SPECIAL TASK-FORCE WHICH WOULD HAVE THE RESPONSIBILITY FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION PROGRAMS. IN ADDITION, A SPECIAL WORKING COMMITTEE IN EACH VOCATIONAL SERVICE AREA WAS MADE RESPONSIBLE FOR PREPARING SECTIONS OF THIS REPORT ON THE VOCATIONAL SERVICE AREAS. EVALUATIONS FOR MOST PROGRAMS INCLUDE (1) TYPES OF STUDENTS ENROLLED IN THE PROGRAMS, (2) A DESCRIPTION OF THE UNDERGRADUATE PROGRAMS, (3) PLACEMENT OF VOCATIONAL TEACHERS, (4) INSERVICE MASTER'S DEGREE, DOCTORAL DEGREE, AND PROFESSIONAL IMPROVEMENT PROGRAMS, (5) SUPPLY AND DEMAND FOR TEACHERS, (6) OPINIONS OF GRADUATES ABOUT THE PROGRAMS, AND (7) CONCLUSIONS AND RECOMMENDATIONS FOR THE SERVICE AREA. IT WAS CONCLUDED THAT VOCATIONAL TEACHER EDUCATION IN MICHIGAN IS GENERALLY MEETING THE NEEDS OF LOCAL COMMUNITIES. HOWEVER, FOLLOWUP WORK AND CONSULTATIVE SERVICES IN SOME AREAS HAVE NOT BEEN DEVELOPED TO MEET LOCAL NEEDS. THE RESEARCH PROGRAM IS GENERALLY INADEQUATE, AND INCREASED COORDINATION OF TEACHER EDUCATION ACTIVITIES AMONG INSTITUTIONS IS NEEDED. (FS)

The Michigan Vocational Education Evaluation Project

VOCATIONAL TEACHER EDUCATION IN MICHIGAN

Sponsored by

State Board of Control for Vocational Education

Prepared by

School of Applied Arts and Sciences
Western Michigan University
Kalamazoo, Michigan

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TABLE OF CONTENTS

INTRODUCTION

In 1958 the Michigan State Board of Control for Vocational Education authorized an evaluative study of vocational education. All phases of vocational education in the public schools were to be reviewed as well as the programs for the preparation of vocational teachers in Michigan's colleges and universities. Western Michigan University was assigned the responsibility for providing leadership in that phase of the study concerned with teacher education.

In the business and industrial world, a constant review and analysis of the production output and customer reaction is essential if the industrial firm is to remain in business. An industry that continues to produce the same item year after year with little or no regard to its yearly inventory or consumer demand is doomed to fail sooner or later. Although institutions of higher learning which prepare teachers for our schools have somewhat different problems, educational leaders agree that constant evaluation of their product is necessary if our youth are to receive adequate educational preparation for living in this age of technology.

People can be changed, activities can be modified. Programs and courses can be altered if scientific evidence indicates that such changes are in order. Teachers must be prepared in the vocational areas to meet the challenge of a constant and growing demand for talents of all varieties, and must attempt to meet the specific needs of the future by elevating the quantity of talented individuals of all kinds. We must educate our young people to meet an unknown need rather than to place all emphasis on preparing them for needs already identified.

In order to involve as many vocational teacher educators as possible in the study, each public university or college in the State was asked to appoint a member to a special task-force which would have the responsibility for the evaluation of vocational teacher education programs. In addition, an effort was made to secure representation from each of the vocational services.

It soon became apparent that a thorough study of vocational teacher education would require a special working committee in each vocational service area. The responsibility for the various sections of this report, therefore, was delegated to these committees. The parent committee evaluated all materials submitted and consolidated the same into this summary report.

In analysing the task to be accomplished, the parent committee addressed itself to this central question: "TO WHAT EXTENT IS THE MICHIGAN PROGRAM OF VOCATIONAL TEACHER EDUCATION EFFECTIVE IN LIGHT OF CURRENT AND PREDICTABLE SOCIAL, ECONOMIC, AND TECHNOLOGICAL CHANGES?"

Since vocational teacher education in Michigan is supported largely by State and Federal vocational funds and is subject to special administrative regulations, the committee reviewed the U. S. Office of Education Policy Bulletin No. 3 pertaining to vocational teacher education. A program of vocational teacher education as conceived by the Federal office should include the following activities:

1. Teaching professional vocational education courses, both undergraduate and graduate.

2. Supervising student teachers.

3. Providing in-service training for employed vocational teachers.

4. Conducting follow-up on work done in teacher-training courses.

5. Developing instructional and visual aid materials.

6. Conducting studies and research dealing with selection, training, and work of vocational teachers.

7. Coordinating the work of the members of the vocational teacher-training staff.

In general, each sub-committee attempted to find answers to the following questions:

1. Are Michigan teacher education institutions preparing a sufficient number of individuals each year to meet the demands in vocational education?

2. What are the strengths and weaknesses of the present program of vocational education in terms of the needs of individuals, local communities, and of society?

3. What should be the nature of the vocational teacher education program in the immediate future and in the years ahead?

4. What is the general nature of the curriculums, physical plants, libraries, in-service programs and professional laboratory experience, and how well are these services meeting the needs in preparing vocational teachers?

5. How well does Michigan's vocational teacher education program in the various institutions and services compare with the breadth of activities outlined for this type of work by the U. S. Office of Education?

In addition to the data submitted by each of the sub-committees, individual conferences were held with members of the Vocational Division staff of the State Department of Public Instruction, individual school administrators, and vocational teacher educators.

George E. Kohrman
Adrian Trimpe

Task Force

on

V O C A T I O N A L T E A C H E R E D U C A T I O N

George E. Kohrman
Western Michigan University, Chairman

Adrian Trimpe
Western Michigan University, Co-Chairman

MEMBERS

Willard Bateson	Wayne State University Detroit
Donald Davis	Western Michigan University Kalamazoo
Frank Lanham	University of Michigan Ann Arbor
Helen Lohr	Central Michigan University Mount Pleasant
Harold Matthews	Jackson Public Schools Jackson
Beatrice O'Donnell	Michigan State University East Lansing
Philip Proud	Pontiac Public Schools Pontiac
Earl Roth	Eastern Michigan University Ypsilanti
A. L. Sebaly	Western Michigan University Kalamazoo
Henry Sonsmith	University of Michigan Detroit
Guy E. Timmons	Michigan State University East Lansing
W. A. Wahtera	Northern Michigan College Marquette
Robert Winger	Department of Public Instruction Lansing

PART I

Report of Sub-Task Force

on

A G R I C U L T U R A L T E A C H E R E D U C A T I O N

Guy E. Timmons, Chairman
Agricultural Education Services
College of Education
Michigan State University

Jesse Batchelor
Superintendent
Stockbridge Community Schools

Harry Nesman, Chief
Agricultural Education Division
Office of Vocational Education
Department of Public Instruction

James Boyd, Professor
Agricultural Engineering Department
College of Agriculture
Michigan State University

George E. Parsons, Assoc. Prof.
Dairy Extension Service
College of Agriculture
Michigan State University

Raymond M. Clark, Assoc. Prof.
Agricultural Education Service
College of Education
Michigan State University

Carl Rossman
Vocational Agriculture Teacher
Mason High School

Donovan Cronkhite
Vocational Agriculture Teacher
Stockbridge High School

Vaughn Snook
Guidance Director
Mason Public Schools

Joe Jewett
Vocational Agriculture Teacher
& Administrative Assistant
Grand Blanc Township Schools

Edwin St. John, Ag. Consultant
Agricultural Education Division
Office of Vocational Education
Department of Public Instruction

CHAPTER I

INTRODUCTION

The need for evaluation of effort and output is axiomatic if a group or its individual is truly concerned with the task at hand. Merely to maintain status quo in any given activity without evaluation is somewhat analagous to the schoolboy who whirls a snowball promiscuosly at the landscape without paying heed to a specific target and the results of his throws. This truism is especially apropos to teacher educators in agriculture and the instructional programs relegated to them because of the inherent fluidity in such situations. As educators we believe that people can be changed, activities can be modified. Programs, courses, and the like can be altered if scientific evidence dictates that such changes be in order.

Certain technological and sociological changes have exceptional significance for vocational training in agriculture. It is most difficult for us to keep abreast of these rapidly changing issues. We become so engrossed in daily minutia that we totally ignore reality and the society which we were established to serve.

Statement of The Problem

This study was an analysis of the significant activities engaged in at Michigan State University in the Teacher Education Program for preparing teachers of vocational agriculture. The study was limited to the program at Michigan State University, since this is the only institution of higher learning in Michigan delegated to perform this service. The investigation was a part of a state-wide investigation of vocational education in the State of Michigan.[1]

Michigan State University has had the sole responsibility in Michigan for the preparation of teachers of vocational agriculture since the inception of the program in 1908. Some 231 Michigan high schools are currently employing such personnel. These schools rely upon Michigan State University, by and large, to keep them supplied with properly-trained personnel to teach vocational agriculture.

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[1] The Michigan State Board of Control for Vocational Education, in 1958, authorized a comprehensive evaluation study of vocational education in Michigan

Listed in Table I are the number of qualifiers for Michigan Vocational Secondary Provisional Certificates, Vocational Agriculture Education, from Michigan State University for the years 1950 through 1961.

Regarding the responsibility of a land-grant institution such as Michigan State for the preparation of teachers in vocational agriculture, Klein states:

> Agricultural education is a major concern of the land-grant institutions of most of the States . . .
>
> The training of teachers for the public schools is already one of the most important functions of our agriculture colleges. It is a rapidly expanding program . . .
>
> The land-grant institution is a logical one in each state in which to train all teachers of agriculture. When this responsibility has been taken over by other types of institutions it is commonly because of the negligence of land-grant officials. This situation should be avoided by the provision of strong programs in land-grant institutions for the training of all kinds of teachers of agriculture adapted to all sorts of schools to be found in the State . . .[1]

The program in agricultural education has developed from a small beginning to its present pattern. Constant change has characterized this program as the need for change was experienced.

The Curriculum Evaluated

The pre-service curriculum in agricultural education includes a total of 192 term or quarter hours, of which 30 credits, or 16 per cent, may be classified as "professional" course work. Seventy credits, or 37 per cent of the total term hours, are devoted to technical agriculture. The remaining 92 term hours or credits are devoted to basic general courses and the sciences. The undergraduate curriculum is as follows:

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[1] Arthur J. Klein, Survey of Land-Grant Colleges, Vol. 11 (United States Department of the Interior, Bulletin 1930, N. 9, U.S. Government Printing Office, 1930), pp. 287-289.

Courses	Required Credits
Basic Courses and Math	49
Science Courses (Includes 9 units Chemistry, 10 units Botany, 4 units Zoology, and 3 units of either Entomology of Livestock Hygene and Disease Control)	26
Agriculture Science Courses (Includes basic courses in Soils and Plant Nutrition, Animal Growth and Nutrition, Plant and Animal Breeding, Economics of Agriculture, and Engineering Principles Applied to Agriculture.)	24
Economics Courses (Includes Introduction to Economics and Farm Management)	8
Agricultural Engineering (Includes Applied Farm Mechanics, Farm Building Construction, Farm Machinery and Power)	14
Physical Education	6
Education Courses - Not Including Student Teaching	15
Student Teaching	15
Agriculture Electives (Fro_ fields of Dairy, Livestock, Poultry, Farmstead Beautification, Farm Forestry, Crops and Soils, Land Use, and Fruits and Vegetables)	22
Science Electives	3
General Electives	10

Note: Military Science is not listed above as it will be elective rather than required in the future.

TABLE I

QUALIFIERS FOR MICHIGAN VOCATIONAL SECONDARY PROVISIONAL CERTIFICATES,
VOCATIONAL AGRICULTURE EDUCATION*

Year	Number	Teaching Agriculture		Non-Agriculture Teaching Positions	Non-Teaching Position**	Military**	Not Placed***
		In-State	Out-State				
1961	29	26	0	0	3	0	0
1960	35	22	0	3	6	1	0
1959	35	22	1	4	7	1	0
1958	47	23	1	8	6	9	0
1957	42	25	0	0	17	0	0
1956	37	18	0	0	18	0	1
1955	28	12	1	1	14	0	0
1954	26	16	0	1	1	8	0
1953	46	18	0	6	8	13	1
1952	52	28	1	10	9	0	4
1951	67	34	1	15	17	0	0
1950	56	42	2	9	3	0	0
Total	500	286	7	57	109	23	6
Average	41.7	57.2%					

* Figures taken from annual federal reports
** Change in report form does not give specific breakdown in each category, assumed most in military service
***Most in this category represent students who did not wish employment, address unknown, and the like

In actual practice, the student has few, if any, free electives if he is to take the required recommended electives. Over and above the professional courses, the agricultural education program depends upon other University colleges or departments for the specialized knowledge in agriculture and the general education necessary for preparing the well-qualified teacher of agriculture.

Previous Evaluation With Reference To The Agricultura Education Program

Through the years studies regarding specific aspects of the program of preparation for teachers of vocational agriculture have been made, principally by graduate students. Included among these are the studies by Baker,[1] Hamilton,[2] Kennedy,[3] Prescott,[4] Timmons,[5] and others.

The Need For More Comprehensive Evaluation With Reference To The Agricultural Education Program

The evaluations previously completed with respect to the teacher-training program in agricultural education has been fragmented and in

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[1] Leo O. Baker, A Basis for Improving Technical Instruction for Persons Preparing to Teach General Agriculture in Michigan. Unpublished Dissertation, Ed.D., Michigan State University, East Lansing, 1959.

[2] Roland Hamilton, The Preparation of Michigan Teachers of Vocational Agriculture in Two Areas of Farm Mechanics. Unpublished Dissertation, Ed.D., Michigan State University, East Lansing, 1955.

[3] W. Henry Kennedy, A Comparison of the Participatory Experiences of Resident and Commuting Student Teachers in Agriculture at Michigan State College in 1952. Unpublished Thesis, M.A., Michigan State University, East Lansing, 1953.

[4] Jack A. Prescott, A Study of the Activities of Student Teachers in Vocational Agriculture in Michigan for the Fall and Winter Terms of 1948-49. Non-thesis Study, Michigan State University, East Lansing, 1949.

[5] Guy E. Timmons, Follow-up Evaluation Study of Selected Participatory Experiences Gained in Vocational Agricultural Education Training Centers in Michigan. Unpublished Dissertation, Ed.D., Wayne State University, Detroit 1954.

no way comprehensive. There was a definite need for a more inclusive approach to evaluation. Previous studies were reviewed, but it was felt that these studies were too few and touched only upon certain facets of the total program. It is the desire that the material gathered in this study will be of value in the strengthening of the total program.

The committee making this study is fully cognizant of the fact that their efforts, even though carried over a period of a year and a half, could not be as fully comprehensive as they would like. It is imperative, therefore, that this account be considered somewhat as a progress report and might well be used as a reference base for more detailed study in the future.

Purposes of The Study

The Michigan Evaluative Study of Vocational Education[1] was addressed to one central question: TO WHAT EXTENT IS THE MICHIGAN PROGRAM OF VOCATIONAL EDUCATION EFFECTIVE IN LIGHT OF CURRENT AND PREDICTABLE SOCIAL, ECONOMIC AND TECHNOLOGICAL CHANGE? This question served as a guiding light as the study was pursued.

After lengthy consideration and deliberation, the sub-task force committee for agricultural education agreed upon the following general purposes of their assigned responsibility:

1. To discover the strengths and weaknesses of the present program of vocational education in terms of the needs of individuals, local communities and of society
2. To provide information which would properly shape the direction of the program in the immediate future and in the years beyond
3. To evaluate separate aspects of the program in light of a steadily changing world of work
4. To point up aspects of the program which should be pointedly emphasized based upon the needs of the people in Michigan and of our occupational society
5. To ascertain more precisely the role of vocational education in Michigan's total program of education

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[1] The Michigan State Board of Control for Vocational Education, in 1958, authorized a comprehensive evaluation study of vocational education in Michigan

6. To uncover and possibly pursue such other purposes as may emerge from their present state of obscurity into the line of vision of those involved in the evaluation project.

Although not stated, it was anticipated that one of the important by-products of our efforts might be a better understanding among the various people involved directly or indirectly in the study of the program being evaluated. Still another purpose, perhaps unrecognized, was that this cooperative approach would help to bring more closely together the thinking and resulting activity of those who are responsible for directing and carrying out teacher preparation work in vocational agriculture.

It was not the thinking of those involved in the study that this be an exhaustive study resulting in complete answers for all the findings in the limited time available. The committee felt that a good beginning could be made so that continual evaluation of the various aspects of the teacher education program might result in a more effective program.

The Study Plan

After several meetings of the Teacher Education Committee, it was agreed that each interest area of vocational education should establish a working organization of their own choosing to study their respective area of effort. The Staff in agricultural education wanted a group of unbiased and impartial personnel to take a look at the agricultural education program. It was felt highly desirable that membership on this study committee be kept to a good working unit as far as membership was concerned, yet those named to serve should be from various fields fairly close to the teacher education program in agriculture. Most felt that the largest group should come from the professional group (Michigan Association Teachers Vocational Agriculture). Since the College of Agriculture at Michigan State University is responsible for the teaching of technical agriculture to those preparing to teach agriculture, it was only natural that the College of Agriculture should be represented on this committee. By a like token, the College of Education was also represented. The Department of Public Instruction, particularly the Division of Agricultural Education, has the direct responsibility for vocational agriculture programs within the state and this they, too, needed to be represented. Contacts were made to the various coordinators of these groups, and it was requested that they name persons from their respective groups to serve on this teacher education committee. At the initial meeting of the committee thus created, the committee agreed to further expand by adding a school administrator and also a high school teacher other than a teacher of agriculture. Also, the committee thus created was given the power to call in other persons to work with the committee as a whole or with individuals.

Seven meetings were conducted to orient and otherwise prepare the committee for the work to be done. Materials of various kinds pertaining to teacher education in agriculture was secured and previewed with the committee to furnish them necessary background information as to their assignment. Guiding Principles for Teacher Training Institutions, Guiding Principles for Pre-Service Training of Teachers of Vocational Agriculture,[1] and other publications were employed. The publication This We Believe About Vocational Agriculture[2] had been specifically prepared to serve as a base guide for the Michigan Vocational Education Project and was used extensively by the committee. The University Catalogue was used to examine the curriculum, to gain some insight as to course content, and the like. Sample graduate programs, these and a host of other materials were reviewed and studied by the committee.

After the seven meetings had been used for cooperative study, review of literature and the like, the committee members felt they were ready to tackle the problem. They elected to subdivide the total effort in the agriculture teacher education program into seven major headings or areas. Further, each committee member elected the area that he wanted to study in particular.

The areas cooperatively developed for study with assigned personnel were as follows:

A. The candidate

It was the intent to find out as much as possible about persons coming into the teacher education program in agriculture--where they were from, what agricultural background they had, what special abilities, who influenced them most to pursue training in teacher education in agriculture, and like information. Such information might be useful in recruiting personnel to ascertain level of achievement so that this might serve to better evaluate how well the teacher education program enriched the lives of the candidates, and like purposes.

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[1] Guiding Principles for Pre-Service Training of Teachers of Vocational Agriculture, 1961, American Vocational Association, 1010 Vermont Avenue, N.W., Washington 5, D.C.

[2] This We Believe About Vocational Agriculture, 1960, Publication No. 509, The Department of Public Instruction, Lansing, Michigan

B. Pre-service program

This area of the study dealt with the examination of the total activities of the four-year or undergraduate program. Course content, course sequence, quality-quantity of subject matter, these and other program concomitants were examined.

C. Placement

Down through the years, the placement of teachers of vocational agriculture has been a function of the University. The committee felt this to be a proper function but wanted to examine placement procedures, take a look at the supply-demand of teachers, and the like to see how well placement was being handled.

D. In-service program

All non-credit activities--conferences, workshops, meetings, and the like, held in connection with the teaching of vocational agriculture, were studied. It has long been held that such work is vital to an on-going program in vocational agriculture. How well the program was meeting current needs in this respect was the target sought in this phase of the investigation.

E. Master's program

What is the underlying philosophy with respect to the Master's Degree? What constitutes a good basic program of study for the degree? What are the sequences of courses? What research is required? These and other exploratory questions were raised by the committee as a whole to ascertain the present graduate-study program value.

F. Doctoral program

Much the same kinds of questions raised on the Master's Degree program were asked with respect to the Doctoral Program. Here again, exploration was conducted to critically examine the program as it now exists.

G. Professional improvement program

All teacher-training activities not covered in previous listings were placed in this category for examination purpose.

Each area was thus independently studied, using all resources available. The findings with accompanying suggestions or recommendations were compiled and submitted to the committee as a whole.

CHAPTER II

THE TEACHER OF VOCATIONAL AGRICULTURE IN MICHIGAN

The Task Force Sub-Committee dealing with Teacher Education in Agriculture desired a close look concerning certain facts about teachers and the teaching of vocational agriculture in Michigan. Information pertaining to these facts was secured from the Agricultural Education Office, Vocational Education Division, the Department of Public Instruction. Figures and facts presented had as their basis the annual reports submitted by local districts having vocational agriculture programs during the last fiscal year available, 1961-62, unless otherwise noted.

Two hundred thirty-one Departments of Vocational Agriculture, employing 238 teachers in all, were reported for the fiscal year 1961-62. These teachers' ages averaged 35.53 years. They had taught for an average of 8.92 years and indicated they had average tenure of 6.80 years in their present positions. Of these teachers of agriculture, 141 had permanent teaching certification, 92 had secondary provisional certification, and five were working on special certification.

Two hundred twenty of the 238 teachers of vocational agriculture were graduates of Michigan State University. The remaining 18 teachers were from nine other institutions in and outside of Michigan.

Seventy-two teachers of the 238 teachers of vocational agriculture, according to the 1960-61 figures, had earned Master's degrees. Sixty-three of these degrees were from Michigan State University, and the balance were from three other universities.

Salaries paid these teachers in 1961-62 ranged from a low of $4,800 to a high of $9,799 per year and/or an average of $6,391 for a 12-month period.

Analyzing the fraction of time devoted to the teaching of vocational agriculture by these 238 teachers, we find that 72 devoted 100 per cent of their time to the teaching of vocational agriculture. The others varied from a low of 14 per cent upward, with the average for all teachers included being 78.80 per cent.

Forty-seven teachers of vocational agriculture conducted young farmer classes in 1960-61, with a total enrollment shown of 704 and/or an average enrollment per teacher of 17.

One hundred eighteen teachers of vocational agriculture conducted adult farmer classes in 1960-61, showing a total enrollment of 2,791 and/or an average enrollment per teacher of 23.66 adult students.

High school or all-day enrollments for these teachers totaled 12,023, for an average of 56.37 students. This varied from a low of 11 to a high of 17.

It has already been noted that of the total of 238 teachers, only 72, or 30.25 per cent of the total teachers, devoted 100 per cent of their time to the teaching of vocational agriculture. The remaining 166, or 69.75 per cent of the total teachers, taught other subjects as follows: Administrative Assistants (2), Biology (27), Chemistry (4), Conservation (4), Government (2), Guidance (4), History (2), Math (18), Physics (6), Science (41), Shop (33), and Study Hall (20). Other subjects taught included one each of Athletics, Band, Business Training, Cooperative Education, English, Family Living, Geography, IOFT, Special Education, and Social Studies.

CHAPTER III

THE CANDIDATE

Committee members deemed it advisable to secure as much information as possible concerning the student who enrolled in vocational agriculture. Such information would give a pretty good picture of the type of persons enrolling, what some of his qualifications and the like were, so that it might throw some light on certain training aspect to be included in the University teacher training program in agricultural education.

Clark[1] and others had compiled studies showing competencies needed for teachers of vocational agriculture. Timmons[2] had compiled certain information concerning the teacher and his teaching program in Michigan. Other such factual materials had been reviewed by the committee to give them a better concept of the type of training required to develop competencies in teachers of vocational agriculture. It was the feeling of the committee members that, by deduction, they could see where the student was at the beginning of the training program, the job ahead for him as a trained teacher. The gap between would pretty clearly indicate the role of teacher education in preparing the teacher for proficiency on the job.

Garner[3] found some rather unique characteristics relating to those individuals qualifying to teach vocational agriculture at Michigan State University. These characteristics are listed in TableII page 15. It will be noted that of the 398 individuals studied, 54 per cent had experienced vocational agriculture training in high school. A like number also had 4-H experience. However, it must be noted that during the ten-year period of this study the students were an older group,

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[1] Raymond M. Clark, Competencies for Teachers of Vocational Agriculture, 1956. Non-published study sponsored by the Michigan Committee on Vocational Teacher Education, Michigan State University, East Lansing.

[2] Guy E. Timmons, The Teacher of Vocational Agriculture in Michigan, pp. 16-17, this document.

[3] Raymond Garner, Individuals Qualifying to Teach Vocational Agriculture at Michigan State University, 1957. Non-published study.

TABLE II

INDIVIDUALS QUALIFYING TO TEACH
VOCATIONAL AGRICULTURE AT MICHIGAN STATE UNIVERSITY*

Year	Total Numbers	Per Cent Teaching	Per Cent With Vo-Ag	Per Cent With 4-H	Per Cent Veterans	Per Cent Transfers	Per Cent From N. Michigan
1955-56	37	50	67	80	20	26	23
1954-55	26	38	58	70	42	38	39
1953-54	25	76	56	48	40	48	45
1952-53	44	43	52	54	43	25	45
1951-52	52	35	40	44	70	38	34
1950-51	64	39	51	53	65	20	33
1949-50	60	42	46	50	77	25	41
1943-49	45	31	55	65	69	18	32
1947-48	30	33	60	50	80	30	36
1946-47	15	26	60	53	33	20	7
Total	398	40	54	54	58	28	35

*From study conducted by Raymond Garner, Michigan State University, 1957.

58 per cent of them being World War II veterans. Twenty-eight per cent of the students in this study had transferred from other institutions and/or other curricula. The majority of these students come from Michigan, 35 per cent of them coming from the northern part of Michigan.

As an interesting sidelight, a comparison was made between those individuals in this study who had and did not have vocational agriculture in high school and later went into the teaching of vocational agriculture. Table III shows the retention in the profession of teaching vocational agriculture of these two groups. There is a significant difference in the retention of those who had vocational agriculture in high school, to perhaps indicate that this is excellent background for an individual to acquire before enrolling in the teacher education program in agriculture.

TABLE III

STATUS IN TEACHING OF GRADUATES
IN AGRICULTURAL EDUCATION
MICHIGAN STATE UNIVERSITY
1947-56*

Number	Took Voc. Agr. in High School (210)		Did Not Take Voc. Agr. in High School (188)	
	Number	Percentage	Number	Percentage
Began to Teach	177	84	145	77
Quitting after 1st yr.	12	6	14	7
Quitting after 2nd yr.	15	7	25	13
Quitting after 3rd yr.	13	6	14	7
Quitting after 4th yr.	9	4	10	5
Quitting after 5th yr.	10	5	6	3
Quitting after 6th yr.	5	2	1	0.5
Quitting after 7th yr.	0	0	1	0.5
Quitting after 8th yr.	0	0	1	0.5
Quitting after 10th yr.	1	0.5	0	0
In Military Service	10	5	8	4
Still Teaching	102	48.5	65	34.5

*From study conducted by Raymond Garner, Michigan State University, 1957

Perhaps it is well to point out that there is a slight variance in the figures used in this study and other listings in this evaluation study. This is due to the fact that various individuals made these studies independently, did use various sources for getting their data, often interpreted the data in slightly different fashion, data was reported in different styles which led to confusion in interpretation, and the like. However, the differences are small and insignificant as far as this study is concerned.

It is recognized that people do change, so it was decided to examine the most recent candidates coming into the program to see how they measured up to some of the factors pointed out in the previous study.

The freshman class of 1961-62 numbered 19 in all. Seventeen of these individuals came from 16 schools in Michigan. Twenty-one per cent were residents of northern Michigan, and two individuals were from outside the State of Michigan.

The committee members were especially interested in seeing what kind of agricultural background these individuals had. This is particularly necessary since a background of at least two years of farm experience after reaching the age of 15 is required in Michigan to qualify for certification to teach vocational agriculture.[1] A Farm Experience Inventory, somewhat of a self-inventory device, is filled out by each freshman entering the teacher education curriculum in agriculture. The experience is then evaluated by staff members from a qualitative as well as quantitative point of view. The guide is as follows:

The Guide for Making an Evaluation of Farm Experiences

I. Qualitative

A. Excellent farm experiences: Has lived most of life on farm; has operated a farm for himself (at least one year) or has served as farm manager or has farmed on a partnership basis with someone else. Well qualified in nearly all skill areas. Nearly all skill areas double checked. (Except sheep, horses.)

B. Good farm experience. Quite a few skill areas double checked: nearly all single checked. May have farmed, but experienced no managerial ability. May possess general farming experience, but not to the excellent degree as in "A." Lack experience perhaps in horses,

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[1] Guide to Reimbursed Vocational Education Programs, Bulletin 292 Revised, 1958. Department of Public Instruction, Lansing, Michigan.

beef or sheep areas. Experience good to excellent, but will limit individual in placement to those specialized areas in which he is experienced.

C. Quality of experience fair. May possess average or below experience in one major area as dairy, farm mechanics, swine, crops and soils. Most skills areas single checked. Student needs additional skills ability but it is reasonable to assume he will get these skills in his college training.

D. Quality of experiences mediocre to poor and major areas definitely weak. He has had limited experiences, and this experience may have been on small farms. Noted absence of experiences in major areas. This student not a good risk and should be guided into some other field. Will not be eligible for certification unless additional skills are acquired.

F. Not acceptable. He had occasional employment on farm, but has little or nothing to offer by way of farm experience. May have resided on a highly specialized farm (onion farm) where few if any good experiences could be acquired. Experiences so lacking as to be a definite handicap. Absence of skills checks warrants non-approval.

II. Quantitative

A. Farm experience after age of 15, and before graduation from high school, is determined by taking the number of months and dividing by two. (If the person were over 18 at graduation, this might result in more than 18 months in some cases.)

1. If summers only are spent on farm during high school years, count summer months at full value, but person must get at least nine months more experience at times other than summer.

2. If a person moved off the farm before graduation, use age at leaving farm.

B. For persons who have lived and worked on a farm until high-school graduation (i.e. who have equivalent of one and one-half years experience since age of 15) six months more are required. This may be in summer if quality is okay.

C. The following jobs related to farming may be counted as farm experience provided the person also has one year of year-round farm experience:

Type of Work	Value	Maximum Credit In Months
D. H. I. A. Tester	Full	12
4-H Club Agent	Full	3
Greenhouse Worker	1/2	3
S. C. S. Aide	Full	3
Farm Account Checker, F. Mgt. Dept	Full	3
Fertilizer, Feed, Etc. Salesman	1/2	3
Farm Elevator Worker	1/2	3
Fruit Inspection	1/2	3
Farm Custom Worker	1/2	3
Work on College Farm		
1. While enrolled as student	1/2	3
2. While not enrolled	Full	

Farm experience for the freshman class of 19 totaled 37 years in all after the age of 15. This ranged from a low of one-half year to a high of five years and averaged 1.94 years per man. In quality, the range was as follows:

A - 1	C - 3	E - 1
B - 6	D - 8	

It will be noted that quantity-wise, nearly all the men are short and the quality of the experiences gained is on the whole average to below average. These men who lack the minimum standard of experience must supplement this farm experience prior to their assignment as student teachers. There seems to be a trend toward less farm experience, which is due no doubt to several causes, namely, (a) a younger individual enrolling in the University (average age this group was 19 years old), (b) these individuals had only three summers after reaching the age of 15 in which additional farm experience could be gained, and (c) many of the home situations were such that the needed farm experiences could not be gained at home.

Twelve of the 19 individuals, or 63 per cent, had 4-H experience ranging from one to ten years for an average of 5.41 years per man. Thirteen, or 68 per cent, had F.F.A. experience and vocational agriculture in high school. The range of F.F.A. experience was two to four years and averaged 3.4 years per man. Such information spells out that those entering the teacher education program today have more farm youth organization experience, but there is still need to train those lacking this experience as well as offering a broader type experience for those who have had F.F.A. experience in particular.

One hundred per cent of these young men were single and only one had any military experience. It is evident that quite a few of this group will be slated for military service at, or shortly after, the completion of their teacher education in agriculture.

Twenty-one per cent of these men, or four, transferred into the agricultural education curriculum. Two transferred from the Short Course at Michigan State, one transferred from Forestry, and the fourth student transferred from an institution outside the state. It will be noted that Garner found that over a ten-year period an average of 28 per cent transferred into the curriculum.

From time to time the question has been raised about the academic standing of those enrolling in agricultural education. The following table gives somewhat of a comparison of scholastic achievement of the freshmen males, Michigan State University, at the end of the school year 1961-62.

Average grade, Agricultural Education curriculum . .	2.21
Average grade, College of Agriculture.	2.27
Average grade, College of Education.	2.31
Average grade, All University.	2.30

It will be noted that there is no significant difference in the scholastic achievement of any group listed and that those enrolling in the agricultural education curriculum are on a par with other groups.

In a survey conducted a few years ago among those enrolled in agricultural education, most students indicated that their former teachers of vocational agriculture had been instrumental in their selection of the agricultural education curriculum. This group followed the same general pattern.

Conclusions

From the available facts, it would appear that candidates entering to prepare as teacher of vocational agriculture are average, or slightly above, on most scores. This seems to hold true for the last ten or fifteen years. However, several things seem significant. The students are younger in years and naturally lack the good farm experience that we would like to see. Also coupled with the factor of age is the lack of military service which makes it inevitable that most cannot be counted on for professional service at the completion of their training period and perhaps for several years after that. Numbers of those enrolling are small and should be increased to meet the demands for qualified teachers of agriculture. There must be an attempt to get a high quality of student along with increased numbers. It would seem logical that the proper place to start such recruiting would be through the profession and the professional organization within the state as well as through various other sources.

CHAPTER IV

PRE-SERVICE PROGRAM

There are many and sundry activities that are facets of the total pre-service or four-year undergraduate training program in agricultural education. Some of these activities, such as the required courses the students must take, are required, but, for the most part, the activities are on a voluntary basis. All activities forming a part of this total training program were listed, then finally grouped into six major headings.

It was felt desirable to get student opinion relative to these various activities. In order to do this in a systematic manner, a survey form was developed utilizing a three-point rating scale for the most part, but also permitting write-in comments. It was decided to submit this survey form to a select group of teachers who had been out teaching for five years as well as to seniors who were in their last term in the University. Five years' time limit was selected because it was felt that the program had not been changed materially in this period of time and that this group would be somewhat on a par with those seniors currently enrolled as far as available experience in the training program were concerned. There existed a feeling that perhaps experienced teachers would tend to rate certain experiences differently than would the inexperienced teachers. However, this was not substantiated except in a relatively few instances as noted later in this chapter.

Survey forms were mailed to 20 Michigan teachers of vocational agriculture selected at random from those who had graduated from the vocational agriculture teacher training program at Michigan State University during the five-year period of 1956 to 1960, inclusive. Thirteen completed survey forms were returned by the group of vocational agriculture teachers.

The 17 members in the entire senior class were also given the survey form to complete. Eleven completed survey forms were submitted by the senior group. In both the experienced teacher and the senior survey, the survey forms were unsigned so as to eliminate any pressures on the part of the individual as he responded to the survey.

As previously stated, all activities were grouped under six main headings; namely, (1) curriculum, (2) summer experience program, (3) Agricultural Education Club and extra-curricular activities, (4) student teaching, (5) counseling and guidance procedures, and (6) general. Responses to the various queries were almost identical from both groups surveyed, except where noted under each category.

Curriculum

Respondents indicated that there was good balance to the basic and science courses. About half responding indicated that there was not sufficient course work in the areas of agricultural science, agricultural economics, and agricultural engineering. There were not enough areas checked where too much time was spent, which would mean perhaps a fifth year for the training program. Of those responding to the possibility of a five-year training program, at least half thought it a good idea.

The teachers indicated they felt that too much time was spent in the general education courses, but not enough time in the agricultural education courses and especially in student teaching. In comments listed, the general education courses were high on the list needing reorganizing. Students feel that the agriculture electives are about right, but those in the field showed a preference for more technical information. A goodly portion of those responding indicated they did not have enough freedom for more general elective work.

In the written suggestions given, most were for a plea toward more laboratory and field experience in the courses with a reduction in theory and classroom inactivity.

Eighteen, or 75 percent of the respondents, stated that the combination of required courses in the various categories was good. Thirteen, or 54 per cent, stated that the required courses did a good job in meeting the needs of the vocational agriculture teacher.

Summer Experience Program

In the summer experience program, senior students, prior to their student teaching experience, are permitted to enroll in a two weeks' summer experience program for which they receive three credits. They are assigned to, and spend a two weeks' apprenticeship with, a selected teacher of vocational agriculture. The main purpose of the summer experience program is to afford them summer experience with the teacher of agriculture on the job, such experience being over and above what they can secure during the regular student teaching program. This work is coordinated by one of the regular staff members who works cooperatively with the teacher selected and the student.

Those persons who had participated in the summer experience program tended to rate that program higher than did the people who had not participated. Of the 11 people in the survey group who had this experience, 8, or 73 per cent, thought it should be required of all agricultural education majors, and the same number rated the summer experience program highly valuable. Of the 14 people who had not participated in the program, only 4, or 29 per cent, thought it should

be required of all agricultural education majors, and the same number rated the experience highly valuable.

Ag Ed Club and Extra-Curricular Activities

Sixteen persons of the 24 surveyed indicated that they had participated in the Ag Ed Club activities. Thirteen said that this experience was of great value to them while eight said it was of some value to them in their student teaching and later their teaching experience.

Most respondents suggested that more skills, leadership activities, and the like be incorporated into the total Club program.

Student Teaching

Student teachers in vocational agriculture spend full time of an entire 12 weeks' term in one of five selected training centers where student teaching in vocational agriculture is provided. A staff member in agricultural education coordinates the work in student teaching and spends one day per week in each of the training centers working with the coordinating teacher and the student teachers.

Eighteen, or 75 per cent of the respondents, stated that a full term was the right amount of time for student teaching, and the same number rated their student teaching experience as good. Several suggested that more time was needed and that fewer student teachers should be assigned to a given center at the same time so as to afford more experience for those in the center.

Counseling and Guidance Procedures

One of the fine attributes that has been expressed by students is the excellent rapport and assistance rendered them by the staff in agricultural education. This was borne out also by the response to the queries concerning this phase of the teacher education program in agriculture.

Twenty-four men replied that sufficient information had been provided them in regard to academic requirements, course offerings, scheduling, and the like.

All of the respondents also stated that they had an academic advisor with whom they felt free to consult at any time.

Twenty-two men, or 92 per cent, indicated that they felt the present system of advisement was good and should be retained.

General

In this category, an attempt was made to get at some reasons why these men had entered this curriculum, what their future occupational goals were, and the like.

Twelve, or 50 per cent of the men, indicated their principal reason for taking teacher preparation work was because of an interest in agriculture. Six others, or 24 per cent, indicated their liking for teaching was the guiding factor. Other reasons were expressed, but these were the principal reasons given.

Eighteen, or 75 per cent of the men, considered teaching vocational agriculture as a permanent career; four, or 16 per cent were considering it as a temporary occupation; and two, or 8 per cent, were undecided as to their future in the profession.

Nineteen, or 80 per cent, said they considered the program of instruction leading to a degree in agricultural education at Michigan State University to be broad enough in scope to satisfactorily prepare them for occupations other than teaching vocational agriculture. They listed a wide variety of related occupations in agriculture which they felt they were adequately prepared for.

CHAPTER V

PLACEMENT

During the latter years of college life, all students, no doubt, look forward to becoming a wage earner. In most instances, then, he becomes interested in the Placement Office of the college and the procedures to be followed in obtaining the right job for himself with the right employer.

Colleges and universities have made this a greater part of the administration of the school in more recent years. They have adopted definite procedures to follow. These range all the way from collecting data for credentials to the interview with prospective employers.

The first step, and one of great importance, is the collection and preparation of materials for credentials. At the beginning of the senior year, students must fill out cards covering personal data. They must have recommendations from at least two faculty members, and, if teaching prospects, a Student Teaching Report must be sent to the Placement Office following the teaching project. These materials, along with grade point averages, are compiled into a master set of credentials for each student. Copies of this set are then made available to prospective employers at the request of the student or the employer.

All agencies, business, industrial, governmental and educational, list their needs at the Placement Bureau. These are arranged and put on file at the Bureau so that each student may keep a close check on opportunities available. The student can then denote his interest in a certain position to the Bureau. Interviewing schedules are then arranged by the Bureau.

There are many and varied opportunities in the field of agriculture. Interviews in this field are arranged throughout the entire year as the need arises. It is important that the student make his job desires known to the Bureau so that he, in turn, can be notified of openings in his field. The applicant will find that a date and hour can be arranged for him to meet a prospective employer, and it is imperative that the interview be held on time.

The job of the Placement Bureau is as its name implies--that of aiding in finding employment suitable for the candidate and also in meeting the needs of the employer.

If the Placement facility is to work to the greatest advantage to all concerned, it would appear best that it do the entire job. All job openings and all candidates should be referred to the Placement Office. The employer would be assured of more than one candidate in most cases, and the prospective employee would also be assured of information on job openings and interviews.

The demand for trained personnel in all types of industries, governmental units, businesses, education, and in agriculture are much greater in more recent years and will continue to increase. These prospective employers naturally look to the colleges and universities for assistance in finding the right person for the right job. Thus, the placement bureaus find few slack times during the year.

With the greatly added demand for all types of well-trained people, the question of supply must be given greater consideration. The competition for the services of the college graduate is becoming tremendous. This is true of agriculture and its related fields. All available statistics show that the supply cannot meet the demand in this area any more so than in the other professions.

Prospective employers for teachers of vocational agriculture notify the Placement Bureau when they have vacancies to be filled. When such requests are sent to either the Division of Vocational Agriculture, Department of Public Instruction, or to the Agricultural Education Service at Michigan State, they are referred to the Placement Bureau. The Placement Bureau personnel then confer with the person assigned to handle placement matters in the Agricultural Education Service to ascertain factual material, over and above what the Placement Bureau may have on file of candidates available for vocational agriculture teaching positions, whether the latter be experienced and/or beginning teachers. Usually five or six candidates are nominated to a given position, depending on the numbers of available candidates. The Placement Bureau then sends credentials to the prospective employer, who looks over the credentials and arranges either through the Bureau or directly with the candidates for an interview. After election to a position, both the employer and the candidate are requested to so notify the Bureau so that it is officially known what vacancies have been filled, by what candidates, and the like. Failure to communicate such information has resulted in dissatisfaction to all parties concerned.

A candidate may state his perference for positions and can be nominated for several positions at one time. After interview for a given position, he may wish to rule himself out and so notify the Bureau, who, in turn, secures further nominations for him.

No major or significant criticism has been reported on the working relationship thus established.

As the population increases and the demand for more professional people, so must the means of attracting and preparing young people be developed. This responsibility rests with all the numerous agencies which go to make up our society.

