A PROPOSAL FOR THE MAINTENANCE AND IMPROVEMENT OF EFFECTIVE INSTRUCTION IN HOME ECONOMICS AT THE COLLEGE LEVEL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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1952

Approved by:

[Signature]
Advisor
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Special thanks are extended to Beulah Coon of the U. S. Office of Education, to Ivol Spafford one of the outstanding leaders in Home Economics Education, and to the home economics college teachers who assisted in the development of the check lists. To the home economics administrators and teachers who have supplied data, the writer is deeply indebted. To colleagues who have aided the study by their interest and by making the leave of absence possible, the writer is also greatly indebted.
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CHAPTER I

INTRODUCTION

The quality of education which young people are obtaining in colleges today is, in the final analysis, the responsibility of each individual teacher. The institution has the responsibility for the quality of the total program but only as each teacher is effective will the total program of the institution be effective. To teach so that learning on the part of each individual student results is the most important function of the college, and each teacher must contribute his share toward helping the college fulfill this function. Teaching, in short, is the most important job of the college teacher.

Every college teacher—regardless of where or what subject he is teaching, whether he is a professor or an instructor, or how busy he may be with the many duties which are a part of the life of any college campus—is involved in the problem of maintaining or improving the effectiveness of college instruction. The college teacher is no longer a resident of an "Ivory Tower"; what he does is subject to scrutiny by both colleagues and lay citizens. No person in higher education today can be unaware of the emphasis placed on the problems facing college teaching. Both professional educational and current popular literature carry articles which discuss these problems. Many of these discussions are in the form of adverse criticism, or they raise questions regarding the effectiveness of teaching in meeting important goals of higher education. It seems important
that teachers not only should be aware of these criticisms but also
that they should be actively engaged, when the criticisms are war-
ranted, in eliminating the conditions which give rise to them. The
purpose of the present study, therefore, is to propose guides by
which college home economics staff members may select ways to work,
individually or in groups, to maintain and to improve effective
teaching.

The quality of teaching of each staff member, and of the col-
lective staff of any institution, has its importance to the students
who are subjected to it. The college is expected to produce students
who understand and value principles of democracy, and who are able
to participate as members of our democratic society. Students are
not satisfied with traditional procedures, or with the type of teach-
ing that isolates one subject from all others. They are not content
to be handed information; they want to make use of information.
They seek help with immediate problems; they want to learn ways of
working to accomplish their goals. College teaching should help
them satisfy these needs. Conflicts and confusions facing families
and family living are so great that individuals need help in decid-
ing what values to hold and what they want their homes and their
society to be. Education may be a force in helping individuals
gain direction for their lives through the clarification of values
they hold and develop.

The public, citizens of the community, state, and nation, are
concerned, since higher education not only reflects contemporary
conditions but also has a responsibility to develop individuals who may participate capably in shaping a desirable social structure for their world. Students need to relate learning to what is already known and to the social use to which it may be put. Teaching should lead the student beyond the "subject" at hand to its place in contemporary living. It should set an example of ways of working, and establish habits of meeting problems.

Effective instruction at the college level furthermore will be reflected in the quality of teaching in the public schools. Excluding homemaking as a profession, the largest number of students who receive college training in home economics go into teaching as a profession. The effectiveness of the teaching which they have had at college will make a difference in how they in turn teach. It is commonly said that we teach as we have been taught, not as we have been taught to teach. To prove this true, one needs to watch only a few teachers as they reproduce techniques, and even some mannerisms, of their college instructors. When the college teaching has been of high quality the student also may gain an increased respect for the profession. With the scarcity of high school homemaking teachers which we have faced and continue to face each year, recruitment for this vocation grows in importance. The type of college teaching may make a difference in the number of students who choose and continue to follow teaching as a career. It is important, then, that teaching at the college level be effectively done.
As a nation we have entered into activities designed to help other nations build strong educational systems. When these countries look at what we have, we must be sure they observe effective programs. We cannot afford to profess to be one thing and teach another. If we are to continue to demonstrate to others the values we recognise in democratic association, and in an education which furthers such association, we must look to our ways of doing things. There must, in many instances, be improvement in the way we teach, regardless of the subject content. To meet the responsibilities placed on it, all parts of our educational program must be effective.

Yet there are many evidences that college teaching is not as effective as it might be. Tead points out that

Everyone familiar with the present state of college teaching realises that a condition of ineffectuality exists to a greater degree than is usually acknowledged. I am one of those who believes that this condition is subject to a significant correction.1

Other educators indicate, as Tead does, that the need applies to the entire college. White narrows the discussion to the specific area of home economics in discussing women's education:

These fields are not only relatively undeveloped at present but they seem often to be conceived and taught without imagination. . . . The verdict, I fear, is just, at least in terms of home economics as it has generally been taught.2

1 Ordw M Tead, College Teaching and College Learning, Preface.

2 Lynn White, Jr., Educating Our Daughters, p. 77.
The verdict referred to is that home economics is not of college
caliber and should be taught only in high school. He develops the
answer that home economics can be taught so that it is of college
caliber as much as any other subject. The writer is also concerned
about the way in which home economics is now taught and joins with
Tead and White in the belief that correction is possible.

The Report of the President's Commission on Higher Education
emphasizes the importance of college instruction in these words:

Success in the future for higher education requires the
most effective instruction that it is possible to achieve.
Ineffective teaching cannot be tolerated, and more effective
teaching needs to be constantly sought.3

The constant search for a more effective teaching is the responsibility
of each college and of each individual who shares in the development
of the total program in that college. No area of higher education is
excluded, each may be expected to make its distinctive contribution,
to improve its own program, and to share in the improvement of the
total institutional program.

The American Home Economics Association has challenged each
home economics department to evaluate its own program and make im­
provements necessary to "develop the best possible educational pro­
gram for its situation."4 Since teaching is an important function

3 U. S. President's Commission Report, Higher Education for

4 Home Economics in Higher Education, Committee on Criteria
of the college, we may say that we need to look at our program and develop the best possible teaching. As home economics personnel evaluate their programs, it is expected they will find that improvement is indicated and that action will be necessary to carry out that improvement. A number of institutions soon may center this study and improvement on the more tangible activities of methods and procedures. At this level all teachers will be involved directly in both the evaluation and the changes which are found necessary. Administrators and teachers alike will be faced with the problem of deciding what may be the best ways to encourage and guide work toward this improvement. Staff members, individually and in groups, will be seeking help to determine which of the teaching activities provide the best beginning for their efforts.

Whether the vocation followed by the student after graduation is one of homemaking or of some remunerative profession, the atmosphere and surroundings of the college are important in shaping his ideals and attitudes. When a staff group at the college level tackles the problem of improving instruction, the gain for the student will be more than a gain in being taught by "better teachers"; it will be equally a gain of being a part of an atmosphere in which the business of education has been elevated to the status of an intellectual problem. Teaching which develops desired attitudes, appreciations, and interests requires an atmosphere permeated with respect for every participant, and a concern for the welfare of all. There must be a respect for the work being done—a belief that it is
important. The intangible rewards of creating such an atmosphere of interest, respect, and the desire to continue learning is invaluable in any teaching situation. It not only encourages the learner; it reflects, too, on the teacher and this, in turn, results in a higher quality of teaching. A sense of security and feeling of confidence develops as the teacher has an opportunity to discover his weaknesses and to work to overcome them. These indirect results of effective teaching challenge each individual to participate in any program directed toward improvement of instruction.

The writer's experiences, both as a "producer" and "consumer" of college teaching, have aroused a concern for the improvement of the effectiveness of instruction. As advanced work was pursued, questions arose as to how professors make their teaching effective, and how teachers at the college level are to improve while they are "on the job." Administrators and teachers, even when interested, may need suggestions of ways to proceed and encouragement to forge ahead.

Description of the Study

Purpose

The over-all purpose of the present study is to suggest some guides which college administrators and teachers of home economics may find helpful in initiating or promoting practices for the maintenance and improvement of effective instruction. To help teachers locate the aspects of their work where improvement is needed and to
suggest how this improvement may be sought are the basic interests of the study. A secondary value may result from the added emphasis of helping teachers interpret what is good teaching in home economics at the college level. The writer believes that a study of present practices and trends may lead to a series of suggestions which will aid both administrators and home economics teachers in the initiation or promotion of ways to work toward the maintenance and improvement of effective instruction.

A second major belief is that the expressed and immediate concerns of the individuals working in any program may be the most effective approach to helping that individual recognize possibilities, and to improve his contributions toward reaching acceptable goals. When the location of the concern is accompanied by provision of opportunity to do something tangible about removing the concern, the approach will be doubly effective.

Because of these beliefs, two major sources of information have been used to supply the suggestions for the maintenance and improvement of effective college teaching in home economics:

1. An investigation of the extent of participation in practices, together with an expression of the value participants believe such experiences have for the maintenance and improvement of instruction while teachers are in service.
2. The analysis of a check list device designed to help
faculty members and administrators locate concerns and
needs for improvement.

Assumptions Underlying the Study

The following assumptions have given direction to the study:

1. Education today takes place within a democratic culture
and should be designed to further achievement of democratic values
for individuals and for groups. All education should be based,
therefore, on democratic principles. Teachers and students alike
must be permitted to participate in ways of working which will
effectively promote democratic relationships. Home economics teach-
ers have accepted as one function of college home economics programs
the development of individuals to be participating members in a
democratic society. They have assumed, then, a responsibility to
teach so that this function is accomplished.

2. Emphasis in any program for improvement should center
at the point where those participating recognize a need for help.
Effectiveness depends, in part, on the inclusion of the improvee in
the planning and on his awareness of the problems. It is believed
that teachers are interested in producing effective teaching and are
ready to participate in its improvement.

3. Values and opinions expressed by a number of individual
college teachers from representative colleges may be used as evi-
dence on which to base suggestions for inservice programs.
4. Practices and activities of an inservice program may be similar at various institutions. The differences will be in the group participating rather than in the devices used. In the larger home economics units, the practices will involve the home economics personnel cooperative endeavor; in smaller units, they will involve the home economics staff members working in cooperative endeavor with staff members from other fields.

5. There are common teaching problems confronting college teachers of home economics regardless of the location or the size of the college. Because of the universality of problems it is possible to obtain an analysis of teaching activities as a basis for suggesting approaches to improvement.

6. The emphasis for improvement will vary from year to year and from institution to institution, but a generalized technique will serve to arouse an awareness of weaknesses not yet recognized. Such a technique also may aid in the development of broader interests and insights into problems and trends in teaching.

Procedure

In the conduct of this study, the writer has employed the following procedures:

1. A survey was made (1) to locate institutions in which efforts have been made recently to maintain or improve home economics teaching; (2) to obtain an overview of the general status of these activities, and what is being planned; and (3) to obtain an expression
of willingness on the part of administrators and staff members to help in the study, whether the institution has had such a program or not.

The survey sheet was sent to the head of the home economics unit in institutions according to information given in the publication entitled "Home Economics in Degree-Granting Institutions." The units selected were limited to those with five or more staff members. The figure five was chosen in order to fix a boundary and still include enough institutions to give a representative sampling of the institutions offering degrees in home economics. Also, in the smaller unit there is less opportunity to obtain information regarding what is being done in inservice programs since there are less individuals to contact.

Table 1, p. 12, shows the number of survey sheets sent and returned.

2. A check list composed of three parts was prepared to obtain information relative to the present study:

Part I. Items of personal data were solicited as an aid to the study of information given in responses to the remainder of the

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5 Copy of survey sheet, Appendix A.


7 Copy of check list and letters, Appendixes A and B.
### Table 1 - Distribution of Responses According to Size Home Economics Units

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<th>Size Unit</th>
<th>Survey Sheets</th>
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<tr>
<td></td>
<td>Total Sent No.</td>
<td>Total Returned No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Small Unit</td>
<td>80</td>
<td>47 59</td>
</tr>
<tr>
<td>(5-9 Staff Members)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Unit</td>
<td>46</td>
<td>34 72</td>
</tr>
<tr>
<td>(10-19 Staff Members)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Unit</td>
<td>24</td>
<td>17 71</td>
</tr>
<tr>
<td>(20 or more Staff Members)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total All Units</td>
<td>150</td>
<td>98 65</td>
</tr>
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*20 Staff members returned check lists without filling in any information making the total returns 57%, or 54%. A few of these who gave no information gave as explanation that they were not teaching, or were carrying only a minor teaching load and felt unqualified to express opinions.
check list. Information obtained from this section of the check list is tabulated in Appendix C.

**Part II.** A list of practices, which might be used for improvement of teaching, was compiled from a review of literature and related studies. Practices were selected to meet three requirements: (1) they should be activities which are compatible with democratic principles; (2) they should be ones which are applicable to on-the-job periods of employment; and (3) they should include activities which may be adapted for use by home economics staff members regardless of the form of organization of the unit.

The list was submitted to 12 recognized home economics educators and college staff members, representing different areas of home economics teaching, for their reaction and suggestions.

**Part III.** A list of teaching activities was prepared as a device to obtain an indication of the concerns college teachers may have for improvement of their teaching. Sources of activities included in this part of the study were: reports in the literature of characteristics of effective teaching and of what students like and dislike in teachers; and a discussion with co-workers of the most common teaching problems they have met. Guides for judging the characteristics of good teaching were formulated and teaching activities which illustrate or define each were selected. For the final check list form the teaching activities were presented in statements of what teachers do when their teaching is effective, and were
grouped under five major procedures of the teaching process: setting up objectives; planning; guiding teaching experiences; evaluating progress; and teacher-student relationships. This part of the check list was tried with the same groups as was Part II and revision was made following their suggestions.

3. The revised check list was submitted to those college home economics teachers and administrators who expressed a willingness to cooperate in the study. No attempt was made to select certain colleges or universities to which check lists were sent and no minimum or maximum limit was set for the number of institutions or individuals to be included. The record of check lists sent and returned is shown in Table 1, p. 12.

4. Information obtained from the survey sheets and check lists was tabulated from computations secured through the use of IBM machines. These tabulations were analysed as the basis for the suggestions offered for the maintenance and improvement of effective instruction.

Definitions and Limitations of the Study

Some limitations of the present study are in the form of definitions accepted and others are the result of the writer's interest or area of teaching. The terms used and the limitations which need to be clarified in order to understand the approach to the study are:

1. Practice is a term used to represent activities, or
classifications of ways of working, which faculty members employ individually or in groups to study or consider improvement of the effectiveness of teaching. In other studies these are called practices, devices, activities, or techniques. Practices to be studied were limited to those which are used during the active, on-the-job periods of teaching. Practices which are carried on while the individual is not "on duty," such as summer workshops and advanced study, were eliminated. It is recognized, however, that there is no definite dividing line between preservice and on-the-job education. Neither can one divorce inspiration or encouragement received from participation in one phase from that obtained in another phase.

2. **Unit**, as used in this study, represents any of the forms of organization commonly found in American colleges and universities. It includes such organization as may at other times be termed department, school, division or college. There may be subdivisions which are departments or divisions within the unit. Generally these are designated according to the subject-matter primarily dealt with in that subdivision, as Foods, Clothing, Child Care, and so on. In the present study these subdivisions are referred to in the general term of course-areas.

3. The **head** of the home economics unit or course-area is a term used to designate the administrator. It includes individuals designated by the U. S. Office of Education\(^8\) as "head," "director,"

4. **Teaching and the teaching process**, are terms used to designate those activities in which teachers engage for the purpose of furthering learning on the part of students. Such activities may either directly or indirectly guide learning.

5. It is recognised that inservice education practices and teaching activities in any area of education may have value as sources of suggestions on which to build recommendations for home economics programs. The writer's field of interest and the necessity of establishing a workable boundary, however, have led to limiting the present study to opinions obtained from home economics staff members.

6. The source of information for the present study was limited to the check lists submitted to home economics staff members at the college level. The personal interview was considered but discarded, not only on the basis of time and expense involved, but also because it was believed that a larger number of opinions would be more significant than a few obtained through the use of interviews. It was also believed that more time could be given to the checking of a list and that thus more items would be considered than in an interview. For the same reason check lists were used rather than the free expression questionnaire. More items were thus included and, later, responses were more easily tabulated.

7. Direct reference or consideration of subject content and teacher personality as factors in effective teaching were eliminated
as far as possible. Emphasis was centered on the teaching act itself, although it is accepted that the three are actually inseparable factors.

8. Evaluation is important in teaching and is accepted as an integral part of any study. A form of evaluating teaching that would compare one institution or teacher with another was not sought, however. The present study was planned to obtain opinions relative to values for the individual; it was not planned as a basis for rating.

9. The present study was limited to a consideration of the participation of staff members in common inservice practices. No attempt was made to determine the total number of times each was experienced or the quality of participation. Similarly no attempt was made to study the type of participation or to provide suggestions for the use of any one practice. The intent was to analyze findings as a basis on which to project some general suggestions for an inservice program.

10. Replies to the check list were not differentiated on the basis of administrative and teaching staff responses. Few respondents indicated the degree of administrative responsibilities, and few replied in terms of all the staff members. While the approach to the teaching problems in Part III of the check list may vary with the amount of actual teaching, the purpose was to locate those activities with which teachers may be helped. Consequently the opinions of non-teaching staff members were not segregated from those of teachers.
The Plan of the Study

It seemed desirable, before analysing data and making suggestions for improving teaching, to clarify the writer's view of the purpose of home economics at the college level and the resulting implications for teaching which lead to the accomplishment of these purposes. Chapter II presents a discussion of this concept and of the basic principles of democracy and of learning that furnish the framework within which the present study was developed.

Chapter III discusses the emphasis of the present study which results from (1) the importance of practices to further the continuous professional education of college home economics teachers, and (2) the scarcity of suggestions found in a review of related studies. This Chapter also discusses the formulation of the criteria which provide a basis for the choice of practices of the inservice program; and the application of these criteria to the practices which were included in the check list.

The analyses of the data are presented as follows:

Chapter IV analyzes the information obtained through the survey sheet and Part II of the check list, which reveals the extent of staff participation in available practices.

Chapter V continues the analysis of the findings of the check list in relation to the factors which affect the participation of staff members in the inservice practices.

Chapter VI discusses the value of the third part of the check list as a device to locate teaching activities which may need to be improved.
Implications of the findings of the study are presented in Chapter VII, in the form of general suggestions for the promotion of inservice programs, and guides for the selection and use of practices for the maintenance and improvement of effective instruction in college home economics.

Chapter VIII summarizes the major conclusions and recommendations which resulted from the study.
CHAPTER II

EFFECTIVE INSTRUCTION IN HOME ECONOMICS
AT THE COLLEGE LEVEL

What is considered good teaching depends on the expected outcomes of the learning. Two basic factors, then, which determine the character of teaching are: (1) the purpose or objective which the learning is to accomplish, and (2) the kind of teaching activities necessary to meet this purpose. For example, when the emphasis is on training for homemaking tasks, or technical occupations, the outcome expected is primarily the development of skills. To illustrate this we only need to look back to the early days of home economics in higher education. The scientific phases of homemaking were stressed and there was little direct attention given to the development of personal qualities and relationships with others. More emphasis was given to the performance of the tasks of cooking, sewing, and housekeeping, rather than to the human elements involved in making a home. Evaluation of learning generally was made on the basis of the skills developed and the information gained about how to perform those skills. To accomplish this purpose, teaching emphasized laboratory and demonstration activities, or other methods which resulted in manipulative know-how. The development of understandings and appreciations was more incidental than designed. Information needed in the laboratory, or important in the demonstration, was given by means of lecture. Today this purpose and the kind of teaching it requires is still important, but is not sufficient alone.
Purposes of Home Economics at the College Level

Education in any period of time has a dual job. It should maintain, through reflection, the basic ideas and beliefs of the people which have been found good. Equally important is its responsibility to take the lead in helping people determine the values, ideas and beliefs which are to give direction toward improved living for everyone. In the United States today the predominant type of society is democratic. Alberty says, "Even though democracy may be an arbitrary choice it remains, in the opinions of many, the most promising design for living that has yet been conceived by man."

While our society is already predominantly democratic, there must be a specific and concerted effort to help its people maintain and improve this way of living. To accomplish this, education must continue to produce people who work together to improve our society; who are able to take part intelligently in finding what they are to be loyal to; and who can think their way out of the confusions and conflicts bearing in on home and family life from all directions. The colleges have a big share in this educational task.

The President's Commission on Higher Education supports this role of education as "that of critic and leader as well as servant; its task is not merely to meet demands of the present but to alter those demands if necessary so as to keep them always suited to democratic ideals." This Commission further emphasizes the democratic

1 Harold Alberty, Reorganizing the High School Curriculum, p. 36.

philosophy as the basic one of our society by stating:

It is the American faith that the ultimate verdict in this conflict will go to that form of human association and government which best serves the needs and promotes the welfare of the people. We firmly believe that democracy is this form, but we shall convince others only by demonstration, not by words. . . . "To preserve our democracy we must improve it." Surely this fact determines one of today's urgent objectives for higher education.3

To help preserve and improve our democracy means that individuals must understand its principles and be equipped and motivated to demonstrate its values by intellectual participation in democracy as a way of living—individually, locally, nationally and internationally. Hullfish reminds us that "the present need of our institutions of higher learning is to illustrate the personal and social differences which result when human effort is illuminated by democratic insights."4 These differences will be apparent both in personal living and in vocational pursuits.

Each area of education assumes responsibility in meeting this need. Home economics, as an area of higher education directly concerned with solving problems of home and family living, will be expected to make its distinctive contribution. The family situation is an important factor in developing the younger and maintaining the older members of the group in accepted forms of association. Founda-

3 Ibid., p. 9.

tions for democratic processes in all realms of living will be strengthened when families practice democratic relationships within the home. The distinctive contribution of home economics in higher education is to help people examine their beliefs and habits of thinking concerning family life, and to aid them in establishing and evolving a family pattern suited to the modern world.

Today two goals—preparation for personal and family living and preparation for wage-earning professions—are accepted as important parts of university education, not only by home economists but also by frontier thinkers in other phases of higher education in the United States. It is important, therefore, as Coon notes, that home economics teaching be effective in providing for the development and practice of democratic principles for its teachers and students, all of whom, whether they enter remunerative positions or non-remunerative homemaker positions, are living in families in a democratic society.

Kind of Teaching Necessary in a Democracy

Education for a democratic way of living will practice democratic principles in all of its experiences and activities. One does not begin life endowed with a set of democratic reactions. They must be developed. Both the home and the school are important factors in the provision of experiences in democratic living. Higher education,

also, has the responsibility to provide the type of teaching which aids individuals to grow so that they may take part intelligently in establishing and improving democratic living. One does not acquire understanding of democracy by having it explained or stated to him, or solely by studying about it. Understanding of the principles of democracy evolves as one tests them in use. Yet, on the college campus there is often no opportunity for the student to practice democracy. Teachers who "talk" democracy but practice authoritarian and dictatorial methods in the classroom are not convincing. Johnson supports this point when he states:

The college, moreover, cannot teach one thing and be another. If we are going to teach the values of democracy, we must cease to think of democracy in terms of certain political, economic and social rights. It is equally essential to learn to live democratically. This means that the educational process itself must be an experience in democratic participation.6

Teaching and learning are joint activities: if someone is not learning no teaching is taking place. What is known about how we learn, then, gains importance as a foundation for the establishment of effective teaching. The kind of teaching which is necessary to attain the accepted purposes of home economics at the college level will be discussed, therefore, under the following major emphases:

1. Democratic methods must be experienced.

2. Basic elements of learning must be considered.

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Democratic Methods Must be Experienced

An understanding of what is meant by democratic principles is necessary before conditions under which they may be achieved can be created. Dewey tells us democracy is "more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience." Benjamine includes education in this association by saying that democracy "is a manner of association whereby men order their own ways for their own benefit, and democratic education is the instrument whereby they change their own ways in the direction of their own ideals."

There are many variations in statements of the principles of this way of living, but the essential elements are the same. From the interpretations found in current literature, the writer has accepted the four principles as given by Hullfish. These he states are:

1. The principle of free intelligence
2. The principle of participation
3. The principle of individuality
4. The principle of cooperation.

These principles, or ideals, are not distinct and separate; they overlap and supplement each other. It is difficult to say where one begins and the other leaves off, but each is equally important. The implications of these principles for teaching are briefly discussed as the background


9 Hullfish, op. cit., pp. 53-54.
The principle of free intelligence must operate in a society where each individual works with others as a group, and where an individual meets the demands of his own life and faces the necessity of solving problems. Democracy relies on the method of intelligence; it holds a faith in man's ability to use his intelligence to solve his own problems and those of the group.

When democracy is the way of living, intelligence will be respected and it will be developed through use in making plans and decisions. Teachers show faith in the intelligence of students by requiring them to use reflective thinking as they meet situations and solve problems. Faith in the method of intelligence is also demonstrated by acceptance of the students' decisions which are reflectively derived at. Students who say, "Why should we plan, we always do what the teacher tells us to, regardless of what we have decided," are saying in effect that they have no opportunity to use the method of intelligence.

Teaching also should establish conditions which allow for free use of intelligence. Students need freedom and encouragement to express their own ideas and capacities; to disagree with others in a way which means (1) that they are searching for the best answer and (2) that they are ready to examine data and seek proof to support their choices. Dewey describes this essential freedom in this way:

Regarding freedom, the important thing to bear in mind is that it designates a mental attitude rather than external unconstraint of movements, but that this quality of mind cannot develop without a fair leeway of movements in exploration experimentation, application, etc. . . . Hence, a democratic society must, in consistency
with its ideal, allow for intellectual freedom and the place of diverse gifts and interests in its educational measures.¹⁰

Use of the method of intelligence further means there will be emphasis on planning and working with a purpose rather than on impulsive action or a simple obedience to tradition or authority. Teaching will proceed on the basis of involving students in a search for working hypotheses, for data to apply, and action directed toward the achievement of desired ends. Students in the classroom will be studying not merely because of assignments but also because they need information to attain the purposes they have set for the activity undertaken. They will be given opportunity to choose between alternatives and their choices will be respected, though forced to stand the test of relevant fact. Without this belief and faith in the method of intelligence, we resort to authoritarianism. With its use, the teacher and student become co-thinkers. The more matured mind and the more extensive experience-background of the teacher place him in a position to guide and channel the thinking. Authority is still vested in the teacher. It should be when it is conceived as authority which is instrumental in guiding. This is not dictation. It is an authority which arises in a cooperative situation. For example, the student who reported that he had not prepared the assignment because he did not know "how the teacher wanted it done" may have been giving expression to the failure of the teacher to show faith in the method of intelligence.

2. The principle of participation is important in living which is conceived as a shared activity rather than an individualistic enterprise. If the method of intelligence is to mean anything in group life, individuals who make up groups must use it to solve group problems. Each member must take part in making decisions by which his group acts and which affect him. Each must have a concern for assuming his share of the responsibility to promote the common interests and purposes to the end that each is free to develop the best possible living for himself and for the entire group. Griffin supports this idea in stating that:

Democratic freedom involves not only the right to make choices but the right to help to decide what choices shall be possible! Democracy stands for the freedom of every man to have a part in making the decisions which affect his daily living.11

The right to help decide what choices are possible implies participation in making plans as well as in executing them. Regardless of how complete or how well organised by the teacher, plans which are dictated, or given to the individual in some similar manner, lead to less effective learning. Participation in planning not only results in better student understanding of how something is to be accomplished, it also establishes a purpose for the activity. Similarly the freedom of every student to have a part in making decisions which affect him implies his participation in what is done in the classroom. The classroom dominated by the teacher who presents a monologue, no matter how important the information contained therein, often fails to elicit reflective thought.

11 Allan F. Griffin, Freedom American Style, p. 31.
as well as active participation. On the other hand, a provocative reflective lecture may provide for quiet participation rather than a mental spectatorship alone. To be a spectator does not provide a concern for the possible outcomes which motivates the learning when there is participation.

Freedom for the student to participate does not mean complete non-interference, or lack of plans on the part of the teacher. Pre-plans are essential if growth of an individual is to be guided. The laissez-faire program may result before long in no participation, or in only a superficial type of verbal activity. On the other hand, too much planned participation may be inflexible and result in a regimentation which stifles freedom.

The responsibility to participate should rest, in the final analysis, with the student in accordance with his abilities and capacities. The ability to make choices and exercise judgment in decisions grows with experience in making choices and decisions. To expect a class at the first meeting to decide wisely whether to write a term paper or take the final examination may be a form of busy work and a sham democratic procedure. Of course, a group that has had previous practice in making intelligent decisions, may be able to arrive more quickly than the less experienced group, at decisions which have merit and exemplify sound judgment. As one participates, he must recognize also that his freedom to participate begins and ends in relation to the freedom of his fellow man. "'Freedom' means nothing if we conceive it
in selfish terms alone.12 The decision of one member of the group to summarize the course by means of writing a term paper may be his own best decision, but it may not be the best decision of the other students in the class, or in relation to the teacher's responsibility to college regulations.

3. The principle of individuality is the foundation of democracy. Each individual counts; each is important. Every person has the right to be allowed, and helped, to grow toward his optimum development. Democracy believes that the individual should be given an opportunity to learn to meet his own needs intelligently and to establish himself as an individual and as a contributing member of the group. Hullfish explains this principle in the following words:

Each individual is uniquely an individual. His interests are particular interests, and his abilities are special abilities. These differences are, in associated life, sources of potential strength. The life of the group will suffer where they are permitted to degenerate into divisive idiosyncrasies; and, too, so will the lives of individuals.13

Democratic methods of teaching, then, must be individualised within a framework established by and for the group. Teaching cannot be regimented or made so uniform in pattern that interest and initiative are stifled, and that individual growth may be halted. Both the techniques used and the problems which the group solve need to be adapted

12 Ibid.

13 Hullfish, op. cit., p. 53.
to provide a directive force for individual learning. Students working on the same general assignment or toward accomplishment of the same course-goals may be expected to attack the problems in different ways and to bring different facts to apply. Yet the results may be equally effective for all.

Through the teaching processes, each individual should be given a chance to make his contribution in educationally acceptable ways. At one time in a discussion, a student may assume leadership; at another time his contribution may be in the form of a piece of illustrative material he has prepared; at still another he may contribute in some less tangible manner; and, of course, he may at all times grow as he listens reflectively to others. As each is provided an opportunity and assumes the responsibility to make his unique contribution, he not only grows in his own abilities and interests but he also gains an appreciation of the inter-relationship of personalities within the group, and of phases of the total program. He gains a respect for the other personalities as he develops his own.

When this principle of individuality is demonstrated, the teaching process becomes student-centered—goals, plans, experiences, and evaluation are based on student needs. Each student is helped to clarify values and establish goals for himself and for his group. Evaluation is a process by which the student gains satisfaction through the progress which has been made.

Teaching which is directed toward optimum growth of each individual takes place in an atmosphere conducive to self-development. Teacher-
student relations are of the type which free the student from fear that he will not please the teacher, or from the idea that what he is doing is for the teacher, not for his own benefit. Other blocks to learning have to be removed before the individual is free to grow, and it is the teacher's responsibility to help the student remove these. A kindly word, a bit of praise or a bit of criticism may serve to challenge the student to further effort. The idea which seems all too prevalent, that a teacher must fail a certain number of students to prove that his teaching is good, breaks down the conditions of learning and sets up barriers to optimum development of both students and teachers.

4. The principle of cooperation takes on meaning when one realises that individual growth results as he works and lives in cooperation with others. All living involves relationships with other personalities and with groups. The individual grows in relation to the reaction of others and the effect of his actions on those around him. He becomes aware of the value of differences as well as of similarities that exist among people. Baker says,

All good teaching is based on the concept of the supreme value of the human personality. The teaching process begins and ends with the individual personality. . . . But the possession of a concept of the supreme value of personality is not enough; it must be accompanied by a kinetic performance—desire to promote human welfare—a desire to make a better world for the human personality to live in.14

A class project, cooperatively planned and performed, not only provides an opportunity for each individual to express his ideas and personality, but also results in his learning how to work in groups. As students share leadership, knowledge, and the responsibility of group activities, they learn to accept the contributions of each. They learn to abide by the decisions of the majority when these may differ from their own decisions; they gain a respect for the opinion of the minority. They accept the fact that at times the group decision must be delegated to representatives in order to facilitate the process. They develop an understanding that authority is delegated by the group to those whose abilities make it possible for them to act for the group and in relation to the common good. They learn that committees, special reports, division of responsibility for locating source materials, and many other ways of sharing duties serve to speed the group progress toward accomplishment of goals. In short, each learns how to be a good group member by being one.

In the situation which demonstrates this principle of cooperation, the teacher and student are partners in the learning process. Each brings to the relationship a respect for the proper role of the other, together with a recognition of the worth of the contribution that each has the privilege and responsibility to make to the total situation. There should be mutual respect and confidence. Both should enjoy the part they have to take in the process. Conditions should be created to facilitate and enhance this enjoyment. The establishment of a proper learning atmosphere is the cooperative responsibility of the teacher and
the student. They are not at opposite ends of the old Mark Hopkins log but are rather working at a conjoint enterprise.

**Basic Elements of Learning Must be Given Consideration**

Teaching and learning have been described as parallel activities. In order to determine the type of teaching which is most effective, then, we may look at the elements of effective learning and at the significant outcomes desired in the behavior of the learner.

Learning that counts in a democratic association goes beyond the accumulation of facts to the finding of meanings and the reconstruction of experiences. Bode defines learning as "a change in experience such as to provide for the increased control of behavior." He also tells us that thinking is the method by which reconstruction of experiences is given direction toward desired behavior. He defines thinking as "the finding and testing of meanings." Thus, thinking changes experience from guess work, or trial and error, to action which is based on verification, or intelligent direction. "It is clear, therefore, that the cultivation of effective thinking is a major responsibility of the school . . . . This thinking must relate itself at all times to the reconstruction of experiences."15

One example may illustrate how the process of finding meanings and reconstruction of experiences may operate in learning. "Teaching" as a term means nothing to the small child. When he starts to school

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and is subjected to "teaching" he begins to accept it as something done to and for him. The term has a meaning which may be either pleasant or disagreeable to him. He approaches "student teaching" with the question of how he shall teach and he decides on the basis of what he knows about "teaching." The meaning brought from his own school days may have been modified as he has studied about "teaching." When he engages in the act of "teaching" he tests the meaning it now has for him and from the experience may evolve a still different meaning which leads to a different mode of action.

If we accept this concept of learning with reflective thinking as the over-all method whereby experiences are reorganized, a comparable emphasis is established for teaching. Although the techniques and specific methods whereby this emphasis may be incorporated in the teaching process are myriad, four basic general elements seem to be paramount. A brief discussion of these follows.

1. Learning is finding and using information to solve problems. Handing out information does not insure learning, and mere telling is not teaching. To read over, or even to memorize, does not mean there necessarily will be understanding or ability to use information. To ask a student to repeat the point of view of the textbook author is not sufficient. Why does the student agree or disagree with the author? Or, what evidence can he give to support the author's point of view? Such questions may induce reflective thought. Possession of facts does not insure that they will be used in thinking, or in turn, that they will aid in the reconstruction of experiences; yet subject matter, or information,
is essential. Without facts we cannot think. And to meet situations one must use knowledge. The use of information in thinking is explained by Brubacher.

Knowing is something which is wrought out of action. Before it is used it is merely information. Information becomes knowledge when it is judged to be relevant to the solution of a particular problem and that judgment is tested in the crucible of experience. Coon similarly gives knowledge an important place in the learning process in the statement that "education does not consist primarily of 'knowing something,' but rather of the power to use the knowledge in living, the power to examine more fully, to live more richly." Teaching for this kind of learning guides the student to use the materials which information supplies; it calls for manipulation and adaptation of these materials to fit present and new situations. Teaching activities should provide this opportunity for the student to use information, and should require reflective thinking. The age-old question of "why," gains force when it requires the learner to examine and justify what he says and does.

The learner must accept the responsibility to support his ideas and beliefs. At the same time he must recognize that some of his standards may need to be changed or modified in light of what is good for the present and for the entire group. The teacher in such a situation

17 Coon, op. cit., p. 29.
will not be content to hand on information through exclusive use of the lecture method, as important as it is at times. He will not dominate the situation as the "boss." He will try to help the student develop an attitude of searching for his own best answers, and will help in the process by suggesting and guiding rather than telling.

Not only should teaching create situations that call for the use of information in reflective thinking, but the methods used must be carried on in an atmosphere which will provide security and freedom to the student. The student should be free to think rather than feel he has to come out with an exact answer someone else has stated.

Faculties and students are pretty well agreed that perfunctory recitation on textbook assignments and impersonal lectures that only parallel what can be found in any library have both had their day. Conferences and quizzes are of little value if they merely test one's power to memorize. Students everywhere are claiming loudly in standardized phrases the privilege to think for themselves, and yet that is the one thing they are most reluctant to do.18

Thus Upham suggests that students need to be challenged and the conditions of the learning situation so established that reflective thinking provides the only answer. Emphasis on the growth and progress of the student rather than on the products or the ideas of the teacher given back by means of examination is one step toward teaching which demonstrates this essential of learning.

2. Learning is continuous. Reconstruction of experiences implies

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remaking the past experiences to result in changed behavior in the present, and the consequences of changed behavior point to the future. The learner brings his past experiences as knowledge to be applied and tested in the solution of present problems. At the same time, he must anticipate possible results of action to the extent that he is able to guide his reconstruction toward decisions most suitable for democratic living. Planning, evaluation, and continuing application are all essential phases of learning.

Growing is not something which is completed in odd moments; it is a continuous leading into the future. . . . The mistake is not in attaching importance to preparation for future need, but in making it the mainspring of present effort. Because the need of preparation for a continually developing life is great, it is imperative that every energy should be bent to making the present experiences as rich and significant as possible. Then, as the present merges insensibly into the future, the future is taken care of.19

In this manner Dewey emphasizes continuity of learning and the importance of present experiences in this continuity. The environment in its entirety—campus, home, local, state and world community—influences the type of experiences which are significant. Learning which is a reconstruction of these experiences makes use of generalized techniques of problem solving. Selection from among the various problems stems from an understanding of the student's past experiences which he brings to the solution of the present problems. Information from one course builds on that supplied in another; course-goals relate to the

total college and personal goals. In these ways, continuity and unity are established in the experiences of the student. Teachers must plan together and work together to avoid unnecessary repetition and yet provide for enough inter-relationship to give this sense of progressing toward goals which themselves undergo reconstruction in reflective activity.

Planning is an important part of that manner of teaching-learning which is a continuous reconstruction of experience. Changes in behavior should be directed toward desired ends, otherwise one acts without any point and purely for the sake of action. Human endeavor is characterised by action that certain conclusions and results will follow. The purpose behind the action and the behavior change of the learner are both an incentive and a guide for the reconstruction. The learner needs to understand the purpose and to look toward possible consequences of his action. He also needs to evaluate his progress and base further planning on what has been accomplished. This means he should be an active participant in the planning and in the evaluation of all activities, whether physical or mental. But it does not mean that the teacher leaves planning to the students alone. He is prepared to guide student planning, to help students accept limitations. He must first have planned and be ready for each class in order to direct the work and to aid students avoid unnecessary waste of time and energy which result in discouragement and dissatisfaction.

Because of the very nature of our changing society, conditions of this continuous learning must be flexible. Conclusions need to be
accepted and acted on, but at the same time they must be held tentatively and with an open mind that allows for further change as they are tried or better answers are found. There is never an exact repetition of experience. Past experiences and changes in environment influence the process of reconstruction. Teachers must be ready with plans and an attitude which can adapt plans, when warranted, to changing situations.

The characteristic of continuity suggests a need to teach so that students achieve generalisations and ways of working, rather than specific skills and specific items of information. Changes in living, new discoveries, and new uses of knowledge make doubtful the possibility of an unreflective use of specific learning and skill in the new situations.

Learning that is broadly functional, however, goes beyond both the immediate level of need and life activities... Learning must stand out both in its inter-relatedness in solving the problem and as principles, generalisations and understandings that apply to many other situations and suggest areas for future study.

... It would seem desirable for the college to accept the following responsibilities in regard to acquiring skills: that students be brought to see the importance of skill in successful use of their learning, that they achieve some real skill in each aspect of home economics to be accompanied by the knowledge of how to teach themselves skills as needed, that the desire to perfect skills when needed be developed, and that standards for successful achievement be set.20

Thus Spafford emphasizes learning which can be continuously applied and used in solving new problems and in reconstructing experiences as

20 Ivol Spafford, Functioning Program of Home Economics, pp. 344, 411.
new situations are met.

3. **Learning is living, not preparation for living, and is therefore active.** Learning always occurs in an active experience and thus requires thinking in relation to solving problems that are being met now, not those to be met at some later date. Bode presents this view of learning when he states that "the day by day experiences of the pupil must be made over in a certain way, through living and doing." And Kilpatrick emphasizes learning as real living when he explains that we learn what we live, and the more fully we live it the stronger we learn it. To accept an idea for use and to use it is to live it; and once lived it is learned.

Experiences used in this living must be meaningful. Doing simply for the sake of keeping busy is not conducive to learning. For this reason we need to note, too, that quiet contemplation, when the meaning of experience is being reflected upon and judged, is, from the standpoint of learning, an "activity" of high order. Teachers and students will need to keep abreast of what is going on in homes, communities, and the world. They cannot isolate themselves in their scholastic world of books and study, removed from the problems with which they must deal as they live. Since conditions and problems of living change

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so rapidly it is impossible to provide specific answers to a problem now that will be always an equally available answer. The teacher is faced with so little time and so many different student needs to be met that it is impossible to teach everything each student should know. The best answer to this situation may be found in the acceptance of learning as living and the resulting emphasis on how to solve problems.

Learning which is accomplished through solving problems of present living will automatically involve the reaction of the individual as a "whole being." Emotions, physical capacities, as well as "mind set," influence learning. Solving real problems calls for a combination of thought and control of emotion. Personal factors and home conditions cannot be ruled out of the learning situation.

Neither does learning take place in segments. Compartmentalization of phases of learning, and chunks of information thrown at students from various courses, place a barrier before learning. The relatedness of courses and various phases of learning need to be recognized by students, and teachers. For example, what is learned in nutrition may be used to solve health problems of the child; art principles may be applied in selecting a garment to be made in clothing construction. No phase of learning can be considered as finished when the course is completed or the problem at hand solved. All learning builds on, and at the same time extends, what is already known. To illustrate, student-teachers frequently say they learn more than their pupils—in teaching others they have to apply what they have learned in all four years of college and thus realize they have learned.
Effective teaching will make use of problems of in-college living. Problems to be solved will be those which are important to the learner personally, in his home or in his professional living. Campus life also furnishes problems which may supplement class activities.

4. Learning is development of the capacity to be self-directive. Learning cannot be given to one, and teaching is not an act of imposing what the teacher knows upon the student. In the final analysis, education at any level or stage is basically self-education. It is guided or directed in one way or another by a number of conditions and factors. For the small child, the home and often the church give directions to the activities and experiences which are phases of the individual's self-education. As he grows older, the school is added to the pattern of influence and later the college becomes a factor. The community and surroundings also have a part in shaping the experiences through which self-directed learning is furthered. After school years the vocation and the employer furnish encouragement and guidance to the employee-learner. Guidance and direction which comes through various stages of learning is often incidental rather than planned. But effective teaching will furnish planned guidance for the development of self-direction.

