

THE UNIVERSITY OF MANITOBA

THE TRAINING OF TEACHERS OF HOME ECONOMICS IN CANADA
AND IN THE STATES OF THE AMERICAN UNION
ADJACENT TO THE CANADIAN PROVINCES

BEING A THESIS SUBMITTED TO THE COMMITTEE ON
POST-GRADUATE STUDIES IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

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Chapter I

INTRODUCTION

THE PURPOSE AND SCOPE OF THE STUDY

The Purpose

A major problem in the field of education today in Canada and the United States is the Training of Teachers for work in the public schools. These schools are supported by the state, and laymen as well as educators consider it very necessary that the teachers receive adequate preparation for their important tasks. Findings from school surveys and the statistical reports of departments of education show that the qualifications of the teachers in both the Elementary and High Schools have improved rapidly in recent years. It is not known whether this statement holds true for the teachers of Home Economics since there has been so little study or research in connection with this form of education. In a recent survey of education this statement was made:-

Probably the greatest weakness in Home Economics education at the present time is the lack of scientifically validated findings in respect to the objectives, practices and actual achievements in the field."¹

As a result of this lack of real knowledge there has been some misunderstanding and even misinformation regarding the conditions of homemaking education in the schools.

1. Survey of Land Grant Colleges - 1928-30, United States office of Education, Bulletin No. 9, 1930, Vol II, p. 235

This study is an attempt to clarify the situation in respect to one phase - the preparation of teachers for the work. The purpose is to give a review of conditions and curricula to be found in some of the institutions training Home Economics teachers with the object of discovering, first, the significant developments and trends in this field and, second, the problems likely to arise in the immediate future.

It is hoped that the findings will prove of interest to Heads of Home Economics departments in both Universities and Normal Colleges, to Teacher Trainers in these departments and to all who are concerned with the standards to be set up for the training of teachers.

The Field Covered

The problems connected with the preparation of teachers for conducting Home Economics classes in Canadian schools form the major interest of this thesis but for three reasons it has been found necessary to include in the field of study the states of the American Union, which are adjacent to the Canadian provinces. First, it is a well known fact, that a very large number of both the early and the present teachers of Home Economics in Canadian towns and cities received their training in institutions situated in these states. A second important reason is that the homemaking conditions, problems and practices, which the teacher must be trained to meet are similar in type and scope in the two countries.

The Manitoba rural home is not strikingly different from the North Dakota rural home, nor is the average Winnipeg home very different from the average Minneapolis home. This means that the objectives of Home Economics teacher training curricula are common to both United States and Canadian institutions. A third reason for including the adjacent states in the study is that the history of the growth of Home Economics in Canada shows that while the Canadian development was the result largely of the influence of movements to be found in both England and the United States, the latter country has really been the more influential factor in recent years. This is due somewhat to proximity but more to the fact that homemaking education has developed to a greater extent in the institutions of higher learning in the United States than in any other country. Leaders in Home Economics from the various European countries as England, Germany, Sweden and France as well as from China, Japan, Australia, India etc. tend to look to the Universities of United States for the purposes of graduate study and research.

Preliminary to making the main investigation it was thought wise to carry on two minor studies. The first was an historical study of educational literature to trace the general development and present status of Home Economics education, including a more detailed study of the beginnings of teacher-training work. The purpose of this study was to obtain a better perspective for the main study and to get a clearer idea of the objectives of teacher-training curricula.

The second minor study was an investigation made through correspondence and the study of records to discover where the present teachers-in-service in the Home Economics field received their training. It is impossible to select certain institutions for study and to evaluate their teacher training curricula without having a definite knowledge that they are the institutions which are actually preparing the teachers for service.

In selecting curricula for study, little distinction has been made between General and Vocational Home Economics Courses. In the United States there has been a fairly clear cut line between the two forms of education, due largely to the rapid development in vocational courses, which followed the passing of the Smith-Hughes Act in 1917. In Canada the general tendency has been to consider all types of Home Economics courses as contributing to the vocation of home-making and so to consider this a general type of education, distinct from industrial education or the actual training for participation in the trades. This Canadian attitude, that the contribution of Home Economics education is mainly to home-making, a vocation for which all girls need training, is shown in the address made in 1910 by Mrs. Adelaide Hoodless of Hamilton, Ontario, at a meeting of the Society for the Promotion of Industrial Education. She said:-

If 90 per cent of the male population of United States were destined for some definite work what would you do? Would you not direct your courses of study and your system of education toward that end?

One speaker said yesterday that 'women take to this vocation instinctively'. Do you run factories or shops by instinct? No, instinct can never take the place of organized knowledge. A year ago I was requested by the Ontario Department of Education to investigate and report on the trade schools for girls in the United States. While deeply impressed with the work which is being accomplished through such schools as the Manhattan Trade School and others, I was convinced that the value of these courses could be considerably increased, if, with the trade training the pupils were taught the principles of home-making more thoroughly. In industry they become part of a machine. These are the wives and mothers of the future, who will have the preparation of the material for your schools and industries." ²

Although, today, it is more exact to say that 80 per cent of the female population of Canada will have the responsibility of homes at some time, this percentage is so great that the attitude of Mrs. Hoodless is also the attitude of the majority of the leaders in home-making education. In a recent bulletin published by the Canadian Department of Labour on Home Economics in Canadian Vocational Schools the statement is made:-

"The aim of vocational Home Economics is to develop efficiency and skill in all the important activities in which a home-maker engages. The scope, therefore, of this type of education is very great.

As it is impossible to foretell which women shall have homes of their own, it is obvious that all young girls should have a thorough training in the basic principles of Home Economics." ³

As a result of this general attitude in Canada there has been very little development of that type of Home Economics course, which gives direct training for employment in the trades, except in the larger industrial centres and in the Province of

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2. National Society for the Promotion of Industrial Education, Bulletin No. 10, 1909 - p. 179
 3. Technical Education Branch, Department of Labour, Bulletin No. 18, Ottawa, 1927 - p. 1

Ontario. While in the United States there has been a greater degree of development, figures from the Bureau of Education reports show that courses listed as Vocational include only one-tenth of the total number of students enrolled in the Home Economics classes of the Junior and Senior High Schools throughout the country. In view of this ^{ese} data and the Canadian attitude, it seems inadvisable to make any serious division between the types of training given to Home Economics teachers, whether they are preparing for teaching general or "vocational" Home Economics courses.

Hence the field covered in this study is that of the Training of Teachers of Home Economics in Canada and the Adjacent States.

Sources of Data and Methods of Study

The findings for the main study are based on the analysis of curricula as shown by the "calendars" of those institutions in Canada, which are concerned primarily with the training of teachers of Home Economics, and of a number of United States institutions located in adjacent states. Some direct contacts have been made by interview or correspondence with teacher trainers in a number of these, and verbal explanations and statements have helped to clarify and enlarge

the rather meagre descriptions of courses and requirements so frequently found in the calendars. The historical study has been based largely on a survey of the literature in the field, and this, while fairly adequate in respect to the United States, was found to be very incomplete for Canada. The statistical reports of both the Canadian and United States governments as published over a number of years were examined and supplied material for the study. Two recent surveys of Teacher Training in Home Economics have proved very helpful, one, a "Survey of the Land Grant Colleges of the United States" and the other, a "Survey of Home Economics Teacher Training under the Smith-Hughes Act." as published by Teacher's College, Columbia University. In Canada the organizers and directors of Home Economics education in some of the provinces have provided the writer with considerable data respecting the regulations as to certification, and also as to the institutions which have trained the teachers-in-service at present. Teachers in two Canadian provinces cooperated in the study by answering a questionnaire.

The following material has been carefully selected and examined and used as the main sources of information on which to base the discussion and the findings which follow in later chapters:-

1. Calendars of Institutions training teachers of Home Economics.

- a) Eleven Canadian Institutions - twelve curricula analyzed.
- b) Twenty-seven United States Institutions - twenty-nine curricula.

2. Statistical reports of the United States Office of Education for the years 1924-26, and 1926-28. (The latter published in 1930).

3. Statistical reports of the Dominion of Canada Office of Education.

4. Surveys of Teachers Training:-

- a) of the Land Grant Colleges - 1918-28
- b) of Home Economics Teacher-Training under the Smith-Hughes Act 1917-27.

5. Reports on Home Economics Education as issued by both the United States and Canadian Federal Offices of Education.

6. Statements and figures furnished by the directors of Home Economics Education in four Canadian provinces and two states.

7. Findings from a questionnaire submitted to a "sampling" of the teachers of Home Economics in two Canadian provinces.

8. Statements re the requirements for certification of teachers of Home Economics furnished by the Registrars of Departments of Education or the directors of Education of seven Canadian provinces.

In addition to the above the writer has used the findings from two studies made by herself quite recently and used as term papers in Courses in Education, the one on "The Trends in the Training and Qualifications of Elementary School Teachers" and the other on "The History of the Home Economics

Movement in Canada and its Relationship to the Development of this Form of Education in England and the United States." For these studies a considerable amount of historical literature was reviewed, school surveys and statistical reports of education were scrutinized, and correspondence was carried on with some of the early workers who were pioneers in the field of Home Economics education in Canada.

The writer realizes that, to paint a complete picture regarding the training of Home Economics teachers, it would be necessary to collect considerably more data and information regarding such matters as:-

1. The training and professional qualifications of the teacher trainers in the institutions studied.
2. The types of schools or classes which serve as practice teaching material for pupil teachers.
3. The sequence of courses.
4. Entrance requirements of the institutions.

Such data ^{is} difficult to obtain and treat objectively, and goes beyond the requirements of this study.

Questions to be Considered in the Study

There are two major questions:-

1. What is the present status of Teacher Training in Home Economics?
2. What are the trends in Teacher Training in Home Economics and what are the probable developments in the near future?

To answer these major questions with any degree of success several minor questions must be considered. These are:-

1. How have present day standards in respect to teacher-training evolved?
2. How long have institutions been training teachers of Home Economics?
3. What types of institutions are training teachers of Home Economics?
4. What has been the process of evolving teacher-training curricula in these institutions?
5. What are the fields of service for which Home Economics teachers should be prepared?
6. What are the objectives in these fields?
7. How do the curricula of different institutions compare as to division of time for (a) Academic Courses and related subjects, (b) Home Economics or Technical Courses?

(c) Professional Courses or Courses in Education?

8. What are the regulations for the Certification of Home Economics Teachers?

9. Are the teachers-in-service continuing their training?

Chapter II

HISTORICAL STUDIES

THE HISTORY OF THE DEVELOPMENT OF TEACHER TRAINING IN HOME ECONOMICS AS RELATED TO THE DEVELOPMENT OF GENERAL TEACHER TRAINING PROGRAMS.

In tracing the growth of teacher-training work in Home Economics it is impossible to separate this particular development from that to be noted in the general field of teacher-training. The teacher of Home Economics belongs to the same profession as the teacher of Academic subjects. The program developed for the training of teachers of special subjects is always an outgrowth of the general program and is affected by the same forces. The training of prospective teachers for the work of instructing others is a fairly modern development and this is particularly true of teacher training in Home Economics. For many centuries teaching was largely a matter of hearing recitations and maintaining discipline, but with the development of modern conceptions of the school as a social institution in which the pupil's mental growth was to be stimulated, there arose a "Science and Art of teaching" and with the new development came the demand for training in the Art. The growth has been slow and many factors have played a part in it.

Social and industrial changes, economic conditions, changes in educational aims and objectives, and the influence exerted by prominent leaders and thinkers have all contributed to the evolution of present day standards in the profession of teaching. To understand this growth and to discover the sources of the present development, it is necessary to include brief historical accounts of the establishment of institutions and programs for first, general teacher-training and second, for the training of teachers of Home Economics.

The History of Teacher-Training in General

Records show that the very first Normal school to be established anywhere, was that founded at Rheims in Northern France in 1685. A few years later, 1697, Francke established a Seminarium Praeceptorum at Halle in Germany, where the idea of training teachers for both elementary and secondary schools was received with great favour - so much so that before the close of the eighteenth century a dozen teachers' seminars had been established in the country. At the beginning of the next century Pestalozzi made his memorable contributions to the theories of education by his enthusiasm for "psychologizing education". Cubberly says:-

"A science and art of teaching now arose, methodology soon became a great subject, the new subject of pedagogy began to take form and secure recognition and psychology became the guiding science of the school Pestalozzi himself conducted the first really modern training school."¹

1. Cubberly, Elwood P., The History of Education, New York, Houghton, Mifflin Co., 1932 - p. 750

In France, following the early beginnings, the Normal Schools received enthusiastic support, so that by 1830 over forty such schools had been established. In England the first teacher training work probably began with the Lancastrian Monitorial system, but it was not until 1839 that any record can be found of financial support being accorded this type of educational work by the government. In 1846, England adopted the "pupil-teacher" system, a form of training which has been used, to some extent, ever since, and which has been adopted in certain American States, though in a somewhat modified form, for the training of Home Economics teachers.

In ^{the} United States the first state Normal School was established at Lexington, Massachusetts, in 1839. There had been some attempts to train teachers made before this by private institutions. But the inception of teacher-training work in United States was mainly due to the efforts of such educators as Horace Mann, Henry Barnard and others. In the next few years the development of this type of training was very great, and numerous institutions were established to carry on the work.

In Canada a similar but less rapid development is to be noted. In 1847, largely as the result of the influence of Egerton Ryerson, a Normal School was established at Toronto.

A Normal College was opened at Truro, Nova Scotia, in 1855. As the various provinces became settled, Normal Schools were established in all of them.

In spite of these developments, the professional training of teachers remained on a comparatively low level for many years. However, with the period of the influence of the psychologies of Herbart, Wundt, James and others, there came a change in the recognition accorded to this phase of education. The situation up to this period is well described by Cubberly:-

"Though the Teachers' Seminaries had been organized in Germany and other northern lands at the close of the 18th century, the Normal School in France early in the 19th and Training Colleges in England and the Normal School in United States by the close of the first third of that century, the work in these remained for a long time almost entirely academic in nature and elementary in character."²

With the last quarter of the nineteenth century, a rapid development came about, and pedagogy was given a new place and ranking. The English, Scottish and German Universities began to establish lectureships in the theory and history of education and the movement soon spread to this continent. In ^{the} United States the first State University to make definite provision for teacher-training was the University of Indiana in 1853, but it was not until 1873 that the University of Iowa established the first permanent department of Education, at that time called a "chair of didactics".

2. Ibid - p. 824.

Growth of teacher training work was very rapid after this, and numerous Teachers Colleges, State Normal Schools, City and County Normal and Private Normal Schools were established in the various States. Enrolment increased rapidly. In the year 1928, there were over half a million enrolled in the teacher training classes of the various institutions engaged in this form of education in the United States.

While the increase in both the number of institutions for training teachers and the students enrolled has been very striking, probably the most significant development in this whole field has been in the change in the content of the courses offered and the type of training given. No attempt is made to trace these changes in respect to the general teacher training program but it is to be noted that in every form of this type of education, history shows that development has always been along these lines - first, the offering to the prospective teacher of courses which are largely academic in type and the outgrowth of traditional subject matter, and later, the replacing and strengthening of these courses by the findings from psychology and research in education. Expansion and development of existing courses and programs is inevitable if the teacher is to be so trained that the schools of the state are to keep pace with the rapid social, political and economic changes.

It must be realized that any description to be given of teacher preparation at the present time is merely a description of current stages in the whole process of educational evolution.

The History of the Development of Teacher-Training
in Home Economics

The concluding statement of the previous section is particularly true when applied to any discussion of programs for the training of Home Economics teachers. This is because all development of Home Economics education has been both recent and rapid. The European countries were the first to establish schools for training teachers for this work. England, Finland, Sweden and Germany were all to the fore in establishing training schools, mainly in the decade from 1860-1870. In England the first training schools for teachers of the subjects now included in the term "Home Economics" were established largely through private effort, the first in 1874. By 1897 there were thirty of these. In the United States, while Home Economics was made a part of the public school curriculum in some cities as early as 1880, there was little attention paid to the training of teachers for the work until the beginnings of the twentieth century. Teachers' College, Columbia University, established in 1888, Drexel Institute

in 1891, Pratt Institute in 1897, together with Framingham Normal School (1900) and the Land Grant Colleges of Iowa, Kansas and Illinois formed the pioneer training schools for teachers of Home Economics in the United States. At the Lake Placid Club in 1899 one of the topics for discussion was "The training of teachers of Domestic Science". At the same club in 1904 Mrs. Ellen A. Richards, probably the most outstanding pioneer of Home Economics education on this continent, reported the findings of a survey of "Courses of Study in Home Economics in Higher Education". This report showed that "out of 36 institutions studied professional work was meagrely offered in only two or three."