Making sure that the individual gets the kind of job for which he is best prepared is very important. All resources should be used to obtain this goal, including that of the Placement Bureau. No fee is charged either to the prospective employer or employee, the University believing that this is one of its important services.

Alumni of the University have the opportunity of using the Bureau to keep abreast of new job opportunities. Special files are kept for them, and the alumnus should keep this file up-to-date with positions held and with recommendations from employers.

CHAPTER VI

I.-SERVICE PROGRAM

Introduction

With a constantly expanding technology in agriculture, it is necessary for agricultural leaders to make adequate provision for a self-improvement program. This poses a new problem for certain administrative officials since many of the in-service training programs do not carry academic credit. The administrative officials should recognize all efforts of self-improvement by their staff or employees.

Present In-Service Teacher Training Program

Present in-service teacher training efforts consist of many and varied kinds of activities. Nearly all teachers of vocational agriculture avail themselves of these activities, but, of course, to varying degrees. The following represent some specific kinds of in-service activities employed:

(1) Credit course work constitutes an important portion of this in-service work. Credit courses are offered on evenings, Saturdays, during special three-week summer sessions, during special workshop periods, as well as the regular term offerings and the off-campus offerings. These credit course offerings are dealt with in other sections of this report and need not be considered further in this section.

(2) Teacher follow-up work is another extremely important part of the in-service program. One staff member is assigned full time each year to spend time in the field, primarily with first year teachers. Two or more days are spent in the classroom and the local area with the first year teacher, observing his professional efforts and giving suggestions and recommendations for him to use in the bettering of the local program of vocational agriculture as well as improving the individual teacher. In most cases, the first year teacher usually elects to pursue an individual research or independent study dealing with some aspect of his local program which he studies in depth under the personal guidance of the resident teacher trainer who works with him in the field.

Experienced teachers are also visited where a request for assistance is made and insofar as staff time and travel funds are available.

In each and every case where a staff member works in the field, the local administrators--superintendent, principal, vocational director, or others, are consulted and worked with on professional problems.

(3) Instructional materials are collected and prepared, along with sources of such information, and these, in turn, are disseminated to teachers. Workshops or meetings are sometimes held to discuss effective use of such instructional aids in the vocational agriculture program. Available staff time and budgets, however, limited this activity somewhat.

(4) The Service Letter is a publication of some 6 to 10 pages in length which is published by the teacher training staff in vocational agriculture 4 or 5 times a year. It contains professional material--listing new bulletins available, reviews of new books, and like material intended to upgrade the busy teacher in the field.

(5) Professional meetings of a national, state, and local level are attended regularly by staff members and local teachers. There is a monthly meeting of the Joint staff (State Consultants - Teacher Trainers - Coordinating Teachers), the Resident staff (Teacher Trainers), the Augmented staff (Teacher Trainers and Coordinating Teachers), and many other meetings which usually involve teachers from the field.

(6) The annual conference for teachers of vocational agriculture is held for a five-day period in late summer. Approximately 95 per cent of the teachers of vocational agriculture, together with some of their administrators, and all of the teacher trainers and consultants attend this conference. Technical subject material is presented by members of the staff of the College of Agriculture, College of Education, and from other areas of the University. Professional meetings of the Michigan Association Teachers of Vocational Agriculture are also held during this week and in connection with this conference.

(7) Area conferences are held regularly out in various geographic areas of the state. These involve members c the State Staff, the Teacher Training Staff, local vocational agriculture teachers, administrators, and others. Here again, the purpose of the conferences, which are usually of a one-day nature, is to deal with some specific phase of the program of vocational agriculture in an attempt to improve the program at the local level.

(8) Research projects of various kinds dealing with specifics of the vocational agriculture program are sponsored and conducted cooperatively by local teachers and members of the various staffs at the University and in the Department of Public Instruction.

(9) Michigan Education Association annual and special meetings are manned or participated in.

(10) Other professional activities are engaged in as the staff is available and other factors will permit.

Survey Results of In-Service Teacher Training Program

A survey was conducted to ascertain what the experienced teacher of vocational agriculture felt regarding the in-service teacher training efforts. A 10 per cent random sampling of teachers who graduated between 1955-60 was made. Twenty-two teachers were included in this sampling, and replies were received from 17, or 78 per cent, of this group of teachers. Of those replying, the range of teaching experience varied from two to six years to two years, with the average being 3.8 years. Their unsigned response to the survey is recorded in Table IV below.

TABLE IV

SURVEY RESPONSE, IN-SERVICE TRAINING ACTIVITIES

Item	A Great Help	Some Help	Very Little Help
1. Follow-up visits with 1st year teacher	12	4	1
2. Individual visits with teachers in their schools	12	4	1
3. Individual visits with administration at time of local school visit	7	9	0
4. The service letter	11	6	0
5. Technical subject-matter meetings	14	3	0
6. Staff participation on professional committees	10	7	0
7. Staff participation at professional meetings	9	8	0
8. Preparation, demonstration and discussion of teaching aids	14	3	0
9. Staff publications and writings	10	7	0
10. Correspondence to teachers about submitted problems	5	12	0

Items for Further Consideration and Recommendation

In addition to the evaluation of present activities in the in-service training program in vocational agriculture, the teachers surveyed were requested to list suggestions and recommendations for improving or strengthening the in-service program. Comments were also solicited by several staff members as they made contact and otherwise worked with teachers of vocational agriculture, over and above those included in the formal survey. The suggestions and recommendations thus gathered are listed below.

1. All vocational agriculture graduates from Michigan State University should have a major in agriculture. This should relieve them of acquiring so much additional technical information the first year of teaching.

2. The responsibility for organizing an In-Service Training Program should rest with the Agricultural Education staff of the College of Education, Michigan State University.

3. The responsibility for the presentation of technical agricultural information should rest with the College of Agriculture, Michigan State University.

4. A graduate program for vocational agriculture teachers should include a professional Master's degree. This program should contain course work across a certain field such as Dairy Husbandry, with special problems to be worked out on a local community basis. This degree should not be confused with the present Master's program at Michigan State University.

5. Extension courses with credit should be available at centers in the state to accommodate all types of self-improvement programs.

6. Special Programs:

   The vocational agriculture teachers should be relieved of school responsibilities to attend certified special programs such as:

   a. Dairy school at Michigan State University
   b. Mastitis team meetings
   c. Brucellosis eradication program meetings

7. Literature:

   a. Newsletters from departments in the College of Agriculture should be made available to the teachers of vocational agriculture.

b. Fact sheets on specific topics should be continually sent to all vocational agriculture departments.

c. Bulletins: The policy of sending bulletins in quantity can be worked out depending on the topic and the size of the vocational agriculture department. Single copies should be available to all departments.

d. Journals: It would be very desirable if the vocational agriculture teachers were active members of such societies as the American Dairy Science Association or the Society of Animal Production. A research journal is available from each society.

8. The program of assembling teaching units and teaching aids should be evaluated in the light of use by vocational agriculture teachers and the development of strong vocational agriculture leaders.

9. All vocational agriculture teachers must express a responsibility and desire to work with others in a total agricultural program in a county. They must be willing to accept responsibility and take the initiative in their part of county programs.

CHAPTER VII

MASTER'S DEGREE PROGRAM

Objectives

To develop further competency as a teacher in a public school system.

To provide basic preparation in research and broad areas of education for students of agricultural education who plan to pursue work beyond the master's degree.

To develop further competency as a teacher of vocational agriculture.

To make initial preparation for entrance into leadership positions in vocational education.

Organization

The master's program in agricultural education includes work in education, both general and specialized, and in technical agriculture.

As a general guide, about one-third of the work will be in agricultural education and one-third in technical agriculture. In some instances, the student may elect one or two courses outside these areas.

In general education, all candidates take Education 820 and normally select others in guidance, psychology of education, philosophy of education, or administration. Courses which will be accepted on all programs include Education 815A, 850, 810, and 800.

The Agricultural education area normally includes three credits of Education 830A - (Problems of First-Year Teachers), a seminar on advanced problems course, and other courses in agricultural education and vocational education selected to improve the competency of the particular candidate and contribute to other objectives of the student.

The technical content area provides an opportunity for the teacher to strengthen his background in various agricultural fields. Courses may be selected from agricultural economics, agricultural

engineering, animal husbandry, dairy, farm crops, horticulture, poultry science, soil science, rural sociology, and closely related sciences. Since many teachers have particular needs and interests in strengthening their background in certain areas or overcoming certain personal or professional weaknesses, they are provided an opportunity to enroll in one or two courses in any department in the university. Examples are speech, sociology and language.

For teachers who aspire eventually to leadership positions in agricultural or vocational education or to work beyond the master's degree, there is generally less emphasis on the technical content area and more on basic preparation in the professional areas.

To get at an evaluation of the master's program in agricultural education, it was decided to survey as many teachers in the field as possible. To accomplish this task, a survey form was developed.

To simplify the surveying, and because of the time element involved, it was decided that the survey should be accomplished during the time the teachers of vocational agriculture were holding their annual conference on the Michigan State University campus. Time was set aside by the program chairman of the luncheon committee on Wednesday, July 26, 1961, for this purpose. The survey forms were placed on each table of eight men. The luncheon program chairman then explained to those present the purpose of the survey and requested those teachers present who felt qualified, and were willing to do so, to complete the forms.

One hundred sixty experienced teachers of vocational agriculture were in attendance at this luncheon. Eighty-eight, or 55 per cent of those in attendance, responded to one or more of the questions asked on the survey form.

In compiling the results of the data, it was previously decided to record the results of the three groups of men who had received their master's degree separately and according to the period in which they received their degrees. The reason for this was that it was expected that patterns in their thinking would be significant to this study. However, upon comparing the results of these groupings, no significant differences were apparent, so all results were grouped together.

It is assumed that those responding to the course values were persons that had taken these courses as per the oral instructions given the group just prior to their completing the survey form. The individual forms, when reviewed, indicated that most of them selected only certain courses, hence a void was assumed to be given by an

individual who did not take the course and was in no position to judge its worth or value. Their reactions to course values are contained in Table V.

TABLE V

GRADUATE REACTIONS TO COURSE VALUES IN MASTER'S DEGREE PROGRAM

Item	Reaction		
	Much	Some	No
General Education			
Administration	22	13	6
Curriculum Improvement	21	22	6
Guidance	23	17	2
Teacher & Administration	13	21	1
Psychological Problems of the Classroom	6	19	8
Trends in Education	5	20	9
Specialization			
Farm Mechanics	37	10	2
Young Farmer	15	24	2
Adult Farmer	18	22	1
Course Building in Voc. Agriculture	29	14	5
Voc.-Ed, and Practical Arts Education	0	1	0
Cognate Fields			
Soils	36	24	0
Animal Husbandrys	36	7	0
Sociology	7	24	4
Crops	2	1	0
Horticulture	1	0	0

The reason given by this group for pursuing a master's degree were as follows: six said for financial gain, 18 for professional improvement, five for advancement and 60 for all the reasons.

Observations and Recommendations

Of the 88 men responding to the survey, 36 men had completed their master's program and 52 were in some stage or other in preparation for the degree. Of the 36 men who now have their master's degree, 27 were earned within the last five years, five had been earned within the previous six-to ten-year period, and four had earned their degrees 11 or more years back.

It was found that the average vocational agriculture teacher who reported now drives a distance of 48 miles round trip to attend classes, either on or off campus. No identity was given on the survey forms, so the geographic location of the teachers responding cannot be given. It must be assumed, though, that teachers living in northern Michigan do drive greater distances in getting these courses than do teachers living in the central or southern portion of the state.

Definitions for wanting a master's degree were somewhat ambiguous. The prime reasons for earning this degree were: (1) to improve financial gain, (2) professional gain, and (3) advancement in the profession. Perhaps the three reasons given as well as some other reasons of lesser importance, all combined, actually formed the incentive for most teachers who had acquired their degree.

There was a wide opinion among those responding to the question dealing with social activities which were a part of the school life as they pursued graduate study. However, most seemed to feel that social contacts through the workshop media, formal and informal discussions, both in and out of the classroom and laboratory situation, and the previewing of foreign films, particularly those dealing with agriculture and related fields, furnished the most important and satisfying social activity.

Forty men, 73 per cent of those 55 total individuals responding to the statement as to whether they wanted more off-campus credit work than is now being given, indicated that they did want such work. The most frequently requested courses are listed below in Table VI with the number requesting such courses.

TALLE VI

Course Area	Frequency
Technical Agriculture	33
Agricultural Education	12
Guidance	5
School Administration	3
Sociology	2

The requests for on-campus work paralleled that for off-campus work and in about the same proportion. The only additional subject area than that named in Table VI, page 36 was psychology.

Forty-two, or 52 per cent of the men, indicated that certain courses should not be required in the master's program, while 26, or 38 per cent felt that some courses should be required.

Sixty, or 88 per cent of the men, voted in favor of freedom to select courses within a limited structure.

It was interesting to note that not a single agricultural education course was named to be eliminated from those offered at the master's level.

CHAPTER VIII

THE DOCTORAL PROGRAM

An evaluation of the Doctoral Program in Agricultural Education is an important aspect of the evaluation of the total program of vocational education in Michigan. The training provided at the doctoral level largely determines the type of leadership a program will have, not only in the state, but also in areas around the world that have an important and significant relationship to the state program.

To secure an evaluation of the doctoral program in agricultural education in Michigan, the writer was asked to prepare suitable instruments and secure responses from as many as possible of those who had completed the program and for those who are currently pursuing a doctoral program at Michigan State University.

Surveys were sent to twenty-four persons who had completed the doctoral program in Agricultural Education and to twenty who are currently enrolled in the doctoral program. Seventeen were returned by graduates and thirteen were rrturned by present candidates. The reactions of the two groups to their programs are summarized on the following pages.

Reactions of Graduates

Reactions to admission procedures and requirements

Reactions to the application form and supporting data by 16 graduates was - good 15; fair 1; poor 0.

Reactions to other admission procedures and requirements are described in Table VII.

TABLE VII

Item	Response		
	Number	Satisfactory	Unsatisfactory
Battery of tests	17	15	2
Interview	14	14	0
Scholarship	17	17	0

Reaction to program requirements

Doctoral candidates for the Ph.D. at MSU have been required to: (a) demonstrate a reading knowledge of two foreign languages, or (b)

to demonstrate a reading knowledge of one foreign language and complete 12 credits of work in an approved sequence in lieu of the second language.

For the Ed.D., one language or statistics is required.

Course requirements for both the Ph.D. and the Ed.D. have been quite flexible. The dissertation has generally earned 28-35 credits; approximately 20 credits have been earned in the area of specialization; 20 credits in Foundations of Education area; and 20 credits in supporting areas, some of which may be outside the College of Education.

Reactions of graduates to this program are indicated in Table VIII.

TABLE VIII

Item	Response		
	Number	Satisfactory	Unsatisfactory
Language Requirement	13	10	3
Language Sub. Option	10	10	0
Statistics Option	14	14	0
Course Requirement	16	16	0
Suggestions for improvement of program requirements			
Greater Variety of Courses	14	1	13
Elimination of Courses-- Substitute Independent Study	14	3	11
Courses in More Fields of Education	14	4	10
More Courses Outside Education	13	6	7

Reactions to the research program

The doctoral candidate is required to select a research problem, present a plan to his guidance committee and have the plan approved by them. He then completes the research project and must present a satisfactory report. Reactions of the doctoral graduates to this program are presented in Table IX.

TABLE IX

Item	Response		
	Number	Yes	No
Program Too Rigid	17	1	16
Student Should Select from Prepared List	17	0	17
Research Is Too Great a Portion of Total Program	17	1	16

	Number	Yes	No
Research Is Too Small A Portion of Total Program	17	1	16

Of these 17 students, all of them indicated that they were receiving adequate help from their advisors. All but one were satisfied with their advisory committee and the other staff members.

Reactions regarding adequacy of staff and facilities

While it is true that several of the respondents completed their doctoral programs before the Agricultural Education offices were moved to the new College of Education Building, the reactions to this question are important insofar as they apply to staff and to library and research facilities. Adequacy of staff and facilities are indicated in the summary of responses in Tables X and XI.

TABLE X

Item (Staff)	Response		
	Number	Yes	No
Agricultural Education	17	17	0
College of Education	17	16	1
Related Fields	15	14	1

TABLE XI

Item (Facilities)	Response			
	Number	Good	Fair	Poor
Library	16	14	2	0
Statistical	15	13	2	0
Study Facilities	15	10	4	1

Reactions to the examination program

The doctoral candidate is required to complete (1) the qualifying examination. This is part of the admission procedure. (2) The comprehensive examination (preliminary examination) after 60% of the course work is completed. Responses to questions regarding the examination procedure are shown in Table XII on the following page.

TABLE XII

Item	Response		
	Number	Yes	No
The Prelim Exam:			
Too Early	17	0	17
To Late	16	0	16

Reactions to placement service

Only twelve individuals responded to the question as to quality of the placement service. Ten have found it satisfactory; two found it unsatisfactory. Probably other graduates were on leave from positions and therefore had had no experience with the service.

Doctoral Candidates in Agricultural Education

Responses were obtained from 13 of the 20 candidates currently enrolled for the doctorate in agricultural education. The present candidates were asked to respond to specific questions and to add comments of their own. The responses to specific questions will be presented in tabular form.

Reactions to admission procedure

Admissions procedures have changed in relatively minor respects over the past 12 years. Reactions of present candidates are heavily weighted toward the more recent program. Table XIII indicates responses to the questions related to these practices.

TABLE XIII

Item	Response			
	Number	Good	Fair	Poor
Application for Admission	13	11	2	0
Scholarship Requirements	13	13	0	0
Testing Program	11	6	3	2
The Interview Procedure	13	9	4	0

Reactions to program planning procedures

Responses to the planning and selection procedures are indicated in Table XIV.

TABLE XIV

Item	Response			
	Number	Good	Fair	Poor
Course Work	11	7	4	0
Research	11	7	3	1
Selection of Guidance Committee	12	10	2	0
Selection of Advisor	12	10	2	0

Reactions to the examination program

Table XV indicates responses to current candidates' reactions of the examination program.

TABLE XV

	Number	Good	Fair	Poor
Prelim Exam	6	5	1	0
Oral Exam	5	5	0	0
Comprehensive Exam	7	3	4	0

Reaction to the language requirement

Responses to this requirement are indicated in Table XVI.

TABLE XVI

Item	Responses		
	Number	Satisfactory	Unsatisfactory
Language for Ph.D.	12	4	8
Substitution of Course Work	12	8	4
Substitution of Statistics in Ed.D.	12	10	2

Reactions as to adequacy of staff and facilities

Adequacy of staff and facilities are indicated by responses of present doctoral candidates in Table XVII.

TABLE XVII

Item	Response			
	Number	Good	Fair	Poor
Staff				
Agriculture Education	12	10	2	0
College of Educacion	12	9	3	0
Outside Education	11	10	1	0
Facilities				
Library	11	6	5	0
Educational Research Center	11	7	4	0
Statistical Lab Facilities	11	9	2	0

Suggestions for improvement

Following is a list of comments as they appeared on the replies from the doctoral candidates:

a. "I think that a joint staff-student seminar, perhaps lasting two hours, would be very beneficial not only for the better understanding of problems of the staff when working with graduate students, but also for obtaining suggestions for the improvement of the doctoral program."

b. "Judging from comments of both American and foreign students, the doctoral program in Ag. Ed. at MSU is far superior to that of most institutions. Furthermore, it would probably rank number one in the top three or four of the U.S. (I suppose this makes it 'The Most.')"

c. "Every doctoral candidate should be provided an opportunity for association with staff members in such affairs as the in-service program, staff meetings, coordination of student teaching, and other efforts of the staff, whether credit is granted for this is immaterial, but I would suggest no credit."

d. "On the basis of my participation in the doctoral program thus far, I would say the program in Agri. Ed. is very strong. A staff makes the service what it is."

e. "My own experience indicates to me that the five one-hour class meeting schedule is inadequate for the climate usually afforded education courses. Where committee work and discussion is used repeatedly, there should be time for the process to be meaningful with each experience Therefore, three two-hour sessions or two three-hour sessions should be considered in arranging three-hour credit courses."

Summary

The reactions of both graduates and present candidates were similar. Some dissatisfaction was revealed by the respondents concerning the admissions tests. The interview and scholarship requirements met with approval. However, language requirements met with great dissapproval on the part of most respondents. As shown by specific comments, they questioned whether the benefits gained were commensurate with the time, effort, and money expended in passing the language examinations. Reactions to the language substitution and statistics options were more favorable to the respondents.

Course requirements were generally satisfactory according to the respondents, except for specific suggestions as to areas within the major interest. Most agreed that previous experience, candidates' objectives, and the need for a sound foundation in education should be the influential factors for determining course work to be taken. Freedom-of-choice seemed to be the keynote. The same was true with regard to the research program. Candidates should be free to select a problem of his own or a problem that needs attention as determined by the staff.

All respondents were satisfied with assistance received from advisors and most of the advisory committee. They indicated that they felt the agricultural education staff provided adequate assistance. Library, statistical, and study facilities met with only slightly less approval. Comment regarding the preliminary and oral examination program generally was regarded as suitable. Most respondents indicated that the placement service was adequate.

The areas which received the least favorable comments were: (1) the foreign language requirements, (2) the entrance examinations, and (3) the preliminary examinations. Those receiving the most favorable comments were: (1) the adequacy and helpful attitudes of staff members in the College of Education, (2) the degree of freedom experienced in the selection of courses and research problems, and (3) the placement services offered.

CHAPTER IX

PROFESSIONAL IMPROVEMENT PROGRAM

Professional improvement opportunities offered through the Teacher Education Program for vocational agricultural teachers are many and varied. However, this section of the report is confined to four of the major areas of these activities, namely, (1) extension credit course work. (2) area conferences, (3) annual summer conference, and (4) county agricultural councils.

Most of the extension courses for credit are conducted by either Michigan State University College of Education or College of Agriculture personnel. Other institutions as well as other colleges within Michigan State University also offer certain extension courses for credit. Professional improvement for teachers in each of the other areas is a cooperative effort among various agencies.

Credit Course Work

Twenty-two extension courses in agricultural education have been offered throughout the state during the school year period 1956-57 through 1961-62. Twenty of these courses were offered in the lower peninsula. Numbers of teachers and the resulting demand for such courses are so few that such course offerings in the upper peninsula are not warranted.

The average size enrollment of the off-campus courses in agricultural education is approximately 12. While this number may appear to be small in terms of the larger and more normal enrollments in other classes, several factors should be understood. Of the total 238 teachers of vocational agriculture in Michigan during the school year 1961-62, 72, or 30 per cent of the teachers, already had their master's degree and were not considered as good potentials for further credit course work. The remaining 166 teachers were scattered in all areas of Michigan, meaning that each and every geographic area in which courses might be offered would contain only a very limited number of teachers of vocational agriculture. Another significant reason for low enrollments in these courses was the very specialized nature of the courses. The subject matter covered did not appeal to teachers in a variety of teaching areas such as general education courses might.

Student evaluations of these field courses have always been very favorable. Such evaluations have been based upon written reports, oral statements and, above all, repeated requests for these and like courses to be scheduled. Staff limitations in time and money to increase these off-campus offerings have been a prime factor in keeping the numbers as low as they have been.

Forty courses in technical agriculture were offered throughout the state during the five-year period, 1956-57 and including 1960-61. It should be noted that 18 courses were offered in 14 locations in 1957. Six courses were offered in 1958, seven in 1959, and seven in 1960. Thirty-six,or 90 per cent of these courses, were offered in the lower peninsula. It is interesting to note that of the 38 courses taught by the College of Agriculture personnel during this period in the lower peninsula, 33, or 91 per cent, were taught south of the Bay City-Muskegon line. This would substantiate complaints from teachers of vocational agriculture in northern Michigan that they cannot get extension courses in agriculture offered in their area.

Class enrollments in the technical agriculture courses off campus average more than do those in agricultural education. The obvious reason for such is that where these courses in agriculture are offered, considerably more personnel are available to enroll in such courses.

The evaluations of the courses offered in extension by College of Agriculture personnel have, for the most part, been quite favorable.

Area Conferences

Area conferences held throughout the lower peninsula of Michigan have been a cooperative effort between the Agricultural Education Services, Michigan State University, and the Department of Public Instruction.

This type of conference brings together teachers of vocational agriculture, superintendents, principals, and vocational directors. No evaluation of these conferences has been made by those attending. A study of the attendance summary gives information from which several conclusions might be drawn. Some of these conclusions are:

1. The number of locations does not necessarily effect the total attendance.

2. The conference provides an opportunity for 50 to 100 administrators to become familiar with various phases of the program of vocational agriculture.

3. There has been a slight decrease in the percentage of vocational agricultural teachers attending since 1955.

4. The decline in attendance may indicate a need for an evaluation of the conference by those that attend or do not attend.

5. The general theme of the conference does not seem to have any significant effect on attendance.

Approximately 55 per cent of all Michigan vocational agricultural teachers attended the area conferences in 1961 which is a significant increase over 1960. It is also significant that 73 administrators also attended in 1961. Many of these men were attending a vocational agriculture conference for the first time and should have received information which would better orient them to the program. There seems to be much value in having administrators meet with teacher to discuss or review common problems.

Annual Summer Conference

The annual summer conference is held at Michigan State University. It is cooperatively sponsored by the State Department of Public Instruction, Michigan Association of Teachers of Vocational Agriculture, the Colleges of Education and Agriculture, and the Continuing Education Service.

Approximately 80 to 85 per cent of all Michigan vocational agriculture teachers have participated in each of the past five years. A portion of the evaluation study for 1958 conference is included here:

Rank of programs based on selected three best programs in the conference	No. of Responses
Atomic Energy	89
Dr. Hannah's Speech	69
Agricultural Engineering	63
State Programs in light of policy	37
Entomology and Plant Pathology	36
Annual Banquet	35
Other speeches	32
Placement Tour	32
Technical Agricultural Sessions	30
Horticulture	18
Program Planning	12
In-service	10
Forestry	10

Reactions to the conference in general	Yes	No
Do you like the agricultural meetings in the appropriate buildings?	139	3
Do you like the methods of presentation used in those meetings?	128	11
Was adequate time available for discussion groups on professional topics?	112	30
Are the noon periods adequately planned?	123	16
Are you really learning to know the new teachers?	65	74

Are the evening programs adequate?	124	11
Are the special Tuesday evening programs meeting your needs for fellowship?	111	16
Did the speeches motivate and challenge you toward a greater educational service to farm people?	79	53
Have an adequate number of technical agriculture meetings been scheduled for you?	66	76
Were real educational problems solved in the discussion groups?	82	56

Many conclusions might be drawn from the above information. Teachers are involved in the planning of each conference and therefore their evaluation has a very significant place in the conference planning. For many years all teachers have placed a high value on technical agricultural information presented by staff members of the College of Agriculture. It is evident that this conference and the in-service education provided by it is rated very high by vocational agriculture teachers.

County Agricultural Councils

The Michigan State University Teacher Education Staff and the Agricultural Education Service in the Department of Public Instruction do not have an active part in formulating policies or attendance at County Agricultural Council meetings. They do, however, encourage active participation by all vocational agricultural teachers. They also serve as resource persons on numerous occasions.

Approximately 50 per cent of the 83 counties have County U.S.D.A. Councils with representation from some 15 different representative groups. Vocational agriculture teachers have representation in about 30 counties.

The following is a summarization of the "purposes" as indicated by the various county councils:

1. To study rural life problems in the county - to stimulate the activities and promote interest and general welfare of the rural communities of the county.

2. To strengthen the confidence of farm people in themselves and in their work.

3. To actively promote programs for the improvement of agriculture in the county; including improvements of social, economic, recreational, educational facilities in agriculture.

4. To establish closer friendship, mutual understandings, and to secure the cooperation and coordination of the various Federal,

State, County, and local agencies of government, together with interested business for the promotion of agriculture throughout the county. To evaluate, criticize, or commend and act regarding various agency problems.

5. To provide united assistance on projects of research or education of benefit to agriculture in the county.

Recommendations

1. Michigan State University should continue to offer technical agriculture courses throughout the state. More emphasis on these courses should be given in areas north of the Bay City - Muskegon line since only limited offerings have been available in this area of the state.

2. Agricultural education courses have been offered quite extensively throughout Michigan and have received favorable responses from students enrolled. Many young teachers need to have these courses offered on an extension basis, and it is our opinion that Michigan State University should continue to offer courses for professional improvement.

3. Area conferences have been quite successful in that over 50 per cent of the teachers are able to participate each year. They have also provided an opportunity for school administrators to become more familiar with the objectives of vocational agriculture. It seems logical that these conferences be continued through the cooperative efforts of the Agricultural Education Service, Michigan Department of Public Instruction, and the Agricultural Education Teacher Training staff at Michigan State University.

4. Extensive and rapid changes in agriculture and agricultural education have been, and will continue to be made. The annual conference for teachers of vocational agriculture offers an excellent opportunity for in-service education and improvement. Evaluation studies of this activity show very favorable responses from teachers. It is our recommendation that this activity be continued.

GENERAL RECOMMENDATIONS

1. Reimbursable funds for teacher education in vocational agriculture should be specifically identified. The teacher education staff in agriculture should be given the opportunity to recommend uses to which the monies will be put.

2. The staff in agricultural education should be given responsibility to develop program, and the various activities making up such program. These activities and the emphasis on certain activities, may be varied from year to year, depending upon need.

3. The teaching of on-campus and off-campus courses in teacher education in agriculture at the undergraduate as well as the graduate level becomes the function of the university and, as such, should be financed and promoted by the university.

4. Institutional policies with respect to minimum enrollments in courses should not be allowed to handicap vocational education staffs in providing essential specialized professional education courses.

5. Specific reimbursable funds should be set aside in the very near future for an intensive evaluation study of the total program in teacher education for vocational agriculture, with implications for changes as the findings of such a study might indicate.

6. Staff and clerical positions should be filled in keeping with personnel needs, to adequately perform the functions of an on-going program of teacher education in vocational agriculture.

7. Non-institutional, reimbursable funds should continue to be used to assist communities which provide student teaching, so as to allow time for the supervising teacher to engage in his teacher education activities.

PART II

Report of Sub-Task Force

on

HOME ECONOMICS TEACHER EDUCATION

Beatrice O'Donnell
Michigan State University, Chairman

PROFESSIONAL LEADERS WHO PARTICIPATED IN THE HOME ECONOMICS TEACHER EDUCATION CONFERENCES 1960-1962*

Miss Mary Adams	Michigan State University (now of Eastern Michigan University)
*Dr. Zoe E. Anderson	Wayne State University
*Dr. Hazel Anthony	Michigan State University (now of Iowa State University)
*Dr. Jane Bemis	Northern Michigan College
Dr. Bernice Borgman	Michigan State University
Dr. Lawrence Borosage	Michigan State University
Mrs. Mary Jane Bostick	Wayne State University
Mrs. Edna M. Bowersox	Albion College
*Miss Susan Burson	Eastern Michigan University
Dr. Dena Cederquist	Michigan State University
*Sister Mary Celeste	Mercy College
Mrs. Ester Collard	Wayne State University
Mrs. Jean Cummings	Kingsford, Supervising Teacher, Northern Michigan College
Miss Esther Everett	Michigan State University
Miss Barbara Gaylor	State Department of Public Instruction
Dr. Mary Gephart	Michigan State University
Mrs. Olive Goodrich	Wayne State University
Mrs. Thelma Graper	State Department of Public Instruction
Mrs. Dorothy Graves	Eastern Michigan University
Mrs. Thelma Hansen	Michigan State University
Mrs. Margaret Hearn	Michigan State University
Miss Manetta Heidman	Wayne State University
*Dr. Eunice Herald	Western Michigan University

*Members of the Central Planning Committee 1960-62

Miss Dorothy Hobart	Mercy College
Mrs. Betty LaChapelle	Wayne State University
Mrs. Marguerite Lofink	State Department of Public Instruction
*Dr. Helen Lohr	Central Michigan University
Dr. Francis Magrabi	Michigan State University
Miss Joanne Messura	Michigan State University
Miss Helen McConnell	Michigan State University
*Dr. Marian McMillan	Wayne State University
Miss Ruby Meis	Mt. Pleasant, Supervising Teacher
	Central Michigan University
Mrs. Betty Monroe	Michigan State University
Dr. Portia Morris	Albion College
*Dr. Beatrice O'Donnell	Michigan State University
Mrs. Jean Page	Michigan State University
*Dr. Thelma Porter	Michigan State University
*Miss Pauline Rodgers	Albion College
Dr. Evelyn Rouner	Central Michigan University
Mrs. Gladys Rowe	Western Michigan University
Miss Dorothy Russell	Michigan State University
Dr. Marjorie L. Savage	Western Michigan University
Miss Twyla Shear	Michigan State University
Mrs. Freddie Simonds	Central Michigan University
Mrs. Mary Spears	Eastern Michigan University
Miss Opal Stamm	Western Michigan University
Dr. Betty Taylor	Western Michigan University
Dr. Alice Thorpe	Michigan State University
Miss Martha Wallace	Central Michigan University
Mrs. Therese Warburton	Wayne State University
Mrs. Stephanie Winckler	Michigan State University
*Mrs. Rex Todd Withers	State Department of Public Instruction
Miss Reva Volle	Western Michigan University
Dr. Meta Vossbrink	Michigan State University

CHAPTER X

INTRODUCTION

This study was a part of the overall Vocational Teacher Education Evaluation Study which in turn was a part of a comprehensive evaluation study of vocational education in Michigan.

During 1961-62, the regular meetings of the Michigan Home Economics Teacher Educators were primarily devoted to this study. The eight institutions in Michigan approved by the State Board of Control for Vocational Education for the preparation of vocational homemaking teachers were involved in this project. The chairmen of home economics and of home economics education and the chief of Home Economics and family life, State Department of Public Instruction formed a central committee. This committee served in the initial stages of the study in 1960-61 making decisions involving the types of data needed and the procedures for securing the data relating to practices and programs in their respective institutions.

Purpose of the Study

The purpose of this study was to cooperate in the finding the answer to the central question to which the Michigan Vocational Education Evaluation Project was addressed:

> To what extent is the Michigan program of Vocational Education effective in the light of current and predictable social, economic and technological changes?

Specifically, this meant that the home economics teacher education evaluation study was committed to find answers relating to the effectiveness of the Michigan program in vocational home economics teacher education in the light of the social, economic and technological setting of today's world.

Participants in the Study

Teacher educators

The eight approved institutions were involved in the study. All of the teacher educators in these institutions, including supervising teachers, were invited to participate at various times in the study by contributing data and appraising the aspects of the program in which they were participating. The chairman of the department in each institution was asked to select college staff to participate in conferences

dealing with specific areas. The homemaking and family life consultants in Michigan's Department of Public Instruction also participated in contributing data relating to their teacher education activities and in appraising them.

Home economics teachers

In the initial part of the study, only the home economics teachers in reimbursed vocational programs were included because they have theoretically participated in a "common core" of experiences, roughly defined in the certification standards for vocational home economics teachers. The many variables in programs of teacher education made it also necessary to limit the study to these same teachers.

The 514 home economics teachers who were teaching in 1961-62 in reimbursed vocational programs in Michigan, were invited to contribute data and to evaluate home economics teacher education programs. These teachers who participated in this study were generally graduates from Michigan institutions and represented all of the colleges and universities included in the study. A study of Table XVIII shows that 23 per cent were graduates from colleges outside of Michigan. The distribution of states from which degrees were granted, are as follows:

Wisconsin	19	North Dakota	5	Nebraska	2	S. Dakota	1
Ohio	17	New York	5	Tennessee	2	Georgia	1
Kentucky	11	Pennsylvania	5	Kansas	1	Nevada	1
Illinois	9	Missouri	3	New Mexico	1	Mississippi	1
Iowa	8	Alabama	3	N. Carolina	1	Louisiana	1
Indiana	5	Minnesota	3	S. Carolina	1	Washington	1

Only 35 of the home economics teachers were teaching on special certificates. Two hundred twenty of the teachers had secondary provisional certificates and 209 had permanent certificates. Fifty still hold life certificates.

Permanent certificates had been granted to 42 of the 209 teachers in the two decades during 1929-49. The remaining 167 had been granted permanent certificates from 1949 to 1961. This suggests that the highest percentage of the group had been actively involved in meeting certification standards within recent years.

Analysis of the dates when the secondary provisional certificates will expire for the 220 homemaking teachers involved, indicates that many of the homemaking teachers in the sample will be in process of meeting certification standards up to 1966. The certification expiration dates for these teachers are distributed as follows:

TABLE XVIII

CERTIFICATION STATUS OF 514 HOME ECONOMICS TEACHERS WHO WERE TEACHING IN REIMBURSED VOCATIONAL PROGRAMS IN 1961-62

Status	Number	Colleges from Which Bachelors' Degrees Were Granted									
		Out-of-State	In-State								
			Albion	Central	East.	Mercy	Mich. State	Northern	Wayne	West.	Others
Life	50	4	1	1	11	0	32	0	0	1	0
Permanent	209	46	6	31	13	0	65	13	1	32	2
Working for perm. or provisional	255	69	2	21	15	1	86	8	11	35	8
Total:	514	119	9	53	39	1	183	21	11	68	10

Date	Number of Teachers
1962	19
1963	42
1964	48
1965	63
1966	48

Methods Used for Securing Data

In general, five sources were used: (1) catalog materials submitted by the teacher educators; (2) official reports or records, (3) summary reports following special conferences of faculty from home economics and home economics education, (4) questionnaires and (5) focused interviews.

Limitations of the Study

Time did not permit the inclusion of all data which were available and which had bearing on the home economics teacher education program's effectiveness. There was also insufficient time for the participants to become well oriented to the project. While institutions, individuals and groups were very generous in the time devoted to the study, their contributions were in addition to already heavy schedules and responsibilities. So, in the limited time available, no effort was made to contact certain groups outside of home economics and home economics education, who are also actively involved or interested in home economics teacher education.

Background Information Relating to Home Economics, Home Economics Teachers and Teacher Education

The school program in home economics or homemaking

The following is a brief description of the school program in home economics as summarized by the U. S. Office of Education for general public information:

> The school program in home economics is centered on learning to develop abilities needed in homes and in family life today. These abilities involve understandings basic to making decisions regarding the wise use of human and material resources. They involve ability to apply principles of sciences and arts to problems of everyday living in the homes.

Changes occurring in society are reflected in homes, often increasing the pressures there and bringing new problems which did not exist a few years ago. More married women are working, more women are carrying community responsibilities, more young people are involved in organizational activities. The age of marriage is decreasing so that many high school and college students are already married and having children. There are more aged today than formerly bringing new situations and greater pressures to buy. The population is increasing rapidly and every year a large proportion of families move their residence.

Some of the decisions calling for clear thinking and fundamental understandings with which home economics is concerned are involved in such family problems as: Fostering the healthy growth and development of children, providing an environment in the home, satisfactory for family members with different interests and abilities, building diets which meet nutritional needs of family members, determining foods, clothing, house furnishings, equipment, and services to buy with the resources available, maintaining satisfying relations within the home and between the home and community.[1]

Types of students enrolled in home economics in the United States

In the above release, the following is an excerpt relating to enrollment in home economics in the schools:

> About 2,000,000 junior and senior high school students, mostly girls are enrolled in home economics classes in any one year, and about 600,000 adults, 28,000 of whom are men. In the public schools, home economics is generally an elective subject, though sometimes required.[2]

Number of home economics teachers and their preparation

The following indicates a general picture of the professional women who teach home economics:

> Approximately 240 degree-granting colleges and universities offer four-year programs to college students wishing to prepare for teaching home economics. Of the 3,600 graduates

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[1] "Information Sheet on Home Economics." Washington 25, D.C, Dept. of Health, Education and Welfare, Office of Education, Division of Vocational Education, Home Economics Education Branch Misc. 3549, February 1958, Mimeographed

[2] Ibid.

prepared for teaching in 1955-56, only 2,400 actually taught; marriage and other professions lured one third away from teaching. With home economics in over 20,000 public secondary schools and new teachers staying in the profession an average of only three years, the shortage of teachers is acute.

Approximately one-half of her four-year college or university program is in the liberal arts--physical and biological science, social sciences, humanities--and the remainder in home economics, psychology, and education. Helping the prospective teacher become a wise guide to youth in developing ability to think critically, to apply principles of science, art and economics to the solution of home and family problems is an essential part of her professional pre-preparation for teaching in an area of living so affected by rapid changes in society.[1]

Teacher Education, Including Pre-Service and In-Service Education

Teacher education is conceived as a continuous process from the time of matriculation until retirement. Pre-service education involves the preparation period before the assignment to a particular job, while in-service education is specifically aimed at fostering education on the job.

Pre-service and in-service when applied to teacher education are descriptive of a positional status of the teacher rather than of distinct and separate undertakings. No pre-service program can prepare a teacher for a lifetime of teaching. Pre-service education is a mere introduction to professional growth, in itself wholly inadequate. One practical way to acquire competency of performance is continuing education of teachers on the job. This technique is becoming an accepted practice in the business and industrial world, as well as in the better school programs.[2]

Only the strong professional teacher and teacher educators working with others can be expected to meet the necessary challenges which reflect the needs and conditions of the contemporary social scene.

What Are the Current and Predicted Social, Economic and Technological Changes Which Have Significance for Home Economics at the Local Level and for Teacher Education?

As seen by leaders in home economics

Great and disturbing changes have occurred in social and economic conditions in the fifty years since 1909. These have affected the family and necessitate changes in the emphasis and direction of home economics

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[1] Ibid.

[2] Statement prepared by Dr. Meta Vossbrink, M.S.U.

economics. They will continue to do so.

Certain of these changes--even though well known--need some mention here because they have been of especial significance to individuals and families. They are also significant because undoubtedly they have not yet reached their full crescendo of influence on our pattern of living.

The extent to which home economics has succeeded in measuring up to these changes--influencing them or adapting to them--must be a part of the evaluation of home economics. And from these changes may come clues for future direction . . .

As these changes emphasize, the family continues to be basic in our society; it continues to have many unmet needs; and it continues to need professional help.

<u>As seen by the leaders in vocational education</u>

As changes occur in society, teachers of all subjects in the secondary schools examine their curriculums and the contributions being made in the lives of their pupils. Teachers of home economics must take into account such changes as the mobility of families; the increased proportion of women working outside the home; the growing number and kinds of services, equipment and products available to families; and new means of communication and transportation that bring to individual homes the impact of national and world developments. Decision-making in the home of today is complex, and families need new patterns for meeting the many problems facing them."

<u>As seen by leaders in the Michigan Vocational Education Evaluation Project</u>

Throughout all of these, one salient index prevails: <u>we must prepare youth for an occupational and family life the special elements of which we cannot predict.</u> And we must be prepared to cooperate in helping with the process of keeping adult workers abreast of new knowledges and skills as these become functional in our industrial life, our business life, and our home life. The Special Studies Project of the Rockefeller Brothers Fund says in its Report by Panel V:

> There is a constant pressure by an ever more complex society against the total creative capacity of its people. Our most critical need a decade hence may be unknown today. Rather we must prepare ourselves for a constant and growing demand for talents of all varieties, and must attempt to meet the specific needs of the future by elevating the quality and quantity of talented individuals of all kinds.
>
> One of our great strengths as a people has been our flexibility and adaptability under the successive waves of change

that have marked our history. Never have we needed the trait more than today. It is for this reason that we should educate our young people to meet an unknown need rather than to prepare them for needs already identified.