The acceptance of this essential of learning means that teaching will not force learning into set patterns or procedures. It may give direction at times, by assuming the responsibility to tell how something should be done. The problem for the teacher is to determine when the
student is ready to assume self-direction and when the teacher needs to provide the learner with a pattern to follow. But always the ideal is to keep the development of the person uppermost and not to resort to autocratic rule because of convenience, or short-cut methods. Methods used will be ones which bring the individual into doing the learning for himself. Stoddard aptly expresses this view in the statement that:

The essence of college life is learning—Independent learning—on the part of the student. He is not there to be told something, to be sold something, or to be shown something by way of amusement. He is not there to be exploited by persons or agencies who have an ax to grind.23

Griffin similarly places the responsibility of the school and the task of teaching as that of guiding self-direction by saying, "When men are compelled by force to do things 'for their own good,' without any agreement on their part as to what is 'their own good,' democratic freedom has little chance to grow." He later explains that the individual must even be allowed to make his own mistakes rather than those of his elders. In the process of making mistakes one learns something. It is easier to do right in the totalitarian state where action is in accordance to the rule; but the learning which results is different. "Democracies and dictatorships give exactly opposite answers."24

Kilpatrick also gives us a picture of the kind of teaching required for democratic association in which each individual is self-directive:

23 George D. Stoddard, On The Education of Women, p. 39.

24 Griffin, op. cit., pp. 65 and 131-133.
The teacher's aim must be to make of his pupils and students capable, independent thinkers. He must be very much on guard lest those under his build dependence on him. In a democracy it is self-directing personalities that we try to build. The kind that can carry forward living ever more successfully in a developing world.25

The authority of the teacher may serve as a valuable directive now, but once removed the learner is left with no basic abilities or pattern for action in new situations. When the learner is at all times told what to do and what to think, he develops a dependence on the teller and at no time is he free to think for himself and direct his own activities. The totally authoritative teacher cannot fit in with the belief that the individual must learn to be self-directive.

Learning which is accepted as development of self-directive abilities will begin where the student is and will lead toward the growth in each of attitudes and capacities that foster independent individuals. The teacher will need to understand the group with whom he is working; he should know the background of each student; and he should have some knowledge of the past and the present problems which the learner has met or needs to solve. Teaching activities will be selected, then, to provide opportunity for each student increasingly to assume self-direction, and to accept responsibility for his own learning and living.

**Characteristics of Activities Important to Effective College Teaching**

Two major sources have contributed to the formulation of basic

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guides for the selection of teaching activities included in the check list of the present study. These are: (1) implications of the basic point of view, or the philosophy of home economics in higher education, and (2) an interpretation of the essential elements of learning as they apply to college teaching. The following guides for selection of teaching activities, therefore, are a summary of the preceding discussion.

l. Effective teaching will give recognition to the principle of faith in the method of intelligence through the use of teaching activities which guide each student to:

a. Develop the attitude and the ability to find data to apply in solving problems; to accept solutions tentatively until all data have been tested; and to assume responsibility for the consequences of decisions made.

b. Use past experiences to establish a standard, individual and group, which is considered in the new experience and in making decisions; but with the recognition that standards may need to be modified or changed in light of what is good in the new situation, and for the entire group.

c. Develop the habit of reflective and critical thinking.

d. Clarify meanings for himself; and examine and weigh values.

e. Provide continuity in learning (1) by building on past experiences; (2) through creating a desire for further growth; and (3) by developing a recognition that all learning is interrelated and that the total forms a
2. Effective teaching will give recognition to the principle of participation through including activities which:
   a. Help the student recognise, and accept for solution, problems which are meaningful and important to him.
   b. Provide means whereby each student participates according to his abilities in all phases of the learning process: in planning, establishing goals, selecting experiences, executing plans, and evaluating progress.
   c. Create an atmosphere and conditions which result in a sense of security and freedom for each student to participate according to his individual needs, interests, and abilities.

3. Teaching to be effective will recognise the principle of individual worth and integrity of each person, and will help each student to attain his optimum growth. To accomplish this, teaching activities will:
   a. Be based on a knowledge of students and adapted to meet individual needs and interests.
   b. Help each learner recognise and accept as the basis for further growth his differences, his capabilities, as well as his weaknesses and limitations.
   c. Develop abilities to be self-directive and a readiness to assume his share of responsibilities.
d. Help each student recognize the value of his contribution and to accept the obligation to contribute
toward improvement of his own and the group living.
e. Make use of evaluation as an aid to students in planning for further growth.

4. Effective teaching will give recognition to the principle of cooperation through the use of teaching activities which
a. Provide for cooperative effort and sharing of experiences.
b. Help students proceed according to the decisions of the group; or of the representatives delegated by the group
to make the decisions.
c. Provide opportunity for the learner to develop the know-how of working with the group; and create an environment
in which democratic group living can function.
d. Assist each learner in developing courage to follow
majority rule; yet, in the process to recognize the value
of the minority and to respect all ideas as important
for group consideration.

Summary

The dominant society in the United States today is democratic.
Democratic principles are, therefore, the basis of the purposes and goals
of all education. Home economics at the college level has a responsibility to contribute to the development of individuals who are capable
of participating in democratic associations as members of families and
as individuals. Teaching in home economics, then, must emphasise the basic principles of democratic association. These are accepted to be: (1) faith in man's ability to solve his own and the group's problems intelligently; (2) responsibility and willingness to participate in group processes and group enterprises; (3) recognition of individual worth and personality of all individuals, which means aiding the optimum development of each person; and (4) an awareness and sensitivity to the group problems, and a readiness to participate in group action.

The kind of instruction which will be effective at the college level will not only emphasise these principles but also will give consideration to the essential elements of learning. Learning is viewed as reconstruction of experiences with reflective thinking the method of reorganising experiences. This means that the learning will be: (1) a process of finding and using information to solve problems; (2) a continuous process built on past experiences but with emphasis on present experiences and on planning for both the present and the future; (3) an active experiencing and living rather than preparation for living; and (4) a process resulting in developing ability and the capacity of each individual to be self-directive.

The need to provide inservice practices designed to help teachers increasingly attain this type of instruction, together with a consideration of the characteristics of an effective inservice program will be discussed in Chapter III.
CHAPTER III

SIGNIFICANCE OF PRACTICES DESIGNED TO IMPROVE INSTRUCTION IN COLLEGE HOME ECONOMICS WHILE TEACHERS ARE IN SERVICE

Some college home economics instruction may be effective in attaining the objectives and purposes which it has been designed to serve. Yet, there is always room for improvement and a need continually to re-evaluate the methods being used to accomplish desired ends. Teachers readily give lip service to the importance of effective instruction, and agree that improvement is possible. But there is a need to go beyond verbalization; action is essential if any improvement is to result. In facing our share of responsibility to help prepare youth and adults for a high quality of home and family living in our present democratic society we must continually question what we are doing. It is equally important to examine how we are working to make this contribution more effective. The recognition of a need for continuing professional education of college home economics teachers, and a consideration of the characteristics of a program which will be instrumental in furthering this continuous education, are discussed in this chapter.

The Need for Continuing Professional Education of College Home Economics Teachers

Maintaining or improving a high quality of college teaching may be accomplished by: (1) a strong program of selection and placement procedures, (2) an effective program of preservice preparation for teaching, and (3) worthwhile programs of training on the job. All three phases are essential and should supplement each other. It is the
third method which has been considered in the present study. However, a brief discussion of the other two seems warranted to furnish a back-
ground for examining the third.

Improvement of higher education through the selection of stu-
dents to be trained for college teaching and the placement of graduates in teaching positions have received much attention within recent years. Representative of this interest and the attack on the problem is a dis-
cussion by Klapper which stresses the responsibility of the institution in this respect:

The first of these problems deals with the total lack of definite responsibility for recruitment. . . . The very act of matriculation seems to carry with it, not explicitly to be sure, a placement obligation none the less real. But matricula-
tion is achieved in terms of undergraduate record as a scholar and promise of further scholarly success, but without considera-
tion of that additional complex of abilities and traits which make the effective teacher. . . . A great responsibility rests on those who teach the undergraduates. They must be on the alert to identify those young people whose total student life reveals those attitudes and abilities which we seek in the college teacher.

. . . College teachers must try . . . to interest them in teaching.

What then should be the scope of preparation for college teach-
ing? Whatever the proposal, it must be based on a selective re-
cruitment by the colleges and the graduate divisions of the univer-
sities. There must be successive appraisals of prospective college teachers as the graduate faculties come to know their students. In the light of these appraisals, it may become necessary to discourage some of these from the further effort towards teaching.1

The problem of the type and quality of preservice training for college teachers has received even more attention than that of selection and placement. Hollis in a study of Ph.D. programs emphasizes the need

1 Paul Klapper, "Problems in College Teaching." Amer. Assoc.
Univ. Prof. Bulletin, XXXVI (Spring, 1950), pp. 54 and 61.
for graduate schools to prepare specifically for college teaching.

The findings of his study show that 86 percent of the recipients of the Ph.D. degree in the years 1930-1940 perform the major duty of teaching, and three-fifths of those who are teaching are employed at the undergraduate level. In the field of home economics 66 people received the Ph.D. degree in the decade. Of this group 39, or 65 percent, were employed in teaching; five, or 8.3 percent, in research; and eight, or 13.3 percent, in administration. Of the 39 employed in home economics teaching, 61.7 percent were teaching in colleges primarily at the undergraduate level. These figures, together with comments by those who employ the products of the graduate schools, strengthen the need for more preservice training that is directed toward college teaching.2

Reports of recent conferences and proceedings of institutes indicate a similar concern for improved preservice training for college teachers. The titles of the reports, together with topics under discussion, indicate interest in what is being done in relation to the problem as well as a need for further study. Two examples of conferences may indicate the general trend. One work-group section of a conference on "Improving College Instruction" sponsored by the American Council on Education and the Office of Education, considered the topic "Knowledge of Teaching Problems." The keynote addresses of the conference stressed the need for more attention on preparation for college teaching. The one resolution which was adopted at the final session of the

2 Ernest V. Hollis, Toward Improving Ph.D. Programs, Ch. III.
conference grew out of the unanimous recognition of the need for continuous study of improvement in the preparation of college teachers. This resolution recommended the appointment of a committee which was to plan for preparation of college teachers.3

A second example reflects the interest and trend in the area of home economics graduate programs. Fourteen colleges and universities that offer Ph.D. programs for home economists were represented by 21 staff members at a conference on doctoral programs for home economics. In an address preceding the committee work, Earl J. McGrath, Commissioner of Education, Federal Security Agency, pointed out that more attention needs to be given to planning the Ph.D. program that will be functional in terms of what the student does after he receives the degree. He stated that many times these Ph.D. recipients do not take jobs which require highly developed research techniques. Similarly, John Dale Russell, Director of the Division of Higher Education, Office of Education, stated that preparation of college teachers has been receiving attention but that still more needs to be given to planning programs which prepare for college teaching. There are few courses now in existence which are especially designed for preparing college teachers. He commented that failures in teaching are rarely due to the lack of knowledge of subject matter, and that among the more obvious causes are a lack of practical experience, a lack of knowledge of teaching methods, and inability to work with people. Committees were established to study

and make recommendations relative to "competencies needed in leaders in home economics education," "recruitment and selection," "guidance," "programs," and "next steps toward improved doctoral programs in home economics education."\*\*

That individual colleges are doing something about preservice training is indicated by the approach made to the problem at The Ohio State University in 1938. Each teaching department at the university was invited to appoint graduate students to attend a series of conferences on the subject of preparation for college teaching. About fifty departments from the eight colleges were represented in these conferences. The purpose was to consider the status of present preparation, and to learn what practices were being used which might have bearing on the construction of a university program to improve this phase of training. The results of the first series of conferences was a pointing out of the need for more effective training and suggestions of ways it might be accomplished. While this was an expression of what graduate students preparing for college teaching thought of their training, it also served as a preservice preparation for those participating.\*\*

Another evidence of interest is a new course on "Problems of College Teaching" reported by Crawford. A survey made of graduate stu-


\*\* "Report of Conferences on Preparation for College Teaching," Ohio State University (unpublished mimeographed material secured in conference with H. H. Davis, then Vice-President), June, 1948.
dents in a secondary education class showed that one-half of the members were teaching in colleges. The new course was "planned around the difficulties of teaching which the group had observed while taking courses from college professors."6

The interest and progress being made in improving preservice programs is gratifying. However, this method of improving college instruction cannot furnish the complete answer. It is slow and leaves much to be done on the job. Williams and Jenkins point out that efforts are being made to better the preservice training but even if the changes and improvements are put into effect immediately it still means a period of years before we can see results in the field. This does not take care of helping those of us already teaching.7

Graduate study for the teacher in service presents other problems. To pursue graduate work means a leave of absence, whether sabbatical or otherwise arranged, or a complete resignation from the present position. The stress of much to be done, full schedules, and difficulty of obtaining someone to replace a staff member on leave, all add to the hesitancy of teachers to take this step. Many college teachers feel they are not adequately paid to permit them to engage in advanced study, and resignation would immediately cut off the source of income. Sabbaticals


are not common, and to wait for one may mean seven years of unimproved teaching.

Preservice education and graduate programs have not satisfactorily solved the problem of the type of training essential for college teaching. In the past there has been a general acceptance of the fact that knowledge of subject matter and specialized skills somehow assure ability to teach that subject and those skills. At the secondary level this theory has been recognised as inadequate, but there still remains an impression that college teaching is good to the extent that the instructor is a specialist in his subject. Mays, in referring to college teachers in vocational areas, expresses this point of view:

College teachers are usually selected wholly without reference to their ability to teach, and, when selected, are given not the slightest encouragement either to do good teaching or to give any attention to the problems of teaching. The entire emphasis is placed upon research and publication.\(^8\)

In most cases the college teacher selects and uses methods on the basis of the way he was taught in his college days. Perpetuation of traditional methods is not good enough. Brumbaugh says:

Too frequently college teachers are uninformed concerning the theories or points of view prevalent in the field of college education. . . . they may have their own ideas as to methods of teaching, ideas generally derived from their favorite teachers, but they know nothing of the experiments that have been conducted in methods of teaching in colleges or of the bearing of these experiments on changes in method. They are vaguely conscious of the fact that good teaching should result in learning, but they justify the failures of students in their courses on the grounds of incompetence on the part of the student.\(^9\)


\(^9\) Aaron J. Brumbaugh, "From the Point of View of a Dean," in The Preparation and Inservice Training of College Teachers, Proceedings of the Institute for Administrative Officers of Higher Institutions, p. 111.
These two educators paint an unhappy picture, perhaps an exaggerated one. There is but little question, however, that teachers in general are not prepared in methods of teaching at the college level. It has been assumed that a person will gain ability in teaching as experience in the field is gained; that in the final analysis teachers are "born" and need no training; or that a Master's degree or a Ph.D. degree will somehow carry with it the assurance that the holder can teach. Experience has proved these hopes false.

Not only is the college teacher trained as a subject specialist; he is also trained in research techniques in the area of his subject-matter. The kind of teaching that seems urgently needed rests on the fact that the larger problem of teaching is a human problem. To the degree that this is accepted, then we know in advance that teachers must be prepared to deal with human problems. Obviously with training for research and in specialized areas of subject-matter, the problem has not been considered at an intellectual level as a human problem, and the teachers have had limited or no experience in gaining insight into the processes of human learning. The result is that teachers face difficulties in adapting subject-matter and research methods to classrooms where human problems are uppermost. Kilpatrick says that college teachers are trained in graduate schools, with the consequence that

Research, then, is the main, if not the sole, preparation for college teaching, and research alone is no adequate preparation for the kind of teaching that seems urgently needed.\(^\text{10}\)

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Knowledge, or subject training, and research training are both important. But teaching techniques are equally important. In fact, teaching has two closely related facets: having something to teach, or subject matter; and the way it is taught, or methods. Dewey tells us that "Method is not antithetical to subject matter; it is the effective direction of subject matter to desired results." Both are essential; neither can stand entirely alone. If teachers are to be instrumental in guiding individuals to become increasingly successful in living in our changing society, they not only must keep up to date with changes and expansion is subject matter but must constantly improve their competency in the teaching process. Spafford presents the problem of the need for this professional training in the area of home economics:

Preparation for college home economics staff members for their job today should go beyond study within a special field. Each person needs the latest knowledge in regard to human growth and development that she may better meet the needs of individual students and plan teaching situations which make for effectiveness and economy in learning.12

Even when preservice programs include a desirable quality and quantity of professional training, there still remains a need to supplement this training while one is in service. Teachers who have had a high quality of professional training for their specific task, and those who have been producing effective teaching, need always to strive to maintain that high quality. Democracy, of which the college is a

12 Spafford, op. cit., p. 425.
part, has not remained static, but teaching in the college too often has done so. Not only is the change rapid in matters of new findings in subject areas, but some research is constantly adding to what is known of the problems of teaching, to the understanding of human nature and the process of human development, and to the relationship of one area of learning to another. We dare not stop learning; we never reach a stage where what we know is the final word. Teachers need to keep up with trends and changes in the practice of their profession. A group of home economists expressed this point:

The rapid march of events in the world today makes the ability to adjust to change a necessary condition of living. More than ever it is true in education that learning is a continuous process. Preservice training of teachers today can only be considered a phase in the on-going education of those whose chosen career is the teaching of others.13

This same group presented inservice education as another phase of the continuous education of the teacher. Education does not stop at any one point. The receipt of a degree at graduation, or at the end of preservice training, does not signify that one knows all that is essential to produce effective teaching. It is a commonly accepted fact that one learns most as he teaches; provided, of course, that he brings understanding of the process to the situation in which he teaches, and has a concern to learn the wider significance of this understanding. It is important, then, that this learning be guided so that it will lead toward improvement rather than toward a repetition of errors and

weaknesses. In order to accomplish this, some attention must be given to the study of good teaching, even though the teacher is already engaged in the profession. The teacher, in short, should always approach his tasks in the attitude of a learner.

Another point to be considered is that preservice education, regardless of the quality, needs to be supplemented if a unified program is to evolve. Those engaged in college teaching need to work together and think together to give this quality of unity to the program they are producing. Each needs to see his specialty and his efforts in relation to those of others and to the other areas of the total program.

The two approaches, through selection and preservice education, cannot solve this problem alone; inservice education is essential to complete the results sought.

Education has faced a crisis. This crisis will continue until every classroom is staffed by a competent, well-prepared and growing teacher. Better beginning teachers must be secured by careful selection and by improved programs for preservice education. Teachers now employed must utilize further means of gaining an enriched professional competence.11

Review of Related Studies

Practices which help college teachers improve their instruction while they are in service are not unknown; but in most instances what has been done has been indirect and unorganized. Studies which have been made generally deal with the programs as presented from the admin-

istrative point of view, and relate to all areas of college teaching.
A review of some of these studies is presented as a source of suggestions
for ways to attack the problem of improvement in home economics instruc-
tion.

Linscheid made a study in 1928 which was limited to inservice im-
provement of faculty in state teachers colleges. One purpose of the
study was to make some constructive suggestions to administrators for
the inservice improvement of their staffs. These recommendations in-
cluded: encouragement and provision for leave of absence; cooperative
effort in determining educational policies; use of democratic faculty
meetings with professional aims; inter-visititation by staff members;
cooperative effort in establishing curricula; an increasing degree of
professional leadership by the president; and encouragement of productive
scholarship through publication of results.15

Reed and collaborators made a more thorough but similar study
which was reported in 1935. Through the use of questionnaires to ad-
ministrators of arts and teachers colleges, they studied, among other
things, what methods were favored for the improvement of the ineffective
instructor and for the upkeep of the effective one. The four devices
considered most helpful, as indicated in a five-value classification of
49 methods, were: periodic restatement of objectives; recognition of
teaching efficiency; departmental and inter-departmental conferences;

15 Adolph Linscheid, Inservice Improvement of State Teachers
College Faculty, 1928.
and adequate library facilities. Student contacts, which were personal interviews on student problems, also ranked high. Practices reported of little or no value were: required attendance at meetings; supervision of classroom teaching by the president and others; and required faculty seminars.16

Two of the more recent studies are those reported by Leahy in 1947 and Kelly in 1949. Ninety-eight presidents of large universities and small liberal arts colleges replied to the survey questionnaire sent out by Leahy. "Unanimously, they expressed a definite recognition of the need for improving college and university instruction." Forty-five of the institutions included in this survey gave evidence of the presence of certain aspects of "informal programs, or procedures that take place at irregular intervals and lack organized, purposeful, and sequential planning." Twenty-one institutions had what he terms more formal programs, or practices "prearranged, planned, and organized systematically." Thirty-two institutions reported no formal or informal program although they expressed a recognition of the need Leahy suggests that faculties should study and evaluate present teaching, and he lists several general practices for inservice education which may prove of assistance in strengthening weaknesses thus revealed.17

Kelly reported a comprehensive study including a report of the University of Chicago inquiry, a check-list study of graduate schools,

16 Anna Y. Reed, The Effective and the Ineffective College Teacher, 1935.

17 Howard J. Leahy, The Improvement of College Instruction Through In-Service Techniques, 15 pp.
and a check-list study of undergraduate colleges. The latter check list deals with information about the use now being made of several more common devices for evaluating and improving the teaching done by faculty members. The returns from 727 institutions had been checked, primarily, only by the president or dean of instruction. Findings indicated that there is widespread interest in good teaching, and some progress was being made in use of devices which lead to improvement. He concluded that efforts were not uniform within each institution, nor as complete as might be desired. 18

Gilmore in a study of democratic procedures of administration in representative home economics units found some practices employed by each institution as a means of encouragement of good teaching and of professional growth. Included among the practices most often mentioned were class intervisitation, freedom for experimentation and research, participation in professional organizations, and attendance at professional meetings. A conclusion of the study was that "no regularly planned program for professional development was found in any institution. . . . Specific evidences regarding the recognition and encouragement of good teaching was not located through these interviews." The revision of criteria for evaluation of democratic administration which resulted from this study reflected the importance given to this problem. 19


In the absence of organized studies in the area of home economics teaching, two examples of conference discussions may be indicative of the general approach to the problem. Thirty institutions replied to a Land Grand College Association committee survey, indicating that some provisions were being made to stimulate professional growth among staff members. The replies also included a list of factors which aided or limited successful results, and indicated some practices which had been found successful in improving instruction in home economics. Effective instruction was one problem discussed at each of the three inter-college conferences which followed this survey.20

Similarly, interest was shown in two institutes for college teachers of home economics held at The Ohio State University in 1946 and 1948. At both of these, one topic considered was that of improvement of methods of teaching. In 1948 ways to make it possible for staff members to improve instruction were discussed.21

The problem is great, and there remains much to be done to study ways of meeting it, and to encourage continued professional education for college home economics teachers. Furthermore, there is a scarcity of reported studies which give suggestions of bases for selecting prac-


21 "Home Economics and Education for Family Life at the College Level," 2nd Institute for College Teachers of Home Economics, The Ohio State University, School of Home Economics, 1948 (mimeographed material).
tices to comprise such a program. It was deemed desirable, therefore, to consider essential characteristics of a program for the improvement of instruction in home economics.

**Bases for Selection of Practices for Improvement of Instruction**

Education of college teachers on the job has not kept pace with inservice education of secondary teachers or with job training for other professions. The "Ivory Tower" idea prevails in many colleges, with the instructor being left to teach in whatever fashion he pleases. There may be justifiable reason to respect the ability of college teachers and their right to be left alone to teach as they think best. No doubt, many examples of effective college teaching could be cited. But more often the faculty member needs help in keeping his teaching up to date and of high quality; and most frequently he is appreciative of the help he obtains.

Learning, whether one wishes to learn or not and whether it is desirable learning or not, is present in all activities. Teachers learn as they teach. The beginning teacher's willingness to learn on the job, his enthusiasm, and his desire to do well may be sufficient forces to motivate him to overcome a lack of know-how as he starts his teaching career. Because of the lack of time and availability of help, however, the younger teacher, and often the older member of the profession as well, resorts to a repetition of the type of teaching used in his graduate study regardless of the fact that the situations are not the same. The immediate problem, then, becomes one of finding ways individuals and groups may cooperate in a learning process with the aim
of improving their teaching. These ways of working are essentially methods of teaching with the faculty members in the position of students.

Characteristics of an Inservice Program for Improvement of College Teaching

The total program of practices used to further continuous professional education of college teachers will possess certain characteristics. Each practice, in the final analysis, is a learning activity and the practices in relation to each other comprise a learning situation. Statements of basic characteristics of an inservice program for college teachers, therefore, have been derived from the basic philosophy of home economics education and the concept held in relation to the essential elements of learning. These are the same two sources from which the characteristics of good teaching were derived. The difference is in the level of application. Each characteristic will be presented and considered in light of the professional literature bearing on the problem.

1. A program for the improvement of teaching is considered good to the extent that it provides opportunity for each individual to participate in accordance with his own needs, interests, and abilities; and to the end that individual growth results.

Participation, which is important as the basis for learning, is motivated and inspired by a recognition of the need to solve a problem. Participation, then, to be effective should be free and voluntary. Prescribed activities, accepted as tasks to be accomplished, too often do not hold interest or have a clear purpose for the participant. Taking part in an activity for the sake of being busy, or to obtain favor
of someone in authority, may lack the motivation which leads to learning. If one enters into an activity voluntarily, he will have decided what the problem is and why the solution is important.

The point of participation is to gain the advantage of pooled intelligence; and, in this effort, participation occurs only as individuals share responsibility when decision is reached. It does not occur, as so many wrongly think, when committees or groups are called together for the sole purpose of approving the decisions of administrative officers. Men do not build a loyalty to an institution when their intelligence is never given an opportunity to shape decisions which have important consequences for their personal and professional lives.22

Participation, as Hullfish points out, does not occur automatically when individuals meet in a group. It will occur and will be meaningful in the improvement of teaching to the extent that the individual has a purpose and an opportunity to make and abide by decisions in relation to his teaching.

Practices in the program designed to help teachers improve the effectiveness of instruction will need to be varied if participation is to occur. Not all will participate in the same way; not all will be interested in solving the same problems. Leadership will vary to the extent that individuals see different purposes and have different capacities and abilities. Authority in some instances will be delegated for final decisions and leadership will be rotated according to interests, abilities and the factors of the situation. In order to gain optimum growth of each individual it will be necessary to use a variety of practices, providing for participation in terms of each one's unique capacities and the immediate problems. Variety is also essential to avoid a tendency to mold the program and fix a pattern of procedure.

22 Hullfish, op. cit., p. 58.
for the group. Such a fixed pattern is not in harmony with those principles of democracy that give recognition to individual integrity and the use of the method of free intelligence.

The satisfaction which results from a recognition of improvement may lead to more participation in the inservice practices. For this reason, activities should be linked with evaluation of teaching and the teacher should be given an opportunity to take part in ways which make use of his previous successes.

2. A program for improvement of teaching will be effective to the extent that it provides opportunity for cooperative group action which is directed toward achievement of democratically acceptable goals.

Perhaps the most obvious values of sharing in cooperative group activity are: (1) a unity that grows out of the recognition of common purposes which underly the total college program; (2) a clearer understanding of the share each has, and a willingness to be a participant in developing the total program; and (3) an increased incentive for further learning which comes through sharing ideas and leadership responsibilities. These values may result when all staff members work together in agreement, or they may be values which accrue for a group working in opposition to the majority agreement. The latter possibility lends importance to the need for planning and organizing the inservice program with the total group.

College faculty members have a tendency to become specialized and concerned with their own particular sphere of interest. Advanced
study generally has been in a specialized area of the field and teaching may have become compartmentalised. The result may be that each teacher is viewed as a specialist in his area or in some specific technique. Pressure to keep up to date with research in one's subject field and the busy schedules on the average college campus leave little time to consider what someone else is doing to secure effective teaching. As faculty members work in cooperative enterprises they become acquainted with the purposes other staff members believe are important. They also see more clearly the sequence in the program and the relationship between courses. Davis discusses the value in terms of a unified program when staff members cooperate in the establishment of institutional objectives. He says:

The actual instructional procedures in the classroom are in terms of the objectives when the faculty understands the objectives and is in reasonably close agreement with them. If this is not the case, the instructors will tend to teach toward their own objectives no matter what the catalog says, and no matter what the other published reports from the institution may indicate.

By providing for complete faculty participation in the formulation of objectives, each member is clear as to the place of his courses in the whole scale of things and can in turn make clear to his classes just what the goals of the courses and the non-course experiences are, and the means of reaching them.23

Too often this clarity of relationships and the unity of program have been absent and college education has shown a growing tendency to become more and more departmentalized and divided into segments of

learning. Whatever the problem or subject for group activity—whether establishing objectives or discussing some problem of method—cooperative action will result in creating a more unified program for both teachers and students. A cooperative undertaking with teachers and administrators participating in the process also furthers development of the capacity to act as a unit. Through planning together, making group decisions, and carrying out a plan of action agreed on as a group, each gains a feeling of belonging and a sense of the wholeness of things. People need to learn to work together with their differences.

The value of a cooperative enterprise as a factor in the growth of each individual is explained by Albery:

It is nevertheless true that individual growth does take place in the process of living and working together. This concept is deeply imbedded in our democratic ideals. Significant personalities cannot be developed in isolation. Rather they grow as individuals work together in terms of common concerns and interests. When a real problem is to be solved that requires the varied talents of the members of the group, growth inevitably takes place.24

As individuals bring their varied talents—their points of view, information, and ideas—to use in solving the group problems, there is growth through sharing and through the expression of these talents. In group activities, leadership may pass from one member of the group to another, according to individual interests or abilities and the conditions under which the group operates. When this rotation of leadership takes place,

each has an opportunity to present his views and to have them discussed by the group. This not only means that one's ideas may be accepted by others but also that he may gain status in his own right and clarify his own thinking.

3. An effective program for improvement of instruction will provide opportunity for each participant to grow professionally in the direction of increased interest, a broader concept of teaching, and an increased knowledge of new developments and findings of research in the field of teaching.

Teaching cannot remain static and aid students increasingly to assume responsibilities in democratic living. Living is changing; what we know about learning, as well as what we know in the area of subject matter, changes as research and experience add to our fund of knowledge. Teachers who have been trained primarily in subject matter need a chance to extend their understanding of students and of the teaching process. In addition, all teachers need to understand what is happening in local and world affairs as these events influence both what and how one teaches. Teachers sometimes know more than they realize, but it will be useful only when they draw it together and make use of it. If improvement is to result, the staff members need opportunities to see new possibilities, learn new methods, and be free to try them. This may mean finding new possibilities on their own, or it may mean using results of research carried on by others. Research data must be organized, criticized and explained before they become of real value.
We emphasize and reemphasize the need for faculty members with broad vision, who are integrating for themselves and who can stimulate their students to integrate the rapidly increasing body of knowledge and technological advances so that they in turn will have an over-all picture of contemporary civilization. Such integration is proper in a democracy.25

Programs which provide for individuals to study new developments and contemporary civilization not only provide increased knowledge for use in teaching, but also provide the core of the broadening concept of teaching. As one studies and is allowed freedom to experiment and test knowledge he becomes more aware of the opportunities to improve his own contribution. Any improvements in the teaching process, then, will rely ultimately on (1) a gain of new insight into the human aspects of teaching, and (2) the freedom to use new techniques in a real situation.

If those who teach are going to create conditions under which democratic values can be achieved, they must first have accepted democratic principles for themselves, and they must share in experiences which develop the habits and dispositions on their part appropriate to those values. In other words, teachers are more likely to understand and use democratic methods in their teaching when they have been taking part in activities which demonstrate democratic association. Practices which provide opportunity for teachers to put democratic principles into use are adding, therefore, to the professional growth of the individual staff member. Teaching which results will be improved.

4. Problems dealt with through the inservice program for

improvement of teaching will be individual and group concerns arising out of the experiences of those who make up the group.

The degree to which one participates in an activity depends, to a great extent, on the importance of the activity in helping him solve his problems. As one accepts a problem and sets about to solve it, he learns. Observing, being told, reading about, all may or may not arouse his interest or lead to improvement in his teaching. A participant, on the other hand, is directly concerned with the outcomes and must do something to direct what is being done and the results which may come from the activity.

No one has time to engage in activities merely for the sake of keeping busy. Full teaching schedules and the time required for preparation for classes, as well as time spent in extra-teaching commitments, make it essential that the practices deal with problems important to the one who is to improve. The final improvement must be in relation to those teaching activities which are of immediate concern to the teacher—those which grow out of experiences, needs and interests of the members who compose the group—in order to justify time used in the effort. This does not mean that a staff or administrator must wait for teachers to see a need. Sometimes staff members are not aware of needs; or they may not recognize where their teaching fails to be effective. The inservice practices, then, may serve the dual purpose of arousing an awareness of the need and of providing the basis for study of how the teaching may be improved.

A hinderance to the improvement of teaching may be that the study
and discussion of teaching problems is too often theoretical and gives no real help to the teachers.

It seems to have been proved that theoretical generalisations in educational philosophy will not help the departmental specialist to become an effective, practical teacher. The departmental college teacher does not want to become a professional specialist. What he requires is detailed instruction, with practical illustration of actual examples, in the art of putting over the fundamental principles of his special subject.26

While Wakeham, in this statement, may be suggesting a degree of specialised interest, the basic idea remains that staff members want help with what they are doing, not a barrage of words which means nothing to them. The President's Commission supports this same point of view:

The problems of administrators or other leaders may not be problems in the minds of teachers; it is a mistake to assume that the existence of a problem and the eagerness of a faculty group to attack it are synonymous.

... Far better results have been secured by approaches which seize upon the expressed concerns of faculty members and provide an opportunity to do something tangible about those concerns. This type of approach proceeds from the specific to the general, from the symptom to the cause, and then to the remedy.27

5. A program for inservice, professional development is most effective in an atmosphere and under conditions conducive to participation of the staff members in improving the effectiveness of instruction.

A program for improvement of teaching will be facilitated by provision of acceptable leadership; provision of services and aids in


the form of explanation, information and materials; and by creation of an atmosphere which makes democratic association the method of working. In some instances the administration will be the central force in facilitating the operation of the program; in others the program will be facilitated by group attitudes; and, in still other instances, the program facilitation will result from a combination of administrative and group factors.

Although what is done rests in the final analysis with the individual, the administrative officers have a responsibility to provide conditions which stimulate and make it possible for the individual to participate intelligently and effectively. Leadership is necessary to get a program started and, once initiated, to carry it forward. In the case of inservice programs which involve groups, the "status leader" is usually an administrative officer. When the practice involves one or two individuals only, the leadership in initiating and maintaining the practice may be assumed by one of these individuals. Whatever the source, the character of leadership is important in establishing conditions of freedom and the desire to participate. The "status leader," therefore, must be understanding, interested in results, and in the individuals of the group.

Not only must leadership be exercised in initiation of the program, but there will be a need of assistance at various points during the development of the program. Time and freedom to search for information, appropriate physical conditions for effective work, time to carry out the program, and freedom to make use of findings are necessary
for success. The administrative officer has a responsibility, because of his official position, to see that services appropriate to the development of good teaching activities are available. Alberty emphasizes the importance of these services in the following:

Many a committee bogs down because it has no stenographic service, no appropriate place to meet, or because the work has to be done in addition to a staggering load of other duties which must be carried on.28

The administrator, acting as the official representative of the institution, can best take the initiative in helping the group overcome handicaps such as these. Some of these services which aid the group in the work at hand may in turn provide learning experiences. For example, a testing service, which prepares or assists with analysis of evaluation devices, will not only aid the teacher in getting a task accomplished more efficiently, but also will serve to increase the teacher's information relative to new developments in the area of evaluation.

Whether assuming leadership or directing the group so that leadership is assumed by someone else, the administrative officer's attitude and his interest in teaching are important factors affecting the program. Encouragement and inspiration may be the deciding factor in whether a teacher will enter into the program to improve instruction. Too much machinery and uniformity may be a hindrance, but guidance and suggestion are necessary. Respect for teaching must come before teachers

will be willing to devote time to learn how to improve it, and before they are willing to contribute their share to producing more effective teaching. And financial remuneration is no small factor in establishing and promoting this respect for teaching.

An atmosphere which is conducive to participation in practices for improvement of teaching is difficult to define, but many factors contribute to produce it. An important factor is the opportunity for faculty members to meet informally where the general give-and-take is a normal day-by-day affair rather than an organized and scheduled activity. For example, the Faculty Club at The Ohio State University provides a place where staff members may associate informally without the divisional influence of "subject" lines.

The quality of administrative attitude toward teaching has a direct relation to the readiness and the attitude of teachers relative to the need for improvement. Freedom to proceed with a program, as well as encouragement and recognition of progress, are essential. Reed points out, as a result of a study of effective college teachers, that

Motivation appears to be a major problem for all who are in any way interested in college teaching. A motivating environment is essential to the continuous development of effective teachers. The findings of the study imply that graduate schools do not send out a self-motivating product and that institutional environment is frequently not conducive to motivation.29

Teachers, administrators, and students are integral parts of the institutional environment and in their interrelationships create the

29 Reed, op. cit., p. 38.
atmosphere surrounding it. To the extent that each is interested, provided with the means of carrying on a program of improvement, and gives recognition to the importance of effective teaching—to that extent will the program have inherent possibilities of successful fulfillment.

An Examination of Commonly Used Practices in Light of the Characteristics of Effective Inservice Programs

The final justification of any practice designed to help college home economics faculty members improve the effectiveness of teaching will be the extent to which it actually results in improvement. Obviously it is sometimes necessary to plan what practices may be provided before this proof of value is available. For this reason, the characteristics discussed above were stated as guides which may prove helpful in selecting practices to be used.

The remainder of this chapter presents an examination of some common practices in an effort to determine the degree to which each may possess one or more of these characteristics. For convenience in discussion the practices are grouped into two classifications: (1) those which, because of the nature of the activity, necessitate promotion by the institution through its administrators; and (2) those which may or may not be initiated and promoted through institutional conditions and efforts.

1. Practices which require institutional promotion. Regardless of the type of college organization followed and the independence of individual staff members in carrying on their teaching, there is a relationship of faculty members inherent in the fact that they are employed
by the same institution and engaged in the same general activity of teaching. Because of this relationship, there is always some degree of group activity. Whenever people work in groups there must be some central leadership; one individual, or a designated group, has the final responsibility for promoting practices which involve the group. Similarly, someone must take the lead in providing the practices which are services and materials for use by the staff members. Since, in the college organization, some administrative agent usually acts as the guide or the leader for the institution, these practices are said to be "institutionally promoted."

The faculty meeting is one of the oldest forms of college staff group activity. The extent to which faculty meetings are in keeping with the characteristics of an inservice program depends on the purpose of the meeting and the size, or the way the group is organized. Often college faculty meetings serve as the time when the administrative staff makes announcement of what is to take place in the institutional program, or tells what policies and procedures will be followed. Such meetings, though they may be necessary, do not provide for active participation of the staff members. As the size of the group involved in the meeting increases there is less probability of meetings being called, or of active individual participation when they are called. Departmental or course-area staff meetings, which involve smaller groups, provide more opportunity for individuals to take an active part in proceedings than do all-college faculty meetings. Discussions and reports by members of the group further increase the opportunity for active
individual participation.

Whatever the business to be conducted, a faculty meeting must be planned if it is to be effective, not only in involving participation but also in serving as a means of broadening the concept of teaching, or in presenting knowledge of new developments in the field of teaching. For example, the President's Commission on Higher Education suggests that:

Faculty meetings are assets when they are designed deliberately and skillfully to build morale. They should be carefully planned and expertly conducted, or not held at all. Successful faculty meetings have presented opportunities for one department or division to get to know what another department or division is doing, and why. They have been devoted to presentation of current data about institutional enrollment, admission policies, and the marking system. They have allowed actual demonstration of services available from such resources as the College Central Services Divisions. They have afforded opportunities for round-table discussion of current issues.30

Faculty meetings which are conducted in this manner will not only deal with immediate group concerns, but also will help create the atmosphere and conditions for group action. No doubt they will result in individual growth of the members of the staff.

Workshops, seminars or special courses may provide for direct participation of a staff member in the study of teaching. The problems dealt with in these activities are generally selected by the group, and, therefore, are those of immediate concern. The degree to which this type of group activity will provide for professional growth of staff members depends on the topics under discussion and the leadership afforded for the activity. Kelly reports that "out of a total of 727 insti-

tions replying, 134 conduct institutes and 169 conduct workshops 'to study and disseminate information about problems of collegiate instruction.' He notes further that the workshop is rated higher than the institute as useful in improving the teaching of the faculty members.31

The participation of faculty members in establishing the policies of home economics at the institution is more often talked of than actually accomplished. Whenever the members of a group have a part in determining the policies by which they are to operate, and the goals toward which they are working jointly, they develop a feeling of unity and importance within the group. Linscheid, as an outgrowth of his study, recommended that

Educational policies should be determined by the collective judgment of the entire faculty. Policies thus determined will be less subject to the influence of personal peculiarities, and more nearly in accord with the best thought of the entire profession. Moreover, an active participation in the initiation and determination of educational policies is in itself a potent factor in promoting the inservice growth of the staff.32

Each teacher will almost invariably evaluate how his teaching contributes to the attainment of the goals and is in keeping with the college policies agreed upon. He may, in turn, find it important to become more familiar with new developments in teaching as a starting point for making improvement in the quality of his teaching.

Committee membership is another device which has great possibilities for contributing to the characteristics desired in an inservice

31 Kelly, op. cit., pp. 60-61.

32 Linscheid, op. cit., p. 75.
program. The use of committees to help solve problems is recognized as a means of increasing the efficiency of an otherwise large and, perhaps, unwieldy group. Committee organization provides for the utilization of special interests and abilities so that each member is given an opportunity to contribute and to assume leadership. The President's Commission report suggests types of committees and ways they may aid in inservice education:

The realization of a college's objective to develop the scientific attitude may call for committee work of continued character; or, volunteer groups may plan and execute testing programs and set up experimental teaching procedures.33

Often the committee is dominated by one member, or the purpose for which the committee has been created is so set that decisions are prescribed. Such committees are cooperative action in name only. They also provide little opportunity for individual participation. But the committee may be so organized and conducted that each member exercises leadership at times, and the group as a whole may exercise the method of intelligence in solving problems. In these ways committee membership is in accord with the characteristics of inservice programs for college teachers.

The possibility of participation in cooperative action is evident when the activity is one that involves groups working together in ways similar to those discussed above. It is not so easily discerned in activities which may be classified as provision of work materials

and source materials for improving instruction. However, these are group activities to the degree that they are cooperatively planned, provide for various members of the group to have a part in using the materials in their teaching, or to assist in making plans for what shall be available; and when they provide similar participation in producing and using services of a specialized nature.

 Provision of adequate services—such as secretarial help, audiovisual aids, reference materials, consultation personnel, etc.—"not only effects economy for the institution but also serves as an aid to the individual faculty member and assists in unifying these activities on the campus. . . . Such materials made available to the faculty will do much to improve both teaching and research." They help through the production of improved materials; they free the time of the instructor for other activities; they increase understanding of the total program when they result from consultation between the persons producing and those using the services and the materials. In addition, as they make use of these services, and receive the technical assistance provided through personnel employed to render each service, college teachers will gain increased knowledge of new developments in teaching.