The earliest comprehensive study of the status of Home Economics education in United States was that made by Dr. R. R. Andrews in 1914-15. In Part III of his Report he shows that in 1912-13 there were in 53 colleges 1,788 students definitely engaged in preparation for teaching Home Economics and these constituted about 32.2 per cent of all students registered in Home Economics. This finding contrasted with that of Mrs. Richards' survey less than 10 years earlier shows that in the decade 1902-12 development of this type of education must have been comparatively rapid. In 1917 the passage of the National Vocational Education Act brought about a great advance and through the adoption of the

~~of the~~ Smith-Hughes program, and the appropriation of Federal and State funds for Home Economics Teacher-Training programs, a real impetus was given to the movement for the professionalization of the curriculum. Up^{to} this time most of the professional work was inadequate and was not considered of as much importance as the subject matter courses. Now new standards were set up for the certification of the teachers, and while this applied mainly to the teachers of Vocational work, the whole field of teacher training in Home Economics was affected.

In Canada the first training schools for teachers of Home Economics were established at Hamilton in 1897, at Truro, Nova Scotia in 1900 and at Guelph in 1903. The Lillian Massey Treble school at Toronto was developed in 1901, MacDonald College, Ste. Anne de Bellevue, Quebec in 1906. Other centres at Mt. Allison University in New Brunswick, at Acadia University, Nova Scotia and at the Provincial Universities of the three Prairie Provinces were established in the next 10 - 15 years. In these Canadian institutions, as in those of United States, the subject matter courses were established first, and the direct training of teachers for the dissemination of the knowledge has had to await later developments.

Summary

These brief sketches of the development of the institutions and programs for teacher training in general and of teacher-training in Home Economics show that, while the course of development has been gradual, evolutionary and withal somewhat incidental, the lines of genuine progress in teacher preparation all point toward the professionalization of teaching and of teacher-training.

The Development of Home Economics as a School Subject

It is impossible to discuss either the objectives of teacher-training work or the various fields for which Home Economics teachers should be trained without reviewing, very briefly, the factors which have constituted the sources from which this modern type of education for girls has evolved. It is a recent development, the outgrowth of two larger movements.. the general movement for the Higher Education of women and the Movement for Vocational Education. As a school subject Home Economics has a history of actually less than 35 years in Canada and of about 55 years in the United States.

The Movements

In both the above countries, the immediate influences which operated to bring about the placing of this subject in the curriculum of the public schools have been grouped by Monroe in his *Cyclopedia of Education* as follows:-

- "1. The growth of preventive medicine and hygiene.
2. The desire to counteract the disintegrating influences upon home life of modern industrial and social changes.
3. The recognition of women's need for technical training.
4. Attempts to solve the problem of domestic service."³

Fortunately at the time that these social needs came to the fore there arose progressive leaders and thinkers, who foresaw the relationship between these demands and our systems of education. So at about the same dates in both the public schools and the state colleges and universities the subjects now grouped together under the term "Home Economics" were placed in the curriculum.

In the decade 1915-1925 in both countries, the Vocational Education Movement became very prominent, and this has probably been one of the greatest factors in bringing about the

3. Monroe, Paul - *A Cyclopedia of Education*, Vol. III, New York, McMillan Co., 1926, p. 318.

expansion and development of Home Economics. The United States Bureau of Statistics shows that, while in 1918 there were 3,276 public schools and private secondary schools reported as teaching Home Economics, this number was increased to 8,572 in 1928. Also the number of pupils of non-collegiate grade enrolled in Home Economics classes in 1918 was 114,132 but by 1928 a conservative estimate shows this number to have increased to 450,000.

As a result of the passing of Vocational Education Acts in each country (in United States in 1917 and in Canada in 1919), definite requirements were laid down as to the type of instruction, the number of hours of instruction and the certification of the teachers employed etc., which must be met by the public schools to make them eligible for grants under these acts. This further tended to increase the standards to be set up for the training of the teachers who were to function in these Vocational Schools. In 1917 Albert Leake, a leader in the field of Vocational education in Canada wrote of the "changes initiated by Vocational Home Economics" as follows:-

"It may be said with a fair degree of accuracy that at present the cultural aim dominates the teaching of Household Arts on this continent and this aim forms the basis of much of the adverse criticism that is current. The new demand, not for lessening the cultural but for the stressing of the vocational, forced on the schools by the social and economic changes of the twentieth century, makes imperative certain changes in methods and organization which the traditional

academic practices render it difficult to accept."⁴

In spite of these difficulties the Vocational Education Movement exerted a very definite influence on Home Economics both in the public schools and in those institutions responsible for training the teachers for the schools.

Leaders in Canada and United States

There have been numerous outstanding leaders who have contributed greatly to the development of Home Economics as a school subject, but only the pioneers will be mentioned. In ^{the} United States, some of these are Emma Hart Willard, Catherine Beecher, Ellen Richards, Dr. Isobel Bevier, Dr. Langworthy, Mr. and Mrs. Melvin Dewey, Professor Atwater and others. In more recent times the names of Dr. Benj. Andrews, Dr. Sherman, Dr. Snedden, Dr. Mary Schwartz Rose, Dr. Katharine Blunt, the late Miss Anna Richardson are outstanding.

In Canada, among the early leaders were Mrs. Adelaide Hoodless, Miss Mary Urie Watson, Sir. Wm. McDonald, Dr. James Robertson, Mrs. Lillian Massey Treble, Miss Laird and others.

All these, through publications, public addresses, the giving of money, and above all by their wise leadership, have contributed to the development of Home Economics, and have helped to keep before the educators of both countries, the importance of giving the girls some training, at least, for the great vocation of home-making.

4. Leake, Albert - Vocational Education of Girls and Women, Toronto, McMillan Co., - 1918 - p. 35

Chapter III

FIELDS FOR WHICH THE HOME ECONOMICS

TEACHER MAY BE TRAINED

A recent writer has defined Teacher Training as "the provision of opportunities for a prospective teacher to acquire the requisite body of knowledges, the professional attitudes, the teaching skills and the capabilities for future growth, which are demanded by the specific requirements of the position to be filled"¹ Thus teacher-training cannot be well understood nor confidently undertaken apart from a thorough knowledge of the requirements of the specific positions to be filled. The curricula of the public schools are changing, and it is very necessary that the institutions preparing teachers, keep closely in touch with these developments, if their training departments are to turn out graduates fitted for the work which they must actually undertake. Hence Home Economics teacher-training as conducted today involves a well rounded preparation of the prospective teachers in the many different phases of home-making education.

Home making education, as it comes under the jurisdiction of Public School Boards in both Canada and the United States, is conducted in three distinct types of classes - (1) The all day school, (2) Evening classes, (3) Part-time or Continuation classes.

1. Survey of Land Grant Colleges - op. cit - p. 115

A fourth field which the Home Economics graduate may enter is the Extension type of Education for both adults and boys and girls, while a fifth possible field is that of home-making education as it forms part of the program of Normal Colleges and of Universities. For this last type of position, usually training beyond that for the requirements for a first degree, is necessary, hence this field will not be discussed in this study.

The All-Day School

As has already been stated, Home Economics has been given a place in the public school program within comparatively recent years. When first introduced it was given largely in the lower grades, in response to the appeal to 'train the hands as well as the head'; and it involved little more than handwork. Gradually the concept of the purpose of this form of education broadened, and more emphasis was placed upon both the acquisition of facts and of the science which would explain the why of the facts. Hence it was "realized that this was a subject demanding more maturity of thought and judgment than could be expected of the younger girls and so Home Economics has been gradually disappearing from the lower grades, although certain phases of it are retained in the form of so-called industrial work." 2

2. Brown and Haley - The Teaching of Home Economics - New York, Houghton Mifflin Co., 1928 - p. 5

During the last few years, enrolment in these classes has increased very rapidly, and the subject is now found in the following different forms of organization of the All-Day School -

- (1) The Elementary Grades
- (2) The Junior High
- (3) Senior High
- (4) The Technical High School

In general, the practice at present seems to be to include Home Economics as a part of the regular program for the girls enrolled in Grades 7 or 8 of the elementary school, or in the corresponding grades of the Junior High Organization, in all those cities or towns which possess the necessary equipment and teaching staff. While some places in both Canada and the United States have the work in grades as low as 5 and 6, the tendency undoubtedly is to take Home Economics (as we interpret the term now) out of the grades below the seventh. A study made at Teachers' College, Columbia University, in 1926 gave the following table, showing the Grade Placement of Home Economics. 3

3. Ibid - p. 134

TABLE I

GRADE PLACEMENT OF HOME ECONOMICS IN 200 CITIES

Grades	Percentage offering Home Economics		Percentage not offering Home Economics in these Grades
	Required	Elective	
V	20.5	2.5	77.0
VI	40.0	2.5	57.5
VII	71.0	4.5	24.5
VIII	69.0	12.0	19.0
IX	20.5	60.5	19.0
X	7.0	73.5	19.5
XI	4.0	70.0	26.0
XII	3.5	56.0	40.5

A study made by Miss M. Langdon in 1924 of the "Status of Home Economics in Four Canadian Provinces", shows much the same findings. She reported in this unpublished paper the following:-

"1. There is no uniformity of practice as to the grade in which Home Economics is introduced into the elementary school.

2. The current practice in Canada is to introduce Home Economics into the elementary schools in Grades VI and VII."

These two surveys seem to support the statement -

"that the majority of schools do not offer Home Economics below the seventh grade; it is rather generally required in the seventh and eighth grades and is offered as an elective in the ninth grade and later."⁴

Both the content and the organization of the Courses in Home Economics as offered in the Junior High grades have been undergoing considerable revision in the last few years. Dr. Emeline S. Whitcomb in the report on Home Making Education in United States in the Biennial Survey for 1928-30 says:-

"The instruction emphasis has changed from manipulative processes in sewing and cooking to education for health, social and economic adjustments, family relationships, child care and training and the other phases that have to do with the well-being of the family and its contribution to the community."⁵

4. Ibid - p. 146

5. Whitcomb, Emeline S. - Dept. of Interior Bulletin, No. 20. U. S. Government Printing Office - Washington, 1932 - p. 6

So also, in the organization the tendency seems to be to change from the old established scheme of having instruction periods of one-half day per week, to the newer plan of shorter periods (60-90 minutes) occurring two or three times a week. Other changes are also in progress, such as the introduction of the use of Home Projects, Individual Methods of instruction etc.

So in training the teacher who plans to enter the field of teaching Home Economics in Elementary or Junior High Grades there would seem to be a necessity for:-

(1) Training in the psychology of the adolescent and methods suitable for this age pupil.

(2) Training to give adequate preparation in the subject matter of Home Economics, especially along the lines of the newer trends in curricula as outlined above.

(3) Training to give a knowledge of the methods of curriculum construction so as to enable this teacher to keep pace with the newer developments in the Junior High Home Economics work in the All-Day School.

The Senior High and Technical High Schools

A rather striking fact to be gleaned from educational statistics in the United States is that, amazing as has been the increase in High School enrolment, the increase in enrolment in High School Home Economics classes has been proportionately even greater. The general tendency in the past and at present is to have Home Economics as an elective course in the High School. In the Technical High the plan generally has been to give a distinctly vocational trend to this form of education, so that the pupil elected this work as a course in itself and as one demanding a fairly large proportion ($1/4 - 1/3$) of the pupil's total time. The courses were usually continued by the student for the three years spent in Senior High, and they covered all phases of the usual content of Home Economics subject matter - Clothing, Foods and Household Management.

Another practice, somewhat antagonistic to the above, was to allow the girl to elect phases of the total subject - either Foods Preparation and Nutrition, or Millinery, or Dress-making etc. These courses were planned mainly to meet the special interest of special pupils rather than with any objective of training for home-making. Today it is believed that both these practices involve weaknesses. They have tended to limit the enrolment in High School Home Economics classes and

have also prevented, to some extent, ~~in~~ giving to Home Economics the well established place that has been accorded the academic subjects. Leaders in general education as well as in the special field have recognized this, and are advocating the giving of a more general course to be offered to all High School girls, a course which has as its main objective the developing of a more intelligent attitude toward right living and the home. Counts in his discussion of the Senior High curriculum says:-

"The growing tendency to require a small amount of Home Economics for all girls is most interesting. Much can be said in favour of this if the work they are required to take is based on the present and probable future needs of the High School girl." ⁶

Hence the prospective Home Economics teacher preparing for the field of the Senior High School must be so trained that she may be ready to give either Technical Courses or General Courses in Home Economics. In both types the emphasis will be on the present and probable future needs of the girl, and to meet this demand the teacher must have a broad training along technical, academic and professional lines.

6. Op. cit. - Brown and Haley - p. 131.

The Evening and Part-Time Schools

Schools of this type are usually administered directly under the Vocational Education Act in United States and the Technical Education Act in Canada. The pupils attending these classes differ in background, attitude and experience from those of the All-Day School. Also, they have less time to devote to the acquisition of the knowledge they seek. Hence the organization of these classes is difficult and methods of teaching differ greatly from those in use in the day school. Experience in the latter form of teaching does not in itself equip a teacher for conducting this type of education.

In the last fifteen years, and especially in the United States there has developed a very great demand for these two types of education. As yet the teacher-training institution have taken little part in equipping teachers for this field of work. Without doubt it is a form of training which will develop in the near future. Even at present it would seem important that all who enter the profession of teaching should be familiar with the purposes of these classes, and should have some knowledge of how to organize programs of instruction for them, so that they may be ready at least to cooperate in furthering education for these particular groups of pupils.

The Extension Field

It is realized that the needs of the rural home must not be overlooked in any scheme of home-making education. In these homes both the mother and daughter are to be found facing many problems which could be solved if assistance were given. In the past, education for the rural home has followed two lines:-

1. The organization of Boys' and Girls' Clubs or the H. H. Clubs for Junior Homemakers.

2. The organization of groups of women in Institutes or as United Farm Women, the Grange etc. to receive instruction from Home Economics Specialists or through "Local Leaders" or through Home Demonstration Agents. These latter special methods have been found very expedient in caring for this type of education.

To understand their use, both special training and experience is necessary, and the prospective teacher in this field must be given both of these. Some effort has been made to do this through special courses given in some of the Agricultural or Land Grant Colleges, but so far this can hardly be called a well organized effort.

So the fields for which the Home Economics teacher may be trained are:-

1. The All Day School either as -
 - a. Elementary or Junior High Grades
 - b. General Senior High Courses
 - c. Technical Courses in Senior High
2. Part Time Schools
3. Evening Classes
4. Extension teaching

From the brief study made of these fields, one point would seem to the writer to stand out especially. This is, that for the present, the greatest need in respect ~~of~~ the general training of Home Economics teachers is not for specialization and expansion along either the technical lines of Home Economics or of the academic subjects, but rather for more training along "Professional Lines" - Psychology, Sociology and the Principles of Education-so that both the methods and the content of the Courses given by these teachers may prove of real value and applicability in the actual fields of teaching to be entered.

Chapter IV

THE INSTITUTIONS TRAINING TEACHERS OF

HOME ECONOMICS

REGULATIONS AS TO THE CERTIFICATION OF TEACHERS

THE CANADIAN SITUATION

Types of Institutions Training

Teachers of Home Economics

The responsibility for administering the system of teacher-training in any State or Province is usually assumed by the State, which then proceeds to set up certain regulations or requirements as to the type and amount of training necessary to qualify the teacher for service in the public schools. But the actual work of training the teachers is usually delegated to certain teacher-training institutions, which may or may not be supported by State funds. In both Canada and the United States, there are many types of such institutions carrying on the work of training teachers of Home Economics. There are Universities, Colleges of Arts and Science, Agricultural and Land Grant Colleges, Teachers' Colleges, Normal Schools, Women's Colleges as well as other types variously designated as Institutes, Training Colleges for Technical Teachers. etc.

These differ greatly as to their entrance requirements, length of courses, and especially as to curricula and methods of organization. To obtain a picture of the situation it is not enough to study the Institutions of any one Province or State, because teachers of Home Economics, possibly more than any other group, migrate from one Province to another, from one State to another, and even from one country to another. The following table, which summarizes the findings from a questionnaire study of where the present teachers-in-service obtained their training, shows the great diversity of institutions represented. This table shows the number of institutions which were concerned in training the teachers of Home Economics in:-

(1) - 2 large cities and 7 smaller cities (over 10,000 population) in the two states, Washington and Minnesota, selected because of their proximity to British Columbia and Manitoba respectively, and

(2) - all the Home Economics departments of one Canadian Province, British Columbia, the city of Winnipeg in Manitoba, 3 cities of Ontario and 2 cities and 2 towns of Nova Scotia.