These factors and others, plus the basic view towards the place of vocational education in the total educational complex, form the backdrop for the suggested lines of inquiry which follow.

Sources of Data and Methods of Classification

Sources of data used in this study

The current and predicted social, economic and technological changes were interpreted in this study as those which had been identified by three groups of responsible representatives of home economics and vocational education. These were: The American Home Economics Association, The Home Economics Cooperative Extension Service, Michigan State University and the Director of the Michigan Vocational Education Evaluation Project.

CHAPTER XI

THE SUPPLY AND DEMAND FOR HOME ECONOMICS TEACHERS

The present supply of home economics teachers is influenced by many factors. In this portion of the study, consideration was given only to the following:

1. Number of institutions preparing home economics teachers.
2. Enrollment of women students majoring in home economics.
3. Enrollment of juniors and seniors in home economics teacher education.
4. Number of seniors graduating from home economics teacher education
5. Number of graduates from home economics teacher education who enter teaching their first year after graduation.

The form used for submitting data by each institution was not uniformly interpreted by them and as a result, it was somewhat difficult to interpret the data on a uniform basis. The data in this report, however, do provide a rather accurate and concise picture of home economics teacher education in Michigan.

Number of Institutions Preparing Home Economics Teachers

Twelve institutions in Michigan have four-year programs for the preparation of home economics teachers and eight of them are currently approved by the State Board of Control for Vocational Education. Two other institutions offer home economics courses but do not have four-year programs. A summary is presented in TableXIX on the following page indicating the status of Michigan institutions with full four-year home economics teacher education programs.

The table indicates an upward trend in the number of approved institutions but a downward one in the number of reimbursed. In the last ten years, Michigan increased its number of institutions from six to eight, but since 1945, the number of reimbursed institutions has decreased from six to three. This is not in keeping with the national trend which shows an increase in the number of institutions both approved and reimbursed. A U.S. Office of Education study shows that:

There was an increase of 24.0 per cent in the number of

institutions reimbursed from Federal Funds for home economics teacher training during the period 1947-48 to 1956-57. In the Central region alone, there was an increase of eleven institutions and an increase in enrollment of prospective teachers by 64.7 per cent during the above ten-year period.[1]

TABLE XIX

NUMBER AND STATUS OF MICHIGAN INSTITUTIONS PREPARING HOME ECONOMICS TEACHERS

Name of Institution	Status 1917-61		Status 1961-62	
	Approved	Reimbursed	Approved	Reimbursed
Approved by State Board of Control for Vocational Education				
Michigan State University	1917	1917-62	Yes	Yes
Eastern Michigan University	1917	1917-47	Yes	No
Northern Michigan College	1937	1944-47		
		1937-38	Yes	No
Wayne State University	1937	1944-47	Yes	No
Western Michigan University	1937	1937-39		
		1944-47		
		1955-62	Yes	Yes
Central Michigan University	1941	1944-47		
		1960-62	Yes	Yes
Albion College	1952-53	No	Yes	No
Mercy College	1960	No	Yes	No
Others-				
Adrian College	No	No	No	No
Marygrove College	No	No.	No	No
Siena Heights	No	No	No	No
Emmanual Missionary College (Andrews College)	No	No	No	No

[1] U.S. Department of Health, Education, and Welfare, Office of Education. "Enrollment in Home Economics Education and Placement of Graduates." From Institutions Reimbursed from Federal Vocational Funds. A 10-year summary 1947-48 to 1956-57. Division of Vocational Education. Miscellaneous 3571. 1959. 11 pp.

Enrollment of Women Students Majoring in Home Economics

The enrollment of undergraduate majors in the full four-year course in home economics in the eight approved institutions is summarized in Table XX. The figures indicate that the per cent of women students majoring in home economics is well below the ten per cent level. The range varies somewhat, but remains relatively low in all of the eight institutions. Enrollment data does indicate that (1) there is a potential supply of women in Michigan colleges and (2) over 90 per cent of these women are attracted to major curricular areas other than home economics.

Enrollment of Juniors and Seniors in Home Economics Teacher Education

Enrollments of juniors and seniors in teacher education were analyzed by the committee along with the number who actually completed the program by meeting the certification requirements and graduation. The number of students both juniors and seniors in the various institutions is shown in Table XXI on page 65. The committee studied the period from 1958 through 1961, and the average number of juniors and seniors in home economics education each year in all eight institutions was 335.5. If there were a trend in numbers of students enrolled, the last three years indicated a downward one.

Number of Seniors Graduating from the Home Economics Teacher Education

During the years, 1958 through 1961, the number of students who graduated from teacher education programs in the eight institutions varied from a low of 116 to a high of 158 with average of 142 per year. Table XXII on page 66 gives the breakdown of graduates by institutions.

Number of Graduates from Home Economics Teacher Education Who Entered Teaching the First Year After Graduation

Data relating to the placement of home economics teacher education students who graduated in 1958-59 and in 1959-60 is shown in Table XXIII on page 67 and indicates that of the 157 seniors who graduated in 1958-59, 104 accepted teaching positions. Of the 168 who graduated in 1959-60, 127 accepted teaching positions.

The U.S. Office of Education in some of its earlier findings on follow-up of home economics teacher education graduates who did not go into teaching as follows:

1. Graduates who married after their first year ranged from 11 to 14.3 per cent

2. Graduates who were not placed was very small--0.9 per cent.

TABLE XX

ENROLLMENT OF UNDERGRADUATE MAJORS IN HOME ECONIMICS IN THE EIGHT APPROVED MICHIGAN INSTITUTIONS 1957-61*

College or University	1960-61					1959-60					1958-59					1957-58				
	Fr.	So.	Jr.	Sr.	Tot.	Fr.	So.	Jr.	Sr.	Tot.	Fr.	So.	Jr.	Sr.	Tot.	Fr.	So.	Jr.	Sr.	Tot.
Albion College	8	10	10	4	32	16	12	6	6	40	14	9	8	7	38	18	9	11	6	44
Central Michigan University	3	24	21	18	94	30	18	21	23	92	25	21	22	10	78	27	22	23	16	88
Eastern Michigan University	24	25	13	18	80	21	13	24	26	84	18	23	19	22	82	42	31	19	7	
Mercy College	7	6	8	4	25	6	5	5	10	26										
Michigan State University	263	176	184	159	782	159	146	148	169	622	225	187	177	150	739	257	216	195	107	775
Northern Michigan College	0	0	0	0	0	8	6	7	4	25	7	7	3	11	28	5	6	10	10	31
Wayne State University	31	34	22	31	118	54	39	51	46	190	33	43	14	27	117					
Western Michigan University	56	42	56	48	202	42	52	38	43	175	55	44	53	25	177	40	53	41	29	163

*Data secured from "Enrollment and Placement of Graduates in Home Economics Education," submitted by consultants, State Department of Public Instruction, and further checked with the various institutions.

TABLE XXI

ENROLLMENT OF JUNIOR AND SENIOR STUDENTS IN HOME ECONOMICS TEACHER EDUCATION IN THE EIGHT APPROVED MICHIGAN INSTITUTIONS DURING THE YEARS 1957-61*

College or University	1960-61			1959-60			1958-59			1957-58		
	Jr.	Sr.	Total	Jr.	Sr.	Total	Jr.	Sr.	Total	Jr.	Sr.	Total
Albion College	6	3	9	4	3	7	3	3	6	5	3	8
Central Michigan University	19	17	36	12	9	21	14	13	27	19	16	35
Eastern Michigan University	13	18	31	24	26	50	19	22	41	10	5	15
Mercy College	2	0	2	1	4	5	---	---	---	---	---	---
Michigan State University	40	47	87	45	64	109	64	79	143	75	59	134
Northern Michigan College	---	---	---	7	4	11	3	11	14	10	10	20
Wayne State University	32	23	55	44	26	70	23	33	56	38	17	55
Western Michigan University	52	40	92	36	39	75	47	21	68	40	20	60
TOTAL	164	148	312	173	175	348	173	182	355	197	130	327

*Data secured from "Enrollment and Placement by Graduates in Home Economics Education" submitted by consultants, State Department of Public Instruction, and further checked with the various institutions

TABLE XXII

THE NUMBER OF HOME ECONOMICS TEACHER EDUCATION GRADUATES IN EIGHT APPROVED MICHIGAN INSTITUTIONS*

College or University	1960-61	1959-60	1958-59	1957-58
Albion College	3	4	3	2
Central Michigan University	12	17	17	13
Eastern Michigan University	19	17	3	7
Mercy College	4	3	---	---
Michigan State University	61	74	50	61
Northern Michigan College	---	3	10	10
Wayne State University	20	17	18	23
Western Michigan University	39	22	15	21
TOTAL	158	157	116	137

*Data secured from "Enrollment and Placement of Graduates in Home Economics Education" submitted by consultants, State Department of Public Instruction, and further checked with the various institutions.

TABLE XX

THE PLACEMENT OF HOME ECONOMICS EDUCATION STUDENTS WHO GRADUATED IN 1958-59 AND 1959-60 FROM EIGHT APPROVED INSTITUTIONS*

Institution	Graduates	Teaching		Not Teaching		Other
		Vocational	Non-Vocational	Married	Further Study	
Albion						
1958-59	4	0	3	0	0	1
1959-60	3	1	2			
Central Mich.						
1958-59	17	7	4	2	2	2
1959-60	12	12	0			
Eastern Mich.						
1958-59	17	11	3	1	-	2
1959-60	19	15	2	2		
Mercy						
1958-59	3	0	1	0	0	0
1959-60	4	3	1			
Michigan State						
1958-59	74	25	25	11	1	12
1959-60	57	31	9	14	1	2
Northern Mich.						
1958-59	3	2	1	0	0	0
1959-60						
Wayne State						
1958-59	17	0	11	3	1	2
1959-60	20	1	11	4	4	
Western Mich.						
1958-59	22	6	5	5	1	5
1959-60	53	29	10	12		2
Total for 1958-59	157	51	53	22	5	24
Total for 1959-60	168	92	35	32	5	4

*Data secured from "Enrollment and Placement of Graduates in Home Economics Education" submitted by, consultants, State Department of Public Instruction, and further checked with the various institutions.

3. Graduates who continued with their studies on a full-time basis was 3.4 per cent.

4. Graduates who were employed in jobs connected with Cooperative Extension Service or other rural home life education ranged from 4.8 to 7.7 per cent during the ten-year period.

Of the 104 Michigan graduates who went into teaching in 1958-59, thirty-one per cent taught in vocational programs; and of the 127 graduates in 1958-60, fifty-five per cent taught in vocational programs the first year after graduation. These percentages might indicate a trend that a higher percentage of graduates from Michigan institutions start teaching in vocational homemaking programs than in non-vocational programs. However, the per cent is not as high as the national average which is 66.7%. There also seems to be a higher percentage of graduates to teach in vocational programs than to marry and not teach or to be placed in work other than teaching at the secondary level.

Future Demands

Considering the increase in the secondary school enrollment and increase in building programs, many school systems will need to add homemaking teachers when they become available.

In addition to the public school teachers needed, the Cooperative Extension Service, Home Economics in business and adult education are also in need of expanding home economics personnel.

The community college programs have not been able to secure home economics faculties in the numbers needed. Along with this is the need for university programs to expand in order to train home economists for college teaching.

CHAPTER XII

THE FACULTY IN HOME ECONOMICS AND HOME ECONOMICS EDUCATION IN THE EIGHT APPROVED INSTITUTIONS IN MICHIGAN

The following criteria have been developed by the National Committee on Home Economics Teacher Education.

1. Each home economics staff member has: (1) at least a master's degree with concentration of graduate work in the area or areas for which she assumes responsibility, (2) demonstrated teaching ability, and (3) experience which fits her for the job of helping to prepare home economics teachers.

2. The staff in home economics and related departments is adequate in number to provide instruction in the areas of the curriculum desirable for the education of home economics teachers.

3. There is at least one person in the home economics department or education department who has major responsibility for teacher education in home economics and who meets the qualifications of the teacher trainer of home economics as set up in the state plan.

4. Staff members who have a part in preparing home economics teachers are acquainted with or are becoming acquainted with homemaking programs in secondary schools and are aware of problems homemaking teachers face in adapting instruction to meet the needs of individuals and families.

5. The institution has a program for promoting the professional growth of the staff, and home economics staff members take advantage of such opportunities as advanced study, research, participation in professional organizations and other experiences promoting personal and professional growth.

6. Home economics staff members show evidence of liking to teach, understanding students and being able to work effectively with others.

The following criteria have been developed by the Department of Health, Education and Welfare, Office of Education, Division of Vocational Education.

A competent faculty group is fundamental in the functioning of the home economics department. A good staff is made up of professionally minded, individually competent members whose personal qualities and total preparation and experience are such as to make a well-balanced faculty group whose results are seen in the effectiveness with which goals are reached with students.

1. The size of the staff is adequate for the accomplishment of the purposes that have been set for the home economics department.

2. Each faculty member has specialized training in the field in which she teaches and is competent in her special field of interest and the faculty as a whole has diversity of training and experience.

3. The entire staff is sufficiently in agreement as to ideals and purposes to work together harmoniously for the good of students, the department, and themselves.

4. The work loads of faculty members are fair and equitable.

5. Conditions are maintained which are conducive to securing and holding well-trained, competent staff.

6. Encouragement is given and provisions are made by the institution for the professional growth of all faculty members.

Number of Faculty in Home Economics and Home Economics Education in the Eight Approved Institutions

Only limited data were collected relating to the faculty. However, data about number of faculty, degrees and rank in home economics and home economics education were secured in 1960-61. See Table XXIV for distribution of faculty.

The home economics and home economics education administrative unite in the various institutions varied considerably. The majority of faculty were engaged in teaching. A few had responsibilities for administration, non-credit field service, follow-up of first year teachers and for research. In the eight institutions in 1960-61 there were 127 home economics and home economics education faculty including full time administrators. Of the one hundred and twelve who had academic ranks, seventy percent had ranks of assistant professor or instructor. (Table XXIV)

TABLE XXIV
ACADEMIC RANKS OF HOME ECONOMICS AND HOME ECONOMICS EDUCATION FACULTY IN THE EIGHT INSTITUTIONS

Academic Rank	Number
Professor	3
Associate	28
Assistant	41
Instructor	38
Other (Nursery School)	2
Total	112

The number of faculty in the eight institutions varied considerably. In one institution there were 84 home economics and home economics education faculty. In two others there were two. Four of the institutions or 50 per cent of the institution in the study had an average of 3.3 faculty in home economics and home economics education. The faculty distribution was: 84, 17, 7, 7, 5, 3, 2, 2.

Table XXV gives the highest academic degree held by each of the 127 faculty members in home economics and home economics education in the eight approved institutions. The table indicated that 101 of the 127 individuals or 79.5 per cent, had a master's as their terminal degree, 25 or 19.7 per cent had doctor's degrees and one person has a bachelor's degree.

TABLE XXV

ACADEMIC DEGREES OF 127 FULL-TIME HOME ECONOMICS AND HOME ECONOMICS EDUCATION FACULTY IN THE EIGHT APPROVED INSTITUTIONS 1960-61

Institution	Number of Faculty with Various Academic Degrees				Total
	Bachelor	Master	Ed.D.	Ph.D.	
Albion		2	0	1	3
Central		4	1	0	5
Eastern		7	0	0	7
Mercy		2	0	0	2
Michigan State					
College of Home Economics	1	66	3	10	80
College of Education		1	1	2	4
Northern		1	1	0	2
Wayne State					
College of Home Economics		13	0	2	15
College of Education		1	1		2
Western Michigan		4	1	2	7
Total Number	1	101	8	17	127
Total Per Cent	.9	79.5	21.2		100

CHAPTER XIII

PRE-SERVICE HOME ECONOMICS TEACHER EDUCATION

The purpose of the undergraduate program is to assist the prospective homemaking teacher to develop her intellectual capacities so that she is able to think critically, apply principles and make generalizations. The curriculum is based upon the liberal studies--humanities including philosophy, social science and natural science. The emphasis in courses in hom economics shall be intellectually-centered rather than activity-centered. The end product of the program is an educator, not a technician.

The program shall be based upon competencies, particularly important for the teacher in present day society. These include knowledge and understanding in the areas of human development, the family as a social institution, management of resources--both human and non-human, role of the consumer in society, and appropriate emphasis in light of present day culture on providing for the physical and aesthetic needs of the family, including food, clothing and housing.[1]

Sources of the Data

In the fall 1960, the Central Committee of the Michigan Home Economics Teacher Education Study agreed that each institution should submit descriptions of their pre-service teacher education programs. The major sources of these data were:

1. College Catalogs

2. Reports following group conferences of home economics faculty responsible for specific aspects of the program.

3. Course outlines submitted by the home economics education faculty responsible for teaching methods courses and those participating in the supervision of student teaching.

4. Results of committee work relating to further analysis of the home economics education sequence.

5. Focused interviews with representatives in home economics education in each institution.

6. Evaluation of each institution's student teaching center by supervising teachers, college personnel and in some cases student teachers.

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[1] Statement prepared at Michigan State University under the leadership of Dr. Thelma Porter.

The representatives of institutions indicated, however, that they were in process of revising their programs and in discussions, it was difficult to identify and classify common requirements or policies because of differences in institutional organization.

The General Pattern of Distribution of Credit Hours in The Eight Approved Institutions

The table which follows indicates the distribution of credit hours within the individual institutions.

TABLE XXVI

DISTRIBUTION OF COURSES BY SEMESTER HOURS OF CREDIT IN PRE-SERVICE UNDERGRADUATE CURRICULA IN THE EIGHT APPROVED INSTITUTIONS

Institution	General Education		Home Economics Education		Teac' Education		Electives		Total
	Hours	Per Cent	Hours	Per Cent	Hours	Per Cent	Hours	Per Cent	
Albion	48	38.6	30	24.2	20	16.2	26	21.9	124
Central Michigan	49	39.6	33	26.6	19	15.3	23	18.5	124
Eastern Michigan		34.7	38	30.6	21	17.0	22	17.7	124
Mercy	5.	42.5	30	25.0	23	19.2	16	13.3	120
Michigan *State	44	34.3	50	38.3	20	15.5	16	11.9	130
Northern Michigan	48	38.8	35	28.2	23	18.5	18	14.5	124
Wayne State	50	42.4	28	23.7	31	26.3	9	7.6	118
Western Michigan	42	33.9	33	26.6	22	17.7	27	21.8	124
AVERAGE	45.9	39.6	34.6	28.3	22.4	17.8	18.4	15.3	122.5

*Term hours equated to semester hours

An analysis of the requirements of individual institutions participating in the study indicates that approximately 39.6 per cent(or 46.9 credits) of the average total credits required for graduation 122.5 are devoted to courses in general education. These credits are distributed somewhat differently in the individual institutions, but tend to include; communication skills, American thought and literature, the physical, natural and behavorial sciences and the arts and humanities.

Twenty-eight and three tenths per cent or approximately 34.6 credits are allocated to professional courses in the various areas of home economics including the family, child development, consumer education, family economics,management, family health, foods and nutrition, clothing and textiles, housing-home furnishings and household equipment. While the distribution of credits in home economics courses varies somewhat, the general pattern is very similar in the eight institutions. In some institutions, certain so-called home economics areas are taught in departments other than in home ecnomics.

In all of the institutions, there is a tendency to meet only the minimum requirements in education, namely 22.4 semester or 33.6 term credits. This is approximately 17.8 per cent of the total credits rquired for graduation. The remainder of the program, 18.4 semester hours or 15.3 per cent, tends to be spent in recommended electives and in further meeting of the minors for certification.

Description of the Required Home Economics Courses with Emphasis on Common Elements and Diversity in the Instructional Program in the Eight Approved Institutions

The report which follows summarizes the present status of required courses in home economics, as interpreted from detailed minutes of five all-day inter-institutional conferences in which representative faculty responsible for teaching required courses in nine major areas of home economics participated. Each institution made the decision as to the numbe_ of faculty whom they wished to send and to the specific individuals who would represent the institution.

Thirty-three college faculty members participated. Each institution had an opportunity to explain and distribute materials which describe the required courses under consideration. Following this, an attempt was made to identify common elements and patterns of diversity, and to make recommendations considering the years ahead.

Area: The family and child development

The family - In some institutions, one single course on the family is required while in other institutions, two are required. The required

course(s) on the family may be taught at any level from freshmen to senior year. The required courses may be taught outside of home economics or in home economics. It may be designated as a home economics course but taught by a non-home economics staff member. The required course(s) when taught outside of home economics may vary widely in content depending on the instructor and his school of thought.

In one institution, a special course for prospective home economics teachers relating to child development and family relationships is taught in the college of education. This provides for additional integration and enrichment.

Child development - In the various institutions included in the study, one single course in child care and development is required in the pre-service program for vocational homemaking teachers. This course is usually taught in home economics but is taught in one institution in the psychology and education department. It is included in the program at any level from the freshman to the senior year. In one institution, a special course for prospective home economics teachers relating to child development and family relations is taught in the college of education. This provides for more integration and more enrichment in this area.

Home management - In each of the institutions participating in the study, both theory and practice are included in the required home management course or courses. The required home management experience is organized in one of the following patterns: (1) integrated home management course in which both theory and practice are included or (2) two separate courses, one of which is a theory course and one a practice course. Usually the theory course precedes the practice course but adjustments may be made for students.

The total credit hours required in home management varies from 2.6 to five semester credits: (1) the combination or integrated "theory and practice course" tends to be 3 semester credits; (2) the separate theory course varies from two to three semester credits and the residence or practice course varies from two to three semester credits.

The required theory course in home management is "taken" by students in the sophomore year in one institution; in other institutions it is taken by students in the junior or senior years. The required practice course in home management is taken by students in the junior or senior years. In one institution, it is taken the last semester of the senior year.

Each of the institutions has some type of prerequisite for the home management course(s). These prequisites vary considerably.

There are wide differences in the size of classes and total enrollments in home management courses. This affects the time available by the staff for individual contacts.

For persons living in a managerial situation adjustments are made in each institution in the "practice" or "residence" aspect of the home

management experience. In the past, some institutions have provided opportunity for both husbands and wives to have residence experience, This practice seems to have been replaced and/or is being replaced by "living out" experience in which married home economics students have planned and guided managerial experience in their own home.

All institutions provide some type of facility as a house or an apartment for the "home management residence" experience. The resident housing facilities, the length of residence and number of students to be accomodated vary considerably among the institutions. The facilities, number of students and length of time in residence seem to be inter-related.

1. A large residence is used in one institution. This provides varied experiences other than those usually involved in a home management residence. The students after having satisfied the home management course requirements continue to live in the house for the remainder of the semester.

2. In one institution a small apartment is provided within the home economics department near the other home economics class-rooms and laboratories. This apartment is used for other purposes than the "residence" experience.

3. Other institutions provide for single or multiple apartments or houses which accommodate four to six students at any one time. The length of residence in these situations depends upon the number of students which must be accommodated. For example, in one institution, the length of residence is three weeks. In another the length of residence is one semester.

The type of organization of the residence home management experience seems to vary considerably among institutions. The general purpose and organization of the home management residence or managerial experience appear to fall into three general patterns:

1. An experience in which there is an integration of all home economics courses. The residence is a capstone experience.

2. An experience in which major or exclusive emphasis is placed on the management rationale.

3. An experience in which there is enrichment of various home economics courses, among which management is only one.

While the home management course(s) seems to build on and makes use of learnings in other courses, there appears to be no consistent policy or practice for organized follow-up of management learnings or enrichment of the management concepts following the required courses.

The faculty reported that students frequently point out the occurance of repetitious materials and experiences in the home management course(s) and in other home economics courses.

Family economics - One required course in the area of family economics is required in the pre-service home economics teacher education curriculum in each of the institutions.

The titles of required courses in the family economics area seem to vary widely: Family Economics; Family Finance, Consumer Economics, Personal and Family Buying, and Teaching of Consumer Economics.

In one institution the required course in the family economics area is taught in the College of Education. There is a policy on this particular campus that if a needed course for teachers is not offered by the "subject matter department" that the course may be developed and offered by the College of Education.

The number of credits required in the family economics area varies from two to three semester credits.

The levels at which the courses are offered varies from the sophomore to the senior year.

The Home Management course may precede or follow the required course in the family economics area. There are wide variations in prerequisites for the required courses in family economics area. The following are examples of statements about prerequisites: None, junior or senior level; majors only, and basic courses in sociology and economics.

The experiences provided in the family economics area vary in the institutions. In some institutions the required family economics course includes considerable emphasis on the managerial process or rationale, while in others this may be given very little emphasis. Three major references are used. There is some question about the most suitable textbook. Some institutions had used one and have shifted to another and are still questioning.

Area: Art and design, home furnishings, housing, and household equipment

Art and design All institutions cooperating in the study require at least one course in art. The titles of required art courses in each of the institutions vary considerably.

The required art courses in some institutions are taught in the art department, while in other institutions they are taught only in the home economics department. In one institution a required introductory art course is taught by the industrial arts, fine arts and home economics faculty using the team approach.

The credits for required courses in art varies from two to three semeester credits. The required courses in art and design are taken by prospective homemaking teachers in the first two years of the college program.

In addition to the required art course, art concepts are interrelated and integrated throughout home economics courses.

Home furnishings - All institutions in the Study have at least one required course in home furnishings. The required course in home furnishings is offered at the sophomore to senior levels, but tends to be taken at the sophomore and junior levels. The range in credits of the required course in home furnishings is from two to three semester credits.

In all institutions an art course is a prerequisite to the required course in home furnishings. This art course may be taught in the home economics and/or art departments.

Required courses in home furnishings vary in the department in which they are taught. Required courses in home furnishings are usually taught in the art department or in home economics. In one institution the required course in home furnishings for prospective homemaking teachers is taught in home economics education. This is because no course is available in the home economics department.

Housing - In the pre-service program for homemaking teachers, some emphasis is placed on housing in each of the institutions represented. There appears to be less emphasis on housing than on the "home furnishings" aspects. Two of the institutions require a course in housing for undergraduate home economics students majoring in teacher education. Institutions differ in their degree of emphasis on housing in the pre-service education program for homemaking teachers. Course titles in the housing area vary considerably indicating differences in content or emphasis.

The number of credits for required courses on housing varies from two to three semester credits. The required course in housing is taken by students from the sophomore to senior levels. The prerequisite for the required housing course appears to be a course in home furnishings.

There are indications that certain aspects of housing are considered in and are actually aspects of several types of courses. Courses in Home Management, Family Economics, and Family Finance give various types of emphasis to housing. Two examples of this are: (1) "financing housing" and (2) "housing needs of families considering the life cycle."

Household equipment - No institution represented requires a course in household equipment for its undergraduate students preparing for teaching of homemaking. In general, prospective homemaking teachers secure their learnings in household equipment if any, from parts of other courses. In institutions offering a household equipment course, prospective homemaking teachers are encouraged to elect it, if it is at all possible.

Four of the institutions offer an elective course in household

equipment. One institution is adding a two-semester credit course in household equipment which will be an elective.

The household equipment courses are offered from the sophomore to senior level and tends to be two semester credits. The household equipment courses are taught in home economics. Noprequisites are required for the household equipment courses in those institutions offering them.

There appears to be variability in the content of household equipment courses. In one institution emphasis is placed on equiping the homemaking department in local schools; in another institution it is on broad equipment problems.

Area: Foods and nutrition

Nutrition - In each of the institutions, one course in nutrition is required of prospective homemaking teachers. This one required nutrition course is two to three semester credits and is taught in Home Economics. It is taught from the freshman through senior levels. The titles of the courses vary as shown by such titles as: "Food for Man" and "Nutrition."

In two institutions, the prerequisites for the nutrition course involve chemistry and food preparation courses. In the meal management course, students have opportunities to understand and use nutrition principles many times. Students continue their understandings in the special nutrition course.

Emphasis in nutrition courses is placed on nutrition needs of families. The first nutrition course in one institution is entitled, Food for Man." This new course is based on the fact (1) that the food supply is different in various parts of the world but that the food elements needed for man are met in different ways; (2) that there are social, economic, political factors in the nutrition of people; (3) that these broadened understandings are important for college home economics women.

Food preparation, meal management and quantity food management - At least one food preparation and one meal management course are required for prospective homemaking teachers. A quantity foods course (school lunch operatinn) is also required. The total number of credits required in the foods area vary but are similar in range. In two institutions, no exception has been made to requirements relating to the school lunch course. In two institutions there has been an easing up of the requirements to make possible other needed courses. This has been done with the approval of the State Board of Control for Vocational Education.

Some institutions require chemistry as a prerequisite for the foods courses and some do not.

Both laboratory and lecture are included in food preparation and meal management courses; this is also true for school lunch operation or the quantity foods course. Special projects in foods courses provide for increased depth.

Basic understandings of food purchasing are included in the meal management courses. Institutions differ in the degree of emphasis given to values in relation to food. There is more emphasis than formerly on the "cultural aspects" of foods. In the Meal Management course in one institution, the policy is not to have guests. Emphasis is placed on a purely learning situation. In this institution, there is an effort to get away from "the frills."

Area: Textiles and clothing

Textiles - Some consideration is given to textiles in either integrated courses or in separate courses which are required of prospective homemaking teachers. In general, textiles is offered as a separate course but in one institution it is included in three integrated clothing courses.

Courses in textiles are taken at the freshman to sophomore level and tend to be two to three semester credits. Usually there are no prerequisites to the textiles courses, however, in one institution, chemistry is a prerequisite.

The number of hours of laboratory and lecture vary. In some institutions, the hours for laboratory and lecture are separated. In other institutions, they are combined. In one institution, there is no laboratory work.

Several institutions are using the same text, but the faculty reported that they are not too happy with it and feel the need for something better.

Clothing selection and construction - All of the institutions in the Study have some course requirements for both clothing selection and clothing construction. In some institutions, clothing selection and clothing construction are integrated and in other institutions, they are taught as separate courses in a sequence. The amount of credit in the clothing area varies from seven to ten semester credits.

Institutions vary in their prerequisites for courses in clothing selection and construction. In some institutions, there are no prerequisites for beginning clothing courses. In other institutions, courses in art, chemistry, or elementry design may be prerequisites.

The relative amount of time spent in laboratory and in lecture in clothing courses varies in institutions. Some require more time spent in the laboratory than in lecture. In one institution, all clothing laboratory work has to be done in class. In another institution, none or little laboratory work is done in the class.

In all of the institutions, there is a greater emphasis than formerly on principles and concepts and their application.

Representatives from the institutions reported considerable concern for reducing or lessening the emotional involvement of students in making their garments in clothing classes. In some institutions emphasis is placed on basic principles with the use of muslin (not a wearable garment) so the pressure on the student is reduced and learning is maximized.

The amount of emphasis being placed on clothing for the family varies considerable. The emphasis given to the sociological aspects of the clothing also varies considerably in institutions. Representatives from the institutions reported that there was little interest on the part of college students in altering garments.

Description of Required Professional Education Courses with Emphasis on Common Elements and Diversity in the Instructional Program in the Eight Approved Institutions

Description of required professional education courses

Inquiry into the general nature of the professional education courses which are required before and following the student teaching experience was limited. Members of the faculty who were responsible for teaching these courses did not participate in any of the conferences. However, there appears to be a tendency of the institutions to meet the professional education requirements in different ways. Required courses place emphasis on (1) psychological foundations, nature and direction of learning and child development; and (2) on school and society; foundations of education and similar courses. In some institutions, students have more observation and experiences in schools outside of the student teaching experience. Not all institutions have resident student teaching experience, but approximately one half of them do.

TABLE XXVII

GENERAL EDUCATION COURSES TAKEN BEFORE STUDENT TEACHING

Institution	Course Title	Number of Credits
Albion	Educational Psychology	3
Central	Principles of Teaching	3
	Observation	2
	Affiliation	3
	Foundations of American Education	3

Table XXVII Continued

Institution	Course Title	Number of Credits
Eastern	Educational Psychology	3
	Principles of Teaching	3
Mercy	(Education)	
	Orientation to Teaching	None Credit
	Development & Psychology Foundations of Secondary Education	4
	(Psychology)	
	General Psychology	3
	Child Development	3
Michigan State	Individual & the School	4 (6)*
	School & Society	4 (6)
Northern	Foundations of American Education	3
	Nature & Direction of Learning	3
	Human Growth & Development	3
Wayne	None	-
Western	Human Growth & Development	3
	Introduction to Directed Teaching	3

*Term Hours

Sequence of required home economics education courses in relation to student teaching.

The listings summarize the sequence of experiences of students before, concurrent and after student teaching as they were reported by the teacher educators in the participating institutions.

Supervised Observation - Two of the eight institutions, Central Michigan and Western Michigan, reported having courses in this area which students are required to take before student teaching.

Central - Supervised Observation 3 semester hours

Western - Human Growth and Development 3 semester hours

Special Methods - All eight institutions have such courses.

Albion Methods of Teaching Home Economics 3 semester hours taken before student teaching

Central	Special Methods in Home Economics 1 semester hour Special Methods in Home Economics 1 semester hour . . taken concurrently with student teaching
Eastern	Methods and Materials in Homemaking Education 3 semester hours . . taken before student teaching
Mercy	Teaching of Home economics 2 semester hours . . taken before student teaching
Michigan State	Methods of Teaching 3 semester hours . . taken before student teaching
Northern	Methods in Teaching Homemaking Education 2 semester hours Is taken before student eaching Vocational Homemaking Education 3 semester hours . . taken after student teaching
Wayne	Methods and Materials of Instruction - Elementary School, Home and Family Living 3 semester hours Methods and Materials of Instruction - Secondary School, Home and Family Living 3 semester hours Homemaking Education Projects and Unit Plans in Junior High School 3 semester hours Homemaking Education Projects and Unit Plans in Senior High School 3 semester hours Secondary School Programs in Home and Family Living 2 semester hours . . taken before student teaching
Western	Special Methods 2 semester hours Methods in Home Economics 3 semester hours . . taken before student teaching

Common elements and diversity in the home economics methods courses in the cooperating institutions

Here . are listed some of the common elements and differences or variability in the home economics methods courses. Course outlines were submitted by seven colleges and universities.

Analysis of methods courses was made by a special committee following the conference.

The Common elements:

1. Each of the institutions givessome consideration to the scope purpose and philosophy of homemaking education.

   This is indicated in statements of objectives and/or major experiences or topics included in course outlines.

   All institutions indicated in their objectives that there was concern for helping students understand the scope and purpose of homemaking education.

2. Each of the institutions gives some consideration to program planning or to curriculum in either the objective, experiences or topics included in their course outlines.

3. Each of the institutions includes some consideration to teaching techniques. This is indicated in both objectives and in learning experiences or topics.

4. Each of the institutions givessome consideration to instructional materials in their objectives, learning experiences and/or topics.

Differences or variability

The differences or variability indicated through analysis of course outlines were as follows:

1. Not all of the institutions indicated that they include "vocational education" in their Home Economics Methods courses.

   Four of the institutions represented indicated in their objectives that "vocational education" is a major concern. Five of the institutions indicated this in the experiences and/or topics.

   The general emphasis which is given to vocational education when it is included in the Home Economics Methods course may deal with:

   a. Vocational homemaking in Michigan, including personnel, reports, etc.

   b. Present scope of homemaking and family living - vocational education and the role of homemaking in the total field of family life education.

   c. National vocational education Acts.

d. Curricula or Programs - relation to general education.

e. Requirements of the vocational homemaking program.

f. Qualifications of homemaking teachers for the vocational program.

2. In some institutions, enrichments are not included in program planning, but are set up separately and/or not included in the Home Economics Methods courses. These aspects include:

Future Homemakers of America Organization
Home visitations
Home experiences
Advisory Committees
Adult homemaking classes
Conference periods

3. In a few institutions, some consideration is given to:

a. Basic concepts of learning.

b. Management of the department - including the room, its equipment, finances, extra class responsibilities, school parties and storage.

Description of some common practices in student teaching

The major responsibility for the student teaching experience in some institutions is assumed by special coordinators. The specific responsibility actually assumed by the home economics teacher educators and by the special coordinators varies somewhat between the institutions. The coordinator appears to assume less responsibility in some institutions than in others.

There is some evidence that in the student teaching experiences today, there is (1) less emphasis on the so-called vocational homemaking philosophy and requirements than has been true in the past and there is a tendency for the experience to be a more broadly conceived experience for teachers; (2) less supervision of student teachers by the home economics teacher educators than was formerly true with a shift in the role and responsibility to supervising teachers and student teaching coordinators; and (3) less communication between the supervising teacher and the home economics teacher educator because of pressures and problems of time. The common practice is for the home economics teacher educator to visit the center twice a term or semester.

There is a general belief that the supervising teacher is the most significant person in the student teaching experience, but there is also a belief that the supervising teachers are not given sufficient professional help. Table XXVIII summarizes the total number of schools used for home economics student teaching experience in a given year and the number of supervising teachers involved in the student teaching program.

TABLE XXVIII

NUMBER OF STUDENT TEACHING CENTERS AND SUPERVISING TEACHERS IN HOME ECONOMICS TEACHER EDUCATION AT THE EIGHT APPROVED INSTITUTIONS 1959-60

	Student Teaching Centers		Supervising Teachers
	On Campus	Off Campus	
Albion		1	1
Central Michigan		4	5
Eastern Michigan	1	1	
Mercy		8	8
Michigan State		16	25
Northern Michigan	1	1	2
Wayne State Suburban Metropolitan		3 15	18
Western Michiga..	1	7	10
Tot:	3	56	69

Description of the student teaching centers

Little information was made available about the type of communities in which student teaching centers are located, and the relationship between the type of school in which student teaching was done and the type of school in which the student was placed the first year of teaching.

Criteria for selection of student teaching centers

The following criteria are listed in the Report of the National Home Economics Teacher Education Committee:

The selection of directed teaching centers is made by appropriate representatives from the teacher-training institutions in cooperation with the State supervisory staff in home economics education, local school officials and teachers involved. In selecting a teaching center, the following factors are considered:

1. The standards and scope of the homemaking education program.

2. The willingness of the teacher to work cooperatively with the institutions in developing the student teaching program.

3. The experience, training and other qualifications of the teacher to supervise and direct the various aspects of the student teaching program.

4. The attitude of the community, local administrators, and school staff toward homemaking education and supervised student teaching.

5. The possibility for making provisions in the teacher's schedule and/or salary to compensate for the work involved in supervised teaching.

6. The geographic location in relation to the college.

7. The extent to which the school and community are representative of situations in which the graduates are likely to teach.

The home economics teacher education staff and supervising teacher in the local school in cooperation with other appropriate representatives of the teacher education institution and the local school, have the responsibility for the supervision of the student teaching in the centers.

Appraisal of the Pre-Service Program for Home Economics Teachers

One hundred thirteen home economics teachers, who had recently completed their undergraduate program and who had had from one month to three years of teaching experience were sent a questionnaire which contained many items common to the questionnaires which were sent to other groups of teachers, but which also contained some questions which were asked only of this group. It was believed that these recent graduates would be in best position to evaluate their total undergraduate programs, at least better than would groups who had completed their undergraduate programs at various other periods of time. Sixty-six per cent of this group responded.

These recent graduates, who had had some teaching experience were asked to indicate the degree to which they felt the emphasis placed on

certain aspects of their program was "too much," "too little" or about right.

Reaction to the emphasis given to the general education program

In general, the home economics teachers who responded according to TableXXIXfelt that the amount of emphasis given to the physical sciences, natural sciences, behavorial sciences, philosophy and the arts, and to communication skills was "about right." However, in the field of philosophy and the arts, the reaction of the home economics teachers was divided between believing that there was "too little" emphasis and believing that there was "about right" emphasis.

TABLE XXIX

REACTIONS OF 73 HOME ECONOMICS TEACHERS WHO HAVE TAUGHT 1-3 YEARS AS TO THE DEGREE OF EMPHASIS WHICH WAS GIVEN TO REQUIRED COURSES IN THE GENERAL EDUCATION PROGRAM

Aspect of the Undergraduate Program - Required Courses in Home Economics (or part of courses)	Included in Program	Evaluation of the Degree of Emphasis Given or Home Economics Teacher Program			
		Too Much	Too Little	About Right	Uncertain
The physical sciences (chemistry, physics, mathematics)	62	8	6	47	0
The natural sciences, (biology, bacteriology)	61	1	12	51	0
The behavorial sciences or social sciences (psychology, sociology, anthropology)	62	2	17	44	2
Philosophy and the arts	45	0	22	27	2
Communication skills	59	1	13	46	1
Total Reaction to Group of Courses		12	70	215	5

Reaction to the Importance of and Degree Given to Various Types of Emphases

In summarizing the reactions of home economics teacher educators and home economics teachers of varying backgrounds, there was some agreement about the importance of the sociological-physchological,

the art and the scientific emphases in the preparation of home economics teachers. Neither was there agreement as to the degree of emphases in the undergraduate program.

The sociological-psychological emphasis

All of the home economics teacher educators believed that the sociological-psychological emphasis was "very important" in the undergraduate program for home economics teachers. Eighty-six per cent of the teacher educators believed that "too little" emphasis was given to it ; 14% thought the emphasis was "about right."

The art emphasis

All of the home economics teacher educators thought that the art emphasis was "very important" in the teacher education program. One hundred seventy-three teachers also agreed that it was "very important" and 139 thought it was of "some importance." Of the 472 teachers, 179 of the teachers believed that the present emphasis on art was "about right," but 92 felt that was "too little" emphasis. Seventy per cent of the teacher educators thought that there was "too little emphasis" on art and 30 per cent thought the degree of emphasis was "about right."

The scientific emphasis

All of the home economics teacher educators thought that the scientific emphasis was very important in the education of home economics teachers. Fourteen per cent thought there was "too much" emphasis, 55 per cent thought there was "too little" emphasis and 29 per cent thought it was "about right." Of the 472 home economics teachers, 152 thought the scientific emphasis was "very important" and 151 thought it was of "some importance." One hundred sixty-eight home economics teachers thought that there was about the "right emphasis" given to it. Obviously this is one area in which there was not a high degree of agreement.

Problem solving or critical thinking

All of the home economics teacher educators thought that problem solving and critical thinking were very important in home economics teacher preparation. Eighty-five per cent thought there was "too little emphasis" and 15 per cent thought it was "about right."

Of the 472 home economics teachers, 248 thought problem solving or critical thinking were very important and 153 thought that there was "too little" emphasis placed on it in the undergraduate program and 107 thought it was "about right."

Seminars for integrating concepts - pulling things together or relating

All of the home economics teacher educators thought this was "very important." Fifty-five per cent thought that there was "too little" emphasis being placed on integrating, and relating or pulling things together; 45 per cent thought that there was "about right" emphasis or were uncertain.