 Orientation of a new faculty member is designed to provide him with information relative to the purposes and policies of the college. The new staff members, and often the older ones, may know little about the institution where they are teaching. Yet it is a commonly accepted

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34 Ibid., pp. 42-43.
fact that the best efforts of any employee are in proportion to his knowledge of the way the business is operated and to his feeling of security in having a share in the enterprise. Acquaintance is usually accompanied by better adjustment of the individual to the situation and by the development of a degree of allegiance to the institution. This allegiance usually expresses itself in increased interest and effort in the promotion of the total program. Potter points out that

Our institutions of higher learning have effective programs for orienting entering students. Unfortunately, too few of our colleges and universities pay any attention to the proper orientation of their teachers and particularly to the young and inexperienced new staff members. The new teacher should be advised about the history, organization, traditions, policies, and specific services of the university or college. He should be aided in becoming acquainted with his colleagues and with the community.35

These practices which "orient" the teacher may provide useful information about teaching techniques, as well as develop an institutional and professional interest. The staff member not only broadens his concept of teaching, but the possibility of increasing knowledge of the findings of research is suggested in the dissemination of information and the clarification of policies. Furthermore, orientation procedures may be instrumental in creating an atmosphere of cooperative endeavor and freedom when they explain acceptable procedures and clarify purposes. While these activities are designed to orient new staff members, they equally may be of value to the older members of the group who participate in preparing and in aiding the younger staff member to

Institutional newsletters and manuals or bulletins are similar to orientation devices in the characteristics they demonstrate. The main difference is that orientation procedures are generally provided for new staff members while manuals, newsletters and bulletins may be equally useful for both the older and the newer staff members. An illustration of the value of institutional manuals is cited in the report of a conference, as follows:

One excellent institution (Virginia Polytechnic Institute) interested a number of superior instructors in collaborating in the production of a manual on college teaching. The manual was so well received and proved so effective that repeated printings were necessary to supply outside demand. This illustration is but another evidence that within an institution there exists a wealth of teaching talent that merely awaits the development of some device to make possible its sharing.36

Another example of the value of institutional bulletins is found in an examination of the Graduate School Record of The Ohio State University. An examination of the index to the articles included in this record during the fifth year of publication shows that the bulletin not only records faculty and graduate student activities, but also reflects the "institutional atmosphere." This is indicated by presentation of articles on such topics as "Academic Freedom and the Democratic Community," and "Nourishing the Spirit of Inquiry."37

Supervision of classes and of teaching has been classified with practices which are promoted by the institution since these activities


37 The Graduate School Record, V (August, 1952), pp. 11-12.
generally require either approval and/or arrangements made through administrative channels. When administrative arrangements are necessary, the supervision may seem to result from one individual's idea of a good practice, rather than to grow out of the group decision or the acceptance of supervision as a desirable way to work together. Unless it is accepted, and sometimes even sought, supervision becomes inspection instead of a cooperative enterprise in which an observer and a practitioner together are endeavoring to improve teaching. On the other hand supervision which is participation that results from the decision of the individuals, and is voluntarily entered into by both the supervisor and the supervised, may be very effective in inservice education. Unless one knows what is actually taking place in the teaching as it is carried on in the classroom, any counsel on teaching problems is theoretical and its value is lessened accordingly. Kelly reported that results of his study showed an increase in the number of institutions providing some supervision of classes and of teaching, although these practices are still rated by the majority as either moderately useful or of little use.38

The degree to which supervision of classes and of teaching possesses the characteristics desirable in an inservice program depends on the type of supervision and how it is used. It may deal with immediate problems when both the supervisor and the supervised become working partners in the study of teaching problems arising out of the class work. It may result in exchange of ideas and seeking for new ideas to

38 Kelly, op. cit., p. 46.
apply in individual teaching situations. It may provide for individual growth when the supervisor is a superior teacher. Supervision may help to create conditions which give each one concerned a feeling of security in his own teaching and an inspiration to overcome weaknesses in the effectiveness of his teaching.

2. Practices which may or may not be promoted by the institution. Activities classified in this category will generally involve only small groups of staff, two staff members, or in some instances only one staff member. Because facilitation is more or less a matter of individual interest and initiative in undertaking such activities, they are generally less formal in nature than are those which involve groups and result from institutional promotion. Participation may be in cooperative action, but the personnel of the group may differ by inclusion of students or non-college personnel rather than involve staff members exclusively.

Teachers are interested but too often lack time to search for materials and information to help them improve. When references of a professional nature are made available and their use is encouraged, teachers obtain information and inspiration from reading and from the exchange of ideas. It is readily agreed that an instructor will be more interested in reading something that deals with activities in which he is engaged and which promises to be useful in furthering his professional development. This emphasizes the possible value in making professional books available in the campus library, through an easily accessible shelf or room, through some plan for exchange of books or other materials, or through reports and discussion of professional materials.
The institution may encourage use of such materials by providing space and, in some instances, time for their use. When this is done conditions conducive to individual interest in the improvement of teaching will be strengthened. The availability of professional library materials will contribute to the creation of an intellectual atmosphere. It also may indicate the administration's interest in teaching. This practice, then, may serve to elevate teaching to a higher professional level, both in the concept of the teacher and for the students.

Conferences or consultation between head of the unit, or head of a course-area, and a staff member are practices which may be used to study and plan teaching procedures. More often, however, they are used to discuss course content. A problem which arises in the use of this practice lies in the fact that one of the participants is an administrator, or an older staff member, and as such may be accorded an authoritative position in the relationship. To the extent that the two, or more, individuals involved in the conference accept their positions as co-workers in the endeavor, the practice will be of value in providing for participation in cooperative action. Kelly reports the rating given such conferences by 408 college administrators, as follows:

In 72 percent of cases the consultations on course outlines and examinations are rated "very useful." The consultations on teaching procedures and assistance through regular supervision are not rated so highly, but they are at least moderately useful. In more than two-fifths of the cases they are "very useful." 39

39 Kelly, op. cit., p. 50.
Consultation with other instructors about the teaching activities they find successful may be a challenge to a further study of teaching.

A practice which is frequently employed is for two or more instructors to work together in planning or in teaching the same course, or courses in sequence. The quality and extent of participation by each will depend on the individuals concerned. If one assumes superiority based upon tenure, or for other reasons imposes his ideas and dominates the situation, a cooperative situation does not result. However, the very nature of the situation which leads to co-planning and co-teaching minimizes the possibilities of this happening. Because co-planning and co-teaching are in relation to courses the instructors are teaching at the time, the problems dealt with will be real and immediate. When two or more persons plan together for some joint activity of teaching, each will bring his special interest and information to apply. This in turn suggests exchange both of a knowledge of teaching procedures and an understanding of how they may be applied. The teacher in this cooperative enterprise who does not already have this knowledge and understanding will make an effort to obtain it. Thus individual growth results. Davis tells us that "when several persons teach various sections of the same course, there is much profit in conferences on methods used by each, and reports of various successes and difficulties."\textsuperscript{40} Such conferences not only serve to keep teachers acquainted with new developments and new ideas, but equally prove to be the basis for a

\textsuperscript{40} Davis, \textit{op. cit.}, p. 101.
better understanding of the program and the work of others, and thereby further a sense of unity. Finding time to plan with co-workers is a problem, but the value of the practice will repay efforts given to arranging schedules to permit engaging in this practice.

Evaluation of instruction, in one form or another, is taking place continually in educational programs. In the present study, the term "formal evaluation" is applied to those activities which are designed and used for the direct purpose of placing a value on the teaching activities which are used. Such devices may be in the form of teacher self-rating, a cooperative evaluation by other staff members, student or alumni evaluation, and consideration of problems or phases of the evaluation of teaching by specialized personnel.

Evaluation practices in the in-service program for improvement of teaching possess the value of reality in an immediate situation. Student evaluation is not always considered valid, but there can be no disagreement with the fact that the student is the person who knows best what teaching activities actually are used, and the effect of their use in the classroom. When a teacher rates his own work, or when staff members cooperatively evaluate co-workers, the weaknesses and the problems which are met at the time of teaching are located. This awareness of immediate teaching problems is the first step in the promotion of individual growth. When weaknesses and problems are recognized, we may assume that a teacher will desire to find other, better ways to carry his responsibility in the teaching process. In other words, the result will be professional growth for the individual staff member.
In order to formulate and use any evaluation device, it is important that the teacher understand the process to be evaluated. This may necessitate a study of teaching, both previous to use of the device and in the follow-up of its use. Such study implies a gain of increased knowledge and a clearer understanding of ways to use the new developments and findings in the teaching process.

When teachers and students cooperate to study the teaching process there may develop a relationship superior to that which results from the usual teacher-in-command situation of the college classroom. Teacher and student become co-workers in much the same relationship that teacher and teacher have in cooperative enterprises. Such an atmosphere will be conducive to group action, and to the desire of the instructor to improve the effectiveness of his teaching. Kelly emphasizes this point in student evaluation of teaching in stating that "where faculty and students have worked together in developing the scales . . . the evaluation of the device is usually high."[1]

Research activities and study of teaching, as an inservice practice, will contribute most directly to individual growth through the development of interest and an increased knowledge of teaching. Potter in summarizing the importance of research in inservice programs, states that

Research in the teacher's specialty or in teaching methods is essential to keep a teacher up to date. . . . Mere experimentation does not take the place of scholarly endeavor; neither does competence in research alone take the place of inspirational teaching.[2]

Not only does research serve as a means of keeping the teacher up to date in new methods of teaching, but it serves equally to stimulate interest in teaching. Whether the instructor is engaged in the research himself, is using the findings of research of others, or is guiding student research, the value will be in validating present teaching procedures and/or furnishing guidance in finding and trying new ways which will be improvements. Guidance of student research has an added value in providing participation in cooperative action. "Working with advisees aids the faculty member to broaden his horizon, leads him to become more specifically acquainted with student goals and helps him actually to understand more fully the relationship of his own field of specialisation to student life needs." 43 A teacher gains professional interest and knowledge as he guides or teaches.

Individual research may be centered on solving some problem which is met in everyday work. Conditions for improvement of teaching will be strengthened when an instructor is free to study, and is provided some time and the facilities for use of research findings.

Class visits to observe techniques of other teachers have potential value as an inservice practice to improve teaching. Teachers are constantly in need of new ideas; they are ready to find new ways to do things and are interested in seeing how others teach. Whether the

motive behind the desire to see what others do is to learn or to satisfy one's self that what he is doing is good, such observations have intrinsic possibilities of being devices which will be effective in improving teaching procedures. Kelly reports that visits to classes of other teachers are not common, but they are effective as a device for improving instruction. He found that

Less than two-fifths of those who report observation of classes in their own institution regard the practice as "very useful," while about three-fifths regard it as "moderately useful." Visits to classes in other than one's own institution are rated somewhat more favorably.\(^1\)

Generally these observations of teaching are individual, but at times they may be organized as a group activity. Regardless of the number observing, when they are planned by both the observer and the observed, and when they are followed by a conference between the two or more persons concerned, the practice is even more cooperative in nature.

Observations of superior teachers, coupled with discussion and a previous study of the teaching activities which are to be observed, serve to increase the knowledge and understanding of the visitor in regard to teaching activities. The possibility that incidental visits will serve as a way of dealing with real problems is not likely. Such results are more probable when the visit is planned and the teacher to be observed is selected because of his special abilities in relation to the technique to be improved. The inspiration obtained from observation of good teaching may be conducive to further study and increased

\(^1\) Kelly, op. cit., p. 49.
effort to improve. Although they are individually entered into, visits to classes in the institution which employs the visitor may be encouraged or suggested by the administration. Visits to classes in other colleges will require more facilitation through administrative arrangements, unless the device is used at a time when the teacher is not in service.

It would be impossible to examine even briefly all activities in which individual college teachers may engage that have some effect on the improvement of their teaching. Everything a teacher does, either within the classroom or as extra-class activities, in some manner influences the instructional procedures used. The extra-class activities which are engaged in by the teacher individually, and which may or may not be initiated by the institution, that will be considered at this time are: contacts with students, membership in professional organizations, and community contacts.

The cooperating group in these activities includes others than staff members, and to that extent such practices may prove valuable in broadening the interests of the teacher. They equally may serve as aids in elevating the teaching profession in the eyes of the instructor and the community.

More and more, students and teachers are sharing in the process of campus living. Extra-class contacts with students and contacts with non-college personnel result in indirect learning for the student and increase the teacher's understanding of the student. Campus and community activities in which the teacher participates also add to an
understanding of the problems students are meeting and, therefore, provide a basis for class experiences and discussions. These extra-class activities, and affiliation with the professional organizations serve to help keep the teacher in touch with what is happening in the world and with the broader fields of higher education. Brumbaugh reminds us that

The value of such activities is indicated by the fact the extra-instructional interests and activities of the faculty member go far toward establishing relationship with students that have a direct bearing on his classroom work and upon his standing in the opinion of students.45

In these ways the value of participation in such practices will contribute toward acceptable characteristics of an inservice program. They will provide for a staff member to gain a new concept of teaching; they will provide a source of increased knowledge and opportunity to use findings of research in the field of teaching; and they will be dealing with the immediate individual concerns of the instructor.

Summary

The need for continuing professional education of college home economics teachers rests on three important considerations. First, recruitment, selection, and preservice education procedures cannot provide the total answer for improvement of instruction. While these three phases have received much attention, they have not satisfactorily solved the problem of the type of training essential for college teaching.

45 Brumbaugh, op. cit., p. 113
Emphasis at the preservice level has been on research and subject matter. Preparation for teaching, which is a human problem, must include training in how to teach and how to work with people. Second, even when preservice programs include the quality and quantity of professional training desirable, it still needs to be supplemented while teachers are in service. Changes and new findings are constantly adding to what is known relative to teaching. Teachers need to be aided in keeping up-to-date on these matters. Third, inservice training provides a desirable means of unifying the total program of higher education at the institution.

Studies which have been made deal with the total program and primarily approach the problem from the administrator's point of view. There is a need for a study of inservice programs from the point of view of the home economics staff members.

An effective inservice program for the improvement of teaching will (1) provide for individual participation of each person concerned; (2) incorporate cooperative group action; (3) result in professional growth through increased interest and knowledge of teaching; (4) deal with problems which are of immediate concern to those participating; and (5) be facilitated by the development of an atmosphere and conditions conducive to participation of staff members.

An examination of common practices in the light of these five characteristics shows that a variety of activities may be effective, and that the value of the total program will not depend as much on the practices employed in the inservice program as on the manner in which each practice is organised and used.
A consideration of the extent of participation and the factors which influence the use of various practices served as a source of additional suggestions of ways college home economics teachers may work for the improvement of the effectiveness of instruction. The next three chapters report the findings of the check list study relative to these points.
CHAPTER IV

EXTENT OF STAFF PARTICIPATION IN PRACTICES DESIGNED TO IMPROVE COLLEGE HOME ECONOMICS INSTRUCTION

The opinions of those who participate in any program are almost certain to provide valuable information relative to the effectiveness of that program. Similarly, the best sources of problems to be dealt with in any educational program are the experiences of the group members. It is within these experiences that problems are felt and recognized. The proposal for the maintenance and improvement of effective instruction, therefore, is based on information received from home economics staff members through (1) an over-all survey of what is being done in home economics units to help teachers improve their teaching; and, (2) a more comprehensive study of the extent to which staff members participate in such practices; their opinions relative to the possible value each practice may have for the improvement of instruction; and the teaching activities which may be the problems of central consideration in the practices.

This chapter discusses the information obtained through a survey sheet,\(^1\) and through the first part of a check list\(^2\) relative to the extent of participation of staff members in practices available at the institutions represented.

\(^1\) Copy of survey sheet in Appendix A.

\(^2\) Copy of check list in Appendix A.
Survey of Activities Provided by Home Economics Units

In order to obtain the over-all view of the present status of inservice practices which may lead to improved instruction, the survey sheet was sent to the heads of 150 college and university home economics units. Units to be contacted were selected, and the data were compiled, on the basis of the number of home economics staff members. The size of units is indicated throughout the report of the study as small, medium, and large. The small unit is one which employs five to nine staff members, the medium unit employs ten to nineteen staff members, and the large unit has twenty or more staff members. No attempt has been made to use statistical methods in presenting the data. Since the number of responses from each size unit varies, percentages have been used to obtain a more accurate basis for comparing replies.

A total of 98 replies were received but only 89 of these were usable. Three survey sheets were returned with no information in answer to the questions asked. Nine responses were by letter rather than by return of the form, and seven of these gave no information asked for in the survey sheet. Several survey sheets were returned with additional information supplied through a letter or mimeographed materials.

Present Provision of Activities (Table 2, p. 100)

The first part of the survey sheet asked for a check of specific points regarding provision of activities. Eighty-two, or 92 percent, of

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3 Table 1, p. 12, shows the number of survey sheets sent and returned, with the units classified in the manner described above.
<table>
<thead>
<tr>
<th>Information Given</th>
<th>All Units Reporting</th>
<th>Small Units Reporting</th>
<th>Medium Units Reporting</th>
<th>Large Units Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N=89)</td>
<td>(N=44)</td>
<td>(N=30)</td>
<td>(N=15)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Has your institution provided activities for improving teaching?</td>
<td>82</td>
<td>92</td>
<td>40</td>
<td>91</td>
</tr>
<tr>
<td>&quot;Yes&quot;</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>&quot;No&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When were activities initiated?</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>1950-51 (This year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1949-50 (Last year)</td>
<td>20</td>
<td>22</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>1948-49 (2 yrs.ago)</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>1947-48 (3 yrs.ago)</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1946-47 (4 yrs.ago)</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1945-46 (5 yrs.ago)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or earlier</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Indefinite date</td>
<td>11</td>
<td>12</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>No date given</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>For what groups were activities provided?</td>
<td>27</td>
<td>30</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>All college staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economics staff only</td>
<td>65</td>
<td>73</td>
<td>29</td>
<td>66</td>
</tr>
<tr>
<td>All ranks</td>
<td>39</td>
<td>44</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Are you planning to initiate some practices within the coming year?</td>
<td>&quot;Yes&quot;</td>
<td>33</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>&quot;Probable, but uncertain&quot;</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>&quot;No&quot;</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>
the respondents checked "yes" in answer to the question "Has your institution, or home economics unit, recently provided activities designed (directly or indirectly) to help home economics staff members improve their teaching?" Only 8 percent definitely had not done so, as was indicated by checking "no." One administrator of a medium-size unit checked neither "yes" nor "no" but gave information relative to the date activities were initiated and the present status. This reply was counted, therefore, with the group answering "yes." One head of a small-size unit gave no information relative to present activities but indicated some plans were under way for the coming year. This reply was counted as a "no" answer to the first question.

The size of the unit, according to the percent of administrators that checked this item, makes little difference in whether activities have been provided or not. Only a few less large units reported provision of activities than did the small or medium units. It is encouraging to note the number of administrators who indicated an interest and a trend toward the provision of activities of some nature for the purpose of improving teaching.

Most of the activities provided to help home economics staff members had been initiated some time within the last two years, and were provided primarily for home economics staff only. More programs were started within the year 1949-1950 than during any other period. Some of the ones begun in 1950-1951 may be added to the total for 1949-50 since this survey was made in January of 1951 and the activities had been begun by then, or in 1950.
A higher percentage of the large units, 23 percent, than either of the other groups, 8 percent and 10 percent, reported activities were begun in 1945-1946 or earlier. This may be explained, in part, by the fact that 13 of the larger institutions are Land-Grant colleges and universities. This group regularly has held annual conferences at which time problems of higher education have been discussed and ideas exchanged. No doubt, each of these institutions has been encouraged as a result to carry out activities designed to improve their own programs. It also may be explained, in part, by the presence of a larger group of individuals with more closely related interests. In the smaller units there are less home economics staff members working together, and less likelihood that a program will be initiated for them.

The increased interest shown by the 37 percent who began such activities in the period from 1949-1950 until the time of the survey, may be accounted for by the emphasis given evaluation programs in this period. The American Home Economics Association Committee on criteria for evaluation of home economics programs published a report in 1949.\(^4\) In this report each home economics group was urged to begin a self-evaluation program. They were encouraged further by A.H.E.A. sponsored workshops in 1949 and 1950, which suggested general patterns of procedure. That this had some bearing on the initiation of activities is indicated by the fact that in describing the "present status" of activities, 15 administrators mentioned the use of the Report in some manner,

and 34 referred to some form of evaluation procedures underway at the institution represented. It is interesting to note in a follow-up survey of the results of these workshops that of the 270 colleges that attended 84 percent had plans or had begun a program. Of this group 15 percent reported the aspect attacked was "teaching." Other aspects which had been studied were: "curriculum," by 40 percent; "clarifying philosophy and beliefs," by 30 percent; and "students," by 15 percent.5

Indefinite statements in the survey regarding when activities were initiated were, "yearly," "constantly," "several years ago," "nothing regular," "intermittent," and the like. While these do not give information as to when the practices were begun, they add to the general picture that home economists are aware of the need to provide education while teachers are in service. They also give a preview of the indirect purpose of such activities, and substantiate the fact that very few organised programs have been initiated.

Most of the administrators were thinking in terms of providing activities for home economics staff only, as was indicated by the 79 percent who checked this item (Table 2, p. 100). Two of these had crossed off the term "only," and fourteen checked both this item and that of "all college." The fact that the first question of the survey was asked in terms of the provision of help for "home economics staff members" may have resulted in this emphasis in the responses.

That only 47 percent of the administrators checked this item indicating that activities were provided for "all ranks," does not mean that in many instances only special groups were included. This was the third item to be checked and may have been overlooked, or the checker may have indicated only the one group for whom activities primarily were available.

Special groups listed as included in the activities were in one instance "supervisory teachers," and in another "inservice teachers." In a few other instances the comment was that activities were provided which included "extension and experiment station" personnel.

According to the information given (Table 2, p. 100), 40 percent of the small units reported activities were provided for "all college staff," while only 23 percent of the large units did. This difference may be expected when one considers that in the small unit there are less staff members available to make up a committee or a workshop group that is an efficient work-group size. This point is supported by the responses from all units. It was indicated that the activities were provided more often for "home economics staff only" than for any other group listed.

The head of the home economics unit was asked to explain the present status of the activities provided. Comments varied from very brief statements to quite detailed descriptions. The following are representative replies:

Systematically followed.
In progress.
Constant effort being made all the time.
We are plugging along.
Have reached the stage where we'd like to initiate curriculum revision and research study of drop-outs, needs of students. Still incomplete but still active.
Continuation of work started five years ago.
Active on a department basis.
Attitude and interest of teachers in teaching on a whole has improved as result of constant study.

In general, the comments on "status" indicated that there is active interest and support of such activities. Some administrators by the wording of their comments suggested an acceptance but a lack of enthusiasm for the activities. Others indicated that nothing has been definitely or directly designed as a program.

A few comments expressed a negative point of view in regard to "status." Some of the representative statements of this nature were:

- Not doing anything of a very ambitious nature.
- No expressed need of further work at present.
- Entire study is of very little value unless we can staff home economics departments with more able people with Ph.D. degrees.
- The time allotted during the work week has been greatly curtailed.

Other comments given in this connection tend to describe practices which were being used. These were grouped according to similarity and tabulated in the general classification of workshops, committee membership, faculty meetings, and special leadership available (Table 3, p. 106).

That workshops and study groups were popular was indicated by mention of some form of this practice in 45 percent of the replies.
The emphasis on inter-college workshops was slightly greater than on those for home economics staff members alone. An explanation of this emphasis is the increased interest in workshop organization of group
TABLE 3 - TYPES OF PRACTICES PROVIDED

<table>
<thead>
<tr>
<th>Practices Provided</th>
<th>All Units (N=82)</th>
<th>Small Unit (N=40)</th>
<th>Medium Unit (N=29)</th>
<th>Large Unit (N=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Workshop and study groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economics staff</td>
<td>15 18</td>
<td>7 18</td>
<td>5 17</td>
<td>3 23</td>
</tr>
<tr>
<td>All-college staff</td>
<td>6 7</td>
<td>3 8</td>
<td>3 10</td>
<td>0 --</td>
</tr>
<tr>
<td>Inter-college groups</td>
<td>16 20</td>
<td>8 20</td>
<td>6 21</td>
<td>2 15</td>
</tr>
<tr>
<td>Committee membership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economics staff</td>
<td>15 18</td>
<td>5 13</td>
<td>4 14</td>
<td>6 46</td>
</tr>
<tr>
<td>All-college staff</td>
<td>6 7</td>
<td>4 10</td>
<td>1 4</td>
<td>1 8</td>
</tr>
<tr>
<td>Inter-college or state group</td>
<td>6 7</td>
<td>1 3</td>
<td>2 7</td>
<td>3 23</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economics staff</td>
<td>14 17</td>
<td>3 7</td>
<td>2 7</td>
<td>9 69</td>
</tr>
<tr>
<td>All-college staff</td>
<td>4 5</td>
<td>2 5</td>
<td>2 7</td>
<td>0 --</td>
</tr>
<tr>
<td>State or regional group</td>
<td>4 5</td>
<td>1 3</td>
<td>1 3</td>
<td>2 15</td>
</tr>
<tr>
<td>Special leadership or consultant available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus personnel</td>
<td>5 6</td>
<td>0 --</td>
<td>2 7</td>
<td>3 23</td>
</tr>
<tr>
<td>Campus personnel</td>
<td>3 3</td>
<td>1 3</td>
<td>1 4</td>
<td>0 --</td>
</tr>
</tbody>
</table>

Totals for each type practice

<table>
<thead>
<tr>
<th>Practices Provided</th>
<th>All</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop and study groups</td>
<td>37 45</td>
<td>18 45</td>
<td>14 48</td>
<td>5 38</td>
</tr>
<tr>
<td>Committee membership</td>
<td>27 33</td>
<td>10 25</td>
<td>7 24</td>
<td>10 77</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>22 27</td>
<td>6 15</td>
<td>5 17</td>
<td>11 85</td>
</tr>
<tr>
<td>Leadership available</td>
<td>8 9</td>
<td>1 3</td>
<td>3 10</td>
<td>3 23</td>
</tr>
</tbody>
</table>
activities at the state and national levels; and the fact that the American Home Economics Association workshops, mentioned earlier in connection with evaluation, either were being held or had been announced about the time that the survey was made. Several of the replies indicated that the unit was represented, or would have representation, at these workshops.

About one-third of the reports, 32 percent, listed committee membership, and less than one-third, 22 percent, gave faculty meetings as the type of activity designed to help staff members improve teaching. Special leadership and consultant personnel were mentioned by only 9 percent of the entire group. No doubt some administrators were thinking in terms of provision of practices for the entire staff rather than of more individualized activities.

It is interesting to note the similarities and differences in responses from the various size units which fall in each subdivision of these categories. In each category there was a general tendency to describe activities which involve home economics staff rather than all-college or inter-college groups. The difference in this connection is more pronounced in the large unit group. No doubt this results, in part, from the larger number of home economics staff members to serve on the committee, workshop, or staff meeting personnel in the larger units. Also, since this survey was addressed to the head of the home economics unit, and was keyed to improvement of home economics teaching, one would expect more responses to indicate that home economics personnel were involved in the activities.
Small and medium unit responses were more similar in each instance than those from the large and either the small or the medium units. One-half of the administrators who reported workshops which involve either all-college staff or inter-college groups were employed in the small units. No administrator of a large unit indicated staff members had participated in an all-college staff workshop, and only about one-eighth of this group mentioned participation in inter-college workshops or study groups.

On the other hand, a higher percentage, 23 percent, of the large unit administrators reported committee membership with inter-college or state groups participating. Again, this is explained by the fact that a higher percentage of the large units are in Land-grant colleges and universities and often participate in committees organized by that group. It also should be noted again that in the larger unit there are more staff members to participate in committee activities, and with the increased number of staff members more flexibility of time for professional organization committee work, and for attendance at meetings of inter-college or state nature, may be possible.

About one-fourth of the large units indicated activities that involve off-campus consultants, while only a small fraction of the medium units, and no small units, mentioned this type of activity. No doubt a better use of time by the off-campus personnel is possible in a visit where he may contact a larger number of individuals engaged in the same area of teaching. Also, in the larger unit more funds may be allotted to pay for these services. No head of a large unit mentioned use of campus
personnel for special leadership or consultation, although it would seem that this type of assistance would be more accessible in the larger institution. Perhaps more attention needs to be centered on the possible resources available at the institution.

A number of the administrators stated the problems with which the activities have dealt. These are grouped under large headings and the following list is arranged in the order of the number of administrators who mentioned each. The figure in parenthesis following the statement is the total number of times each was mentioned.

Curriculum study, revision, planning, review. (26)
Evaluation:--curriculum; the program; content; techniques of evaluation; results of teaching; student evaluation of program. (20)
Study and understanding of students:--study of students' background; graduate students' needs. (16)
Study of the AHEA report, and use of the report. (15)
Philosophy and objectives:--clarifying, establishing purposes. (11)
Methods and teaching techniques. (8)
Attention centered on new building and new equipment. (3)

Most of the emphasis was centered on curriculum problems with only one-third as many direct references to teaching techniques. Interpretations of curriculum vary, and some administrators may have used the term to include teaching activities as well as subject content. Similarly, evaluation of the program sometimes was stated broadly and may have included consideration of teaching techniques. In many instances, however, it was stated specifically to be an evaluation of the course content.

Several factors need to be considered in interpreting the replies to the survey. First, the omission or mention of some practice does not
mean necessarily that it has not been used, or that it is the only one used. In asking for a "free" response of this type one must keep in mind that answers will be varied and may represent the first response only. If more time were given, or more space utilized, replies might include different types of activities. Second, there is a general awareness of a need to be doing something to encourage improvement of instruction, and the response from an administrator may be colored to represent what it is thought should, or might, be done.

A third factor which may have an influence on the answers is that, in most instances, only one person from each unit presented information. If more persons had been expressing views, different emphases might have been placed and a greater variety of practices might have been mentioned. This point is illustrated by the more inclusive, composite report from the administrator who had the survey reproduced and returned a report from each course-area head.

Plans for the Following Year (Table 2, p. 100)

The second part of the survey asked for information relative to plans for initiating some practices, or a program, within the coming year. Although the question did not ask for plans if some activities already had been initiated, 44 percent of those who have provided activities indicated some plans. Fifteen of these planned a continuation of what had been begun, and others stated that new emphases were to be given in the coming year. It is significant, in the writer's judgment, that only four administrators checked "no" relative to plans for the following year. Three of the seven who had reported no program were not
planning to initiate such activities in the coming year.

Some of the "yes" responses were indefinite in the statement of what is planned. Illustrative of these are the following: "Not finally decided," "Nothing definite planned," and "Still very nebulous."

Two administrators did not answer the question of whether they were planning to initiate practices, but they did give a statement to explain what is being planned. These two units were tabulated in the total count as positive answers. One administrator checked the item "uncertain" relating to plans, but later stated plans were to "continue the study of AHEA evaluation," and also indicated the phase of evaluation which will be emphasized.

Activities planned for the coming year followed the same general pattern of those reported to be used in the past. Seven administrators said their plans included a study and use of the AHEA report; six indicated some use of faculty meetings; two planned to have workshops and study groups; and one each said they will make use of committee work and cooperative planning of courses. Only one administrator reported that building and equipment problems will be given such emphasis as to preclude initiation of other activities. Although the emphasis may not be directly on teaching, whenever a staff group faces building and equipment problems, the members will be forced to give consideration to their teaching activities and programs.

The topics to be considered through activities planned for the coming year followed the same pattern as the topics listed in reports of activities already provided. A study of curriculum problems was
mentioned most often, by 23 administrators; phases of evaluation were second in number of times planned, 14 units; and ten units will consider philosophy and objectives. Another administrator indicated that "new techniques" will be studied, and one other commented that consideration will be given to "problems presented by the faculty."

These may or may not be problems relative to teaching. A few indirectly mentioned teaching techniques. One indicated that a study will be made of the use of visual aids; another stated that "attention will probably be centered on teaching techniques;" and a third reported that the "committee studying teaching problems needs encouragement and help on how to continue." It would seem, therefore, that teaching techniques and methods will be given little emphasis in the practices for home economics staff members, unless these aspects of teaching are included in some other emphases.

Extent of Participation of Home Economics Staff Members in Practices for Improvement of Instruction

One purpose for the use of a check list in the present study was to obtain a more detailed picture of what is being done to promote the improvement of instruction in the home economics units of colleges and universities. The extent of teacher participation in each of the activities available will be important in making suggestions for an inservice program. Any activity, regardless of its intrinsic value, will function in a program only when it is used. Any activity is useless as a device for improving instruction unless the teachers have opportunity to, and actually do, participate. The extent of participation in practices not
only shows which activities may elicit the most teacher participation, but also may suggest the activities most easily made available for use by the staff members. Part II A\(^6\) of the check list was designed to obtain information on these matters.

**Development of the Check List.**

The practices included in the check list were selected to meet three requirements:

1. They should be practices which give recognition to the principles of democratic association and the accepted concept of teaching learning.

2. They should be ones which are applicable to use during periods when the teacher is on the job.

3. They should be devices or activities which may be adapted for use by home economics staff members on any college or university campus regardless of the organization of the unit within the institution.

Seventeen practices were selected on the basis of these requirements. Some of these were subdivided into more specific or descriptive statements of the practices, making a total of 45 items to which response was solicited.

Copies of the check list were sent to 1,029 staff members in 81 home economics units, and replies were received from 554, or 53 percent

\[^6\] Check list, Part II A, Appendix A.
Teachers and administrators were asked to check in the appropriate column to indicate with which practices they have, or have not, had experience within the preceding year. Both positive and negative checks were solicited because in the writer's experience respondents have a tendency to overlook some items when a response is not made to all. The respondent was asked to make a double check after the practices which he believed might be experienced within the coming year. Since there were a number of points to keep in mind, it was not expected that a double check would be used extensively. Of the 554 responses, 217, or 39 percent, did double check one or more of the practices.

No attempt was made to compare responses of staff members from one home economics unit, or replies from different units. Each unit, however, was given a number and the replies of staff members were numbered correspondingly. The purpose of this procedure was to aid in verifying data when necessary.

The practices were classified on the basis of the degree of institutional promotion:

A. Practices which are promoted by institutional conditions and/or administrative personnel.

B. Practices which may or may not be promoted by institutional conditions and/or administrative personnel.

The division of the practices into two classes was made as a means of presenting data more efficiently. Such an arbitrary division may be questioned at some points, and may be subject to change if used in other
circumstances. However, it has proved satisfactory as the basis for tabulating and discussing data of the present study.

The seventeen practices of the check list were arranged in descending order of the number of staff members for whom the practices are provided. According to this plan, the practices fall into four categories:

1. Practices which are provided for the total staff group, and which require institutional initiation and promotion. These are: faculty meetings; workshops and special courses; staff participation in determining policies; and membership on committees.

2. Practices which represent institutional provision of work materials and availability of resources for the total staff group, but which do not necessarily require that the group members use any one activity at the same time. These include: adequate services made available to teachers; orientation of new faculty members; supervision of classes and of teaching; and the use of institutional manuals, and bulletins.

3. Practices which involve only a small group of staff members working together at a given time, and which may or may not be promoted by the institution. These include: use of professional library and materials; individual conferences between the head of the unit or course-area and a staff member; co-teaching and co-planning of courses; formal evaluation of teaching; and research and study of teaching techniques.

4. Practices which generally are entered into and are promoted by the individual for himself. Such activities are: class visits to observe techniques of other teachers; contacts with students outside of class work; professional organization membership; and teacher participation in community activities.

The data of the study are presented according to this classification of the practices.

Several points need to be kept in mind in studying the data. The
directions given at the first of the check list asked respondents to indicate practices on the basis of experience "within the last year and this year." This limitation was placed on responses in order to gain a more accurate view of what was being done currently, and to furnish a common denominator for replies. Some of the respondents may have overlooked this point in the directions given them.

Second, because of the length of the check list, the responses of some individuals may represent their first reactions, not giving as much thought to the problem as others did. There is no indication of the degree of consideration given in the checking. It is assumed, however, that each teacher will have given his best possible answers.

Third, the check list is so organized that it does not provide any count of the number of times, or the amount, of participation in any one practice. An individual who has been a member of one "committee to consider problems of instruction, even though for a short time, was to check "have had" experience the same as one who has been a member of such a committee for a longer period of time, or has been a member of more committees.

Fourth, another point to keep in mind in studying the data is that the interpretation of terms used in the check list may vary. What interpretations were made by the respondents cannot be known except in the few cases where comments were added. Although an attempt was made to state practices in terms which are commonly used by teachers, they may have had different connotation for some individuals. An example is found in the use of the term "formal" to indicate organized and planned
evaluation, and "inspection" as a term applied to the "consideration" of possible evaluative devices. Because of past, unpleasant experiences some teachers may have reacted to these terms unfavorably.

Finally, while the check list was designed to consider practices which may result in the improvement of teaching, and the statements used included this reference, no doubt some of the respondents reported participation regardless of the objective for the practices. That this was true in one instance is reflected by the staff member who reported participation in "professional organization membership" and wrote the comment that it was "not (valuable) for the purpose of teaching."

General Extent of Participation in Inservice Practices

College teachers of home economics were participating in a variety of activities which may be directed toward the improvement of instruction (Table 4, p. 118). This was indicated by the fact that over half of the group reported participation in all but three of the practices included in the check list. The most often reported were: (a) the "use of professional library and materials"; (b) "professional organization membership"; (c) "adequate services available and used"; and (d) "contacts with students." The element of similarity in these activities is that they generally are conceded to be things which the staff member does for himself. However, "faculty meetings to consider teaching problems," which is classified as an activity provided for a group of staff members, was close to these in the number of times it was reported.

The least often reported were (a) "supervision of classes and of teaching"; (b) "class visits to observe other teachers"; (c) "workshop,
<table>
<thead>
<tr>
<th>Practice</th>
<th>Staff Members Reporting</th>
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<tbody>
<tr>
<td></td>
<td>All Units (N=5514)</td>
</tr>
<tr>
<td></td>
<td>Number %</td>
</tr>
<tr>
<td>Use of professional library and materials</td>
<td>545 98</td>
</tr>
<tr>
<td>Professional organisation membership</td>
<td>537 97</td>
</tr>
<tr>
<td>Adequate services available and used</td>
<td>535 97</td>
</tr>
<tr>
<td>Contacts with students</td>
<td>534 96</td>
</tr>
<tr>
<td>Faculty meetings to consider teaching</td>
<td>531 96</td>
</tr>
<tr>
<td>Participation in determining policies</td>
<td>478 86</td>
</tr>
<tr>
<td>Orientation of new faculty member</td>
<td>473 85</td>
</tr>
<tr>
<td>Research and study of teaching</td>
<td>456 84</td>
</tr>
<tr>
<td>Formal evaluation of teaching</td>
<td>417 75</td>
</tr>
<tr>
<td>Co-teaching and co-planning of courses</td>
<td>412 74</td>
</tr>
<tr>
<td>Participation in community activities</td>
<td>404 73</td>
</tr>
<tr>
<td>Use of institutional manuals, etc.</td>
<td>380 69</td>
</tr>
<tr>
<td>Conference between head of unit and staff</td>
<td>376 68</td>
</tr>
<tr>
<td>Membership on committee</td>
<td>354 64</td>
</tr>
<tr>
<td>Workshop, group conference, seminar, etc.</td>
<td>296 53</td>
</tr>
<tr>
<td>Class visits to observe other teachers</td>
<td>174 31</td>
</tr>
<tr>
<td>Supervision of classes and of teaching</td>
<td>165 30</td>
</tr>
</tbody>
</table>
group conferences, and special classes"; and (d) "membership on com-
mittees." The similarity in these four practices is that each is often
considered as an additional activity in an already crowded schedule of
the teacher. That this is one reason for the low percentage of partici-
pation in these activities is even more plausible in light of the fact
that the practices which were most often mentioned are activities that
usually are accepted as a part of the teaching process.

Less than one-third of the respondents indicated participation
in either "supervision of classes and teaching," or "class visitation."
The smaller percent of participation in these practices supports the
general point of view that college teachers are considered self-suffi-
cient in the realm of their teaching and there may be resentment of
interference from others. Or it may represent a situation in which the
administration has its hands full otherwise and has not yet provided
these practices for the improvement of instruction.

There is some indication in the replies that programs are not
organized for the direct purpose of helping teachers improve their
teaching. Comments which support this suggestion were:

Only effort on the part of individual teachers.
I feel that theory and techniques could be much more meaningful
if we really worked on this problem of more effective teach-
ing in all areas.
Have had many of these listed but not in relation to "problems
of teaching."
Yes, but not on teaching.
Informally done among staff members.

Furthermore, there is as much variation in the experiences reported by
teachers in the same unit as in those reported by staff members of
different units. This fact tends to strengthen the statement that the
practices were not experienced as a part of an organized program.

The number of teachers who have experienced each practice, in some instances at least, may be greater than was shown by the number of positive checks. For instance "supervision of classes and of teaching" was left unchecked by 81 respondents, was reported by 170 who "have had" experience with it, and 181 checked they "have not had" experience with this device. Some of the 81 who left the space blank may have had experience with the practice earlier than the preceding year. Comments on various activities, which illustrate this possibility were: "have had but not in the last year"; "not recently"; and "have only been on staff one year, they did this last year." In all instances, however, the number of items left blank was small, ranging from the 81 down to who did not check the "use of professional library materials."

Replies from staff members of different size units show more similarity than differences. One variation was in the practice of "co-teaching and co-planning of courses." This was reported by an increasing number of respondents as the size of the unit increased. One explanation is that in the larger unit more instructors teach different sections of the same course, and there are more courses taught in sequence. Hence, more teachers are placed in circumstances where co-teaching and co-planning are possible. The opposite conditions exist in the smaller unit. For example, one teacher in a small unit said, "I teach the only section"; and another teacher in a medium unit wrote, "classes small, few sections."

Another variation was shown in the responses to the practice of
"conferences between the head of the unit or the course-area and a staff member." This was reported by an increasing number of replies as the size of the unit decreased. Perhaps, because of the smaller number involved, the administrator has more opportunity, within a given period of time, to have individual conferences with each staff member.

Although only 39 percent of the replies indicated probable experience during the coming year, it may be assumed that there will be more activities provided. It seems unlikely that all practices which have been available in the past would be dropped completely in the coming year. Nor does it seem plausible that no emphasis would be given to teaching. Some respondents commented that they have no basis for replying in regard to what will be probable in the next year, and others said they hope there will be more opportunity next year.

Activities which probably would be available in the coming year were reported in the same general pattern of responses as the practices which had been experienced. For example, those which were checked most often to indicate probable participation were:

- Home economics staff meetings (25%).
- Use of professional books available in campus library (21%).
- Course-area staff meetings (21%).
- Contacts with students through guiding individual students (20%).

One explanation of this similarity in pattern is that teachers naturally think first of those practices with which they have had experience. It is unusual for a person to anticipate beginning participation in any activity which has not been experienced, or for which there has been no specific planning.

The replies of individuals who indicated practices planned for the
coming year were scattered among the various practices in a range of from 29 responses that indicated only one device to 44 activities checked by one individual. Eighteen who had said they were head of the unit, or of a course-area, mentioned probable participation in some practices during the next year. The range of the number of practices, checked by these administrators as the ones included in the plans, was from a low of four by one administrator to a high of 35 by another. The general tendency was for both administrators and teachers to indicate only a few practices in connection with plans. The apparent reluctance to indicate probable participation may be because staff members do not feel they have authority to decide for the group. On the other hand, it may mean there has been little, if any, advanced planning.