These were selected as representative "samplings," and questionnaires were submitted to these teachers of these places, asking them to name the Institutions in which they had received their training for teaching Home Economics.

Samplings were taken from 4 Canadian provinces because this study is more directly interested in the Canadian situation; but the table shows quite plainly why it is impossible to discuss the training of Canadian Home Economics teachers without considering the influence of the American training schools. Thus Table II shows that in the training of a total of 74 teachers in the province of British Columbia there are 30 different institutions represented and of these 7 are located in Canada, 12 in United States and 11 in Great Britain. The table shows further that while United States teachers do not come to Canada for any study in Home Economics, yet ~~that~~ they go to many different institutions in different parts of the country for training in Home Economics. Thus, in the State of Washington, sampling of 26 teachers, 13 different institutions are represented in their training.

It was very difficult to classify, strictly, the data listed under Types of Institutions. Some institutions gave both degree and shorter courses, and in a few cases the statements failed to show which course had been taken by the teacher. Also in some cases teachers took training first at one institution and completed degree training at another. The term Normal or Teacher's College is interpreted here as an institution giving a Home Economics training of degree level.

TABLE II

DISTRIBUTION AND TYPES OF INSTITUTIONS CONCERNED IN THE TRAINING OF TEACHERS
OF HOME ECONOMICS IN TWO AMERICAN STATES AND FOUR CANADIAN PROVINCES

Province or State	No. of Teachers	No. of Institutions	Location of Institutions			Types of Institutions				
			Canada	United States	Great Britain	Universities	Agric. Colleges	Normal Colleges	Institutes	Other Institutions
British Columbia (Whole Province)	74	30	7	12	11	14	25	6	9	20
Manitoba (1 city)	33	9	4	4	1	4	1		7	18
Ontario (3 cities)	11	3	11			3			7	1
Nova Scotia (2 cities, 2 terms)	12	7	5	2		2	2	4		4
Washington State (1 city, 3 cities)	26	13		13		15	10	3		
Minnesota (1 large city, 2 small)	35	10		10		22	4	3	6	

Note - Returns from Ontario and Manitoba are incomplete due to failure of response to questionnaire and incomplete records.

The data ^{were} ~~was~~ compiled in another way, giving the total frequency with which the Institutions of different types were mentioned on the questionnaire returns. This gave the following totals:-

Universities.....	50
Agricultural or Land Grant Colleges.....	14
Institutes or Technical Colleges	8
Normal and Teacher's Colleges	14

The findings from Table II point very definitely to the fact that there must be a great variation in the quality and type of Home Economics instruction given in the public schools of every province and state, and that this condition will ~~exist~~ ^{persist} so long as there continues to be so many different types of institutions, with their varying standards as to length and content of courses, entrance requirements etc., taking part in the training of teachers of Home Economics for positions in the public schools. It is most important that State and Provincial Departments of Education cooperate with the heads of teacher-training departments to encourage survey and research along the lines of Home Economics Education, in order that definite standards may be set up for the training of teachers of Home Economics. At present the only method of regulating this training is through the setting up of State or Provincial Regulations for the certification of these teachers.

Unfortunately for these, in Canada there is even greater diversity of practice, hence it is necessary to examine these closely with a view to their reorganization. These regulations will be discussed in the second part of this chapter.

The Institutions Selected for Analysis and
Comparison in this Study

With so many types of institutions concerned in training Home Economics teachers, for this study it was considered inadvisable to confine the analysis and comparison of curricula to any one particular type. In Canada there are, all told, 8 institutions of college grade giving degrees in Home Economics, 4 institutions giving courses of two years duration, and 3 institutions giving courses varying from 10 weeks to one year in length. All these Canadian institutions, varying in type from University and Agricultural Colleges to Institutes, Normal Colleges and a Training College for Technical Teachers, were included.

The list of institutions in the United States to be selected for study was compiled in the following way. In 1930 the United States Office of Education published a bulletin of "Home Economics Instruction in Higher Institutions, including Universities, Colleges, Teachers' Colleges, Normal

Schools and Junior Colleges." The institutions were listed according to States, so those located in states adjacent to the Canadian provinces were checked, and all those showing a fairly large enrolment of students were selected. The list thus obtained was checked against the list of institutions compiled from the data on where the teachers-in-service were trained, and the two very large institutions of Teachers' College, Columbia and Iowa State College, were added to the number.

While institutions in Great Britain have contributed somewhat to the training of Canadian teachers, these were not included in the study, since the data listed in Table II shows that in only one province have these institutions contributed to any extent.

The 39 institutions finally selected for comparison have been classified or grouped as follows:-

- (1) Universities and Colleges
- (2) Agricultural and Land Grant Colleges
- (3) Teachers' Colleges
- (4) Institutes and Women's Colleges
- (5) Normal School or other institutions offering less than a four year course and not granting a degree.



In the remaining part of this chapter it is planned to discuss these types of institutions quite briefly from the following standpoints:-

- I. The Internal Organization of Home Economics Teacher-Training units as affected by the type of Institution;
- II. The Relation between the types of Institutions and the Regulations for the Certification of Teachers as set up by -
 - a) Various states of the American Union and
 - b) each of the Canadian provinces.

I. The Internal Organization of Home Economics
Teacher-Training Units

There is considerable diversity shown in the internal organization of teacher-training courses of the various types of Institutions offering the courses. In discussing this diversity of practice it is well to keep in mind the whole history of Home Economics education and of the various factors which operated to bring this form of education into being in the different types of institutions. The influence of such forces as the movement for the higher education for women, the vocational education movement, the manual training movement etc. can all be traced in the scheme of organization

set up by the various institutions for their Home Economics courses. In the Universities and also the Women's Colleges, Home Economics was first organized mainly as a response to the demand for a form of higher education, which would be particularly suited to women. In such institutions the Home Economics Course tends to consist of a certain number of technical courses combined with or added to the academic courses commonly accepted as being of university level. Sometimes the organization took the form of a separate division of Home Economics, while frequently it meant merely the giving to the female students an opportunity to elect or "major in" these technical subjects as part of a general Arts Course. The influence of the Vocational Education movement may be traced both in the Agricultural or Land Grant Colleges, and in the Normal or Teacher's Colleges. The former institutions organized separate divisions of Home Economics with the purpose of training rural girls to be successful home-makers just as rural boys were to be trained for successful farming. Such courses tended to be rather heavily weighted with technical subjects. The vocational influence affected the courses organized in Normal and Teachers' Colleges in which the purpose was to train teachers to put this new type of subject matter into the public schools. These courses tended to be dominated by professional and technical courses to the detriment of the academic training offered the teacher.

The influence of the manual training and industrial education movement can be traced in the establishment of such institutions as Stout Institute, Bradley Polytechnic Institute, Drexel and Pratt Institutes in the United States and Macdonald Institute and the Ontario Training College for Technical Teachers in Ontario, Canada.

So according to the history of their founding and the varying objectives which first regulated their forms of training there may be noted varying schemes of internal arrangement of their teacher training units. Two main lines of variation are to be noted especially. First in respect to the particular division or department in which the teacher training work is placed, and second in respect to the year of the course in which the differentiation of curriculum for trainees begins.

In both the Universities and Land Grant Colleges the general tendency seems to be to place the Home Economics teacher-training work either in the division of Home Economics itself or in the division of Education. In the recent survey of Land Grant Colleges made in the United States it was found that of 33 institutions the major divisions in which degrees are granted to Home Economics teachers are:-

"Home Economics - 17	Education 8
Agriculture - 6	Arts & Science - 2" ¹

1. Survey of Land Grant Colleges 1918-28 - Ibid - p. 236

Since the profession of teaching involves a knowledge both of fundamental or basic types of subject matter as General and Educational Psychology, General Methods and Principles of Education etc. and of Special Methods dealing with the problems of the actual field to be entered by the teachers, it would seem to be logical to have the training of the Home Economics teacher under the joint supervision of the two departments, that of Education and of Home Economics. In those institutions such as State Teachers' and Normal Colleges which have as a major objective the training of Home Economics teachers such a relationship as that implied above exists as a matter of course. But in other institutions in which the Home Economics department considers the training of teachers as only one of many functions this very desirable form of joint supervision and administration is not always found. In three of the Canadian provinces - Ontario, Alberta and Saskatchewan - the arrangement is such that practically all professional training is taken after the degree is obtained and the Academic and Technical training has been completed. If this is given in a Faculty or College of Education of this same University there will probably be the necessary cooperation between departments to secure a well rounded training for the teacher but if this professional training is to be obtained in an entirely separate Normal

school there is apt to be lack of coherence between the technical and the professional courses. Such a course is usually inadequate in type and below the level needed. It usually equips the teacher in a satisfactory manner for presenting elementary school subjects to elementary classes but as has already been pointed out in a preceding chapter, practically all the Home Economics offered in the public schools is of Junior or Senior High School level. Teachers of Home Economics entering these fields need to have a knowledge of the methods, devices, illustrative material, curricula etc. adapted both to the level of the pupil and to the special type of subject matter to be taught. Such training has to be given in special methods courses and through supervised practice teaching in the type of class, constituting the actual field to be entered by the teacher on the completion of her training. Of all the institutions studied in this survey the scheme of organization followed at the Ontario College of Education, Toronto University, seems the most admirable. To secure a Specialist certificate the candidate (who must hold a degree in the specialist subject) receives along with her general professional training a special methods course "consisting of at least two seminar periods per week throughout the session and of special observation and practice teaching in the specialist department

in which the candidate is an applicant for a certificate." ²
Not all Universities have the necessary staff and facilities for following such an arrangement but such a plan seems to have many advantages and points of commendation.

Another field of variation to be noted in the internal organization of Home Economics teacher-training in different types of institutions is that of the year when the trainee begins to differentiate her curriculum from that of students who are entering other lines of Home Economics work. In the United States institutions giving four year courses there is no standard in this respect although the general trend in the Universities and Land Grant Colleges is to begin the differentiation in the Junior year. The last survey of Land Grant Colleges shows that of 39 institutions differentiation began with the freshman year in 8; in the sophomore year in 7; in the junior year in 23 and in the senior year in 1 institution. In the State Teachers' Colleges differentiation frequently begins with the freshman year. In the Canadian institutions of college grade on account of a small instructional staff and limited facilities differentiation is frequently limited to the final year. This has two disadvantages, it tends to limit the amount of professional training received and also does not make for the best selection and guidance of trainees.

2. Calendar of Ontario College of Education - p. 18.

This lack of standardization in the internal organization of Home Economics teacher-training seems to be due to the fact that this training is undertaken by so many different types of institutions, which vary both as to their objectives and as to the lines along which they have developed. They have been evolved either to meet particular situations or along traditional lines. Today new situations and needs have arisen and tradition must guide rather than restrain progress. It would seem that the time has come to take cognizance of the situation in respect to these various institutions and to their reorganization and reconstruction. Such steps cannot be taken without considerable study and research to discover:- (1) the functional value of different courses in relation to the different fields to be entered by teachers, (2) the sequence of courses making for the greatest functional value, (3) the methods and types of institutions found acceptable in preparing professional workers in other fields than teaching etc. etc. Such study should bring about the acceptance of standards and practices so that there will be more uniformity in the schemes of organization of training units. It should make for better balanced curricula- which will not be lop-sided due to overweighting by either technical or professional subject matter.

Finally it should eliminate unnecessary duplication of teacher-training work by different institutions within the same state or province, by the directing of their training toward definite fields - for example the Universities giving training for High School Home Economics teachers, the Normal Colleges for Junior High positions, the Institutes or Technical Colleges for Vocational, Trade or Evening Schools etc.

If such research and reorganization as suggested is not possible at least two of the most pressing needs which stand out as a result of this discussion should be considered immediately. The first is the need of a closer administrative relationship between the divisions of Home Economics and of departments of education in Institutions and the second is the need of arranging for the selection of trainees and the differentiation of their courses at an early enough time in their training that courses may be taken in the proper sequence to secure the highest form of professional training. If these two needs are met then Home Economics teacher training will be much more definitely on a real professional level than it is at the present time and under present schemes of organization.

II. A. Regulations re the Certification
of Teachers of Home Economics in the United States

The situation in respect to the regulations, which have been set up by the various states, for the certification of their teachers of Home Economics, does not need to be discussed at any great length because the findings of two recent surveys in this field have been published and are available for study by any one interested in the matter. The first survey is that made by Dr. Gladys Branegan, whose findings are published under the title of "Home Economics Teacher Training under the Smith-Hughes Act 1917 - 1927." The other is the recent survey of the Land Grant Colleges covering the decade 1920-1930. Findings from this in regard to Home Economics Teacher Training Courses etc. in these institutions are given in two volumes of this report. In both surveys the field has been covered by a very thorough and systematic study.

Dr. Branegan's report shows very clearly that the regulations set up by the different states as to the certification of teachers for Vocational Home Economics schools has affected very definitely the length and type of courses offered by different institutions. She says in speaking of the period from 1917 to 1927:-

"The standards of four years of college training for day school Home Economics teachers has been designated by practically all states from the beginning. A few of the institutions such as normal or technical schools had only two or three year courses in the beginning but these were either

lengthened to four years or the institutions were dropped by the end of the second year."⁴

Since the Smith-Hughes teacher-training institutions prepare from one-third to one-half of the potential Home Economics teachers, the influence of standards set up by them in response to the state regulations for certification must influence also the standards for teachers in the non-vocational schools. That this statement is true is supported by the following extract from the 1926-27 Illinois State Report on Home Economics Education:-

"When Illinois accepted the Smith-Hughes Act approximately 40 per cent of the high schools were employing teachers with two or three year diplomas in Home Economics. Today, no vocational and few non-vocational high schools will employ a teacher who has not met the minimum requirement set up for vocational home economics teacher."⁵

There is a definite trend toward the requirement of a four year course in a college level of all teachers who wish to qualify as teachers of Home Economics in All Day Schools. Thus of the 29 institutions of the United States, whose courses were analyzed and compared in making this particular study, only 2 were found offering less than a four year course in Home Economics.

4. Branegan, Gladys A., Home Economics Teacher Training Under the Smith-Hughes Act, 1917 - 27, New York, Columbia University, 1929 - p. 102.

5. op. cit - p. 78

The regulations set up do more than to merely specify the length of the training necessary for certification. Thirty-one states in 1927 specified that 10 - 15 per cent of the total teacher-training curricula must be devoted to professional subjects. In some states this standard is set up in a different way by stating that the student must have "15 semester hours of work in education." Then too for student teaching or supervised practice teaching the Federal Board has recommended a minimum of 36 double period teaching lessons. Forty-one states by 1927 had established a standard, requiring the prospective teacher to have 2 years or more of Home making experience. Twenty-five states specified that Courses in Special Methods of teaching Home Economics be given.

All these statements indicate that while there remains some variations in regard to the regulations for the certification of teachers, as set up by the various states, yet the trend is toward ever higher standards and towards the establishing of standards, uniform to the different states.

For part-time and evening schools in the United States the above statement is not so true as it is for all-day schools.

Dr. Branegan says of these schools:-

"The specifications concerning the amount of professional training, special methods and student teaching were not as numerous or specific as in the case of the day school teachers. There is a decided tendency to state them in very flexible terms so as to allow for the certification of individuals especially fitted to teach certain units but who were deficient in certain particulars."

II. B. Regulations re the Certification of
Teachers of Home Economics in the Canadian Provinces

While the situation in respect to the certification of teachers in the United States has been discussed very briefly, it is necessary to consider the Canadian situation much more closely and to treat each province by itself. One reason is that there are no published reports on the matter available to students hence it seems wise ~~that~~ in a study, which is concerned primarily with presenting a picture of Home Economics teacher-training in Canada, to study each province separately and to bring the material together for purposes of comparison. Another reason is that there is an absolute lack of uniformity in the regulations set up by the different provinces, hence there is a great diversity to be noted in respect to the qualifications possessed by the teachers of Home Economics in the different provinces.

It has frequently been said "that the selection of a properly qualified staff becomes the largest single responsibility of a superintendent of schools". Yet in some of the Canadian cities there are presumably no accepted standards of qualification.