Of the 472 home economics teachers, 165 thought that relating and integrating was "very important;" 109 thought it was of "some importance." One hundred thirty-two thought there was "too little" emphasis being placed on relating and integrating, and 94 thought the emphasis was "about right."

Basic principles or generalizations

All of the teacher educators believed that understanding of basic principles or generalizations was very important in the preparation of home economics teachers at the undergraduate level. Fifty-five per cent of the teacher educators thought that there was "too little" emphasis being placed on basic concepts; forty-five per cent thought that the emphasis was "about right."

Two hundred eight of the 472 home economics teachers agreed that basic concepts were "very important;" 163 thought that the degree of emphasis given in the undergraduate program was "about right," and 89 thought there was "too little" emphasis.

Application of principles, generalizations to concepts to widely different situations

All of the home economics teacher educators believed that the ability to apply principles, concepts or generalizations to widely different situations was very important. Fifty-five per cent thought that there was "too little" emphasis placed on it in the undergraduate program, and 33 per cent thought the emphasis was "about right," and 12 per cent were "uncertain."

Of the 472 home economics teachers, 208 thought the application of basic principles was "very important;" 145 thought there was "too little" emphasis placed on application, and 115 thought the emphasis was "about right."

Reaction to the importance of and emphasis given to certain methods of teaching

In general, the home economics teacher educators qualified their reactions to the importance of laboratory experiences, demonstrations,

discussions and lectures in promoting learning for prospective home economics teachers at the undergraduate level. There was agreement that field work was important for prospective home economics teachers, in helping them to understand and know real families different from their own families. There was also a high degree of agreement that independent work by students was important in the undergraduate program.

A relatively high percentage of home economics teachers checked these methods as being "very important," but many checked them as having "some importance." However, this was reversed for lectures. In general, the home economics teachers thought that the emphasis was "about right" for laboratory, lectures, and independent work.

Reaction to the emphasis given to required home economics courses

There was a strong total acceptance or satisfaction with the amount of emphasis given to the group of courses including: foods and nutrition, clothing and textiles, housing, home furnishings, household equipment and art and design. Very few thought that there was "too little" emphasis, although there were some who thought there was "too much" emphasis in certain areas.

The reaction was different in the group of courses including: family relations, marriage, child development, home management, consumer education and family economics. While many believed that the amount of emphasis was "about right," there were many who felt that there was "too little" emphasis placed in certain areas. Very few felt that there was "too much" emphasis placed in any of the areas.

Reactions of home economics teacher educators and home economics teachers to the consumer emphasis in the undergraduate program

All of the home economics teacher educators believed that the consumer emphasis was "very important" in the preparation of home economics teachers. Of the 472 home economics teachers who responded to the questionnaire, 284 checked that they believed the consumer emphasis to be "very important" at the undergraduate level.

Three-fourths of the teacher educators thought that "too little" emphasis was given to the consumer emphasis and one-fourth thought it was "about right." One hundred sixty-nine of the home making teachers also believed that it was given "too little" emphasis in the undergraduate program. One hundred twenty-six believed that the present emphasis was "about right."

Reactions of home economics teacher educators and home economics teachers to the emphasis in the management area

All of the home economics teacher educators believed that the manage-

ment or decision making process was "very important" in the undergraduate program for home economics teachers. Of the 472 home economics teachers, 242 thought that it was "very important."

Fifty-five per cent of the teacher educators indicated that they believed that "too little" emphasis was given to the managerial-decision making process in the undergraduate program and 45 per cent thought it was about right. Of the 472 home economics teachers, 109 thought that it was given "too little" emphasis and 145 thought that the degree of emphasis was "about right." In checking the responses from the teachers who had recently graduated, there were twice as many who thought it was "about right" as those who thought there was "too little" emphasis.

Reactions of home economics teacher educators and home economics teachers to the emphasis given to the area of the family and family relationships in the undergraduate program

All of the home economics teacher educators believed that the family emphasis was "very important." Of the 472 home economics teachers who responded to the questionnaire, 257 also thought it was "very important."

All of the home economics teacher educators thought that there was "too little" emphasis on the family in the teacher education program. Of the 472 home economics teachers, 193 thought there was "too little" emphasis given to the family focus, but 182 thought there should be more experiences with real families different from the student's own families. One hundred sixty-eight of the home economics teachers checked that they believed the emphasis was "about right: in the undergraduate program. Of these, 78 believed that more experiences with real families were needed.

Reaction of home economics teacher educators and home economics teachers to the emphasis given to the area of child development in the undergraduate program

Data were not secured from all of the home economists participating in the study relative to the importance of child development and to their opinions about the degree of emphasis given to it in the undergraduate program. However, these data are available for a group of 73 home economics teachers who had recently completed their undergraduate work and who had been teaching from one to three years. A study of these findings indicates that 66 per cent of the home economics teachers were in agreement that the amount of emphasis given was "about right;" twenty-three per cent thought that there was "too little" emphasis. A few thought there was "too much" emphasis.

Sources of data relating to the appraisal of the home economics education undergraduate program

Data relating to appraisal of the required home economics education courses at the undergraduate level were secured from home economics teacher educators and from home economics teachers through the use of four questionnaires. These interviews were held with teacher educators from seven colleges and universities.

A number of items in the questionnaires which were sent to home economics teachers involved appraisal of the undergraduate home economics education courses including home economics methods and student teaching. The responses of the recent graduates were regarded as having special significance. These responses would tend to reflect reactions to the courses as they are currently taught.

Reaction to the emphasis given to required courses in education and in home economics education

In general, recent graduates who were not teaching believed that the amount of emphasis given to education courses including adolescent psychology, psychology of learning, social foundations, student teaching and seminars seemed to be "about right." However, about half of the group felt that the emphasis given to general methods of teaching and home economics methods was "too little," and the other half thought it was "about right." Few thought there was "too much" emphasis in any of the education courses.

Appraisal of the total program of home economics education by home economics teacher educators

The home economics teacher educators indicated through interviews and questionnaires they believed that:

1. It is very important that the students in home economics education are able to relate their learnings from one course to another and from one field to another.

2. The colleges at present attempt to help prospective home economics students relate their learnings to a limited extent in:

   a. student teaching and home economics special methods courses.

   b. professional education courses and home economics education courses.

c. home economics education courses and home economics courses.

They believe that less attempt is made to relate professional education courses and home economics education courses than is made in relating courses within home economics education or is made in relating home economics education and home economics courses.

3. The seminar appears to be an emerging method for securing synthesis. This type of course is in operation and is elective in three institutions. There is a certain amount of informal or incidental "relating" with little or no plan.

4. Prospective home economics teachers have the least difficulty in synthesizing their learnings in foods and nutrition.

They have the most difficulty in relating: management, consumer, and home furnishings. They also have great difficulty in "relating or integrating units."

In the professional field, they have least difficulty with the "mechanics" of teaching. They have most difficulty with: (1) "scope and sequence;" (2) in meeting individual differences; and (3) in the wise choice of methods.

Appraisal of home economics special methods courses by home economics teacher educators

1. The bases upon which the special methods courses in home economics is built are relatively different and there is no clear cut pattern throughout all institutions.

2. The home economics teacher educators report that the special methods course as it is now planned and taught, provides for insufficient time. The general reaction is that there is "room for improvement."

3. In special methods courses, students in the various institutions do not have extended working periods or laboratory work. One institution reported extended working periods. Students have independent projects such as: resource units; bulletin boards; observational adult classes.

4. Teacher educators reported, providing considerable help with evaluating student progress and evaluating the effectiveness of the program and of teaching. Less emphasis is placed on evaluating outcomes of the program than on evaluating student progress.

5. The following are recommendations for special methods and student teaching:

   a. Emphasize broad concepts of planning applied to all levels.

   b. Provide opportunity for prospective home economics teachers to visit and observe master teaching.

   c. Work toward closer relationships between the supervising teacher and college supervisor.

   d. Provide more in-service training of supervising teachers.

   e. Develop seminars.

   f. Develop useful materials.

6. There is very little experimentation or experimental methods being used in Special Methods courses or student teaching in some institutions.

The New Home Economics Program at Michigan State University

The following description of the new Michigan State University program has been quoted from the Annual Report of the Dean, College of Home Economics, Michigan State University, 1960-61.

> The philosophy of the core is based upon a belief in the importance of and understanding of the institution of the family as an anchor of relevance for the field of home economics. The core includes 15 credits (non-laboratory) encompassing broad concepts and principles organized into the following courses:
>
> Design for Living -- Value identification and judgement through the study of design, a vital part of living; design components as they relate to environment and daily living.
>
> Nutrition for Man -- Food supply around the world; consideration of some factors which determine what societies and families eat -- taboos, beliefs, rituals and symbolism of food; nutritional needs of man -- meeting these needs in different ways.
>
> Human Development in the Family -- Influences of values in a society upon the pattern of family life; growth and development of family members; changing roles of family members and conflict in roles; family structure around the world; family authority patterns.

Management and Decision-Making in the Family -- Concept of management; purposes of managerial activity; decision-making functions of management; role of values in management and the relationship of goals to values.

Senior-Seminar -- An attempt to bring the total university experience of the student into a meaningful whole.

This new core does not represent a mere sampling of first courses in the traditional areas of home economics, but rather a movement out of some of these areas with an emphasis on obtaining competences which fit into role expectations in modern society. It is an entirely new approach to home economics which provides basic understandings in family living. While the experiences in this core are obviously appropriate for students in home economics, they should also contribute to the general education of other students throughout the University.

In addition to this core, changes in professional sequences have been made for majors in Foods, Nutrition, Institution Administration, General Textiles and Clothing, Interior Design, Child Development and Teaching, and Home Economics Education. The majors in Dress Design, Textiles, and Child Development (without teaching), and the Two-Year Terminal Program were discontinued. Revisions still need to be made in the Retailing, Equipment, Extension, and General Home Economics majors, as well as in the major relating Home Economics to the Communication Arts. The course offerings for the "major" sequences are designed to educate for the professions and also to provide for a broader general education than was formerly possible. In the development of the professional programs, the following principles were used: (1) emphasizing qualitative changes rather than mere manipulating and shuffling of content; (2) broadening the perspective of professional courses so that they become "Liberalizing;" (3) reducing the number of required courses in order that the student may draw on total University resources; (4) identifying concepts and principles which will be most significant to the intellectual growth of the student.

An over-all model of the program in home economics encompasses -- (1) at least 25% in general education; (2) eight per cent in a college core (home economics); (3) about 12 to 20% in relevant semi-professional courses, e.g., economics and marketing for the Retailing major; chemistry physiology and bacteriology for the dietitian; fine arts for the Interior Design major; psychology, sociology and anthropology for the Child Development major; (4) approximately 25% in a professional major; (5) twenty to 25% as electives.

The new curricula in Home Economics provide a balanced combination of general education and professional preparation.

CHAPTER XIV

THE IN-SERVICE PROGRAM FOR HOME ECONOMICS TEACHERS

(NON CREDIT)

Meaning of In-Service Education

Educators are agreed that a continued program for teacher growth is needed. Several significant factors are apparent.

1. Growing awareness of the complexity of teaching.

2. Increasing the standards for pre-service education of a teacher will not eliminate the need for continued in-service preparation and professional growth.

3. Growing relationship between pre-service and in-service education of teachers.

4. Providing in-service education which is concerned with "doing" and not merely with listening.

5. Analyzing strengths and weaknesses of the program and utilizing specific problems as the focus of attention.

6. Following the beginning teachers as early in the school year as possible.

7. Improving the professional competency of educational workers since education is continuously facing new and challenging problems.

Present Practices of Non-Credit In-Service Education

The eight institutions participating in the Study and the consultants in Homemaking and Family Life Education, State Department of Public Instruction, reported four major categories of non-credit in-service education activities for home economics teachers in Michigan, and they are as follows:

1. <u>Activities provided teachers for non-credit professional study on the college campus and/or in the field</u>

   a. on Campus

   Albion

A more detailed description of the new program at Michigan State University

The following curriculum provides more detailed information relating to the new home economics teaching major at Michigan State University.

I.	General Education		45 credits
	American Thought and Literature	9	
	Natural Science	12	
	Social Science	12	
	Humanities	12	
	Health, physical education and recreation	3	
II.	Home Economics core		15
	Nutrition for Man	3	
	Design for Living	3	
	Human Development in the Family	3	
	Management and Decision Making in the Family	3	
	Senior Seminar	3	
III.	Semi-Professional		12-20
	Option I Chemistry (specified courses)	12-20	
	Option II Courses in sociology, social work, psychology, philosophy, political science (specified courses)	20	
IV.	Professional Home Economics (specified courses)		36-41
	Foods and Nutrition		
	Home Management and Child Development	15	
	Textiles, Clothing and Related Art	13	
V.	Professional Education		32-48
	Individual		
	School and Society		
	Methods of Home Economics Teaching		
	Student Teaching		
	Seminar		
VI.	Minor (one)	30	35-44
	Suggested Option I - Physical Science		
	Suggestion Option II - Family Living		

Central	has workshops for teachers and supervising teachers
Eastern	has an Alumni Day a career day and a program for parents
Mercy	has a meeting for beginning teachers
Michigan State	has workshops for supervising teachers
Northern	reported none
Wayne	reported none
Western	has workshops for first-year teachers and for teachers in the MEA region

b. In the Field

Albion	reported none
Central	reported none
Eastern	reported none
Mercy	reported none
Michigan State	has been conducting curriculum surveys
Northern	conducts a leadership training conference
Wayne	reported none
Western	reported none

2. Field or school visits to teachers and school administrators

Albion	reported none
Central	visits first-year teachers and others on request
Eastern	reported no planned visits
Mercy	reported none
Michigan State	visits first-year teachers and others upon request
Northern	visits first-year teachers and others upon request

Wayne	visits teachers on request from principal
Western	visits first-year teachers and others upon request

3. Consultant services on individual, group and state levels

Albion	reported none
Central	has conferences for supervising teachers and for high school teachers both in groups and individually and works with regional study groups on curriculum
Eastern	has individual teacher conferences and regional curriculum study groups
Mercy	has curriculum study groups, individual and state conferences
Michigan State	has supervising teacher conferences, regional curriculum study groups, individual and group conferences
Northern	has individual and group conferences, F.H.A. regional and MEA regional conferences and sub-regional administrator
Wayne	has individual teacher conferences on campus, regular group meetings and school groups
Western	has regional curriculum study groups and conferences for supervising teachers and conferences on campus for teachers

4. Printed materials

Albion	reported none
Central	prepares packets, shares and/or lends materials and has an Instructional Center
Eastern	prepares some publications and mimeographed materials
Mercy	prepares materials for its own teachers
Michigan State	prepares bulletins, evaluates materials, shares, and/or lends materials and has an Instructional Center

Northern	prepares materials at workshops, and duplicates them, locates materials and sends it on request
Wayne	reported none
Western	prepares bulletins and materials

Other activities reported by the institutions were: (1) Central Michigan carries on research studies and some experimental programs; (2) Michigan State does some compilation of research studies; (3) Northern Michigan evaluates materials for supervision, encourages research, interprets results of research and promotes and integrates home economics; and (4) Western Michigan University holds special workshops when requested by teachers.

The Department of Public Instruction through its Homemaking Education Service, works very closely with the various institutions in helping to provide these services to the homemaking teachers.

Evaluation of the Non-Credit In-Service Program

Sources of data for appraisal of the non-credit in-service program

The sources of data for appraisal of the non-credit in-service program included: (1) Home economics teacher educators in the cooperative institutions; (2) Homemaking and Family Life consultants in the State Department of Public Instruction; and (3) a group of homemaking teachers who have been involved in two of the major features of the home economics non-credit in-service program, namely the Annual State Home Economics Teachers Conference and local school visitation by a State consultant.

Principles of in-service education

1. A social philosophy will be the coordinating force in determining the character of the subsequent parts of the in-service teacher education program.

2. The in-service program provides for flexibility of operation to adjust to the needs and conditions of a particular situation.

3. Objectives of the in-service program are based upon problems within the immediate local situation (and the total society as it affects the local situation) and upon the recognized needs, interests and problems of teachers in relation to current teachers performance and pupil behaviors.

4. The local school as it functions in the local and greater community is the setting for guiding teachers to carry on the in-service teacher education program.

5. The local situation enlists systematic and sustained cooperation of educational and community agencies in guiding and evaluating experiences.

6. The methods used in directing learning must be purposeful and varied, based upon the best current concepts of the learning process.

7. The program proceeds by means of an orderly planned and developed series of activities judged by the results it secures.

8. The in-service program employs orderly procedures of thinking, studying, evaluating, and improving the products and processes of instruction--it must contain a well balanced program of work.

9. A well balanced program content includes sufficient learning activities of various types to meet the needs and contribute to the attainment of different purposes.

10. The in-service program includes provision for its own evaluation.

These principles of in-service education were accepted as valid for use by the home economics teacher educators at a conference devoted to the In-Service Program. Staffs in the individual institutions and the State Department of Public Instruction used a special form provided for evaluation of the non-credit aspects of the in-service home economics teacher education program. The use of the form was demonstrated at the January conference of the Michigan Department of Public Instruction, Home and Family Life Education by Dr. Meta Vossbrink in appraising the present practices in non-credit home economics in-service teacher education. Following the conference, seven of the eight institutions evaluated their own programs.

Table XXX summarizes the responses of the teacher educators with reference to the non-credit in-service programs in their own institutions and the responses of Homemaking and Family Life Education Consultants, State Department of Vocational Education for their own service at the State level.

It appears that teacher educators in the various institutions feel they attempt to use principles of in-service education to a relatively high degree, but they report only moderate development of their programs

in their own institutions. The homemaking and family life education staff of the State Department of Public Instruction tended to indicate only moderate use of principles of in-service education. Both groups tended to be aware of certain well-developed and certain undeveloped aspects of the program.

TABLE XXX

THE DEGREE TO WHICH PRINCIPLES OF IN-SERVICE TEACHER EDUCATION ARE BEING USED IN THE NON-CREDIT ASPECTS OF HOME ECONOMICS TEACHER EDUCATION BY TEACHER EDUCATORS AND HOMEMAKING AND FAMILY LIFE CONSULTANTS

Principle	Degree to Which Principle is Used in Practice			General Appraisal of Practices		
	High	Moderate	Little	Well Developed	Moderate Developed	Under Developed
1.	1	6*			4	3*
2.	7*			3*	4	
3.	7	*		4	3	*
4.	6	*	1	2	4	1*
5.		6	1*		6	1*
6.	5	1*	1	1*	5	1
7.	6*		1		6	1
8.	5	1*	1	*	5	2
9.	6	*	1	6*		1*
10.	5	1*	1	5	1	1

*Indicates Responses by Homemaking and Family Life Consultants, State Department of Vocational Education.

An analysis of the evidence given by teacher educators to support their appraisals

1. The program is for teachers and they are active participants.

2. Program provides for individual differences - bachelor's non-degree, some masters level.

3. We have tried to originate with needs of teachers, but some times these are out of hands depending on offerings.

4. Local school could be more responsible for changes and encouraging experiences for teachers.

5. An attempt is made by local schools for credit courses, surveys , etc. More I believe could be done.

6. I think a better job could be done for supervising teachers in graduate study programs.

7. I think our graduate program through study has done much to encourage teachers to study. More direction needs to be given to certification plans and activities.

8. Teachers do have chance to do things they see valuable and helpful to them.

9. The Master's program should place great emphasis on field study where teachers actually work.

10. More follow-up of graduate students to note changes in teachers and programs.

Participation of Homemaking Teachers in Non-Credit In-Service Education

Further discussion and evaluation of the non-credit in-service program centers on the major organized activities and on several of the informal aspects. The State Home Economics Curriculum Program including the Annual State Home Economics Teachers Conference and regional meetings constitute the basic organized non-credit in-service activity. All home economics teachers in vocational and non-vocational homemaking programs participate in this program. Approximately 450 to 500 teachers attend the Annual State Home Economics Teachers meeting which is usually held in either Grand Rapids or in East Lansing or Lansing. A pre-conference for first year, returning and new home economics teachers is scheduled prior to and as a part of the annual conference. A spring conference for home economics teachers, in the Upper Peninsula is also a part of the state curriculum program, this provides opportunities for teachers in this area who might not be able to attend the fall conference.

The State home economics curriculum program is an organization which has been active for approximately 15 years. It is an organization for stimulation of teacher leadership and for cooperative interchange and articulation between professional groups. The chairman is the Chief of Home Economics and Family Life Service, State Department of Public Instruction. There is an advisory committee composed of the regional chairmen and co-

chairmen from the Michigan Education Association regions, representative teacher educators and city supervisors. The teachers assume many responsibilities for leadership and/or are involved in guiding, planning, reporting the work of the teachers in their regional organization. The advisory committee assists in planning the Annual State Home Economics Teachers conference.

The informal aspects of the non-credit in-service program include such opportunities as: attending conferences scheduled by the colleges; having individual conferences with members of the State staff in homemaking education or with college representatives; having members of the State staff or college representatives visit in their schools and discuss professional problems of concern.

In appraising these services only those teachers who had met certain criteria were used in the sample. One hundred two homemaking teachers were identified as ones who had attended the two Annual State Conferences in 1960 and in 1961, or who had, during 1960-61 and 1961-62, been visited in their local schools by a Homemaking and Family Consultant, State Department of Vocational Education, and had also attended one of the above State Conferences. The questionnaire which was sent to these 102 home economics teachers contained many of the items which were included in the questionnaires sent to all teachers, but in addition it contained a few items relating to the teachers' experiences in the non-credit in-service program and to their reactions as to the value of these experiences for them personally. Eighty-nine per cent of the teachers in this group responded to the questionnaire.

A summary was made of the responses of home economics teachers as to their participation in various non-credit in-service activities and their reactions or opinions as to the value of these experiences for them personally. The summary indicated that three-fourths had attended the annual state conference furing 1960-61 and 1961-62. About one-fourth of them had been on the program and about 30 percent had participated on special committees. Two-thirds of the group indicated that the conference was"very valuable" to them personally. About 73 percent of the group had attended fall meetings and of this group who attended, 36 per cent felt that it was of "considerable value." In general, the total number of responses in the "very valuable" and "considerable value" were approximately the same.

Responses from Home Economics teachers indicated that only a few (46) had participated in special meetings or conferences sponsored by the college and of these, there was a relatively high level of satisfaction. A few of the homemaking teachers had requested and had had conferences with consultants in the State Office and/or in one of the colleges (10-15). The level of satisfaction was equally divided between "very valuable" and "considerable value."

Approximately fifty per cent of the home economics teachers had had visits to their local programs by a consultant in the State Department and college representatives. The homemaking teachers' reactions to the value of these visits tended to be favorable. Forty-four per cent of the teachers who had had a member of the State Homemaking Staff visit their programs felt it was "very valuable;" fifty per cent of the homemaking teachers who had had a home economics teacher educator visit them felt it was "very valuable."

Only a few home economics teachers had participated in the past two years in non-credit research projects. In general, the reactions of teachers was not highly favorable in terms of value to them. Only 26 per cent of those who had participated felt that these experiences had been "very valuable" for them, and 32 per cent felt these experiences had been of "considerable value."

CHAPTER XV

THE IN-SERVICE PROGRAM FOR HOME ECONOMICS TEACHERS

(CREDIT ASPECTS)

CERTIFICATION AND ADVANCED DEGREES

The credit aspects of the in-service home economics teacher education program in Michigan are discussed below under (1) certification and (2) advanced degree programs.

Certification and In-Service Teacher Education

There are two standards for the certification of Michigan home economics teachers. One is popularly referred to as the "vocational certification requirements" and the other as "the general or non-vocational home economics certification requirements." The State Board of Control for Vocational Education has specified certain minimum requirements for the certification of vocational homemaking teachers. These are generally regarded as higher than those for the non-vocational homemaking teacher certification. The home economics teacher educators in Michigan agree that considering everything, there should be only one standard for certification of home economics teachers, this one being the vocational certification requirements as defined by the State Board of Control for Vocational Education.

Present policies and practices

Certification standards in Michigan have been built cooperatively and are accepted by the various groups as desirable for maintaining and the upgrading of the qualifications of home economics teachers. The general certification requirements of the State Department of Public Instruction, including those in the vocational area are regarded only as minimum requirements. Each institution is not only free, but encouraged to build upon these minimums established by the State.

Each of the institutions evaluatss the program completed by the individual candidates and makes recommendations through its registrar for the appropriate teaching certificate. The consultants in the State Department of Public Instruction make certification recommendations only for graduates of institutions outside the State of Michigan and for graduates of Michigan colleges not approved for the preparation of home economics teachers for the vocational program.

Coordination of certification and advanced degree programs

Michigan institutions have developed policies and procedures for relating the certification aspects of in-service education to the advanced degree programs. Through encouragement, long time planning and careful scheduling, home economics teachers, who may not at first have thought they wished to become active candidates for the master's degree, actually are completing their advanced degrees with increasing satisfaction and increasing competence.

Enrollments of graduate students

Table XXXII summarizes the enrollment of students in graduate courses in the participating institutions. The highest enrollment obviously is in the summer program. There are certain questions about the data indicated in this table. For example, the number enrolled during the year should be full-time graduate students and the number enrolled in "other" should include students who take only one or two courses. These students might be full-time homemakers or full-time teachers who are taking one or two courses during the year in extension or in residence. This part of the form seems to have been interpreted differently by the various institutions. Consequently, if figures or enrollments are to be comparable, there needs to be more uniformity in interpretation.

Advanced Degree Programs and In-Service Teacher Education

Criteria

The National Criteria Committee on Home Economics Teacher Education listed the following as important in providing for graduate study in home economics education in institutions in a state.

> Provision for graduate study in home economics education is made only when the needs in the state, the facilities of the institution, the number and qualifications of home economics and education staff members, and the strength in supporting areas justify it.

Institutions offering graduate programs

Graduate programs for home economics teachers are presently offered at the following institutions in Michigan:

Central Michigan University
Eastern Michigan University
Northern Michigan College

TABLE XXXI

ENROLLMENT OF HOME ECONOMICS EDUCATION GRADUATE STUDENTS IN THE EIGHT APPROVED MICHIGAN INSTITUTIONS*

	1960-61			1959-60			1958-59			1957-58		
	During Year	In Summer	**Other	During Year	In Summer	Other	During Year	In Summer	Other	During Year	In Summer	Other
Albion College	0	0	0	0	0	0	0	0	0	0	0	0
Central Michigan University	0	7	12	0	0	12	0	0	22	0	0	21
Eastern Michigan University	0	0	0	0	0	0	3	9	0	5	5	0
Mercy College	0	0	0	0	0	4	--	--	--	--	--	--
Michigan State University	127	101	12	103	92	46	26	76	0	46	80	9
Northern Michigan College	0	0	0	0	9	0	10	0	0	0	10	0
Wayne State University	27	32	16	32	19	37	32	25	27	30	10	14
Western Michigan University	62	103	0	45	123	0	25	27	0	33	36	2
	216	243	40	180	243	99	96	137	49	114	141	46

*Data secured from "Enrollment and Placement of Graduates in Home Economics Education" submitted by consultants, State Department of Public Instruction, and further checked with the various institutions.

Michigan State University
Wayne State University
Western Michigan University

Descriptions of the graduate programs at Michigan State University, Wayne State University and Western Michigan University were made available for this Study in October, 1960. Descriptions of the graduate programs at Central Michigan University, Eastern Michigan University and Northern Michigan College were made available in 1961-62. The graduate programs in the first three institutions were started first and are more strongly developed. The graduate programs in the last three institutions are in their early stages of development. Descriptions of the graduate programs in each of the institutions were secured through official catalogs and materials submitted by representatives from the institutions. No graduate programs have been developed at Albion College and at Mercy College.

Master's Program

The master's candidate follows a program planned to develop competency and understanding in four areas through appropriate courses, individual study and close association with the faculty.

Area I - home economics education

Typical areas of study include trends in home economics education; curriculum, evaluation, adult education and supervision in home economics; programs in home and family living, and equipping and furnishing home economics departments.

Area II - general professional education

The student usually selects courses from the social, philosophic, historic-comparative aspects of education, and from educational psychology, guidance and personnel services.

Area III - home economics

The student selects courses offered by the college in home economics in such areas of emphasis as food and nutrition, textile and clothing, home management, family economics, family relations, child development, housing and home furnishings.

Area IV - related disciplines

The student selects courses from such areas as sociology, psychology, art, political science and others according to her interest.

The specific study program within these four areas is developed by the candidate and her advisor. It takes into account her previous education, experience, general professional background and future career goals.

Normally, all students are required to do advanced study in home economics curricula and evaluation, research methods, and independent research.

Doctoral Program

The doctoral programs are designed for the person who shows exceptional leadership ability in home economics education. Most candidates follow a program that prepares them for a postion in the field of hom economics teacher education or research.

All the candidate's undergraduate and graduate program preparation is taken into account in selecting the study program that will best fit her future career goals. Because of the flexibility permitted to meet the individual needs of each candidate, only a general outline is presented here.

The doctoral candidate plans the program with her advisory committee in three areas:

1. Specialized professional education (home economics)

2. General professional education

3. Cognate area. An area of special interest to the candidate may be selected from the sciences and arts in Home Economics. The choice is made according to they type of professional leadership development desired.

Appraisal of the credit aspect of the in-service home economics program by teacher educators

These are the principles of in-service education which were accepted by the teacher educators and an appraisal of the extant to which primciples are used in the program in the institutions and evidence given to support their appraisals.

Principles of in-service education

1. A social philosophy will be the coordinating force in determining the character of the subsequent parts of the in-service teacher education program.

2. The in-service program provides for flexibility of operation to adjust to the needs and conditions of a particular situation.

3. Objectives of the in-service program are based upon problems within the immediate local situation (and the total society as it affects the local situation) and upon the recognized needs, interests and problems of teachers in relation to current teachers performance and pupil behaviors.

4. The local school as it functions in the local and greater community is the setting for guiding teachers to carry on the in-service teacher education program.

5. The local situation enlists systematic and sustained cooperation of educational and community agencies in guiding and evaluating experiences.

6. The methods used in directing learning must be purposeful and varied, based upon the best current concepts of the learning process.

7. The program porceeds by means of an orderly planned and developed series of activities judged by the results it secures.

8. The in-service program employs orderly procedures of thinking, studying, evaluating, and improving the products and processes of instruction--it must contain a well balanced program of work.

9. A well balanced program content included sufficient learning activities of various types to meet the needs and contribute to the attainment of different purposes.

10. The in-service program includes provision for its own evaluation.

CHAPTER XVI

APPRAISAL OF THE TOTAL PROGRAM OF HOME ECONOMICS TEACHER EDUCATION IN MICHIGAN

Appraisal of the Michigan program of home economics teacher education as revealed through this study has been limited in this chapter to: appraisal in terms of the central question of the study; and (2) strengths of the program as viewed by the Michigan Home Economics Teacher Education Group.

Appraisal in Terms of the Central Question of the Study

At the 1958 National Home Economics Teacher Education Conference in Washington, D.C., a committee was appointed to identify issues facing home economics and to present them for discussion at the conference. The statements were further refined after the conference. One of the issues which was stated was:

> Do changing patterns of family living in our society indicate a need for increased emphasis in the home economics curriculum on abilities required in management and human relationships (and consumer education) and less emphasis upon manipulative skills?

Reactions of Michigan home economics teacher educators to the several issues following the national meeting indicated that 66 per cent agreed with the affirmative position; 17 per cent disagreed; and 17 per cent were uncertain or did not respond. The issue above is related to the central question of the Michigan Vocational Education Evaluation Project: "Is the vocational education program (- or home economics program) effective in the light of current and predictable social, economic and technological change?"

TABLE XXXII

AN APPRAISAL OF PRESENT PRACTICES IN VOCATIONAL HOME ECONOMICS IN-SERVICE TEACHER EDUCATION AS REPORTED BY SEVEN INSTITUTIONS
Credit Aspect

Principle	Degree to which Principle is Used in Practices			General Appraisal of Practices		
	High	Moderate	Little	Under-Developed	Moderate	Well Developed
1	7			1		6
2	7			1		
3		7		1	6	

(Table XXXII continued)

Principle	Degree to which Principle is Used in Practices			General Appraisal of Practices		
	High	Moderate	Little	Under Developed	Moderate	Well Developed
4		7		1	6	
5	7			1		6
6		7		1	6	
7	7			1		6
8	7			1		6
9	7			1		6
10		7		1	6	
Total Responses:	42	28		10	24	36

Evidence given by teacher educators to support their appraisals

1. The program is for teachers and they are active partixipants.

2. The program provides for individual differences - some masters non-degree; some masters degree.

3. Attempt is made to originate with needs of teachers, but some times these are "out of our hands" depending on offerings.

4. Local schools could be more responsible for changes and encouraging experiences for teachers.

5. An attempt is made by local schools for support of credit courses, surveys, etc. More could be done.

6. A better job could be done for supervising teachers in graduate study programs.

7. The graduate program has done much to encourage teachers to study. More direction needs to be given to certification plans and activities.

8. Teachers have a change to do things they see valuable and helpful to them.

9. The Master's program should place great emphasis on field study where teachers actually work.

10. More follow-up of graduate students is needed to note changes in teachers and changes in programs.

Evaluation of the Certification and/or Advanced Degree Programs by 308 Home Economics Teachers

Reaction of home economics teachers to the home economics courses in their certification and/or advanced degree programs

In general, the home economics teachers believed that the various areas of home economics were "very" or of "moderate" importance in the certification and/or advanced degree programs. (Table XXXIV) :

Reaction of 308 home economics teachers to education and supporting courses in their certification and/or advanced degree programs

Table XXXIV summarizes the extent to which certain non-home economics areas had been included in certification and/or advanced degree programs for the home economics teachers, and the ractions of the teachers to the importance of courses in these areas. In general, courses in educational psychology, home economics surriculum and evaluation and guidance courses were reported as having been taken by the greatest number of teachers. Considering those who responded, there appeared to be a high degree of value attached to home economics education courses in curriculum and evaluation.

Courses in supervision, adult education and research problems are usually courses included late in the Master's degree program and ususally are not included in the certification program. This is also frequently true of sociological foundations of education, including such courses as personality and culture and anthropology.

A relatively high degree of importance was attached to the courses listed. Further study needs to be made of the responses of teachers in relation to their certification and degree status. A relatively large number of teachers did not respond to the importance of the area of certification.

TABLE XXXIII

AREAS OF STUDY INCLUDED IN THE HOME ECONOMICS CERTIFICATION AND/OR ADVANCED DEGREE PROGRAMS AND THE REACTION OF 308 TEACHERS TO THE IMPORTANCE OF EACH AREA

AREA	Number Taking One or More Courses	Reaction of Teachers to the Importance of Area for Certification and/or Advanced Degree Programs			
		Very	Moderate	Some	Little
Areas: Foods, Clothing and Housing					
Nutrition	159	140	23	2	1
Foods	158	139	23	2	1
Clothing Construction	174	135	39	0	0
Buying Clothing for the Family	104	95	43	0	0
Textiles	154	98	58	0	0
Housing	133	77	66	8	2
Home Furnishings	147	81	74	6	0
Household Equipment	115	92	44	0	0
Art and Design	161	94	63	10	2
Areas: Family, Child Development, Home Management, Family Economics and Consumer Education					
Family Relations	154	142	28	4	1
Child Development	167	128	39	1	1
Home Manggement	165	226	41	6	0
Consumer Education	126	122	27	3	2
Family Economics, Family Finance	120	101	41	7	0

It was assumed in this study that competences in four areas of home economics had become and would become increasingly significant because of socio-economic and technological changes and that a description of the present status, in so far as data were available might throw some light on the effectiveness of home economics in view of these changes. In general these areas related to : family relationships, child care and development, consumer education or family economics and home management. The summary is presented in terms of five types of data:

1. A description of the competency in the area under consideration.

2. Current and predictable social-economic and technological changes are indicated which support the importance of the area.

3. The per cent of periods in vocational and non-vocational home-making programs which were spent on the area in Michigan secondary schools, 1959, as reported by the U.S. Office of Education.

4. The average number of semester credits required in the area in the pre-service home economics teacher education programs in the eight institutions.

5. The reactions of home economics teachers and home economics teacher educators to the present emphasis in the undergraduate program.

A. Present Status of Family Relationships in Home Economics Educational Programs

1. Description of the competence needed in family relations area.

The following excerpts indicate the type of competence needed in this area.

Competence in maintaining good interpersonal relations and creating a home environment conducive to optimum development of individual members at all stages of the family cycle.

The day-to-day status of physical and mental health and spiritual inspiration is more influenced by home life than by any other factor in our society. Therefore, this competence is of major importance.

Essential to developing this competence is an awareness of the possibilities within the family for building feelings of adequacy and security; utilization of the day-to-day homemaking experiences to develop creativeity. (Creativity here means the capacity to motivate changes in behavior and to reconstruct one's focus on the routines of daily living -- keeping abreast

of advances in knowledge as they apply to homemaking and maintaining an open mind and experimental attitude concerning homemaking activities.) Creativity can be exercised in effecting a wholesome psychological climate in the home, in the alternate use of -f resources, and in the production of satisfying products through the use of manipulative skills.[1]

2. Current and predicted social, economic and technological changes which make this competence of special significance. Some excerpts relating to this area are included below.

This competence has taken on added significance because good relations with other persons have become increasingly essential in the world today. Contacts with others have increased, and interdependence has grown. Psychological research has clarified the close relationship between mental health and feelings of being loved and secure. Biological research has indicated new family responsibilities for physical well-being of its members. The out-side world has become more insecure. Toward the development of this competence, home economics has many contributions. It can help families:

Develop friendliness and understanding within and among families.

Understand the importance of the family's affectional function in the social and emotional development of each individual of the family.

Understand that the acceptance of responsibilities in the family lays the ground work for helping people to accept responsibility in community life; and that providing opportunities to make choices in other situations.

Understand and adapt to changing patterns of responsibilities of men and women in the home.

Interpret homemaking as a profession with opportunity for creative expression.[2]

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[1] American Home Economics Association, Tentative Statement of the Philosophy and Objectives of Home Economics, op. cit., p. 14.

[2] Ibid., p. 14.

3. Data relating to current emphasis given to family relations in the vocational and non-vocational programs at the secondary level in Michigan. In the recent study of home economics in the public schools in the United States, 10.2 percent of the periods were devoted to the family relations area, in vocational programs and 8.1 in the non-vocational program.[1]

Grade Level	Vocational	Non-Vocational
7	--	8.1
8	--	8.7
9	7.7	6.4
10	6.9	3.1
11	5.9	8.9
12	20.1	26.6

4. Home Economics Teacher Education Requirements in Family Relationships

In the eight institutions in Michigan an average of three semester credits in "the family" and "family relations" is required for the pre-service program for home economics teachers.

5. Reactions of home economics teacher educators and home economics teachers to the family and family relations emphases in the undergraduate program.

All of the home economics teacher educators believe that the family emphasis was "very important." Of the 472 home economics teachers who re responded to the questionnaire, 257 (54 per cent) also thought it was "very important."

All of the home economics teacher educators thought that there was "too little" emphasis on the family in the teacher education program. Of the 472 home economics teachers, 103 (22 per cent) thought there was "too little" emphasis given to the family focus, but 182 thought there should be more field or laboratory experiences with real families. One hundred and sixty-eight (36 per cent) of the home economics teachers checked that they believed the emphasis was "about right" in the undergraduate program. Of these, 78 believed that the more experience with real families were needed.

B. Present Status of Child Development in Home Economics Education Programs

1. Description of the competence needed in the child development area.

The following excerpts indicate the type of competence needed in this area.

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[1] U.S. Department of Health, Education and Welfare, Office of Education, Home Economics in the Secondary Public Schools, Length and Content of Courses, 1959. Central Region. op cit., p. 47 & 49.

Competence in nurturing the young and fostering their health, growth and development.

This competence is of fundamental importance, for the entire future of each person is affected by the quality of care and guidance he receives at a time when he is first completely and then partially dependent upon other persons.

Essential to developing this competence are all of the abilities mentioned in the preceding competence, and, in addition, special recognition of the importance of nutrition, sanitation, safety measures, and understanding of human development.

Excercise of this competence and preparation for it are specialized aspects of the preceding competence in family relations and competence in defining values and goals. They make special demands, too, in terms of advance planning and personal maturity.[1]

TABLE XXXIV

AREAS OF STUDY IN EDUCATION AND SUPPORTING FIELDS INCLUDED IN CERTIFICATION AND/OR ADVANCED DEGREE PROGRAMS OF 308 HOME ECONOMICS TEACHERS AND THEIR REACTION TO THE IMPORTANCE OF THESE COURSES FOR HOME ECONOMICS TEACHERS

AREA	Number Taking Course	Reaction to the Extent to Which Area is Important in Certification and Advanced Degree Programs for Home Economics Teachers			
		Very	Moderate	Some	Little
HOME ECONOMICS EDUCATION					
Curriculum	149	189	20	5	1
Evaluation	117	117	22	2	3
Supervision	81	50	29	15	3
Adult Education	72	44	32	20	7
Research Problem	56	32	32	18	11

(Table XXXIV Continued)

AREA	Number Taking Course	Reaction to the Extent to Which Area is Important in Certification and Advanced Degree Programs for Home Economics Teachers			
		Very	Moderate	Some	Little
EDUCATION					
Ed. Psychology and Psychology	154	81	39	11	1
Guidance	111	91	38	5	1
Personality and Culture	63	40	46	7	1
Soc. Foundations of Education	88	37	45	23	9
Research Methods	55	22	21	15	14
Anthropology	15	12	23	22	9

2. Current and predicted social economic and technological changes which makes this competence of special significance. Some excerpts relating to this area are included below.

> Because of the young age at marriage today, this competence is often required of men and women at an earlier age (often soon after their secondary school education) there was the case a few decades ago. The demands made by producing and caring for the young often overlap the completion of the physical and emotional development of the young parents themselves.
>
> Home economics can make an especially strong contribution to this competence through education in nutrition, human development, home management, and family management of resources that reaches young people in the last few years before parenthood. Courses in nutrition are particularly important for the future health of both mother and child.[1]

3. Data relating to current emphases given to child development in the vocational and non-vocational programs at the secondary level in Michigan.

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[1] Ibid., p. 15.

In the recent study of home economics in the public schools in the United States, 5.5 per cent of the periods was spent in child development in vocational programs and 5.8 per cent was spent in non-vocational programs. The following indicates the emphasis placed at various grade levels.[1]

Grade Level	Vocational	Non-Vocational
7	--	6.7
8	--	5.6
9	5.8	5.7
10	4.1	3.4
11	3.9	3.0
12	7.9	15.7

4. Home Economics Teacher Education Requirements in Child Development

   In the eight institutions in Michigan an average of 2.9 semester credits in Child Development are required for the pre-service program for home economics teachers.