Seventy-four individuals added practices which they may have used or which they might like to have available for use. Practices thus given included the following (the number in parenthesis after the practice is the number of teachers who mention each type):

Participation in some specific community activity, as judging at the State Fair, etc. (17)
Conference, workshops, and meetings on the state and national level. (14)
Contacts with commercial groups and work experience related to teaching area. (9)
Adult work and adult contacts. (5)
Field trips. (5)
Assuming leadership in discussion, as committee chairmanship, and similar ways.
More contacts with faculty from other colleges. (3)
Follow-up of graduates, and quality of work done by graduates. (2)
Some form of social activity on the campus. (2)
Observations in high schools. (2)

Most of these are specific, or descriptive, statements of the practices
already listed. One comment was that there is a "need for greater interest in personal development of new instructors as part of the faculty group as a whole, and as a human being. A good teacher needs a well-rounded personal life as well as a professional life." This statement presents a condition that may be met by more than one practice.

The tendency to list other practices suggests an interest in the problem. Since this check list was not intended to exhaust the possibilities, it is gratifying to find that teachers are interested enough to suggest other activities which might be used.

Extent of Participation in Specific Practices

An analysis was made of replies to the subheadings of each practice in order to locate more specific suggestions which may be of help to those who are planning an inservice program. The results of this analysis follow.

1. Practices promoted by the institution for groups of staff members (Table 5, p. 124).

Four practices were included in this classification. Three of these were subdivided according to the personnel who may make up the group directly involved.

Faculty meetings to consider teaching problems have been experienced by about three-fourths of the individuals who reported in the present study. The most frequent type of staff meeting reported was the one "especially for home economics staff members." As would be expected, few of the instructors in the small unit, 46 percent, reported course-area staff meetings. Almost twice as high a percentage of those
### TABLE 5 - EXTENT OF PARTICIPATION IN PRACTICES WHICH ARE PROMOTED BY THE ART.

<table>
<thead>
<tr>
<th>Practices With Which Teachers Have Had Experience</th>
<th>All Units (N=556)</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty meetings to consider teaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Course-area staff meetings</td>
<td>414</td>
<td>75</td>
</tr>
<tr>
<td>b. Home economics staff meetings</td>
<td>477</td>
<td>86</td>
</tr>
<tr>
<td>c. Institution-wide faculty meetings</td>
<td>342</td>
<td>62</td>
</tr>
<tr>
<td>Workshop, group conference, seminar or special course for study of teaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Especially for home economics staff members</td>
<td>257</td>
<td>46</td>
</tr>
<tr>
<td>b. For inter-departmental institution staffs</td>
<td>125</td>
<td>23</td>
</tr>
<tr>
<td>c. Consultant used</td>
<td>95</td>
<td>17</td>
</tr>
<tr>
<td>Home economics staff participation in determining policies and objectives for home economics</td>
<td>478</td>
<td>86</td>
</tr>
<tr>
<td>Membership on committee which considers problems and techniques of instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Home economics committee</td>
<td>249</td>
<td>45</td>
</tr>
<tr>
<td>b. Inter-departmental institution committee</td>
<td>149</td>
<td>28</td>
</tr>
<tr>
<td>c. State, or professional organization committee</td>
<td>194</td>
<td>36</td>
</tr>
<tr>
<td>Adequate services available and used by teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Audio-visual aids center on campus</td>
<td>427</td>
<td>77</td>
</tr>
<tr>
<td>b. Student-guidance and counseling center</td>
<td>373</td>
<td>67</td>
</tr>
<tr>
<td>c. Secretarial services</td>
<td>463</td>
<td>81</td>
</tr>
<tr>
<td>d. Testing service</td>
<td>225</td>
<td>41</td>
</tr>
<tr>
<td>e. Consultation services</td>
<td>102</td>
<td>15</td>
</tr>
<tr>
<td>Orientation of new faculty member through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provision of manuals and procedures outlines</td>
<td>300</td>
<td>54</td>
</tr>
<tr>
<td>b. Provision of counsel and supervision</td>
<td>300</td>
<td>54</td>
</tr>
<tr>
<td>c. Cooperation of teachers in developing syllabi.</td>
<td>347</td>
<td>63</td>
</tr>
<tr>
<td>d. Explanation of college policies, objectives, etc.</td>
<td>380</td>
<td>69</td>
</tr>
<tr>
<td>Supervision of classes and of teaching by</td>
<td></td>
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<tr>
<td>a. Dean of instruction</td>
<td>15</td>
<td>8</td>
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<tr>
<td>b. Home economics senior staff member</td>
<td>104</td>
<td>19</td>
</tr>
<tr>
<td>c. Other person</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>Use of institutional manuals, newsletters, bulletins</td>
<td>380</td>
<td>69</td>
</tr>
</tbody>
</table>

*Total for a practice may add to more than total number in group since some staff in one sub-item of each practice.*
T OF PARTICIPATION IN PRACTICES WHICH ARE PROMOTED BY THE INSTITUTION

<table>
<thead>
<tr>
<th>Practice Details</th>
<th>All Units (N=551)</th>
<th>Small Unit (N=137)</th>
<th>Medium Unit (N=164)</th>
<th>Large Unit (N=253)</th>
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<td>Number %</td>
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<td>number teaching problems</td>
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<tr>
<td>logs</td>
<td>414 75</td>
<td>63 46</td>
<td>125 76</td>
<td>226 89</td>
</tr>
<tr>
<td>meetings</td>
<td>477 86</td>
<td>112 82</td>
<td>156 95</td>
<td>209 82</td>
</tr>
<tr>
<td>city meetings</td>
<td>342 62</td>
<td>96 70</td>
<td>122 74</td>
<td>124 49</td>
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<tr>
<td>Staff Members Reporting</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Economics staff members</td>
<td>257 46</td>
<td>54 39</td>
<td>99 60</td>
<td>104 41</td>
</tr>
<tr>
<td>institution staffs</td>
<td>125 23</td>
<td>31 23</td>
<td>49 30</td>
<td>45 18</td>
</tr>
<tr>
<td>.....</td>
<td>95 17</td>
<td>21 15</td>
<td>35 21</td>
<td>39 15</td>
</tr>
<tr>
<td>Participation in determining</td>
<td>478 86</td>
<td>117 85</td>
<td>144 88</td>
<td>217 86</td>
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<td>or home economics</td>
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<td>Rich considers problems and</td>
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<td>tee</td>
<td>249 45</td>
<td>57 42</td>
<td>87 53</td>
<td>105 42</td>
</tr>
<tr>
<td>institution committee</td>
<td>142 26</td>
<td>35 26</td>
<td>50 31</td>
<td>57 23</td>
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<tr>
<td>l organization committee</td>
<td>194 35</td>
<td>60 44</td>
<td>77 47</td>
<td>57 23</td>
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<td>le and used by teachers</td>
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<tr>
<td>ter on campus</td>
<td>427 77</td>
<td>116 85</td>
<td>125 76</td>
<td>186 74</td>
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<tr>
<td>counseling center</td>
<td>373 67</td>
<td>92 67</td>
<td>113 69</td>
<td>168 66</td>
</tr>
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<td>.....</td>
<td>463 84</td>
<td>110 80</td>
<td>134 82</td>
<td>219 86</td>
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<td>225 41</td>
<td>67 49</td>
<td>55 34</td>
<td>103 41</td>
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<td>y member through</td>
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<td>and procedures outlines</td>
<td>307 55</td>
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<td>77 47</td>
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<td>and supervision</td>
<td>300 55</td>
<td>80 58</td>
<td>87 53</td>
<td>133 52</td>
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<td>res in developing syllabi.</td>
<td>347 63</td>
<td>85 62</td>
<td>97 59</td>
<td>165 65</td>
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<tr>
<td>e policies, objectives, etc.</td>
<td>380 69</td>
<td>101 74</td>
<td>111 68</td>
<td>168 66</td>
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<td>band of teaching by</td>
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<tr>
<td>8 staff member</td>
<td>45 8</td>
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<td>104 19</td>
<td>34 25</td>
<td>25 15</td>
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<td>.....</td>
<td>51 9</td>
<td>23 17</td>
<td>12 43</td>
<td>16 6</td>
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<tr>
<td>als, newsletters, bulletins.</td>
<td>380 69</td>
<td>93 68</td>
<td>114 70</td>
<td>173 68</td>
</tr>
</tbody>
</table>

*add to more than total number in group since some staff members reported more than practice.
in the large units, 89 percent, had participated in such meetings. No doubt this is accounted for by the larger number of individuals within the course-areas in these units. One respondent illustrated this by the statement, "too small a department for such."

In all units, more individuals mentioned experience in the home economics staff meetings than in institution-wide faculty meetings. Although the replies did not indicate the frequency of such meetings, the fact that more home economics staff meetings usually are held for the purpose of discussing teaching may be a factor in the difference in these replies. As one comment indicated, the institution-wide meetings are more often "general nature only."

Workshops, special courses and seminars for home economics staff members were reported by twice as many responses as were those for inter-departmental institution staffs. The ratio of the numbers who reported these two devices was approximately the same, almost 2 to 1, for the large and medium units. There was less difference in the replies of the small unit teachers: 39 percent had participated in home economics staff workshops or seminars, and 23 percent reported participation in these practices when institution-wide staff members were included.

The position of the person who served as the consultant varied, but most often mentioned were: head of the department or of the course-area, mentioned in 8 instances; personnel from the Federal Office of Education, listed in 24 replies; specialists in a subject area, reported by 58 respondents; and names given with no indication of positions, in 9 replies. Committees were mentioned as a source of consultation.
service in 5 responses, and a few general comments were given such as, "many different ones," and "none this year."

**Cooperation in determining policies and objectives** for home economics was reported by a high proportion of the replies. Since no indication of the amount or type of participation was asked for, it is difficult to tell what the respondents considered as "participation." Three responses indicated that policies and objectives were the result of committee work rather than individual participation in a larger group activity. However, since 86 percent of the total group reported they have had some experience in this practice, it may be assumed that there is a general feeling of cooperative relationship among staff members, as well as a mutual understanding of the policies and objectives of the home economics program at their institutions.

**Membership on committees** to consider problems and techniques of instruction was not as common as was participation in faculty meetings. It did compare rather closely with workshops and special courses as an opportunity for participation. In general, the membership on inter-departmental institution committees was reported about half as frequently as was that on home economics committees. More staff members of the medium and large units also reported participation on home economics committees more often than on state or professional organization committees. This was not the case in reports from small unit faculties: 44 percent of the teachers of small units indicated membership on state or professional organization committees, and 42 percent indicated home economics committee membership.
2. **Facilities and materials made available by the institution and used by staff members** (Table 5, p. 124).

Facilities and work materials which are provided by the institution for the total group of staff members to use as needed were divided into four major areas. Some are services, others are materials which are available.

**Services and materials provided** by the institution and used by the teachers as practices directed toward improving instruction vary in type and degree of participation obtained. Fewer of the replies indicated use of consultation personnel than any other type of service. Whether this is due to a lack of availability of recognized consultants or because of other factors cannot be definitely determined from the replies. The small percent of individuals who checked they have had experience in activities using consultants, 18 percent, may suggest a further need to study this device to determine how its use may be made more interesting and accessible to teachers.

The person supplying the consultation was reported in only a part of the responses. Representatives from the psychology department were listed by 18 respondents. Next in number of times mentioned was the head of the unit, a dean, or some other administrator, listed 15 times. Guidance specialists, such as personnel from the student guidance office, were mentioned 14 times. Federal Office of Education personnel, usually the home economics regional agent, was listed 6 times; speech and reading clinics, 5 times; and 7 respondents gave names but did not indicate the position held by the consultant.
Other services included in the check list have been experienced by approximately one-half of those reporting. Testing services were not as commonly used, 41 percent, as were the other services, 67 to 84 percent. This tendency to participate infrequently in testing services is understandable in light of the fact that many college teachers believe tests and grading of tests are a personal responsibility and should be assumed by the teacher for his own classes.

This practice was stated in the check list as "adequate services available and used by teachers." Some of the responses indicated services were available and used, but the adequacy was questioned. Typical comments of this nature were: "limited," "present service is inadequate," "available but not adequate," and "not all adequate in every way."

Orientation of new faculty members was reported by more than one-half of the responses. Evidently positive replies were given, whether the device had been used in the institution at some previous time or within the preceding year. Less than half of the responses to the check list were from beginning or second-year college teachers. Representative comments which further support this point were: "These were done but not for me or by me," and "Had when a new faculty member but not this year," and "This all occurred earlier in teaching career." It may be that some older faculty members indicated experience with these devices in terms of their involvement in preparing and presenting materials for new staff members to use.

Supervision of classes is not a common practice, judging from
the small percent of individuals who checked that they have had experience with some phase of this device. Only 8 percent indicated supervision by a dean of instruction, 19 percent by a senior staff member, and 9 percent by some other person. Others who served as supervisors were not always listed, but the following were mentioned: department or divisional head, by 22 responses; personnel of the State Department of Education, including home economics state supervisors, in 7 replies; visitors from other schools, experts in the field of homemaking, evaluation committee, and teacher trainers were each mentioned once.

The low percentage of respondents who have experienced this practice may be the result of several factors. The position of dean of instruction is new in a number of colleges, and because of the many differing demands on his time and the organization of the program he may not have given as much attention to supervision of teaching as will be exercised later. Another factor may be that the practice was stated in terms of being supervised, while some of the responses were by staff members who are the supervisors. This is suggested by one respondent who checked "have not had" experience and added the comment, "am the head of the nutrition department." It is the belief of the writer that participation in supervisory activities may be as satisfactory a learning device for the supervisor as for the person being supervised, and that improvement in teaching will result for both. Misunderstanding of the term and the general feeling that supervision is unessential for college teachers were reflected in the statement made by one teacher that this practice is "not applicable to university teaching." That this practice was not a part of an organized program was evidenced by the
following comments: "A kind of informal supervision"; "These are only indirectly in practice"; and "Aid given upon request of staff member."

The use of institutional manuals, newsletters and bulletins was reported in about the same percentage as were activities for orientation of new faculty members. No doubt these devices would accomplish similar purposes in the inservice program to assist teachers in improving instruction. The similarity was expressed by one respondent who stated that this practice "overlaps with 6a" (orientation of new faculty members through provision of manuals and procedure outlines). A factor which limits the extensive use of this practice was suggested by the response that manuals are "not on instructional problems."

3. Practices which may or may not be promoted by the institution for small groups of staff members (Table 6, p. 131).

Five major practices were considered to fit this classification. Some of the definitions of activities within each of these practices refer to a small group of staff members, others mean that only two staff members are involved, and still others may require only an individual teacher's efforts. This latter group of activities was included in the category since they are fewer in number than the sub-items which involve more staff members working together.

Use of professional books available in the campus library was reported by 95 percent of the replies, but the number and quality of the materials, or the manner of use by faculty members was not indicated. "Exchange of books by staff members" and the use of a "browsing room or reference shelf" were less often reported than other devices of this
<table>
<thead>
<tr>
<th>Practices With Which Teachers Have Had Experience</th>
<th>All Units (N=554)</th>
<th>Small Unit (N=137)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of professional library and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Professional books available in campus library</td>
<td>526 95</td>
<td>128 93</td>
</tr>
<tr>
<td>b. Browsing room or reference shelf</td>
<td>427 77</td>
<td>112 82</td>
</tr>
<tr>
<td>c. Staff members exchange or circulate books, etc.</td>
<td>442 80</td>
<td>112 82</td>
</tr>
<tr>
<td>d. Study and discussion, or report of books, etc.</td>
<td>265 48</td>
<td>73 53</td>
</tr>
<tr>
<td>Individual conferences between head of home economics or head of course-area and one staff member to plan and consider teaching techniques</td>
<td>376 68</td>
<td>103 75</td>
</tr>
<tr>
<td>Co-teaching and co-planning, by two or more instructors for one or more sections of course</td>
<td>412 74</td>
<td>85 62</td>
</tr>
<tr>
<td>Formal evaluation of teaching through use of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Student evaluation</td>
<td>354 64</td>
<td>96 70</td>
</tr>
<tr>
<td>b. Teacher self-rating</td>
<td>135 24</td>
<td>63 46</td>
</tr>
<tr>
<td>c. Cooperative evaluation by other college personnel</td>
<td>133 24</td>
<td>43 31</td>
</tr>
<tr>
<td>d. Administrator, or staff committee inspection of grades, test procedures, course syllabi, etc.</td>
<td>102 18</td>
<td>28 20</td>
</tr>
<tr>
<td>Research and study of teaching techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Individual experimentation with class methods</td>
<td>416 75</td>
<td>96 70</td>
</tr>
<tr>
<td>b. Group planned experimentation and research</td>
<td>153 28</td>
<td>33 24</td>
</tr>
<tr>
<td>c. Guiding student research</td>
<td>180 32</td>
<td>49 36</td>
</tr>
<tr>
<td>d. Report of research — oral or written</td>
<td>185 33</td>
<td>52 38</td>
</tr>
<tr>
<td>Class visits to observe techniques of other teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Visits to classes at own institution</td>
<td>136 25</td>
<td>40 29</td>
</tr>
<tr>
<td>b. Visits to classes on another college campus</td>
<td>99 18</td>
<td>35 26</td>
</tr>
<tr>
<td>Contacts with students through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Guiding individual students</td>
<td>523 94</td>
<td>129 94</td>
</tr>
<tr>
<td>b. Advising or sponsoring extra-class activities</td>
<td>356 64</td>
<td>97 71</td>
</tr>
<tr>
<td>Professional organization membership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Individual affiliation</td>
<td>524 95</td>
<td>127 93</td>
</tr>
<tr>
<td>b. Attendance at meetings (expenses paid or shared)</td>
<td>376 68</td>
<td>98 72</td>
</tr>
<tr>
<td>Teacher participation in community activities</td>
<td>404 73</td>
<td>102 74</td>
</tr>
</tbody>
</table>

*Total for a practice may add to more than total number in group since one staff member may have had experience with one sub-item of each practice.
<table>
<thead>
<tr>
<th>Participating Practices Which May or May Not Be Promoted by the Institution</th>
<th>Staff Members Reporting *</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Units (N=554)</td>
<td>Small Unit (N=137)</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td><strong>Number %</strong></td>
</tr>
<tr>
<td>and materials</td>
<td></td>
</tr>
<tr>
<td>while in campus library</td>
<td>526</td>
</tr>
<tr>
<td>shelf</td>
<td>427</td>
</tr>
<tr>
<td>circulate books, etc.</td>
<td>442</td>
</tr>
<tr>
<td>report of books, etc.</td>
<td>265</td>
</tr>
<tr>
<td>a head of home economics</td>
<td></td>
</tr>
<tr>
<td>a staff member to plan</td>
<td>376</td>
</tr>
<tr>
<td>by two or more instruc-</td>
<td></td>
</tr>
<tr>
<td>course</td>
<td>412</td>
</tr>
<tr>
<td>through use of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>354</td>
</tr>
<tr>
<td>other college personnel</td>
<td>135</td>
</tr>
<tr>
<td>committe inspection of</td>
<td>77</td>
</tr>
<tr>
<td>course syllabi, etc.</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>102</td>
</tr>
<tr>
<td>with class methods</td>
<td></td>
</tr>
<tr>
<td>instruction and research</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>180</td>
</tr>
<tr>
<td>or written</td>
<td>185</td>
</tr>
<tr>
<td>questions of other teachers</td>
<td></td>
</tr>
<tr>
<td>institution</td>
<td>136</td>
</tr>
<tr>
<td>other college campus</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>523</td>
</tr>
<tr>
<td>para-class activities</td>
<td>356</td>
</tr>
<tr>
<td>leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>524</td>
</tr>
<tr>
<td>(senses paid or shared)</td>
<td>376</td>
</tr>
<tr>
<td>unity activities</td>
<td>404</td>
</tr>
</tbody>
</table>

*Note: More than total number in group since some staff members reported more than one practice.*
practice. "Exchange of books by staff members," perhaps, is less frequent since the purchase of these books is a personal matter. Teachers often have a tendency to hold and use their own materials rather than circulate them. The fact that space and time requirements entered into provision of a browsing room or of the study and report of books may account, in part, for the lower percentage of responses for these activities. The influence of these factors is suggested in comments such as, "new facilities will change this, just started" which was made by two staff members who reported a new home economics building had been completed recently. In other instances, comments were that "time is a factor" in study, discussion or reports of books; and there is "not time" to circulate books.

**Individual conferences** between the head of the unit, or of the course-area, and a staff member had been experienced by 68 percent of the respondents. The number who reported participation in these conferences decreased as the size of the unit increased: the range of responses was from 62 percent of small unit teachers to 75 percent of the large unit staff members. With the smaller number of teachers, no doubt, there is more opportunity for direct contacts with the head of the unit.

**Co-teaching and co-planning of courses** was reported by almost three-fourths, 74 percent, of the teachers who replied in the present study. Participation in this practice increased from 62 percent indicated in responses of small unit staff members to 82 percent of the replies from large unit respondents. One comment indicated the reason for non-participation was that these activities were "not necessary."

**Formal evaluation procedures** were not used to as great a degree
as was expected. Student evaluation was more often used than other
types, although it was reported in only a few more than half of the
responses, 64 percent. Participation in the practice of teacher self-
rating, cooperative evaluation by other college personnel, and inspec-
tion of evaluation procedures were each reported by less than one-fourth
of the responses. Teachers in the small unit have experienced use of
all forms of evaluation more than those in the medium and large units.
Small classes may be a factor in the more extensive use, 70 percent, of
student evaluation in the small unit.

It would seem, from the small percentage of responses to the forms
of evaluation, that either these devices are not understood, or they have
not been developed to a stage where they become easy to use in inservice
programs. Also, the use of the term "formal" to describe them in the
check list may have resulted in a number of negative responses. Teach-
ers are constantly using different forms of evaluation, but they are not
considered "formal," nor are they associated with improvement of teach-
ing. That the term was interpreted in differing ways was indicated by
the following comments: "This has been very informal"; "only effort on
part of individual teacher"; "only incidental"; and "informally as a
class activity."

Experience with research activities and study of teaching tech-
niques was more often in the form of "individual experimentation with
classroom methods," reported by 75 percent of the responses, than any
other form included in the check list. This may substantiate, again, the
belief that the classroom is the teacher's domain and that he should be
allowed to develop teaching as he thinks best. However, it is encourag-
ing to note that as many as three-fourths of the group indicated they
are experimenting with teaching techniques.

Other devices of research character were not practiced to any
great extent; the range of replies was from 28 to 33 percent for the
various research activities. Teaching activities generally fill the
schedule and leave little time for group research or the reporting of
studies made. Another probable cause of the low percentage of responses
for these activities may result from the fact that the check list asked
for experience with research and study of teaching techniques. A major
portion of research has been centered on subject-matter areas rather
than on the human problems of teaching. Support for this point was
found in an examination of some comments written on the check lists. Repre-
sentative of these is the statement of one respondent who had experienced
participation in research "but not on teaching." That some of the
smaller units do not offer graduate work and, hence, provide little if
any opportunity for guiding student research, is suggested by two staff
members from small units who checked "have not had" experience and
stated "no graduate work."

4. Practices which may or may not be promoted by the institution
   for individual participation (Table 6, p. 131).

The four practices classified in this manner represent activities
with which an individual staff member may proceed on his own, or occasion-
ally in cooperation with colleagues. They may be activities which are
encouraged by the administration, or they may be self-inspired. Regard-
less of the source of initiation, or the number of people involved in
the resulting activity, the effort toward participation is primarily on an individual teacher basis.

Class visits to observe other teachers were not a common inservice practice among the group responding to the check lists. A few more teachers participated in on-campus visits, 25 percent, than in visits to classes on another campus, 18 percent. This is to be expected in light of the time and expense required for inter-college visitation. Visits on another campus also require more administrative promotion through arrangement of time, making contacts, and arranging for the continuance of teaching of one's own classes. These factors make participation in off-campus visitation more difficult and more formal.

Contacts with students were more often through "guiding individual students" than "sponsoring extra-class activities." Guiding individual students was indicated as a practice used by 94 percent of the respondents while contacts through extra-class activities was reported by 64 percent. On the other hand, some practices which were added by the respondents are a form of extra-class contacts. For example, one staff member listed "home economics club activities," and another added the practice of serving as an "advisor to non-home economics group, a social group." More staff members from the small and medium units indicated advising or sponsoring extra-class activities than did large unit staff members. This is not surprising since the check list asked for experience with the practices within the past year and the number of individuals required to serve in this capacity within one year is limited. With more faculty members available in the larger units, the percentage
who would have had an opportunity to serve in this capacity is lowered.

Professional organisation membership was experienced through individual affiliation by 95 percent of the respondents. Attendance at meetings, 65 percent, was not so extensive. The parenthetical phrase "expenses paid or shared" in the statement of this practice no doubt is responsible for some of the replies that the practice had not been experienced. Nineteen staff members wrote that expenses were not paid, and others stated they attended the meetings "at own expense," or "some meetings" only. In other cases the phrase was crossed off or a question mark placed over it.

Teacher participation in community activities is an old practice with teachers at all levels, but generally it is not organized as a part of the inservice program to improve teaching. Almost three-fourths of the responses indicated some form of this device had been used. Seventeen of the comments, which added practices, gave specific types of community projects and activities.

**Summary**

The responses to the survey proved encouraging in that a high percentage of replies from the home economics units indicated (1) there has been provision of some type of inservice education, and (2) there are plans to continue what has been begun or to place new emphasis on other activities in the following year.

In general, the heads of the home economics units represented in the survey believed the program for improvement of teaching was active and was making progress. The type of practices included, and planned
for the coming year, were most often workshops and study groups. Faculty meetings and committee work were reported by a few less administrators. The fact that most of the activities emphasized curriculum study and revision further augments the need for more attention to be centered on teaching methods and techniques.

More detailed information on the extent of participation in practices for the purpose of improving the effectiveness of instruction was supplied by 554 check lists returned by home economics staff members. The range in number of individuals who reported participation in various practices was from 98 percent, for the "use of professional library and materials," to a low of 30 percent, for "supervision of classes and of teaching."

Practices which had been most extensively participated in during the preceding year were ones which are commonly accepted as a part of the regular teaching job and generally involve individual staff members rather than groups. Those practices least used were ones which often represent allotment of time in addition to the activities usually accepted by teachers as a part of the job. There is no evidence from the responses that the practices which had been experienced represented any planned or organized approach to the problem of improving instruction.

Thirty-nine percent of the replies indicated the practices which probably will be participated in during the next year. The order in which practices were checked in this respect follows the pattern shown by the extent of participation in practices within the previous year. The difference was in the smaller percentage indicating probable participation.
There was more participation in activities which involved only home economics staff members than in those which included institution-wide faculty, or state and regional personnel. The exception to this trend was slight and in the small units. This may be explained by the fact that the few individuals within the home economics area in small units make it difficult, or unnecessary, to hold staff meetings, workshops, or to use committee approaches to problems without involving non-home economics personnel.

Services, materials, and practices provided by the institution were rather extensively used when available, though several of the replies also indicated that such services were not adequate. The services of consultants were reported by only 18 percent of the respondents. Other services were reported by approximately half of those responding. Testing services were the lowest of the remaining group and were reported by 41 percent of the total responses.

Participation in orientation procedures was indicated by over half of the group. Some replies indicated there had been no participation within the preceding year.

Some form of supervision of classes was indicated by only about one-third of the staff members. Over twice as much of the supervision had been by a senior staff member as by a dean of instruction or some other person.

Several practices which may or may not be promoted by the institution and which involve two or more staff members working together, were reported in a larger percentage of replies than were group activities. The range in the number who had experienced practices involving small
groups of staff members was from 14 percent, reported for "cooperative evaluation by other college personnel," to 95 percent, for the "use of professional books available in the campus library."

A large percentage of the replies indicated participation in the activities classified as practices which staff members enter into individually. The range for these activities was from 18 percent, for "visits to classes on another college campus," to 94 percent, for experiences in "contact with students through guidance of individual students." All practices in this category, with the exception of class visitation, have been experienced by 64 percent or more of the respondents.

Some of the responses to this section of the check list indicated that the extent of participation was influenced by conditions which exist in the college or university situation. The participant's opinion relative to the value of each practice may also have a bearing on the extent of participation. An analysis of the check list replies in these respects is presented in Chapter V.
CHAPTER V

FACTORS AFFECTING PARTICIPATION OF STAFF MEMBERS
IN PRACTICES FOR MAINTENANCE AND IMPROVEMENT
OF EFFECTIVENESS OF INSTRUCTION

An evaluation of current practices may be a source of ideas
for those who plan to initiate and promote a program aimed at the in-
service professional growth of college teachers of home economics.
Such an evaluation is either a process of self-evaluation or the placing
of value on something by a person outside the activity. Both are impor-
tant in a consideration of the total program.

In an attempt to obtain a self-evaluation of the practices usable
in an inservice program for the improvement of teaching, staff members
were asked to express their opinions relative to the value some common
practices may have for this purpose. They were asked, also, to indicate:
the conditions which they believed may be favorable, or unfavorable, to
the promotion of such practices; the improvements attributed to partici-
pation in these practices; and the most likely source of leadership for
promotion of the inservice program. This chapter presents the findings
of the check list in respect to these four points.\(^1\)

Reactions of Staff Members to Inservice Practices

Directions for indicating an opinion of the value of a practice
were: (1) place a check in the appropriate column to indicate the value

\(^1\) Copy of check list, Part IIB, Appendix A.
each practice has, or might have, in helping to improve instruction; and
(2) use a double check to indicate the practices considered "most effec-
tive" or "most ineffective." The analysis of opinions expressed in the
554 returned check lists is presented in this section. The tabulations
of data showed no appreciable variation in opinions expressed by staff
members of different size units, therefore the responses are considered
as a total.

General Reactions to Inservice Practices

A value for each practice was expressed by a minimum of 20 percent
of the group for one practice, and a high of 88 percent for another.
More than half of the respondents indicated an opinion of the possible
value of 27, or 60 percent, of the devices included in the check list.
The highest percentage of responses indicated a value for the "use of
professional books available in the campus library," which was checked
by 88 percent, and for "home economics staff meetings to consider teach-
ing problems," which was mentioned by 87 percent of the staff members.

The three devices which were most often left unchecked were those
which provide consultation or supervision. Perhaps there is some rela-
tion between the low percentage who responded in these instances and
the fact that space was allowed following each of these statements for
the respondent to indicate by whom consultation or supervision was given.
The number of replies that did not indicate a value for each of these
three was greater than the number that checked they either "have had"
or "have not had" experience with the practice. The opposite is true
for all other practices included in the check list. The general tendency was for more of the respondents who have had no experience with a practice to fail to check a degree of value. When these respondents did indicate an opinion, however, the probable value was more likely to be either "ineffective" or "very ineffective."

There was an apparent reluctance for respondents to place a negative value on practices: a markedly higher percent of replies expressed positive value. Those least often checked "effective" were generally left blank rather than indicated as "ineffective." This tendency suggests that teachers recognise that various factors operate to make a practice ineffective and that under other circumstances, or when these conditions are corrected, the practice may be effective. In other words, the practice in itself was not believed ineffective. Also, to indicate value for an activity one has not experienced means that an element of guess-work is exercised, and some respondents were reluctant to guess. Some of the comments that indicated reasons why the value of a practice was not checked are:

Hope so, have little evidence.
I do not mark any ineffective, believe all would be depending on way used.
No basis for judgment.
Results probably will be reached over longer period of time.
I find it extremely difficult to say whether a possible practice is going to be effective or not. The same experience one time may be and another time may not.

The size of unit apparently makes little difference in the opinion of the participants regarding the effectiveness of practices. The one instance in which a notable difference was evident is in the probable value of "faculty meetings to consider teaching problems." Course-area staff meetings were reported "effective" and "very effective" by 47 per-
cent of the small unit teachers, by 76 percent of those from medium units, and by 88 percent of the respondents from the large unit. Home economics staff meetings also were rated by different percentages according to the size unit, but not with such a marked difference: 77 percent of the small unit, 92 percent of the medium unit, and 78 percent of the large unit replies indicated this device was "effective" or "very effective."

The probable importance of these differences should be considered in relation to the variation in the number who reported they have had experience with each of the practices. A higher percentage of large unit staff members indicated participation in each of these activities (see Table 5, p. 124) than did staff members from the smaller units. Since the tendency was to express positive value, and to indicate a value when the practice had been experienced, it would follow that more positive values would be expressed by the larger unit staff members for these two forms of staff meetings.

No attempt has been made to establish a pro-ratio value for the degree of effectiveness or ineffectiveness. The expression of degree of value will vary according to the individual. One person may use the superlative degree to express opinions more readily than another, although the activities may be equally effective for both. That this is often true is shown by the fact that when one device was checked "very effective" or "very ineffective," several other practices also were checked with the similar higher degree of value by the same respondent. The number of replies that indicated a practice was either "effective" or "very effective" were added to obtain a total favorable rating. A
favorable rating was given in 75 percent or more of the responses to each of the following devices:

- Use of professional books available in the campus library (84%).
- Home economics staff meetings (82%).
- Individual affiliation in professional organizations (80%).
- Staff members exchange or circulate books and other professional materials and teaching aids (76%).
- Co-teaching and co-planning for courses (76%).
- Teacher participation in community activities and projects (76%).
- Course-area staff meetings (75%).

It will be noted that most of these are activities which are entered into by an individual staff member and which may or may not be promoted by the institution.

Those activities which were given a total unfavorable rating by the highest percentage of responses were:

- Institution-wide faculty meetings (17%).
- Supervision of classes by dean of instruction (15%).
- Administration or staff committee inspection of grades, syllabi, test procedures, etc., as phase of evaluation of teaching (14%).
- Supervision of classes by home economics senior staff member (13%).

These practices may be interpreted by some people as interference with the independence of the teacher. They also represent practices which involve a degree of promotion or arrangement by the administration. At the same time these devices are often interpreted to be the establishment of a pattern for the teaching. There may be, then, an appropriate reaction here against a feared deadening routine that makes teaching mechanical in no time. A study to determine why these devices do not prove more effective would seem to be in order. Theoretically, at least, they are suggestive of sound practice.

The length of time the staff member has taught in college has:
some bearing on the opinions expressed. Those who have been teaching at the college level for five years or less, tended to check values whether they have experienced the practice or not. They also leave fewer items completely unchecked. Usually the practice was believed to be "effective" or "very effective" slightly less often as the number of years of college teaching experience increased. Exceptions to this tendency were in relation to the practices of "home economics staff meetings," "participation in establishing policies," and "exchange or circulation of professional books." Perhaps the newer teachers have recently studied or had experience with a variety of practices and, therefore, recognize a positive value more readily. Teachers with more experience may be less familiar with some of the practices, but because of their experience in teaching feel they can hazard a guess relative to the possible value a practice may have. Whatever the reason for this tendency, the suggestion is that some study of ways to increase the awareness of possible values of some practices would be desirable.

In most instances, the practices which were thought might be experienced within the coming year were those which also were believed to be effective. Only one person indicated probable participation in "inter-departmental institution workshop or special course" although it had not been experienced previously and was thought to be "very ineffective." Four other staff members indicated probable participation in practices with which they have had experience but which they considered were "very ineffective." These practices were: "institution-wide faculty meetings," "use of secretarial services," and "use of testing
services." No explanation was given of the basis used to determine the probability of participation in these activities which were believed to be of negative value. It may be that there has been some announcement or assignment relative to these practices; or it may be mere supposition on the part of the teacher. The fact that there is no consistent indication of what may be available refutes the idea that any general plan had been suggested to or by the staff members within a unit.

Reactions to Specific Practices

In order to obtain supplementary information which may be pertinent to a proposal for the maintenance and the improvement of instruction, a more detailed analysis was made of the replies. The report of this analysis follows.

1. Practices promoted by the institution for groups of staff members (Table 7, p. 147).

Faculty meetings which included only home economics staff members were considered "effective" and "very effective" more often than were ones which included all-college personnel or state and professional organization groups. In each of the practices of this category, the inclusion of personnel outside home economics lessened the probability that it had positive value and increased the likelihood that it was of negative value. Course-area staff meetings were ranked "effective" in less than half of the responses, 47 percent, but they also were ranked as "very effective" by the highest number, 28 percent, of responses to any practice in the check list. They were indicated as "very ineffective" or "ineffective" in only about 3 percent of the replies. Institu-


TABLE 7 - REACTION OF STAFF MEMBERS TO PRACTICES PROMOTED BY THE INSTITUTION

<table>
<thead>
<tr>
<th>Practice</th>
<th>Very Effective Number</th>
<th>Very Effective %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty meetings to consider teaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Course-area staff meetings</td>
<td>260 47</td>
<td>154 28</td>
</tr>
<tr>
<td>b. Home economics staff meetings</td>
<td>325 59</td>
<td>126 23</td>
</tr>
<tr>
<td>c. Institution-wide faculty meetings</td>
<td>250 45</td>
<td>36 6</td>
</tr>
<tr>
<td>Workshop, group conference, seminar or special course for study of teaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Especially for home economics staff members</td>
<td>216 39</td>
<td>101 18</td>
</tr>
<tr>
<td>b. For inter-departmental institution staffs</td>
<td>160 29</td>
<td>32 6</td>
</tr>
<tr>
<td>c. Consultant used</td>
<td>114 21</td>
<td>32 6</td>
</tr>
<tr>
<td>Home economics staff participation in determining policies and objectives</td>
<td>230 42</td>
<td>134 24</td>
</tr>
<tr>
<td>Membership on committee which considers problems and techniques of instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Home economics committee</td>
<td>214 39</td>
<td>68 12</td>
</tr>
<tr>
<td>b. Inter-departmental institution committee</td>
<td>162 29</td>
<td>34 6</td>
</tr>
<tr>
<td>c. State, or professional organisation committee</td>
<td>201 36</td>
<td>40 7</td>
</tr>
<tr>
<td>Adequate services available and used by teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Audio-visual aids center on campus</td>
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<td>b. Student-guidance and counseling center</td>
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<td>c. Secretarial services</td>
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<td>d. Testing service</td>
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<td>e. Consultation services</td>
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<tr>
<td>Orientation of new faculty member through</td>
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<td>a. Provision of manuals and procedure outlines</td>
<td>181 33</td>
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<tr>
<td>b. Provision of counsel and supervision</td>
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<td>c. Cooperation of teachers in developing syllabi</td>
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<tr>
<td>d. Explanation of college policies, objectives, etc.</td>
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<td>c. Other person</td>
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<td>Use of institutional manuals, newsletters, bulletins, etc.</td>
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<td>56 10</td>
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*Total for a practice may add to more than total number in group since some staff members may have reacted to one sub-item of each practice.
### Staff Members Reporting (554) *

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<th>Issue</th>
<th>Effective Number</th>
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<th>Ineffective Number</th>
<th>Ineffective %</th>
<th>Very Effective Number</th>
<th>Very Ineffective Number</th>
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<td>56 10</td>
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</table>

*Note: More than total number in group since some staff members reported more than one.
tion-wide faculty meetings, on the other hand, were not considered "effective" by as many individuals but were believed "ineffective" or "very ineffective" by a larger number, 17 percent, than any other device in the list.

Workshops or special courses which included institution-wide faculty members were indicated to be of negative value by approximately 6 percent of the group responding, and inter-departmental institution committees were checked similarly in approximately 7 percent of the responses. This does not necessarily mean that home economics staff members believed cooperation with groups outside of home economics cannot be effective. There is a close relationship between staff members within an area of teaching, and generally a comparatively small number of individuals are included. Consequently, the problems with which this closely allied group deals often arise from their own immediate teaching experiences. The smaller number involved in an activity which includes only home economics staff also means more opportunity for each to assume leadership responsibilities and thus increases the value of the participation. This possibility was suggested by one remark that "conducting committee meetings (is) very effective." In addition, institution-wide activities often deal with problems other than those relative to teaching. This, of course, means less possibility that improvement of instruction will result. One teacher reflects this point in the comment that all types of faculty meetings and workshops are "very effective for intended purpose."

Use of a consultant in the workshop, group conferences, or other study groups is probably believed effective more often than is indicated
by the low percentage of times it was checked. The number of respondents who left this item blank was high, only one percent indicated it is "ineffective," and no one indicated it would be "very ineffective." One may assume that those who left it blank are of an opinion which corresponds to that of the staff members who did check the item, or that it is a practice more often effective than ineffective.

**Participation in determining policies** was indicated as "effective" and "very effective" by 66 percent of the replies and "ineffective" by slightly over 2 percent. Almost half of those who checked it of positive value believed it is "very effective." Staff members seemed to agree that this practice has potential value for improvement of teaching.

**Membership on a committee** which is composed of representatives from outside the home economics staff is reported of negative value in the same percentage of responses as it is believed "very effective." Evidently committees on the institutional or state level are believed to be of value but do not serve the purpose of considering problems and techniques of instruction to a high degree either of effectiveness or ineffectiveness. Committee membership on home economics committees is believed "ineffective" by approximately only 4 percent. Reasons for ineffectiveness were suggested by comments such as, "not in themselves, follow-up of committee work in relation to total staff needed for effectiveness," and "there should be wider participation than just a committee." These comments, together with the tendency shown in checking, imply that the value of committee membership is increased when the practice is used in combination with some other practices of an inservice program.
2. **Facilities and work materials made available by the institution and used by staff members** (Table 7, p. 147).

Services made available to staff members were believed "effective" for the improvement of teaching by less than one-half of the respondents in the study. None of these services was believed "very effective" by over one-fourth, or "ineffective" and "very ineffective" by as many as one-eighth of the respondents. Of those listed, secretarial services were checked to be "effective" by 56 percent of the respondents; but they were indicated as "ineffective" or "very ineffective" by 6 percent, which is the high percentage for this category of opinions regarding services. One explanation of the number of responses in relation to secretarial services is that this type of service has been in use longer than the others listed and teachers better understand the type of help they can obtain.

Comments imply that the effectiveness of all the services was considered in relation to adequacy; the opinions expressed, therefore, were in relation to the value each would have if it were adequately available. For example, one respondent stated that audio-visual aids which had been provided were "ineffective" because "most materials available are too simple for college level." Another believed more films relative to clothing problems would be desirable; and another added that the preparation of film strips was an experience which had proved effective.

**Orientation of new faculty members** was indicated to be "effective" in a range of 33 to 52 percent of the replies. The value expressed for devices included in this practice was evidently affected by the fact that
the individual responding had not experienced the activity within the preceding year. Examples of statements made in this connection are: "Can be judged by new faculty member," and "cannot judge effectiveness since we did not have when I was new." Another indicated this practice was experienced when "(I) was a new member" and that it had been "very effective." Slightly fewer teachers who have had more experience in college teaching were inclined to check orientation procedures "effective" than were those with less teaching experience. One who has taught twenty or more years said that an "explanation of policies is effective but not needed." Other devices for orientation of new faculty members probably would be effective less often for the teachers with more experience because they already have developed course syllabi; they are generally the ones who furnish counsel and would not, therefore, find it effective in improving their own teaching; and they are familiar with procedures and might not find that manuals and outlines are helpful as the new staff member would.

Approximately one-half of the teachers, 52 percent, are of the opinion that "explanation of college policies" has more value than other forms of orientation. One respondent wrote it would be effective but that it was "too little and too late."