In connection with the data accumulated from the questionnaire survey of where the present teachers-in-service received their training some attempt was made to arrive at findings as to the length of training received and the types of certificates, degrees etc. held by the teachers in the Canadian schools investigated. On account of incomplete records it was found impossible to get sufficient data to present it in tabular form, but the citing of a few examples from the material presented will furnish direct evidence to support the statement - There is no uniformity of practice in the regulations for the certification of teachers of Home Economics in the Canadian provinces. In the province of Ontario there may be in the same department teachers whose special training for teaching Home Economics varies in length from twenty weeks to five years. In the province of Manitoba for 33 teachers the training varied in length from 6 weeks to five years, and of these 33 teachers only 5 or 15 per cent held degrees. In contrast to this, in British Columbia, of 74 teachers, 36 or about 50 per cent hold degrees and in no case is the special training of less than one year in length. Conditions such as this could hardly exist in the ~~other~~ professions of Law, Medicine etc. Home Economics education in Canada as has been shown in Chapter II, is a fairly recent

and the growth of the teacher training work has been somewhat incidental. This accounts in large measure for the lack of uniformity among the provinces in the standards set up for the qualifications of the teachers. But the pioneer stage has been passed and it is to be hoped that in the near future there may be such cooperation between the institutions training the teachers and the Departments of Education licensing them that standards of certification may be set up as common to the nine provinces, so that the institutions may arrange their training courses to meet these regulations. In the following section a brief description will be given of the conditions in each province, both of the regulations and of the institutions training the teachers.

Nova Scotia

The regulations regarding the licensing of teachers of Domestic Science in this province are as follows:-

"A license will be awarded by the Council of Public Instruction only after consideration of the qualifications of the candidates, individually, as reported on and recommended by the Principal of the Provincial Normal College who shall present for such consideration the diplomas, certificates or other vouchers of each candidate, demonstrating their proficiency in the subjects included, and indicating the general fitness of each to take intelligent and successful charge of such schools. But the graduation certificates of the Truro School of Household Science, in affiliation with the Provincial Normal College shall be accepted by the Council as satisfactory evidence of the candidate's qualifications."

This shows that the responsibility of training Home Economics teachers in Nova Scotia has really been delegated by the Council of Public Instruction to one institution, the Truro School of Domestic Science in affiliation with the Provincial Normal College. The course continues through two years, concurrently with the Normal College classes. During the first year the candidate follows in the main the training course of the "B" class (Grade XI standing) of the Normal College, specializing during the latter half of the term in branches of domestic science. In the second year the work is entirely technical and the graduate is eligible for both the First Rank Diploma of the Normal College and the Diploma in Domestic Science. This arrangement just described is unlike any other to be found in any province of the Dominion but somewhat similar plans for training may be found in some of the State Teachers' Colleges and Normal Schools of the States.

There are three other institutions, whose work in training Home Economics teachers is recognized by the Nova Scotia Council of Instruction. These are the Acadia University and St. Francis Xavier's College (Mt. St. Bernard) in Nova Scotia and Mt. Allison University in New Brunswick. These all provide two types of curricula, two year courses leading to a diploma and four year courses leading to a degree.

Graduates of either type of curricula may submit their diplomas to the principal of the Normal College and are usually recommended for receiving licenses without further question. However, at these three Universities, the tendency is to encourage students to take the degree courses, since it is believed that the time is fast approaching when this will be considered the minimum training necessary for certification. The situation in Nova Scotia at present may be stated briefly as - The minimum length of curriculum for training teachers of Home Economics is two years. Four years is considered very desirable. The certification of the teachers is controlled to a large extent by the Provincial Normal College. There are four institutions training teachers of Home Economics. Since the number of trainees is small, this means that there must be duplication and overlapping of functions by these institutions. While it is recognized of course, that these institutions are training students for other lines than that of teaching, it is also known that the staff members are few in number and equipment is somewhat limited. It would seem wiser to either concentrate the teacher training work at one institution, so making for a stronger organization or to have these four institutions select specific fields for which they alone will give training.

New Brunswick

In this province there is only one institution training Home Economics teachers. This is Mt. Allison University and the Ladies' College in affiliation with it. It offers, however, three different curricula for teachers - a four year course leading to a degree, a two year Normal and Dietetic course and a one year Normal course for experienced teachers. The regulations of the Board of Education read:-

"Certificates or Diplomas granted by the College to persons holding Teachers' License in New Brunswick, showing that they have completed the course in Household Science at the said College, shall be accepted as sufficient proof of the qualifications of such persons to teach Household Science in the public schools of New Brunswick under the provisions of the School Act in relation thereto."

(Note:- Mt. Allison University also gives a Teacher Training Course which is accepted under the regulations of the Department of Public Instruction of Nova Scotia as fulfilling the requirements for Superior First Class License. This teacher's diploma may be obtained by taking certain courses in Educational subjects along with those of the B. A. or B. Sc. degree)

In New Brunswick the situation briefly is that the extent of the special training courses varies from one year (given only to experienced teachers) to four years.

Quebec

(Note:- the regulations cited for this province pertain only to Protestant schools of the province)

There is one institution in this province training teachers of Home Economics for Protestant schools. This is MacDonald College, in affiliation with McGill University. The only course offered now for teachers is a four year course (formerly there were one and two year courses) and students completing this are - "eligible for the Specialists certificate granted by the Protestant Central Board of Examiners of the Province of Quebec". Thus at present in this province the minimum special training is four years in length.

Ontario

In this province the regulations re the certification of teachers are set forth very definitely. There is rather a clear cut distinction between Household Art and Household Science and the regulations for teachers differ not only according to the grade of position held but also for Household Arts and Household Science and Vocational classes.

The regulations for the Vocational classes read as follows:-

1. For teaching dressmaking, millinery and art in Vocational High Schools and departments and Interim Ordinary or Interim Specialist's Certificate is required.
2. For teaching Household Science a Specialist's Certificate in Household Science is required.
3. For the head of a home-making department three qualifications are necessary:-

- (a) Graduation from an institution of a College grade in a course of study in Household Science or Household Arts.
- (b) Professional training in teaching and school management equivalent to a Specialist's Certificate in Household Science or in Household Arts.
- (c) Such practical experience in trade or home-making as the Minister of Education may deem necessary.

In addition to the two certificates mentioned above there is a third type granted and this is known as an Interim Intermediate Household Science Certificate.

There are three institutions training teachers and qualifying them for these certificates. These are:-

1. Macdonald Institute at the Ontario Agricultural College. Here a two year Normal Course is given to candidates,

who must hold an Ontario First or Second Class Public School Teacher's Certificate before entering on the course. On completing the course the teacher is qualified to teach Household Science in Public, Separate, High or Continuation Schools.

2. The University of Toronto with the Ontario College of Education. In this University a four year course is given and this must be followed by a year at the Ontario College of Education. To secure an Ordinary High School certificate the candidate must be a graduate of a British University, having followed a course approved by the Minister of Education of Ontario, and the certificate is granted after a year's course in the Faculty of Education. For a High School Specialist's Certificate one must have obtained standing in an Honour Course (four years from Honour or Senior matriculation) and then must attend the College of Education for one year. A High School Assistant's Certificate is secured at the same time as the Specialist's Certificate. The College of Education also gives a one year course to experienced teachers, leading to the Interim Intermediate Household Science Certificate. Candidates who enter this course must hold a Second Class or First Class Public School or High School Assistant's certificate or a kindergarten-Primary certificate.

3. The Ontario Training College for Technical Teachers at Hamilton, Ontario. Different Courses are given at this institution.

(a) Course for Interim Ordinary Certificate in Sewing and Dressmaking. This is one year in length plus one month of trade experience, and the candidate must hold a second class or first class Public School Certificate or a High School Assistant's Certificate or a Vocational Certificate. This Interim Ordinary Certificate qualifies for teaching the special subjects in a Vocational Department.

(b) Summer Courses, leading to Interim Ordinary Domestic Art Certificates. These are two summers of five weeks each. Only candidates who hold Ordinary or Specialist's Certificates in Household Science are admitted. Six months trade experience in approved shops is also required.

Thus the situation in Ontario is:- For Intermediate and Vocational certificates the minimum training permitted is one year of special course work after the usual professional training. For the Specialist's Certificates qualifying for teaching in Collegiates five years of training beyond Honour Matriculation is required. For Evening School positions the requirement is less rigid, the regulations stating that "while it is desirable that teachers in

vocational classes should hold certificates which would qualify them as instructors in day vocational classes, the minister may accept such other qualifications and experiences as he may deem expedient."

It is to be regretted that there is such a division between training for Household Arts and Household Science since it is believed that training for homemaking should include all phases of this composite vocation and the teachers presenting the courses, while they may be specialists in certain phases, require a certain amount of training in the whole field of Home Economics. But except for this the situation in Ontario seems to be very good. The regulations are definite and the standards set for securing the Specialist's Certificate are the highest to be found in any of the Provinces or in the States. The emphasis that is placed on homemaking and trade experience is also commendable. There is probably some duplication and overlapping of function by the three institutions concerned and some reorganization might be advantageous.

Manitoba

The Department of Education revised the regulations for certification in July, 1929, and since then some slight changes have been made in the rulings. These read as follows:-

(a) Domestic Art Certificates for Elementary and Junior High Schools are granted to teachers who have second class Professional standing and in addition have taken technical work as prescribed by the Programme of Studies. The holder of this certificate is eligible to teach Dressmaking, Millinery or Cooking in the Elementary and Junior High Schools up to and including Grade IX.

(b) Domestic Art Certificates for Secondary Schools are issued to teachers who have a First Class professional certificate and who have done at least one year of special work in Home Economics at an approved institution. The holder of this is eligible to teach Dressmaking, Millinery or Cooking in Grade X and XI in the Secondary Schools.

(c) Partial Certificates for teaching Home Economics are issued to holder of the Degree of Bachelor of Science from the University of Manitoba, who have taken special training in Pedagogy in addition to the work in Home Economics. The holder of this is eligible to teach Home Economics in any school of the Province.

In this province there is only one institution training directly for Home Economics teaching. A four year course is given in the Faculty of Home Economics and Agriculture of the University of Manitoba.

Graduates of this course who have elected the necessary courses in Pedagogy receive the third type of certificate mentioned above. The amount of special training required for the other two types of certificates is low in comparison with those of the four provinces already described and particularly Ontario. To secure the Certificate for Elementary and Junior High School positions no special training in advance of that secured in a High School technical course is necessary. For Collegiate positions one year of special training is sufficient. In actual practice teachers who in addition to general professional training and experience, have had only ten or twelve weeks of special training in Home Economics are appointed to these positions.

Saskatchewan

The regulations of the Department of Education show two grades of certificates as granted:-

(a) Special Certificates for Elementary Schools.

These are granted in Home Economics to persons who hold at least second class certificates for Saskatchewan or who submit satisfactory evidence of scholarship and professional training and who submit official evidence of holding satisfactory certificates or diplomas from accredited institutions giving special courses in these subjects.

(b) Special Certificates (High School and Collegiate Institutes) in Home Economics may be granted to persons who hold at least First Class certificates for Saskatchewan or who submit official evidence of holding satisfactory certificates or diplomas from accredited institutions giving courses in these subjects.

There is one institution in Saskatchewan giving Home Economics training, the University of Saskatchewan. A four year course is given. There is a division of Education at this University and by attending for an additional period of one to two years an Interim High School Certificate may be obtained. In the regulations cited above the expression "satisfactory certificates or diplomas from accredited institutions" specifies nothing definite as to the minimum length of special training but since practically no institutions in either Canada or the United States issue diplomas or certificates for courses of less than one year's duration, this may be taken as the minimum amount. The situation in Saskatchewan is then that the training may vary from one to four years plus the general professional training given in a Normal School or the Education division of the University.

Alberta

The situation here is very similar to that of Saskatchewan. The regulations for Special Certificates read:-

"The Department of Education of Alberta will grant certificates in Manual Training, Household Economics etc. to persons who possess satisfactory qualifications on the request of a school board. Teachers who hold Second Class Certificates for the Province of Alberta, or the equivalent thereof and who present evidence of having completed a satisfactory course of training at an institution giving special instructions in these subjects are considered as eligible for these special certificates."

There is one institution giving training for Home Economics teaching in the province, the University of Alberta, which has a four year course. The regulations cited above, however, are so indefinite that it is not necessary to consider this institution as the one at which the candidate for a Special Certificate must complete her training. It would be desirable to have these regulations set up some minimum at least for the "satisfactory courses" qualifying as the special training.

In the three prairie provinces it is quite evident that greater stress is laid on the value of Normal training than on the special training for the subject to be taught. While it is realized that it is important to know "how to teach", it is also most important to know "what to teach" and it is certain that teaching experience gained directly in the

field of teaching to be entered by the prospective teacher is preferable to any other type.

British Columbia

There are no institutions in this province, which train directly for Home Economics teaching. (Some special summer courses are organized for teachers-in-service). The regulations re certification read:-

"A British Columbia Instructor's certificate is granted to a candidate who has had approved training in one of the recognized training colleges in Canada, United States etc., and also holds a Teacher's Certificate or has had approved professional training."

For all Collegiate positions in British Columbia the teacher must hold a degree from a British University. Since the certificate is given only to graduates of recognized training colleges, the minimum special training would be one year and that for High Schools would be four years at least.

(Note:- No discussion has been given regarding the situation in Prince Edward Island. Home Economics education here is very limited in the amount being carried on and there are no institutions training directly for Home Economics teaching).

III. Summary of the Main Points of the Chapter

Since the discussion in this chapter has become rather detailed the main points have been summarized.

1. There is great diversity shown in -

(a) the types of institutions training teachers of Home Economics and

(b) the internal arrangement of the teacher training units within these institutions. The general trend though in the United States is toward the establishment of four year courses whatever the types of institution. The same trend may be noted in the Canadian provinces although the process of evolving the four year courses and discarding the shorter courses is proceeding at a much less rapid rate than in the United States.

2. In respect to the internal arrangement of teacher-training units it would seem desirable, wherever possible, that these units should be administered jointly by the Home Economics and Education divisions of the University or College training the teacher. Differentiation of courses for trainees should begin by the Junior or third year of a four year course in those institutions in which technical and professional training are given concurrently. Where arrangements are such that professional training follows the

technical training there should be direct cooperation between the Home Economics teacher trainer and the institution or department giving the general professional training so that through special methods courses and supervised practice teaching the trainees may be fitted more directly for the field to be entered.

3. The great diversity in type and arrangement of institutions and courses is probably due to the fact that establishment of the teacher-training units has been somewhat incidental and has followed along traditional lines. Hence, the duplication and overlapping in function by institutions and the lack of strong well-rounded professional courses. It would seem that there is great need at present for "stock taking". There should be surveys of (1) the fields to be served by the teachers and (2) of the institutions training teachers and the findings should be brought together and the institutions so reorganized that they may be made to function to the highest possible degree in "fitting" teachers for the various fields of service in home-making education.

4. The regulations for the certification of teachers as "set up" by the various American States and the Canadian provinces show also a great diversity and lack of uniformity. This is not as true of the United States at the present time

as it was a few years ago. The present trend in all the states is toward the demanding of a four year course in training in order to qualify for teaching positions in all day schools. Another fairly uniform practice is to demand that ten to fifteen per cent of this four year curriculum consist of professional courses.

5. A study of the Canadian situation reveals that there is no practice that can be said to be uniform for all the provinces. The trend is toward the setting up of higher standards for the certification of teachers but at the present time the range of special training necessary for qualifying for teaching positions is from six weeks to six years. In the maritime provinces the tendency seems to be to stress technical qualifications rather than the general professional training while the reverse is true of the three Prairie provinces. Ontario and British Columbia have set up fairly high standards for both professional and technical training. In Ontario there are very clear cut regulations for the certification of teachers. A hopeful sign of the present situation is that there would seem to be a definite relationship between the maintenance of high standards for teacher training and the general progress of this form of education since the greatest development in Home Economics work in the public schools has been in the two provinces of Ontario and British Columbia.

6. One rather regrettable fact in the Ontario situation is the rather sharp division made in the regulations for training teachers of Household Science and of Household Arts. Both are simply phases of the same vocation of home-making. If the hope that in the future all girls in the public schools will receive some measure of home-making education is to be realized the teachers of the subject must be so trained that they themselves will have a knowledge of all phases of this very complex vocation.

Chapter V

THE CURRICULUM FOR TRAINING TEACHERS
OF HOME ECONOMICS

Probably the one factor which is of greatest import in the pre-employment training of teachers is the curriculum. The personality and qualifications of the staff members of the institution attended, the equipment available, buildings etc. all constitute important factors in fitting the prospective teacher for her field of work but in the development of adult students, the curriculum, undoubtedly, makes the greatest contribution. In this study of the training of teachers of Home Economics no attempt has been made to compare the different institutions in respect to such matters as the number and qualifications of their staff members, the extent of equipment, laboratories available etc. Instead of this considerable time has been spent on making a detailed analysis of the curricula of all the institutions selected for study - namely, all the institutions in Canada offering higher training in Home Economics and the more important institutions in those States which are adjacent to the Canadian provinces.