5. Reaction of home economics teachers to the degree of emphasis given to the child development area. Data were not secured from all of the home economics teachers participating in the study relative to the importance of child development and to their opinions of the degree of emphasis given to it in the undergraduate program. However, these data are available for a group of 73 home economics teachers who had recently completed their undergraduate work and who had been teaching from 1 month - 3 years. A study of these findings indicate that 66 per cent of the home economics teachers were in agreement that the amount of emphasis given was "about right;" twenty-three per cent thought that there was "too little" emphasis; a few thought there was "too much" emphasis.

C. Present Status of Consumer Education in Home Economics Education Programs

   1. Description of the competence needed in consumption of goods and services. The following excerpts indicate the type of competence needed in this area.

      Competence in directing consumption of food, clothing, housing and other goods and services toward furthering physical, social, and psychic well-being as well as for the economic welfare of family and community.

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[1] U.S., Department of Health, Education and Welfare, Office of Education, Home Economics in the Public Secondary Schools, Length and Content of Courses, 1959. Central Region. Op Cit. p. 47 and 49.

Consumption, carefully directed and well-balanced, contributes to well-being. It has both personal and social responsibilities. The consumer, as a buyer, it personally responsible for selecting goods and services that are well suited to their intended uses and represent good values for money spent.

For example, food can be made to provide an adequate diet, essential for health. Clothing can become a means of expressing beauty and enhancing the wearer's feeling of social adequacy. Labor-saving devices can free time and strength for developing one's best capacities.

In addition, as a participant in marketing, the consumer shares with men engaged in producing and distributing consumer goods a responsibility for the character of the goods supplied and for marketing practices. As a citizen in a democracy he shares responsibility for government action affecting marketing.

This competence, therefore, requires: knowledge of one's rights and obligations as a consumer-buyer; information about marketing and about different types of retail stores, prices, and pricing policies; understanding of different forms of credit and their costs; ability to judge the usefulness of products for their intended uses and determine which will yield the greatest value for money spent; sensitivity to the impact on consumers' buying practices upon distribution and production and upon the total economy; ability to work co-operatively with suppliers of goods and with other consumers in effecting changes in goods and in practices that are in the public interest.

2. Current and predicted social, economic and technological changes which make this competence of special significance. Excerpts relating to current and predicted social, economic and technological changes supporting the importance of this area are included below.

Ability in decision-making has become increasingly important in guiding consumption. Higher incomes and living levels than in 1900 provide increased opportunities for so-called "discretionary spending" -- that is, spending for things beyond necessities. Markets offer myriads of things from which consumers can choose. However, directing consumption toward one's goals has become increasingly difficult as the list of "conventional necessities" has grown longer and exposure to advertising and other forms of suppliers' persuasion have increased emphasis upon "having."

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[1] American Home Economics Association, Tentative Statement of the Philosophy and Objectives of Home Economics, Ibid., p. 16.

Competence in buying has become increasingly important as families purchase a larger share of the things they consume and as higher incomes have enabled them to do more buying.

In directing their consumption, people need the knowledge traditionally provided by home economics through courses in nutrition, clothing, housing, and applied art. In addition, they need understanding of our socially patterned ways of spending and consuming.[1]

3. Data relating to the current emphasis given to consumer emphasis in vocational and non-vocational programs at the secondary level in Michigan. In the recent national study of home economics in the public schools in the United States, 3.5 per cent of the periods in home economics were reported by vocational teachers and 2.4 per cent of the periods were reported by non-vocational teachers. The following indicates a breakdown by grade level:

Grade Level	Vocational	Non-Vocational
7 . . .	--	7
8 . . .	--	. . . 1.4
9 . . .	2.9	. . . 2.9
10 . . .	3.3	. . . 2.5
11 . . .	3.9	. . . 2.2
12 . . .	5.4	. . . 8.2

4. Home Economics Teacher Education Requirements in Consumer Education

In the eight institutions in Michigan an average of two semester credits in Consumer Education is required in the pre-service program for home economics teachers.

5. Reaction of home economics teacher educators and home economics teachers to the consumer emphasis in the undergraduate program. All of the home economics teacher educators believed that the consumer emphasis was "very important" in the preparation of home economics teachers. Of the 472 home economics teachers who responded to the questionnaire, 284 or 60 per cent checked that they believed the consumer emphasis to be very important at the undergraduate level.

Three-fourths of the teacher educators thought that "too little" emphasis was given to the consumer emphasis and one-fourth thought

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[1] Ibid p. 16.

[2] U.S., Department of Health, Education and Welfare, Office of Education, Home Economics in the Public Secondary Schools, Length and Content of Courses, 1959 Central Region. Op. cit. p. 48 and 50

it was"about right." One hundred and sixty-nine (36 per cent) of the homemaking teachers also believed that it was given "too little" emphasis in the undergraduate program. One hundred and twenty-six (27 per cent) believed that the present emphasis was "about right."

D. Present Emphasis in Values and Goals and Management in Home Economics Educational Programs.

Values and Goals

1. Description of the competence needed in defining values and goals. Competence in defining values and goals as they relate to personal or family life.

Home economics believes that the well being of any family (or individual) depends in large measure on the values held by that family and the goals it is attempting to reach. Since values and goals underlie decision-making in all aspects of living, they must be clearly defined. Also, they must be individualized to fit the situation of the particular person or family.

Essential to the development of this competence is acquaintance with the great range of possible family values and goals, estimates of the abilities and resourses needed to achieve particular ones, and careful self-appraisal.

Exercise of this competence may require the courage to be autonomous instead of conforming slavishly to social and other pressures.[1]

2. Current and predicted social, economic and technological changes makes this competence of significance.

This competence has taken on a new significance as people in our society have become increasingly "other directed" -- increasingly prone to "follow the crowd."

Because of its breadth, home economics has unusual opportunities to help individuals and families develop appropriate, dynamic goals which will give them purpose and direction. It can help them clarify their life goals, as well as their goals for specific accomplishments. It can, for example, help families comprehend such dissimilar values as good interpersonal relationships and an adequate diet.[2]

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[1] American Home Economics Association, Tentative Statement of the Philosophy and Objectives of Home Economics, op. cit., p. 18.

[2] Ibid., pp. 13-14.

E. Decision Making

1. Description of the competence needed in dicision-making. The following excerpts indicate the type of competence needed in decision-making:

> Competence in making and carrying out intelligent decisions concerning the use of human and non-human resources and in accepting responsibility for the outcome of decisions made.
>
> This competence calls for using resources in ways satisfying to all members of a family and compatible with the goals of the family.
>
> Essential to development of this competence is understanding of what constitutes a resource and how to distinguish between wasteful and productive use of resources. For example, money, time, energy, even attitudes, may be resources.[1]

2. Current and predicted social, economic and technological changes which make this competence of special significance. Some excerpts relating to decision making are included below:

> Ability in managing financial resources has become increasingly important for women and children because of the decline of the patriarchial family, their increased responsibilities for decision-making, and the likelihood that a wife will outlive her husband.
>
> The increase in the proportion of women, especially married women, earning and the heightened pressure upon women to participate in civic affairs makes the ability to manage time effectively of great importance today, despite the lessened burden of housework.
>
> Toward the development of this competence, home economics can help families become familiar with resources in the form of knowledge and new discoveries and learn to apply the existing knowledge in art, philosophy, literature, and the sciences (both natural and social) to the creative use of all resources.[2]

3. Data relating to current emphasis given to management in the vocational and non-vocational programs at the secondary level in Michigan. The national study of home economics in the public schools in the United States shows that 4.8 per cent of the

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[1]American Home Economics Association. Tentative Statement of the Philosophy and Objectives of Home Economics, Ibid., p. 15.

[2]Ibid., p. 15.

periods in vocational programs were devoted to the management area and 3.3 per cent in the non-vocational programs were devoted to the management area and 3.3 per cent in the non-vocational programs. The distribution by grade levels were as follows:[1]

Grade Level	Vocational	Non-Vocational
7	--	1.6
8	--	2.1
9	2.5	3.1
10	3.7	3.1
11	5.2	4.7
12	9.5	7.7

4. Home Economics Teacher Education Requirements in Management

In the eight institutions in Michigan an average of four semester hours in Management are required in the pre-service program for home economics teachers.

5. Reactions of home economics teacher educators and home economics teachers to the management or decision making emphasis in the undergraduate program. All of the home economics teacher educators believed that the management or decision-making process was "very" important" in the undergraduate program for home economics teachers. Of the 472 home economics teachers, 242 (51 per cent) thought that it was "very important."

Fifty-five per cent of the teacher educators indicated they believed that "too little" emphasis was given to the managerial-decision-making process in the undergraduate program and 45 per cent thought it was "about right." Of the 472 home economics teachers, 109 thought that it was given "too little" emphasis and 145 thought that the degree of emphasis was "about right." In checking the responses from the teachers who have recently graduated, there were twice as many who thought it was "about right" as those who thought there was "too little" emphasis.

General Appraisal of the Programs in Four Areas of Competence

1. The competences which have and will be having increasing significance in home and family life in the years ahead cluster around: comsumption of goods and services; management; values and goals; family relations; child care and development.

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[1] U.S., Department of Health, Education and Welfare, Office of Education, Home Economics in the Public Secondary Schools, Length and Content of Courses, 1959. Central Region. Op.cit. p. 48 and 50.

2. Programs in home economics teacher education appear to have given relatively "little emphasis" to the above aspects of home economics in terms of required credit hours.

3. Programs in home economics at the secondary school level appear to have devoted a relatively small per cent of time (per cent of periods) to these same areas in individual courses and in the program as a whole.

4. Home economics teacher educators and home economics teachers are generally in agreement as to the importance of these areas. They are less in agreement as to the adequacy of the emphasis in the college program. Homemaking teachers do not indicate feelings of adequacy and satisfaction in teaching in these areas at the secondary school level.

5. Considering the present and predictable social-economic and technological changes, the relative amount of time devoted to these areas indicate an educational lag or a gap in the home economics pre-service teacher program at the college level and in the home economics program at the secondary school level.

6. The education lag in the home economics teacher education program at the college level and the home economics program at the secondary school level appear to be related.

7. The educational lag in the home economics teacher education program and the secondary school program can be overcome through some planned research and development projects involving both the pre-service and in-service programs and involving all of the institutions and involving local schools and communities.

Appraisal in Terms of Strengths of the Program as Seen by the Home Economics Teacher educators

There have been certain strengths in the home economics teacher education program in Michigan. Five of these, the home economics teacher educators believed should be pointed out.

Cooperative Relationships and the Cooperative Approach

Michigan Home Economics Teacher Educators have for several decades worked cooperatively on problems of mutual concern. Moreover, they have worked more systematically and consistently since 1937 and have involved a larger number of institutions and teacher educators as the program has expanded. In the winter of 1946, the group under the direction of

Rua Van Horn, Program Specialist from the U.S. Office of Education, evaluated the total home economics program in Michigan, using a 16 page evaluation instrument. From this cooperative evaluation, certain action was taken, including a plan for organization of a home economics curriculum program. While minor changes have been made, the curriculum organization and program has been a continuing practice as a part of the non-credit in-service home economics teacher education program.

A strength of the home economics teacher education program has been the availability and continuing use in Michigan of special consultants from the Home Economics Branch, Vocational Education Division, Office of Education, U,S. Department of Health, Education and Welfare. Under their leadership and assistance, studies of home economics teacher education programs have been made in six of the eight institutions in Michigan approved for the preparation of home economics teachers for the vocational program. These specialists have also assisted in Michigan in scheduled discussions or conferences relating to the graduate research progrmas, and have served as consultants in supervision and research workshops.

There have been strengths in the relatively large number of diversified institutions which have been approved for the preparation of home economics teachers. Their geographical distribution in the state has been of strategic importance.

Through the work of the Michigan Home Economics Teacher Educators certain important tasks have been accomplished: Reactions of teacher educators to proposed revisions of the State Plan; development of criteria for selection of student teaching centers; and discussion of issues in home economics, problems of teachers, rationale for curriculum, plans for conferences and other in-service activities.

There have been strengths in the cooperative relationships between the faculty in home economics and home economics education in the guidance of students at the undergraduate level and in continued curriculum improvement and college departmental activities. Some attempt have been made to secure more effective articulation between the college and secondary school personnel in clarifying basic concepts and generalizations in home economics.

Strengths in the Pre-Service Program

The home economics teacher educators have had cooperative relationships with the professional staffs in their own institutions, with a balance of responsibility assumed in general professional education and sepcialized professional education. There continues to be strong support for special home economics methods courses and for supervision of student teaching by home economics teacher educators, In the home economics teacher education have continued to have opportunities and responsibilities for selection of

student teaching center, approval of supervising teachers within the center and supervision of student teaching.

There is a general use of some type of selection procedure for admission to the home economics teaching major. The standards and procedures vary in the eight institutions.

Strengths in the In-Service Program

Provision has been made for a variety of in-service and retraining opportunities for home economics teachers. A variety of methods and approaches have been used: summer school workshops; graduate courses in home economics and in home economics education; non-credit conferences and group meetings sponsored by the institutions and by the State Department of Public Instruction; the state home economics curriculum program including regional meetings and the annual state home economics teachers conference; special opportunities at the Annual Conference for beginning or new home economics teachers to meet together and secure help needed.

While the teaching careers of many home economists may be interrupted by marriage and a family, the returning to the profession of these home economists generally is regarded as a strength when additional training has been provided through selected courses and continued in-service programs.

The Local Program Including Administrator Support

The enrollment in homemaking classes has continued to increase. This has indicated a certain support on the part of local schools and communities. Local school administrators have continued to support special in-service education opportunities for home economics teachers. Attendance at the annual state home economics teachers conference has been increasing with an average attendance around 500 or more home economics teachers. Administrators have also supported the follow-up program for first year teachers.

In the local school building program, genereus provision has been made for attractive and functional home economics rooms and laboratories. There has been strong local support for the youth organization, the Michigan Association of Future Homemakers of America. There have been good home-school and community relationships with respect to the local homemaking programs.

In-Service Opportunities for Teacher Educators

There has been continued support for the professional growth of home economics teacher educators through attendance at state conferences, central regional conferences and national meetings. Encouragement has been given to teacher educators to participate in research, to plan advanced degree programs and to do professional writing.

CHAPTER XVII

THE PARTICIPATION OF THE HOME ECONOMICS TEACHERS IN LOCAL CURRICULUM DEVELOPMENT AND THEIR FEELINGS OF ADEQUACY ABOUT PROGRAM PLANNING, TEACHING AND EVALUATION

Participation of Home Economics Teachers in Local Curriculum Development

Of the 472 home economics teachers who responded to the questionnaires, 286 reported that they had participated in local curriculum studies and had participated to varying degrees. See Table XXXV below:

TABLE XXXV

PARTICIPATION OF HOMEMAKING TEACHERS IN LOCAL CURRICULUM STUDIES

Teachers	Number	Curriculum Studies			Extent			
		Yes	No	Uncertain	Great	Considerable	Some	Little
With Permanent Certificate	141	96	11	1	22	30	19	8
Working toward Permanent Certification	167	102	24	6	27	35	26	16
Taught 1-3 years - Undergraduate training within past 4 years	73	54	23	5	17	15	11	11
Attended 2 State Conferences and visits by State Staff	91	54	13	3	17	18	13	6
Total:	472	286	71	15	83	98	69	42

When they were asked to indicate through free responses the college courses or other experiences upon which they drew most heavily for concepts about curriculum improvement, these tended to cluster around home economics education. See Table XXXIV below:

TABLE XXXVI

COLLEGE COURSES OR EXPERIENCES UPON WHICH HOME ECONOMICS TEACHERS REPORTED THEY DREW MOST HEAVILY FOR CONCEPTS ABOUT CURRICULUM IMPROVEMENT
(Free Responses)

Teachers	Number	Courses in Various Aspects						Other
		H.Ec. Ed	H.Ec. Methods	Student Teaching	Curric.	Workshops	Ed.	Regular Teaching
With Permanent Certificate	141	12	23	11	28	8	0	0
Working Toward Permanent Cert.	167	6	22	14	28	10	9	6
Taught 1-3 years Undergraduate training within past 4 years	73	6	27	22	9	0	7	0
Attended 2 State Conferences and visits by State Staff	91	7	15	9	11	8	7	6
Total:	472	31	87	56	70	26	23	12

When the home economics teachers were asked to indicate the amount of help they had had with program planning in home economics methods courses and student teaching, the group as a whole seemed to indicate that help tended to come from both sources. However, these data need to be scrutinized for differences in background and experience of teachers. For example, in the group of recent graduates, 36 indicated that in program planning they had had "some" or "little" or "no" help in Home Economics Methods courses; 21 indicated they had had "some" or "no" help in program planning in student teaching. This appears to constitute a relatively high percentage of recent graduates who did not feel they had had adequate help with program planning. See Table XXXVII.

TABLE XXXVII

EXTENT TO WHICH HOMEMAKING TEACHERS BELIEVED THEY RECEIVED HELP IN PROGRAM PLANNING IN HOME ECONOMICS METHODS AND STUDENT TEACHING

Teachers	Number	Amount of Help Received in Program Planning							
		Home Economics Methods				Student Teaching			
		Great	Considerable	Some	Little or none	Great	Considerable	Some	Little or none
With Permanent Certificate	141	27	25	21	9	22	26	16	16
Working toward Permanent Certification	167	22	44	40	12	35	38	26	12
Taught 1-3 years - Undergraduate training within past 4 years	73	9	23	23	13	27	21	12	9
Attended 2 State Conferences and visits by State Staff	91	18	26	15	5	18	20	16	9
Total:	472	76	118	99	39	102	105	70	46

Areas of home economics in which teachers were most satisfied with their teaching and areas in which they were least satisfied

Homemaking teachers were asked in two questions to give free responses relating to the areas of home economics in which they felt most satisfied and areas in which they felt least satisfied with their teaching. A classification of the free responses indicates that 40 per cent felt most satisfied with their teaching of clothing, with a relatively high percentage also indicating satisfaction with their teaching in the foods area, (27 per cent). See Table XXXVIII below:

TABLE XXXVIII

OPINIONS OF HOMEMAKING TEACHERS ABOUT THE AREAS OF HOME ECONOMICS IN WHICH THEY FEEL THEY DO THEIR BEST TEACHING OR FEEL MOST SATISFIED WITH THEIR TEACHING

Teachers	Number	Home Economics Areas: Clothing	Foods	Family Relations	Child Development	Health	Management	Consumer	Housing	Other
With Permanent Certificate	141	39	30	18	14	5	--	13	--	5
Working toward Permanent Certification	167	67	44	27	6	5	5	--	--	6
Taught 1-3 years - Undergraduate training within past 4 years	73	46	29	11	6	6	--	7	--	6
Attended 2 State Conferences and visits by State Staff	91	35	24	22	14	5	10	12	5	-
Total:	472	187	127	78	40	21	15	32	5	17

Fifteen per cent of the home economics teachers reported they felt least satisfied with their teaching in the foods area or had the greatest difficulty here. See Table XXXIX on page 137.

TABLE XXXIX

OPINIONS OF HOMEMAKING TEACHERS ABOUT THE AREAS OF HOME ECONOMICS IN WHICH THEY FEEL LEAST SATISFIED WITH THEIR TEACHING OR HAVE GREATEST DIFFICULTY

Teachers	Number	Home Economics Areas								
		Clothing	Foods	Family Relations	Child Development	Health	Management	Consumer	Housing	Other
With Permanent Certificate	141	6	17	14	15	--	--	--	--	--
Working toward Permanent Certification	167	16	27	13	8	--	17	9	11	--
Taught 1-3 years - Undergraduate training within past 4 years	73	6	13	14	8	5	9	8	--	8-5
Attended 2 State Conferences and visits by State Staff	91	8	18	5	8	--	14	8	7	--
Total	472	36	75	46	39	5	40	25	18	8-5

Tables XXXVIII and XXXIX suggest that the satisfaction and difficulties in teaching of various areas of home economics appear to be widely distributed.

Teachers seemed to be more responsive to the areas of home economics in which they felt most satisfied than to the areas of home economics in which they felt least satisfied with their teaching.

Help received in understanding differences in students

The home economics teachers were asked to indicate by free responses where in the undergraduate program they received significant help in understanding differences in students; how to plan programs and guide learning so it is effective for the students. Their free responses are classified. It is interesting to note that student teaching and methods have the highest number of free responses. See Table XL.

TABLE XL

CLASSIFICATION OF HOME ECONOMICS TEACHERS' FREE RESPONSES AS TO WHERE THEY RECEIVED SIGNIFICANT HELP IN UNDERSTANDING DIFFERENCES IN STUDENTS AND HOW TO PLAN PROGRAMS AND GUIDE LEARNING CONSIDERING THESE DIFFERENCES

Teachers	Number	Courses in Which Help was Received					
		H.Ec. Ed	H.Ec Methods	Student Teaching	Psych.	Education	Sociology
With Permanent Certificate	141	9	28	33	15	9	--
Working toward Permanent Certification	167	--	38	39	29	16	--
Taught 1-3 years-Undergraduate training within past 4 years	73	--	30	35	15	8	--
Attended 2 State Conferences and visits by State Staff	91	--	20	29	18	8	5
Total:	472	9	116	136	77	41	5

Types of students with whom home economics teachers felt they did their best and most satisfying teaching

Home economics teachers were asked to encircle the characteristics of the students with whom they felt they did their best and most satisfying teaching. The question sought to probe, if possible, the types of students with whom the home economics teachers felt most secure or satisfied, grade levels; mental abilities; sex; socio-economic backgrounds; personal adjustment levels; aspirational or motivational levels levels of sophistification; future educational or occupational plans. See Tables XLI to XLIV.

A study of teachers responses indicates that the largest number of home economics teachers felt that they did their best and most satisfying teaching with:

1. Ninth grade students and twelfth grade students

2. Girls alone

TABLE XLI

GRADE LEVEL AND SEX OF
STUDENTS WITH WHOM HOMEMAKING TEACHERS REPORT
THEY DO THEIR BEST AND MOST SATISFYING TEACHING

Teachers	Number	Grade						Sex		
		7	8	9	10	11	12	Girls	Boys	Mixed
With Permanent Certificate	141	13	26	55	35	33	49	76	14	11
Working toward Permanent Certification	167	27	39	70	52	52	52	101	28	8
Taught 1-3 years - Undergraduate training within past 4 years	73	17	33	46	30	25	32	70	16	3
Attended 2 State Conferences and visits by State Staff	91	12	18	39	21	32	40	54	21	6
Total	472	69	116	210	138	142	173	211	79	28

TABLE XLII

MENTAL ABILITY LEVELS AND SOCIO-ECONOMIC LEVELS
WITH WHOM HOMEMAKING TEACHERS REPORT THEY DO THEIR BEST
AND MOST SATISFYING TEACHING

Teachers	Number	Mental Ability Levels				Socio-Economic Levels			
		High	Low	Average	Mixed Groups	High	Low	Middle	Mixed Groups
With Permanent Certificate	141	20	8	47	40	4	11	59	38
Working toward Permanent Certification	167	33	12	74	56	6	18	82	50
Taught 1-3 years - Undergraduate training within past 4 years	73	27	2	43	32	2	13	51	24
Attended 2 State Conferences and visits by State Staff	91	17	3	38	34	5	4	40	26
Total	472	97	25	202	162	17	46	232	153

TABLE XLIII

ADJUSTMENT ASPIRATIONAL AND SOPHISTICATION LEVELS WITH WHOM HOMEMAKING TEACHERS REPORT THEY DO THEIR BEST AND MOST SATISFYING TEACHING

Teachers	Number	Adjustment Level			Aspirational Level				Sophistication Level			
		Well	Ave	Poor	High	Low	Ave.	Mixed	High	Low	Ave.	Mixed
With Permanent Certificate	141	32	70	9	28	4	51	35	6	6	62	20
Working toward Permanent Certification	167	42	101	15	42	4	64	37	4	15	80	35
Taught 1-3 years - Undergraduate training within past 4 years	73	34	63	7	44	3	40	17	6	8	56	17
Attended 2 State Conferences and visits by State Staff	91	28	53	7	30	3	27	23	6	5	45	22
Total	472	136	287	38	144	14	182	112	22	34	243	94

TABLE XLIV

FUTURE EDUCATIONAL OR OCCUPATIONAL PLANS

Teachers	Number	Plans to go to College	Wants to Quit School	Plans to Get a Job	Plans to Marry
With Permanent Certificate	141	53	6	47	51
Working toward Permanent Certification	167	74	11	57	76
Taught 1-3 years - Undergraduate training within past 4 years	73	55	7	44	47
Attended 2 State Conferences and visits by State Staff	91	39	7	34	49
Total	472	221	31	182	223

3. Students of average mental ability and with mixed groups

4. Middle socio-economic levels and with mixed groups

5. Students of "average personal adjustment" and with "well adjusted" students

6. Students of average aspirational level and with students of high aspirational levels

7. With students of average sophistication and classes with mixed groups

8. Students who plan to marry and students who plan to go to college

These tables need considerable study to see what the data show.

Questions and problems of home economics teachers in implementing a vocational homemaking program

Home economics teachers were asked to indicate through free responses questions and problems which they had in implementing the vocational homemaking program. Specifically they were asked to indicate by free responses, questions and problems they had in each of the following:

1. Interpreting the philosophy and/or requirements of vocational homemaking

2. Relating the home and school; working with parents; making home visits; encouraging and supervising home experiences of students

3. Using the conference hours; relating the class work to individual needs; personalizing instruction; relating instruction to home situations

4. Developing and guiding the FHA program: integrating FHA with the total homemaking program

5. Understanding and meeting vocational certification requirements for teachers

6. Preparing required reports

7. Understanding the roles or functions of the State Homemaking Staff and the differences in the roles of college consultants and the State Staff

8. Understanding what to expect before and after visits by the State Homemaking Staff and/or college consultants

CHAPTER XVIII

SOME QUESTIONS AND RECOMMENDATIONS

In this chapter a group of questions have been raised for further consideration in home economics teacher education in Michigan. Some general recommendations are made and some specific recommendations are listed which faculty teaching required courses in home economics and related areas made at their various conferences.

Some Questions

1. Considering the 1959 data secured by the U. S. Office of Education relating to home economics in the public secondary schools, does the present emphasis in home economics courses at the secondary level in vocational and non-vocational programs in Michigan indicate that the program is effective in the light of present and predictable social-economic and technological change? Does the present emphasis indicate an educational lag?

2. To what extent and in what ways in the teacher education program responsible for the present emphasis in home economics courses at the local level? What are the other factors at work in influencing the emphases in home economics courses? To what extent and in what ways are these facilitative or restrictive? What procedures would be most effective in determining the factors influencing the content of home economics programs in local schools? Would a home economics program theoretically geared to the present and predictable social-economic and technological changes to acceptable in Michigan communities?

3. In what ways and to what extent are the local school program, the pre-service, in-service, and research program integrally related? What are the channels for communication between school administrators and home economics teacher educators? What would be the attitude of all groups involved toward more field work, independent study and cooperative projects involving home economics teachers, and pro spective teachers in research and developmental projects at the local level.

4. Should greater emphasis be placed on the use of the research and scientific method in developing home economics programs and less emphasis on opinions and value judgements?

5. Is home economics intellectually stimulating and challenging at the secondary level, at the pre-service, in-service and graduate levels?

6. What is the best type of graduate program for a home economics teacher at the secondary level? Should it place emphasis on developing competence in the one or more aspects of home economics? Should it place emphasis on the professional education aspects? Should it place emphasis on broad cultural understandings and experiences?

7. Is there a need for a new type of in-service education? What is the place of consultant service? Should there be more in-service opportunities for university credit and less emphasis on the non-credit? Should there be some new larger blocks of credit over a longer period of time in which teachers could be involved more deeply and extensively in projects in their own schools?

8. How might reimbursement be used for stimulating new programs, help in the development of needed materials, and support research related to educational gaps?

General Recommendations

1. That Michigan home economics teacher educators study and appraise the report and indicate implications which they see the findings have for the Michigan program and/or for further study.

2. That certain groups who have not been included in the study to date, be contacted in order that a more adequate description and appraisal of the home economics teacher education program in Michigan be available.

3. That there be a continuation of inter-institutional conferences of home economics and related faculty to review the findings and to move in the direction of significance.

4. That some planned approach be made to the study of the basic issues or questions which have been pointed out and some attempt be made to involve groups who have varying points of view.

5. That special consideration be given to the continued and accelerated development of effective leadership and in-service programs involving both credit and non-credit aspects.

6. That high priority be given to the development of research competence throughout the home economics teacher education program.

7. That encouragement, guidance and financial assistance through vocational or other funds be given to support cooperative research and development projects involving local schools and the pre-service, in-service and graduate programs, especially in those areas of apparent "educational lag" and/or "unmet needs."

Recommendations Relating to Required Home Economics and Related Courses as Developed by the Faculty Responsible for Teaching Them

The recommendations included below - were cooperatively developed by faculty responsible for teaching certain required courses in home economics and related areas in the eight institutions participating in this study. The recommendations were an outgrowth of five all day conferences at Michigan State University in which the conference members first described the courses offered in their own institutions and then through discussion took a look into the future and indicated the directions in which they would like to see the courses take, Since the recommendations were made at five different conferences and by five different groups, the original groupings or identity have been kept in this report.

Group 1. The family and child development

Group 2. Home management and family economics

Group 3. Art and design; home furnishings; housing and household equipment

Group 4. Foods and nutrition

Group 5. Clothing and textiles

Group 1: The Family and Child Development

The Family

1. That the inter-disciplinary approach in courses dealing with the family be encouraged but that the staffs in home economics and home economics education attempt to define their unique contributions in the area of the family.

2. That some team teaching be done by staffs in home economics and home economics education to supplement or enrich experiences of students who are preparing to teach in the vocational program. This might be done on an informal non-credit basis.

3. That the methods of teaching used by the college staffs in the area of the family be discussed frankly with undergraduate students who later may be teaching similar courses at the secondary level. This practice is recommended to avoid attempts or practices of beginning teachers to automatically transfer some of the "college methods" to the secondary school situation which are not suitable or effective.

4. That some cooperative research be planned to secure data about students from freshmen through senior year or beyond which would throw light on the status and/or the changes in students' values, concepts, attitudes or understandings as they relate to the family (families).

5. That increased efforts be devoted to understanding the prevailing image of home economics and to modify this image so it emphasized the family concept.

6. That time and resources be made available for interested faculty who are responsible for teaching courses on the family or family relationships to participate in research.

Child Development

1. That in the preparation of vocational homemaking teachers more credits or time be given to child development. This is based on (a) the increasing importance of this aspect of homemaking education at all educational levels, including the secondary school level; (b) evidence of the inadequacies and lack of confidence of homemaking teachers in teaching in this area in either "family living classes" or in "home-making classes."

2. That in child development there be more contact with "men's points of view" through encouragement of enrollment of men in classes, men teachers and "team teaching" in which the husband and wife participate.

3. That emphasis be placed on helping young people to generalize from facts or to "pull out" generalizations from facts and that students be encouraged to test their own ideas against research findings.

4. That present practice of having staff in child development with diverse backgrounds be encouraged as a factor in enrichment of the program.

5. That with increased enrollment large lecture classes may be necessary. However, opportunity should be guarded for securing some student participation in discussion.

6. That the faculty have support and time for carrying on research in the area of child development alone or on an inter-disciplinary basis.

Group 2: Home Management; Family Economics

Home Management

1. That in the preparation of vocational homemaking teachers, every attempt be made in each institution to increase the interests in and competence of prospective home economics teachers in the home management area.

   That the above be done without increasing the total number of required credits in home management at the undergraduate level.

   The basic reason underlying this decision seems to stem from the prevailing attitudes of institutions about the adding of new courses.

2. That support be given to the continued interest in and clarification of concepts and generalization in the various subject matter areas and in the field of home economics (including home management)

   That this be done by home economics specialists in the various areas.

3. That home management courses be strongly encouraged for home economics teachers as programs are planned for meeting continuing certification requirements and for advanced graduate degrees.

4. That this might necessitate the offering of more elective courses in the home management area.

Family Economics

1. That in the preparation of vocational homemaking teachers, every attempt be made in each institution to increase the competence of undergraduate students in the area of family economics.

2. That this be done without increasing the total credits in required courses in the area of family economics including family finance, consumer economics.

   The basic reason underlying this decision seemed to stem from the prevailing attitudes of institutions about the adding of new courses.

3. That courses in the area of family economics (family finance and consumer economics) be strongly encouraged for home economics teachers as programs are planned for meeting continuing certification requirements and for advanced graduate degrees.

   That this might necessitate the offering of more elective courses in the family economics area.

4. That a questioning attitude might be held regarding reported practices of college teachers that the consumer aspects are being "integrated" in many of the home economics subject courses. This is based on recent research study involving Michigan home economics education seniors which was completed by Dr. Helen Lohr in 1960.

5. That support be given to the continued interest in and clarification of basic concepts and generalizations in the various subject matter areas and in the field of home economics, (including family economics, family finance, consumer economics).

Group 3: Art and Design, Home Furnishings, Housing and Household Equipment

1. That for homemaking teachers, strong courses in this area need to be developed which have more breadth and more depth than is presently evident.

   That emphasis needs to be placed on the total complex; namely, the consumer, the art, the sociological, the psychological impact and not simply on single aspects. That more emphasis be placed on the sociological and the broader outlook.

2. That there be more concern for the cross section of the population when considering courses in this area.

3. That there is at present a limited staff in specialized fields and this needs to be considered.

4. That more emphasis be placed on the creative.

5. That emphasis be placed on teaching concepts and generalizations with application which clarify the generalization. Analysis which leads to ability to generalize would be helpful.

   That generalizations go beyond an application to our own culture or to one's own group.

6. That faculty responsible for teaching courses in these areas make wide use of demonstrations, slides, illustrative materials and other aids to learning.

   That they pool resources for learning which are available near the institution, the college, or the university. This might mean possible field visits to art gallerys; use of resources at the State Library; visits to homes of different socio-economic levels.

7. That the faculty attempt to raise questions or to challenge the present cultural emphasis on material values and on conformity.

   a. "Things" and spending money for equipment far out of line with other values.

   b. Artificial things; the frothy; stereotypes, such as "centerpieces".

8. That drawing be discouraged in home furnishings and housing courses. That copying, tracing, reproduction of what already is, be discouraged.

   That even if some drawing be done it might involve only simple straight lines and definitely not perspective drawing.

Housing

1. That more emphasis be placed on the broad problems of housing. This might be done through new courses and/or broadening of available courses.

2. That there be elective courses, which would be combination courses in Education and Home Economics or other areas to increase the competence of teachers in this area.

Home Furnishings

1. That there is special need for emphasis on the creative in home furnishings.

2. That drawing of elevations, especially perspective drawing be discouraged.

Household Equipment

1. That there needs to be a broader interpretation of "Household Equipment".

2. That consideration be given to the best ways of meeting the increasing need for helping teachers and others to plan equipment for homemaking departments.

3. That faculty in institutions not requiring an equipment course make sure that concepts relating to household equipment are included in the program for prospective homemaking teachers.

Group 4: Foods and Nutrition

1. That more emphasis be placed on the learning situation in foods courses and especially teaching principles and their application.

2. That effort be made to break down the traditional emphasis on the "laboratory-work-doing" concepts associated with foods courses; that there be less laboratory work (total hours in laboratory); that there be a different use of laboratory time with the possibility of laboratory time being devoted to special projects with emphasis on serving depth in the area.

3. That studies be made on the time it takes to learn significant foods and nutrition principles; that encouragement be given to individuals and groups interested in planning and carrying out studies which reduce student time in laboratory and which raise the competence, maintain competence or keep competence at high level of effectiveness.

4. That effort be made to identify the "frills" in the foods area and to "get away" from the "frills" which are frequently associated with home economics foods courses.

5. That there is need for and an understanding of how to start at a depth level in the foods and nutrition areas. (Not first courses in everything.)

6. That more emphasis be placed on teaching "value systems" as they relate to the foods and nutrition area.

7. That more emphasis be placed on the broader cultural aspects of food as they relate to the food problem throughout the world; that more emphasis be placed on the sociological aspects of foods and nutrition.

8. That prospective homemaking teachers need a different type of help in coping with the foods and nutrition problems in educational programs today:

    a. That the teachers need to understand the deterrent influence of the appearance of homemaking teachers who themselves do not practice basic nutritional principles.

    b. That homemaking teachers need to be challenged and completely educated to do an effective job of teaching nutrition in the high school and not leave this to the science teacher.

    c. That home economics education and home economists in nutrition need to work more closely together.

d. That in view of recent revisions of teacher education programs superintendents need to be informed that not all homemaking teachers will be educated in the same way. Some will have more competence in social sciences; others will have more competence and depth in foods and the physical sciences.

d

Group 5: Clothing and Textiles

1. That less emphasis be given to laboratory work and more emphasis be placed on theory and concepts. This means that more emphasis need to be placed on learning and less on "doing."

2. That more emphasis be placed on more than one way of making or doing something.

3. That wide readings or references suitable to all levels may be most suitable in some institutions where no textbook is used. That consideration be given to the type of "text" purchased in the clothing course, which can be used throughout clothing construction classes.

4. That continued study be made of the effect of prior clothing construction experience; that while students may have had clothing construction experience, prior to enrollment in college clothing classes, this may not be significant in predicting success in clothing construction courses. It might act as a deterrent.

5. That in view of the predicted technological changes in fabrics, construction, etc., that skills become obsolete and are replaced in whole or in part. (Example: gluing of seams; disposable garments). This requires examination of requirements in the skill areas.

6. That emphasis needs to be placed on satisfactions people get from either and/or both (a) creating or making clothing; (b) trying to get individuality through ready-to-wear clothing. Both are important.

7. That textiles and buying be more closely interrelated.

8. That special care be given so that prospective homemaking teachers DO NOT teach what they have been taught in college classes but that they make suitable adaptation for age levels.

That more research is needed on clothing at the secondary level especially in relation to the early adolescent period in the junior high school period.

That more recognition be given to the great variation in standards and levels of construction. One might get a girl at the 7th grade level with standards as high as 12th grade students.

That more recognition be given to the fact that teachers have to know students and observe their reactions to determine the most teachable moment.

PART III

Report of Sub-Task Force

on

I N D U S T R I A L T E A C H E R E D U C A T I O N

Willard Bateson, Chairman
Professor of Industrial Education
College of Education
Wayne State University

G.L. Brandon
Associate Professor
Industrial Education
Michigan State University

C.J. Cotrell
Teacher Trainer
Ferris Institute

G. O. Johnson
Assistant Professor
Industrial Education
Western Michigan University

R. A. LaBounty, Head
Department of Industrial Education
Eastern Michigan University

H. S. Sonsmith, Lecturer
Department of Industrial Education
University of Michigan

K. A. Wahtera, Head
Department of Industrial Education
Northern Michigan College

E. L. Minelli
Professor of Industrial Arts
Central Michigan University

CHAPTER XIX

INTRODUCTION

For several years, leaders in the field of industrial education in Michigan have felt a need for a study of the effectiveness of industrial teacher education programs. In the business and industrial world, a constant review and analysis of the commercial production and customer opinion is essential if the industrial firm is to remain in business. Although institutions of higher learning which prepare teachers for the public schools are faced with somewhat different problems, they, too, must constantly evaluate their teacher education programs.

The Michigan State Board of Control for Vocational Education in 1958 authorized a three-year evaluative study of vocational education in Michigan. Teacher education was one of the areas to be included in the study. Western Michigan University was assigned the responsibility for providing leadership in this phase of the over-all study. In the process of carrying out this responsibility, a special Sub-Task Force or Committee was appointed for each subject matter area. The members of this committee in the field of industrial education were listed at the beginning of this section.

Statement of the Problem

From the beginning, it was quite clear that any study of vocational industrial teacher education would, of necessity, include a study of teacher education in industrial arts. Four institutions prepare teachers in both of these phases of industrial education; namely, Michigan State University, University of Michigan, Wayne State University, and Western Michigan University. Three others, Eastern Michigan University, Northern Michigan College, and Central Michigan University, prepare industrial arts teachers only. At the time of this study, Ferris Institute, another publicly supported institution in Michigan, did not offer an organized teacher education program either in industrial arts of in vocational industrial education.

The Sub-Task Force appointed to evaluate the effectiveness of industrial teacher education in Michigan defined its responsibility more specifically by attempting to answer the following questions:

1. Are Michigan teacher education institutions preparing a sufficient number of individuals each year to meet the demands in this field?

2. What is the general nature of the curriculums, physical plant, library, in-service program and professional laboratory experience, and how well are these services meeting the needs in this area of education?

3. How well have the objectives of the teacher education programs been formulated, recognized, and accepted by the teaching staff?

4. What are the strengths and weaknesses of the present program in terms of the needs of individuals, communities, and of society?

The Study Plan

Since the Sub-Task Force was composed of one representative from each institution, the most logical method of securing data seemed to be directly through these representatives. A questionnaire or survey form was prepared for this purpose. Dr. Bateson of Wayne State University, Chairman of the Committee, was primarily responsible for assembling the data and preparing the written report.

Reporting the Data

Data pertaining to credit hours required by the various institutions are reported as semester hours. Two institutions submitted data on the basis of quarter hours of credit. This was translated to semester hours in reporting the data.

Definition of Terms Used

There are certain terms used in vocational education which often have different meanings to different people. In this study some of those are defined as follows:

The term, "vocational education," refers to education designed to develop skills, abilities, understandings, attitudes, work habits and appreciations, encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis.

The term, "industrial education," refers to a generic term applying to all types of education related to industry, including general industrial education (industrial arts education), vocational industrial education (trade and industrial education), and technical education.

The term, "industrial arts," refers to instructional shop work of a non-vocational type which provides general educational experiences centered around the industrial and technical aspects of life today

and offers orientation in the areas of appreciation, production, consumption, and recreation through actual experiences with materials and goods.

The term, "vocational industrial education," (often referred to as trade and industrial education) is used to designate instruction which is planned for the purpose of developing basic manipulative skills, safety judgment, technical knowledge, and related occupational information for the purpose of fitting young persons for initial employment in industrial occupations and to upgrade or retrain workers employed in industry.

The term, "general education," refers to those courses which provide a cultural background without regard to the individual's occupational choice. Its purpose is to educate for effective citizenship, worthy use of leisure time, effective home and family living, and personal adjustment.

The term, "cognates," is used to designate those courses which are not directly related to an occupational field or major course concentration but do enrich or provide a broad background of knowledge indirectly related to the major specialty.

The term, "professional education," refers to the curriculum in a teacher-training institution that emphasizes the study of the history, philosophy, psychology, content, methods, etc., of education as they relate to teaching.

CHAPTER XX

NATURE OF THE INDUSTRIAL EDUCATION PROGRAM IN MICHIGAN INSTITUTIONS

It will be noted from the data reported in Table XLV that students graduating with the B. S. degree with a major in industrial arts are required to complete from 124 to 143 semester hours, depending upon the institution in which they are enrolled. The major concentration required in industrial arts ranges from 30 to 45 semester hours. However, the one institution reporting 45 semester hours indicated that this included both a major and a minor in this field. In other words, if a students shows this field as a major, his minor would, of necessity, have to be in the same area.