Supervision of classes and of teaching by a dean of instruction was considered "effective" and "ineffective" in approximately an equal percentage of the replies. Supervision by senior staff members was considered "effective" in about twice as many instances as it was believed "ineffective"; and supervision by some other person was believed "effective" and "ineffective" in approximately an equal percentage of the
replies. The attitude often held toward supervision was expressed by
one comment that although it had not been experienced it is believed
to be "ineffective"; and another, that it was "not effective unless it
was a very superior supervisor." Another response indicated that super-
vision by a dean of instruction would be "effective but not practical."
Teachers with more experience in college teaching did not consider super-
vision effective as often as did the newer teachers. Probably, the newer
teacher is closer to the period of being a student and still thinks in
terms of obtaining help from someone in a supervisory capacity.

Institutional manuals and other similar materials were considered
effective by over half, 56 percent, of the respondents while provision
of manuals as an orientation device was reported "effective" by only one-
third of the respondents. The difference, perhaps, is in the term "new
faculty member" applied to the orientation practice. One response indi-
cated the reason for the approximately 4 percent who believed manuals and
newsletters are "ineffective" is that they were "issued too late."

3. Practices which may or may not be promoted by the institution,

for small groups of staff members (Table 8, p. 153).

for small groups of staff members (Table 8, p. 153)

The use of professional library and other materials generally was
considered to be effective. Three activities of this practice were
ranked "effective" by approximately three-fourths of the respondents,
and the fourth activity, "study and discussion of books," was ranked of
positive value in slightly over one-half of the responses. The number
who indicated this practice to be of negative value is small; the high
was 6 percent who expressed negative value for the "study and discussion,
<table>
<thead>
<tr>
<th>Practice</th>
<th>Effective Number</th>
<th>%</th>
<th>Effective Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of professional library and materials</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Professional books available in campus library</td>
<td>346</td>
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<td>b. Browsing room or reference shelf</td>
<td>326</td>
<td>59</td>
<td>74</td>
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<td>c. Staff members exchange or circulate books, etc.</td>
<td>345</td>
<td>62</td>
<td>79</td>
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<tr>
<td>d. Study and discussion, or reports of books, etc.</td>
<td>247</td>
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<td>73</td>
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<tr>
<td>Individual conferences between head of home economics or head of course-area and one staff member to plan and consider teaching techniques</td>
<td>268</td>
<td>48</td>
<td>125</td>
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<tr>
<td>Co-teaching and co-planning, by two or more instructors for one or more sections of a course</td>
<td>286</td>
<td>52</td>
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<tr>
<td>Formal evaluation of teaching through use of</td>
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<td>a. Student evaluation</td>
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<tr>
<td>b. Teacher self-rating</td>
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<tr>
<td>c. Cooperative evaluation by other college personnel</td>
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<tr>
<td>d. Administrator, or staff committee inspection of grades, test procedures, course syllabi, etc.</td>
<td>157</td>
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<tr>
<td>e. Alumni evaluation</td>
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<td>33</td>
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<tr>
<td>Research and study of teaching techniques</td>
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<td></td>
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</tr>
<tr>
<td>a. Individual experimentation with classroom methods</td>
<td>297</td>
<td>54</td>
<td>84</td>
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<tr>
<td>b. Group planned experimentation and research</td>
<td>180</td>
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<td>c. Guiding student research</td>
<td>191</td>
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<td>d. Report of research — oral or written</td>
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<tr>
<td>Class visits to observe techniques of other teachers</td>
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<td>a. Visits to classes at own institution</td>
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<td>b. Visits to classes on another college campus</td>
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<td>a. Guiding individual students</td>
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<td>b. Attendance at meetings (expenses shared or paid)</td>
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<td>Teacher participation in community activities</td>
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<td>78</td>
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Total for a practice may add to more than total number in group since same one sub-item for each practice.
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<th>Effective %</th>
<th>Ineffective Number</th>
<th>Ineffective %</th>
<th>Very Effective Number</th>
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*To more than total number in group since some staff members reported more than 1.
or report of books." Several responses in connection with the effectiveness of this practice suggested that more is needed. One person referred to the use of a browsing room or reference shelf in terms of "no time for it." Others said they believed the use of professional library materials will be more effective with the completion of a new building. The opinion that these devices lack effectiveness seems to be due, in part, to insufficient supply. The implication is that if books and materials are easily available, the practice will be effective in the improvement of instruction.

**Individual conferences** between an administrator and a staff member were reported "effective" by almost half, 48 percent, of the responses. In a few instances only were they indicated as "ineffective," and no one considered this practice "very ineffective." One comment was made that the practice was considered ineffective because "need all concerned working together."

**Co-teaching and co-planning** were believed to be similar in value to the use of individual conferences: 52 percent indicated this practice was "effective." Less than half of 1 percent of the replies indicated it was "very effective."

**Formal evaluation devices** were believed to be "ineffective" by a higher percentage of the respondents than any other device involving a small group of staff members working together. The highest negative value, 14 percent, was indicated for administrative or staff committee inspection. The practice of considering grades, test procedures, or course syllabi, is accepted by educators generally to be one means of
helping teachers locate activities of instruction which may be founded on prejudice or bias, and, in some instances, to show where teaching is directed toward undesirable aims. It should, therefore, be a practice of value for improving teaching. The fact that it is considered ineffective may result, in part, from a dislike of being shown, or of being criticised, which the term "inspection" implies to some staff members. Again, fear may be present that routine is to dominate. There evidently needs to be some correction in the way this device is used if it is to prove of value to the participants.

The percentage of teachers who checked evaluation devices as "effective" or "very effective" decreased as the amount of experience in college teaching increased. The most pronounced difference was in the use of student evaluation. This was considered effective by about one-half of those who have taught less than 20 years but by only about one-third of those with over 20 years of college teaching experience. Perhaps this can be explained by the fact that older teachers feel they have corrected their instruction procedures according to past evaluations and later evaluations, therefore, were less effective for improving their teaching.

Research and study of teaching were considered "effective" by only about one-third of the teachers. Few, a range of 2 to 5 percent, believed any form of research was "ineffective" or "very ineffective." The conclusion reached by considering these data is that while in the past it has not been effective, it might be valuable if it were used more frequently. No doubt the fact that research has not always been
centered on teaching techniques and procedures may account for the comparatively low percentage who believed it to be effective in improving teaching.

4. Practices which may or may not be promoted by the institution, for individual participation (Table 8, p. 153).

Visits to observe other teachers were reported to have positive value by less than half of the respondents. Visits to classes at one's own institution were considered about equal in value to visits on another campus. It is interesting to note, in light of the tendency not to indicate value unless the practice has been experienced, that although more teachers reported they have visited classes at their own institutions there is a slightly higher percentage who indicated value for visits to classes on another campus. It would seem, then, that teachers prefer to observe staff members not so closely associated with them.

Factors which influence the reaction of staff members to visits on another campus are reflected by comments such as, "would be very effective if they could be arranged for," and the practice would be of some value but is "not always possible." Class visitation also was indicated as "effective" by approximately 10 percent more of the staff members who have taught 1 to 5 years in college than by those who have been teaching in college for more than 20 years. Perhaps more attention needs to be given to adjustment of conditions in order to provide for inter-college visitation, especially for newer college teachers.

Contacts with students through guidance procedures were reported to be "effective" by over half of the teachers and "ineffective" by only
1 percent. "Advising or sponsoring extra-class activities" was considered to have positive value by fewer, and negative value by more, teachers than was "guiding individual students." The teachers who have less college teaching experience tended to indicate these activities as "effective" more often than did those who have taught longer: 69 percent of the teachers who have taught 1 to 5 years checked serving as advisor or sponsor as of positive value, while 49 percent of those who have taught 20 years or more checked it as an "effective" device. Perhaps the more experienced college teacher has other contacts with students which are valuable in relation to his teaching; or he may know more about the college-age students and may believe extra-class contacts are of less importance.

Professional organization membership and attendance at meetings were considered "ineffective" by only 1 percent and 4 percent of the responding group. One reason expressed for checking these services as "ineffective" was that they are "not effective in teaching techniques." On the other hand, attendance at meetings was expressed by one individual as "very effective, especially small working groups."

Fewer teachers who have taught 20 years or more in colleges checked this practice "effective" than did those who are newer in college teaching: of the ones more experienced, 50 percent indicated that membership in organizations, and 39 percent indicated attendance at meetings, were "effective"; and of those with 1 to 5 years experience, 68 percent checked membership, and 49 percent indicated attendance at meetings, as of positive value. It may be concluded that some attention might well be given to providing more opportunity for the newer staff members to
Teacher participation in community activities was believed to be "effective" by over three-fourths of the group responding. It was reported by only 2 percent as "ineffective" and in less than one-half of 1 percent as "very ineffective." Faculty members seemed to agree that this practice is important for improving instruction.

Conditions Which Influence Effectiveness of Practices for Improvement of Instruction

Many factors have either a direct or an indirect influence on the extent and quality of participation in practices which are available to help staff members improve their teaching. Some conditions may be favorable, others may be unfavorable, as they exist at the time. Some may be referred to as attitudes and atmosphere, factors which are inherent in the situation. Others may result from the manner of working and the way the entire program is organized. The personnel of the group influences the program also: availability of leadership, and the feeling of accomplishment from previous experiences may influence the readiness of staff members to participate. The conditions which are conducive to promotion of inservice programs can be altered for the better, if there is some way to determine what would be better, and if those concerned work together to correct the situation.

The first two questions of Part IIC of the check list asked the respondents to list what conditions they believed to be favorable and

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2 Copy of check list in Appendix A.
unfavorable for the promotion of practices of an inservice program. A
sample of the responses from each size unit was studied to determine
the categories into which the answers might be grouped. Six major
headings were established and answers from all the returned check lists
were classified according to the category each best represented. As
the answers were classified, they also were grouped according to ele-
ments of likeness in the statements and were tabulated in this manner.
It must be kept in mind when considering the replies that not all re-
pondents answered each question, nor did all individuals reply in the
same detail. Some made a single comment, others listed several factors,
and still others wrote a paragraph describing conditions. The fact
that a respondent did not include some factor does not necessarily sig-
nify that he thinks it unimportant: some did not have, or use, suffi-
cient time to write their ideas fully. Others may have limited their
responses to the items thought most important at the given moment, or
which have been observed more recently to be affecting the program. The
space allowed for answers, no doubt, was not easily adapted to the hand-
writing of some individuals and comments may have been shortened accord-
ingly.

The conditions indicated most often fell into the following
categories: (a) administration, (b) atmosphere and staff attitude,
(c) schedule and time factors, (d) services and resources, (e) space
and equipment, and (f) students. The replies were analyzed (Table 9,
p. 160), and are discussed according to these headings.

One or more factors were mentioned as either favorable or
## Table 9 - Conditions Which Influence Effectiveness of Practices

<table>
<thead>
<tr>
<th>Condition</th>
<th>Staff Members Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (N=554)</td>
</tr>
<tr>
<td></td>
<td>Small (N=137)</td>
</tr>
<tr>
<td></td>
<td>Medium (N=164)</td>
</tr>
<tr>
<td></td>
<td>Large (N=253)</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Favorable - (Interested, cooperative, progressive)</td>
<td>166 30</td>
</tr>
<tr>
<td>Unfavorable - (Uninterested, not cooperative)</td>
<td>33 6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Atmosphere and Staff Attitude</td>
<td></td>
</tr>
<tr>
<td>Favorable - (Freedom in teaching, cooperative staff)</td>
<td>338 61</td>
</tr>
<tr>
<td>Unfavorable - (Staff self-satisfied, departmentalised)</td>
<td>74 13</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule and Time Factors</td>
<td></td>
</tr>
<tr>
<td>Favorable - (Time for study, schedule not crowded)</td>
<td>20 4</td>
</tr>
<tr>
<td>Unfavorable - (Heavy load, too much regulation, busy)</td>
<td>201 36</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Services and Resources</td>
<td></td>
</tr>
<tr>
<td>Favorable - (Available and adequate)</td>
<td>198 36</td>
</tr>
<tr>
<td>Unfavorable - (Not easily accessible, inadequate)</td>
<td>62 11</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Space and Equipment</td>
<td></td>
</tr>
<tr>
<td>Favorable - (Adequate, desirable type)</td>
<td>53 10</td>
</tr>
<tr>
<td>Unfavorable - (Inadequate, undesirable type)</td>
<td>114 21</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Favorable - (cooperative, interested)</td>
<td>37 7</td>
</tr>
<tr>
<td>Unfavorable - (Uncooperative, indifferent, busy)</td>
<td>21 4</td>
</tr>
</tbody>
</table>

*Note: Numbers represent the count and percentage of staff members reporting the condition.*
unfavorable by 480, or 86 percent, of those who returned check lists. Teachers were more inclined to mention what they consider favorable rather than undesirable factors. This is shown by the fact that only 102, or 18 percent of the total group, failed to give some favorable factors and almost twice as many, 195 or 35 percent of the 554 returns, mentioned no unfavorable factors. Several respondents wrote, in the space provided for listing unfavorable factors, that they had "none" to give, or that they would "rather not say."

Some of the replies listed practices rather than factors, or made general comments which did not actually describe conditions and, therefore, could not be classified according to the categories used. For example, the following comments were given as favorable conditions: meetings of various types; membership on a special committee; and the opportunity to enroll in special courses or to pursue advanced study. Comments listed as unfavorable conditions but which did not fit the categories used were: lack of meetings; limited community contacts; "more inter-departmental and all-campus study by those teaching in various departments would help"; and "to accept certain supervision, etc., which might be effective, it would be necessary to accept limitations on freedom of the individual." The replies that stated or described conditions and factors which affect the promotion of inservice practices are presented according to the six categories mentioned above.

**Administration.** The attitude and practices of the administration in relation to teaching were considered important to the successful promotion of practices. Almost one-third, 30 percent, of the replies
referred to it in connection with favorable factors, and 6 percent mentioned unfavorable conditions which referred to the administration.

The following are typical statements used to describe administrative characteristics:

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward looking dean and head of department.</td>
<td>Policies outgrown but retained.</td>
</tr>
<tr>
<td>Willingness to help instructors evaluate their plans.</td>
<td>Lack administrative support.</td>
</tr>
<tr>
<td>Respects ability and integrity of her staff.</td>
<td>Inadequate cooperation of department heads to share in educational opportunities.</td>
</tr>
<tr>
<td>Interested and understanding.</td>
<td>Administrators lack interest in teachers attending meetings, which hinders progress that would result from such experiences.</td>
</tr>
<tr>
<td>Cooperative, good to work with.</td>
<td>Lack of administrators' initiative in promoting cooperative work.</td>
</tr>
<tr>
<td>Good rapport between head and faculty members.</td>
<td></td>
</tr>
<tr>
<td>Recognition of a job well done.</td>
<td></td>
</tr>
<tr>
<td>Leeway given by administration.</td>
<td></td>
</tr>
</tbody>
</table>

The fact that the administrator is democratic and promotes democratic association among the staff was cited by several staff members as important. Others felt that the progressive tendency of the administration was a factor in the development of the program. That the administration encourages the staff to study teaching was indicated by several as favorable to the promotion of participation in the inservice practices.

Some specific policies which work in opposition to the promotion of inservice programs were mentioned. Two illustrations were: "staff not consulted enough on policies set up for the whole school"; and "institution policies demanding examination proctoring." Seventeen replies mentioned some form of the lack of recognition of good teaching as a detriment. Typical of these comments were the statements that there was "no policy regarding teaching" and a "failure to recognize good
teaching as a means of promotion." One teacher believed that the "feeling by many in authority that home economics is cooking and sewing" proved to be an unfavorable factor.

The data show that a total of 2 percent indicated that emphasis on good teaching was a factor which was favorable to the promotion of an inservice program. On the other hand, 3 percent mentioned subject-matter and research emphasis as a factor which makes promotion of inservice practices difficult. While this is a small percentage, it is considered important. One of the commonly expressed factors which discourages staff members from working to improve their teaching is that salary adjustments and advancement in rank are generally based on the results of research and on publication rather than on recognition of good teaching. That some groups may be moving away from this emphasis was shown by comments such as, "recognition of superior teaching by the President's office" and "administrators recognize teaching as equal to other functions."

There is no marked difference in the factors listed by staff members from different size units. That the administration is democratic was mentioned by a few more of the small unit teachers than by those from other units. Sometimes it is difficult to see democracy in action when a large group is involved: someone has to make decisions, and the administrator either may assume authority, or, by virtue of the position held, be assigned authority. Either way, the general result is often the creation of an atmosphere of domination by the administrator.

Not only are encouragement and incentive viewed as important
but, also, the responses indicate that a certain amount of freedom from
dominance by the administration is equally desirable. This point of
view was stated directly in some comments, or was suggested by the de-
scription of the administrators in such terms as "confidence in teach-
ers," "permissive," "open-minded," and "willing to accept suggestions."

A higher percentage of the responses by large unit staff mem-
bbers indicated emphasis on research than did replies from staff members
of medium and small units. This may be accounted for, in part, by the
fact that when more staff members are available there is generally
more specialization, and the emphases are more likely to be along sub-
ject-matter lines. Also, there may be more institutional emphasis on
research in the larger units.

**Atmosphere and staff characteristics.** Statements of favorable
conditions which were classified in this category were made by almost
three-fourths of the group. According to the comments written in this
part of the check list an interested and cooperative staff will be alert
to problems that may be corrected, and will be willing to contribute to
the program for improvement of teaching.

Some of the replies in this connection overlap with those which
were classified as administrative policies. For example, freedom in
teaching—to experiment, to plan, and to work as one considers best—
which was listed by 23 percent of the total group, was classified as a
definition of the atmosphere surrounding teaching, although such freedom
may result from administrative policies. Typical comments which reflect-
ed administrative attitude but were interpreted as a reference to "atmos-
phere" were: "non-interference"; "flexibility and independence"; "not hampered by supervision"; and "initiative allowed."

Cooperation of staff groups was listed with the favorable factors by one-fourth of the respondents. Statements referring to cooperation were divided almost equally to indicate cooperation among the home economics staff members and cooperation between home economics staff and other groups. Some replies also referred to an interest in other programs, and as "willingness to share information" and "discuss techniques with others."

Other staff characteristics which were believed to be important are illustrated by the following statements: "interest of staff members in teaching"; "desire to improve"; "pleasant working conditions"; "peaceful atmosphere"; "sufficient staff to avoid overcrowded schedules"; "acceptance of home economics by the community"; and "status given home economics" on the campus.

Replies of the 74 teachers who commented on unfavorable conditions are divided rather evenly among the three items:

Staff members self-satisfied, resent change (26).
Conflicting standards and policies; misunderstandings (25).
Lack cooperation among staff; too departmentalized (23).

An unfavorable attitude of teachers toward improving teaching was described as: "satisfied with present techniques"; "individual resentment to change"; or "opposed to new ideas." One comment was made that some staff members are "too old to be effective teachers." Another response pointed out that some groups are "biased or traditional in teaching." Still another believed some co-workers "lack interest in present-day
world problems as related to own work." That interest may be centered
on other phases of the program was suggested by the responses that there
was "emphasis on enrollment as a factor in keeping job" and that "vested
interests" rather than an interest in the total program presented a
difficulty.

Conflicting standards were expressed as a "lack of understanding,"
and some "lip service to importance of good teaching but little action
in time or leadership." In one instance the "lack of recognition of the
public of the importance of family living" was considered as contributing
to the difficulty of promoting improvement of teaching. One respondent
stated that "over-emphasis on grades and evaluation devices" was a detri-
ment, and another wrote that "differences of opinion by staff on certain
topics" was a limiting factor.

Lack of cooperation was cited both within home economics groups
and between home economics staff and others. One comment was that there
was a "lack of interest and understanding on the part of faculties of
other schools within the college" and another said there was "little
cooperation among independent staff groups and members." Uncooperative
home economics groups were referred to in terms of departmentalisation:

Professional specialisation.
High specialisation of subject matter.
Lack concern for provision of courses for purpose of
general education.
Competition for place in the sun between departments.
Lack unity of purpose for all staff.

A conflict in standards and policies was suggested in some of the state-
ments quoted above. Others indicated that these conditions lead to a
lack of unity in the program and separatism among the staff members.
Schedule and time factors. Only 4 percent of the total group indicated some time or schedule factors as favorable conditions, while 36 percent referred to them as conditions which make it difficult to promote inservice practices. Of the respondents who indicated these as unfavorable factors, 17 percent stated they were "too busy" or they "lack time" to participate in inservice practices. Two comments in this group referred to the short time available because the college was organized on the quarter system. In other situations the staff members were busy because of "too many activities." Time factors were not always mentioned in relation to the total staff but were considered the responsibility of the individual. For example, one teacher indicated that the difficulty was "poor time planning on my part—takes too long to accomplish details."

Heavy teaching loads were reported as unfavorable conditions by the next high number of responses. These also mean limited time available and thus make it difficult "to put new developments into practice," to "do preparation and study," or "to work on committees." Some of the comments indicated the heavy teaching load was "too many subjects to teach," and "crowded schedules." Others indicated that a heavy teaching load referred to large classes which with a "limited staff makes small discussion groups difficult." One reply was that "teaching loads (are) not adequately proportioned; not enough consideration given for long labs, committee work, student counseling." Other schedule difficulties were described as "inflexible college scheduling of courses," "requirement of many basic courses," and "too many courses required."

The importance of the time element and scheduling problems as favorable factors is illustrated by comments that the result is "more
effective group work when classes are not crowded" and a "favorable load
permits experimentation and faculty planning." Another staff member be-
lieved that conditions were favorable when "time is available for study
and to attend meetings."

Services and resources. Availability and adequacy of special
services and resources may be the basis of a practice which leads to
improvement of instruction, or they may be factors which make an inser-
vice program possible. Factors which were classified in this category
were mentioned by 36 percent as favorable in their situations. Those
listed most often were: easily accessible library materials and coopera-
tion of the library staff, reported by 11 percent; opportunity to consult
with specialists and other staff members on special problems, listed by
11 percent; use of visual aids and teaching aids of various types, men-
tioned by 8 percent of the responses; and opportunity for community con-
tacts and accessibility of community resources, mentioned in 3 percent of
the replies. Typical comments place emphasis on the availability of both
human resources and materials. For example,

Illustrative material available both through department and
through help of graduate assistants.
Sisx school makes specialists available.
Well equipped library.
Accessibility to community resources.
Housekeeping assistance adequate.

Services and resources listed as factors unfavorable for inservice
programs were the same ones that had been included among the favorable
factors. The difference is that they were reported as unavailable or
inadequate and were not mentioned as frequently. A scarcity of personnel
and consultant services was mentioned by 1 percent of the responses;
visual aids were not satisfactory according to 3 percent of the replies; and library and community contacts were mentioned by slightly less than 1 percent as inadequate or not easily accessible. In addition, resources in financial form were mentioned by 3 percent as unfavorable factors. Typical of the terms used in describing these conditions were "lack of funds" and "staff shortage because lack funds." The ways in which items in this category presented difficulties or prevented promotion of the inservice practices were described as,

Need facilities for using.
Difficult to arrange for use of visual aids.
Lack assistants.
Library scattered.
Size department makes impossible to afford services of outstanding consultants.
Secretarial services limited, slow in returning materials.
Not geographically located for field trips.
Need more effective guidance program.

Space and equipment. The effect of the surroundings on the participation in practices for improvement of teaching was mentioned by 53, or 10 percent, of the teachers who responded to the present study. Of this group 13, or 2 percent, mentioned that a new building and/or new equipment have been provided. Others reported "excellent working conditions," "pleasant conditions," and "adequate laboratory space and equipment."

The common elements in statements of the unfavorable conditions classified in this category were the inadequacy and the undesirable character of what was available. Lack of adequacy is stated as: a need for more "classroom and lab space," "small and crowded quarters," "limited in areas," "no private offices," and reference to insufficient
equipment, often "in certain areas" only. Undesirable space and equipment, while not mentioned as often as other factors, were believed important in relation to the limitations placed on the improvement of teaching. Statements made in this connection were "poor organization of storage and lab space," "type classrooms undesirable; set up for lecture only," and "rooms used by many people."

Whether these conditions of space and equipment are favorable to the provision of practices listed or are conducive directly to good teaching was not indicated in the replies. Regardless of which way they operate, they are important enough in the total program of professional growth that some attention toward improving them is warranted.

**Student characteristics.** The sixth category of factors which affect the promotion of practices for the maintenance or improvement of effectiveness of teaching is the quality of the student body. Favorable student characteristics were described in various ways, but the terms most often used were:

- Interest and desire to learn.
- Selected group.
- Critical student body.
- Cooperative.
- Serious.

A few mentioned that a small student body makes it possible for students to know teachers and to work with them more closely. Others state that "student-faculty relationships are good" and that there is "freedom for students to discuss effectiveness of teaching."

Students were reported as cooperative and interested by more respondents from small units than by staff members from the medium and large units. In the smaller unit there is probably an opportunity for
closer relationship between students and faculty than is possible when there are both more teachers and more students.

Characteristics of the student body which were considered as factors that make it difficult to promote practices for the improvement of teaching were given by only 4 percent of the responses. The facts that students are busy, have crowded schedules, work in addition to attending class, and undertake too many activities, were cited by the majority of replies classified in this category as factors which prove to be hinderances. References to the quality of student body which are unfavorable factors were not numerous. One comment was made that students "lack ability to think"; another stated they are "uncooperative, indifferent, and do not assume responsibility"; and another indicated the "type of student—vocational aims" is an unfavorable factor.

Improvements in Teaching Attributed to Participation in Inservice Practices

An indirect factor influencing the extent of participation of staff members in practices for the improvement of instruction may be the recognition of accomplishments already made. When one realizes that improvements have been made as a result of past participation, he has an increased incentive to continue those practices. At the same time, recognition of success for one individual may stimulate a desire on the part of others to participate in similar practices. For these reasons, and as a means of directing the attention of the respondents in the present study toward some teaching activities which may be important in effective teaching, the respondents were asked to indicate what improve-
ments in their teaching they believed could be attributed to the practices they had previously experienced.3

Two-thirds of the returned check lists contained some information written in the space allotted for comments on improvements, though the information was often very limited. The number of individuals who left this space blank increased slightly as the size of the unit increased: 31 percent of the small unit staff members left the space blank, 41 percent of the medium unit, and 53 percent of the large unit teachers made no comment in this space. Of those who did comment 115, or 21 percent, listed practices, or made general statements. For example,

None, if I've improved any it has been through trial and error method and through confidence my students have had in me. Library encourages students to search out information which stimulates critical thinking.
If improved, (it is) because have taken adequate time to make preparation for classes.
Continuous study for own professional benefit.
Beginning teacher, haven't taught enough time to give a perspective.
Improving research, rather than teaching.

The improvements listed by the respondents were grouped according to similarity and were classified on the basis of the common area of improvement which was most evident. The headings used to represent these groupings of improvements were: (a) improved methods and techniques of teaching, (b) personal improvement, (c) increased understanding of students, (d) increased student participation, (e) more and better use of teaching aids, and (f) improved evaluation. Some of the descriptions might be classified under more than one of these headings. However, an attempt was made to place each statement with the

3 Copy of check list Part II-C3, Appendix A.
general area of improvement to which it most obviously related. For example, use of teaching aids and methods of teaching are so closely related that it is impossible to completely separate one from the other. In the present study, any statement which referred directly to teaching aids, by the use of that term or by the description of a specific aid, was classified as "more and better use of teaching aids."

According to the responses to this section of the check list, teachers attributed no great amount of improvement in teaching to their participation in the practices which had been experienced (Table 10, p. 174). The total number of times improvements were listed, 462, does not represent that same number of teachers since many respondents reported more than one improvement. Several reasons may be advanced for this failure to list improvements. There is a possibility that the practices are not resulting in improvement of instruction, or the participation may be "busy work" that has no direct effect on the teaching. On the other hand, the teachers may not be relating outcomes of the participation in these practices to their own teaching. Another reason may be that teachers do not recognize the changes they have made as improvements in teaching. The time limit as a factor leading to the scarcity of comments is eliminated, to a degree, since a number of teachers did write something in the space allotted.

Improvements in methods and techniques were mentioned more often than any other. Fifty-four responses, 10 percent, specified classroom procedures or methods of teaching, while 94, 19 percent, described general ways of using teaching activities or of working with students in
<table>
<thead>
<tr>
<th>Improvement</th>
<th>Staff Members Reporting *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All (N=554)</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Improved methods and techniques of teaching</td>
<td>148 27</td>
</tr>
<tr>
<td>Personal improvement; Change in attitude toward teaching</td>
<td>104 19</td>
</tr>
<tr>
<td>Increased understanding of students; Better student-teacher relations</td>
<td>75 14</td>
</tr>
<tr>
<td>Increased student participation in program</td>
<td>57 10</td>
</tr>
<tr>
<td>More and better use of teaching aids</td>
<td>40 7</td>
</tr>
<tr>
<td>Improved evaluation methods and techniques</td>
<td>38 7</td>
</tr>
</tbody>
</table>

* Total number reporting does not represent number of individuals since some staff members reported more than one improvement.
the classroom. Specific reference to classroom methods included 15 responses which emphasised more use of discussion and less time given to lecture methods; 10 indicated more use of field trips and demonstrations; three stated they are making better assignments; and 14 referred to more use of new methods, experimentation, and trying out new methods. A trend away from the traditional textbook teaching so commonly associated with college classes is reflected in the statements. For example, 26 responses indicated increased use of problems and experiences; 12 stated teaching is more student-centered; nine indicated increased emphasis on ideas and principles rather than subject matter; and seven referred in a general way to group dynamics, democratic principles and better working with groups.

Attitude toward teaching, and other personal improvements were mentioned in 19 percent of the responses. Some of these respondents referred directly to keeping up to date in matters of teaching procedures and techniques. Improved attitude toward teaching was expressed in various ways, such as "broadened point of view"; "developed philosophy of teaching which is basis for practices used"; "more interested"; "ability to practice philosophy consistently"; and "increased interest and enjoyment in teaching."

Personal improvement was indicated in a variety of statements. Sixteen staff members stated they either had increased self-confidence, had developed more ease, or were more relaxed in the teaching situation. Other personal improvements were indicated by statements such as,

Clarification of own goals.
Better understanding of family living and concept of democracy.
Continued interest in more modern instructional methods.
More understanding of viewpoint and emphasis of other teachers.
Increased interest and willingness to try new ideas.
Increased patience.

**Increased understanding of students** was mentioned a number of times and was, therefore, classified as a separate category: 75 of the responses, 14 percent, indicated improvements of this nature. These improvements were usually expressed as "better understanding of students and their individual needs," "see the whole student," and "better relationship with students."

**Increased student participation** was reflected in 57 of the responses, 10 percent. This was most often reported to be in the planning and evaluation of course work. A few comments indicated that student participation in the class discussions and class activities had increased. Some teachers feel there is a danger in letting the student assume responsibility for planning and making decisions. This was referred to in the comment that such teaching "may omit certain things that seem important to the instructor, but doubtless adds up to a course of major benefit to the students." Typical of the results listed as outcomes of student participation were: "classes are more meaningful to both teachers and students"; teachers "obtain student point of view"; "more interest on part of students"; and "greater opportunity to help the student express his own goals, and to see how what he does in each class is fitting into a total picture."

**Increased student participation** was mentioned three times as often by the staff members in small units as by those in the large or medium units. It may be that smaller classes exist in the small units
and, with the shift from lecture method to group activities, more participation of each student is possible.

More and better use of teaching aids and improved evaluation methods were each mentioned by 7 percent of the responses as important improvements in their teaching. These two classifications are essentially forms of teaching methods, but since they were mentioned specifically they have been listed separately. Evaluation improvements included not only more student participation in the process, but also better devices and more recognition of the basic purposes of evaluation.

Teaching aids referred to were sometimes specifically indicated as better use of library materials, illustrative materials, and films. Other references were more general and were stated as "use of newer materials" and "better use of teaching aids."

While the improvements reported in any one classification were not numerous, the total number of respondents who mentioned at least one improvement may furnish some encouragement to those responsible for promoting the program. It must be remembered, that the replies in this connection were "free" responses and a small number of replies is more significant than a similar number of directed ideas might be.

Probable Sources of Leadership in Initiation and Promotion of Inservice Practices

Sources of leadership will make a difference both in the type of practices employed and in the amount of participation. When leadership is supplied by the individual for himself, the activities used generally will be those which he and a small group of co-workers can use by them-
selves. Initiative and encouragement will come from one's own classroom teaching or reading. When leadership is supplied from a source other than the individual for himself, the practices provided may involve groups as well as be designed for the individual alone. Encouragement and incentive will come then from suggestion, assignment, or contact with others as much as it does from the individual himself. A recognition, on the part of those who are to participate in the inservice program, of the most likely sources of leadership may serve as a factor in arousing more interest in the possibilities of the variety of ways to work to improve teaching. At the same time, opinions of the probable source of leadership may serve as a clue to the type of practice most easily initiated and promoted.

Six sources of leadership reported in studies as commonly used in the promotion of practices for improvement of instruction were listed to be checked by respondents. Only a few of the respondents failed to check one or more of these (Table 11, p. 179). Some checked only one, but most of the returns indicated more than one most likely source of leadership. No doubt, the individuals who checked more than one were thinking in terms of leadership for different types of practices.

The two most probable sources of leadership were reported to be the "head of the unit," checked by 61 percent of the respondents, and the "individual staff member for self," checked by a slightly smaller number of replies, 59 percent. There is a wide difference between the

Check list, Part IIC4, Appendix A.
### TABLE II - PROBABLE SOURCE OF LEADERSHIP IN PROMOTION OF PRACTICES FOR IMPROVEMENT OF TEACHING.

<table>
<thead>
<tr>
<th>Person Who Has or is Most Likely to Assume Leadership</th>
<th>Staff Members Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Units</td>
</tr>
<tr>
<td></td>
<td>(N=554)*</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Individual Staff Member</td>
<td></td>
</tr>
<tr>
<td>For Self</td>
<td>326 59</td>
</tr>
<tr>
<td>Individual Staff Member</td>
<td></td>
</tr>
<tr>
<td>For Group</td>
<td>105 19</td>
</tr>
<tr>
<td>Home Economics Committee</td>
<td>152 27</td>
</tr>
<tr>
<td>Head of Unit</td>
<td>336 61</td>
</tr>
<tr>
<td>Head of Course-Area</td>
<td>158 29</td>
</tr>
<tr>
<td>Dean of Instruction</td>
<td>74 13</td>
</tr>
</tbody>
</table>

*Total number reporting for all sources of leadership does not represent number of individuals since some staff members reported more than one source of leadership.*
number of times these two sources were mentioned and the number of
times the other sources of leadership were indicated. A "dean of
instruction" was checked least often, 13 percent of the responses, and
the "individual staff member for group" was checked in a few more of
the responses, 19 percent. Probable reasons for the fewer responses to
these two sources of leadership are the fact that there are few colleges
who employ a dean of instruction, and individuals will not generally take
the lead unless it is an assigned responsibility of the position they
hold as an administrator or as a member of a committee.

Variation is noted in the replies of staff members on the basis
of the size of home economics units. Teachers from the small and medium
units checked the "head of the unit" in almost twice as high percentage
of replies as did staff members from the large units. The large unit
teachers reversed this ratio in the suggestion that the "head of a
course-area" would be the most probable source of leadership: 41 percent
of large unit responses, and 12 and 21 percent of the small and medium
unit replies indicated this source of leadership as the most probable.
This may be accounted for by the fact that the organisation of the large
units often places administrative responsibilities on the head of the
course-area rather than centering it in the head of the unit. Further,
the larger number of staff members within the unit may be subdivided to
form efficient work groups and the leadership is delegated, therefore,
to the course-area head. Similar reasons may be advanced for the increase
in the number of responses that indicated the "dean of instruction" when
the number of staff members within the unit decreased. The smaller
number of persons on the home economics staff with administrative responsibilities may mean that leadership will be shifted to non-home economics college personnel. In these situations, the dean of instruction has more direct contact with the staff members in all areas of the college.

Those who indicated their rank as "head of the unit" believed that an individual staff member would assume leadership for the group more often than did the teachers: 62 percent of the first group and an average of approximately 20 percent of all other ranks checked this source of leadership. Perhaps the head of the unit was thinking in terms of rotation of leadership through responsibilities as committee chairmen, or by other similar assignments. A staff member does not readily project himself into the role of leader for a group.

All "ranks" agreed rather closely that the head of the unit is likely to serve as the leader for the inservice program. Differences were shown, however, in the manner in which administrators and teachers checked two other sources of leadership: administrators indicated by almost twice as high a percentage of responses that the "head of the course-area," and by approximately four times as high a percentage that the "dean of instruction," would be probable leaders. These variations may result from a difference in the closeness of relationship that exists between individuals in the organization of the college. Staff members may not realize the amount of leadership that is provided by and channeled through another person—perhaps the head of the course-area or the head of the unit. The head of the unit is often closer to the actual initiation of activities and, by the time the staff members are
involved, the first source of leadership is not easily discerned.

**Summary**

According to the responses given, home economics staff members believe more practices have positive rather than negative value for the improvement of effective instruction. Practices of an inservice program which were believed most often to be either "effective" or "very effective" were ones generally entered into by an individual staff member and which may or may not be promoted by the institution. The practices that were most often believed of negative value were ones which involve non-home economics personnel and which are sometimes interpreted as an infringement on academic freedom.

Only about one-third of the respondents indicated the practices in which they would probably participate during the following year. The ones indicated were generally those with which teachers have had experience and which were believed to be "effective" or "very effective."

Practices which involve groups of staff members were considered of positive value by a range of 27 percent, for the use of consultants for a workshop or special course, to 82 percent who indicated home economics staff meetings were "effective" and "very effective." Course-area staff meetings were checked as "very effective" in more responses than were other devices in this group. Institution-wide faculty meetings were indicated by more staff members as "ineffective" and "very ineffective" than were any other practices in this category.

Use of both "secretarial services" and of "institutional manuals, newsletters or bulletins" were believed "effective" by the highest number
of responses, 56 percent, made to any activity which was classified as either services or materials provided for the total staff group.

Explanation of college policies as a device to orient new faculty members, however, was considered "very effective" by the highest number of responses to any activity in this category of opinion. Supervision of classes was mentioned as "ineffective" or "very ineffective" more often than other practices in this classification.

Practices which may or may not be provided by the institution were believed, in general, to be "effective" more often than were those which require institutional promotion. Various ways of using "professional library and materials" were ranked of value by the highest number of responses, and "inspection of grades, test procedures, course syllabi, etc." was believed "ineffective" more often than any of the devices in this category. All forms of evaluation were less often believed "effective" for improving instruction than other practices involving small groups of staff members.

No practice that was classified as involving individual participation was believed to possess a high degree of either effectiveness or ineffectiveness. Membership in professional organizations was checked "effective" and "very effective" by the largest number of responses, 80 percent, of any device within this category. Class visitation for the purpose of observing teaching techniques of others was checked "effective and "very effective" by the lowest number of replies, 40 percent, of the practices within this group.

Conditions listed as favorable to the promotion of practices for the improvement of instruction most often were described as "atmosphere" and "staff attitude" toward improvement. The conditions
which were believed to make the initiation or promotion of practices difficult were most often ones which referred to schedule and time factors.

A fairly large number, 27 percent of the teachers who responded, attributed some improvement in use of methods and new techniques of teaching to their participation in in-service practices. Nineteen percent of the staff members mentioned a change of attitude toward teaching and more ease in the class situations as personal improvement which had resulted from their participation. Other improvements mentioned were better understanding of students and the ability to obtain more student participation.

The most likely sources of leadership for the promotion of practices to improve teaching were believed to be the head of the unit or the individual staff member for himself. The "heads of the units" were the only respondents who indicated by an appreciable percentage of replies that the dean of instruction might provide leadership.

Sufficient comments were given as factors which influence the promotion of in-service programs to furnish a basis for some suggestions to those who are responsible for planning and promoting such programs. The next problem which is important in making a proposal for the improvement of instruction is that of the possible "subject-matter" emphases for the practices. The question of how teacher concerns for the improvement of instruction may be located led to the experimentation with Part III of the check list used in the present study. The results of this experiment will be discussed in the following chapter.
CHAPTER VI

TEACHER CONCERN FOR THE IMPROVEMENT OF INSTRUCTION

If practices for the improvement of instruction are to deal with problems which arise in the immediate teaching situation, some means of locating these problems needs to be found. A device that serves the major purpose of (a) locating activities which the individual or the group believes could be improved, also may be the means whereby (b) teachers recognize weaknesses in their teaching and (c) staff members develop an increased interest in learning new or improved ways of making their teaching more effective. When a device serves these three purposes, its use will be a definite part of the inservice program. It not only may furnish the problems to be dealt with as the pivotal point for professional growth, but also may develop a degree of readiness on the part of the staff members to participate in the practices for improvement of the recognised weaknesses. In addition, an interest in learning new and improved teaching techniques may be the first step in the development of a broadened concept of the teaching process.

The results of an experiment to determine if the check list device will serve these purposes is reported in this chapter. The plan followed in presenting the discussion is: (1) development of the check list device;\(^1\) (2) evaluation of the form of the device; and (3) evaluation of the use of the device to accomplish desired purposes.

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\(^1\) Check list, Part III, Appendix A.


Development of the Check List Device

Specific activities which might be included in a list that is consistent with the characteristics of good teaching discussed in Chapter II, were too numerous to include in the device and have a usable instrument. No attempt has been made, therefore, to include all activities which may be of value. The ones included form a suggestive list rather than an exhaustive one. There is danger, also, that a specific description would narrowly define good teaching, and might limit initiative through the establishment of a predetermined pattern.

Good teaching cannot be maintained under regimentation. It is individual and, as a human problem, manifests itself in different ways. The value of any one classroom method or technique varies according to the way it is used, the persons concerned in its use, and the conditions or situation under which it is employed. For these reasons, the definitions of activities which teachers may use when they teach effectively are presented, as far as possible, in generalised statements which may apply to many different situations.

Because of the purposes held for this experiment activities which comprise the device were selected on the basis of the following requirements:

1. The teaching activities should demonstrate the principles of democratic association.

2. They should be activities recognised by educators as important in the learning–teaching process.

3. They should be stated in terms which college teachers recognise and accept as part of their teaching.
4. The device used should be worded and organized in a way that will help teachers answer the question, "What might I do to make my teaching more effective?"

In order to meet the first two requirements, a study of literature was made to determine acceptable teaching activities for college education. Statements found in various studies and discussions of good teaching were grouped according to the contribution each would make illustratively or as a definition of the four basic characteristics of teaching discussed in Chapter II. Some of these statements are applicable to more than one characteristic. Each selected activity, none the less, could be classified under at least one of the characteristics of good teaching.

The third and fourth requirements were met in a similar manner through the selection and classification of teaching activities obtained from a study of current professional literature. The complete teaching process is described by most educators as embracing certain procedures. These are: establishing or stating objectives; planning; guiding the learning experiences; and evaluation. Inseparable from these are procedures which are somewhat different in character but which are important to the creation of conditions favorable for learning. These have been classified as student-teacher relations. No one of these five procedures is distinctly separate from the others, as listing them in this manner may suggest. Rather, they overlap and are inter-related. For example: evaluation activities may be the basis for establishment of goals for further effort; activities which result in statement of goals may be a
technique in planning; and activities which are used to develop plans may be a learning experience for the group.