In considering teacher training curricula there is a tendency to think of professional courses only. But cultural, technical and professional subject matter are all a necessary part of the equipment of teachers. Certainly every teacher should be a person of culture. Every teacher should possess the requisite fund of knowledge and facts, which pertain to the particular field of teaching to be entered. (Ideally a teacher should be at home in all the common fields of human knowledge). Skill in selecting and using this knowledge is an important factor in the teacher's success. Some technical skills are necessary, especially for the teacher of a vocational subject. As early as 1903, Dean Sarah Louise Arnold of Simmon's College said of the training of teachers of Home Economics:-

"The relations which are established between Home Economics, the sciences, literature, history and human life, go to show that the first foundation for the teacher of household economics is a liberal education, which will enable her to recognize these relations, to glean from every field that which is necessary for her garner. She must apply to her province, the home, that which others have learned in their special fields of science or art We should note here, however, that one function of the teacher of household science is to make plain the relation of science to the everyday arts and to lead the way to a better and saner practice. To this end it is essential that she should be a skilful practitioner as well as an expert in theory." ¹

1. Land Grant College Education - 1910-1920, United States Bureau of Education, Bulletin No. 29, Washington 1925, p. 54.

Dean Arnold's statement holds true to-day. A well-rounded curriculum of Home Economics teacher training must provide the prospective teacher with opportunities to acquire the requisite body of knowledge, the professional attitudes, the teaching and technical skills and the capabilities for future growth which are necessary for the specific position to be filled.

I. The Distribution of Curricula over
Subject Matter Fields

The demand for such a broad programme of training as that outlined above raises the question as to what is the best distribution of time among the various subject matter fields. What per-centage of the total time should be given to the purely academic subjects such as English and History, how much to the Home Economics and technical subjects of Nutrition, Clothing and Textiles etc., how much to the Educational subjects of Psychology, Methods etc, how much to the related Sciences and Art, as Chemistry, Biology, History of Art, etc.? This problem of the optimum allocation of time to different courses is increasing in import and complexity each year. All the important developments resulting from research in these fields, mean the addition of more and more subject matter.

The chemist is accumulating much material in both the chemistry of Food and Nutrition, and the Chemistry of Textiles etc; the nutritionist is conducting research in dietetics; the economist is applying his findings to the economics of the home; the sociologist and social workers are cooperating in studying the problems of family relations, child welfare etc; while the research workers in education are developing more and more courses in this field. With such a wealth of subject matter and with every staff member pressing for greater recognition of his individual course, it is quite evident that the problem of the distribution of time over subject matter fields is increasing in importance all the time.

To solve the problem the principle which must always be kept in mind is that the purpose for which any curriculum exists is to train and develop students and not merely to teach subject matter. It should also be remembered that it is not wise to increase the width of curricula at the expense of depth. If Home Economics teachers are to receive the right type of pre-employment training, the curriculum must be revised with these principles in mind. This survey is concerned with obtaining a picture of the curriculum situation to be found in institutions training teachers today and by contrasting this with the data of earlier surveys to discover the trend and the probable future developments, particularly as to the distribution of these curricula over subject matter fields.

Forty-one curricula have been analyzed and with the above purposes in mind, the courses which commonly enter into the Home Economics curriculum have been grouped into the following four classes:-

- (1) The Academic Courses and the Related Sciences.
- (2) The Home Economics or technical courses.
- (3) The Professional or Educational Courses.
- (4) The Elective Courses.

In the first group the Academic, have been placed the subjects English, Mathematics, Languages, History, Chemistry, Physics, Economics, Sociology, Physiology, Biology and Bacteriology. In the second group - the Home Economics or Technical - have been placed Nutrition, Clothing, Textiles, Art, Home Management, including the newer courses of The Family, Child Development, Economics of the Home etc. In group three - the Professional - have been placed the General, Educational and Child Psychologies, General Methods, History of Education, Special Methods in Home Economics, Practice Teaching and Vocational Methods. In group four - the Elective and Related Courses - are placed such courses as Physical Education and all others designated as elective.

Following along the lines of this rather arbitrary method of classification an analysis has been made of the curricula, wherever it is possible, and in as exact a manner

as was possible. The method of selecting the particular curricula to be analyzed has been described in Chapter IV. In some cases there was lack of sufficient information given in the calendar to permit of arriving at any definite comparison of the times, allotted to different subjects. The general plan of analysis was first to ascertain the total number of credits (or points) required of the student for graduation, whatever the length of the course. In those institutions in which the credit system is not in use the method was to make a count of the total number of hours of instruction required of the student and this total was the figure used in place of that for total credits. (It is realized that there is some room for error in this method, both as to interpretation and calculation). Following this a tabulation was made of the time allotment for each of the subjects in each of the four divisions. These were then totalled for each division and the proportion of time devoted to Academic, Home Economics, Professional and Elective Courses was calculated on a percentage basis. This latter seemed the most equitable method of comparison since the purpose of the analysis was to discover the proportional distribution of the curricula over subject matter fields. (The method of analysis may be followed by examining Appendix "B" which gives all the data for the Canadian institutions).

The findings of the analysis are given in Table III. The institutions, both American and Canadian, have been grouped according to type and have been given a key letter and number. (The key is given in Appendix "A"). The letter A denotes the Universities, B, the Land Grant or Agricultural Colleges, C, The Institutes and Women's Colléges, D, The Teachers' or Normal Colleges and E, the institutions offering less than a four year course.

Table III may be interpreted as in the following examples:- In the institution 6A (The University of Wisconsin as shown by the key in Appendix "A") requires a total of 124 credits for graduation. Of these 44 credits or 35.4 per cent of the time allotment is to Academic Courses, 54 credits or 43.5 per cent of the time to Home Economics subjects, 19 credits or 15.3 per cent of time to Professional Courses, leaving 7 credits or 5.6 per cent of the time as elective by the student. In another institution, 8B (The Manitoba Agricultural College as shown by the key) requiring 76 credits for graduation, the time allocation is:- 47.3 per cent to Academic, 39.4 per cent to Home Economics, 9.2 per cent to Professional with 4.0 per cent to be elected by the student.

The findings of this table were given some statistical treatment. A frequency table was made and the median scores for each of the four divisions were calculated.

TABLE III

THE PERCENTAGE DISTRIBUTIONS OF 41 CURRICULA OVER SUBJECT MATTER
FIELDS AS SHOWN BY THE ANALYSIS OF THE CALENDARS OF DIFFERENT
TYPES OF INSTITUTIONS

Name of Institution	Total Credits	Academic		Home Economics		Pro- fessional		Related Electives	
		Cr.	%	Cr.	%	Cr.	%	Cr.	%
1A.	125	45	36.0	31	24.8	22	17.6	27	21.6
2A.	124	44	35.6	48	38.7	14	15.3	13	10.4
3A.	130	64	49.2	42	32.3	24	18.5	--	----
4A.	193	70	36.3	67	34.6	29	15.0	27	14.0
5A.	180	62	34.2	69	38.8	84	18.8	15	8.3
6A.	124	44	35.4	54	43.5	19	15.3	7	5.6
7A.	36	11	30.5	13	36.1	6	16.7	6	16.7
8A.	76	39 $\frac{1}{2}$	51.9	24	31.6	8 $\frac{1}{2}$	11.2	4	5.2
9A.	96	40	41.6	40	41.6	12	12.5	4	4.2
10A.	76	43 $\frac{1}{2}$	58.0	17 $\frac{1}{2}$	23.0	2 $\frac{1}{2}$	3.0	12 $\frac{1}{2}$	6.0
11A.	72	43	59.6	19	26.4	1	1.4	9	12.5
12A.	84	50	59.6	34	40.4	--	----	--	----
13A.	68	32	47.0	16	23.6	9	13.1	11	16.2
1B.	192	76 $\frac{1}{2}$	39.8	60 $\frac{1}{2}$	31.5	24	12.5	31	16.1
2B.	204	76	37.2	65	31.8	23	11.3	40	19.6
3B.	200	74	37.0	68	31.0	34	15.5	27	13.5
4B.	210	92	43.8	78	37.1	37	14.8	19	4.2
5B.	120	41	34.1	51	42.5	18	15.0	7	8.3
6B.	192	63	32.8	62	32.4	33	16.6	31	17.7
7B.	136	87	64.0	42	30.9	7	5.1	--	----
8B.	76	36	47.3	30	39.4	7	9.2	3	3.9
1C.	128	46	35.9	47	36.7	23	17.9	12	9.3
2C.	120	33	27.5	36	30.0	15	12.5	36	30.0
3C.	120	43	35.8	47	39.2	15	12.5	15	12.5
4C.	40	15	37.5	18	45.0	7	17.5	--	----
1D.	50	25	50.0	16	32.0	7	14.0	2	4.0
2D.	198	66	33.3	50	25.2	46	23.2	36	18.1
3D.	180	73	40.5	62	34.3	34	19.0	11	6.1
4D.	126	44	34.9	47	37.3	17	13.5	18	14.3
5D.	192	--	----	not in form to analyze				--	----
6D.	192	56	29.1	64	33.3	36	18.8	36	18.8
7D.	128	32	25.0	50	39.0	24	18.7	22	17.2
8D.	120	26	21.6	39	32.5	12	10.0	43	35.8

(Continued on following page)

TABLE III - CONT'D

THE PERCENTAGE DISTRIBUTIONS OF 41 CURRICULA OVER SUBJECT MATTER
FIELDS AS SHOWN BY THE ANALYSIS OF THE CALENDARS OF DIFFERENT
TYPES OF INSTITUTIONS

Name of Institution	Total Credits	<u>Academic</u>		<u>Home Economics</u>		<u>Pro- fessional</u>		<u>Related Electives</u>	
		Cr.	%	Cr.	%	Cr.	%	Cr.	%
1E.	96	28	29.1	26	27.1	36	37.5	6	6.2
2E.	90	28	31.1	27	30.0	30	33.3	5	5.5
3E.	112	38	33.9	28	25.0	32	28.5	10	12.5
4E.	96	12	12.5	36	37.5	48	50.0	--	----
5E.	---	--	----	--	----	--	----	--	----
6E.	180	66	36.6	82	45.5	20	11.1	12	6.7
7E.	42	18	42.8	20	47.6	4	9.5	--	----
8E.	52	12	25.0	32	61.5	8	15.4	--	----

Median Scores
of Groups A,
B, C and D.

38.0 34.0 17.0 11.0

Note:- For calculating the median scores the first four groups only are compared because these all offer 4 year curricula.

Only the data of the 33 curricula leading to degrees was used for finding median scores. The reason for this was that it was planned to compare these scores with the median scores of a somewhat similar study made in 1916-17. This survey made by Dr. Jarvis covered teacher training curricula in 33 Land Grant Colleges, offering four year courses for the preparation of teachers of Home Economics. He found that the median distribution was:-

" Professional subjects - 18 semester hours; technical subjects - 49 semester hours; science and cultural subjects - 62 semester house; elective subjects - 5 semester hours; total median requirement for graduation - 142 semester hours." ²

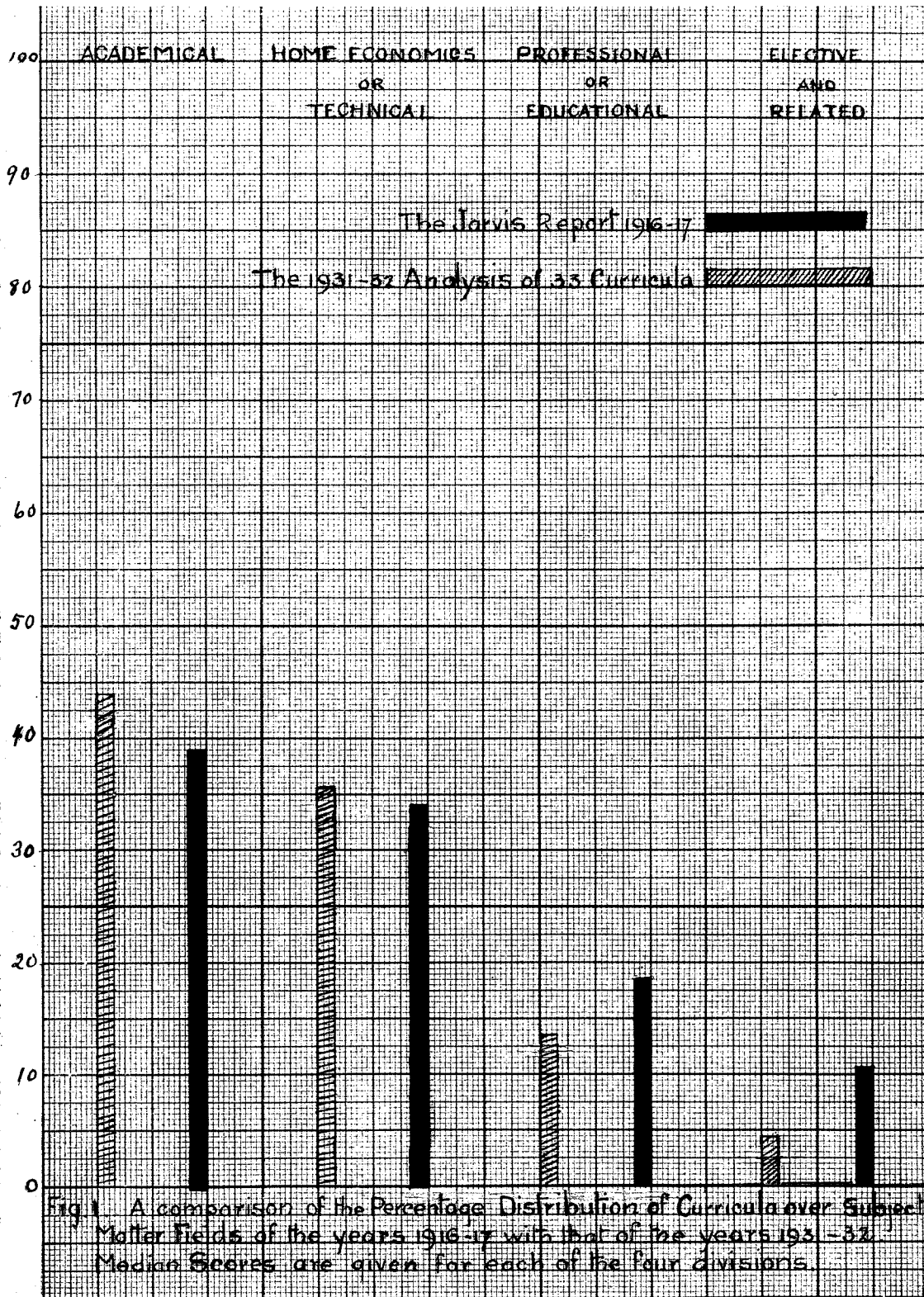
These figures were put on a percentage basis and compared with the median scores obtained from this study. Table IV shows the comparison.

TABLE IV

A COMPARISON OF THE DISTRIBUTION OF CURRICULA OVER SUBJECT MATTER
FIELDS IN 1916-17 WITH THAT OF THE YEARS 1931-32. MEDIAN
SCORES ARE GIVEN FOR EACH DIVISION

Date of Report	Academic	Home Economics	Profess- ional	Elective
1916-17 (Jarvis)	44.5	35.5	13.5	4.5
1931-32	38.0	34.0	17.0	11.0

2. Survey of Land Grant Colleges 1920-1930 - op. cit. p. 231



A close study of tables III and IV reveal some striking findings and rather significant curricular trends. The latter are shown particularly by an examination of the data of Table IV. By showing this in graphic form, as in Figure I, the changes which have occurred in the fifteen years intervening between the survey made by Dr. Jarvis and the present study, may be quickly and easily noted.

(a) The Academic Divisions

There is a rather marked decrease in the proportion of time allotted to the Academic field as shown by the comparative lengths of the columns or by the median scores in this division. These cultural and scientific courses, however, are not being replaced by Home Economics or Technical Courses but rather by increases in the two other divisions, the Professional and the Elective. No data is presented in this study to show how the curtailment of Academic subject matter is being accomplished beyond the fact that a frequency count shows that in the 41 curricula analyzed mathematics was required in only 3 and a foreign language in 10. English was required in all curricula and Economics or Sociology in 28. Some form of Chemistry was also required in all curricula. These findings seem to accord with those of the two surveys of Home Economics teacher training already noted.