TABLE XLV

The Industrial Arts Curriculum in Michigan Teacher Education Institutions

Subject Area	CMU	EMU	MSU	NMC	U of M	WSU	WMU
General Education	40	38	32	40	65	59	42
Major Specialty	40	30	39	30	35	40	45
Professional Education	26	22	20	22	20	29	28
Curriculum Requirement	*	***	7	4	*	*	7
Minor Concentration	20	20	20	20	*	20-24**	***
Electives	17	14	10	8	4	8-0	10
TOTAL	143	124	128	124	124	135	132

* Included in general education
** Partially included in general education
*** Normally included in major

Professional education courses concerned specifically with the area of industrial arts are grouped with the general professional education work required for certification. It should be noted that the number of hours reported by the University of Michigan and Wayne State University in general education (liberal arts) normally includes a teaching minor. Eastern Michigan University includes all curricular requirements in the major concentration, while at Wayne, Central, and the University of Michigan, all curricular requirements are included in the general education category.

Table XVI . indicates that three Michigan institutions have curriculums at the B. S. degree level in the field of vocational industrial education. Each of these institutions allows some college credit in the major teaching area (or specialty) for occupational experience. This occupational experience may be secured on a full-time basis, or through a cooperative arrangement with industry. The minor is included in the general education area at the University of Michigan and at Wayne. Special curricular requirements in these institutions have also been included with general education. Vocational industrial professional education courses have been reported with other professional education work required for certification.

TABLE XLVI

The Vocational Industrial Education Curriculum
in
Michigan Teacher Education Institutions

Subject Area	U of M	WSU	WMU
1. General Education	69	59-69	42
2. Major specialty	25	30-40	24
3. Professional Education	30	29	27
4. Curriculum Requirements	*	*	7
5. Minor Concentration	**	20-24*	26
6. Electives	9	4- 0*	8
TOTAL	133	128	134

* Included in general education

Data pertaining to the master's degree program in industrial education is reported in Table XLVII. Apparently none of the institutions offer a master's degree specifically in vocational industrial work. Since Central, Eastern, and Northern do not offer work in vocational education, the master's at these institutions would naturally be in the area of industrial arts education. At the other institutions, the master's degree may be either in industrial arts, vocational industrial education, or a combination of the two areas. It is significant to note that most of the institutions indicated that approximately two-thirds of the master's program may be in industrial arts, vocational industrial education, or cognate areas.

TABLE XLVII

The Master's Degree Curriculum
in
Industrial Education

Subject Area	CMU	EMU	MSU	NMC	U of M	WSU	WMU
Specialization	10-20	20	10-14	18	--	8-10	10-20
Professional Education	10	6	10- 8	6	10	6- 8	10
Electives	10- 0	4	10- 8	6	20*	14-16	10- 0
TOTAL	30	30	30	30	30	32	30

* May be in cognate areas

Three institutions, namely, Michigan State, University of Michigan, and Wayne State prepare individuals at the doctorate level. Although not reported in table form, information received from these institutions indicates that the requirements for the doctorate in each are very much the same. Approximately one-half of this work is required in cognate areas. The remaining work is divided among education, languages, and a research study concerned with the industrial education field. In all three institutions, approximately three years of work is required beyond the B. S. or B. A. degree for the doctorate.

The data reported in Table XLVIII show the number of students majoring in industrial education in Michigan teacher education

institutions during the 1961-62 school year. No enrollment data were received from Wayne State University. The total number of students working a major in this area ranged from 135 at Eastern Michigan University to 250 at Western Michigan University.

TABLE XLVIII

Number of Students Majoring in Industrial Education

1961-62 School Year

Educational Level	CMU	EMU	MSU	NMC	U of M	WMU
Freshman	40	35	8	40	---	34
Sophomores	35	25	15	34	---	28
Juniors	30	15	35	25	---	48
Seniors	38	10	26	21	38*	40
Masters	25	50	101	26	101	100
Edu. Specialist	--	--	--	--	17	--
Doctorates	--	--	24	--	8	--
TOTALS	168	135	209	146	164	250

*Students reported include all four years

Although Table XLVIII does not show a breakdown in the enrollments as between industrial arts and vocational education, data submitted by the institutions indicate that no students are enrolled for vocational subjects at Northern, Eastern, or Central. Of the enrollments shown at Western, 30 undergraduates and 20 students at the master's level are working in the field of vocational industrial education. Of the enrollments shown at the University of Michigan, 27 undergraduates and three doctorates are in the field of vocational industrial education. The 101 master's degree candidates reported at the University of Michigan were composed of both industrial arts and vocational industrial education majors. Of the enrollments reported by Michigan State, none at the undergraduate level are in vocational industrial education, while 32 at the master's and nine at the doctorate level are in the vocational field.

Table XLIX shows the number of individuals in the various institutions who are actively working toward the completion of a minor in industrial education and whose major specialty is in some other area. It may be noted that there are no minors reported in those institutions preparing individuals in vocational industrial education at the undergraduate level. All minors reported are, therefore, in the field of industrial arts. The data submitted from the various institutions indicate that students majoring in industrial education ordinarily are required to complete a minor in the same area or in a cognate field.

TABLE XLIX

Number of Minors Enrolled in Industrial Education

B. S. Degree (1961-62)

Institution	Number
Michigan State University	17
University of Michigan	--
Western Michigan University	--
Central Michigan University	50
Eastern Michigan University	10
Northern Michigan College	20
TOTAL	97

Table L indicates the number of graduates in the industrial education field at the various institutions during the 1961-62 school year, including the 1961 summer session. One hundred sixty-seven graduates were reported at the B. S. degree level, 60 at the master's, and five at the doctorate level.

TABLE L

Number of Graduates in Industrial Education

(1961-62)

Institution	B. S.	M. A.	Ed. D.
Michigan State University	26	10	3
University of Michigan	7	19	-
Western Michigan University	20	7	-
Central Michigan University	37	7	-
Eastern Michigan University	12	5	-
Northern Michigan College	24	1	-
Wayne State University	41	11	2
TOTAL	167	60	5

Graduates reported for the M. A. or M. S. degree level at Michigan, Michigan State, Western, or Wayne State may have specialized either in industrial arts or in vocational industrial education or a combination of both since some teachers in the public schools teach in both areas.

CHAPTER XXI

OBJECTIVES AND ORGANIZATION OF INDUSTRIAL TEACHER EDUCATION UNITS

This phase of the study concerned itself with two dimensions - objectives and organization. The former dealt with how well objectives have been formulated, their evaluation and the recognition and acceptance by the staff of certain student outcomes. The latter dealt primarily with administrative and supervisory procedures, faculty involvement in decision making and relationships with other units in the college or university and community. A total of 46 items were rated on a 10 point scale by the participating institutions. The results of the evaluations appear below.

TABLE LI[1-3]

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
A. OBJECTIVES			
1. How satisfactorily have the teacher training objectives for the unit been formulated?[1]	7-9	8	8
2. How effectively are the objectives regularly evaluated by the industrial education faculty?[2]	5-9	6.5	6.8
3. How satisfactorily does the unit recognize the need for developing in the student the vocational characteristics below?			
a. He (the student) contributes to the attainment of the goals of general education.	5-10	7	7.1
b. Performs successfully consumer activities in which all persons engage regardless of age, occupation, economic or social status.[2,3]	4-10	5	7.6

TABLE LI (Cont.)

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
c. He recognizes and cultivates in his students an understanding of the relations of the industry to the occupational life of the citizen.	1-10	8	6.6
d. He has a broad understanding of industrial, business, economic and social conditions and can interpret contemporary events in the light of this understanding.	1-10	8	6.4
e. He is familiar with the practical aspects of the job for which his students are preparing.[4,3]	5-10	8	8
f. He has an appreciation for and an understanding of business and industrial relationships.	3-10	8	7.1
g. He is an active member of professional organizations and contributes to the growth of his profession.[4]	3-10	8	7.3
h. He has competency of skills in the trade, technical and related subject matter areas in which he expects to teach.[4]	6-10	7.5	7.7
i. He has a desirable philosophy of education and of life.[4,3]	2-10	8	7.2
j. He has the ideals and attitude of a truly education person.[4]	3-10	7.5	7.2
k. He understands the teaching and learning process.[4]	5-10	8.5	8.2

TABLE LI . (Cont.)

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
l. He is critically evaluative of himself and his work.[4]	5-10	7	7.5
m. He has developed the ability to stimulate in students an interest to learn.[4]	6-10	7.5	7.7
n. He develops in each student desirable attitudes and practices with respect to health and safety.[4]	4-10	7.5	7.7
o. He develops in each pupil an interest in orderly, complete and efficient performance of each task.[4]	4-10	7.5	7.5
p. He provides each pupil with opportunities for exploratory industrial experience which will aid him in the discovery of his own interests, abilities and attitudes toward industrial occupations.[4]	4-10	7.5	7
4. How effectively are students evaluated before graduation?[5,3]	6-8	8	7.5
Summary - Indicate an over-all evaluation of the objectives of the industrial teacher education curriculum.[4]	6-8	7.5	7.5
B. ORGANIZATIONAL AND ADMINISTRATIVE PRACTICES			
1. How satisfactorily are the intra-unit organizational and administrative procedures with respect to:			
a. Providing for industrial education faculty participation in budget matters.	4-10	8	7.3

TABLE . 1.: (Cont.)

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
b. Representation in policy-making matters.	1-10	7	7
c. Cooperation with institution-wide services such as library, research bureau, placement office, public relations office, other units (departments), etc.	6-10	9	9
d. Development of the industrial education instructional program.	6-10	9	8.7
2. How satisfactory are the organizational and administrative procedures with respect to:			
a. Channeling of inter-unit business?	5-10	9	8.3
b. Facilitating communication between units?	4-9	8	7.1
3. How effectively does the administrator of the unit keep open the lines of communication with his faculty?	7-10	10	9
4. To what extent has the unit improved as a result of recent studies?			
a. In curriculum improvement?	4-10	9	7.6
b. In guidance of students?	5-9	8	7
c. In providing professional laboratory experiences?	5-9	8	7.7
d. In follow-up studies?	1-9	5	5

TABLE XI (Cont.)

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
e. In self-evaluation of the unit?[4]	3-9	7.5	6.5
5. How satisfactorily has the unit established relationships with:			
a. Various groups and organizations for the improvement of industrial teacher education?	5-9	7	6.7
b. Other industrial teacher training units in the state or area?	5-9	7	7
6. How effective has the unit been in serving:			
a. The industrial education teachers of the area?	5-10	8	7.3
b. The schools in the area?	3-9	8	7
c. Business, industrial, labor and public services in the community?[2]	5-9	7	7
d. Other units in the institution?[5]	5-9	7	7
7. How satisfactorily has the unit utilized:			
a. The resources of the community?	3-9	7	6.4
b. The assistance of advisory committees?[3]	2-9	5.5	5.5
8. How satisfactorily does the unit recognize the need for encouraging the professional development through:			

TABLE LI (Cont.)

SUMMARY OF EVALUATION - OBJECTIVES AND ORGANIZATION

Item	Range	Median	Mean
a. Encouraging student participation in professional associations?	7-10	8	8.3
b. Encouraging and developing faculty members professionally?	7-10	9	8.6
9. How effective has the unit been in sponsoring:			
a. Projects for advancement of professional interest on the part of students, faculty, and industrial personnel?	2-9	8	7.3
b. Clubs or fraternities relating to industrial teacher education?	3-10	8	7.4
c. Publications for furthering industrial teacher education?	3-10	8	7.4
10. How effectively are the administrative functions performed relative to:			
a. Supervision of staff teaching within the unit?[4,3]	5-10	7	7
b. Co-ordination of instructional materials?[3]	5-9	7	7
Summary - Indicate an over-all evaluation of the organizational and administrative practices.	7-9	8	8
Indicate an over-all evaluation of the objectives and the organizational and administrative practices of the unit.	7-9	8	7.9

1. Two institutions indicated no basis for judgment
2. One institution indicated the item not present
3. One institution indicated no basis for judgment
4. One institution did not respond
5. Two institutions did not respond

Conclusions Drawn From Data Submitted

1. The results of the evaluation concerned with this phase of the study indicate a considerable amount of satisfaction among the participating institutions. Approximately 85% of the 46 items that were studied were rated "most aspects satisfactory." This rating represents a mean of seven or above on a 10 point scale.

2. Two items in the instrument were rated nine by the seven institutions. The items were (1) "Cooperation with institution-wide services such as library, research bureau, placement office, public relations offic, etc.," and (2) "How effectively does the administrator of the unit keep open the lines of communication with his faculty?"

3. The two items receiving the lowest rating dealt with the utilization of follow-up studies and advisory committees. These items were rated 5 and 5.5 respectively. In other words, by comparison these items were low; even so, they were rated as "more aspects satisfactory than unsatisfactory."

4. In general, there seems to be less variance in policies governing organization of the departments between the seven institutions. Only one item showed a range of 1-10. This item dealt with "How satisfactory are the intra-unit organizational and administrative procedures for representation in policy-making matters."

5. All seven institutions offering work on an in-service basis on their campuses reported that evening and Saturday courses are available to employed teachers both at the undergraduate and graduate level. They also reported that one or more courses are offered during each semester on an extension basis. Likewise, most of the institutions provided workshops, consultant services, and short conferences for teachers. Two or three institutions reported television programs and educational publications geared to the needs of teachers of industrial arts and vocational industrial education subjects.

6. All of the institutions reported that instruction in the organization and development of instructional materials for industrial education is included in their course offerings. Only two, namely, the University of Michigan and Northern Michigan College, reported organized curriculum materials centers. The center at the University of Michigan is devoted primarily to cooperative education. The one at Northern Michigan University is of more general character, serving as the offical repository for courses of study from all high schools in Michigan. Both institutions arrange for loan or sale of instructional materials to public schools throughout the State.

CHAPTER XXII

STUDENT PERSONNEL SERVICES

The factors considered under "Student Personnel Services" included such matters as admissions, retention, counseling, placement and follow-up of students in vocational industrial teacher education curricula. Policies and practices governing administrative structure, faculty and student participation and internal and external relationships were reviewed and evaluated.

Thirty-one items related to student personnel services were rated on a 10 point scale by each of the cooperating institutions. The institutional responses were then tabulated and analyzed for significant data. The items rated, the range, median and mean of the tabulated responses appear in Table LI

TABLE LII

SUMMARY OF EVALUATIONS - STUDENT PERSONNEL SERVICES

Item	Range[1]	Median[1]	Mean[1]
A. SELECTIVE ADMISSION AND PROGRESSIVE RETENTION			
1. How adequate are the evaluation policies governing admission of students to vocational industrial teacher education curricula?[2,3]	3-9	6	5.6
2. How effective is the participation of the teaching staff in student recruitment for the vocational teacher education programs?[4,2]	2-5	4	3.7
3. How satisfactory are the provisions in the unit for the continuing appraisal and progressive retention of students?[2,3]	5-10	8	7.6

TABLE LII (Continued)

SUMMARY OF EVALUATIONS - STUDENT PERSONNEL SERVICES

Item	Range[1]	Median[1]	Mean[1]
4. How effectively implemented are the eligibility requirements for student teaching?[5,3]	6-10	7.5	7.8
5. How adequately made are reviews of a student's record before recommendation for certification?[2,3]	7-9	8	8.2
Summary - Indicate an over-all evaluation of selective admission and progressive retention as applied to the industrial teacher education unit.[2,3]	5-9	7	6.8
B. EDUCATIONAL GUIDANCE AND COUNSELING			
1. How efficient are members of the industrial teacher training faculty in the counseling of students?[3]	5-10	8	7.6
2. How satisfactory are written provisions for planning students' programs of required courses and desirable electives?[3]	5-10	8	7.8
3. How satisfactorily offered is an introductory course in education in which educational guidance and counseling are provided?[5,3]	2-8	6.5	5.8
4. How satisfactory are provisions made for counseling aside from a course offering in education?[3]	4-10	8	7.5
5. How satisfactory are provisions for industrial teacher education faculty participation in the review and formulation of larger policies that deal with educational guidance and counseling?[3]	3-7	6.5	6.2

TABLE LII (Continued)

SUMMARY OF EVALUATIONS - STUDENT PERSONNEL SERVICES

Item	Range[1]	Median[1]	Mean[1]
6. How effective are the records kept by the industrial teacher education unit for use in guidance and counseling?[3]	2-10	7.5	7.4
Summary - Indicate an over-all evaluation of the educational guidance and counseling as applied to the industrial teacher education unit.[3]	5-10	7	7.3
C. PLACEMENT SERVICES			
1. How satisfactory are provisions for placement services with respect to:			
a. Organization and administration?[4]	6-10	9	8.6
b. Location and physical facilities?[3]	6-10	9	8.6
c. Effectiveness in placing industrial education graduates?[4]	6-10	9	8.8
d. Relationship between the placement office and the industrial teacher education unit?[3]	8-10	8.5	8.8
e. How satisfactory is the informational program of the placement office with regard to:			
(1) Teaching opportunities, demands and salaries?[3]	7-10	8.5	8.7
(2) Policies of the placement bureau?[3]	7-10	8.5	8.7

TABLE LII (Continued)

SUMMARY OF EVALUATIONS - STUDENT PERSONNEL SERVICES

Item	Range[1]	Median[1]	Mean[1]
(3) Instruction concerning making job applications?[3]	6-10	8.5	8.5
f. How effective are the periodic surveys made of the employment field to ascertain:			
(1) Demands for industrial teachers?[3]	1-10	8.5	7.1
(2) Success of recent industrial teacher education graduates?[2,4]	1-10	7	6.3
2. How satisfactory is the degree of responsibility for the placement of graduates assumed by the industrial teacher education unit?[3]	6-10	8	8
3. How effective are the contacts maintained by the industrial teacher education unit with schools to aid in the placement of graduates?[3]	6-10	7.5	7.8
Summary - Indicate an over-all evaluation of the placement services as applied to the industrial teacher education unit.[3]	7-10	8.5	8.5
D. FOLLOW-UP SERVICES			
1. How satisfactory are provisions for following up beginning teachers relative to:			
a. Proportion of teachers followed-up?[3]	1-10	9	6.2
b. Time of follow-ups?[3]	1-10	3	4.3

TABLE LII (Continued)

SUMMARY OF EVALUATIONS - STUDENT PERSONNEL SERVICES

Item	Range[1]	Median[1]	Mean[1]
c. Procedures used in the follow-up services?[3]	1-10	6.5	5.2
d. Disposition made of the findings of follow-ups?[3]	1-10	8	6.5
2. How satisfactory are provisions made for following up former graduates in new positions relative to:			
a. Proportion of former graduates followed-up?[2,3]	1-9	4	5
b. Procedures used in the follow-up services?[2,3]	1-10	9	6.2
c. Disposition made of the findings of follow-up?[2,3]	1-10	5.5	5.3
3. How effective is the use of the results of follow-up studies in the evaluation and improvement of the program of industrial teacher education?[2,3]	1-10	9	6.2
4. How satisfactory are the provisions made for the follow-up of drop-outs from the program?[2,3]	1-8	2	3.5
Summary - Indicate an over-all evaluation of the follow-up services of the industrial teacher training unit.[3]	1-9	5.5	5.3
Indicate an over-all evaluation of the student personnel services of the institution to prospective industrial teachers.[3]	2-9	7.5	6.7

1
2 Based on a 10 point scale
3 One institution indicated the item not present
4 One institution indicated no basis for judgment
5 Two institutions indicated no basis for judgment
Two institutions indicated the item not present

Conclusions Drawn From Data Submitted

1. The over-all evaluation of the adequacy of the student personnel services in the seven participating institutions appears to be satisfactory. One institution, however, rated its student personnel services at two on a 10 point scale. The mean of all ratings was 6.7. Consequently, the rating would approach the appraisal of being satisfactory in most aspects.

2. An examination of the four general categories, that is, (A) Selective Admission and Progressive Retention, (B) Educational Guidance and Counseling, (C) Placement Services, and (D) Follow-up Services indicates that the first three are satisfactory and that the fourth needs improvement. The ratings were respectively 6.8, 7.3, 8.5 and 5.3.

3. The greatest variation in ratings on items within a category was in the evaluation of follow-up services. The range for most of these ratings was from 1-9 or 1-10, which would indicate considerable differences in services from one institution to another.

4. The highest average rating for one of the four categories was 8.5 for (C) Placement Services. The highest rating given to an item was 8.8, which was given to two items in this category. These were concerned with the effectiveness in placing industrial education graduates and the relationship between the placement office and the industrial teacher education unit.

5. The lowest rating for any single item was 3.5 for the provisions made for the follow-up of drop-outs. The next lowest rating was a 3.7 for the item concerning the participation of the teaching staff in student recruitment for the vocational teacher education programs. The former item was incorporated in (D) Follow-up Services and the latter was included in (A) Selective Admission and Progressive Retention.

6. For the most part, potential students in industrial education are admitted to the various institutions in a similar manner to students in other areas; namely, through the central admissions office. Hence, all students meet the same criteria for admission and in most cases are enrolled in a common core of general education subjects during the first two years of college. In several institutions, the record of the student's first two years is carefully evaluated by a teacher education committee, and the student is either accepted or rejected as a teacher candidate before any professional education work is taken.

   Few of the institutions reported any active program of recruitment except that which may be implied in offering a limited number of scholarships or visits by the industrial education staff to the public schools during career days or on other occasions.

CHAPTER XXIII

PREPARATION OF THE FACULTY

The evaluation of the faculty consisted of two major parts: (1) Education and Professional Experience and (2) Professional and Personal Activities. Ten specific items within these two categories were rated on a 10 point scale by the different institutions. A summary of the responses in terms of the range, median and mean appears in Table L.

TABLE LIII

SUMMARY OF EVALUATIONS - FACULTY PREPARATION

Item	Range	Median	Mean
A. EDUCATION AND PROFESSIONAL EXPERIENCE			
1. How adequate is the amount of formal education of the industrial teacher education faculty?	3-9	8.9	7.6
2. How satisfactory is their past teaching experience?	8-9	9	9.3
3. How adequate are their special educational and professional experiences?	8-9	9	9.3
4. How satisfactory is the professional experience of the industrial teacher education faculty with respect to work experience in industry?	4-7	5	5.3
Summary - Indicate an over-all evaluation of the educational and professional experience of the industrial teacher education faculty.	7-9	8	8.1
B. PROFESSIONAL AND PERSONAL ACTIVITIES			
1. How satisfactory are the evidences that industrial teacher educators belong to industrial education groups?	9-10	9.9	9.5

TABLE XIII (Continued)

SUMMARY OF EVALUATIONS - FACULTY PREPARATION

Item	Range	Median	Mean
2. How satisfactorily do faculty members identify themselves with industrial groups?	3-7	4.5	4.6
3. To what extent do they read the literature related to the industrial education profession?	8-10	9	9.1
4. To what extent do they become aware of recent developments in industry by reading publications related to industry?	4-10	7	7
5. To what extent does the industrial teacher education faculty attend meetings of the profession?	7-10	8	8.5
6. To what extent does the faculty attend meetings sponsored by industrial groups?	1-6	2.5	2.6
Summary - Indicate an over-all evaluation of the professional and personal activities of the industrial teacher education faculty.	6-8	7	7
Indicate an over-all evaluation of the total preparation of the industrial teacher education faculty.	7-9	8	7.8

Conclusions Drawn From Data Submitted

1. The extent of participation and involvement in matters directly related to industrial activities by the vocational industrial teacher educators in Michigan institutions seems to be rather small. Specifically, in answer to the item "To what extent does the faculty attend meetings sponsored by industrial groups?", the responses ranged from "all or nearly all aspects unsatisfactory" to "more aspects satisfactory than unsatisfactory." The median and mean of the responses (on a 10 point scale) were 2.5 and 2.6, respectively. With respect to the question "How satisfactory do faculty members identify themselves with industrial groups?", the range was 3-7 with the median and mean being 4.5 and 4.6, respectively. These two items, incidentally, were rated the lowest of all appearing in this phase of the evaluation.

2. Although a rather satisfactory rating was given to the over-all evaluation of educational and professional experiences of the faculty, the range of responses to two items within this category showed some concern for (1) the amount of "formal education of the industrial teacher educators" and (2) the amount of "work experience in industry."

3. The participation of the faculties in professional meetings and associations identified with the field of industrial education is very high.

4. In general, the over-all evaluation of the total preparation of the industrial teacher education faculty was quite favorable.

CHAPTER XX IV.

TEACHING LOAD OF FACULTY

The opportunities any faculty has to do research, professional writing, participate in local, state and national conferences and a host of other similar activities, depends a great deal on whether these activities are provided for in determining the teaching load or responsibility of a faculty member. This phase of the evaluation was designed to determine what adjustments are made in the "teaching load" for matters which should be considered as essential to a functioning teacher education department. A summary of the responses for this phase of the evaluation appears in Table LI.

TABLE LIV

SUMMARY[1] OF EVALUATIONS - TEACHING LOAD OF FACULTY

Item	Range	Median	Mean
1. How satisfactory is the number of hours a week considered a full teaching load in the industrial teacher education unit?	2-10	8	7
2. How satisfactory are the adjustments made in the teaching load for:			
a. Administrative duties?	1-9	5	5
b. Industrial responsibilities?	1-5	2	2.5
c. Research?	1-10	3.5	3.8
d. Writing?	1-10	3	4
e. Counseling students?	1-10	5	4.8
f. Extension or off-campus classes?	1-8	2	3.6
g. Supervising professional laboratory experiences (student teaching)?	7-8	7.5	7.5
h. Maintenance and repair of laboratory?	1-10	5	4.6

TABLE LIV (Continued)

SUMMARY[1] OF EVALUATIONS - TEACHING LOAD OF FACULTY

Item	Range	Median	Mean
i. Sponsoring professional clubs?	1-10	6	5.4
j. Classroom or contact hours which exceed credit hours?	1-10	7	6.2
3. How satisfactory are the considerations given teachers in the industrial teacher education unit to attend or participate in local, state, or national conferences?	1-10	7	6.2
4. Summary - Indicate an over-all evaluation of the teaching load of the faculty.	1-8	5	4.6

[1] Two institutions neglected to submit evaluation forms

Conclusions Drawn From Data Submitted

1. The over-all evaluation of the teaching load of the faculties in those institutions who participated in this phase of the study indicated that "more aspects are satisfactory than unsatisfactory." The range, median and mean for the over-all conditions were 1-8, 5 and 4.6 (on a 10 point scale), respectively.

2. The range of the responses for 75 per cent of the items was the maximum. In other words, the responses to nine of the 12 items ranged from the lowest to the highest degree of satisfaction. This indicates a great difference of opinion with regard to the nature of the teaching load among the participating institutions.

3. The lowest mean of the group appeared for the adjustment to the teaching load for activities directly related to industry.

4. Provisions in the teaching load for "extension or off-campus classes" seem to be lacking in most of our institutions.

5. Provisions for research and writing also seem to be lacking.

CHAPTER XX V

CURRICULUM - INSTRUCTIONAL PATTERNS

The curriculum is the device used to achieve educational objectives. In a real sense, it represents the nerve center of a teacher education program. Such matters as general or liberal education, specialization and professional education, the manner of involvement of interested parties, provisions for change and administration of the curriculum are all important. This phase of the evaluation attempted to evaluate these important considerations.

Fifteen items relating to the curriculum were investigated. The summary of the responses from the participating institutions are indicated in Table LV .

TABLE L V

SUMMARY OF EVALUATIONS - CURRICULUM

Item	Range	Median	Mean
A. General Characteristics of the Industrial Teacher Education Curriculum			
1. How satisfactory is the balance in the industrial teacher education curriculum between general education, professional education and the specialization area?	7-10	8.5	9
2. How satisfactory is the provision for changing the curriculum?	5-10	8.5	8.3
3. How effectively do businessmen and supervisors, principals, and industrial teachers in public schools participate in the planning, evaluation and reorganization of the curriculum of the industrial teacher education unit?	2-8	4.9	5

TABLE .LV (Continued)

SUMMARY OF EVALUATIONS - CURRICULUM

Item	Range	Median	Mean
4. How adequate are the primary and secondary factors selected by your unit for consideration in curriculum development?[1]	5-8	7.3	7
5. How sufficient is the consideration given, in curriculum construction by your unit, to:			
a. Recognition of individual differences of students?[1]	5-10	7.9	7.9
b. Co-ordination of subject matter?[1]	7-10	8.5	8.1
c. Logical sequence of subject matter?[1]	6-10	8.1	8
d. Provision for continuity of subjects?[1]	8-10	8.5	9
e. Integration of subject matter?[1]	8-10	8.7	9
6. How effective are the primary and secondary means employed to secure and maintain close co-ordination between practices in industry and the industrial teacher education courses?[1]	2-10	8.1	6.8
7. How satisfactory is the practice relative to recognizing prior training or experience in placement of students in classes?[1]	4-10	7.5	7.3
8. How adequate are the provisions in the curriculum for those who do not plan to enter the teaching field?[2]	1-8	7	5.2

TABLE LV (Continued)

SUMMARY OF EVALUATIONS - CURRICULUM

Item	Range	Median	Mean
9. How adequately is the provision for a second teaching field provided for in the industrial teacher education curriculum?[1]	4-10	9.1	8.5
10. How adequate is the recognition for work experience?[3]	4-10	9	8.1
11. How adequately has provision been made for further work in industrial education?	8-10	9	9
Summary - Indicate an over-all evaluation of the industrial teacher education curriculum from the standpoint of its adequacy in providing for the professional preparation of prospective teachers.[3]	7-10	8	6.9
Indicate an over-all evaluation of the industrial teacher education curriculum.[3]	7-10	8	8

[1] One institution, no response
[2] One institution indicated "did not apply"
[3] One institution indicated no basis for judgment

Conclusions Drawn From Data Submitted

1. There is almost complete agreement among the several colleges and universities in the area of balance between general education, professional education and specialized education. The agreement extends to the amount of time spent in the several areas of study.

2. There is further agreement in the area of major and minor preparation. The general practice, with one exception, being to concentrate the entire program of specialization in the area of industrial education.

3. Each university or college expressed a high degree of satisfaction with the curriculum as it is presented at their own institution.

However, in items three through 10, a rather wide range of response was noted. This would seem to indicate that (a) the university considered the information requested unimportant to a good curriculum or (b) that curricula are different enough at the several institutions so that the same evaluative criteria do not apply equally to all.

4. Somewhat typical of follow-up services or practices is that of Central Michigan University, which reported, "a follow-up study of all first and second year teachers is conducted on a regular annual basis. Teachers are visited on the job. During the spring of each year, first year teachers are invited to a conference held on campus. All departmental staff participate in the conferences."

CHAPTER XXV I

PROFESSIONAL IABORATORY EXPERIENCES

This phase of the study concerned itself with the nature and organization of professional laboratory experiences. The situations under consideration are those other than formal "classroom" experiences. Laboratory experiences include, among other things, those experiences in the field, seminars designed to familiarize the prospective teacher with the actual teacher-learner relationship or environment. Practice teaching has long been recognized in this category but other professional laboratory experience may preceed or follow student teaching.

The summary of the responses to 24 items identified with professional laboratory experiences may be found in Table LIII.

TABLE L.VI

SUMMARY OF EVALUATIONS - PROFESSIONAL LABORATORY EXPERIENCES

Item	Range	Median	Mean
A. NATURE OF AND ORGANIZATION FOR PROFESSIONAL LABORATORY EXPERIENCES IN THE INDUSTRIAL TEACHER EDUCATION CURRICULUM			
1. How satisfactory is the sequence of laboratory experiences from the freshman to senior year?	7-9	8	8
2. How satisfactory is the placement of the experiences in the curriculum?	5-9	7.5	7.5
3. How satisfactory are the professional laboratory experiences integrated into the total industrial teacher education curriculum?	5-9	7	7.2
4. How effective are the undergraduate seminars in preparing industrial education students to deal with teaching problems which may arise?	5-10	7	7.2

TABLE LVI (Continued)

SUMMARY OF EVALUATIONS - PROFESSIONAL LABORATORY EXPERIENCES

Item	Range	Median	Mean
5. How adequate is the quality of the professional laboratory experiences for prospective industrial education teachers?	6-9	8.5	8
6. How sufficient is the duration of the individual professional laboratory experiences for prospective industrial education teachers?	7-8	7.5	7.5
7. How satisfactory is guidance and instructional assistance given to students in the professional experiences in adapting to any facilities which they may encounter in teaching positions?	6-10	8.5	8.2
8. How satisfactory are the provisions, if any, for internship for prospective industrial education teachers?[2,3]	6-10	7	7.7
Summary - Indicate an over-all evaluation of the nature of and organization for the professional laboratory experiences.[4]	6-9	8	7.8
B. STUDENT TEACHING			
1. How adequately are students prepared for student teaching assignments?	7-9	8.5	8.2
2. How satisfactory is the selection of schools as centers for the student teaching experience in industrial education?	6-10	8	8
3. How satisfactorily are the supervising teachers of student teachers:			

TABLE LV. (Continued)

SUMMARY OF EVALUATIONS - PROFESSIONAL LABORATORY EXPERIENCES

Item	Range	Median	Mean
a. Selected?	7-9	7.5	7.7
b. Oriented concerning their responsibilities in the industrial teacher education program?	7-9	7.5	7.7
c. Provided with information about their student teachers?	7-9	8	8
d. Acquainted with the professional preparation of student teachers?	4-9	7.5	7.3
e. Assisted by the industrial education unit in performing their duties as supervising teachers?	7-9	7.5	7.8
4. How adequate is the frequency of conference between the student teacher and supervising teacher?	7-10	8.5	8.5
5. How effectively are community groups and agencies used in providing out-of-school experiences for prospective industrial education teachers during their period of student teaching?[1]	3-10	6	7
6. How satisfactory are provisions for assisting student teachers with special problems arising from:			
a. Technical qualifications?	7-9	8	8
b. Social relationships?	6-9	8	7.8
c. Professional relationships?	7-10	8	8.2
d. Special situations arising from human behavior?	7-9	8	8

TABLE . LV (Continued)

SUMMARY OF EVALUATIONS - PROFESSIONAL LABORATORY EXPERIENCES

Item	Range	Median	Mean
Summary - Indicate an over-all evaluation of student teaching experience.	7-10	8.5	8.3
C. APPRAISAL OF STUDENT INDUSTRIAL EDUCATION TEACHERS AFTER COMPLETION OF PROFESSIONAL LABORATORY EXPERIENCES:			
1. How satisfactory is the handling of the problem of cases of student industrial education teachers who fail to meet the unit's standards?	6-9	8	7.8
2. How satisfactory is the final appraisal of the total laboratory experiences of student industrial education teachers:			
a. With respect to number and diversity of experience of the evaluators?	6-9	7.5	7.6
b. With respect to types of data entering into the appraisal?	6-9	7	7.3
Summary - Indicate an over-all evaluation of the procedure for the appraisal of student industrial education teachers after completion of professional laboratory experiences.	6-9	7.5	7.7
Indicate an over-all evaluation of the professional laboratory experiences.	7-9	8	8

1 One institution indicated no basis for judgment
2 One institution indicated the item not present
3 Two institutions indicated no basis for judgment
4 One institution did not respond

Conclusions Drawn From Data Submitted

1. The over-all rating of the professional laboratory experiences for industrial education in the Michigan institutions participating in the evaluation is very satisfactory. No institution rated its professional laboratory experiences below seven; the mean of all ratings was eight.

2. An examination of the three general categories, that is (1) Nature of and Organization for Professional Experiences, (2) Student Teaching Experiences and (3) Appraisal of Student Teachers After Completion of Professional Laboratory Experiences reveals that all three categories are considered very satisfactory. The ratings were respectively 7.8, 8.3, and 7.7.

3. While group two, Student Teaching Experience, was rated the most satisfactory of the three under consideration, the greatest variance for any item within the groups appeared in this category. The range for effective use of community groups and agencies in providing out-of-school experiences for practicing teachers during their period of intern was from three to 10. The mean, nevertheless, for this item was seven. This does, however, represent the lowest average rating for any single item.

4. The adequacy of frequency of conferences between the student teacher and the supervising teachers received the highest rating given to an item, specifically, 8.5.

5. While one institution considered itself most adequate, 10 concerning provisions for internship for prospective industrial education teachers, 50 per cent of the institutions, on the other hand, indicated or responded "item not present in unit or no opinion or basis for a judgment." This may be an indication for some concern.

6. Little variation in average ratings is apparent for each of the categories or individual items, with Michigan industrial education units rating themselves very satisfactory in each category. Moreover, little variance in individual evaluations exists among the units reporting. Minor exceptions are noted.

7. All institutions reported that their student teaching programs were either organized on a full-time basis for at least eight weeks or on a part-time basis for a longer period. During this period, the apprentice teacher is assigned to one of the public high schools in the area for observation and practice in his area of specialization. The schools are selected on the basis of the quality of their programs and proximity to the campus. Generally, the institution provides a supervisor from the Industrial Education Department to visit the practicing teachers at least once during their teaching assignment.

CHAPTER XXVI I

THE LIBRARY

The evaluation of the library in the various institutions included such matters as administration, housing, extent of holdings, utilization and expenditures. Within each of these four general categories, specific items were investigated and reported. A total of 17 items were evaluated. The results of the evaluation appear in Table LIV.

TABLE LVII

SUMMARY OF EVALUATIONS - THE LIBRARY

Item	Range	Median	Mean
A. LIBRARY ORGANIZATION AND HOUSING			
1. How well does the library organization serve the industrial teacher education program?	5-10	8	7.6
2. How satisfactory is the housing location of the industrial education materials with respect to accessibility to industrial education students?	2-10	8	7.6
3. How satisfactory is the assemblage within the library of the various materials of special interest to industrial education students?	2-10	7	7
4. How satisfactory are special shelves, files, alcoves, or seminar rooms devoted to industrial education materials?[1]	1-9	6	5.3
Summary - Indicate an over-all evaluation of library organization and housing.	3-9	7	6.6
B. BOOKS, PERIODICALS AND OTHER COLLECTIONS			
1. How sufficiently are the textbooks for industrial education courses which students are not required to purchase provided by the library?[2]	5-10	6	6.6

TABLE LVII(cont.)

SUMMARY OF EVALUATIONS - THE LIBRARY

Item	Range	Median	Mean
2. How satisfactory for the present and immediate future are the collections of books and research reports on industrial education subjects?[3]	3-9	6.5	6.3
3. How adequate are the historical files of professional industrial education periodicals?	1-9	5	5.9
4. How adequate are the current subscriptions?[3]	5-10	8.5	7
5. How adequate are the holdings with respect to publications from industry, labor, trade associations?[1]	2-7	4	4.3
6. How adequate are the microfilms available to industrial education students?[2]	2-10	6	5.6
Summary - Indicate an over-all evaluation of book, periodical, and other collections.	4-9	7	6.6
C. USE			
1. How satisfactory is the participation of faculty members in the selection of professional books and periodicals for the library?[1]	4-9	8	7.6
2. How effectively are the students assisted in acquiring knowledge of the library and skill in its use?	6-9	7.5	7.3
3. How effectively does the relationship existing between the library staff and the instructional staff implement the industrial education program?	7-10	9	8.6

TABLE LVII (Cont.)

SUMMARY OF EVALUATIONS - THE LIBRARY

Item	Range	Median	Mean
Summary - Indicate an over-all evaluation of the use of the library.	7-9	8	8
D. EXPENDITURES FOR LIBRARY MATERIALS			
1. How satisfactory has been the distribution of some expenditures of the unit during the past year among books, periodicals and micro-films?[3]	4-9	8½	7.3
2. How satisfactory are the provisions, if any, for adjusting during the fiscal year the expenditures of various units of the institution for library materials?[3]	7-9	9	8.3
3. How satisfactory are the expenditures proposed for the unit in the near future?[3]	7-9	8	7.8
4. How sufficient is the library budget to serve the industrial education program?[4]	4-9	7	6.8
5. How satisfactory has the library budget been during the past three years?[4]	4-9	7	6.8
Summary - Indicate an over-all evaluation of the library expenditures for the unit.[4]	6-9	8	7.6
Indicate an over-all evaluation of the library for the unit.	7-9	7	7.6

[1] One institution indicated no basis for judgment
[2] Two institutions indicated item not present
[3] One institution did not respond
[4] Two institutions did not respond

Conclusions Drawn From Data Submitted

1. The over-all rating of the adequacy of library provisions for industrial education in our participating institutions is very satisfactory. No institution rated its library provisions below seven on a 10 point scale, and the mean of all evaluations was 7.6. In other words, the library provisions for industrial education in our state institutions have been judged as satisfactory in most aspects.

2. Of the four general categories, i.e., (1) Library Organization and Housing, (2) Books, Periodicals and Other Collections, (3) Utilization and (4) Expenditures for Library Materials, the first two were evaluated, although satisfactory, below the latter two. The ratings were, respectively, 6.6, 6.6, 8, and 7.6.

3. The greatest variation in the evaluations from the institutions appeared in the categories (a) Library Organization and Housing and (b) Books, Periodicals and Other Collections. Specifically, within the first category, dissatisfaction was expressed in such matters as accessibility of facilities, assemblage within the library, materials of special interest to industrial education students and the lack of special shelves, files, alcoves and seminar rooms devoted to industrial education students.

   With respect to the category "library collection," a high degree of variance between institutions was again evidenced; particularly with the adequacy of the resources in (a) historical materials, (b) publications from industry, labor and trade associations, and (c) micro-films.

4. Although no single item in the evaluation instrument was judged unsatisfactory by neither all nor a majority of the institutions, the item receiving the lowest rating was that having to do with the adequacy of the library's collection on "publications from industry, labor (and) trade associations." The next lowest rating had to do with the historical collections in the respective libraries.

5. Matters relating to relationships between library personnel, students and staff were rated very satisfactory. As a category, it was rated the highest of the four under consideration.

6. Provisions relating to expenditures for materials in industrial education seem to be satisfactory in all institutions.

CHAPTER XXVIII

PHYSICAL LAYOUT AND EQUIPMENT

In a broad sense, the term physical facilities includes all the necessary rooms, laboratories, furniture, equipment, machines, tools, supplies and materials necessary to achieve the objectives of the curriculum. The nature and extent of each of these would be determined largely by the curriculum objectives developed by each of the participating institutions. The committee believed that each institution had the inherent right to implement its own philosophy of education and, therefore, no evaluation should or could be made of those facilities which are directly governed by curriculum objectives. Specifically, no attempt was made to evaluate facilities directly related to any subject (such as automechanics, drafting, etc.,) in industrial education.

The nature of the items evaluated may be seen in Table LV.