Descriptive statements of these five procedures were compiled from the discussion of teaching as reported in Home Economics in Higher Education. The selected activities were stated in terms of what college home economics teachers may do when their teaching is effective. Each statement of an activity then, was classified according to the procedure to which it most directly applies.

Opinions of the importance of each activity in the check list were to be indicated as essential, desirable but impractical, or unessential. Those activities considered essential were to be checked further to indicate ones with which the teacher desires help. If he wanted help with his effort to make better use of an activity, or wanted to know how others successfully use it, the letter "H" preceding the statement was to be encircled. If he desired no help, the letter "S" was to be encircled to indicate that he was either reasonably satisfied, or would continue to work on it individually. To encircle either "S" or "H" indicated an awareness of the importance of the activity and may suggest some activities which the teacher has not yet used.

The activities included in the check list are too numerous to be encompassed by any one teacher. In fact, they may not all be applicable to teaching under certain circumstances or in some situations. It was

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not expected that any teacher would be perfect in his use of all of them, or that many teachers probably would be conceited enough to say they were satisfied, even to a reasonable degree, with all they are using. Neither was it expected that any teacher might fail to find some of the activities which he considered essential, had used, and with which he was not satisfied but for some reason did not desire help in improvement. For these reasons, the second phrase was added to the "O" code; it provides another form of response and still serves to distinguish those activities from ones with which teachers desire help.

The third category of opinion was to be expressed by encircling the letter "I" preceding a statement when the activity was believed to be "desirable but impractical." Since each activity included in the list can be justified as good teaching, responses in this category will suggest a need to study the activity to determine why its use is believed impractical, and, in some instances, to develop an increased understanding of how its use may be more practical.

The letter "U" was to be used to indicate that the activity is "unessential," or does not apply to the particular teaching situation. Again a double phrase was used to give a choice which would serve the major purpose of the present study, and at the same time, would avoid minute differentiation of opinions, or the use of a number of categories. Activities marked by using "U" may be ones which either are not understood or are not recognized as of value in effective teaching. The implication of either point of view is that further study of the activity by those concerned would be profitable.
The explanation given at the beginning of this part of the check list asked questions which, it was hoped, might suggest the purpose of the device. Attention was called, also, to the fact that the check list was not to serve as a rating device in the present study, nor was it planned for use by others as an evaluation device.

The data in the 536 replies to this part of the check list were tabulated, and they will be discussed according to the teaching procedure with which the activities were classified in the check list. In order to facilitate reference to the teaching procedures the following plan is used:

<table>
<thead>
<tr>
<th>Teaching Procedure</th>
<th>Term of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up objectives</td>
<td>A. Objectives</td>
</tr>
<tr>
<td>Planning for teaching</td>
<td>B. Planning</td>
</tr>
<tr>
<td>Guidance of learning experiences</td>
<td>C. Guiding experiences</td>
</tr>
<tr>
<td>Evaluation of teaching</td>
<td>D. Evaluation or evaluating</td>
</tr>
<tr>
<td>Establishing good student-teacher relations</td>
<td>E. Student-teacher relations</td>
</tr>
</tbody>
</table>

Teaching activities will be referred to by numbers as they appear in the tabulations, for example: B-1 refers to the activity of "get students to state their important problems," which is a part of planning.

**Evaluation of the Form of the Device**

The advantages and disadvantages of the form of the device will be considered on the basis of answers to these questions: is the check list device one to which teachers will respond?; is the device sufficiently complete to be satisfactory?; and what difficulties were found in the present form?

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3 Tables 13-17, Appendix D.
Extent of Responses

Responses to Part III of the check list were most gratifying.

Only 18 of the 554 were returned without some attempt to mark the items.

Reasons for failure to mark this section were given by seven of these teachers as follows:

I find it difficult to check Part III. All points seem essential, perhaps some more than others. One is never entirely satisfied with results and so perhaps needs help on all points.
So much detail, unable to distinguish differences.
I do not have the experience to answer this part (1st year of teaching).
I did not check this section since the statements do not adequately answer these for me.
This questionnaire came at an extremely busy time of year . . . . Certainly my teaching could be improved and certainly I could use help in many ways.
Part III, very poor questions. After much study questions not clear.
My chief concern is how best can we conserve teacher time for teaching? I feel the answers on this questionnaire of very little value. Too little time.

Two of these suggest that no response is given because of time limitations, and the remainder imply a misunderstanding of terms used or of the purpose of the check list. Of the 536 who checked the items, only 11 indicated they checked it from the point of view of the entire staff; no separate analysis was made of these replies, therefore.

Completeness of the Device

The total possible responses for each teaching procedure was obtained by multiplying the number of activities listed under each by the total number of responses that would have been possible if each person replying, or 536, had marked every item with each category of opinion.
Whether the check list is sufficiently complete to be a satisfactory device or not may be shown by the distribution of the total possible responses, the number of activities which were left blank and those which were added.

The summary of opinions expressed shows a fairly even distribution, according to the teaching procedures which were believed to be essential for effective teaching: 89 to 94 percent of the total possible responses to each procedure fell in this category of opinion (Table 12, p. 193). Of the responses for activities which were believed essential, a higher percentage indicated that the teachers either feel "reasonably satisfied" or will continue "to work individually on improvement." The data show a tendency to check the activities as "essential." Only a small percentage, 1 to 5 percent, of the possible responses indicated that the total of activities within each teaching procedure were "impractical" or "unessential." When help is not desired, it is usually because the individual will work on the problem alone or that he is satisfied with the way he uses that activity, rather than because it is not important or not practical.

More teachers desire help with activities which are a part of evaluation than with the other procedures. This is indicated by 43 percent of the responses. Almost as many, 39 percent, indicated they would like help with activities in setting up objectives and in planning. Since these three aspects of good teaching have been discussed rather extensively in recent professional literature, teachers may be more aware of weaknesses in these areas, or they may have been making some
TABLE 12 - DISTRIBUTION OF TYPES OF TEACHING ACTIVITIES
CONSIDERED ESSENTIAL AND WITH WHICH HELP IS
DESIRED *
(Percent of Total possible responses)**

<table>
<thead>
<tr>
<th>Types of Activities</th>
<th>Activities Reported Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified on Basis of Teaching Procedures.</td>
<td>Total</td>
</tr>
<tr>
<td>Setting Up Objectives (9 Activities)</td>
<td>93%</td>
</tr>
<tr>
<td>Planning for Teaching (12 Activities)</td>
<td>89%</td>
</tr>
<tr>
<td>Guiding Learning Experiences (26 Activities)</td>
<td>91%</td>
</tr>
<tr>
<td>Evaluating Teaching (12 Activities)</td>
<td>91%</td>
</tr>
<tr>
<td>Establishing Good Student-Teacher Relations (10 Activities)</td>
<td>94%</td>
</tr>
</tbody>
</table>

* From tabulations, Tables 13-17, Appendix D
**Total possible responses determined by multiplying the number of activities by the number of individuals responding (536).
recent effort to use these procedures more effectively.

Responses which do not indicate an opinion regarding some of the activities are few and scattered among the total group of 536 respondents. Those activities most often left unchecked were:

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Percent of Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students to intellectualise activities (C-26)</td>
<td>12</td>
</tr>
<tr>
<td>Include only experiences most effective for reaching</td>
<td></td>
</tr>
<tr>
<td>goals (B-11)</td>
<td>8</td>
</tr>
<tr>
<td>Appraise things students do and say, not the students</td>
<td></td>
</tr>
<tr>
<td>themselves (D-10)</td>
<td>7</td>
</tr>
<tr>
<td>Use student evaluation as an aid in analysing each</td>
<td></td>
</tr>
<tr>
<td>class for improvements needed (D-12)</td>
<td>6</td>
</tr>
<tr>
<td>Study available data about students (B-3)</td>
<td>6</td>
</tr>
</tbody>
</table>

*The letter and number following each activity indicate its position in tabulations, Appendix D.*

No activity in the classification of setting up objectives was left unchecked by more than 4 percent of the group; and none in establishing good student-teacher relations, by over 5 percent of the replies.

Reasons most often advanced for not checking an activity were that it "does not apply," "need more data," and "not always time" to use the particular teaching activity. Some respondents did not comment when the activity was unchecked but placed a question mark following the statement, or indicated a lack of understanding by writing "meaning" or "not clear" by the activity. This was especially true of the word "intellectualise," which was questioned or "not clear" to nine teachers; one commented "hope so" and another suggested that "this is a red flag word to many." Similarly the statement "appraise things students do
and say, not the students themselves" was left unchecked because it was "not clear" to four respondents; one asked "why not both"; and two others commented that both parts of the statement are really the same.

Few respondents added activities in the spaces provided. Three added two activities and 11 added only one. Most of the additions were statements which described an activity already listed, or were an enlargement on the statement already made. For example, in connection with student-teacher relations one teacher added "practice what we preach," which may be another way of saying "show by example the meaning of home economics" (E-10); and "consider goals, experiences, etc., in relation to class credit, time, etc." may be a list of some of the "limits, regulations and routine" (B-7). An activity added to evaluation was to "measure knowledge and background of students at entrance," which was assumed to be an expression of ideas included in several of the activities in evaluation (D-1, 2, 6, and 9). Two additions, to "foster independence" and to "develop initiative" were made. These are similar to the comment written in relation to setting up goals, "Help? Give opportunity to find out for themselves."

That only a few teachers suggested additional activities may be because the list is complete; or it may be that the length of the list in its original form discouraged the addition of other activities.

However, the length of the device was commented on by only two responses: the "questionnaire is too long and too time-consuming"; and "this questionnaire is much too long to send to busy faculty especially in the spring." At this point it should be noted that the "questionnaire"
referred to included not only the check list of teaching activities, but also the one relative to inservice practices. Comments made in person, during interviews while the device was being developed, indicated that if either part were submitted to a staff member separately it would not be too long or too time consuming.

Other comments were favorable and indicated agreement that "this is the philosophy underlying our total student-teaching experience" and "I think that all these ideas for effective teaching are good." Five individuals indicated the use of the device was interesting, and some requested copies for use with staff members or with classes in a study of teaching.

**Difficulties in Use of the Device**

Difficulties in use of the code were indicated in some replies. Fourteen respondents checked 30 of the activities in two categories: both "do" and "do not" desire help, or both "do" desire help and "impractical." Comments which are typical of the suggestions that the code was not a satisfactory means for expression of opinion and that another category would be helpful were:

I felt the need for a letter which might be used to indicate a thing tried or that you might like to try but with which you may not have felt satisfied. I used "H" in these cases although it indicated that such items were essential when they might not be.

Help here, in my checking, really means need for more of staff to function (administrator who checked on staff basis).

There is another item needed here. I'm not satisfied with much of my teaching. I know what is wrong. I don't need help, but I'm not working to improve it.

I think you need something to indicate effort to do some of these things. One is frequently not satisfied entirely. Need an item between "S" and "H."
One staff member added the phrase "and help other teachers in doing it" to the explanation of the code letter "H." It is impossible to determine to what extent similar difficulty was experienced by others but a few statements which suggested general dissatisfaction with the code were:

Often I am uncomfortable in these categories. With some awareness of good teaching wouldn't one want help in all of these?

Very difficult to check.

This suggests greater satisfaction with own work than I feel.

Found categories difficult to use.

These questions are hard to rate by scale given.

I found pages 5, 6, and 7 (Part III) confusing and difficult to check.

This has been a hard section to check. It seems to me your four criteria for checking are somewhat inadequate.

Some of these comments indicated a need to change the code.

Others suggested that the directions were not clear. One head of a course-area interpreted the code in a slightly different manner as was shown by the comment that "my reaction is that checking "S" (do not desire help) implies we have reached perfection. We well know we are far from that, though in many cases I feel we are farther than "H" (desire help) infers."

A few other comments reflected a variation in the interpretation of the purposes for use of the device. For example: one staff member wrote "you are trying to get an objective measurement of things that are subjective"; and another said "you are asking decisions of merit which require considerable study. Your replies will be inaccurate due to pressure of time in answering so many questions for you." These comments suggest that the respondent had no purpose or value for the process; he
was responding merely for someone else. How many others marked it with a similar attitude cannot be determined from the data available. It is the writer's hope that more of those cooperating obtained some satisfaction, perhaps a degree of interest, or even some help from the use of the device. There is also a suggestion in some of the comments quoted that the device was to be used in an evaluation of teaching, or was being used for the purpose of rating. That others did not receive the same impression is illustrated by one staff member who wrote "am glad you didn't ask for quality of performance."

Conclusions Regarding the Form of the Device

Conclusions reached from the brief study of findings in regard to the form of the device are:

On the basis of the percentage of replies to the present study, it may be assumed that teachers generally will be willing to use a check list form to express their concerns for improvement of teaching.

Some of the comments showed a degree of misunderstanding which suggests that the purpose of the check list should be explained more clearly to the group who is to respond. If this could be done in a group situation, with an explanation of the way the results are to be used, there probably would be less misunderstanding of the terminology, and also more satisfaction in the use of the device.

There is a need for more categories to indicate opinions relative to teaching activities. These might be worked out with the group which is to use the device. In this way, there would be a better understanding of the degrees of opinions. The categories used in the present
study have been satisfactory, however, as will be seen in the analysis of the use of the device to attain the intended purposes.

The device might obtain more careful reflective thought on the part of staff members if it could be shortened, or used in sections.

Activities which comprise the check list are deemed important by a sufficiently high percentage of respondents to warrant their continued inclusion in such a device.

Only a few activities were added, and in most instances these were variations in statement of those already included in the check list. No respondent indicated that the list did not include some important teaching activities. Evidently the device is inclusive.

Some responses indicated that the statements of teaching activities were not always clear. Perhaps some rewording in order to clarify the meaning would eliminate the possibility of misinterpretation.

### Evaluation of the Use of the Device to Accomplish Desired Purposes

The degree to which any device serves intended purposes can be determined most accurately by an examination of the results obtained through its use. An analysis of the opinions expressed regarding activities which may be a part of effective teaching was made to determine the efficacy of the check list in reaching the purposes for which it was planned.

Each purpose will be restated and the replies will be examined for evidences that the information obtained meets that purpose. It must be remembered, however, that these various activities are interrelated and that an opinion expressed regarding one procedure of teaching,
or responses which indicate that the device serves one of the purposes, may apply also to the accomplishment of another purpose.

**Purpose 1.** To locate the concern teachers have for the improvement of teaching; and thus, to suggest the problems to be dealt with in the inservice practices.

All the teaching activities included in the device were considered essential by over half of the total group who responded to this part of the check list; and all but one were indicated to be essential by 80 percent or more of the responses. (See Tables 13-17, Appendix D.)

The least often believed essential was "utilise role-playing, socio-drama, psycho-drama, as teaching methods when appropriate" (C-5), which was checked as "essential" by 58 percent of the responses. Since these techniques are applicable only to certain types of subject matter and class organization, it is not surprising that fewer teachers find them essential. That they do not lend themselves to some learning experiences is indicated in two comments: that it is essential in "classes where it is advisable" and "it depends upon how they have been used and interpreted." Thirty-five percent of the group who consider this activity essential also indicated they would like help, while 23 percent replied that they do not desire help. This may be another reflection of the belief that these techniques do not lend themselves to certain learning experiences.

Evidently there is agreement that teachers should be "genuinely interested in students as individuals and accept each one as adult" (E2) since 99 percent of the teachers marked it "essential." Comments in
this connection suggested that the "essential" element is to be
genuinely interested in students, since they refer to the students as
"young adults" or "adolescents." It would seem that the development of
this interest is believed to be an individual matter as only 9 percent
checked to suggest that they desire help.

According to the opinions expressed on the returned check lists,
teachers of college home economics are either reasonably satisfied with
their use of essential teaching activities, or will continue on an
individual basis to work toward improvement. Fifty-five of the 69
teaching activities were placed in this category of opinion by a range
of 23 to 90 percent of the responses. Most of the activities were
checked in this manner in 50 percent or more of the replies. Only two
activities were indicated by an equal number as ones with which help is
wanted and with which the teacher is satisfied or working individually.
These were, "make use of students' campus, home, community and voca-
tional activities" (8-2), marked in both categories by 41 percent of the
responses; and "keep up to date on research and developments in teaching
techniques" (E-7), checked in both categories by 47 percent of the
responses. Twelve teaching activities were indicated more often as the
ones with which teachers want help than as ones with which they are
reasonably satisfied. These were divided among four procedures: four
were activities in guiding experiences (C-6, 7, 21, 26); four were
evaluation techniques (D-2, 3, 8, 9); three related to planning (B-5, 6,
11); and one is classified under objectives (A-2). No activity which
is classified as student-teacher relations was checked to indicate a
desire for help by more responses than given by those who did not desire help.

The range of responses which indicated that any single activity was "essential" and help was desired is from a minimum of 49, or 9 percent, to a high of 321, or 60 percent, of the total group. The range in percentage of responses placing activities in this category was similar for the procedures of setting up objectives, planning, and evaluation. Approximately three-fourths of the activities of these procedures were checked by 35 percent or more of the group and thus fall into the upper half of the total range. The percentages of responses to activities in guiding experiences were about equally divided between the lower and the upper half of the total range: 11 activities were checked by 35 percent or more of the responses and 15 activities were checked by less than 35 percent of the group. Eight, or four-fifths, of the activities of good student-teacher relations were placed in this category by less than 35 percent, and fall, then, in the lower half of the total range of responses indicating help is desired. One-half of the responses to activities in this procedure were checked by less than 22 percent of the group, and, therefore, were among the lowest one-fourth of the total range. It evidently would seem, then, that more of the teachers believed they can be helped with the activities in setting up objectives, planning, and evaluation than with the activities in guiding experiences or in student-teacher relations.

The teaching activity of each procedure checked by the lowest percentage as the one with which help is desired was as follows:
Rethink goals each time course is offered (A-6), 21%.
Always be prepared for each class (B-4), 18%.
Use a variety of methods of teaching (C-5), 19%.
Use praise and criticism tactfully and discriminatingly (D-4), 24%.
Be genuinely interested in students as individuals and accept each one as adult (E-2), 9%.

Each of these activities was checked by a high percentage of replies to indicate that it is "essential" but the teachers do not "desire help."
One explanation of the small number who seem to want help with these techniques may be that they are activities which naturally require a degree of individual effort and, perhaps, do not lend themselves to group study or to obtaining help from others.

Teaching activities which were reported by the highest number of respondents as ones with which they would like help were:

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Teachers (N-536)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully analyse, interpret, and make use of information obtained through evaluation (D-9)</td>
<td>321 60</td>
</tr>
<tr>
<td>Construct and use instruments suited to measure different kinds of achievements (D-8)</td>
<td>310 58</td>
</tr>
<tr>
<td>Cooperate with other teachers in evaluating total student progress (D-3)</td>
<td>289 54</td>
</tr>
<tr>
<td>Know what experiences students have had in other courses (B-5)</td>
<td>268 50</td>
</tr>
<tr>
<td>Help student set up and clarify own goals for college program (A-2)</td>
<td>267 50</td>
</tr>
<tr>
<td>Use skill in questioning so student defends statements and applies information to problems (C-21)</td>
<td>266 50</td>
</tr>
<tr>
<td>Help students to intellectualise activities (C-26)</td>
<td>263 49</td>
</tr>
<tr>
<td>Plan ahead with students' ways to measure learning and progress (D-2)</td>
<td>256 48</td>
</tr>
<tr>
<td>Keep up to date on research and developments in teaching techniques (E-7)</td>
<td>252 47</td>
</tr>
<tr>
<td>Plan ways to vary experiences to meet individual differences (B-6)</td>
<td>249 46</td>
</tr>
</tbody>
</table>

The three of these which were most often checked as activities with
which the respondent believed he might be helped are activities of evaluation: the first two relate to preparation and use of devices in evaluation techniques, and the third requires work with other teachers on analysis of findings. The first four of the activities listed above are similar in that when used in teaching they may serve as a unifying force. Also, they may provide a degree of continuity for the student since they imply that planning and evaluation make use of past experiences and consider the interrelationship of various experiences. The element of likeness in the last six activities in this list is that each relates to individual development in the use of the reflective thinking, and to the provision of opportunity for optimum individual development.

A comparison of the replies on the basis of professional characteristics of the respondents was made to see if these provided information which may be useful in planning an inservice program. Little variation was found in the manner in which activities were checked by those who indicated they have taught in high school and those who have not. The more experienced college teacher tended to check fewer activities with which help is desired. Perhaps the newer teacher has not yet had time to make use of as many of the teaching activities, and thus believes he may be helped rather than prefer to work on improvements alone.

Teachers who have had some education courses in preservice training were inclined to check more activities in the category of "essential and desire help" than were teachers who have had no training in professional courses. An exception to this tendency was in relation to the
teaching activities of guiding experiences. A slightly higher percentage of the group who had no professional courses in their training period checked they would like help with the activities of this procedure.

The course-area in which the major portion of teaching is done only slightly influenced the number who believed they may be helped with various activities. A higher percentage of the responses in this category were made by teachers of education courses than by those of subject-matter courses. This difference may be another reflection of the effect of professional courses in the preservice training curricula.

An examination of the data on the basis of the student-classification level of teaching shows only a slight variation in responses to activities of each procedure. There was no pattern of variation in responses to activities of the five teaching procedures. Teachers of freshman and sophomore classes agreed rather closely with those of junior, senior, or graduate classes on the activities with which they may be helped.

**Purpose 2.** To help teachers recognize weaknesses in their teaching, and thus to develop a degree of readiness on the part of staff members to participate in inservice practices for improvement of instruction.

The check list used in the present study was not designed as a rating device, either for the individual to use in self-evaluation or for use in rating the teaching of others. The code which was to be used provided no way to indicate the quality of the teaching or the
extent of use of any activities believed important to effective instruction. That teachers recognize weaknesses in their teaching, therefore, will be suggested rather than stated. Caution must be exercised not to place undue weight on the value of this form of recognition of weaknesses. Standards for effective instruction vary and the degree of true weakness is difficult to establish.

A decision as to whether one would or would not like help with the use of a teaching activity, however, implies a degree of evaluation of the way it has been used. As the respondent decided which category of opinion best represented his reaction to the use of that activity, he determined, in a measure at least, which activities he believed are weaknesses in his teaching. That a high percentage of respondents indicated most of the activities in the list as "essential" and then checked the ones with which they do or do not desire help suggests that they were at the same time evaluating their teaching. The possibility that teachers are over-conscientious and may have indicated they "would like help" with all the activities, should be considered in the interpretation of the replies. There is also a possibility that an element of curiosity may have resulted in a desire to "know how others use the activity successfully. An examination of the data, however, shows that only six teachers checked a desire for help with all the activities; one person checked all but one activity in this way; and another checked all except the activities of student-teacher relations as "essential and desire help." Only one respondent indicated all activities were "essential" but that he did not desire help with any. It would seem,
then, that teachers have recognised some activities which represent weaknesses in their teaching.

Comments which support the theory that a degree of evaluation is exercised when one decides how to mark each essential activity are few. The scarcity of comments probably results from the length of the check list rather than a failure to evaluate the use of activities. Typical comments which accompanied the response that help is desired were,

Try, but don't succeed 100% (E-5).
I want to do this. It is not easy to test. (C-25).
Make a sincere effort to practice most of these.
Try to, hope so (D-3, 4, 10).
Emphasise this more than I should! (C-24).
Can do better (D-1).
Wish to, but do a miserable job (A-8).
I haven't yet learned how to use student-planning very effectively—that is to allow genuine choices and yet include concepts of which students are not aware or to which they may be indifferent.

These suggest that effort is being made but that more help is needed to obtain desired results. One administrator replied for the staff that "we all need help here." And one staff member stated that she "would like any help available."

**Purpose 3.** To develop an increased interest on the part of staff members in learning new or improved ways of making their teaching more effective; and thus to further the development of a broadened concept of the teaching process.

The third category in which teachers might express opinions was that an activity is "desirable but impractical" in effective teaching. The key in this respect did not provide any indication as to why an
activity was believed impractical. A few respondents wrote notes, however, which reflect conditions that may influence the practicability.

Only a small percentage of responses indicated activities are "desirable but impractical." The range of replies in this category was from 0.2 percent for three activities in student-teacher relations to a high of 20 percent for one activity in guiding experiences (C-6). The activities indicated by the smallest number of responses were:

Understand student point of view (E-1).
Make it easy for students to approach and discuss problems with the teacher (E-5).
Show faith in student's ability to think, plan, and take responsibility (E-6).

No activity in relation to objectives was believed impractical by more than 4 percent of the respondents. Of the three activities indicated in this category by 4 percent of the replies, two were also reported by the highest percentage as activities with which help is desired (A-2 and 7). This suggests that the conditions which make the use of the activities impractical may be subject to correction. Differences in opinions regarding activities in guiding experiences range from a low of 0.8 percent who checked "give enough direction to insure student security but not enough to block initiative and independence" (C-17) to a high of 20 percent on the use of role playing and similar techniques (C-6). However, agreement was shown relative to the practicality of over three-fourths of the activities in this classification, with 5 percent or less checking them as "impractical." Only 4 activities were indicated to be "impractical" by 9 percent or more of the responses. Half of the activities in student-teacher relations were indicated as "impractical" by less than one-half of 1 percent of the responses.
It would seem that teachers not only desire no help on these activities but that they also find them to be practical. Perhaps this results from the fact that activities in this classification are matters of individual concern, as well as representing the use of techniques which do not require any specialised professional or manifested skill to incorporate them in the teaching process.

The 10 activities which were believed to be "desirable but impractical" by the largest number of responses were:

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Teachers (N=536)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilise role-playing, socio-drama, psycho-drama, etc., as teaching methods when appropriate (C-6)</td>
<td>105 20</td>
</tr>
<tr>
<td>Guide group in organising itself, setting its own rules, and carrying out its plans and decisions (C-18)</td>
<td>61 11</td>
</tr>
<tr>
<td>Provide some opportunity for each student to assume leadership role (C-19)</td>
<td>46 9</td>
</tr>
<tr>
<td>Plan use of time in ways that emphasise experiences, even if less amount of subject matter is covered (B-12)</td>
<td>43 8</td>
</tr>
<tr>
<td>Plan ahead with students ways to measure learning and progress (D-2)</td>
<td>42 8</td>
</tr>
<tr>
<td>Make use of students' campus, home, community and vocational activities (B-2)</td>
<td>41 8</td>
</tr>
<tr>
<td>Construct and use instruments suited to measure different kinds of achievements (D-8)</td>
<td>40 7</td>
</tr>
<tr>
<td>Work as a member of the group, letting students assume leadership (E-8)</td>
<td>37 7</td>
</tr>
<tr>
<td>Include only experiences most effective for reaching goals (B-11)</td>
<td>32 6</td>
</tr>
<tr>
<td>Recognise and develop special interests and abilities of students (C-25)</td>
<td>26 5</td>
</tr>
</tbody>
</table>

The element of similarity in these activities is that they are interpretations of ways to obtain student participation. Teachers often remark that it takes so much time to accomplish results when the student is allowed to participate that such activities are slighted. The difficul-
ties of using student participation evidently are not weighed against the outcomes of the teaching which result. Reasons why these activities, then, were believed to be impractical may be because the process of obtaining and using student participation is accompanied by a slow-down in the amount of subject-matter covered in a given period of time. This point of view is supported by comments written by some of the respondents, such as: "Tried, and it took too much class time to get much else done" (C-18); and "Pretty lazy attitude. It would not get job done" (E-8).

A more detailed examination of data shows seven comments that to "keep up to date on research and developments in teaching techniques" is essential but impossible to accomplish because there is not enough time available. That the time element is instrumental in making other teaching activities impractical was shown in the following responses:

- Not always time (B-3).
- Ideal if possible with your schedule (B-10).
- Need time, not help (C-3).
- I do not need help with doing this but have difficulty finding time to do it (C-3).
- Lack of time to prepare (D-8).
- Lack of time (E-2 and 5).

One respondent included all activities in a general statement that "we need time in the schedule, both teachers and students, to do a better job."

The type of course and the make-up of the class were suggested, also, as factors which influence whether the practice is practical or not. For example, some respondents stated that "classes vary . . . I have rated freshman and sophomore classes because I feel I am weakest in these," and "teaching limited to lecture work--100 to 20C in the class."
The data show variations in responses according to professional
c characteristics of the group. Teachers who have had some experience in
high school teaching tend to believe fewer activities are impractical
than do those without high school teaching experience. Similarly,
though the difference is still slight, the teacher with less college
teaching experience considered more activities impractical than the
teacher with over 20 years of college teaching experience. Perhaps the
more experienced teacher has had an opportunity to try various tech-
niques and to overcome conditions which might have made their use less
practical.

Somewhat more marked differences were shown in replies on the
basis of the area of teaching. One or more teachers of subject-matter
courses indicated each teaching activity to be "impractical." Ninety-
nine teachers of subject areas checked one activity as "impractical." On
the other hand, teachers of education courses believed that only 23
of the 69 activities in the list were "impractical"; and the highest
number of this group who considered any one activity "impractical" was
four teachers.

Opinions of activities expressed by replies grouped according to
the student-classification level in the classes taught varied for the
different teaching procedures. Several of the teaching activities in
guiding experiences and in student-teacher relations were not checked
by any teacher of the lower-level class group. In fact, only a few
teachers, a range of from 1 to 3, of this group checked any activity
as "impractical." More teachers of upper-level classes checked
activities as "impractical." However, the opinions expressed in relation to activities of setting up objectives, planning, and evaluation were generally about equal for both groups of teachers.

The range of responses which indicated activities as "unessential" was from a low of 0.2 percent for three activities in guiding experiences to a high of 17 percent for the activity described as utilizing role-playing and similar teaching methods (C-6) classified in the same procedure. Again, the extremes in the procedure of guiding experiences skew the entire range: the next high percentage of responses for an activity within this classification was 6 percent and the next low percentage was 0.8 percent. However, 1 to 5 percent of the respondents agreed on the fact that 16 of the activities of this procedure were "unessential."

No more than 2 percent of the entire group believed any activity in setting up objectives was "unessential"; and no activity in planning or in evaluation was believed unimportant by more than 4 percent of the respondents. One activity in each of these last two procedures (B-4 and D-4) was indicated as "unessential" by as few as 0.4 percent of the responses.

The opinions relative to activities in student-teacher relations showed more consistency in the belief that each activity is "unessential." Six activities were checked in this category by 1 or 2 percent, and four activities were marked "unessential" by 3 or 4 percent of the respondents.
Activities which were indicated unessential by 4 percent or more of the responses were:

<table>
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<td>30 6</td>
</tr>
<tr>
<td>Include only experiences most effective for reaching goals</td>
<td>24 4</td>
</tr>
<tr>
<td>Make use of students' campus, home, community and vocational activities</td>
<td>24 4</td>
</tr>
<tr>
<td>Construct and use instruments suited to measure different kinds of achievements</td>
<td>23 4</td>
</tr>
<tr>
<td>Make use of management and routine matters as learning experiences</td>
<td>22 4</td>
</tr>
<tr>
<td>Accept decisions of group and help them carry decisions into action</td>
<td>22 4</td>
</tr>
<tr>
<td>Help students to intellectualise activities</td>
<td>21 4</td>
</tr>
<tr>
<td>Participate, and encourage students to participate in out-of-class activities</td>
<td>21 4</td>
</tr>
<tr>
<td>Provide some opportunity for each student to assume leadership role</td>
<td>20 4</td>
</tr>
</tbody>
</table>

One factor which may account for the response that some activities are "unessential" is the proportion of laboratory classes in use in the home economics programs. Teachers of laboratory classes have proportionately less opportunity to utilise such methods as role-playing, rotation of leadership among the students, intellectualising activities, and accepting and abiding by group decisions. That this factor did influence replies is illustrated by comments written on some returned check lists, such as, "Individual work largely" (E-4); "Does not apply to field" (A-1); "Facts, products, details are basic to any science" (C-24); and "Both are necessary at appropriate times" (C-24, "Emphasise principles and basic techniques." ) The courses which are taught primarily through use of laboratory methods, however, may make use of
many of the teaching activities included in the total check list, and even many of the ones reported most often as "unessential." For example, laboratory classes may plan their own activities, and they may "make use of students' campus, home, and community activities" in the selection of a laboratory project. Furthermore, it would seem especially desirable for teachers of laboratory classes to "make use of management and routine matters as learning experiences."

That teachers believe an activity is "unessential" implies a need to help them interpret that activity and to learn how to use it. Other evidences which indicated a degree of misunderstanding or a lack of technique also suggest that further study of the teaching activities would be profitable. Typical statements which reflected this were:

- "How determine real problems?" (C-20);
- "What is the meaning of home economics?" (E-10);
- "How provide for differences among students?" (C-11);
- and "How teach them to do this?" (C-14). Questions such as these may furnish the basis for group discussions and study of teaching techniques and procedures.

Suggestions that differing interpretations of some activities are not uncommon were shown by some statements, such as: "unessential because one cannot always know in advance which experiences (are) most effective" (B-12); "my reaction is dependent upon the students' rejection of these techniques" (C-6); and "don't accept decisions to have no quizzes or finals or the like—accept decisions with reservations" (E-4). One staff member commented in relation to all activities in planning that "a teacher who is full of her subject matter can plan
the course more effectively than students, and knows which devices will best fit to put it across to students." This interpretation of the meaning of "plan with the students" is not uncommon but it does suggest a need for possible reinterpretation. Whether suggested points of view are or are not sound is not to be considered at the moment. The fact that there is an opportunity for disagreement, or a possibility that discussion may serve to justify or to refute the position taken by a teacher in regard to some activities, is important to the individual who is responsible for initiation and promotion of inservice programs.

When data were examined more fully slight variations were found in the way different groups of faculty members responded. Teachers with more experience, either high school or college teaching, checked a few less activities as "unessential" than did the newer teachers. Perhaps they have had opportunity to try more teaching activities and find they may be useful under certain conditions and circumstances.

The teachers who have had no educational courses in their preparation for college teaching, and those who were teaching subject-matter courses, checked more activities as "unessential" than did those with education preparation or who were teaching education courses. A large number of the activities were not checked "unessential" by any staff members who teach education courses.

Conclusions Regarding the Use of the Device

On the basis of responses to the present study, the following conclusions seem warranted relative to the value of the check list in meeting the purposes which were believed important.

A check list device will serve as a means of locating the concern
teachers have for the improvement of instruction. Support for this conclusion is found in the fact that the check list of the present study showed the essential activities for effective instruction with which teachers believed they may be helped. Over half of the 536 respondents checked three activities, and slightly fewer than half, 46 to 50 percent, checked nine other activities as ones which are essential and with which they desire help. The highest number of responses indicated that staff members would like help with activities which may result in the provision of continuity and a degree of unity of the total college program, and which emphasize the use of reflective thinking. These two problems of teaching, then, would be a suggested starting point for study and improvement of instruction.

There was sufficient difference in the responses to various activities to suggest which were immediate problems, and the ones, therefore, which might be considered first in the program for improvement of instruction. The teaching activities with which teachers believed they may be helped were reported by a range of 9 to 60 percent of the replies. Over a third of the respondents indicated they would like help with activities distributed among the five procedures of teaching as follows: eight of the nine activities in setting up objectives; 11 of the 12 in planning; about one-half, or 11 of the 26, related to guiding experiences; 11 of the 12 in evaluation; and two of the 10 listed as activities of evaluation. At the time of the study, therefore, the procedures of teaching which might well be considered first would be those of setting up objectives, planning, and evaluation.
The variation in the responses might also suggest which activities would be considered through group practices, and which ones might be dealt with through practices that involve only a few staff members or individuals. Those, of course, which were most often mentioned would be the pivotal point for study and discussion in practices promoted by the institution for groups of staff members. The fact that some teachers checked activities with which they desire help while others felt satisfied with the same techniques, or believed them unessential, suggests that when the device is used as a group activity it may result in stimulating a discussion of teaching.

Since only slight differences were shown in reaction of staff members on the basis of professional characteristics, no suggestion is made for any plan of division of faculty to participate in various practices or to consider specific teaching problems.

Some of the teaching activities might be reworded or omitted. The fact that a number were left blank or their meaning questioned suggests that the terms were either not understood or not acceptable to some teachers.

The use of the check list device is a fairly good means of helping teachers locate weaknesses. Teachers indicated what they recognize to be weaknesses in their teaching to the extent that they decided with which of the essential activities they might be helped. The comments that were written on some of the returned check lists indicated further that the teachers recognised weaknesses.

Since all of the activities included are accepted as applicable to producing effective teaching, the fact that some of the respondents
find them "unessential" leads to the conclusion that there is a need for
study and consideration of how to use them and of their possible value.

Staff members believed some of the teaching activities were
"impractical." This suggests the need to examine critically the possi-
bilities of providing ways teachers may make better use of such tech-
niques, or ways they may be helped to recognize the resulting value as
a counter-balance to the difficulties in the use of the activity.

Summary

One characteristic of an inservice program for improvement of
teaching is that the practices should deal with problems of immediate
concern which arise from the experiences of those who are to participate.
If staff members are to study the improvement of instruction in relation
to the problems they meet in their teaching, some means whereby both
the administrators and the teachers may discover these problems is
necessary. The check list device developed for the present study proved
to be a satisfactory form for obtaining an expression of teacher opinion.
Only a few of the 554 who returned the forms left this section, relative
to activities essential for effective teaching, unchecked either entirely
or in part.

Further, the check list (1) proved to be a satisfactory device
to locate teacher concern for improvement of instruction, (2) provided
an indication of the value such a device may have in aiding teachers
to recognize weaknesses in their teaching, and (3) suggested teaching
activities and procedures which may need to be studied further by the
group. In serving these purposes the device furnished suggestions of
problems to be studied through use of various inservice practices. In the process, there may have been an accompanying awareness of weaknesses, together with a degree of interest in further study and a desire for the improvement of teaching. The use of such a device may prove of value, therefore, as a practice of an inservice program for the professional growth of teachers.
CHAPTER VII

SUGGESTIONS FOR PROMOTING PRACTICES FOR THE MAINTENANCE AND IMPROVEMENT OF EFFECTIVE INSTRUCTION IN COLLEGE HOME ECONOMICS WHILE TEACHERS ARE IN SERVICE

If college teaching is to be improved something must be done at both the preservice and the inservice levels. The proposal is presented, therefore, that each home economics unit develop, or strengthen, an inservice program for the maintenance and improvement of instruction. This proposal is based on a belief that there is a need for improvement and that both teachers and administrators are interested in obtaining ideas for developing more effective teaching. It is recognized that a separation of a proposal for action from the conditions which give rise to the program, and which govern the choice of practices to be used, may be meaningless and confusing. On the other hand, to fail to provide suggestions which grow out of the experiences of those who have participated in such practices may mean that the inservice professional growth of teachers will be neglected. It may mean that any inservice education becomes a matter of trial and error, with a resultant waste of time or energy for those concerned. It equally may mean that less effective results are obtained from the program that is initiated. The compilation of guides which may suggest possible procedures for staff members to consider is justified therefore.

The emphasis of the present study has been on the process rather than on an analysis of the end product or on specific improvements in teaching. The improvement to be brought about depends on many factors. It would be impossible to develop a single pattern which could be
followed faithfully by all institutions or by all individuals. Each teacher is a key factor in the final improvement; if teaching is to be strengthened, each instructor must accept the challenge and be willing to do something about improving his own teaching. It is not enough for a teacher verbally to support the thesis that improvement is possible and necessary—he must take action to make his teaching more effective.

On the other hand, the individual teacher can act only up to a certain point. New ways to approach teaching problems and to carry through teaching activities may involve other teachers. For example, the simple problem of arrangement of the classroom furnishings to provide a suitable setting for an informal discussion may be more complicated than at first appears. When other teachers use the same classroom and resort solely to lecture methods, they often prefer the typical schoolroom arrangement of rows of chairs; hence, continual change, and sometimes even friction, may result. Freedom to experiment and do research also may mean that others are affected. The kind of teaching one's colleagues employ may cause conflicts in establishing different procedures and the attempt to try new methods and techniques may be discouraging. Whether one can make use of a given practice may depend on his schedule and time factors. Policies and regulations also may place limitations on what can be done. The decision to visit classes to observe other teachers, for example, may be a desirable choice for improving teaching but unless some arrangements can be made to provide time and some agreement made with the teacher to be observed, the visit may be impossible. The total staff of each home economics unit,
in light of its own peculiar and particular needs, must study its own situation and evolve its own plans for the inservice program.

The suggestions for an inservice program, put forward here, were derived from the implications of the data obtained from 554 college home economics teachers. The data are in relation to participation of staff members in inservice practices, their opinions of the possible value these practices have for the improvement of instruction, and their opinions relative to activities important to effective teaching. The proposals and recommendations offered represent one individual's interpretation of the data brought forward in this study. No claims are made to have exhausted the possible suggestions or sources of ideas.

The proposals are presented according to the following plan:
(1) general suggestions relative to the total inservice program and
(2) guides for the selection of practices to comprise the inservice program.

**General Suggestions for an Inservice Program for Professional Growth**

The promotion of the professional growth of teachers while they are in service is a responsibility of the total staff at each institution. Provision of good teaching rests with both the administration and the individual teachers. Both must be interested and must participate, therefore, if maintenance and improvement of effective teaching are to be furthered. From a consideration of the data presented, six general suggestions for an inservice program are evident.

1. **Staff members need to give serious consideration to the**
establishment and promotion of a planned program for the purpose of aiding home economics teachers to maintain or improve the effectiveness of college instruction.

There is little evidence shown in the responses to the check lists that any plan or organized procedure has been followed. Interest of individual staff members was indicated by the number who responded and by the comments which were written on the survey and check lists. A "hit or miss" quality of the inservice program is suggested by the variety of practices reported. In addition, some replies indicated directly, and even more responses implied, that the practices which had been experienced were not directed toward a study of teaching problems. This does not portent a strong program. Neither does it suggest that effective teaching is viewed as an integral function of higher education, nor that recognition is given to the importance of effective teaching.

Not only is an organized and planned program desirable but, in fact, each staff member should have an opportunity to participate in making the plans for the total program. When the inservice program is developed by the group, and when it deals with common group interests or problems, there will be increased readiness of the staff to participate in the activities essential for bringing about improvement of teaching. Few responses indicated which practices are likely to be provided in the coming year, a fact that suggests teachers have not been actively participating in the planning of what is to be done, or in the selection of practices to be employed.
Some means of developing an overview of the various practices which might be selected to comprise the total inservice program should precede or accompany various stages of the planning. Perhaps a check list or a device similar to the check list used in this study would serve to suggest practices, or to furnish a basis for an evaluation of possible practices.

2. Plans for the inservice professional growth of teachers should include provision of a variety of practices or ways through which staff members are to be aided in making improvement in instruction.

Because of individual differences in abilities and interests it is important that a variety of practices be available. It is only by provision of opportunity for different individual teachers to work in different ways that optimum growth of every staff member will result. Similarly, a variety of practices is essential in order that more staff members can participate. For example, not all teachers can be a member of a committee to consider teaching techniques; not every teacher believes that the committee organization is the most effective method of working together. Therefore, not all will be ready to participate in this type of activity. Not all teachers want, or even need, to improve the same teaching activities. In short, a variety of activities makes possible the exercise of individuality, and provides opportunity for each staff member to participate in the manner most suited to his needs and abilities.