Dr. Branegan makes the following statement regarding the place of these subjects in the curricula of Smith-Hughes Institutions:-

"In the academic requirements there has been a decided tendency to reduce the amount of mathematics and foreign languages and to increase the work in economics and sociology generous provision for English is practically universal. History and general psychology are the other social sciences most commonly required There has been some tendency toward reducing the total requirements in the sciences and to follow the work in the basic principles of each subject with certain problems applied to the home." 3

Similarly in the survey of the Land Grant Colleges for the years 1920-30, the following finding is stated:-

"Inspection of lists of courses offered by the institutions discloses a reduction during recent years in mathematics and foreign languages. English, of course, is everywhere required in liberal measure. Natural science has been slightly reduced in amount The actual needs of Home Economics teachers do not warrant the extreme emphasis put on chemistry and similar subjects in some institutions. Home-making is both a science and an art and certainly the cultural needs of a teacher should not be neglected Hence, much of the change in Home Economics curricula in recent years has consisted in broadening the content of Home Economics to include usable subject matter elements in the fields of economics and sociology." 4

This last quotation gives an excellent summary of the situation in the Academic field.

3. Branegan, Gladys A. - op. cit. - 111

4. Klein, Survey of Land Grant Colleges - op. cit. - p. 231

(b) The Home Economics or Technical

Division

It is rather surprising to note the constancy shown in the proportion of total time devoted to this division of the curriculum, the medians for the two surveys being about the same, 35.5 per cent and 34.0 per cent. Thus there is a slight reduction, which may be partly accounted for by the general practice today of considering courses in Special Methods of Teaching Home Economics as belonging in the Professional division, whereas formerly it was usually placed in the Home Economics division. Although there has been so little change in the time allotment for this division, there has been a notable revision of the content of its courses. Foods, Nutrition, Textiles, Sewing always have been and probably always will be considered basic courses but in recent years there has been a marked trend toward including in this subject matter field, many courses which feature Home Planning and House Decoration, Home Management, Child Development, Economics of the Home, Family and Community Relationships. In addition there has been a change in the laboratory courses required, somewhat less of actual cooking and sewing, laundry etc. and more of laboratory work in the Home Management Houses, Nursery Schools etc.

Remarkable developments have taken place in this division of the curriculum. Space does not permit of a more detailed discussion of this.

(c) Professional Division

There is a marked increase in the allotment of time to Professional Courses. This division will be discussed at considerable length in a later part of this chapter.

(d) Elective Division

Table IV shows that at present there is a distinct trend toward increasing the proportion of elective courses, permitted to the trainee. The general principle of permitting adult students considerable freedom in choosing courses, has been accepted by most degree granting institutions. This point might be stressed, however, that even adult students need guidance and many college students today can hardly be considered to be adults. Curricula should not be widened at the expense of depth. Small institutions with few staff members should concentrate on a fewer number of good courses rather than to attempt to offer the same number of courses as large institutions.

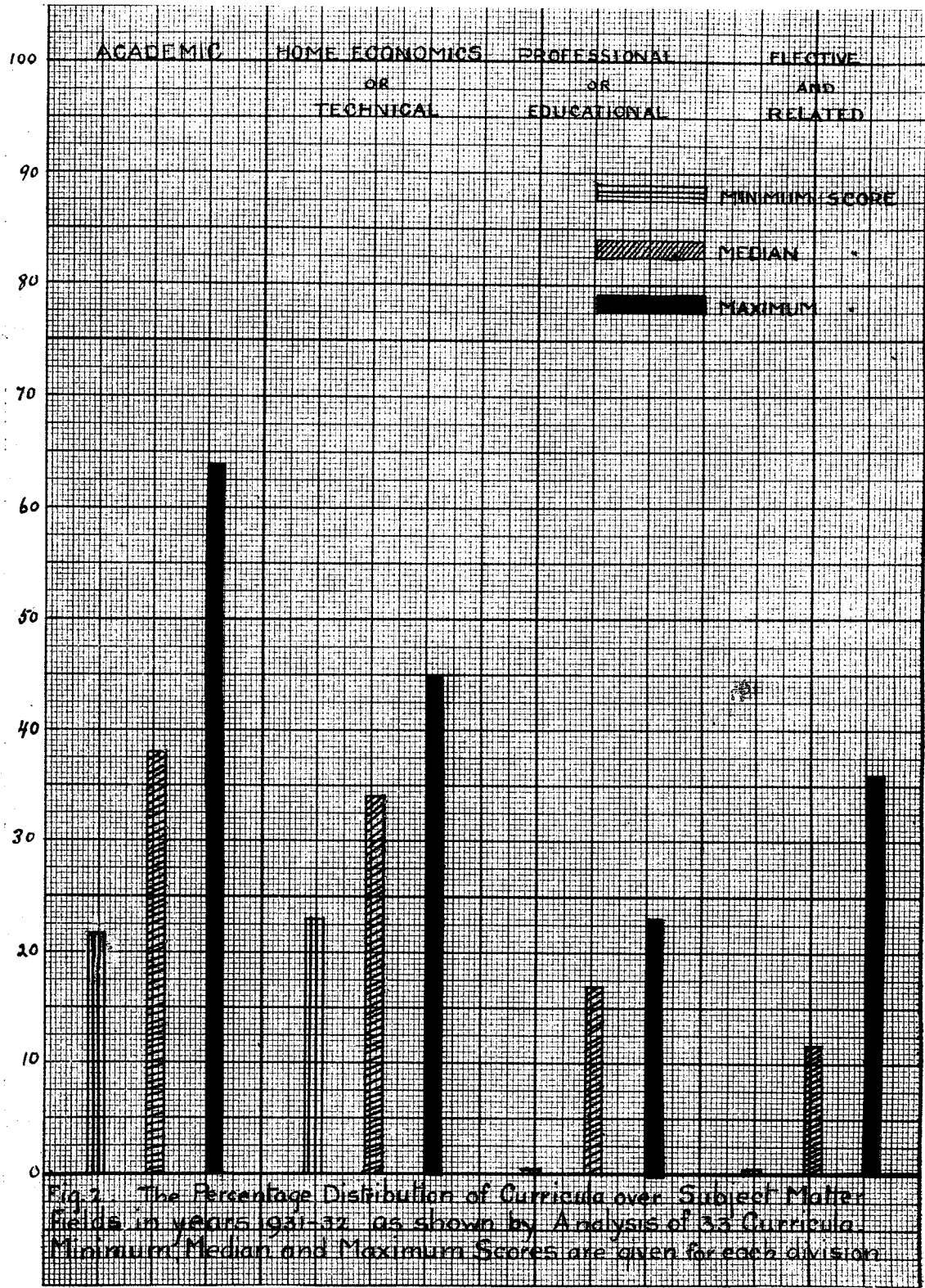
In this respect also it is well to mention another point, which was brought out in Dr. Branegan's survey. For some years the tendency in Home Economics teacher training curricula was to encourage trainees to "specialize" in certain technical fields as Foods and Cookery or Clothing and Textiles etc. To this end the student filled practically all elective periods with courses in that one field. Today this same student is encouraged to elect an "option" early in her years of training and such options as Institutional Management, Teacher's Course etc. and within these options the choice of electives is not very great. The trend today is toward sending out teachers who are not "specialists" in the sense of having a knowledge of only one phase of Home Economics, but rather in the sense of being specialists prepared for particular fields - the All Day School, Evening Class work etc. Home-making education is required by different types of classes and pupils but home-making is a composite vocation and the teacher needs to have some knowledge of every phase of it.

One plan in respect to the use of electives, followed in some institutions, is that of giving the pupil a chance to "specialize" somewhat in other subject matter as English, Economics or the Sciences so that they may be prepared to help with the teaching of some other subject than

Home Economics in small high schools or other institutions if need arises.

2. Diversity in the Distribution of Subject
Matter as shown by the Range

A close study of Table III shows that there is great diversity shown as to the distribution of credits and time for the various divisions of the curriculum. The range for the 41 curricula is shown to be from 12.5 to 64 per cent for Academic, from 23 to 47.6 per cent for Home Economics or Technical, from zero to 50 per cent for Professional while Electives range from zero to 30 per cent. If the 8 curricula which are below the four year or degree level, are omitted, the diversity is not so great. Figure 2 gives a diagrammatic representation of this data for the 33 curricula, showing the minimum, median and maximum scores for each of the four divisions of the curriculum. The range is least for the Home Economics division and greatest for the Professional. Apparently there is a considerable measure of agreement among the teacher training faculties of these institutions as to the amounts, types and proportion of Home Economics courses necessary to equip the prospective teacher,



although even in this field it would be very desirable to note a smaller range and hence a greater uniformity of practice. In respect to the Professional Courses, apparently there is little agreement. It seems difficult to conceive of such a range as zero to 50 per cent. With a median score of 17 per cent it would seem that institutions requiring close to zero as well as those requiring as high as 50 per cent should check their curricula very closely to see why they should vary so much from the central tendency.

The range for the Academic division is also very great. With a median requirement of 38 per cent, institutions should not be giving as little as 12.5 per cent or as much as 64 per cent. In both cases the curriculum is over weighted in one direction or the other. This overweighting is frequently caused by lack of staff in certain divisions, or it may be due to the varying emphasis accorded to types of subject matter by different institutions . These two also constitute reasons for the great diversity to be noted in the proportion of electives allowed.

3. Variations in Curricula Accord- ing to the Type of Institutions

It was stated above that curricula tend to differ in form and emphasis according to the type of institution offering them. Although Universities, Agricultural Colleges, Technical Institutes etc. may all have the same objective, the preparation of teachers of Home Economics, there is considerable variation to be noted in the curricula set up to achieve this objective. This is shown especially by comparing the varying allocations of time accorded to the different divisions of subject matter by these institutions. The data of Table III has been further summarized and is shown in another form in Table V. The range of distribution for each division of subject matter has been noted for each type of institution and Table V reveals the comparison.

Some of the points which stand out from an examination of this table are:-

1. In the Universities there is a somewhat greater uniformity shown as to the proportion of time allocated to the two divisions, Academic and Home Economics than to the Professional Division.

TABLE V

THE RANGE IN THE DISTRIBUTION OF SUBJECT MATTER WITHIN EACH OF THE
DIVISIONS OF THE CURRICULUM AS SHOWN BY THE DIFFERENT TYPES OF
INSTITUTIONS

Type of Institution	<u>Percentage of each of Four Divisions</u>			
	Academic and Related Sciences	Home Economics or Technical	Professional or Educational	Electives
All Institutions	12.5-64.0	23.0-61.5	0.0-50.0	0.0-30.0
A. Universities	30.5-59.6	23.0-43.0	0.0-18.0	0.0-21.6
B. Agricultural or Land Grant Colleges	32.8-64.0	31.0-42.0	5.1-16.6	0.0-17.7
C. Institutes or Women's Colleges	27.5-37.5	30.0-45.0	12.5-17.9	0.0-30.0
D. Normal or State Teachers Colleges of Degree Level	21.6-50.0	25.2-39.0	10.0-23.0	4.0-35.8
E. Curricula of 1 less than four years in length	12.5-42.0	25.0-47.6	9.5-50.0	0.0-12.5
F. Canadian Institutions (all)	23.0-59.6	23.0-61.5	0.0-15.4	0.0-16.2
Median Scores	38	34	17	11

Note:- Median Scores are obtained from the figures for group A, B C and D. The figures from Canadian Institutions may be derived from a study of Appendix "B".

For this latter in this type of institution the range from zero to 18 per cent is much too great. Apparently there is great need for a closer administrative relationship between the teacher-training division in Home Economics, the educational departments of the University and the Provincial or State departments of education. Since these teachers are being trained primarily for public school positions there should be a standard as to the proportion of professional training which is desirable and necessary for these trainees. The situation in the Universities may well be contrasted with that of the Normal or Teacher's Colleges in which the requirements for professional courses is very high, 10 to 23 per cent. Since the median requirement is 17 per cent, the latter type of institution approach much more closely to this central tendency than the Universities. (The Teachers' Colleges are apt to err on the side of overweighting with Professional Courses). In the Agricultural or Land Grant Colleges the range for this division is from 5.1 to 16.6 per cent. The highest score is less than the median, hence in this type of institution there is apparently great need for checking on this division of the curricula.

The type of institutions showing the greatest uniformity of practice (that is having the smallest ranges within divisions) is that designated as Women's Colleges and Institutes.

These, however, tend to stress the technical or Home Economics division and to limit the Academic division.

The institutions, which as a class show the greatest variation in practice, are those offering the shorter courses, below degree level. With these Academic Courses tend to be slighted and in every division the range is very great, showing absolute lack of uniformity. It would seem that the sooner these curricula either adopt the four year course or at least are reorganized the better for the future of the Home Economics teaching profession.

4. The Curricula of Canadian Institutions

The Canadian situation shows some interesting features. The range for every division is very great and in the professional division the Canadian institutions show the smallest time allocation of any of the groups of institutions, the highest score 15.4 per cent being below the median, 17 per cent. This is explained partly by the fact that a number of institutions with curricula below college level are in this group and partly by the great diversity in the regulations for the certification of teachers as set up by the different provinces. Another probable reason is that in Canada there exists no organization such as the American Home Economics Association,

through which teachers of this subject in all provinces may be brought together to discuss curricula, standards etc. Canadian curricula in Home Economics teacher training cannot be said to be truly "professionalized".

5. Professionalized Subject Matter

In the study of the 41 curricula included in this survey, a detailed analysis was made of the courses in the professional division. This shows that not only is there diversity as to the proportion of time allotted to this division, but that there is also very considerable variation to be noted within the division itself. This is due partly to the fact that in all the institutions except the Normal or Teachers' Colleges the technical and academic divisions were organized first and the teacher-training work was developed later. Reference has already been made in a preceding chapter to Mrs. Richard's survey made in 1909, which showed that "in 36 institutions professional work was meagerly offered in only two or three." At one time professional courses in Home Economics teacher training consisted almost wholly of Special Methods Courses, with or without supervised Practice Teaching. However, by 1912-13 such courses as General Psychology, Educational Psychology, the History of Education, General and Special Methods of Teaching and Practice Teaching were being

provided by the majority of institutions. Since that time the development of courses has continued until at the present time there is certainly a tendency in some institutions towards overweighting the curriculum with professional courses. In the 1931-32 analysis a list was compiled of 19 different courses in education, offered by the different institutions. The question today is just what professional courses are necessary for the best preparation of these teachers. There is an "embarrassment of riches" and wise selection is imperative.

To present a picture of the present situation in the institutions studied, the data for this division of the curricula has been presented in both tabular and graphical forms. Table VI shows the frequency of occurrence of different professional courses in the 41 curricula analyzed. This is read as follows:-

In the institution 8B (Manitoba Agricultural College, the University of Manitoba as shown by reference to the key in Appendix "A") the professional division includes courses in both General and Educational Psychology, General Methods, Practice Teaching and Special Methods of Home Economics teaching. Figure III, which by the use of horizontal bar presents these findings as to comparative frequency of occurrence of the various courses, may be easily interpreted.