TABLE • LVIII

SUMMARY OF EVALUATIONS - PHYSICAL LAYOUT AND EQUIPMENT

Item	Range	Median	Mean
A. GENERAL CHARACTERISTICS			
1. Location			
a. How conveniently is the Industrial Education unit located in relation to other units of the institution?	4-10	8	7.8
b. How compact is the unit?	5-10	8	8.3
2. How adequate are the laboratories with reference to number & size?	2-10	6	6.0
3. How adequate are the classrooms?	2-10	6	6.0
4. How satisfactory are the general features of the physical facilities with respect to:			
a. Light?	4-10	10	8.0

TABLE LVIII (Continued)

SUMMARY OF EVALUATIONS - PHYSICAL LAYOUT AND EQUIPMENT

Item	Range	Median	Mean
b. Acoustics?[1]	3-10	6.5	6.7
c. Ventilation and heating?[1]	2-10	7.5	6.8
d. Safety?[1]	2-10	8	7.3
Summary - Indicate an over-all evaluation of the general characteristics of the physical layout.	1-10	7	7.0
B. VISUAL AIDS			
1. How varied is the equipment?[1]	9-10	10	9.6
2. How satisfactory for the purpose is the room used for instruction by visual aids?[1]	4-10	9.5	8.3
Summary - Indicate an over-all evaluation of the visual aids used by the Industrial Teacher Education Unit.[1]	4-10	9.5	8.5
C. OFFICES			
1. How sufficient is the space for faculty personnel?	2-10	7	6.6
2. How accessible are the offices to students?	6-10	8	7.7
3. How satisfactory are the waiting areas?[1]	1-10	5	5.0
4. How adequate are storage and filing facilities?[1]	2-10	5.5	5.5
Summary - Indicate an over-all evaluation of office space and facilities.[1]	2-10	7	6.0

TABLE LVIII (Continued)

SUMMARY OF EVALUATIONS - PHYSICAL LAYOUT AND EQUIPMENT

Item	Range	Median	Mean
D. EQUIPMENT RECORDS			
1. How adequate are equipment inventory records?[1]	7-10	9.5	9.0
2. How adequate are equipment service records?[1]	1-10	7.5	6.0
Summary - Indicate an over-all evaluation of equipment records.[1]	5-10	8.5	7.5
E. How adequate is the equipment (tools machines, etc.) for carrying on instruction in Industrial Education laboratories?	1-10	6	5.6
Indicate an over-all evaluation of the physical plant, equipment and supplies.			

[1] One institution did not respond

Conclusions Drawn From Data Submitted

1. The overall rating of the physical layout and equipment for Industrial Education in the Michigan units participating in the evaluation is satisfactory. However, considerable disparity is evident in the individual units reporting.

   Only one reporting unit considered itself adequate in all respects, rating 10 for all items on a ten-point scale. The overall evaluation of the physical layout, equipment and supplies was rated at 6.4 although the mean of all items rated was higher, namely 7.7.

2. With but one exception, the Industrial Education units are conveniently, i.e., not too inconveniently, located in relation to the other institutional instruction units. All units are generally quite compact. The adequacy of the laboratories, with reference to size and number, was rated 6.0. This is an indication of some inadequacy and it was extremely apparent in two reporting units out of the seven.

3. Though not unanimous in their ratings, Michigan Industrial Education units rate themselves overall as generally satisfactory in variety of visual aids and equipment and rooms for instruction by means of visual aids. Minor exceptions were noted.

4. Considerable variation exists in the adequacy of office space. Each unit rated itself differently in this respect. The rating 6.6, however, indicates more satisfactory aspects than unsatisfactory. The offices of the Industrial Education units are in all instances readily accessible to the students, though improvements could be made in most situations.

   Waiting areas for students, however, are not as satisfactory, rating at the midpoint 5 of the scale. Of all the physical features rated, office space allocation and student waiting areas appeared most critical. Though storage and filing facilities were adequate in three of the institutions reporting, the remaining units expressed concern as to the inadequacy.

5. Equipment inventory records are satisfactory in nearly all reporting institutions in most respects. Equipment service records, however, are not as adequate. Considerable variance exists among the units in equipment service records ranging from one extreme to the other on a ten-point scale.

6. The adequacy of equipment for instructional purposes in Industrial Education laboratories was more satisfactory than unsatisfactory in most institutions. Thus, an overall rating of 7.5 can be misconstrued.

CHAPTER XXIX

OBSERVATIONS AND RECOMMENDATIONS

The overall evaluation of the industrial teacher education curricula in the seven participating institutions was favorable. On a ten-point scale, the overall median and mean for the eight standards was 7.0 and 7.1 respectively. In other words, the seven participating institutions believe that "most aspects (are) satisfactory." Table LIX indicates the overall evaluation for each standard in terms of range of responses, median and mean.

TABLE LIX

EVALUATION RESULTS FOR THE EIGHT STANDARDS

	Standard	Range	Median	Mean
I	Objectives and Organization of Unit	7-9	8	7.9
II	Student Personnel Services	2-9	7.5	6.7
III	Preparation of Faculty	7-9	8	7.8
IV	Teaching Load	1-8	5	4.6
V	Instructional Patterns	7-10	8	8
VI	Laboratory Experience	7-9	8	8
VII	Library	7-9	7	7.6
VIII	Physical Facilities	3-10	5	6.4
	Average		7.0	7.1

From the data appearing in Table LIX, it may be noted that three Standards were rated below seven for the mean. These three standards were: II "Student Personnel Services," IV"Teaching Load of Faculty," and VIII "Physical Facilities." Of great interest also, is the fact that in these three areas there was also the greatest range in responses. This indicates a considerable degree of variance between institutions.

With respect to the adequacy of the physical facilities, there appears to be a strong relationship between adequacy of layout and equipment and recency of construction. As enrollments increase and equipment deteriorates with age and use, the discrepancy among institutions will be magnified. Only new equipment and construction will alleviate the condition present in those institutions currently hard pressed in this respect. Capital outlay for new equipment and construction, though dependent somewhat on needs, rests primarily upon legislative action at the state level. Whether funds for teacher education activities should be used for the purchase of heavy equipment and new construction is a moot question. On the other hand, present fiscal policies with respect to reimbursement of teacher education may be changed which may indirectly alleviate the problem. Therefore, the committee recommends that action be initiated by the proper authorities on the state level which will result in further study by a representative committee of this problem.

The comparatively low rating of Standard II, "Student Personnel Services," stems from two basic factors: (1) follow-up services and (2) recruitment. Among student personnel services, the greatest dissatisfaction reported was that having to do with follow-up of students. Undoubtedly, this is due to a lack of personnel finances in half of the institutions reporting. In view of the importance of follow-up study results on curriculum improvement, it appears that more attention should be given to this matter.

Little doubt can be raised regarding the importance of selecting qualified students for industrial teacher education - in fact, for any teacher education program. Nevertheless, the majority of our institutions consider present policies and practices governing recruitment of students to be very poor. Whether existing recruitment procedures exclude participation of staff or lack of staff preclude participation in recruitment procedures should be determined and action which would result in better conditions initiated by the staff.

It was pointed out earlier that Standard IV "Teaching Loads" received the lowest rating among all aspects of the evaluation. The value of the mean was 4.6 on a ten-point scale. In other words, there are "more aspects unsatisfactory than satisfactory" with regard to the teaching load of faculty members in the participating institutions. Unfortunately, this condition will receive little if any attention in some quarters. A few may even interpret the results as reflecting a condition that yields the most service for the money spent. On the other hand, there will be those who will recognize that heavy teaching loads directly and critically affect most of the essential factors of a total teacher education program.

OBSERVATIONS AND RECOMMENDATIONS (Continued)

The lack of follow-up studies, the absence of advisory committees, the little participation of teaching staff in student recruitment, the disassociation with the industrial complex, the lack of innovation, dissatisfaction in the effective use of community resources and the scarcity of time for research and writing may be the direct result of heavy teaching loads in a number of our teacher training institutions. In view of the apparent effects of heavy teaching loads the committee strongly recommends that funds for industrial teacher education be increased and disbursed among the teacher training institutions according to a formula which takes into consideration student enrollments. The committee believes that a more equitable distribution of funds will materially improve the quality of industrial teacher education programs in the state.

PART IV

Report of Sub-Task Force

on

D I S T R I B U T I V E T E A C H E R E D U C A T I O N

Adrian Trimpe
Western Michigan University, Chairman

MEMBERS

Robert Boyll	Michigan Retailers Association
John Brickner	State Department of Public Instruction
Raymond Dannenberg	Western Michigan University
Wendall Fidler	Western Michigan University
Peter Haines	Michigan State University
William Haynes	Western Michigan University
Wallace Hettle	Muskegon Community College
James Jacobs	Grand Haven Public Schools
Richard Johns	Parchment Public Schools
Mary McLean	Flint Junior College
John Nidelcheff	Jackson Public Schools
Haldon Robinson	Royal Oak Public Schools
Ronald Russell	Spartan Stores Inc.
Lowell Thomas	Midland Public Schools

CONSULTANT

Mary Marks	U.S. Office of Education

CHAPTER XXX

INTRODUCTION

This study on distributive teacher education is a part of an over-all vocational teacher education study which in turn is a part of a comprehensive study of vocational education in Michigan. Distributive teacher education is in its fifteenth year, and distributive education as a recognized curricular offering in the secondary schools is in its twenty-fifth year. During that time, the distribution process in our economy has become a most important factor.

Today, however, only one Michigan high school in four offers a course or courses in distribution; and because of this, education for distribution could expand considerably in Michigan. That is, if one agrees with the stand that the Detroit Public Schools have taken in their publication "Preparing Pupils for the World Work." The report has this to say:

> "Acceleration of change in the economy increases the stress on institutions preparing young people for productive roles in the social order and makes necessary a careful re-examination of the total program of the public schools in preparing young people to enter the world of work."

Dr. James B. Conant says that high schools can do three things well, and they are:

1. Provide a general education for all American youth.

2. Provide meaningful, practical courses to develop a skill immediately marketable upon graduation from high school.

3. Provide significant courses in mathematics, science and foreign languages for those who are headed in professional study in the universities.

R. C. Van Wagenen, Chief of the Bureau of Business Education, California State Department of Education says:

> "There is considerable information available which shows the importance of the distributive occupations in our economy. This information has important implications for the high school. Some of the general observations gleaned from many research studies show that:

1. The distributive occupations, such as in retailing and other sales occupations, are the largest single employer of high school students.

2. The education required for most entry jobs in the distributive occupations can be completed at the high school level.

3. Over 50 per cent of the high school students enter business employment soon after graduation. Seventy-five per cent of this number find employment in the distributive occupations.

4. Less than two per cent of high school graduates who are employed in retailing have had courses in salesmanship, retailing, merchandising, advertising, or related studies.

5. Retailers continually complain that more attention should be given to teaching the three R's in the high school. They also say that young people need more understanding of our free enterprise system, need training in how to develop good work habits, deal successfully with customers, fellow workers, and with store management.

As schools assume greater responsibility for preparing students for the world of work and recognize the need for educating young people for distribution, then distributive education will become a part of every high school's offerings. Teacher education institutions may then be hard pressed in supplying properly prepared candidates for teaching the distributive subjects. So, it is appropriate at this time for us in Distributive Education to take a look at what is now being done in the schools and to evaluate the existing teacher education programs as they are presently conducted at Western Michigan University and Michigan State University--the two approved and reimbursed institutions for distributive teacher education in Michigan

Purpose of The Study

The purpose was to find out the answers to these questions:

1. How extensive is distributive education in Michigan's secondary schools and what is its future?

2. What is the present status of distributive teacher education?

3. What should distributive teacher education be in Michigan?

The answers to these questions were sought by those involved in the study and contained in this report.

The Study Plan

After several meetings of the Teacher Education Task Force Committee, it was decided that each vocational interest area should establish its own organization and method for carrying out its assignment. Distributive teacher education secured the assistance of various individuals and groups involved in this area of education through such media as meetings, conference and the review of statistical and descriptive annual reports and records.

(Table LX . Continued)

Year	Number	Enrollment	Average Program
1953	72	2,480	34.4
1954	75	2,363	31.5
1955	77	2,415	31.4
1956	87	2,458	28.3
1957	92	2,465	26.8
1958	109	2,534	23.3
1959	106	2,430	22.9
1960	109	2,794	25.6
1961	116	2,872	24.8
1962	116	2,754	23.7

Analyzing the data in this table by periods of five years, one finds that during the first period, the number of programs had increased to 11, the enrollments to 396, and the average program was 36. The second five-year period ended with 27 programs, a little more than twice the number at the close of the first five-year period. Student enrollments increased from 396 to 1,371 or a gain of 346 per cent. The average per program went up to 50.7. At the close of the third five-year period, or at the end of fifteen years of distributive education in Michigan, the number of programs stood at 45 for an increase of 57 per cent. Student enrollments, however, gained only 50 per cent for a total of 2,056. The difference in the per cent of gain between the number of programs and the student enrollments was due to a drop in the average size of the programs. The drop was from 50.7 to 45.7. During the fourth, five-year period, the number of programs more than doubled for a total of 92, but the number of students increased only 20 per cent for a total of 2,465. This was caused by a drop in the average number of distributive students per program. The drop was from 45.7 to 26.8. In the last five-year period ending with 1962, the number of programs remained somewhat constant and so did the number of students. The average number of distributive students per program, however, continued to decrease to a new low of 23.7.

It is interesting to look at the data in the table as to what has happened to the cooperative programs during the 15 years that teacher education has been in operation. One finds that the programs have more than tripled in number from 27 to 116. Student enrollments have more than doubled from 1,371 to 2,754. The number of new programs added during the first half of this fifteen-year period was much greater than

the number added during the second half. Enrollments during the first half increased from 1,311 to 2,415 or by 1,044 students and by only 300 during the second half.

The leveling off in the number of programs and student enrollment may indicate:

1. That a saturation point has been reached in this type of education or,

2. That distributive education is not needed or necessary in every high school or,

3. That there is a need for more promotion of this type of education.

The continued decrease in the average size of programs over the past 15 years was no doubt caused by the types of new programs that were added. Most of them were sectional in makeup rather than specialized, and distributive education students were only a portion of each program's total enrollment. If the number of programs and enrollments are to remain more or less stable as they have been during the past few years, then it would seem that the present teacher education facilities in Michigan are quite adequate for serving the teacher education needs of the schools have cooperative distributive programs. Although a conclusion like this may be logical, it would not be realistic. Distributive education is on the threshold of real expansion and will continue until every comprehensive high school and every community college in the state has distributive education in its curricular offerings.

If one agrees that every school should have distributive education, then a picture of the possibilities may be seen by looking at Table LXI.

Of the 599 high schools in Michigan only 110 of them or 18.4 per cent have cooperative programs of which distributive education is a part. If the high schools offering just a distributive course or two are added to this number, the percentages of high schools offering something in this area goes up to 25 per cent or only one school in every four.

TABLE LXI.1

HIGH SCHOOLS AND COLLEGES HAVING COOPERATIVE PROGRAMS OF WHICH DISTRIBUTIVE EDUCATION IS A PART

Size	High School Number	With Program	Per Cent
Lower Michigan			
A	117	76	64.9
B	140	22	15.7
C	169	4	2.4
D	102	0	0.0
Total	528	102	19.3
Upper Michigan			
A	3	3	100.0
B	12	4	33.3
C	16	1	6.3
D	40	0	0.0
Total	71	8	11.2
GRAND TOTAL	599	110	18.4
College			
2 year	16	4	25.0
4 year	9	2	22.2
Total	25	6	24.0

Distributive education should play an important role in education beyond the high school particularly in the community college. Table LVIII shows the number of programs in both two and four year colleges. Although the assumption may be true, so far, it is not working out that way if one looks at the data in the table. Four community colleges out of a possible 16 have distributive education programs.

The percentage of the class A high schools, according to the table, shows that a large number of them have distributive education in their cooperative programs. The percentage for B schools however drops very rapidly, and distributive education in any form is practically nonexistent in the C and D schools.

The class A high schools' percentage is quite impressive until one analyzes the date in Table LXII.

TABLE LXII

PROGRAMS BY TYPES IN THE VARIOUS SIZE HIGH SCHOOLS AND COLLEGES

Type	High School				Total	College
	A	B	C	D		
Lower Michigan						
Distributive	34	0	0	0	34	4
Distributive & Office	25	5	1	0	31	1
Distributive, Office & Industrial	17	17	3	0	37	0
Total	76	22	4	0	102	5
Upper Michigan						
Distributive	0	0	0	0	0	0
Distributive & Office	0	1	0	0	1	1
Distributive, Office & Industrial	3	3	1	0	7	0
Total	3	4	1	0	8	1
Grand Total	3 79	26	5	0	110	6

The table shows that of the 79 cooperative programs in Class A high schools only 34 or 42.1 per cent have specialized programs of distributive education only; 25 or 31.6 per cent have sectional distributive education and office and 20 or 25.3 per cent have distributive, office and industrial.

In class B schools, there are 26 with programs, and they are all sectional. Six of them are distributive and office, and 20 are distributive, office and industrial.

Class C high schools have five sectional programs. One of them is distributive and office and four distributive, office and industrial.

This means that the number of distributive cooperative programs only in the state is a rather small number.

Although the teacher education facilities are presently adequate to serve the distributive education needs of Michigan's schools, expanded or more facilities will be needed as distributive education in high schools and colleges grows.

The Teacher-Coordinators

Number of teacher-coordinators by sex and years of service

There are 110 teacher-coordinators and 43 related subject teachers in the 116 cooperative programs of which distributive education is a part. The reason for the difference in number of teacher-coordinators and the number of cooperative programs in that some teacher-coordinators have area programs and these programs include more than two school systems.

Table LX shows the teacher-coordinators by types of programs, sex and years of service, and is on the following page. According to the table there are 94 men and 16 women. The distribution of men and women would indicate that to be a teacher-coordinator is more attractive to men than women. Fifty of these 110 individuals, or 45.5 per cent have had their positions five years or less, and 94 or 85 per cent not over 15 years. This would mean that most of them started in cooperative education since distributive teacher education had been established in Michigan. The average tenure for teacher-coordinators is 8.13 years. The tenure by types of programs varies from 5.8 years for distributive only, to 9,8 years for teacher-coordinators of distributive, office and industrial.

Studying the data in the table, one finds that the teacher-coordinators are about equally divided among the three types of cooperative programs in which distributive education is a part. Thirty-six are distributive only; 37 in distributive and office; and 39 in distributive, office and industrial. There are then, 36 teacher-

coordinators in Michigan who have as their major responsibility the operation of a specialized program in distributive education. The others must divide their time and efforts to two or more occupational areas in the operation of their programs.

TABLE LXIII

TEACHER - COORDINATORS OF COOPERATIVE EDUCATION PROGRAMS BY SEX AND YEARS OF SERVICE

Type	Sex	Years					
		1-5	6-10	11-15	16-20	20-25	Total
Distributive	Male	18	6	3	1	1	29
	Female	2	2	3	0	0	7
Distributive & Office	Male	11	7	4	4	0	26
	Female	6	1	1	1	0	9
Distributive, Office &Indust	Male	13	8	9	9	0	30
	Female	0	0	0	0	0	0
Total	Male	42	21	16	14	1	94
	Female	8	3	4	1	0	16
	Combined	50	24	20	15	1	110
Percentage		45.5	21.8	18.2	13.6	9.0	100

Educational preparation of teacher-coordinators

All of the teacher-coordinators according to Table LXI have bacculaureate degrees with the exception of one who has a life certificate.

TABLE LXIV

EDUCATIONAL PREPARATION OF THE TEACHER-COORDINATORS HAVING COOPERATIVE PROGRAMS INCLUDING DISTRIBUTIVE EDUCATION

Institution	Total		Bachelor			Master		
	Bach	Mast	Dist	Dist-Off	Dist-Off & Indust.	Dist.	Dist-Off	Dist-Off & Indust.
*Western Mich. Univ.	29	7	11	8	10	5	1	1
*Mich.State Univ.	9	3	4	1	4	0	1	2
** Univ. of Michigan	6	13	0	2	3	0	1	7
.State Univ.	8	10	5	3	0	7	2	1
Central Mich Univ.	17	0	4	5	8	0	0	0
Northern Mich. Univ.	6	0	0	1	5	0	0	0
Eastern Mich. Univ.	5	0	1	2	2	0	0	0
Other Mich. Colleges	14	1	6	7	1	0	1	0
Out-of-state Colleges	15	11	5	5	5	4	4	3
	*** 109	45	36	35	38	16	15	14

* Colleges receiving vocational distributive teacher education funds
** Colleges recently approved for vocational distributive teacher education
*** One life certificate

Forty-five of the teacher-coordinators, or 41.2 per cent have also completed their master's degree.

Twenty-nine of the teacher-coordinators, or 26.3 per cent are graduates with bachelor's degrees from Western Michigan University. An equal number received their degrees from private colleges in Michigan and out-of-state schools, and 17, or 15.6 per cent received their bacculaureate degrees from Central Michigan University. These four sources have provided the undergraduate preparation for 68.2 per cent of the teacher-coordinators.

The University of Michigan, Wayne State University and the out-of-state colleges in nearly equal numbers have granted thirty-four or 75.5 per cent of the master's degrees to the present teacher-coordinators in Michigan.

Salaries paid teacher-coordinators

Table LXV shows the salaries paid teacher-coordinators in cooperative programs.

TABLE LXV

SALARIES OF TEACHER-COORDINATORS BY TYPE OF PROGRAM

Type	Salary by Thousands of Dollars							
	4-5	5-6	6-7	7-8	8-9	9-10	10-11	Total
Distributive	1	8	8	8	7	2	2	36
Per cent	2.7	22.2	22.2	22.2	19.5	5.6	5.6	100
Distributive-Office	3	4	5	12	6	3	2	35
Per cent	8.6	11.4	14.3	34.3	17.1	8.6	5.7	100
Distributive, Office & Indust.	0	3	13	13	8	2	0	39
Per cent	0	7.7	33.3	33.3	20.6	5.1	0	100
Total	4	15	26	33	21	7	4	110
Over-all Per cent	3.6	13.6	23.6	30.0	19.2	6.4	3.6	100

Salaries start at $4,000, and there are four people in this bracket. Eleven thousand dollars is the high for teacher-coordinators, and there are also four in that bracket. The average salary of the 110 teacher-coordinators is $7,345. This amount is considerably higher than the average salary paid to teachers in general in Michigan. The average over-all salary is $6,091. One reason for the higher average, no doubt, is that teacher-coordinators have a longer school year than the average teacher and another may be in average tenure. It is also interesting to note that the average salary for individuals in distributive only is $7,220, but their average tenure -- 6.8 years is also lower. The teacher-coordinators of distributive and office programs have the highest average salary of $7,443, but their average tenure is 7.7 years or about one year more than distributive only. This may account for the difference in average salaries. The average salary of the teacher-coordinators of distributive, office and industrial is $7,373 which is lower than the distributive and office. This group's tenure -- 9.8 years -- is more than the other two groups from two to three years. The reason for the lower average, even though tenure is longer, may be due to these people being located in smaller school systems with somewhat lower salary schedules.

Amount of time devoted to the program by teacher-coordinators

Table LXVI shows the amount of time teacher-coordinators devote to their program.

TABLE L XVI

PROPORTION OF TIME TEACHER-COORDINATORS DEVOTE TO THEIR COOPERATIVE PROGRAMS

Type	Day				
	1/4	1/2	3/4	Full	Total
Distributive	1	3	3	29	36
Per cent	2.8	8.3	8.3	80.6	
Distributive & Office	2	7	8	18	35
Per cent	5.7	20.0	22.8	51.4	
Distributive, Office &Indust.	2	9	10	18	39
Per cent	5.1	23.1	25.6	46.2	
Total	5	19	21	65	110
Over-all Per cent	4.6	17.4	19.0	59.0	100

Sixty-five of the 110 teacher-coordinators or 59 per cent spend their full time on the program. This varies from 80.6 per cent in distributive only to 39 per cent in distributive, office and industrial. From this data, a person whose major interest is distributive education and is desirous of becoming a full-time teacher-coordinator has a better opportunity of doing so in high schools having distributive only cooperative programs than in schools having sectional programs.

CHAPTER XXXII

THE PRESENT STATUS OF DISTRIBUTIVE TEACHER EDUCATION

Western Michigan University's Program

Distributive teacher education at Western Michigan University is conducted within the framework of the Department of Distributive Education which is contained within the School of Applied Arts and Sciences. The other four schools of the University are the School of Education; the School of Liberal Arts and Sciences; the School of Business; and the School of Graduate Studies.

Overview of activities conducted

Western's distributive teacher education program carries on the following activities:[1]

1. Teaching professional distributive education courses which are organized to provide pre-employment training for person--both graduate and undergraduate--preparing to become teacher-coordinators and related subjects teachers in distributive education programs.

2. Counseling pre-service students and graduate students, supervising student teachers, recruiting and selecting students.

3. Providing in-service training in the professional field to improve the work of employed vocational distributive teacher-coordinators and related subjects teachers.

4. Making consultative visits to community schools to aid in improving the distributive education programs.

5. Developing and distributing instructional materials and aids for the use of vocational distributive teacher-coordinators and related subjects teachers.

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[1]Table LXIV shows approximate percentage of time allotted to each of the activities.

6. Conducting studies and research dealing with the selection, training, and work of vocational distributive teacher coordinators and related subjects teachers, and work done in professional distributive education courses

7. Aiding communities in organizing and operating adult distributive education programs.

8. Working with professional and business groups and organizations for the improvement of education in distribution.

9. Other miscellaneous activities.

Pre-service program--undergraduate

Students preparing as distributive education teacher-coordinators and/or related subjects teachers are expected to enroll in courses for a minimum number of semester hours in the following major areas of study:

1. Basic Studies (Communication, Science, Social Science and Humanities) 45 semester hours

2. Specialized Studies

a. Major: Related Subjects--Distributive Occupations	33
b. Minor: (Teachable)	18
General Professional Education Block (Human Growth and Development, Introduction to Directed Teaching, Directed Teaching, Laboratory in Education Principles of Practical Arts and Vocational Education)	20
4. Other Electives	8
Total semester hours	124

The above specialized studies area of 33 semester hours includes a core of six semester hours of professional distributive teacher education preparation, with course titles as follows:

Organization and Operation of Distributive Education	2
Teaching Techniques in Cooperative Education	2

It also includes up to six hours of supervised work-experience credit and 21 hours in distributive subject matter courses. Of these 21 hours, 15 semester hours are taught by the School of Business and six semester hours are taught by the Distributive Education Department. The previously mentioned professional teacher education preparation is taught by the Distributive Education Department and the work experience is supervised by it.

One teachable minor, consisting of 18 semester hours, is required. None of this work is taught by the department.

Student teaching

Eight of the twenty semester hours general professional education block are devoted to directed teaching. The prospective distributive teacher-coordinator is expected to devote a minimum of nine weeks on a full-time basis to student teaching. This is done off the campus in the various communities throughout the state having reimbursed cooperative distributive education programs, under the direct supervision of a qualified teacher-coordinator. Where Western has established off-campus student teaching centers with laboratory classes--i.e., Battle Creek and Muskegon--the student is expected to devote 18 weeks in a nearly full-time student-teaching situation.

During the time the prospective teacher-coordinator is involved in the student-teaching experience, periodic evaluation visits are made by the distributive teacher educator to the community where the student is located to confer with the school administration, the supervising teacher-coordinator, and the student. One such visit is made in conjunction with the Laboratory In Education class faculty member from the School of Education.

Work experience

The previous practical distributive occupations work experience of each prospective teacher-coordinator is evaluated on an individual basis. The department head and the teacher educator confer with the student to make recommendations for obtaining a well-rounded variety of work experience. As previously stated, a student can earn up to six semester hours of work-experience credit. This is a full-time, supervised experience during the regular school year. Usually, the student is not enrolled in regular on-campus classes while enrolled in a supervised work-experience course. The student is expected to

have a minimum of 24 months of acceptable work experience prior to graduation.[1]

Graduate Program

Courses for the master's degree program, Teaching of Distributive Education, fall into the following groups:

Group I: Courses in General Education 10

Students must elect a minimum of ten semester hours from courses offered by the Department of Education through the School of Graduate Studies. These elections are as follows:

Core Courses: (Must elect three of the four) 6

Introduction to Research
The School Curriculum
Foundation of American Education
Educational Psychology

Electives in Education 4

Group II: Courses in the Distributive Education 10

All graduate Distributive Education students take the course, Job Supervisory Training, for two semester hours of credit. If the courses, Organization and Operation of Distributive Education, Coordination Techniques in Cooperative Education, Teaching Techniques in Cooperative Education and Principles of Practical Arts and Vocational Education, have not been completed on an undergraduate basis, they must be taken for graduate credit. These courses are so numbered that they may be taken for graduate credit. These courses are so numbered that they may be taken by senior and/or graduate students. Graduate students who previously completed the undergraduate program may do independent research by enrolling in Professional Individual Studies courses allowing up to four semester hours of graduate credit. A master's degree candidate may elect to write a thesis which allows up to six semester hours of credit. Courses in guidance or other areas of vocational education may also be taken to satisfy the ten-hour requirement.

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[1]Although the new state plan requires a minimum of one year, this program will continue with the 24 month requirement.

Group III: Courses in Cognate Areas 10

This group allows the strengthening of the student's subject matter background in the distribution, marketing, economics, and other business areas.

Total semester hours 30

Upon completion of the master's degree program, the student must qualify for a vocational-coordinators certificate.

In-service education and school visitations

In-service work with teacher-coordinators having a responsibility for distributive education constitutes a large part of the work of the distributive teacher education staff at Western. The following functions and services are performed:

1. Professional distributive teacher education courses are offered on an extension basis when enrollment and interest seem to warrent such offerings.

2. A regularly scheduled series of school visitations to establish programs are carried out. Such visits are made for several purposes:

   a. To discuss ways and means for improving the program.

   b. To discuss the instructional phase of the program for the purpose of making constructive recommendations for its improvement.

   c. To orient the teacher-coordinator regarding latest developments in teaching methods, curriculum practices and available instructional materials.

   d. To review new instructional materials developed as a service and function of Western.

   e. To talk with the school administrators, counseling staff and other teachers regarding the program.

   f. To observe, first hand, an on-going program.

3. Schools not having distributive education programs and who wish to investigate its possibilities often request consultative visits for this purpose. Often such a visit involves the superintendent, principal, counselors and teachers.

4. Group meetings of teacher-coordinators are frequently held for the purpose of discussing current problems and future plans.

5. Trade groups that directly influence the success of the distributive education programs in Michigan are conferred with frequently. The promotion of "Careers In Distribution Week" was the result of such trade group relations.

6. A very active part is played in the professional organizations. Staff members have served as speakers, group and committee chairmen, publicity director, editor as well as other roles.

7. Active promotion of the club movement in Michigan.

TABLE LXVII

TEACHER EDUCATION ACTIVITIES AND
APPROXIMATE PERCENTAGE OF TIME DEVOTED TO EACH ACTIVITY
FOR THE 1961-62 SCHOOL YEAR

Activities	Percentage of Time
1. Teaching professional distributive education courses which are organized to provide pre-employment training for persons--both graduate and undergraduate--preparing to become teacher-coordinators and related subjects teachers in distributive education programs.	25.0%
2. Counseling pre-service students and graduate students, supervising student teachers, recruiting and selecting students.	7.5%
3. Providing in-service training in the professional field to improve the work of employed vocational distributive teacher-coordinators and related subjects teachers.	7.5%
4. Making consultative visits to community schools to aid in improving the distributive education program.	30.0%
5. Developing and distributing instructional materials and aids for the use of vocational distributive teacher-coordinators and related subjects teachers.	7.5%

6.	Conducting studies and research dealing with the selection, training, and work of vocational distributive teacher-coordinators and related subjects teachers, and wo done in professional distributive education courses.	7.5%
7.	Aiding communities in organizing and operating adult distributive education programs.	5.0%
8.	Working with professional and business groups and organizations for the improvement of education in dis bution.	10.0%
9.	Other miscellaneous activities.	5.0%

Instructional Materials and Aids

The following instructional materials and aids are available through the Distributive Education Department:

1. Instructor Manuals

   Distributive Occupations Related Instruction

   Modern Merchandising

   Teaching Today's Fabrics

   Human Relations in Retailing

   Service Station Management

   Christmas Sales Training

   How to Lead a Business Conference

   The Corrective Interview

2. Individual Study Guides

   Insurance Agency Related Instruction

   Service Station Management

   Christmas Sales Training

   Store Arithmetic Kit

   Student Cooperative Occupational Training Workb

3. Miscellaneous

A Suggested Classification for Retail Information

A Public Relations Schedule for Distributive Education

Survey of Distributive Subjects and Programs of Michigan Public Hich Schools

A Study of Women's Food Buying Habits in Kalamazoo Supermarkets

The above materials were developed by small, teacher-coordinators of committees specifically interested in an area; by graduate students working on individual problems; or, by the distributive teacher educators.

Materials and aids for the use of the in-state teacher coordinators are provided free of charge. Those materials designed for individual student use are sold. A charge is made for materials being sent out of state.

The above materials and aids are financed with the use of reimbursed vocational funds.

Some materials issured by other states are available through the department on a loan basis.

Copies of all materials, aids, books, booklets, pamphlets, and professional periodicals are housed in the Distributive Education Materials Laboratory, a special study room for the use of graduate and undergraduate students.

Michigan State University's Program

The organization of the Business and Distributive Teacher Education program at Michigan State University is somewhat unique among American teacher education institutions.

1. The undergraduate program is a dual responsibility of the College of Business and Public Service and the College of Education with over-all policy developed by the university Committee on Secondary School Teaching (which is composed of one representative from each college on campus concerned with preparing secondary school teachers). The undergraduate major is dually enrolled in the College of Business and Public Service and of Education.

2. The graduate programs are the sole responsibility of the College of Education within the policies of the Graduate School.

3. Faculty members concerned with business teacher preparation are appointed dually, holding rank in Education and Business Administration. Three staff members are housed in the College of Education and carry at least half of their load in teacher education activities. Two staff members are housed in the College of Business and devote less than half of their load to teacher education activities.

The undergraduate program

1. Basic studies, general education, arts and sciences, etc.	73
2. Technical education (subject matter preparation)	
a. Major	56
b. Minor	30
The minor requires a 30-hour specialization in a specific area other than Business Administration, Economics is ordinarily selected as a minor	
3. Professional business education (Professional preparation)**	3
Special Methods	
4. Professional teacher education**	
Individual and the School	6
School and Society	6
**Plus Student Teaching	15
Total Term Hours	189

Student teaching

Length of time: one quarter (10 weeks minimum)
Type of assignment: full day given to student teaching activities
Credit granted: 15 qr. hours
Type of school used: public schools in 15 centers

Student teaching centers and critic teachers are selected by the office of student teaching, Michigan State University, in cooperation with local school districts on a contract basis. The

University maintains a resident student teaching coordinator in each student teaching center. The business teacher education faculty recommended placements by center, grade level, and subjects.

Graduate programs

Graduate curricula at Michigan State University are designed to serve students with a diverse variety of professional goals. The four levels of curricula are:

1. The Fifth-Year Program: A post-bachelors certification program which utilizes some graduate offerings but which does not meet requirements for a master's degree.

2. The Master's Degree

3. The Diploma for Advanced Graduate Study - "Sixth-Year Program."

4. The Doctoral Degree

A. The Fifth-Year Program

The Fifth-Year Certification Program in Business and Distributive Education may be the answer to a shortage of well-qualified secondary teachers of Business and Distributive Education subjects. This program welcomes mature adults who possess a bachelor's degree with a concentration in Business Administration and Economics and who earnestly desire to teach.

B. The Master's Degree

The master's program combines specialization in business and distributive education and broadening of competence in related professional fields. Emphasis is placed on helping students anticipate the developing American social and economic structure.

Master's Degree minimum program elements:

1. General Professional Area: Nine term hours are required in professional education electives.

2. Specialized Business Education Area: Fifteen term hours are required which must include:

   a. Foundations of Business and Distributive Education-- 3 cr.
   b. Seminar - Trends and Issure in Business and Distributive Education -- 3 cr.

3. Business Administration Area: Nine term hours are required.

4. All majors must complete the research requirement which is intended to make them intelligent consumers of research, able to engage in investigations in the classroom and community, and knowledgeable in the literature in their specialized field.

C. The Diploma for Advanced Graduate Study

The sixth-year program is based on a major premise related to the preparation of leadership personnel in education for business. The premise is that the master's level program and in-service courses or experiences generally meet the needs for developing competence in the secondary classroom. Beyond secondary teaching there is need for structured programs of advanced study to develop professional leadership. The doctorate serves this purpose for teacher education staff and for faculty in baccalaureate level instruction in business administration. However, the gap in leadership widens for the areas of local and state leadership and for instruction in beyond the high school institutions. This gap becomes increasingly wide as the field of service in education for business widens and as the number of post high school institutions expands greatly. Thus, it can be assumed that the candidate for the sixth-year diploma will build him program around one of the following specializations:

College or community college teaching
Vocational or adult education
Administration and supervision - state and local
Training directorship in Business

The program of studies is planned by a guidance committee to meet the following requirements for the major, minor, and cognate area.

1. Major: Minimum of 30 hours which may include courses directly related to business and distributive education.

   a. At least 15 of the last 45 hours must be taken at Michigan State University and must include:

      (1) Enrollment in sixth year seminar -- 6 hours
      (2) Attendance at least one quarter in the staff seminar -- no credit
      (3) The seminar in trends andissure -- 3 hours
      (4) A field experience in business or teaching internship.

b. Not more than twelve (12) hours may be counted in methods courses and/or workshops.

2. Minor: Minimum of 21 hours outside of the College of Education and must include:

   a. At least nine hours in a functional field of business administration.

   b. At least nine hours in one or more related behavioral studies such as sociology, psychology, and communications. (Note: Students contemplating college or community college teaching are urged to complete additional study in several fields of business administration and economics.)

3. Cognate in Education: Minimum of 18 hours in professional education fields of which at least nine hours must be concentrated in one functional field.

4. Research: Minimum of 12 hours to include a basic research course, a research seminar in business education, and an independent study project. Credit for these experiences may be applied in the major, minor or cognate areas as appropriate. (Note: the 12 hours in this block may be counted as part of the requirements for the 30 hour major or 18 hour cognate.)

D. The Doctoral Programs

Major concentrations in business and distributive education may be declared for either of two doctoral degrees offered -- Ph.D. and Ed.D. Business and distributive educators seeking a doctoral degree in professional education usually plan to pursue careers in one of several areas:

1. College or university teaching involving graduate or undergraduate business teacher education programs.

2. College or university teaching combining the teaching of business subjects and the direction of business teacher education programs.

3. Teaching business subjects in a community college.

4. Administration and supervision of business education programs at local and state levels.

The Ph.D. program provides intensive preparation in professional education with emphasis on research, teacher education, and higher education. A special Ph.D. program

can be planned in college teaching which provides approximately equal preparation in higher education and in business a administration and economics.

The Ed. D. program provides breadth of preparation by permitting study in as many as three fields related to the major. This program is designed especially for those who desire local and state administrative roles or community college teaching. In designing either degree programs, the following areas of study are among the most commonly utilized.

1. Major: Business or Distributive Education (with emphasis in either):

   a. College Teacher
   b. Teacher Education, or
   c. Administration and Supervision

2. Minors or cognates:

   a. General education: learning theory, educational psychology, social and philosophical foundations of education.
   b. Higher education, including the community college and teacher education.
   c. Guidance and counseling.
   d. Vocational Education.
   e. Administration.
   f. Related subject matter areas such as: management, marketing, accounting, business administration, sociology and psychology.

In-service training

A. New and/or beginning teachers are offered:

   1. All courses specifically required for their master's program according to a master schedule covering geographic areas of the state. Additional courses may be offered off-campus if local teachers request it and form a group of sufficient size (10-12 minimum).

   2. Special two-week workshops each summer in various areas of business and distributive education.

   3. Special in-service group meetings at the request of the teachers.

   4. Visitations when requested by the local school.

   5. The services of the teacher trainers when invited for conferences and other meetings.

6. The services of the instructional materials of the department.

7. The opportunity of special conferences or colloquia as sponsored by the department and/or Pi Omega Pi and Delta Pi Epsilon.

8. The opportunity to obtain the publication on areas in business and distributive education as published by the department.

B. Veteran teachers are offered all the above-listed services. In addition, they may:

1. Obtain all courses specifically required of their sixth-year or doctoral programs according to a master schedule covering geographic areas of the State.

2. Participate in the publication of literature sponsored by the department.

3. Cooperate in research projects.

4. Be asked to participate in professional programs, conferences and club activities related to business and distributive education.

C. Financing In-Service Activities

1. Regular credit activities are financed by the usual budgets based on appropriations and course fees.

2. Consultative visits are made at no charge to the school except that a request that a series of visitations requires that the school contract with Michigan State University for such service. Visitations in connection with cooperative training are partially supported with vocational teacher-training funds.

3. Publications and the like are financed via regular university appropriations; multiple copies are sold at production cost.

D. Special Programs for Office and Distributive Coordinators

One phase of the in-service program is designed and executed for coordinators of office and distributive cooperative occupational training programs. The program is designated as in-service because a portion of it is carried on after a teacher undertakes his role as a coordinator. However, the initial phase of the program is in reality

pre-service in nature since it prepared teachers as coordinators at the provisional level before they are employed.

Michigan State University is a designated teacher education institution for office and distributive education. Certification procedures are in effect which carry coordinators through the special, provisional, and permanent levels of vocational certification. A special program of studies is designed for each prospective coordinator and carried out over a three to five-year period, including the required three years experience as a successful coordinator.

Certification at the permanent level requires:

1. Possession of a valid secondary certificate in business subjects.

2. Meeting minimum occupational experience requirements of at least one year.

3. Engaging in at least 18 hours of professional course work specifically designed for coordinators, and

4. Obtaining at least six hours of graduate course work in business administration pertinent to the occupation coordinated. All or part of the course work for certification may be included in the regular master's program with the permission of the advisor.

To accomplish the training of coordinators, several activities are utilized:

1. Offering special professional courses on and off-campus, such as one in coordination techniques.

2. Designing special workshops in method and content.

3. Providing consultative visits upon requests to schools relating both to organizing a cooperative program and to operational and instructional problems.

4. Publishing and distributing instructional instructional materials.

5. Engaging in research projects.

6. Cooperating in professional programs, conferences, and club activities related to cooperative education.

Professional investigation and research

A. Administrative policy regarding staff studies and research

The administration at Michigan State University regards research as one of the primary services and functions of an institution of higher education. Therefore, it is keenly interested in furnishing staff with time and facilities for carrying on worth-while research. Those staff members who wish to pursue research activities find full cooperation and generous release of time from other activities as a rule. It might safely be stated that a staff member's research activities are limited only by his own desires, initiative, and curiosity; for there exist unusual facilities for professional research endeavors, a fine climate of encouragement for research activities, and a wide range of consultive service at Michigan State University--all conducive to research efforts on the part of individual staff members.

B. Administrative assistance given to staff studies and research through: financial assistance, reduced teaching load; other staff members in the interest area of Business Education can secure assistance through any or all of three channels:

1. Through an All-University Grant.

2. Through the Bureau of Business Research (located in and administrated by the College of Business and Public Service).

3. Through the Bureau of Educational Research (located in and administrated by the College of Education).

All-University Grants - All University research grants are for individual projects. They are made by a University Committee of Deans. This Committee believes that the best use of the limited funds is to distribute them widely in sm small amounts. This approach is designed to stimulate research on a broad basis throughout the University. In particular, the grants are thought of as "seed" money, intended to begin projects which may attract other funds for further development. Applications are made in the spring for grants in the following academic year. If funds remain uncommitted, grants may also be made later in the year.