Support for offering this suggestion to those concerned with the development of an inservice program is found in the fact that each of
the 17 practices included in the check list had been experienced by 30 percent or more of the respondents; and all but two of the practices were reported by more than one-half of the group. In addition, some respondents indicated that practices had positive value while others believed the same practice would not be effective. The variation in opinions relative to the possible value of the respective practices indicates a need to vary what is made available. A difference also was noted in responses on the basis of the number of years experience in college teaching. Teachers with more experience tended to believe fewer practices would be effective. This suggests that more practices should be available to the newer teachers. Furthermore, these facts lead to the suggestion that some study of ways to improve the value of certain practices may be desirable. Finally, the presence of differing views suggests that a staff will have initial starting points for discussion that will result in a fruitful sharing of ideas.

3. Opportunity should be provided for groups of individuals with allied interests to work together in considering and studying ways to improve teaching.

A small group of individuals provides a work-group that is more easily organised and assembled than is possible when a larger number of people are involved. More active participation of each member is possible when the group is not too large. A higher percentage of respondents indicated they have participated in course-area or home economics staff activities than have experienced activities including
in institution-wide or state personnel. When the number of home economics staff members was sufficient to form work-groups, the practice was believed to be more effective than when the members of the group represented wider areas of interests. If the home economics unit is small, instructors from allied or related fields with similar interests and problems may help establish the work-group personnel.

It must be recognized, nevertheless, that the danger in limiting activities and personnel to those within a single area or field, such as the home economics unit or course-area staff, may tend to serve as a divisive factor. Even in the larger institutions the inclusion of non-home economics persons is often desired. The fact that they are teaching in the same institution may lend the relationship which provides the degree of allied interest. When staff members from varied fields work together they may develop a broader concept of home economics and an evolving recognition of possible teaching procedures not yet adopted by their own immediate core of staff members. The suggestion is made, then, that home economics staff members be given opportunity and encouragement to participate in some inservice practices which include institution-wide representatives, as well as in activities which include only the closely knit groups of home economics staff members.

4. **Administrators and teachers should strive to create conditions which are conducive to the promotion of inservice professional growth of teachers.**
Atmosphere—On the basis of the high percentage of replies that mentioned factors of “atmosphere,” it is evident that staff members believe that where a cooperative spirit prevails inservice practices will be more effective. When there is a willingness on the part of the staff members to improve their teaching, the practices which aid them in this improvement will be more favorably accepted and used. Increased recognition of the value of various practices may result as one participates. Care must be exercised that neither the inservice program nor the teaching which results becomes mechanised or a routine matter. Creation of an atmosphere of interest and freedom to participate, and the development of characteristics in the staff which are conducive to improved teaching, are worthy goals to be sought.

Freedom to experiment and to try out new ideas is an essential if teachers are to improve what they are doing. Through participation in the practices of the inservice program, the staff member may become interested in possible improvements in his own teaching. The practice, then, becomes a valuable tool in the education of the instructor. When there is opportunity for the interest to be carried into practice, to test the ideas in actual situations, the learning is strengthened and the interest in improvement of teaching is increased still further.

Administrative attitude.—The quality of administrative attitude and the application of democratic principles in association with the staff members were mentioned by a comparatively high percentage of respondents as factors which are favorable to the promotion of practices for improving instruction. This fact warrants the suggestion
that administrators and staff members alike should carefully appraise these two factors as they exist in the particular situation. When good teaching is respected and encouraged as an important function of the college, teachers will be concerned about the status of their contribution. The result generally will be a vitalized program for inservice growth of teachers.

**Time and schedule.**—It is recognized that time factors cannot always be controlled and that schedules may be difficult to adjust. The number of references to the effect of these factors on faculty participation in available practices, however, strongly suggests the need to make every effort to correct conditions whenever possible. Time for participation in inservice practices is essential if desired results are to be attained. Care should be exercised to guard against over-burdening the teacher by adding to an otherwise full schedule. Such over-loading of schedules may interfere with effective teaching, the aim back of the provision of the inservice practice. The fact that participation was most extensive in practices individually entered into and generally accepted as a part of the teaching job, emphasizes the importance of providing time and resources for employment of other practices.

The least used practices were those which represent allotment of time in addition to the activities normally accepted as a part of the teaching job. Similarly, those practices which imply infringement on academic freedom, such as "supervision" and "inspection of grades, test procedures, and course syllabi," were not as frequently entered into and were not believed effective. These facts emphasize the need to
include participation in inservice practices as an integral phase of the teacher's schedule. They also imply a need to sell inservice practices to teachers through the development of an understanding and a recognition of the values of such participation. If administrators and teachers give careful consideration to the value of the practices, and to the importance of the resulting improvement, no doubt ways will be found to provide for inservice programs which further professional growth without an excessive encroachment on the time and energy of the staff members.

Leadership.—The head of the unit generally should accept the responsibility of leadership for the initiation and promotion of inservice practices. A staff member may be expected to provide some leadership for himself, especially when the practice involves one or two staff members only. On the other hand, those in administrative positions will need to give encouragement and incentive through appointment of individuals to serve as the leaders for the groups.

Student characteristics.—The character of the student body cannot always be changed, even when change is warranted. However, some of the characteristics relative to student attitude can be developed through the efforts and attitude of administrators and teachers. Most of the comments which suggested unfavorable factors in relation to student characteristics referred to student schedules and similar conditions that can be corrected. The creation of an atmosphere and of working conditions which will result in desirable student qualities, together with adjustment of those factors that can be changed, should be the target of administrative and teacher attention.
Space and equipment.—Frequent mention of the effect of the physical surroundings on the participation in the inservice program leads to the suggestion that the problem of space and equipment in relation to effective teaching be carefully considered. What can be done to improve space and equipment is a problem for each unit to work out in ways satisfactory in the specific situation. It is important that those who plan the inservice program are aware of the handicaps and limitations which these factors place on the promotion of various practices. All who are concerned should be working to lessen such handicaps.

5. The inservice program for professional growth should include some means of locating teacher concern for improvement and for determining the point of emphasis to study and improve.

When an attempt is made to locate the immediate problems which need to be improved, teacher interest may be aroused in the total improvement and in the development of a better understanding of the teaching process. The use of a device whereby teachers indicate with what they believe they may be helped is, as this study shows, a practice that may help imitate an inservice program for the improvement of teaching.

Teachers may need to move from the verbal to the action stage. Staff members are quick to profess an interest and the need to improve, but they often do nothing about working for that improvement. One of the beginning steps in planning for inservice professional growth is to help the teacher become aware of his needs and of his responsibility for meeting these needs himself. This should be accompanied by a recognition
of an obligation to help others meet their needs.

An analysis of the replies to the check list of the present study may serve to illustrate how a device to locate concerns is useful in planning the inservice program. According to the replies teachers, at the time the study was made, wanted help with activities of evaluation, in setting up objectives, and in planning for teaching. The responses indicated sufficient variation to suggest that some activities might be provided for discussion or study through the medium of group practices. Other activities might be the basis of small group consideration. Those checked least often might be accepted as the subject of individual efforts toward improvement. For example, responses indicated that 43 percent desired help with evaluation. Activities within this teaching procedure, then, might be considered as the subject-matter of the group practices. Those activities which were reported by approximately one-third of the respondents as activities with which they may be helped were techniques in setting up objectives and planning for teaching. These teaching activities might be studied by smaller groups. On the other hand, any activity may be studied advantageously whenever a group, large or small, expresses a concern about it.

To continue the illustration of the manner in which the device may be used if opinions of teachers are accepted as a basis for the selection of problems to be considered in the inservice practices, there would be little need to include the teacher’s responsibility to "rethink goals each time the course is offered." Only 21 percent of the group expressed a desire for help with this activity, whereas 71 percent felt reasonably satisfied or would work on this individually. Only 4 percent indicated
it to be either "impractical" or "unnecessary." These facts suggest that
the activity may not need to be studied at the present time.

6. **Some provision needs to be made for continuous evaluation of
progress in the improvement of teaching.**

Opinions of the effectiveness of an activity will determine to a
degree whether or not one participates in its use. Other things being
equal, when one considers an activity effective in reaching desired
ends he will continue to employ it. If one believes a practice has
value, and there is an opportunity to participate, the result not only
will be an increase in the extent of use but will also lead to an in-
creased quality of participation. Both, in turn, will result in obtain-
ing more successful outcomes. Interest and willingness to work at a
problem are in proportion to the accomplishment of results apparent to
the participant. A statement of the value of an activity may aid one
to see that value more clearly; to increase the awareness of the pos-
sible value of what one is doing. In addition, the location of prac-
tices believed to be of little value when used as a part of an inservice
program may be a step in strengthening the program. From this point on
some practices may be eliminated and others corrected, or the conditions
surrounding the use of the practice may be modified to increase the
effectiveness of participation. Thus, continuous evaluation may serve
many purposes when it is a definite phase of an inservice program.

Some staff members did not believe participation in any of these
practices included in the check list had resulted in improvement in
their teaching. This suggests that serious consideration should be
given to the total program and a study made of the causes of such a belief. To the extent that this is true, the inservice practices are a waste of time for those who participate. If comments of this type are justified, steps should be taken to make correction either in the kind of practices provided, or in the way they are used as a part of the inservice program. That 357, or 64 percent, of the respondents indicated at least one improvement in their teaching which was traceable to participation in inservice practices provides an encouraging note, and may lessen somewhat the disheartening effect of the few statements that no value was derived.

**Guides for Selection of Inservice Practices**

Selection of the practices which make up the inservice program designed to help teachers improve instruction will vary according to the institution and the group working in the program. In some instances, the practices may be activities individually initiated and executed; in other cases, the responsibility for initiation and promotion of the program will be assumed by the administrators. Regardless of where the stimulation of interest and the initiation of the practice starts, a variety of practices is desirable in the total program.

Not only the type of practice selected for use will differ, but the number of practices employed at one institution and at one time will vary, also. Factors such as interests within the group, amount of time involved, most pressing problems, and the number of individuals available to work together will all need to be considered in the selection of specific practices. Also, participation in an inservice program
simply to be taking part or because it is required probably will not result in any great degree of improvement in teaching. How the total inservice program is organised, initiated, and executed will make a difference in the selection of practices which are the program. In other words, a practice as such is not as important as is the way in which that practice is accepted and used as a means to accomplish desired ends. The final test of whether a practice is usable will be found in its use. Consequently, those who are to participate in the activities should have a part in determining which practices will be included in the program. A single program cannot be followed by all institutions. However, implications drawn from a consideration of the extent of use in the past, and from what others believe may be the possible values of each practice, may be helpful in planning an inservice program. Therefore, the following recommendations are presented to those concerned with the initiation and promotion of practices for an inservice program aimed at the improvement of college teaching. Again attention is called to the fact that these recommendations represent only one person's interpretation of the evidence supplied through the reports from staff members and from the survey of literature which preceded the collection of the data. Other suggestions and guides may be equally or even more valuable.

The guides are presented according to the same two categories that have been used in the analysis of the replies obtained in the study: namely, practices which are promoted by the institution for the total group of staff members, and practices which may or may not be promoted by the institution and which involve individuals or small groups of staff
members. The practices classified in each of these categories are discussed in the order of importance suggested by the extent of use and the value expressed by the respondents. Each practice included in the check list will be presented and recommendations regarding its use will be given.

**Recommendations Relative to Practices Which are Promoted by the Institution for the Total Group of Staff Members**

1. **Staff participation in determining policies and objectives.**--Since participation in the establishment of policies had been experienced and found effective by a proportionately high percentage of the group represented in the present study, the suggestion is made that this practice be continued where it has been used, or initiated where it has not been. Establishing policies and objectives provides one means of clarifying purposes and in turn may lead to an evaluation of the contribution of teaching toward reaching these goals. Following this, some study of how to improve the teaching and an effort to try out new techniques may result.

2. **Faculty meetings.**--Staff meetings provide an opportunity for groups cooperatively to consider teaching problems and to exchange ideas. Small groups of staff members with allied interests and problems can more easily arrange to meet and can more effectively study teaching than can a larger group. Whenever the number of teachers available within the home economics unit is sufficient to make a satisfactory work group, some meetings for the home economics staff, or for the course-area staff members, will be desirable. In the smaller unit,
the work-group may be composed of institution-wide faculty members who contact the same students, or who are teaching allied courses.

Institution-wide faculty meetings which are to be a part of the inservice program need to be carefully planned and directed toward dealing with teaching problems. Data in this study indicated that teachers who participate by attending meetings of all-college faculty judge such meetings to be ineffective, as they are now conducted, in fostering the improvement of teaching.

3. Institutional bulletins.—Use of institutional manuals, newsletters, and bulletins is suggested since the circulation of such materials is effective when they are timely. The problems of expense of preparation, time for staff members to prepare materials, and the possibility that they will be cast aside without being used are problems the local group will have to consider and eliminate where possible. These material resources are easily dispersed and can be used according to the individual's own manner and within the time he has available. These facts lend weight to the suggestion that the practice of providing such materials be a part of the inservice program. Similarly, the use of material resources limits the possibility that the individual teacher feels a degree of interference in the way he is teaching. He accepts them, therefore, more freely than he does the aid of consultative personnel or human resources.

4. Orientation of new faculty.—Orientation of new staff members to the purposes and policies of the college is suggested as a desirable practice in the inservice program for professional growth. The ratio between the expression of the positive and negative value of orientation
devices was not as wide as was true for other devices in the category of services and materials provided by the institution. This may mean that these practices need to be re-examined if they are to be continued for the purpose of helping teachers improve instruction. Or it may mean that older staff members do not realize the value of participation in assisting new members become oriented.

5. Adequate services.—Provision of services and materials which aid staff members in understanding new techniques, keeping up-to-date, and otherwise bringing about possible improvement in teaching is recommended as a practice for inservice programs. Institutional provision of services related to teaching procedures helps staff members clarify the process, and at the same time may be creating conditions which are conducive to further participation of staff members in other practices of the inservice program. Services which supply aid to the teacher may release time for other activities.

Participation in the use of various type services was indicated by 18 to 84 percent of the responses in the present study, but these various services were indicated to be effective by a range of 22 to 56 percent of the replies. The implication is that if adequate services are available their use will be an effective practice to help teachers improve instruction.

Consultation services were less often used than any other type. It is suggested that staff members need to be made aware of the values and opportunities of obtaining help from the highly specialized and competent personnel available on each campus.

Testing services may need to be better understood if the staff
members are to make use of this service to improve teaching. Perhaps
the administration needs to encourage more use of what is available.
Or perhaps more testing services need to be provided.

6. **Committee membership.**—Opportunity for staff members to par-
ticipate as members of a committee to study teaching problems is recom-
mended. Committee membership was believed to be more effective than
was participation in staff meetings. Possibly this was due to the fact
that committee membership is generally inclusive of a smaller group and,
therefore, each member has more opportunity to participate actively and
to consider the more individual problems. Since participation was more
commonly reported on committees which include only home economics staff
members rather than institution-wide faculty, it would seem that ease
of assembly and of organization is a factor to be considered in estab-
lishing this practice in the inservice program. The number of staff
members who indicated membership on committees to be effective in improv-
ing teaching decreased as the area represented by the personnel widened.
More attention should be given to the possible value of working with
others outside the area of home economics. It is suggested that a
study be made of ways to further participation in committees which
include a wider representation of faculty members.

7. **Workshop, group conference, seminar, or special course.**—
Special group activities such as workshops, conferences, and seminars
are valuable practices through which teachers may study teaching, discuss
problems, and learn new techniques that in turn help them improve instruc-
tion. The degree of effectiveness, however, depends somewhat on the fact
that there must be time allowed for the teachers to participate. It is
impractical to expect results when the staff members attend the workshop or special course after they are already exhausted by a busy schedule, or when they have to rush on to many other activities. An appropriate time for a group to meet in a workshop or conference may be before the college year opens and before the teaching schedules are in operation. It would surely be better, though, where it is possible, to reduce individual schedules during the regular teaching year so that consideration may be given to problems as they are encountered.

8. Supervision of teaching.--Practices which are supervision of classes or of teaching have potential value as a part of an inservice program. Some study needs to be given to the use of these practices, however. Teachers often do not understand the meaning of good supervision, and are inclined to resent "inspection" as interference with their teaching. If supervision of teaching is to be an integral part of an inservice program whose purpose is the improvement of instruction, something needs to be done to make it more effective and more acceptable. The person who is to be the supervisor must be prepared to perform this activity well. The person who is supervised must be ready to accept help and advise. Both must be interested in working cooperatively toward improvement of teaching. Clearly the purpose of the teaching, and the relationship of supervision to its achievement, will have to be shared.

Recommendations Relative to Practices Which May or May Not be Promoted by the Institution for Individual or Small Group Participation

1. Professional organization membership.--It is recommended that
teachers be encouraged to affiliate with professional organizations. This practice had been experienced by a high percentage of the group, and was believed to be "effective" or "very effective" by over three-fourths of the respondents.

Few staff members reported that expenses of attending professional meetings were either paid or shared by the institution. Since approximately half of the responses indicated the practice of attendance to be of positive value, perhaps more effort should be made to provide funds and the opportunity for staff members to attend professional meetings. When the ideas obtained by the individual representative are shared with the entire group following the meeting, the value of the practice is increased.

2. Professional library and materials.—Provision of professional materials is recommended for use in the inservice program. Because of the limits of space in many home economics buildings, and the busy schedules of most teachers, the use of a browsing room, or of group study and report of professional reading, are difficult practices to promote. Various ways of using professional materials were believed of positive value, however, by 58 to 84 percent of the respondents in the present study. This fact indicates that effort should be made to eliminate the difficulties and some provision made to include this practice in the total inservice program.

3. Co-planning and co-teaching.—Effort needs to be made, whenever two or more instructors teach the same course or courses in sequence, to improve teaching through the joint activity of co-planning and co-teaching. This practice was indicated to be "effective" or
"very effective" by three-fourths of the replies in the present study, and only approximately 3 percent indicated a belief that the practice is "ineffective." The data indicated that co-planning and co-teaching are not possible when the personnel of the unit is limited, since only one faculty member teaches courses within the area and in the sequence. In these instances, other inservice practices will, of course, need to be substituted.

4. **Contacts with students.**—Whatever contacts the teacher may have with students outside the regular classroom situation, may be valuable in helping establish a better acquaintance and a more friendly working relationship between the two. It is recommended that emphasis be continued on the contacts provided through the guidance of individual students. If this procedure is followed the teacher may need help, in some instances, with the techniques of guiding students, since training for teaching has often neglected this newer emphasis.

Although the practice of sponsoring extra-class activities was not believed as effective as contacts through guidance of individual students, it was indicated to have value by a sufficiently high percentage of responses to warrant the suggestion that this practice also be employed. The newer teacher believed this practice was more effective than did teachers with more experience. Contacts with students outside the classroom are considered, generally, to be an aid in adapting teaching techniques to individual differences so that each student more nearly attains optimum growth. Perhaps the less experienced teacher finds such activities more helpful since he may not be as familiar with the
age group as is the more experienced staff member.

5. **Teacher participation in community activities.** -- Teachers should be encouraged and aided further to find ways to participate in community activities. Such participation proves to be a source of understanding of the needs and the problems of students. This understanding should be the first step in adapting teaching techniques to fit the individual and group needs. Over three-fourths of the group who responded to the check lists believed this practice was "effective" in improving instruction. Only two percent reported it as "ineffective" and less than one-half percent checked it as "very ineffective." This reaction of staff members supports the conclusion that the practice should be a part of any inservice program for the improvement of teaching.

6. **Individual conferences.** -- Administrative officers should promote conferences with staff members, and teachers need to seek assistance through use of this practice. Only slightly less than half of the respondents thought the practice is "effective," but approximately one-fourth believed it is "very effective" for the improvement of instruction. Participation was easier in this practice where the staff was small. Perhaps the staff members at the larger institutions should make a study of ways they may make efficient use of such conferences.

7. **Research and study of teaching.** -- It is recommended that attention be centered on the use of research findings which deal with teaching activities. Experience in research activities which are "individual experimentation with classroom methods" was reported by 75 percent of the respondents. This again substantiates the tendency for teachers to consider the classroom their domain, and the belief that
they should be allowed to teach according to what they consider good teaching and without interference.

Other devices of research character were not practiced to any great extent. No doubt teaching activities require most of the attention of the faculty and leave little time for group research or reports of studies made. The suggestion is then, that attention be given to the use of research rather than to attempt to encourage so much "original" research effort. Teachers need both time and help either to engage in, or to make use of, the findings of research. A word of caution may serve as a reminder and a recommendation: teachers should be encouraged to experiment with finding ways to apply the results of research rather than be expected to carry on research in the face of full schedules of teaching. They need also to be encouraged to share their own experimentation results with co-workers.

8. Evaluation of teaching.—Evaluation of teaching as a practice within an inservice professional growth program needs to be studied further and the possible values clarified. Student evaluation was the only form that as many as one-half of the respondents had experienced. Other forms of evaluation were reported by less than one-fourth of the group. All evaluative devices were believed "ineffective" by a comparatively high percentage of the respondents. It may be that evaluation of teaching requires the preparation of instruments which have not as yet been produced in satisfactory form or are not available to the teachers. It may be that teachers have not had an opportunity to learn how to make effective use of such devices and how to interpret results obtained from their use. Faculty members perhaps, find it much
less time-consuming, and more flattering, to continue teaching in established patterns. Then, too, teachers often do not believe that students are able to evaluate the teaching until some time later when they have had more time to see the results and realize what has been accomplished.

Regardless of the cause for non-participation and for the belief, in many instances, that evaluation of teaching is "ineffective," sufficient experience and favorable reaction was found to warrant the recommendation that further study be made, with further experimentation conducted in ways to improve this practice.

9. **Class visits to observe teaching.**—Administrators should provide encouragement, time, and budgetary means for staff members to visit and observe other teachers. And teachers should be willing to take advantage of whatever opportunity is available for visitation to observe teaching techniques of other teachers. The practice of class visitation, either on the campus at the institution where one teaches or other college campuses, was believed to be a more effective aid for the newer teacher than for the more experienced one. The number and frequency of visits within any given period of time would vary, depending upon the number of superior teachers who might be visited, the type of teaching problems being met, and the possible time which may be allotted to this practice.

The effectiveness of class visits would be increased if the observations were followed by discussion, and in some cases by experimentation. Teachers need always to be reminded, however, that teaching is individual and should be creative. Techniques which have been observed should be adapted for use by the observed, not simply copied.
Check Sheet for Evaluation of an Inservice Program

The characteristics of an inservice program, together with the suggestions and guides which have been presented as an outgrowth of the implications drawn from the data of the present study, are summarised in the form of questions. Evidences to support the response of staff members to these questions, at any time, may furnish a check of the progress made and a guide of the direction for further emphasis in the inservice program for improvement of teaching.

1. To what extent are plans being developed for an organised program for the inservice professional growth of teachers?
   a. What means are being used to arouse teacher awareness of the need for and an interest in improvement of teaching?
   b. How is the individual teacher aided to locate the teaching activities that are problems with which he may be helped to bring about improvement?
   c. Are teachers ready to accept teaching as a profession which demands not only professional preparation at the preservice level but also continuation of training while in service?
   d. Is each staff member doing his share to create an atmosphere conducive to the establishment of an effective inservice program?
   e. How are individual staff members participating in the development of the plans for inservice practices?
2. Are the plans being executed in accordance with democratic principles of association?

a. To what extent does each staff member have an opportunity to participate in some cooperative group activities in the inservice program, and does each one do so?

b. Does each staff member have an opportunity to engage in individual practices which have value in the promotion of his own professional growth, and is he encouraged to do so?

c. Are conditions maintained which are conducive to the promotion of an effective inservice education program?

(1) Are time and schedule factors favorably adjusted so that teachers may participate without neglect of effective teaching?

(2) Are available resources being efficiently utilized?

(3) Is the staff cooperative and interested?

(4) Are students included in the program whenever possible?

(5) Do teachers and administrators accept the responsibility to contribute toward development of favorable conditions?

(6) Are time and freedom to experiment and try out new techniques provided?
d. Does the inservice practice deal with individual and group concerns which arise out of the experiences of those who make up the group?

e. Does each member of the staff participate in some phase of the program?

f. Is leadership in promoting the total program shared by administrators and teachers.

3. Is continuous evaluation of the inservice program an integral part of the entire process?

a. Is participation in the practices of the program resulting in the development of a broadened concept, and an increased interest in teaching?

b. Are improvements in the effectiveness of teaching resulting? Are results evident in the way teachers teach and students learn?

c. In what ways is recognition given to good teaching?

d. Is the inservice program recognized by each member of the staff as a stage in his self-education?

e. Do teachers have an opportunity to realize progress made in the improvement of their teaching and to report it to, or discuss it with, others?

f. Are practices of the inservice program planned and directed toward a consideration of teaching problems?
CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS RESULTING FROM THE STUDY

The purpose of the present study was to locate practices which may be used in an inservice program for the maintenance and improvement of teaching in college home economics. Self-evaluation of the total program which each home economics unit is encouraged to undertake will include an evaluation of the teaching being done. Confronted with the findings of this self-evaluation, staff members will undoubtedly be concerned with developing a program which will aid each teacher in improving the weaknesses discovered. There will be little, if any, disagreement with the point of view that teaching in colleges is not always effective, and that teachers recognize that the results are not always what is desired. Unless something is done with the direct aim of helping faculty members improve their teaching, however, the chances are that instruction will continue to repeat errors and weaknesses of the past. Similarly, those phases of teaching which are strengths at the present time will not automatically continue. Effort must be expended to maintain the type of teaching which is already good. For these reasons, suggestions for inservice programs were sought.

With the current lag in the enrollment of women in many college and universities, the need for better teaching becomes more vital than ever. Instructors at the college level face the responsibility to so teach that young people obtain the kind of education that is most
valuable to them in everyday living. Individual faculty members too often exercise a negative influence because of the way they teach. Every college teacher needs to review very carefully his teaching and the effect it has on the present students as well as in interesting new students. Having something to sell is important, but equally important is knowing how to sell it.

How to proceed so that effective teaching is maintained and improved was the basic question which led to the present study. A belief in the value of the application of democratic principles in all activities was the determining factor in selection of a procedure to follow. This procedure was predicated on the hypothesis that reliable sources of information would be (1) the extent of participation of staff members in inservice practices, together with an expression of individual opinion relative to the value of each practice, and (2) reactions of staff members to activities which are important for effective teaching. As was pointed out previously, this study represents one source of data and should not be accepted as the only source of information and ideas.

Conclusions

The suggestions and guides presented were based on an interpretation of the way college teachers checked items relative to participation in, and value of, inservice practices; and their expression of concern for the improvement of teaching. Certain conclusions seemed evident as the data were examined. These are summarized below:
1. Inservice practices are being promoted either by individuals or institutions in home economics units of all sizes. Each practice included in the check list was reported by some staff members as having been experienced. It must be remembered, however, that the check list asked only for an indication of the use of each practice. No attempt was made to determine the number of times or the length of time over which each was available. The degree and type of participation remain to be studied further.

2. Inservice practices experienced have not been a part of an organised or planned program, and often were not directed toward a consideration of teaching. There was no indication that the practices being promoted were a part of an organised or planned program for inservice professional growth. The practices were evidently activities which were engaged in whenever it seemed feasible, but without any established aim for arriving at improved teaching for the entire staff group.

3. Teachers and administrators are interested and are ready to participate in inservice practices that will help them improve teaching. This was indicated in responses to the survey and to the check list. Comments given are further evidence of interest in the problem. The reader is reminded that respondents indicated the value they believed each practice may have with no reference to the standards used in determining the interpretation of "effectiveness." The list of practices was designed to offer suggestions to those concerned with the promotion of inservice practices as well as to obtain information for this study. No standards were given in the check list since they might
have limited or directed the responses.

4. The size of the home economics unit does not make any appreciable difference in which practices can be provided and which ones may prove effective, though the personnel taking part in certain group practices varies slightly according to the number of home economics staff employed. The possible value of the practice is not as much dependent on the personnel involved as it is in the way the activity is organized and promoted.

5. Little improvement in the effectiveness of teaching can be expected until the administration and the teachers both are interested enough to give time and effort to the promotion of the inservice program. This was shown by the fact that the practices most commonly used were those which are accepted as a part of the usual activities of teaching, not calling for the use of additional time on the part of staff members. Inservice practices should become an integral phase of the college program if the result is to be improvement of teaching, and this quite without regard to whether the practices suggested in the check list are employed or others are selected. Also, conditions listed as favorable to the promotion of practices for the improvement of instruction were most often described as freedom in teaching, staff cooperation and interest in improvement, services and resources available and used, and an interested and cooperative administration. The conditions thought to present difficulties in the promotion of inservice practices most often were referred to as a lack of time, inadequate or undesirable space and equipment, and departmentalization within the program. The most likely sources of leadership for the promotion of inservice practices were
believed to be the head of the unit and the individual for himself.

6. The check list of inservice practices provided a satisfactory means of locating acceptable ways staff members may continue professional education. Responses to such a list furnish a starting point for determination of practices which are most easily provided and readily used. In addition, opinions expressed as to possible effectiveness suggest which practices may need further study and which ones may be suitable for accomplishing purposes.

The acceptability of inservice practices as revealed by the check on the effectiveness of the devices listed under each practice and on the average extent of participation in these devices of each practice, was indicated as follows:

<table>
<thead>
<tr>
<th>Practices in Order of Effectiveness*</th>
<th>Ranked Order of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-teaching and co-planning of courses</td>
<td>4</td>
</tr>
<tr>
<td>*Participation in community activities</td>
<td>7</td>
</tr>
<tr>
<td>Use of professional library and materials</td>
<td>3</td>
</tr>
<tr>
<td>Conferences—administrator and staff member</td>
<td>9</td>
</tr>
<tr>
<td>Staff meetings to consider teaching</td>
<td>6</td>
</tr>
<tr>
<td>*Staff participation in determining policies</td>
<td>1</td>
</tr>
<tr>
<td>*Professional organisation membership</td>
<td>2</td>
</tr>
<tr>
<td>*Use of institutional bulletins</td>
<td>8</td>
</tr>
<tr>
<td>Orientation of new staff members</td>
<td>10</td>
</tr>
<tr>
<td>Contacts with students</td>
<td>5</td>
</tr>
<tr>
<td>Adequate services available and used</td>
<td>11</td>
</tr>
<tr>
<td>Research and study of teaching techniques</td>
<td>12</td>
</tr>
<tr>
<td>Committee membership</td>
<td>14</td>
</tr>
<tr>
<td>Class visits to observe techniques of others</td>
<td>16</td>
</tr>
<tr>
<td>*Evaluation of teaching</td>
<td>13</td>
</tr>
<tr>
<td>*Workshop, special course, etc. to study teaching</td>
<td>15</td>
</tr>
<tr>
<td>Supervision of classes and of teaching</td>
<td>17</td>
</tr>
</tbody>
</table>

*In the case of practices 10 and 17 (as numbered in the check list) equal rating in effectiveness occurred. This was also true of practices 3, 8, and 16; and 2 and 12.
Respondents showed a reluctance to accept and engage in a practice which might be interpreted as an interference with academic freedom. Again—the fear may be the stultification through routines. Practices reported to be "ineffective" or "very ineffective" by the highest percent of responses were those which suggest infringement on intellectual freedom, or a questioning of the individual teacher's ability to teach as he wishes.

7. A comparatively small percentage of replies indicated the improvements attributed to participation in inservice practices. A total of 27 percent of the respondents mentioned some improvement in the use of methods and new techniques in teaching; and 19 percent indicated a form of personal improvement such as a change of attitude toward teaching and more ease in class situations. While it may be interesting, and even important, to determine the improvement which results from participation in any one practice, such information cannot be located with any degree of accuracy. The results of ideas and knowledge gained from one activity were not distinctly segregated from the outcomes of participation in other practices. Further, even though improvement may be traced to the use of a specific practice at a given time, there is no way of knowing if another practice which was not employed would have been more effective.

8. The practices reported by 39 percent of the replies as those which will probably be available during the coming year were checked in the same pattern of response as was shown by the extent of participation in the preceding year. They were also those practices which generally believed to be either "effective" or "very effective."
9. The college teachers of home economics who responded were either reasonably satisfied with the teaching they are now doing, or for some reason did not feel they wanted to work with others to improve. Over half of the responses indicated that 47 of the 69 activities in the check list are essential to effective teaching but represented activities with which either no help was needed or desired at the present time. Only six activities were checked by 50 percent or more of the respondents as techniques with which they may be helped. Does this mean that teachers are apathetic in relation to how they teach? Are they satisfied that they are doing a good job? Or is there no time available for teachers to participate in inservice programs?

Teaching activities classified as a part of evaluation of teaching were checked by 43 percent of the group as activities with which help was desired. Activities of both planning for teaching and setting up objectives were checked in a similar manner by 39 percent of the responses. Comparatively few teaching activities were left unchecked, although teachers tended to leave items blank rather than indicate the activities are either "impractical" or "unessential." Ten or more individuals indicated that all the activities included in planning are "impractical"; but only half of these same activities were checked by ten or more teachers as "unessential." Seven of the ten activities included as establishing good student-teacher relationships were considered "unessential" by ten or more respondents.

10. A check sheet is a valuable means for determining which teaching activities need improvement. It also located activities which are not clearly understood or recognised as important in effective teaching.
Such a sheet may be used as a beginning point for the evaluation of an institution since each staff member has a personal interest and a reaction to the activities of teaching. If the techniques included in the check list are not accepted but are questioned, the device also serves a purpose; it provides a focal point for group consideration and discussion. If the statements are questioned, discussed, and final decisions made relative to the value of each in the immediate teaching process, improvement will more likely follow.

The general acceptance of the device and the specific way in which it served its purpose leads to the conclusion that this check list, or a similar device, would prove of value as an inservice practice for the improvement of teaching. Certain revisions and modifications would be made if it were to be used again, or if it were used to serve different purposes. Nevertheless, as a device to bring the teacher to awareness of his problems and to serve as a practice of an inservice program, the present form seems adequate.

Recommendations

On the basis of the findings of the present study, and in relationship to the limitations which were evident in the use of the check lists, the investigator proposes the following recommendations for furthering inservice programs and the study of effective teaching.

1. The development of an inservice program for the maintenance and improvement of effective teaching should be extended to more home economics units and it should include all staff members. This means that administrators should accept the challenge to provide group
activities and services or materials as the foundation of the program. Equally, it means the creation of conditions which will encourage all staff members to participate in these group practices or to undertake inservice practices individually.

2. Consideration should be given by each individual staff member, and the profession as a whole, to the relation of effective teaching to the basic purpose of home economics education—improved personal, home and family living. A general interest in effective teaching exists but this needs to be extended to more teachers and elevated to an intellectualised participation in practices in order that each may better his contribution.

3. Further effort should be expended toward the development of an increased staff member awareness of the many ways in which progress has been made, and of the variety of practices which may be employed as a means of helping each teacher, and the total group, improve teaching in home economics. It is suggested that this awareness may result from the consideration of a check list of practices, or a more detailed and specific study of each inservice practice.

4. Experimentation and study of each practice in the light of the characteristics of a successful inservice program should be promoted. The possible value and the conditions which govern the effectiveness of each practice should be investigated. The results of such study should be made available to staff members who are instrumental in the promotion of inservice programs.

This has been a preliminary study to determine what inservice practices have thus far been found usable. The intent was not to
examine or evaluate any one practice at this time. Further study should be given to the quality of participation and to the effect of repeated participation as factors governing the value of each practice.

5. Use of a check list of activities important to effective teaching should be continued as a part of an inservice program for the professional growth of teachers. Its use should be encouraged as a means of arousing teacher awareness of his problems as well as a means of locating concern for improvement.

6. The check list of teaching activities should be further tested and modified through experimental use by faculty groups. The value of the device to serve intended purposes will be increased as the group establishes its purposes, devises a suitable code, and discusses the meaning of the statements included.

7. Further study of effective teaching should be promoted. The following related investigations involving the use of the check list developed for this study are suggested:

(1) There would be value in obtaining the reaction of students to the need for improvement and to the success with which teachers employ the activities in their teaching. The present study was limited to the reaction of college home economics faculty members relative to teaching activities listed. The check list device would need to be modified in form if it were to be used by students as a phase of the evaluation of teaching.

(2) Adaptation of the check list of teaching activities for use in the preservice training of college and secondary teachers would have merit. Discussion of methods and techniques important for effective
instruction might be introduced by having the preservice teacher check the list. Teachers at the secondary level also may find such a check list device a means of approaching the study of effective teaching.

(3) College teachers readily accept certain activities as essential or desirable, but they do not necessarily use these activities in their teaching. A determination of the extent to which actual use is made of various acceptable teaching activities would be a worthwhile study.

(4) In addition, some study of the way the activities are employed by those whose teaching is effective would be profitable. The present study was not intended to pursue these points. It was the hope of the writer, none the less, that the check list device might serve to inspire some further study of teaching on the part of those who checked the items.

Proposed Modifications of the Check List Device

Modifications in the form and the content of the device would be desirable if it were to be used again. Furthermore, changes would need to be made if the device were to serve different purposes. On the basis of the analysis of the device, the following modifications are presented for consideration:

a. Restatement of the teaching activities would be advisable if the device were to be used again to obtain an expression of concern for improvement of teaching. It is assumed that the activities which were left unchecked were not clearly stated or understood. These, then, need restatement. The activities left unchecked by 25 or more respondents
were: (the letter and number in the parenthesis following each statement refer to its location in the check list):

- Analyse each objective to determine the types of learning essential (A-7).
- Make use of students' campus, home, community and vocational activities (B-2).
- Study available data about students (B-3).
- Include only experiences most effective for reaching goals (B-11).
- Plan use of time in ways that emphasize experiences even if lesser amount of subject matter is covered (B-12).
- Utilise role-playing, socio-drama, psycho-drama, as teaching methods when appropriate (C-6).
- Guide students to develop and follow through with study guides (assignments) which are interesting, purposeful and understood (C-7).
- Make use of management and routine matters as learning experiences (C-10).
- Help students to intellectualize activities (C-26).
- Plan ahead with students the ways to measure learning and progress (D-2).
- Cooperate with other teachers in evaluating total student progress (D-3).
- Construct and use instruments suited to measure different kinds of achievements (D-8).
- Carefully analyze, interpret and make use of information obtained through evaluation (D-9).
- Appraise things students do and say, not the students themselves (D-10).
- Use student evaluation as an aid in analyzing each class for changes and improvements needed in teaching techniques and methods (D-12).
- Participate and encourage students to participate in out-of-class activities (E-9).

b. The device needs to be shortened if it is to be used as a basis for discussion or to inspire a study of various teaching procedures. Consideration of many items at one time tends to limit the attention which can be given to each teaching procedure. The present device might be more efficiently used if sections were combined. For example, the activities which are part of setting up objectives and of planning for teaching might be considered at one time. More time might well be given to what is involved in, and the outcomes of, the activities listed
under the procedure of planning for teaching. Each activity in this
category was checked "impractical" by ten or more staff members.

Another means of shortening the total device might be the
elimination of the category of "establishing good student-teacher rela-
tions." Seven of the ten activities thus classified were checked
"unessential" by ten or more respondents. These activities were also
less often indicated as ones with which the teacher might be helped than
were any other activities. Only two of the ten techniques listed in
this category were left unchecked by as many as ten respondents.

c. Those who are using the device should establish a key, or
code which provides information suited to meet the purpose determined
by the group. If the device is used to stimulate discussion, the code
might call for an expression of the value or quality of use for each
activity. If the purpose is a rating of teaching, the code might either
indicate extent of use or the why the activity is used. For example,
frequency of use of each activity might be indicated in terms of "never,"
"seldom," "occasionally," or "frequently." The value each activity is
believed to have in creating the desired classroom climate might be
expressed in degrees of effectiveness.

d. A simplification of the code might be made through inclusion
of less categories, or the elimination of the double categories of
response. If the device were to be employed as a group activity and the
responses analyzed by the group itself, the need for a response to all
items might be eliminated. Perhaps the results would be satisfactory
with a check only of the activities which the teachers believed the
group might study together. Or the manner of checking might indicate
the order in which activities are of importance for improvement.

The acceptance of the improvement of teaching in home economics as a vital institutional goal will depend on the interest of both the administrators and the teachers. The first step in developing any plans for the inservice program for professional growth should be an analysis by all staff members of their teaching to determine strengths and weaknesses. Once the challenge to improve teaching is accepted the focal point of concern will be the procedure through which the group progresses toward bringing about improvement. The availability and use of inservice practices is one way of furthering this improvement of teaching. If the suggestions and guides presented as an outgrowth of the present study can be used either directly in planning, or indirectly to revise or arouse new interest in the problem, the purpose of the study will have been accomplished. Since the proposals are a projection of one individual's interpretation of data, each suggestion, when accepted, becomes an hypothesis to be tested through use. The extent to which each individual enters into the planning of the program and into its execution should be a basic concern. Only when all accept the responsibility to intellectualize the practices in which they cooperatively engage as they study teaching, will the inservice program be an experience that demonstrates the operation of democratic principles in human relationships. When this happens, an inservice program that will lead to more effective teaching in home economics at the college level will result.


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Vol. IV. Staffing Higher Education.

Wakeham, G. "A Suggestion for Improving College Teaching." *School and Society*, LI (April 6, 1940), 455-456.


ACTIVITIES PROVIDED FOR MAINTAINING OR IMPROVING
HOME ECONOMICS COLLEGE TEACHING

I. Has your institution, or home economics unit, recently provided activities
designed to help (directly or indirectly) home economics staff members
improve their teaching? Yes____ No____

II. If so:
1. When were they initiated?______________________________
2. For whom were activities provided? All college staff____; Home Economics
staff only____; all ranks____; special groups (Please indicate the
groups)_______________________________________________
3. What is the present status of these activities?(Explain briefly)

III. If not:
1. Are you planning to initiate some practices, or a program within the
coming year? Yes____; Uncertain, but probably will____; No______.
2. Will you please indicate what is being planned:

IV. Would you be willing to participate further in this study in these ways:
1. To check a list of practices indicating their values in maintaining or
improving effectiveness of instruction? Yes____
2. To submit such a list, and a check list of teaching activities to full-
time members of your staff to secure their indication of effectiveness
of practices and an analysis of activities where improvement is needed?
Yes____. Number of check lists which may be sent____ (I should like to
have all staff members included)
3. To collect and return the check lists to me? Yes____ (If you prefer,
I will send the materials to each individual listed on the reverse of
this sheet or a separate sheet.)

Note: The material will be approximately six pages (total) with only three or
four spaces to be written in. Since it is a check list, the time required
for response will be short.

Signed________________________________________________
Most college teachers are concerned about the effectiveness of their teaching and its improvement. Some colleges are interested in helping teachers improve their teaching and are planning, or have initiated, practices which will lead to improved quality of teaching.

This check list is designed to serve two purposes: (1) to find which practices are in use in your institution and to obtain your opinion as to the effectiveness of these practices in helping teachers with teaching problems; and (2) to obtain your reaction to teaching activities which may be important in your own teaching and some of which you would like help in improving. This is not in any way a rating or evaluation of any institution or individual. Your signature is not necessary and the source of information will be confidential.

The check list is organized into three parts:

Part I - General information about you which will be of help in the present study.

Part II - Information pertaining to present practices for maintaining and improving effectiveness of instruction in college home economics.

Part III - Analysis of teaching activities which may be important in effective college teaching in home economics.