TABLE VI

THE FREQUENCY OF OCCURRENCE OF DIFFERENT PROFESSIONAL COURSES IN
41 CURRICULA OF 39 DIFFERENT INSTITUTIONS

Name of institution	General Psychology	Educational Psychology	Child Psychology	General Methods	Hist. of Education	Pract. Teaching	Special Methods in Home Econ. Teaching	Vocational Methods
1A	-	-		-	-	-	--	
2A	-			-		-	-	
3A	-	-		-		-	-	
4A	-	-		-	-	-	-	
5A	-	-		-		-	-	
6A	-			-		-	-	-
7A	-	-		-		-	-	
8A	-			-		-	-	
9A	-	-		-	-	-	-	
10A)	(All professional training given in							
11A)	School of Education or Faculty of							
12A)	Education)							
13A	-	-		-		-	-	
1B	-	-		-		-	-	
2B	-	-		-		-	-	
3B	-	-		-		-	-	
4B	-	-	-	-		-	-	-
5B	-	-	-	-	-	-	-	-
6B	-	-	-	-		-	-	-
7B	-	-		-		-	-	
8B	-	-		-		-	-	
1C	-	-		-		-	-	-
2C	-	-	-	-		-	-	-
3C	-	-		-		-	-	-
4C	-	-		-	-	-	-	-
1D	-	-		-		-	-	-
2D	-	-	-	-	-	-	-	-
3D	-	-		-		-	-	
4D	-	-		-	-	-	-	
5D	-	-		-		-	-	
6D	-	-		-	-	-	-	
7D	-	-		-		-	-	
8D	(12 cr. in Educ. not specified except							

TABLE VI - CONT'D

THE FREQUENCY OF OCCURRENCE OF DIFFERENT PROFESSIONAL COURSES IN
41 CURRICULA OF 39 DIFFERENT INSTITUTIONS

Name of institution	General Psychology	Educational Psychology	Child Psychology	General Methods	Hist. of Education	Practice Teaching	Special Methods in Home Economics Teaching	Vocational Methods
1E	-		-		-	-	-	
2E	-			-		-	-	
3E	-	-		-		-	-	
4E	-	-		-		-	-	
5E	(not analyzed except these 2 required)							
6E	(must hold teacher's license to enter course - required).							
7E	-					-	-	
8E	-					-	-	

41 Cur. 28 23 6 28 10 38 40 9

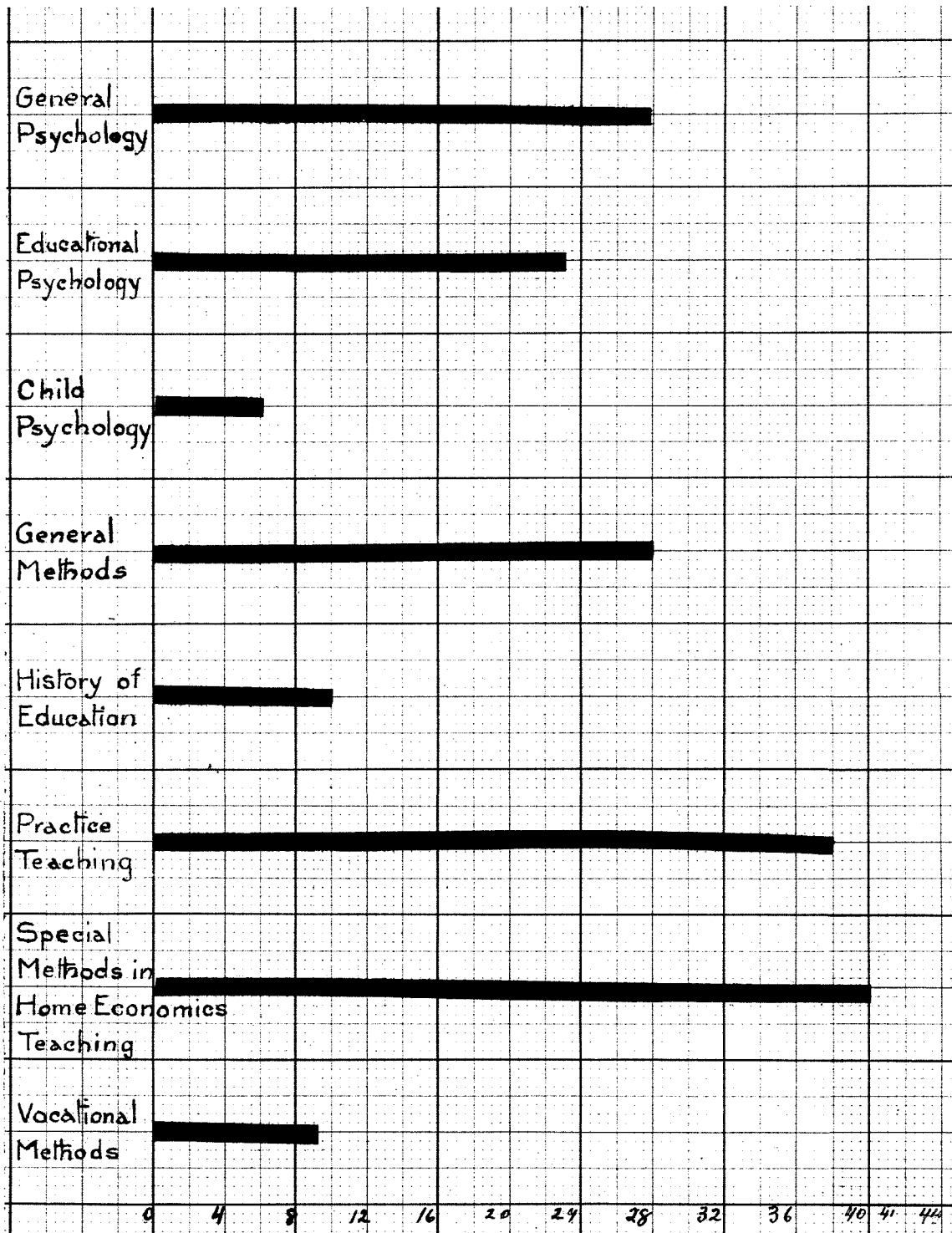


Fig.3. The frequency of occurrence of the different types of Professional or Educational Courses as shown by the Analysis of 41 Curricula of 39 American and Canadian Institutions.

All institutions except one, that is 40, give Special Methods in Home Economics teaching, all but three, that is 38, require a certain amount of practice teaching.

These two courses then may be regarded as "constants". The two courses apparently considered as ranking next in importance are General Psychology and General Methods, each occurring 28 times, and Educational Psychology is next with the total of 23 frequencies. Child Psychology, History of Education, and Vocational Methods were found in only 6, 10 and 9 curricula respectively. Some other courses not listed in Table VI but found to occur more than once were - Principles of Secondary Education, Principles of Education (given as Introductory courses instead of Psychology), Educational Tests and Measurements, Special Problems in Student Teaching and Demonstration Methods.

From this data it may be safely said that the courses which are generally considered as necessary for the professional preparation of Home Economics teachers are:- General Psychology, Educational Psychology, General Methods, Special Methods of Teaching Home Economics and Supervised Practice Teaching. It may also be said that the trend is toward the elimination of courses in History of Education and that courses in Child Psychology are being replaced by courses in Child Development, given in the Home Economics division.

At the same time there is a tendency to "widen" this division by the inclusion of new type courses as Vocational Methods, Principles of Secondary Education, Methods for Part Time Schools etc. Great care must be taken in selecting these if duplication of subject matter is to be avoided and the time allotted to this division is to be used to the best possible advantage for the students concerned.

(a) Courses in Psychology

The importance of General Psychology as a course fundamental and basic for the training of teachers need not be discussed here. It is an accepted fact. A close study of the first two columns of Table VI shows that, while the general practice is to include both General and Educational Psychology, in some few institutions the latter is given without the first. In this case it is usually found that the first course in Education required of the student is called Principles of Education and one of the main parts of such a course will be a general introduction to the field of psychology. If both General and Educational Psychology are given the selection of content and the sequence of the courses should be such that there will not be the duplication and overlapping frequently found in present curricula.

(b) General Methods Courses

Like the General Psychology this type of professional course is considered basic to the training of all teachers. Home-making education as carried on in the public schools demands something of special equipment, laboratories etc. but the general methods of presenting subject matter are common to all types of teaching. A course in General Methods should certainly precede a Special Methods course.

(c) Courses in Special Methods of Teaching

Home Economics

The data of Table VI shows this course to have the greatest frequency of occurrence of all courses in the professional division. Ever since training courses for Home Economics teachers were instituted, a Special Methods Course has been considered a necessary part of the preparation of this teacher. In the beginning this course, together with some practice in "type" lessons, constituted the whole professional training of the student. A description of the early form of these courses is given in the Survey of Land Grant Colleges for 1910-20, in the Section on Teacher Training:-

"Courses which gave a background of appreciation of the problems of educating people were given; very little specific help in the more immediate problems of 'how to put a lesson across' or 'how to get the interest of the child mind' was given. The practice given on teaching special lessons was largely a problem of organizing subject matter and getting the laboratory lesson finished in the allotted time the emphasis was placed on the fact that the practice teacher had some subject matter, which was supposed to be that which the student needed Practically no opportunity was given for a teacher to develop any real teaching owing to the small number of lessons presented and the inadequate practice field."⁵

This description has been included for two reasons: first, because unfortunately it describes the situation today in a few of the less progressive institutions and second, because it presents a decided contrast to the situation, which exists in those more progressive institutions, which are striving to professionalize Home Economics teaching. Not only were the early courses inadequate in scope but they were largely technical in nature. A common practice (continuing to the present time in some places), was to divide the Special Methods Course into two parts, the Methods of teaching Household Science and the Methods of teaching Household Arts. Today the trend is toward the unification of these to form one course in methods of teaching Home-making. These courses preferably precede or at least parallel the Supervised Teaching and have as prerequisites courses in Psychology and General Methods.

5. Land Grant College Education, 1910-20, U. S. Bureau of Education, Bulletin No. 29, Part V, p. 27

They include less material of a biographical and historical nature than heretofore - just sufficient of this to give the student a knowledge of the evolution of this form of Education. They include a less detailed analysis of courses of study but emphasize more the scientific methods of selecting subject matter for different age groups and types of classes, as well as the social and economic aspects of home-making education, the use of special techniques, devices, illustrative material etc., sources of material and ways of measuring results. If there is "specialization" it takes the form of giving the pupil a chance to elect further special courses, preparing for different fields as Evening School Methods, Methods for Part Time Schools, Junior High Schools etc.

(d) Supervised or Practice Teaching

This course is required in practically every institution and is usually closely connected with the Special Methods Course. There is great diversity shown as to the number of lessons taught, the amount of observation, the type of classes taught, the methods of supervision etc. which are set up as standards for this part of the professional preparation of the teacher.

In the United States these standards have proved the topic of discussion at many meetings of teacher trainers, public school supervisors and superintendents. Unfortunately in Canada, there are no associations through which there may be such interplay of ideas from different parts of the Dominion, hence practically every institution sets up its own standards. In some cases these are based on the Provincial regulations for certification but usually they are based on the judgment of the teacher trainer, whose judgment may be warped by the limited facilities available. Certainly the classes serving as practice material should be taught under normal public school conditions. In many of the United States Universities and Colleges and in a few Canadian, there are "campus training schools". These classes constitute excellent practice material but even this should be supplemented by observation and teaching in the regular Home Economics classes of the public schools.

In the Branegan Survey it was found:-

"that of 71 teacher-training institutions the actual amount of teaching varied from 6 to 144 lessons with a median of 35.9 lessons There has been a consistent trend towards a recommended minimum of 36 double period teaching lessons." 6

In only one of the calendars of the Canadian institutions studied was there any statement as to the number or type of lessons required of the pupil teacher.

6. Branegan, Gladys - op. cit. - p. 129

It is certainly desirable that in the Canadian situation there should be some attempt made to set up standards. In the United States the Federal Board for Vocational Education has set up definite recommendations in regard to the Supervised Teaching Courses. Some of these are:-

"1. The teacher training staff must have the public school point of view.

2. Supervised observation should include some participation.

3. Students should teach a minimum of 36 lessons.

4. Consecutive lessons of double period length should be taught.

5. Content should not be limited to cooking and sewing but should include Child Care, Home Management and Home Nursing etc.

6. Planning, teaching and criticism should be under the same teacher, preferably the Special Methods Instructors.

7. When critic teachers are used, they should be members of both College and School staff and should keep in close touch with the instructors." 7

(e) Apprentice Teaching

There are a few institutions training teachers of Home Economics, who use this method for the preparation of teachers. In the 1930 survey of the Land Grant Colleges four institutions, employing the method are mentioned - two of these are in states adjacent to the Canadian provinces, namely at Connecticut Agricultural College and New Hampshire University. This method of teacher preparation has been in vogue in England and has been used there also for training Domestic Science teachers. It is a method involving considerable re-arrangement of courses, classes etc. but when facilities are available and such reorganization is possible it constitutes one of the very best methods.

In this whole discussion of Special Methods Courses and Supervised Teaching it must be remembered that the value of the work cannot be measured wholly in terms of amounts. In some cases the teaching of a smaller number of lessons under the supervision of a well trained teaching staff secures for the pupil teacher a greater measure of preparation than a larger number of lessons, taught under less desirable arrangements.

6. Selecting Trainees and Rating Pupil
Teachers.

The topic of the professional preparation of Home Economics teachers cannot be dismissed without some reference to two other problems in the field. One is the method of selecting trainees, the other that of the systems of rating pupil-teachers. It is felt today that probably one of the greatest needs in connection with all teacher-training work is that of the better selection of pupil-teachers. While at present the field of Home Economics teaching is not so crowded as other fields, yet the enrollment in teacher-training options is increasing and students of mediocre ability and personality are electing these courses. Some method of selection must be used if the standards of the profession are to be raised. Unfortunately no one measure for this has as yet been developed. The correlation between scholastic attainments and teaching success is positive but not high. To measure personality and qualities of leadership is extremely difficult.

Closely related to the above problem of selection is that of measuring the prospective teacher's qualifications as shown in practice-teaching etc. While it is probable that the estimates and judgments of instructors and teacher-trainers

will always have to be the final scale used in weighing the merits of pupil-teachers, it is recognized that the "personal equation" has too large a place in this method to make it entirely satisfactory. In recent years Rating Scales have been devised in all fields. In the field of Home Economics teacher-training two institutions, Iowa State College and the University of Minnesota have produced scales which have been used quite extensively. These scales show progress in solving the problem but much yet remains to be done if trainees are to be wisely selected and pupil teachers are to be fairly and equably judged.

7. Training of Teachers-in-Service

While this study is mainly concerned with pre-employment programmes it is realized that probably one of the most profitable forms of training is that given to the teacher-in-the-field. This type of training is not only very valuable but since Home Economics teacher-training in Canada is in a somewhat chaotic state, it would seem to be almost necessary. It has been shown that the conditions of teacher-training vary greatly with institutions yet teachers trained in the one place practice their art in another. Then too, home-making education in the public schools is far from standardized. Under such conditions it is important that teachers-in-service should be well supervised and should also be afforded opportunities for further training and assistance.

A recent development to meet this need in some of the states has been the appointment of itinerant teacher-trainers. The state of Indiana has recently appointed four of these. Then too, the Universities and Colleges are providing Summer Courses in the nature of Seminars in Teaching Problems, Special Methods etc. as "refresher" courses for graduate students, as well as the usual courses offered for the purpose of assisting undergraduate teachers to raise the level of their professional training. In this field again, the Canadian institutions are lagging and teachers who wish these courses must have recourse to those given in United States institutions. In Ontario and British Columbia some summer courses in Home Economics Education are offered. In both these provinces there is also excellent work being done in respect to the supervision of teachers in the field. Other provinces are making some efforts along these lines but they are rather meagre and do not afford very much assistance to the teacher.

Chapter VI

CONCLUSIONS

THE FINDINGS, TRENDS AND FUTURE PROBLEMS OF HOME ECONOMICS TEACHER TRAINING

The purpose of this study has been to give a review of the curricula to be found in institutions training teachers of Home Economics, with the object of discovering significant developments and trends and the problems likely to arise in the immediate future. With this purpose in view considerable material has been presented in the previous chapters. It is realized that the study has been limited in scope and inadequate, hampered by lack of data and incomplete records. But some conclusions have been reached and these have been summarized under the three headings, Findings, Trends and Future Needs.

I. The Findings

1. Home-making education in the public schools of both United States and Canada has evolved as a result of two main forces:-

- (a) Definite social demands and economic needs and
- (b) Certain educational movements.

Teachers being trained for disseminating this form of education should be cognizant of these, in order that they may realize the objectives of this education.

2. There are numerous fields for which Home Economics teachers should be trained - the Junior and Senior High Schools, Evening Schools, Part-time Schools, Extension Teaching etc. In the All-Day School practically all home-making education is on the Junior or Senior High School rather than the Elementary grade level. At present there is little evidence of the organized training of teachers for any but the positions in All-Day Schools.

3. The present teachers-in-service have obtained their training from many different types of institutions. Universities, Colleges, Agricultural or Land Grant Colleges, Teachers' Colleges, Normal Schools, Technical Institutions, Women's Colleges etc. These have been established in response to varying needs and demands and hence vary greatly both in the organization and in the objectives of their teacher-training courses.

4. In practically all these institutions except the Teachers' Colleges, teacher-training work has been established after the Technical and Academic Courses, hence these units have developed in a somewhat incidental fashion and have not been evolved on a scientific basis. Their history, however, dates back nearly thirty years at present so that there should now be opportunity for "stock-taking" and revision.

5. Forty-one curricula have been analyzed and these show that there is great diversity in the practice of these institutions in regard to:-

- (a) The length of courses.
- (b) The internal organization of teacher-training units.
- (c) The distribution of curricula over subject matter fields and
- (d) In the type of courses given in the professional division.

This diversity is particularly great in the Canadian Institutions.

6. In the United States there is some degree of standardization of the regulations for the certification of teachers of Home Economics as set up by the state departments of education, and particularly for the teachers of All-Day Schools. Four years is recognized as the minimum desirable length of training course and 15-20 per cent of the curriculum should be allotted to Professional Courses. In Canada there is no uniformity to be found in the regulations set up by the different provinces and the length of special training of teachers being certified varies from 6 weeks to 6 years.