All-University research grants are made specifically to an individual faculty member or to a group of faculty members. He (or they) is (are) responsible for expenditures for the purposes specified in the application.

Bureau of Business Research - The Bureau of Business Research is primarily interested in the following services:

a. Carrying on and furthering research that will be of interest to top-level business and industrial leaders, particularly those engaged in operations located in the State of Michigan.
b. Assisting staff members publish research works of value, but which would have limited commercial appeal. (In fact, the Bureau assists a researcher find a commercial publisher for his work to have marketable possibilities.)
c. Carrying on research projects in line with a and b above.
d. Providing technical help, such as aiding in setting up research designs, suggesting sources of financial and, etc. to the staff researcher.
e. Publishing Business Topics which is "published as a service of Michigan State University for all those interested in business and economic matters."
f. Furthering adult education in the area of business.

Requests for released time to do research under the direction of, or in conjunction with the Bureau of Business Research are processed through the Office of the Dean of the College of Business and Public Service.

Bureau of Educational Research - The Bureau of Educational Research serves not to carry on the research functions of the College of Education separately and apart from the teaching faculty; but, rather to serve as an agency of the College designed to stimulate, facilitate, and generally serve to develop research within the College. The College of Education devotes one floor of its building exclusively to research facilities, the core of which is the Educational Research Bureau. Specialists are available to students and faculty for consultation regarding specific problems of research design and statistical methods. A calculating machines room is available as are private work areas for faculty researchers.

Included in the suite is a Human Development Center with observational facilities equipped with one-way vision windows and centrally controlled listening and recording devices. A Research Reference Room houses one of the most important periodicals and references dates back to the 1920's.

All-University Computer Laboratory - The University maintains a computer lap offering tabulation, card-punching, and calculators and computer services at cost to staff and

students. Any staff researcher (and qualified students) may use the equipment without cost if qualified. In addition, the University operates MISTIC, a high-speed digital computer--one of only four of its kind in the world. It is available to graduate researchers. (At this writing, the University has announced the purchase of a newer, more versatile computer which will "retire" MISTIC.)

C. Staff studies completed and in progress during period 1957-61 (not including theses, dissertations of staff or students) Most of the studies carried on by staff members have been of an informal nature.

1. Comparison of Typing Rates of Students in Intermediate Typewriting Classes on Manual Versus Electric Typewriters--(in process) 1962, by Robert Poland.

2. Follow-Up STudy of the Graduates in Business Education from the Years 19-- through 19--, by Peter G. Haines, Robert Poland, and Robert Roswell.

3. A Survey of the NABTE Institutions to Determine What is Being Done in the Area of Secretarial Training and to Suggest Improvements in Curriculum, by Helen H. Green. (This research served as basis for a Report given at the NABTE Convention, in Chicago, February, 1960.)

4. Survey of 100 Selected Business Teachers and Secondary Administrators to Determine the Status of Extra-Curricular Activities Since Sputnik, by Helen H. Green, 1960. (Findings were used as partial basis for Chapter on "Extra-Curricular Activities" in 1960 NBTA-EBTA Yearbook.)

5. Survey of NABTE INSTITUTIONS to Determine the Status of Business Education Programs During the Years Since Sputnick, by Helen Green, 1961. (Findings were used as basis for Chapter on "Present Status of Business Education Programs" in NATIONAL BUSINESS EDUCATION QUARTERLY, February, 1962.)

6. A Follow-Up Study of the Two-Year Secretarial Students at Michigan State University for the years 1954; 1955, 1956, 1957 (bound in 1958), by Helen H. Green. (Study made to determine strengths and weaknesses in the program.)

7. 1955-56 Training Placements of Cooperative Part-Time Students in Relation to Opportunities in Distribution,

Research Report No. 2, Central Region Association of State Supervisors of Teacher-Trainers in Distributive Education. East Lansing, College of Education, Michigan State University, 1958, by Peter G. Haines.

8. 1956-57 Training Placements of Cooperative Part-Time Students in Relation to Opportunities in Distribution, Research Report No. 3, Cedar Falls, Department of Business Education, Iowa State Teachers College, 1958, by Peter G. Haines.

In addition, the following research efforts have been carried on:

1. EEditing five regional research reports and two research reports for the Council for Distribution Teacher Education. Peter G. Haines.

2. Serving as a member of a subgroup for the NABTE curriculum project. Helen H. Green.

3. Serving as a subgroup chairman for the NABTE curriculum research project. Peter G. Haines.

4. Serving as staff member of a national DE research project related to good practices in Coordination. Peter G. Haines.

5. Serving as advisor for doctoral theses and master's level research problems papers. All staff members share in this work.

Instructional resources

A. Instructional Materials Resources

A special research reference room with study facilities is maintained for business and distributive majors. The room contains a model coordinator's filing system with various manuals, course outlines, and other materials. Complete bound volumes of all applicable periodical literature is available as are copies of government documents, high school texts and research reports.

The College of Education maintains a graduate library in which the E.G. Knepper Collection is maintained. The Knepper Collection is one of the most complete business education libraries in existence. The collection is available to graduate students and teachers in the field.

High school texts, manuals, and course outlines are maintained in the Instructional Materials Center in the College of Education.

Complete bound volumes of all applicable periodical literature and texts in the fields of business and distributive education are to be found in the University Library.

The Audio-Visual Center maintains visual aids which may be used by classes on the campus and teachers in the field.

B. Staff

One-Teacher Educator for Distributive Education.

CHAPTER XXXIII

THE FORWARD LOOK IN PRESERVICE DISTRIBUTIVE TEACHER EDUCATION

The preservice distributive teacher education program of the future has an unparalleled challenge before it. The nation-wide emphasis upon the program approach to distributive education has very definite implications for distributive teacher education. The program approach involves a complete curriculum for distributive education and implies a series or sequence of distributive experiences beginning very early in the individual's school career. It is conceivable that a person can begin the study of distribution as early as kindergarten and that this study can continue on through elementary school experience, to junior high school graduation, on to community college and into adulthood.

With such a broad program approach, the distributive teacher education program of the future will necessarily need to meet this challenge. So this is what we believe distributive education should be and believe distributive teacher education should include:

Belief number one: "A general introduction to the field of distribution should begin in the elementary grades -- as early as the kindergarten -- and units devoted to the study of the distribution process and its career implications."

The new distributive teacher education program should provide instructional units for the preservice preparation of elementary teachers. It is conceivable that a course "Teaching of Distribution for the Elementary School" could be offered. This would be similar to such courses as "Teaching of Reading" or "Industrial Arts for the Elementary Teacher".

The distributive teacher education institution should also provide topical outlines dealing with content, lists of audio-visual aids available, and suitable for this level, as well as story books and other materials designed to be read by the elementary pupil.

Belief number two: "Career opportunities in distribution should be adequately covered in the junior high school in those courses dealing with careers and/or occupations."

The new distributive teacher education program should provide instructional units for the preservice preparation of the junior high school teacher, so that he may better understand its career opportunities.

Belief number three: "The distribution process should be adequately covered in the high school by the course or courses dealing with general or basic business."

The new distributive teacher education program should provide instructional units for the preservice preparation of general business teachers dealing with the distribution process and the teaching of it.

Belief number four: "Specialized courses in the various aspects of distribution should be a part of the curricular offerings in the 11th and 12th grades of all comprehensive high schools and community colleges."

The new distributive teacher education program should prepare teachers of distribution through a preservice curriculum which will provide the individual with considerable depth in subject-matter preparation and practical work experience.

Belief number five: "Cooperative work-study technique should be a part of the distributive education program in all comprehensive high schools and community colleges."

The new distributive teacher education program should prepare teacher-coordinators through a well planned preservice curriculum which has a proper balance of general and specialized education. The specialized area should provide for depth in subject matter, supervised work-experience, and a well planned student teaching internship.

Belief number six: "A distributive education program in the comprehensive high schools and community colleges should have a youth organization for the distributive education students."

The new distributive teacher education program should devote some time in the preservice teacher preparation of teachers to the importance and need of a youth organization for distributive education students.

Belief number seven: "Distributive adult education should be made available through the community schools for all individuals engaged in distributive businesses."

The new distributive teacher education program should provide adequate preparation for those individuals, (educators and business people) involved in organizing, supervising and/or teaching of distributive adult education classes.

Belief number eight: "Supervision should be provided by the school administration for the distributive education program in the community schools."

The new distributive teacher education program should provide instructional units on the planning and supervising of the distributive education program in the schools.

CONCLUSIONS

1. The number of cooperative occupational education programs in the public high schools and community colleges, in which vocational distributive education is a part, has remained nearly constant during the past five years. This is true for student enrollments for the past ten years.

2. Distributive education as a specialized cooperative program is found in only 28.3 per cent of Michigan's public class A high schools and in none of the smaller high schools.

3. The majority of the teacher-coordinators presently employed by the public schools having cooperative programs including distributive education did not earn undergraduate or graduate degrees from a designated distributive teacher education institution.

4. The majority of the teacher-coordinators having a responsibility for distributive education are men--approximately 85 per cent of the teacher-coordinators are male.

5. On an average, the salary of the teacher-coordinator is greater than the average public school teacher.

6. Approximately 59 per cent of the teacher-coordinators of cooperative programs, in which distributive education is a part, devote full-time to the position. The other teacher-coordinators have additional assignments.

7. The presently designated distributive teacher education institutions appear to be providing a rather complete program of service for vocational distributive teachers as evidenced by a comparison with the activities described in the U. S. Office of Education policy bulletin, Administration of Vocational Education.

8. Student teaching centers for prospective distributive teacher-coordinators need greater attention as to planning, supervision and designation procedure.

9. The present supply of teacher-coordinator candidates is inadequate for meeting present and future demands.

10. The certification requirements of the reimbursed distributive teacher education institutions are more demanding than the minimums as set forth in the State Plan.

RECOMMENDATIONS

1. The State Office of Vocational Education give consideration to more promotion of distributive education in the public high schools and community colleges in the state.

2. The State Office of Vocational Education urge the public high schools, particularly the large ones, to establish specialized programs in distributive education.

3. The designated teacher education institutions should more actively recruit students for their programs, so as to provide more trained teacher-coordinators for distributive education. A concentrated statewide effort led by the State Office of Vocational Education would also help the situation.

4. The designated teacher education institutions should with the assistance of the State Office of Vocational Education give greater attention to developing student teaching centers, to designation procedure and supervision.

5. The designated teacher education institutions should be encouraged to devote more time to the preparation of instructional materials.

6. The designated institutions should be encouraged to devote more time to research, particularly of the experimental type.

7. More schools in the state should be encouraged to allow the teacher-coordinator to devote full time to the program.

8. All of the schools employing teacher-coordinators should be encouraged to employ fully certified personnel trained by a designated distributive teacher education institution, instead of those specially certified.

99. Consideration should be given by the State Office of Vocational Education to specifying more definitely those functions it expects the various designated distributive teacher education institutions to perform.

10. The designated distributive teacher education institutions should be encouraged to keep certification standards higher than the minimums set forth in the State Plan.

PART V

Report of Sub-Task Force

on

B U S I N E S S T E A C H E R E D U C A T I O N

Frank Lanham, Chairman
Business Education
School of Education
University of Michigan

Representatives from:

Central Michigan University
Eastern Michigan University
Ferris Institute
Michigan State University
Northern Michigan College
University of Detroit
University of Michigan
Wayne State University
Western Michigan University

CHAPTER XXXIV

INTRODUCTION

This study of business teacher education is a part of the overall teacher education study which in turn is a part of a comprehensive study of vocational education in Michigan. The report will deal with the cooperative office education programs, the teacher-coordinators of these programs and general business teacher education. Michigan's general business teacher education is discussed rather fully in the report, because the preparation of teacher-coordinators is largely done on a graduate basis by the two approved and reimbursed teacher education institutions. This pattern developed probably, because the teacher-coordinators of cooperative office programs have been selected as a rule from the ranks of the high school business teachers.

Participants in the Study

Teacher educators of the Michigan colleges interested in the education of teachers of business met at the Michigan Union on May 4, 1962 at the invitation of the Subcommittee on Business Teacher Education, a division of the Vocational Teacher Education Task Force whose responsibilities were delegated to it by the Michigan Vocational Education Evaluation Project. The schools participating in the conference were Central Michigan University, Eastern Michigan University, Western Michigan University, Ferris Institute, Michigan State University, Northern Michigan College, University of Detroit, University of Michigan, and Wayne State University. Dr. Herbert Tonne of New York University participated in the conference as guest consultant.

The meeting was concerned with the exchange of information and thinking about three questions. 1) What is the status of programs for business teacher education in the participating schools? 2) What would the ideal program be for preparing teachers of business? and 3) What steps can and should Michigan schools take to move in that direction? The participating schools had previously prepared descriptions of their present programs to facilitate discussion of the status of business teacher education in Michigan.

CHAPTER XXXV

THE PROGRAM OF COOPERATIVE OFFICE EDUCATION IN MICHIGAN

The Growth and Development

There are 121 cooperative occupational training programs in Michigan in which office education is a part. One hundred thirteen of them are in high schools, six in community colleges and two in four year state supported institutions. Cooperative Office Education in Michigan's community schools and reimbursed teacher education in the institutions of higher learning are in their twenty-second year. Table LXVIII shows the growth in number of programs, student enrollments and the average size of the programs during this period of time.

TABLE LXVIII

OFFICE EDUCATION OF COOPERATIVE PROGRAMS BY YEARS OF WHICH DISTRIBUTIVE EDUCATION IS A PART AND THE ENROLLMENTS AND AVERAGE SIZE

Year	Number	Enrollment	Average Program
1940-			
1941	8	83	10.4
1942	8	149	18.6
1943	9	370	41.1
1944	16	1,077	67.3
1945	20	1,196	59.8
1946	20	1,247	62.4
1947	22	1,360	61.8
1948	29	1,392	48.0
1949	29	1,721	59.3
1950	36	1,975	54.9
1951	65	2,275	35.0
1952	80	2,696	33.7
1953	95	3,499	36.8
1954	98	3,628	37.0
1955	101	3,412	33.8

(Table LXVIII continued)

Year	Number	Enrollment	Average Program
1956	111	4,237	38.2
1957	115	3,997	34.8
1958	107	3,379	31.6
1959	105	2,979	28.4
1960	106	3,400	32.1
1961	118	3,503	29.7
1962	121	3,297	27.3

In analyzing the data in Table LXVIII, one finds that during the first five year period, the number of programs increased to 20, student enrollments to 1,196 and the average number of students per program was 59.8. During the second five year period, the number of programs increased 80 per cent for a total of 36. The enrollment rose only 65.1 per cent from 1,196 to 1,975; because the average size program showed a decrease from 59.8 to 54.9. The third five year period or at the close of 15 years, the number of programs having office education as a part was 101. While the program increase was 180.6 per cent, the enrollment rose to 1,437 only 72.8 per cent. The reason was a sharp drop in program size from 54.9 to 33.8. The fourth five-year period from 1955 to 1960 showed a very small gain in number of programs. The gain was five or about five per cent. The student enrollment showed a decrease of 12 students and the average size program went down to 32.1. During the last two years, the number of programs continued upward showing an increase of 15, from 106 to 121 for a gain of 14.2 per cent. The student enrollment however showed a decrease of 103 from 3,400 to 3,297 or 3.3 per cent. The average number of students per program dropped from 32.1 to 27.3.

Reasons for the decrease in average program size and total number of students enrolled maybe due to:

1. New programs that were added in Michigan during the last decade were largely sectional ones in which office education is only a part.

2. The number of jobs in offices, for high school student-learners, according to teacher-coordinators is decreasing each year. This would mean less opportunity for placement.

3. Many business education teachers may not be convinced that the co-operative work-study technique is a good way of preparing young people for office occupations.

4. Some business education students prefer to stay in school to secure their preparation, rather than enroll in a cooperative program.

5. Business educators, collectively maybe having trouble overcoming their own inertia and academic conservatism and are not sure that the work-study idea will strengthen and improve business education in preparing youth.

If teachers and students' concept change and more of them believe in the work-study technique, then cooperative office education has considerable growth potential. Table LXIX shows this:

TABLE LXIX

HIGH SCHOOLS AND COLLEGES HAVING COOPERATIVE PROGRAMS OF WHICH OFFICE EDUCATION IS A PART

Size	High School		Per Cent
	Number	With Program	
LOWER MICHIGAN			
A	117	79	76.5
B	140	21	15.0
C	169	5	3.0
D	102	0	0.0
Total	528	105	19.9
UPPER MICHIGAN			
A	3	3	100.0
B	12	4	33.3
C	16	1	6.3
D	40	0	0.0
Total	71	8	11.3
Grand Total	599	113	18.9
COLLEGE			
2 Year	16	6	37.5
4 Year	9	2	22.2
Total	25	8	32.0

There are 113 high schools out of 599 that use the cooperative technique in their business education programs. This means that only one school in five use the cooperative technique in preparing young people for office occupations. If the work-study plan is a sound educational technique, then the expansion of it in business education has a long way to go.

The percentage of class A high schools is quite impressive in Table LXIX until one analyzes the data in Table LXX.

TABLE LXX

PROGRAMS BY TYPES IN THE VARIOUS SIZE HIGH SCHOOLS AND COLLEGES

Type	High School				Total	College
	A	B	C	D		
LOWER MICHIGAN						
Office	35	0	0	0	35	6
Office & Distributive	25	5	1	0	31	1
Office, Distributive and Industrial	17	16	4	0	37	0
Total	79	21	5	0	103	7
UPPER MICHIGAN						
Office	0	0	0	0	0	0
Office & Distributive	1	0	0	0	1	1
Office, Distributive & Industrial	2	4	1	0	7	0
Total	3	4	1	0	8	1
Grand Total	82	25	6	0	113	8

Table LXX shows that of 82 high schools having programs only 35 or 42.8 per cent have specialized ones of office education only, and 47 or 57.2 per cent have sectional programs covering two or more occupational fields. In class B schools, there are no specialized programs. Five schools have office and distributive or 20 per cent of them and 20 schools or 80 per cent combine office, distributive and industrial.

Class C high schools have six sectional programs, five of them include two or more occupational fields and one has office and distributive only. This means that the number of office cooperative programs only in the state is surprizingly small.

There are two institutions of higher learning that are approved and reimbursed for teacher education, University of Michigan and Michigan State University. Approval of these would they seem quite adequate for the present to serve the cooperative office education needs in Michigan. More facilities maybe needed however, if the cooperative education grows in numbers both in the high schools and colleges.

The Teacher-Coordinator

Number of teacher - coordinators by sex and years of service

There are 111 teacher-coordinators and 43 related subjects teachers in the 121 cooperative programs of which office education is a part. The difference in number of teacher-coordinators and programs is that some teacher-coordinators have responsibility for two or more schools.

TABLE LXXI

TEACHER-COORDINATORS OF COOPERATIVE PROGRAMS
OF WHICH OFFICE EDUCATION IS PART BY SEX AND YEARS OF EXPERIENCE

Type	Sex	Years					Total
		1-5	6-10	11-15	16-20	21-25	
Office	M	8	3	3	1	1	16
	F	10	6	3	2	0	21
Office & Distributive	M	11	7	4	4	0	26
	F	6	1	1	1	0	9
Office, Distributive and Industrial	M	13	8	9	9	0	39
	F	0	0	0	0	0	0
Total	M	32	18	16	14	1	81
	F	16	7	4	3	0	30
Grand Total		48	25	20	17	1	111

Table LXXI shows the types of teacher-coordinators there are, in the cooperative programs of which office education is a part. They are divided nearly equally as follows: office - 37, office and distributive - 35, and office, distributive and industrial - 39. Of the one hundred eleven, 73 per cent are men and 27.0 per cent are women. Women are in the majority in the specialized office programs, a few in office and distributive and there are none in office, distributive and industrial.

The average tenure according to Table LXXI is 8.4 years for the teacher-coordinators, with men having more tenure than women by almost two years. The tenure of office teacher-coordinators and the tenure of the office and distributive are nearly the same; but those in office, distributive and industrial (being all men) have two years more.

Educational Preparation

Table LXXII shows the educational preparation of the teacher-coordinators of cooperative programs having office education as a part.

TABLE LXXII

EDUCATIONAL PREPARATION OF THE TEACHER-COORDINATORS HAVING COOPERATIVE PROGRAMS INCLUDING OFFICE OCCUPATIONS

	Bach.	Mast.	Bachelor			Master		
			Of.	O-D	O-D-I	Of.	O-D	O-D-I
Central Michigan University	16	0	3	5	8	0	0	0
Eastern Michigan University	8	0	4	2	2	0	0	0
Michigan State University	7	6	2	1	4	3	1	2
Northern Michigan University	7	0	1	1	5	0	0	0
University of Michigan	7	21	1	3	3	7	7	7
Wayne State University	7	8	4	3	0	5	2	1
Western Michigan University	25	2	7	8	10	0	1	1
Other Michigan	16	1	8	7	1	0	1	0
Out-of-State	17	11	7	5	5	4	4	3
Total	110*	49	37	35	38	19	16	14

* Plus 1 - Life Certificate

Of the 111 teacher-coordinators all but one has a bachelor's degree. Twenty-five received their degrees from Western Michigan University, 16 from Central Michigan University and 33 from other colleges (private and out of state schools). These three sources provided 72.2 per cent of the teacher-coordinators with their undergraduate teacher education.

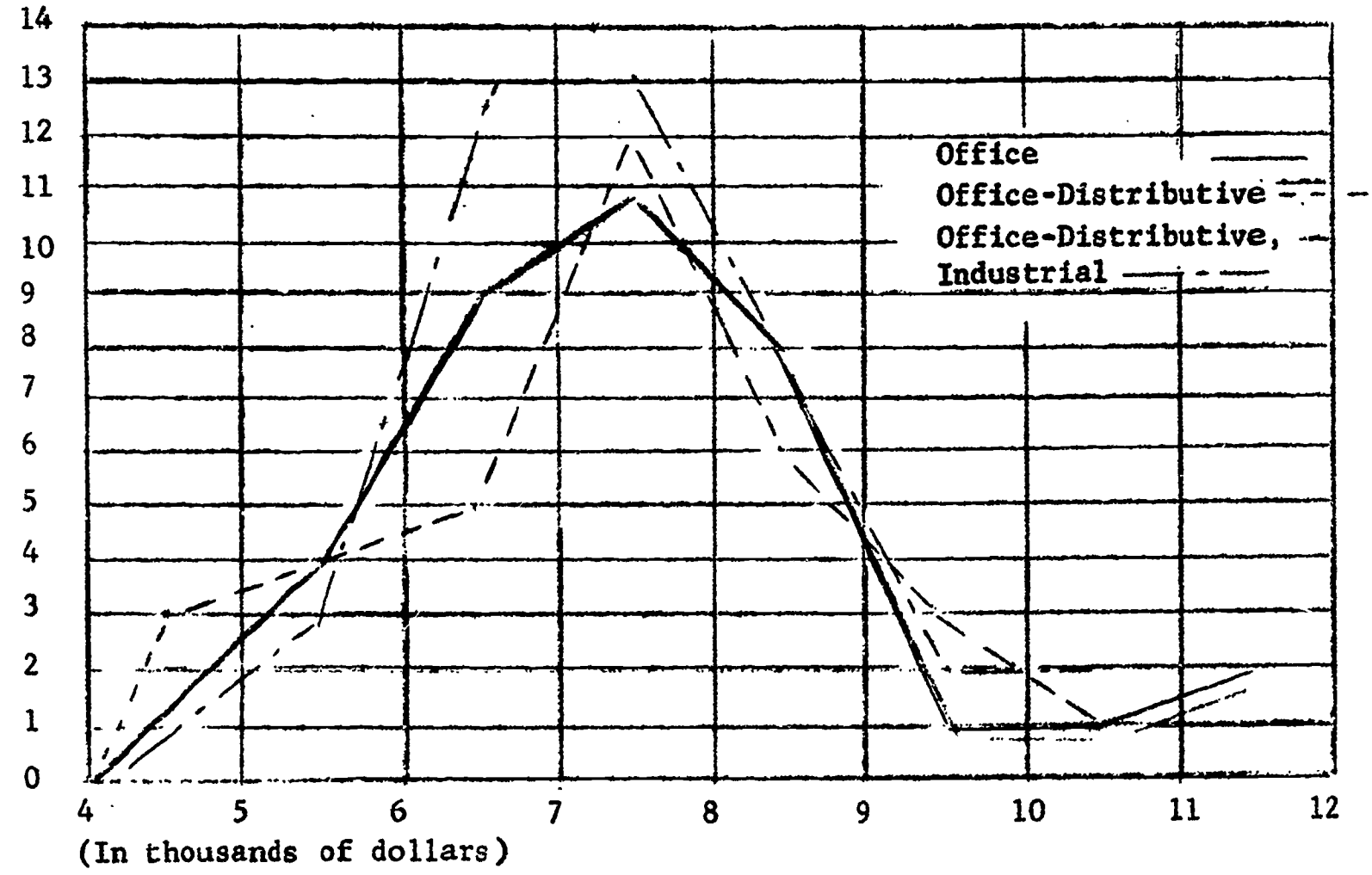
There are 49 or 44.2 per cent, who have a master's degree. Of those having a master's degree 21 received them from the University of Michigan and 11 from out of state schools. These two sources have furnished 65.3 per cent of the master's degrees of the office teacher-coordinators.

Salaries paid teacher-coordinators

Chart 1 shows the salary range of teacher-coordinators in cooperative programs that have office education as a part.

CHART 1

SALARIES OF TEACHER-COORDINATORS



Salaries of teacher-coordinators start at about $4,500 and go to $11,500. The average salary is $7,410 and it is considerably higher than the average salary of $6,091 for teachers in general in Michigan. One reason for the higher salary is, teacher-coordinators as a rule, have a longer school year, ranging from two additional weeks to a full 12 months.

Schools with specialized office programs had a higher average salary, than the schools with sectional programs of either office and distributive or office, distributive and industrial. The average salaries were as follows: office - $7,526, office and distributive - $7,386 and office, distributive and industrial $7,321. The reason for these differences would be that the larger school systems have the more specialized programs and usually have a higher salary schedule.

Amount of time devoted to the Program by Teacher-coordinators

The amount of time devoted by the teacher coordinators is shown in Table LXXIII.

TABLE LXXIII

PROPORTION OF TIME TEACHER-COORDINATORS DEVOTE TO THEIR COOPERATIVE PROGRAMS

Type	1/4 Time		1/2 Time		3/4 Time		Full Time		Total
	No.	%	No.	%	No.	%	No.	%	
Office	0		8	21.6	13	35.1	16	43.3	37
Office-Distributive	2	5.7	7	20.0	8	22.8	18	51.4	35
Office-Distributive and Industrial	2	5.1	9	23.1	10	25.6	18	46.2	39
Total	4	3.6	24	21.6	31	27.9	52	46.9	111

There are 52 of 111 teacher-coordinators or 46.9 per cent, who spend full-time on the program. This does not vary too much among the various types of cooperative programs in which office education is a part. If one

includes the group who spend three fourth's of its time to those that are engaged full-time, the percentage is 74.8. If a person is interested in being a teacher-coordinator in office education, his chances are good that he will spend most of his time operating the program. Although he may have to be concerned with two or more occupational areas.

CHAPTER XXXVI

THE PRESENT STATUS OF BUSINESS TEACHER EDUCATION IN MICHIGAN

Since specifics of present programs were detailed on these previously submitted reports, speakers for the various schools limited their remarks to clarifying interpretations, to innovations, and to contemplated changes. The following is a cursory summary of the submitted reports.

Enrollments

The request for enrollment information failed to serve its purpose because of a fault in the instrument. The request for "size" was understood in some cases apparently to refer to the business department (225, 365, _et al._) while the more general interpretation was that the size of the school was called for example, 1,352 graduates, 5,016 undergraduates).

Administrative Location

In the four former state teachers colleges and at Ferris Institute the responsibility for programs for business teachers lies with the Department or School of Business. At Wayne State University and at the University of Michigan the program belongs to the School of Education. At Michigan State University the undergraduate program is located in the School of Business and Public Services, and the graduate program in the School of Education. The University of Detroit gives joint responsibility for the program to the School of Business and to Arts and Sciences.

The more general position that teacher education is a function of the department of business is consistent with the findings of a study made by the writer in 1957 involving 142 member schools of NABTE: [1]

> "Under favorable conditions all of these patterns (5 described above) can be satisfactory. Any one of them can be good or bad, depending upon how well the instructors agree on values, how important they consider teacher preparation to be, and their respect for the needs and purposes of students.

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[1] Trytten, J. M., Unpublished mimeo report, 1957.

> To bring about a favorable climate in both or all of the cooperating departments, there must be adequate communication between the faculties and involvement of all the staff members in both units in the consideration of policies and problems . . . The majority of respondents recognize that the organizational structure is not the most important consideration. No arrangement works itself--it must be worked."

In each institution at least three departments will be involved-business, education, and liberal arts. A situation where one unit designates the purpose of instruction, and another one determines the content and instructional methods obviously requires harmony of professional objectives, and skill in cooperation.

Size of Staff

Staff size as reported runs from one full-time member to 7 3/4 full-time members. Again there is reason to doubt consistent interpretation of the instrument. It is possible that discrepancies may have occurred for several reasons: The number of individuals may have been reported instead of full time equivalents, or the count may have failed to distinguish between teachers of business and business education. In some schools, for instance, secretarial subjects are assigned to education rather than business.

Budget

Budget figures at some schools are not available on a department basis (Michigan State University and University of Michigan, for instance). For the schools reporting, more information is needed to make the data meaningful. Equipment budgets ran from $250.to $5,000. It is not clear whether these were standing budgets, or allowances for the current year.

Contractual services were reported to be from zero in one case, to $2,250 at the other extreme.

Travel allowance was reported by all of the schools, the amount varying presumably with the purpose and the responsibilities of staff members for off-campus duties. Budget provisions were listed from $38 to $1,000.

Under "other budget items" no explanatory statements indicated the nature of these allowances, which run from $450 to $42,003. Their significance, therefore, cannot be interpreted.

Number of Majors in Business Education

Reports included the data from all eight schools for the current year, a total of 886 students, (extremes were 42 at U of D and 220 at Western Michigan University). Figures were not complete enough to establish a five-year trend as had been planned. Figures were available from one school for the current year only, for two years from two schools, and for three years from one.

Over the five-year period, the load has been rather evenly distributed over the four teachers colleges, Ferris Institute, and presumably at Michigan State University (whose figures were not available).

The graduate program is new at several schools, so that figures are not complete and not easy to interpret. The four former teachers colleges now offer programs at the level of the masters degree, and four schools offer programs leading to one of more advanced degrees, such as Specialists in Education, Doctor of Education, and Doctor of Philosophy. They are (Michigan State University. University of Detroit, University of Michigan, and Wayne State University). The graduate enrollment in all nine schools is increasing in terms of numbers. For the current year, there are enrolled about 300 students, and attendance runs heavily to summer programs and to off-campus classes.

Student Teachers

Distributed more evenly than might be thought over the eight schools are currently 305 student teachers (extremes are 20 and 49). Except for U of D for which there is available only the current year's figure there has been not much change over the five-year period in numbers or in distribution--about a 15% gain since 1957-58.

Number of Majors Certificated

From the incomplete figures at hand, the situation with regard to the number of majors certificated conforms as would be expected to the picture presented by the business education enrollment and the student teacher figures. During the five years, there has been a slight increase (from 128 to 139) with each school showing a stable record for the period. For the current year, Michigan State University and Ferris Institute will certificate the largest numbers.

The Business Education Program

The program for business teachers in all of the participating schools is almost exclusively concerned with preparation for secondary school teaching, and reflects in various patterns several influences such as the liberal arts college, the state certification code, and the North Central Association of Secondary Schools and Colleges.

The colleges are consistent in allotting about 50% of the program to liberal arts. They require study in three basic areas, a minimum of about 12 semester hours in each of the following: linguistics-speech, science-mathematics, and social studies. The state requirements of a major and two teaching minors is commonly met by a major and minor in the business field, and one teaching minor in a cognate field. Most of the schools represented offer a choice of two majors (secretarial and general business), with a few offering a third choice distribution).

The curriculums in general represent a loose fit to student needs. Offerings and elections are on the basis of subject names or titles, frequently according to availability. In practically all cases there is reason to assume that content and teaching method are geared to the needs of students preparing for business positions rather than for teachers. That subject matter can be more closely fitted to the needs of prospective teachers, economics for teachers, conservation for teachers, and others.

Each of the following was a course required by at least one school. Those marked with an asterisk(*) were required by at least half of the colleges represented:

*	accounting	management
*	economics	personnel
*	communications (report writing)	statistics
*	typewriting	marketing
	law	shorthand
	office machines	income tax
	introduction to business	finance
	business policy	business mathematics
	rec ords management	secretarial science

Professional Education

The instruction in the area of professional education in all of the colleges conformed to the requirements of the certification code, and differs from institution to institution in organization pattern and amount rather than in kind. The twenty semester hours defy comparison and tabulation because of the nature of these differences, but in all cases include the following:

Social foundations of education (history of education, philosophy of education, educational sociology, and others).

Psychological foundations: educational psychology, child growth and development, guidance, mental health, and others).

Public education (Organization, administration and curriculum)

Methods of teaching (general methods, general methods in business subjects and methods of teaching specific subjects, such as secretarial, distribution, general business.)

Directed teaching This laboratory experience is considered a most important part of the preparation of teachers, and the great variety of practices is clear from the following data:

Some rely on campus schools controlled by the department or school of education, where the student teacher can be in close and frequent contact with instructiors of method courses and with business education instructors. Some must use off-campus schools where articulation of practice teaching with professional classes is likely to be very loose, and some do both. Practice varies as to the amount of laboratory experience. Some schools arrange for full-day experience of six weeks or more; some plan half-day assignments for one semester only. Variety of experience is sought by either of the following: Additional experience in teaching in both a major and a monor; or in two different subjects, i.e. typing and bookkeeping; or at two levels, i.e. a junior high school and a senior high school experience.

Supervision varies in that some arrange to have student teachers supervised by members of the business education faculty, some assign the function to general methods teachers, and some appoint resident supervisors. There are faults and weaknesses with each of these arrangements, and little confidence was expressed that the full possibilities of the laboratory experience are being realized.

CHAPTER XXXVII

THE IDEAL PROGRAM

The discussion of what the program to prepare teachers should be was concerned with a blending of several qualities whose importance was conceded by all. They were adequate command of subject matter, a rounded general education, professional courses (methods of teaching and student teaching), work experience, and an understanding of secondary education which will enable the business teacher to appreciate the place of business education in the high school, its responsibilities and its opportunities.

The relative importance of these elements seemed to depend on the image that each had developed from his educational and occupational experiences. Three foci of interest seemed to be detectable, 1) concern about the employer, what he wants, and what he will think if he receives from the school applicants who do not measure up; 2) emphasis on subject matter, the position of specialists who see the acquisition of subject matter as the aim of instruction and who would fail or eliminate pupils who "can't do the work;" and 3) concern about stretching the powers of the pupil. Those who tend toward the third point of view recognize subject matter as the means through which these powers are developed, and they appreciate the varying levels of achievement to be expected from an unselected student body. None of these concerns are improper or unimportant. The problem for the training program is to help the prospective teacher appreciate all three of them, and to adjust his thinking and practices to the requirements of his specific teaching situation.

How an optimum blending of general education, subject matter control, etc., can be assured to the student brought out conflicting opinions which on account of time the group could not attempt to reconcile. Such questions were raised as: to what extent should the program be prescribed? how narrow specialization should be permitted: how wise and effective is a generously elective policy with a guidance service as a control? It is probable that some helpful light might be turned on these questions by a searching follow-up study of graduates both during their early weeks on the jobs, and at a point deferred long enough to permit their educational stock pile to "settle."

Careful selection of students was important in the opinions of all, but there was neither agreement on nor confidence in the arbitrary requirements for admission to the teaching program or to student teaching. It would seem that research information should be available on the correlation with teaching effectiveness of such things as academic grades, intelligence score, social competence, resourcefulness, and others.

The most promising criterion suggested was properly selected contacts with children incorporated into the program early enough to permit withdrawal of a student before he had invested too much time and effort toward a teaching career.

There was discussion also of both the breadth and depth to be desired in the preparation of business teachers. The consensus strongly favored a general business core, probably composed of the areas that constitute the basic program leading to the bachelor degree in business administration. There was more concern that the specialist in the office skills have the general business background than that the general business teachers meet the skill requirements -- with the possible exception to typewriting.

Insofar as depth in concerned, it was recognized that more is expected of a teacher than can be worked into a four-year program. The participating schools really assume a five-year program culminating in the masters degree. It is also assumed that the teacher's competence will continue to develop through in-service experiences, both incidental and organized, in the most promising directions--those dictated by personal interest or felt need. This kind of help the colleges were all ready and pleased to offer.

Recommended Steps

Time did not permit discussion of specifics as to what should or could be done to move toward the most desirable program. The discussions of the day, however, suggest two problems for intensive attack:

1. Can an authoritative statement be arrived at as to what teachers must know about the world of business, its problems, practices, and significance to our economy; and what teachers should know about how pupils learn and grow, and the relative priority of each: In what to expect as to level of performance (presumably standard high school level work) and what can reasonably be expected of pupils (in view of the differing abilities, backgrounds, and interests)

2. Can a service be developed (cooperative, coordinated, or multi-institutional) for business teachers in-serivce which can operate effectively to promote and facilitate continued professional growth.

The conference adjourned after expressing to Dr. Tonne the appreciation of the participants for his contributions to the discussion.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the data presented in this report and information gained through personal interviews, the following conclusions may be drawn from this study:

1. The vocational teacher education program in Michigan is, in general, meeting the current needs of local communities as to the number of teachers trained, nature of curricula offered, and other services normally expected of teacher education institutions.

2. Those responsible for vocational teacher education in Michigan's institutions of higher learning are keenly aware of the changes which are taking place in our homes, business, industry, and agricultural occupations. It is recognized that a program which is adequate today is likely to be inadequate for tomorrow.

3. Michigan's vocational teacher education program includes an extensive offering of professional vocational education courses both at the undergraduate and graduate levels. This, no doubt, results from the large number of institutions in some vocational fields approved to offer vocational work.

4. The supervision of student teachers, although generally adequate, is carried on in a variety of ways. Some institutions follow a visitation program which involves a minimum of two visits by a representative of the teacher education staff during the term or semester involved. Other institutions assign this responsibility to the general education supervisor who reviews the work of all practice teachers in that local school or area. Other institutions use a system of periodic reports by the supervising teacher of the local school.

5. The practice of reimbursement for services rendered by practice teaching centers varies with the college or university concerned and to some extent with the vocational area involved. For example, in one particular vocational field, a local school may receive additional compensation for services as a practice teaching center, while a neighboring school district may not receive any additional reimbursement for similar services. In two vocational areas, the State provides no additional reimbursement to local schools providing practice teaching centers,

while in two other vocational service areas, additional State aid is available.

6. In-service teacher education varies a great deal among the services and in different institutions. Some institutions attempt to visit new teachers at least once during the first year. Others have no organized program of in-service visitation. Interest was expressed by some vocational teacher education leaders in a five-year teacher education program, with the last year being devoted to an internship which would be under the close supervision of the university.

   In-service course offerings at the graduate level appeared to be quite adequate in all areas of vocational education. Non-degree, in-service teacher education, however, appeared to be quite inadequate. At present, this does not seem to be a serious problem in the field of agriculture. Short intensive teacher training courses which may be given on an individual basis are needed to meet the needs of evening, apprentice, and other part-time instructors recruited from business and industry.

7. Follow-up work or consultative services appear to be adequate in some of the vocational services, while in other areas this phase of the teacher education program has not been developed to meet current needs.

8. Although instructional materials centers have been established in some universities, much more needs to be done in this field if Michigan is to be ready to meet the challenge of the technological age.

9. The research program in vocational education is not keeping pace with current needs. Research on an extensive basis has been carried out in only one or two vocational service areas. Most research concerning vocational education appears to be of the status study, normative survey type.

10. There appears to be a need for a more adequate system of coordinating the teacher education activities among the several institutions designated by the State Board for Vocational Teacher Education. Campus course offerings, consultative services, practice teaching centers, certification standards, and many other phases of the vocational teacher education program should be provided on a cooperative basis according to an organized plan worked out with the institutions.

11. Considerable variance in statistical reporting of teacher training work is being required by different services of the State Department of Public Instruction. While some types of information must, of necessity, be different among the services, such items as enrollments, research studies, consultative services, etc., should be reported on a more uniform basis.

12. With the possible exception of the cooperative education program, vocational teachers at the pre-service and in-service levels are not being adequately prepared in the field of guidance and counseling. An earnest attempt should be made to develop an integrated and comprehensive program of guidance and counseling as part of the preparation of all vocational teachers.

Recommendations

In view of the conclusions outlined above and the need for an expanded and more effective program of vocational teacher education, it is recommended that:

1. The State Office of Vocational Education should have a clear understanding with each designated teacher education institution as to those activities for which the institution is best prepared and the completion of these activities should then be made the basis for reimbursement of vocational teacher education funds to that institution.

2. Vocational teacher education activities and practices should be reviewed and redefined under the leadership of the State Department of Public Instruction, Vocational Division, and a priority established for financial assistance to institutions for carrying out such activities.

3. Each service in the State Office of Vocational Education should, at the beginning of the school year, consult with its respective teacher education institutions concerning the activities each institution plans to carry out during the year and the percentage of time to be devoted to each activity.

4. Research of the experimental type should be encouraged and developed. Pilot and experimental programs in all vocational service areas are needed if vocational education is to meet the challenges in the years ahead.

5. More emphasis should be placed on vocational teacher education programs in providing assistance for teachers of adult, apprentice, and other part-time classes. Since the percentage of older people is increasing, new occupations being created, and the amount of technical knowledge growing rapidly in all areas, the need for adult classes is likely to expand greatly in the years ahead.

6. Counseling and guidance services should be a part of an effective program of vocational teacher education. Ways and means should be developed for better use of guidance services by vocational teachers at the local level and then incorporate the necessary changes in current vocational teacher education programs.

Need for Other Studies

1. A study should be made which would compare the effectiveness of courses emphasizing specialized skills at the secondary school level as opposed to vocational programs of more general nature involving a broad knowledge of the principles and practices of a particular occupational field.

2. A study should be made of the possibility of developing a five-year program of vocational teacher education during which the last or fifth year might be used as an internship for the prospective teacher. This might be done as an experimental research project in which a limited number of teachers were prepared on this basis.

3. A study should be made of the feasibility of developing an integrated vocational education program in the public schools which might cut across traditional vocational service lines. It is quite possible that occupations of the future may not follow traditional occupational lines, and a more cooperative effort among the vocational services must be made in order to provide an effective program. Leadership for such new programs must be assumed largely by teacher training institutions.

4. A study should be made of the effectiveness of student teacher centers in local public schools receiving additional State vocational aid as compared to those not receiving additional financial assistance for similar services.