---

PART I - GENERAL INFORMATION ABOUT YOU

Institution______________________________________ Date____

1. Position: Rank_________________________ Area(s) of teaching_____________________

2. Approximate number of classes taught last year and now teaching which are primarily for: Freshmen_________ Sophomores_________ Juniors_________ Seniors_________ Graduate Students_________; Number graduate advisees_________.

3. Experience: (Indicate approximate number of years) at present position_________; in college teaching_________; in high school teaching_________.

4. Preparation for teaching:
   a. Degree(s) held . . . . __________________________ Undergraduate Graduate Beyond last degree × × × × × × × × ×
   b. Major areas of study . . . .

   c. Approximate number semester hours credit if major area was not education, H.E.Ed., or voc.: Education courses ____________________________
   Home economics education ____________________________
**PART II - PRACTICES USED TO HELP MAINTAIN OR IMPROVE EFFECTIVE COLLEGE HOME ECONOMICS TEACHING**

The purpose of this check list is to obtain a picture of the types of practices which are being provided to help home economics staff members maintain or improve the effectiveness of their teaching. It is not an attempt to evaluate an institution or any individual.

**Directions:** Place a check in the appropriate column to indicate:

A. Practices which you have, or have not, experienced at your institution within last year and this year.  
**Double check** those which you will probably experience next year.

B. The value you believe each practice had, or might have, in helping you with your teaching. Please indicate probable value of the practice even though you have not yet experienced it.  
**Double check** those practices you consider most effective or most ineffective.

(Note to Administrator: Please check in terms of provision and effectiveness of experience for the entire staff).

<table>
<thead>
<tr>
<th>Practice</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience with each</td>
<td>Value it had or might have</td>
</tr>
<tr>
<td></td>
<td>Have</td>
<td>Not</td>
</tr>
<tr>
<td>1. Faculty meetings to consider teaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Course-area staff meetings (Foods, Ch.Dev, etc)</td>
<td></td>
<td></td>
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<tr>
<td>b. Home Economics staff meetings</td>
<td></td>
<td></td>
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<tr>
<td>c. Institution-wide faculty meetings</td>
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<tr>
<td>2. Workshop, group conference, seminar or special course for study of teaching problems—provided by the institution during the on-job period (Underline term(s) that apply)</td>
<td></td>
<td></td>
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<tr>
<td>a. Especially for home economics staff members</td>
<td></td>
<td></td>
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<tr>
<td>b. For inter-departmental institution staffs</td>
<td></td>
<td></td>
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<tr>
<td>c. Consultant used (indicate whom)</td>
<td></td>
<td></td>
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<tr>
<td>3. Home economics staff participation in determining policies and objectives of home economics at the institution</td>
<td></td>
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<tr>
<td>4. Membership on committee which considers problems and techniques of instruction</td>
<td></td>
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<tr>
<td>a. Home economics committee</td>
<td></td>
<td></td>
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<tr>
<td>b. Inter-departmental institution committee</td>
<td></td>
<td></td>
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<tr>
<td>c. State, or professional organization, committee</td>
<td></td>
<td></td>
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<tr>
<td>5. Adequate services available and used by teachers</td>
<td></td>
<td></td>
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<tr>
<td>a. Audio-visual aids center on campus</td>
<td></td>
<td></td>
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<td>b. Student-guidance and counseling center</td>
<td></td>
<td></td>
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<tr>
<td>c. Secretarial services</td>
<td></td>
<td></td>
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<tr>
<td>d. Testing service (Construction &amp; analysis)</td>
<td></td>
<td></td>
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<tr>
<td>e. Consultation services (Please indicate by whom)</td>
<td></td>
<td></td>
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<tr>
<td>PRACTICES</td>
<td>Experience with each</td>
<td>Value it had or might have</td>
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<tr>
<td>-----------</td>
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<td>-----------------------------</td>
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<tr>
<td></td>
<td>Have</td>
<td>Not</td>
</tr>
<tr>
<td>6.</td>
<td>Orientation of new faculty member through</td>
<td></td>
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<tr>
<td></td>
<td>a. Provision of manuals and procedure outlines</td>
<td></td>
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<td></td>
<td>b. Provision of counsel and supervision</td>
<td></td>
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<td></td>
<td>c. Cooperation of teachers in developing course syllabi</td>
<td></td>
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<td></td>
<td>d. Explanation of college policies, regulations, grading system, objectives, etc</td>
<td></td>
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<tr>
<td>7.</td>
<td>Supervision of classes and of teaching by</td>
<td></td>
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<tr>
<td></td>
<td>a. Dean of Instruction</td>
<td></td>
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<tr>
<td></td>
<td>b. Home economics senior staff member</td>
<td></td>
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<td></td>
<td>c. Other person (Please indicate who)</td>
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<tr>
<td>8.</td>
<td>Use of Institutional manuals, newsletters, or bulletins (Research reports, bulletin on texts, etc)</td>
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<tr>
<td>9.</td>
<td>Use of professional library and materials</td>
<td></td>
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<tr>
<td></td>
<td>a. Professional books available in campus library</td>
<td></td>
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<tr>
<td></td>
<td>b. Browsing room or reference shelf</td>
<td></td>
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<tr>
<td></td>
<td>c. Staff members exchange or circulate books, or other professional materials and teaching aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Study and discussion, or reports of books and other professional materials</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Individual conferences between Head of home economics, or head of course-area and one staff member to plan and consider teaching techniques</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Co-teaching and co-planning, by two or more instructors for one or more sections of course</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Formal evaluation of teaching through use of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Student evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Teacher self-ratings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Cooperative evaluation by other college personnel (teachers, Administrator, Dean of Instruction, etc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Administrator or staff committee inspection of grades, test procedures, course syllabi, etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Alumni evaluation</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Research and study of teaching techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Individual experimentation with classroom methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Group planned experimentation &amp; research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guiding student research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Report research-orally or written</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Class visits to observe techniques of other teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Visits to classes at own institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Visits to classes on another college campus</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Contacts with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Through guiding individual students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Through advising or sponsoring extra-class activity</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Professional organization membership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Individual affiliation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Attendance at meetings with expenses shared or paid</td>
<td></td>
</tr>
</tbody>
</table>
### Table of Experience and Value

<table>
<thead>
<tr>
<th>Practice</th>
<th>Have Had</th>
<th>Not Had</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Teacher participation in community activities and community projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE ADD OTHERS YOU HAVE EXPERIENCED OR WOULD LIKE TO HAVE AVAILABLE:**

1. 

2. 

Note: If you have not double checked, please go back over items and double check those you will probably experience next year, and those you believe may be the most effective or most ineffective.

Your careful consideration in answering the following questions will be appreciated:

1. **What factors or conditions on your campus are favorable for promoting practices for maintaining or improving effectiveness of teaching?**

2. **What factors or conditions on your campus make it difficult or impossible to initiate or promote some of the practices which you believe would be effective?**

3. **What are some outstanding improvements in your teaching which you attribute to the practices you indicate you have had available or have experienced?**

4. In general, who on your campus has assumed, or would be most likely to assume leadership in initiating and promoting practices which lead to improved teaching?

   - Individual staff member for self
   - Individual staff member for group
   - Home Economics Committee
   - Head, or Dean of Home Economics
   - Head of course-area
   - Dean of Instruction
   - Other (Indicate who)
PART III - ACTIVITIES ESSENTIAL TO EFFECTIVE COLLEGE HOME ECONOMICS TEACHING.

What activities do you believe are essential for effective teaching? With which ones would you like help in making improvement in the way you do them? Or which would you like to discuss with other teachers?

The activities included in this list have been grouped under statements compiled from the discussion and criteria of effective teaching reported by the American Home Economics Association Committee in Home Economics in Higher Education, 1949. This list is not exhaustive, but is intended to suggest activities which are a part of most college teaching. It is not a rating device; nor is it planned as a device others may use to evaluate your teaching.

Directions for checking: Encircle the letter before each statement which indicates your opinion of that activity as it relates to your own teaching.

Use the following key:

S - indicates it is essential in your teaching and you feel reasonably satisfied in using it, or working on it individually.

H - indicates it is essential in your teaching and you would like help on how to do it better, or to know how other teachers do it effectively.

I - indicates it is desirable but impractical in your teaching.

U - indicates it is unessential, or it does not apply to your teaching.

Please add other activities you believe essential, using the space provided or a separate sheet.

(Note to Administrators: If you have little or no direct teaching responsibility, you may wish to check this part in terms of the majority of your staff members. If you check it on either your personal or the staff basis, please indicate which is used by encircling the term in the preceding line which applies.)

A. Objectives are clearly understood by students and teacher; are appropriate; and form the basis for selection of experiences to be provided in the course. This may mean that the teacher will:

S H I U 1. Cooperate with others - teachers, administrators and students - in setting goals for the home economics department of the institution in terms of behavioral outcomes.

S H I U 2. Help students set up and clarify their goals for their college program.

S H I U 3. Cooperate with students in setting up specific goals for the course in terms of behavior outcomes.

S H I U 4. Help students see relation of goals of course to other courses.

S H I U 5. Help students see relation of goals of course to their own goals and to improving personal and family living.

S H I U 6. Rethink goals each time course is offered.

S H I U 7. Analyze each objective to determine types of learning essential.

S H I U 8. Keep up-to-date on current problems of local and world community as a source of information about student and society needs on which to base objectives.

S H I U 9. Recognize and provide for different kinds of learning to take place at the same time (attitudes with skills, etc.)

S H I U 10.
F. **Planning** involves teacher-student decisions about experiences to be included and the way they will be carried out. Experiences should be real to the students; based on their needs, backgrounds, interests and abilities. Planning may require the teacher to:

-SHIU 1. Get students to state their important problems.
-SHIU 2. Make use of students' campus, home, community and vocational activities.
-SHIU 3. Study available data about students.
-SHIU 4. Always be prepared for each class.
-SHIU 5. Know what experiences students have had in previous courses.
-SHIU 6. Plan ways to vary experiences to meet individual differences.
-SHIU 7. Help students accept necessary limits, regulations and routine.
-SHIU 8. Provide ways for each student to contribute to group planning.
-SHIU 9. Plan with sufficient flexibility to give security and freedom to adjust to student reactions, class problems and class situations.
-SHIU 10. Allow time for planning with students as a part of learning.
-SHIU 11. Include only experiences most effective for reaching goals.
-SHIU 12. Plan use of time in ways that emphasize experiences even if lesser amount of subject matter is covered.
-SHIU 13.

C. Learning experiences are carried out so they are effective; attention is given to ways of working; and students have satisfaction in achieving their purposes. To guide experiences the teacher may:

-SHIU 1. See that each student feels free to and does participate.
-SHIU 2. Elicit and utilize the contributions of each student.
-SHIU 3. Make time available to help students during, after and out-of-class.
-SHIU 4. Make effective use of a variety of teaching aids.
-SHIU 5. Use a variety of methods of teaching (discussion, demonstrations, panels, laboratories, field trips, etc.)
-SHIU 6. Utilize role-playing, socio-drama, psycho-drama, as teaching methods when appropriate.
-SHIU 7. Guide students to develop and follow through with study guides (assignments) which are interesting, purposeful and understood.
-SHIU 8. Efficiently manage equipment, facilities, and routine matters.
-SHIU 9. See that no one person or small group monopolizes time of others.
-SHIU 10. Make use of management and routine matters as learning experiences.
-SHIU 11. Develop the course and sequence of experiences in ways that give continuity.
-SHIU 12. Avoid spending class time on what student already knows or can get accurately from books.
-SHIU 13. Help students have a purpose for each activity.
-SHIU 14. Provide opportunity for student to express his own ideas accurately, clearly, and in acceptable English.
-SHIU 15. Provide opportunity for students to make choice of course of action, to use judgment, and to select and weigh values.
-SHIU 16. Hold student increasingly responsible for locating, obtaining and using information.
-SHIU 17. Give enough direction to insure student security, but not enough to block initiative and independence.
-SHIU 18. Guide group in organizing itself, setting its own rules, and carrying out its plans and decisions.
-SHIU 19. Provide some opportunity for each student to assume leadership role.
-SHIU 20. Provide opportunity for working on problems real to the group.
S H I U 21. Use skill in questioning; so the student defends statements and ideas and applies information in answering questions or solving problems.
S H I U 22. Help students accept each individual as a person and as important in the group; and learn to work with different people.
S H I U 24. Emphasize understanding of principles and basic techniques rather than facts, products and details.
S H I U 25. Recognize and develop special interests and abilities of students.
S H I U 26. Help students to intellectualize activities.
S H I U 27.

D. Evaluation is a part of the total learning experience; includes measuring progress in attaining desired outcomes; and is diagnostic. The responsibility of the teacher may be to:

S H I U 1. Provide new situations and new problems for application of learning.
S H I U 2. Plan ahead with students the ways to measure learning and progress.
S H I U 3. Cooperate with other teachers in evaluating total student progress.
S H I U 4. Use praise and criticism tactfully and discriminatingly.
S H I U 5. Emphasize values of real learning instead of grades and credits.
S H I U 6. Help student increasingly to evaluate his own learning.
S H I U 7. Use a variety of ways of measuring learning, not just paper and pencil tests (score cards, home experiences, kinds of tests, etc)
S H I U 8. Construct and use instruments suited to measure different kinds of achievements (kinds of tests, score cards, rating sheets, etc)
S H I U 9. Carefully analyze, interpret and make use of information obtained through evaluation.
S H I U 10. Appraise things students do and say, not the students themselves.
S H I U 12. Use student evaluation as an aid in analyzing each class for changes and improvements needed in teaching techniques and methods.
S H I U 13.

E. Student-Teacher Relations: show mutual respect and confidence; are on a partnership basis; reflect enjoyment in teaching and desire to be a good teacher; and result in students happy in the learning situation. This may require the teacher to:

S H I U 1. Understand student point of view.
S H I U 2. Be genuinely interested in students as individuals; and accept each one as adult.
S H I U 3. Be open-minded and tolerant in accepting and discussing student ideas.
S H I U 4. Accept decisions of group and help them carry decisions into action.
S H I U 5. Make it easy for students to approach and discuss problems with the teacher.
S H I U 6. Show faith in student's ability to think, plan, and take responsibility.
S H I U 7. Keep up-to-date on research and developments in teaching techniques.
S H I U 8. Work as a member of the group, letting students assume leadership.
S H I U 9. Participate and encourage students to participate in out-of-class activities.
S H I U 10. Show, by example, the meaning of home economics; help students accept home economics as an important area of study.
S H I U 11.
COPY OF LETTER SENT WITH SURVEY SHEET TO THE
HEAD OF THE
HOME ECONOMICS UNIT

You and teachers on your staff are interested, I am sure, in maintaining and improving effective teaching at your institution. May I, therefore, ask your help in a study which I am making of instruction in home economics units (division, department, college or school). The two major aspects of this study are: (1) Practices which help home economics faculty members maintain or improve the effectiveness of their teaching; and (2) Points of emphasis for improvement as indicated by a check of teaching activities. I am pursuing advanced work at The Ohio State University, and the present study is under the direction of Professor H. Gordon Hullfish.

Will you please let me have your response to the questions on the enclosed sheet? These questions are designed to locate institutions in which efforts have been made recently to maintain or improve home economics teaching; and to obtain an expression of willingness to help in the study, whether your institution has had such a program or not. I know you are busy, but I shall appreciate having your response by January 15th, if possible. Please return your response even if later than that date. A self-addressed envelope is enclosed for your convenience.

This study is in no way an attempt to rate any institution or individual. The check lists which are to be used are planned to serve as a means of obtaining an expression from teachers of their beliefs regarding the value of what is being done and what needs to be done. I believe that such a study may arouse an interest on the part of teachers, as well as make possible suggestions for planning inservice programs for improving college home economics teaching. It has been suggested that the check lists may be useful in planning or in following through programs of evaluation which you may be undertaking as a result of the AHEA report, Home Economics in Higher Education, and the regional workshops held in that connection.

Thank you for your cooperation and interest.

Sincerely yours,

Geraldine Clewell
Division of Home Economics
Texas Technological College
Lubbock, Texas

Encl.
Enclosed are copies of the check list relative to improving and maintaining effective teaching in home economics at the college level. I have enclosed the number you indicated on the inquiry sent to you in January.

This check list is designed to obtain the opinion of each individual, therefore I would appreciate having the final checking be the expression of the individual's ideas. However, discussion may be desirable and in some cases you may want to discuss the items after the checking. If it is possible for these to be completed and returned to me by April 15, it will facilitate my schedule. However, I should like to have all of them even though it may be at a later date.

The list may appear rather long at first glance, but I do not believe the actual checking will take as long as the number of pages might seem to indicate. Trial checkings have indicated that even with careful consideration and thought it will take approximately thirty minutes to fill in the forms.

Thank you for your consideration and promptness in returning the inquiry sheet and for your expression of willingness to cooperate further by distributing and collecting these check lists. Also, will you please convey my appreciation to the staff members for helping with the study by checking the items. I hope it may prove interesting and even helpful to each of them.

All good wishes to you and to each member of your staff for a successful program at your institution.

Sincerely,

Geraldine Clewell
Division of Home Economics
Texas Technological College
Lubbock, Texas
COPY OF LETTER SENT WITH INDIVIDUAL COPY
OF CHECK LIST FORM

The Head of your home economics unit (school, college, department
or division) has been kind enough to send me your name as a home eco-
nomics staff member who might be willing to check the list which is
enclosed. This list is designed to obtain information on which to
base a study of improving or maintaining effectiveness of instruction
in home economics at the college level.

I shall greatly appreciate having your opinion relative to each of the
items included in the check sheets. It may appear rather long at
first glance, but I do not believe that the actual checking will take
as long as the number of pages might indicate. Trial checkings show
that even with careful consideration and thought the forms can be
completed within an average of 30 minutes. Won't you please give it
a trial?

Although you may want to discuss the items with other teachers, please
check it as you believe about each item regardless of opinions of others.
I shall welcome, also, any comments you may care to give as to your
reaction to the entire check list or any part of it.

If it is possible for you to do so, I shall appreciate having this re-
turned to me by April 15. Please return the check list even though it
is at a later date. A self-addressed envelope is enclosed for your con-
venience.

Thank you for your cooperation and assistance in this study. It is my
wish that the check list may prove interesting and, perhaps, of help
to you in some way, as well as furnish information that will be useful
in the present study which I am making.

Sincerely,

Geraldine Clewell
Division of Home Economics
Texas Technological College
Lubbock, Texas
### APPENDIX C

Summary, by number and percent, of personal information given in Part I of returned check lists.

#### 1. PROFESSIONAL RANK

<table>
<thead>
<tr>
<th>Total No.</th>
<th>Prof.</th>
<th>Assoc.Prof.</th>
<th>Asst.Prof.</th>
<th>Instr.</th>
<th>Others*</th>
<th>Administr.</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Unit</td>
<td>137</td>
<td>12(9%)</td>
<td>20(22%)</td>
<td>53(39%)</td>
<td>30(22%)</td>
<td>7(5%)</td>
<td>13(10%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>164</td>
<td>13(8%)</td>
<td>35(22%)</td>
<td>56(34%)</td>
<td>4(27%)</td>
<td>7(4%)</td>
<td>8(5%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>253</td>
<td>52(21%)</td>
<td>53(21%)</td>
<td>82(22%)</td>
<td>56(22%)</td>
<td>3(1%)</td>
<td>4(2%)</td>
</tr>
<tr>
<td>Total</td>
<td>554</td>
<td>77(14%)</td>
<td>108(19%)</td>
<td>191(34%)</td>
<td>130(23%)</td>
<td>17(3%)</td>
<td>25(5%)</td>
</tr>
</tbody>
</table>

*Includes part-time instructors, lecturers, assistants, supervisory teachers, and similar ranks.

#### 2. COURSE-AREA OF TEACHING

<table>
<thead>
<tr>
<th>H.E.Ed.</th>
<th>Subject &amp; Area</th>
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<td>H.E.Ed.</td>
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<td>19(14%)</td>
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<tr>
<td>Medium Unit</td>
<td>24(15%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>39(15%)</td>
</tr>
</tbody>
</table>

#### 3. STUDENT CLASSIFICATION LEVEL OF CLASSES TAUGHT

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
<th>Lower and Upper Level</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only</td>
<td>Only</td>
<td>Only</td>
<td></td>
</tr>
<tr>
<td>Small Unit</td>
<td>9(7%)</td>
<td>43(31%)</td>
<td>82(60%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>8(5%)</td>
<td>52(32%)</td>
<td>95(58%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>26(10%)</td>
<td>96(38%)</td>
<td>122(46%)</td>
</tr>
</tbody>
</table>

#### 4. TEACHING EXPERIENCE AT PRESENT POSITION

<table>
<thead>
<tr>
<th>1-5 Yrs.</th>
<th>6-10 Yrs.</th>
<th>11-20 Yrs.</th>
<th>Over 20 Yrs.</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Unit</td>
<td>71(52%)</td>
<td>26(19%)</td>
<td>20(15%)</td>
<td>12(9%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>84(51%)</td>
<td>31(19%)</td>
<td>22(13%)</td>
<td>19(12%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>124(49%)</td>
<td>46(16%)</td>
<td>44(17%)</td>
<td>28(11%)</td>
</tr>
</tbody>
</table>

#### 5. EXPERIENCE IN COLLEGE TEACHING

<table>
<thead>
<tr>
<th>1-5 Yrs.</th>
<th>6-10 Yrs.</th>
<th>11-20 Yrs.</th>
<th>Over 20 Yrs.</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Unit</td>
<td>47(34%)</td>
<td>24(16%)</td>
<td>33(24%)</td>
<td>24(18%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>52(32%)</td>
<td>39(24%)</td>
<td>28(17%)</td>
<td>33(20%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>85(34%)</td>
<td>51(20%)</td>
<td>62(25%)</td>
<td>45(18%)</td>
</tr>
</tbody>
</table>
APPENDIX C

Summary of personal information given in Part I of returned check lists — Continued.

6. EXPERIENCE IN HIGH SCHOOL TEACHING

<table>
<thead>
<tr>
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<th>1-5 Yrs.</th>
<th>6-10 Yrs.</th>
<th>11-20 Yrs.</th>
<th>Over 20 Yrs.</th>
<th>No Reply</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Unit</td>
<td>69(14%)</td>
<td>27(20%)</td>
<td>14(10%)</td>
<td>3(2%)</td>
<td>23(17%)</td>
<td>10(7%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>67(19%)</td>
<td>33(20%)</td>
<td>12(7%)</td>
<td>3(2%)</td>
<td>32(20%)</td>
<td>17(10%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>94(37%)</td>
<td>43(17%)</td>
<td>20(8%)</td>
<td>1(0.4%)</td>
<td>56(22%)</td>
<td>39(15%)</td>
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</tbody>
</table>

7. PREPARATION FOR TEACHING: DEGREES HELD, AMOUNT OF STUDY BEYOND LAST DEGREE

<table>
<thead>
<tr>
<th></th>
<th>Bachelor's Degree Held</th>
<th>Master's Degree Held</th>
<th>Doctor's Degree Held</th>
<th>No Reply Regarding Degrees</th>
<th>Some Study Beyond Last Degree</th>
<th>Substantial Amount Study Beyond Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Unit</td>
<td>135(99%)</td>
<td>123(90%)</td>
<td>12(9%)</td>
<td>2(1%)</td>
<td>18(13%)</td>
<td>12(9%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>155(95%)</td>
<td>145(88%)</td>
<td>20(12%)</td>
<td>9(5%)</td>
<td>22(13%)</td>
<td>12(7%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>247(98%)</td>
<td>227(90%)</td>
<td>47(19%)</td>
<td>6(3%)</td>
<td>18(7%)</td>
<td>17(7%)</td>
</tr>
</tbody>
</table>

8. PREPARATION FOR TEACHING: MAJOR AREA OF STUDY FOR BACHELOR'S AND MASTER'S DEGREES

<table>
<thead>
<tr>
<th></th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>H.E.Ed. or Ed. &amp; Ed.</td>
<td>Subject Area</td>
</tr>
<tr>
<td>Small Unit</td>
<td>73(53%)</td>
<td>147(34%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>89(54%)</td>
<td>171(31%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>155(61%)</td>
<td>181(32%)</td>
</tr>
</tbody>
</table>

9. PREPARATION FOR TEACHING: MAJOR AREA OF STUDY BEYOND LAST DEGREE AND FOR DOCTORATE

<table>
<thead>
<tr>
<th></th>
<th>Advanced Study</th>
<th>Doctor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>H.E.Educ. or Ed. &amp; Educ.</td>
<td>Subject Area</td>
</tr>
<tr>
<td>Small Unit</td>
<td>9(7%)</td>
<td>5(4%)</td>
</tr>
<tr>
<td>Medium Unit</td>
<td>12(7%)</td>
<td>6(4%)</td>
</tr>
<tr>
<td>Large Unit</td>
<td>12(5%)</td>
<td>5(2%)</td>
</tr>
</tbody>
</table>

Small Unit - 5 to 9 staff members
Medium Unit - 10 to 19 staff members
Large Unit - 20 or more staff members.
TABLE 13 - OPINIONS EXPRESSED BY 536 COLLEGE TEACHERS RELATIVE TO TEACHING ACTIVITIES WHICH MAY BE USED FOR EFFECTIVE TEACHING IN THE AREA OF SETTING UP OBJECTIVES.

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desire Help With Use No. %</th>
<th>Essential Do Not Desire Help With Use No. %</th>
<th>Desirable But Impractical No. %</th>
<th>Unessential Does Not Apply No. %</th>
<th>No Reply No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperate with others (teachers and students) in stating goals for the home economics unit.</td>
<td>194 36</td>
<td>307 57</td>
<td>20 2</td>
<td>7 1</td>
<td>18 3</td>
</tr>
<tr>
<td>Help student to set up and to clarify own goals for college programs</td>
<td>267 50</td>
<td>217 40</td>
<td>23 4</td>
<td>12 2</td>
<td>18 3</td>
</tr>
<tr>
<td>Cooperate with students in stating specific goals for the course</td>
<td>212 40</td>
<td>280 52</td>
<td>19 4</td>
<td>7 1</td>
<td>18 3</td>
</tr>
<tr>
<td>Help student see relation of course goals to other courses</td>
<td>218 41</td>
<td>294 55</td>
<td>8 1</td>
<td>2 0.4</td>
<td>14 3</td>
</tr>
<tr>
<td>Help student see relation of goals of the course to own goals and improving home and family life.</td>
<td>188 35</td>
<td>318 59</td>
<td>6 1</td>
<td>4 0.8</td>
<td>21 4</td>
</tr>
<tr>
<td>Rethink goals each time course is offered</td>
<td>112 21</td>
<td>382 71</td>
<td>17 3</td>
<td>8 1</td>
<td>18 3</td>
</tr>
<tr>
<td>Analyze objectives to determine the type of learning essential</td>
<td>230 43</td>
<td>249 46</td>
<td>22 4</td>
<td>11 2</td>
<td>24 4</td>
</tr>
<tr>
<td>Keep up to date on current problems as a source of information about student needs</td>
<td>223 42</td>
<td>284 53</td>
<td>13 2</td>
<td>7 1</td>
<td>9 2</td>
</tr>
<tr>
<td>Provide for different kinds of learning at the same time</td>
<td>217 40</td>
<td>293 55</td>
<td>9 2</td>
<td>3 0.6</td>
<td>14 3</td>
</tr>
<tr>
<td>TOTAL — 4824 possible responses*</td>
<td>1861 39</td>
<td>2624 54</td>
<td>127 3</td>
<td>61 1</td>
<td>154 3</td>
</tr>
</tbody>
</table>

*Total possible responses determined by multiplying number of items (9) by number of individuals responding, or 536
### APPENDIX D

#### TABLE 14 - OPINIONS EXPRESSED BY 536 COLLEGE TEACHERS RELATIVE TO TEACHING ACTIVITIES WHICH MAY BE USED FOR EFFECTIVE TEACHING IN THE AREA OF PLANNING FOR TEACHING.

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desire Help With Use No. %</th>
<th>Essential Do Not Desire Help With Use No. %</th>
<th>Desirable But Unnecessary Impractical No. %</th>
<th>Unessential Does Not Apply No. %</th>
<th>No. Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get students to state their important problems.</td>
<td>209 39</td>
<td>292 54</td>
<td>14 3</td>
<td>6 1</td>
<td>15 3</td>
</tr>
<tr>
<td>Make use of students' campus, home, community and vocational activities.</td>
<td>222 41</td>
<td>221 41</td>
<td>41 8</td>
<td>24 4</td>
<td>28 5</td>
</tr>
<tr>
<td>Study available data about students.</td>
<td>187 35</td>
<td>268 50</td>
<td>30 6</td>
<td>17 3</td>
<td>34 6</td>
</tr>
<tr>
<td>Always be prepared for each class.</td>
<td>96 18</td>
<td>412 77</td>
<td>10 2</td>
<td>2 0.4</td>
<td>16 3</td>
</tr>
<tr>
<td>Know what experiences students have had in previous courses.</td>
<td>268 50</td>
<td>235 44</td>
<td>14 3</td>
<td>7 1</td>
<td>13 2</td>
</tr>
<tr>
<td>Plan ways to vary experiences to meet individual differences.</td>
<td>249 46</td>
<td>238 44</td>
<td>27 5</td>
<td>9 2</td>
<td>13 2</td>
</tr>
<tr>
<td>Help students accept necessary limits, regulations and routine.</td>
<td>222 41</td>
<td>271 51</td>
<td>11 2</td>
<td>12 2</td>
<td>21 4</td>
</tr>
<tr>
<td>Provide ways for each student to contribute to group planning.</td>
<td>232 43</td>
<td>237 46</td>
<td>30 6</td>
<td>14 3</td>
<td>13 2</td>
</tr>
<tr>
<td>Plan with flexibility to give security and freedom to adjust to student reactions and to class.</td>
<td>190 35</td>
<td>311 58</td>
<td>10 2</td>
<td>5 0.9</td>
<td>20 4</td>
</tr>
<tr>
<td>Allow time for planning with students as a part of learning.</td>
<td>186 35</td>
<td>298 56</td>
<td>31 6</td>
<td>9 2</td>
<td>14 3</td>
</tr>
<tr>
<td>Include only experiences most effective for reaching goals.</td>
<td>244 46</td>
<td>194 36</td>
<td>32 6</td>
<td>24 4</td>
<td>42 8</td>
</tr>
<tr>
<td>Plan use of time in ways that emphasise experience even if less amount subject matter is covered.</td>
<td>204 38</td>
<td>243 45</td>
<td>43 8</td>
<td>18 3</td>
<td>28 5</td>
</tr>
<tr>
<td>Totals - 6432 possible responses *</td>
<td>2509 39</td>
<td>3230 50</td>
<td>293 5</td>
<td>147 2</td>
<td>257 4</td>
</tr>
</tbody>
</table>

*Total possible responses determined by multiplying number of items (12) by number of individuals responding, or 536.
### APPENDIX D

**TABLE 15 - OPINIONS EXPRESSED BY 536 COLLEGE TEACHERS RELATIVE TO TEACHING ACTIVITIES WHICH MAY BE USED FOR EFFECTIVE TEACHING IN THE AREA OF GUIDING LEARNING EXPERIENCES.**

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desire Help</th>
<th>Essential Do Not Desire Help</th>
<th>Desirable But Impractical</th>
<th>Unessential Does Not Apply</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With Use No.</td>
<td>%</td>
<td>With Use No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>See that each student feels free to and does participate .</td>
<td>105</td>
<td>20</td>
<td>418</td>
<td>78</td>
<td>5</td>
</tr>
<tr>
<td>Elicit and utilise contributions of each student.</td>
<td>153</td>
<td>29</td>
<td>353</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Make time available to help students during, after, and out-of-class</td>
<td>111</td>
<td>21</td>
<td>390</td>
<td>73</td>
<td>20</td>
</tr>
<tr>
<td>Make effective use of a variety of teaching aids.</td>
<td>212</td>
<td>40</td>
<td>302</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>Use a variety of methods of teaching .</td>
<td>101</td>
<td>19</td>
<td>408</td>
<td>76</td>
<td>9</td>
</tr>
<tr>
<td>Utilise role-playing, socio-drama, etc. as teaching methods when appropriate</td>
<td>189</td>
<td>35</td>
<td>123</td>
<td>23</td>
<td>105</td>
</tr>
<tr>
<td>Guide students to develop and follow through with study guides (assignments).</td>
<td>217</td>
<td>46</td>
<td>224</td>
<td>42</td>
<td>24</td>
</tr>
<tr>
<td>Efficiently manage equipment, facilities and routine matters</td>
<td>163</td>
<td>30</td>
<td>342</td>
<td>64</td>
<td>6</td>
</tr>
<tr>
<td>See that no one person or small group monopolises time of others</td>
<td>113</td>
<td>21</td>
<td>389</td>
<td>73</td>
<td>6</td>
</tr>
<tr>
<td>Make use of management and routine matters as learning experiences</td>
<td>138</td>
<td>26</td>
<td>339</td>
<td>63</td>
<td>11</td>
</tr>
<tr>
<td>Develop the course and sequence of experiences in ways that give continuity</td>
<td>130</td>
<td>24</td>
<td>386</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>Avoid spending class time on what student already knows or can get accurately from books</td>
<td>173</td>
<td>32</td>
<td>313</td>
<td>58</td>
<td>12</td>
</tr>
<tr>
<td>Help students have a purpose for each activity</td>
<td>180</td>
<td>34</td>
<td>326</td>
<td>61</td>
<td>5</td>
</tr>
<tr>
<td>Provide opportunity for student to express his own ideas accurately, clearly, and in good English</td>
<td>142</td>
<td>26</td>
<td>358</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>Provide opportunity for student to make choices, use judgment, and select and weigh values</td>
<td>186</td>
<td>35</td>
<td>325</td>
<td>61</td>
<td>9</td>
</tr>
</tbody>
</table>
APPENDIX D

TABLE 15 - OPINIONS EXPRESSED RELATIVE TO TEACHING ACTIVITIES IN GUIDING LEARNING EXPERIENCES - Continued

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desire Help</th>
<th>Essential Do Not Desire Help</th>
<th>Desirable But Unessential Apply</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold student increasingly responsible for locating, obtaining, and using information</td>
<td>196 37</td>
<td>321 60</td>
<td>6 1</td>
<td>3</td>
<td>0.6</td>
<td>11 2</td>
<td></td>
</tr>
<tr>
<td>Give enough direction to insure student security, but not enough to block initiative &amp; independence</td>
<td>212 40</td>
<td>312 58</td>
<td>4 0.8</td>
<td>0</td>
<td>0.0</td>
<td>8 2</td>
<td></td>
</tr>
<tr>
<td>Guide group in organising itself, setting its own rules, carrying out its plans and decisions</td>
<td>195 36</td>
<td>229 43</td>
<td>61 11</td>
<td>30 6</td>
<td>22 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide some opportunity for each student to assume leadership role</td>
<td>163 30</td>
<td>290 54</td>
<td>46 9</td>
<td>20 4</td>
<td>18 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide opportunity for working on problems real to the group</td>
<td>145 27</td>
<td>361 69</td>
<td>10 2</td>
<td>9</td>
<td>11 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use skill in questioning, so student defends statements and applies information to problems</td>
<td>266 50</td>
<td>238 44</td>
<td>6 1</td>
<td>11 2</td>
<td>15 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students accept each individual as a person, as important in the group; Learn to work with others</td>
<td>157 29</td>
<td>345 64</td>
<td>13 2</td>
<td>6</td>
<td>1  15 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide students in summarising pertinently and frequently</td>
<td>215 40</td>
<td>279 52</td>
<td>13 2</td>
<td>9</td>
<td>2  21 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasise understanding of principles and basic techniques rather than facts, products, &amp; details</td>
<td>134 25</td>
<td>372 68</td>
<td>6 1</td>
<td>9</td>
<td>2  16 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise and develop special interests and abilities of students</td>
<td>219 41</td>
<td>257 48</td>
<td>26 5</td>
<td>12 2</td>
<td>23 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students to intellectualise activities</td>
<td>263 49</td>
<td>177 33</td>
<td>14 3</td>
<td>21 4</td>
<td>62 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals - 13,936 possible responses*</td>
<td>4511 32</td>
<td>8177 59</td>
<td>452 3</td>
<td>345 2</td>
<td>466 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Total possible responses determined by multiplying number of items (26) by number individuals responding (536)
## APPENDIX D

**TABLE 16 - OPINIONS EXPRESSED BY 536 COLLEGE TEACHERS RELATIVE TO TEACHING ACTIVITIES WHICH MAY BE USED FOR EFFECTIVE TEACHING IN THE AREA OF EVALUATION OF TEACHING.**

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desirable Help With Use</th>
<th>Essential Do Not Desire Help With Use</th>
<th>Desirable But Impractical</th>
<th>Unessential Does Not Apply</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide new situations and new problems for application of learning</td>
<td>201 38</td>
<td>306 57</td>
<td>6 1</td>
<td>6 1</td>
<td>17 3</td>
</tr>
<tr>
<td>Plan ahead with students, ways to measure learning and progress</td>
<td>256 48</td>
<td>201 38</td>
<td>42 8</td>
<td>10 2</td>
<td>27 5</td>
</tr>
<tr>
<td>Cooperate with other teachers in evaluating total student progress</td>
<td>289 54</td>
<td>180 34</td>
<td>26 5</td>
<td>16 3</td>
<td>25 5</td>
</tr>
<tr>
<td>Use praise and criticism tactfully and discriminately</td>
<td>127 24</td>
<td>386 72</td>
<td>3 0.6</td>
<td>2 0.4</td>
<td>18 3</td>
</tr>
<tr>
<td>Emphasise values of real learning instead of grades and credits</td>
<td>167 31</td>
<td>343 64</td>
<td>9 2</td>
<td>4 0.8</td>
<td>14 3</td>
</tr>
<tr>
<td>Help student increasingly to evaluate his own learning</td>
<td>242 45</td>
<td>264 49</td>
<td>6 1</td>
<td>6 1</td>
<td>19 4</td>
</tr>
<tr>
<td>Use a variety of ways of measuring learning, not just paper and pencil tests</td>
<td>231 43</td>
<td>256 48</td>
<td>17 3</td>
<td>13 2</td>
<td>19 4</td>
</tr>
<tr>
<td>Construct and use instruments suited to measure different kinds of achievements</td>
<td>310 58</td>
<td>137 26</td>
<td>40 7</td>
<td>23 4</td>
<td>27 5</td>
</tr>
<tr>
<td>Carefully analyse, interpret, and make use of information obtained through evaluation</td>
<td>321 60</td>
<td>159 30</td>
<td>21 4</td>
<td>9 2</td>
<td>26 5</td>
</tr>
<tr>
<td>Appraise things students do and say, not the students themselves</td>
<td>172 32</td>
<td>307 57</td>
<td>7 1</td>
<td>13 2</td>
<td>37 7</td>
</tr>
<tr>
<td>Help students develop standards for their accomplishments</td>
<td>234 44</td>
<td>272 51</td>
<td>5 0.9</td>
<td>3 0.6</td>
<td>22 4</td>
</tr>
<tr>
<td>Use student evaluation as an aid in analysing each class for changes and improved methods</td>
<td>203 38</td>
<td>277 52</td>
<td>19 4</td>
<td>7 1</td>
<td>30 6</td>
</tr>
<tr>
<td>Total — 61432 Possible responses*</td>
<td>2753 43</td>
<td>3088 48</td>
<td>201 3</td>
<td>112 2</td>
<td>281 4</td>
</tr>
</tbody>
</table>

*Total possible responses determined by multiplying number of items (12) by number of individuals responding (536).
APPENDIX D

TABLE 17 - OPINIONS EXPRESSED BY 526 COLLEGE TEACHERS RELATIVE TO TEACHING ACTIVITIES WHICH MAY BE USED FOR EFFECTIVE TEACHING IN THE AREA OF ESTABLISHING GOOD STUDENT-TEACHER RELATIONS.

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>Essential Desire Help No. %</th>
<th>Essential Do Not Desire Help No. %</th>
<th>Desirable But Impractical No. %</th>
<th>Unessential Does Not Apply No. %</th>
<th>No Reply No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand student point of view</td>
<td>107 20</td>
<td>416 78</td>
<td>1 0.2</td>
<td>12 2</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Be genuinely interested in students as individuals and accept each one as adult</td>
<td>49 9</td>
<td>481 90</td>
<td>2 0.4</td>
<td>6 1</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Be open-minded and tolerant in accepting and discussing student ideas</td>
<td>61 11</td>
<td>466 87</td>
<td>2 0.4</td>
<td>6 1</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Accept decisions of group and help them carry decisions into action</td>
<td>116 22</td>
<td>368 69</td>
<td>22 4</td>
<td>22 4</td>
<td>9 2</td>
</tr>
<tr>
<td>Make it easy for students to approach and discuss problems with the teacher</td>
<td>94 18</td>
<td>429 80</td>
<td>1 0.2</td>
<td>11 2</td>
<td>1 0.2</td>
</tr>
<tr>
<td>Show faith in student’s ability to think, plan, and take responsibility</td>
<td>91 17</td>
<td>435 81</td>
<td>1 0.2</td>
<td>7 1</td>
<td>3 0.6</td>
</tr>
<tr>
<td>Keep up to date on research and developments in teaching techniques</td>
<td>252 47</td>
<td>254 47</td>
<td>12 2</td>
<td>13 2</td>
<td>2 0.4</td>
</tr>
<tr>
<td>Work as a member of the group, letting students assume leadership</td>
<td>202 38</td>
<td>257 48</td>
<td>37 7</td>
<td>19 4</td>
<td>16 3</td>
</tr>
<tr>
<td>Participate and encourage students to participate in out-of-class activities</td>
<td>150 28</td>
<td>317 59</td>
<td>24 4</td>
<td>21 4</td>
<td>25 5</td>
</tr>
<tr>
<td>Show, by example, the meaning of home economics; help students accept home economics as an important area of study</td>
<td>159 30</td>
<td>348 65</td>
<td>6 1</td>
<td>17 3</td>
<td>6 1</td>
</tr>
<tr>
<td>Totals — 5360 possible responses*</td>
<td>1278 24</td>
<td>3771 70</td>
<td>108 2</td>
<td>65 1</td>
<td>143 3</td>
</tr>
</tbody>
</table>

*Total possible responses determined by multiplying the number of items (10) by number of individuals reporting (536).
I, Geraldine Clewell, was born in Buffalo, Kansas. I received my secondary school education in the public schools of Ranger and Waco, Texas. My undergraduate training was obtained at Texas Technological College, from which I received the degree of Bachelor of Science in Home Economics in 1933. The Master of Science degree in home economics education was received from Iowa State College in 1938. Advanced graduate work consisted of attendance at a housing seminar at Purdue University, a curriculum workshop at the University of Minnesota in 1945, and graduate work at The Ohio State University. Teaching experience consists of two years in high schools of Texas teaching home-making and serving as supervisory teacher during one of these years. Following this in 1935, I returned to Texas Technological College as a staff member in the Department of Home Economics Education. During the summer of 1939 I taught as visiting instructor at the University of Maine. From 1941 to 1944 I held the position of itinerant teacher educator in Montana. In 1944 I returned to Texas Technological College. I was granted a leave of absence in 1946, and for two years served as graduate assistant in home economics education at The Ohio State University while I pursued advanced study. Since then I have continued in the position at Texas Technological College while completing the requirements for the degree Doctor of Philosophy.