7. A detailed analysis of the courses in the Professional division shows the following courses as required by the majority of the institutions:-

General Psychology, Educational Psychology, General Methods, Special Methods and Supervised Teaching. The last two may practically be regarded as "constants". There are numerous other types of courses either offered or required by Institutions. Child Psychology and History of Education are not required as generally as before. Special Methods Courses vary greatly in content. Practice Teaching requirements also vary greatly. The Federal Department of Education in the United States has set up standards for the Supervised Teaching to be required of Vocational teachers and the majority of the institutions have endeavoured to reach these standards. In Canada there are no such regulations and institutions do not signify in their calendars the standards set up by them. Apprenticeship teaching as a method used by a few of the United States institutions seems a very desirable method of teacher preparation.

8. The problem of training teachers-in-service is being recognized as very important for Home Economics education. Some states have appointed both supervisors and itinerant teacher-trainers to help these teachers. The offering of summer school courses is also very common in the Universities and Colleges of the States. Canadian institutions and the provinces are making no organized effort either to improve the professional status of the teacher-in-service or to assist her in her problems in the field.

9. In some states and particularly in some Canadian institutions there is a clear cut division between Household Science and Household Arts. Home-making is a composite vocation and education for this should include all phases. Teachers of this subject need a well-rounded preparation along technical, cultural and professional lines.

10. In two Canadian provinces and in several states there is duplication of function and overlapping due to the number of different types of institutions training teachers of Home Economics.

II. Trends

It is rather difficult to discuss the trends in Home Economics teacher-training programmes, except in respect to curricular changes, since in this study all the data was collected in that particular field. Here, however, there are some fairly definite trends to be noted:-

1. The tendency is for all institutions to lengthen courses to the four year level. In all forms of professional education this trend can be observed, but it is particularly noticeable in teacher-training courses.

2. Home Economics teacher-training curricula are being widened. The trend is toward allowing the trainee a greater freedom in electing courses.

3. At the same time within the teacher-training there is a tendency to decrease the opportunities for "specialization" by the trainee in just certain phases of Home Economics. Instead the trend today is toward "specializing" for taking positions in certain types of schools.

4. Within the Academic and Related Science division of the curriculum there is a tendency to decrease considerably the requirements in Mathematics and to decrease slightly the Natural Science courses. There is a marked trend towards increasing the requirements in Economics and Sociology.

5. In the Technical or Home Economics division of the curriculum there is little change as to the total amount required but the "content" of this division has changed greatly. The requirements in laboratory work in Nutrition and Clothing tend to be decreased slightly and the newer courses in Child Development, House Planning and Furnishing, The Family, Economics of the Home etc. are being increased and extended. In this connection it is well for teacher trainers to remember that the public school teacher must be so prepared for her position that she may be a practitioner not a mere theorist. The pendulum must not be allowed to swing too far in the path from practice to theory.

6. In the Professional division there is a marked trend toward increasing the time allotment and the number of courses. There is also a trend toward increasing the standards set up for practice or supervised teaching.

7. In other than the curricular field two trends may be noted as being concurrent and interdependent with the foregoing trends. These are:-

(a) The setting up of increasingly higher standards for the qualification of teacher, tending toward a greater uniformity of standards as between different states and different provinces. The trend is not so marked in Canada as in the United States.

(b) With the increasing standards there is also to be noted a trend toward the granting of Interim certificates only to trainees and the requirement of both successful teaching and further training after graduation for securing Permanent certificates. Concurrent with this is the trend toward the training of teachers-in-service through the appointment of itinerant teacher trainers and supervisors.

III. Present and Future Needs

A perusal of the findings from this study shows that there are many needs and problems in the teacher-training situation. Some are very great and urgent, others are of less importance and belong to the future rather than to the present.

Some of the more immediate needs are:-

1. The provision of more adequate material and better supervision for the practice teaching lessons required of trainees.
2. The development of better methods and facilities for training teachers-in-service.
3. The development of courses with provision for training teachers for other positions than just those of the All-Day School, that is courses for Evening Schools, Methods and Organization, Extension Methods etc.
4. The discovery of better methods of selecting trainees and of sealing the qualifications of pupil teachers.
5. The organization in Canada of a Dominion as well as Provincial Home Economics Associations, meeting at stated periods to discuss curricular needs, the qualifications of teachers, the newer developments in subject matter etc.
6. There are two major needs which should be stressed particularly in the Canadian situation.

(a) The first is the very great need for a closer administrative relationship between teacher trainers in the Home Economics divisions and the staff members of the division of Education of Universities and Colleges and also between these divisions and the officials of State or Provincial Departments of Education in order that duplication of function may

be avoided, that standards may be raised and made definite and that teacher-training may be put on a more professional basis.

(b) The second is the great need for research and study especially to discover curricular needs and trends, the fields of service for which teachers should be trained and the optimum length of courses. In Canada Home Economics Teacher-Training Curricula are still in the "making". It is not sufficient that in the building of these the plans which have been used in other institutions and other countries should be followed blindly. Thus for Canada there should be some "middle" way of building a curriculum of Home Economics teacher-training which is in advance of the extreme conservatism being shown by Canadian teachers and educational officials toward the newer developments in this field, a curriculum which, at the same time, does not progress to the extremes to be noted in some of the curricula of United States institutions. The teacher is being prepared for Service in the field and research, study and surveys are necessary to discover the optimum training for the actual fields of service.

There is a marked tendency to be noted in some of the American Colleges and Universities to develop curricula in which the art of home-making is becoming completely overlaid

by the science of Home Economics. Such curricula tend to send out teachers who are well equipped with the newest discoveries and facts regarding the Chemistry of Food and Nutrition and with a knowledge of the latest Economic theories but who are not prepared to interpret these in terms of the every day processes and problems of the home. Teachers of public school Home Economics courses must be ready to help pupils from homes of low social status with limited means as well as pupils from the better class homes with greater wealth. Home-making education is for every girl and for every type of home. So Canadians must discover their own "middle way" of curriculum building, a way based on the findings of study and research. A well-rounded curriculum in Home Economics teacher-training must provide opportunities for the prospective teacher to acquire the requisite body of knowledge, the professional attitudes, the teaching skills and the capabilities for future growth, which are demanded by the specific requirements of the positions to be filled.

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APPENDIX "A".

A. Universities

1. University of North Dakota
2. University of South Dakota
3. University of Illinois
4. University of Minnesota
5. University of Washington
6. University of Wisconsin
7. University of Chicago
8. Acadia University
(Wolfville N. S.)
9. Mt. Allison University
10. University of Alberta
11. University of Saskatchewan
12. University of Toronto
13. Mt. St. Bernard -
St. Francis, Xavier
College

B. Land Grant or Agric.

Colleges

1. Oregon State Agric. College
2. South Dakota State College
3. Michigan State College
4. Montana State College
5. New York State College of
Home Economics (Cornell)
6. Iowa State College
7. MacDonald College
8. Manitoba Agric. College

D. Teachers' or Normal

Colleges

1. Illinois State Normal
2. North Dakota State Normal
(Ellendale)
3. Northern Normal & Ind. School
(Aberdeen, South Dakota).

D.(Continued)

4. State Teachers' College,
Buffalo, N. J.
5. State Teachers' College
Minot, North Dakota
6. Michigan State Normal College
Ypsilanti
7. Central State Teachers' College
Stevens Pt. Wisconsin
8. Teachers' College, Columbia

E. Two Year Courses

1. State Teachers' College
(Valley City, North Dakota)
2. Northern Normal & Ind. Schools
(Aberdeen, South Dakota)
3. Cheney Normal School
4. State Teachers' College
(Minot, North Dakota)
5. Truro School of Domestic
Science
6. MacDonald Institute
(O.A.C. Quelfh, Ontario)
7. Acadia University
(Wolfville, N. S.)
8. Mt. Allison University
(2 year Normal Course)

C. Institutes

1. Stout Institute
(Menomonie)
2. Milwaukee -
(Downer)
3. Bradley Polytechnic Institute
4. Lewis Institute

APPENDIX "B"

TABLE VII

CURRICULA OF CANADIAN INSTITUTIONS TRAINING HOME ECONOMICS TEACHERS

HOME ECONOMICS DIVISION

Institution	Total Cr.	Cloth- ing and Textiles	Nutr. and Cook- ing	Art	Home Mgt.	Remarks
1. Truro School of Household Science	68 weeks	-	-	-	-	Difficult to analyze in terms of hours or credits
2. MacDonald Institute - O. A. C.	180 ?	25	45	-	9	Home Nursing required - 2
3. Acadia University						
a) 2 year course	42 ?	5	8.5	3	2	
b) 4 year course	76	6.5	9.5	-	3	Child Care - 1 May elect 4 more either of Clothing or Nutrition
4. Mt. Allison						
a) 2 year Normal	52 ?	10	14	2	3	Home Nursing or Child Hygiene - 3
b) 4 year	96 ?	10 or 13	14	7	3	Child Hygiene - 3
5. MacDonald College Ste. Anne's Que. McGill University	136 ?	9	18	6	4	Institutional Administration - 4
6. Man. Agric. College - University of Manitoba	76	9	9	5	5	Child Care - 2 Electives - 3
7. University of Toronto & Ontario College of Education	84 ?	4	22	1.5	6	Textiles, Elective - 8, Child Development - 2

(See following page)

APPENDIX "B"

TABLE VII - CONT'D

CURRICULA OF CANADIAN INSTITUTIONS TRAINING HOME ECONOMICS TEACHERS

HOME ECONOMICS DIVISION

Institution	Total Cr.	Cloth- ing and Textiles	Nutr. and Cook- ing	Art	Home Mgt.	Remarks
8. University of Saskatchewan	72 ?	4	9	2	4	Electives - 9
9. University of Alberta	76 ?	1	10	-	6.5	
10. Mt. St. Bernard St. Francis Xavier	68	2	8	-	4	Child Care or Costume Design - 2
11. Ontario Training College for Tech- nical Teachers	different courses varying from 6 weeks to 40 weeks in length - not analyzed					

TABLE VII - CONT'D

ACADEMIC DIVISION

Institution	Total Credits	English	Chemistry	Econ. & Soc-iology.	History
1. Truro School of Household Science	68 weeks	-	-	-	-
(Courses not analyzed - above courses given)					
2. MacDonald Institute - O. A. C.	180	12	30	2	
3. Acadia University					
a) 2 year course	40 ?	6	4		
b) 4 year course	76 ?	6	12.5	3	
4. Mt. Allison University					
a) 2 year course	52 ?	4	6		
b) 4 year course	96 ?	6 or 8	12	6	Elective
5. MacDonald College Ste. Anne's McGill University	136 ?	11	36	3	
6. Man. Agricultural College - University of Manitoba	76	8	11	4	
7. University of Toronto	84 ?	9	25 (4 elective)	6	
8. University of Saskatchewan	72 ?	6	13-14	3	
9. University of Alberta	76 ?	3	15	3	3
10. Mt. St. Bernard St. Francis Xavier	68	9	8	3	
11. Ontario Training College of Technical Teachers					
(Courses not analyzed)					

(See following page)

TABLE VII - CONT'D

ACADEMIC DIVISION

Institution	Foreign Language	Phy-siology	Physics	Bi-ology	Bacter-iology
1. Truro School of Household Science		-		-	-
2. MacDonald Institute - O. A. C.		7	3	5	6
3. Acadia University					
a) 2 year course			4	4	
b) 4 year course	6	4	4	4	
4. Mt. Allison University					
a) 2 year course		3			
b) 4 year course	3	3	3	5	
5. MacDonald College - Ste. Anne's - McGill University	7	3	6	8	7
6. Man. Agric. College - University of Manitoba		2	4	4	2
7. University of Toronto	2	3	4	4	
8. University of Saskatchewan		6	4.5	4.5	1.5
9. University of Alberta	3	4.5	4	4.5	
10. Mt. St. Bernard - St. Francis Xavier	6		3		
11. Ontario Training College of Technical Teachers					

(Courses not analyzed)

Note:- Mathematics is required at (1) MacDonald College - 6 credits
 (2) University of Sask. - 4 "
 (3) University of Alberta - 3 "

TABLE VII - CONT'D
PROFESSIONAL DIVISION

Institution	General Psychology	Educational Psychology	Child Psych-ology	General Methods
1. Truro School of Household Science	-			-
	(General Professional Training given at Provincial Normal College)			
2. MacDonald Institute - O. A. C.				
	(Trainee required to have General Professional training before entering)			
3. Acadia University				
a) 2 year course				
b) 4 year course	3			1.5
4. Mt. Allison				
a) 2 year Normal				
b) 4 year	3	3		1
5. MacDonald College Ste. Anne's - McGill University		3		
6. Manitoba Agricultural College - University of Manitoba	1.5	.5		.5
7. University of Toronto				
	(Professional training in Ontario College of Education)			
8. University of Saskatchewan				
	(Professional training given at Normal or by extra year at College of Education)			
9. University of Alberta				
	(General Professional training at Normal or College of Education)			
10. Mt. St. Bernard	1.5			1.5
11. Ontario Training College for Technical Teachers				
	(Not analyzed)			

(See following page)

TABLE VII - CONT'D
PROFESSIONAL DIVISION

Institution	History of Education	Practice Teaching	Home Econ. Methods	Vocational Methods	Other Courses
1. Truro School of Household Science	-	68 hrs.	34 hrs.		Demonstration Methods
2. MacDonald Institute - O. A. C.		-	-		Demonstration Methods
3. Acadia University					
a) 2 year course		3	1		
b) 4 year course		3	1		Demonstration Methods
4. Mt. Allison					
a) 2 year Normal	2	2	1		
b) 4 year	1	2	1		
5. MacDonald College St. Anne's - McGill University		2	2		
6. Manitoba Agric. College - University of Manitoba		2	1.5		Demonstration Methods - 1
7. University of Toronto	(See preceding page)				
8. University of Saskatchewan			1		
9. University of Alberta		1	1.5		
10. Mt. St. Bernard		2	2		Logic and Ethics required
11. Ontario Training College for Technical Teachers	(Not analyzed)				

TABLE VII - CONT'D

SUMMARY OF DISTRIBUTION OF CURRICULA IN CANADIAN INSTITUTIONS

Institution	Total Credits	Academic		Home Economics or Technical	
		Credits	Per cent	Credits	Per Cent
1. Truro School of Household Science	68 weeks	(Difficult to analyze)			
2. MacDonald Institute O. A. C.	180 ?	66	36.6	82	45.5
3. Acadia University					
a) 2 year course	42 ?	18	42.8	20	47.6
b) 4 year course	76 ?	39.5	51.9	24	31.6
4. Mt. Allison					
a) 2 year	52 ?	12	23	32	61.5
b) 4 year	96 ?	40	41.6	40	41.6
5. MacDonald College Ste. Anne's - McGill University	136 ?	87	64	42	30.9
6. Manitoba Agricultural College University of Manitoba	76	36	47.3	30	39.4
7. University of Toronto	84 ?	50	59.6	34	40.4
8. University of Saskatchewan	72 ?	43	59.6	19	26.4
9. University of Alberta	76 ?	34.5	58	17.5	23
10. Mt. St. Bernard St. Francis Xavier	68	32	47	16	23.6
11. Ontario College for Technical Teachers		(Courses not analyzed)			

(See following page)

TABLE VII - CONT'D

SUMMARY OF DISTRIBUTION OF CURRICULA IN CANADIAN INSTITUTIONS

Institution	<u>Professional or Educational</u>		<u>Related and Elective</u>	
	Credits	Per Cent	Credits	Per Cent
1. Truro School of Household Science	(Difficult to analyze)			
2. MacDonald Institute O. A. C.	20	11.1	1.2	6.7
3. Acadia University				
a) 2 year course	4	9.5		
b) 4 year course	8.5	11.2	4	5.2
4. Mt. Allison				
a) 2 year	8	15.4		
b) 4 year	12	12.5	4	4.2
5. MacDonald College Ste. Anne's - McGill University	7	5.1		
6. Manitoba Agric. College University of Manitoba	7	9.2	3	3.9
7. University of Toronto				
8. University of Saskatchewan	1	1.4	9	12.5
9. University of Alberta	2.5	3	12.5	16
10. Mt. St. Bernard St. Francis Xavier	9	13.1	11	16.2
11. Ontario College for Technical Teachers	(Courses not analyzed)			

APPENDIX "C"

EXTRACTS FROM THE SUMMARY OF DR. GLADYS BRANEGAN'S SURVEY OF
HOME ECONOMICS TEACHER TRAINING UNDER THE SMITH-HUGHES
ACT 1917 TO 1927

Problems of Development - Present and Future

1. Progress in teacher training is very closely tied up with the developments within the schools, but the universities and colleges can and should assume the responsibility for taking the lead in certain projects, while waiting upon field developments for others. Some problems can be solved only through joint activity or educational research and field work. Many problems of vocational home economics education are the same for all states and therefore suitable studies can and should be made by a national agency.

2. The immediate problems of development in the field of pre-employment teacher training seem to consist largely in the improvement of the quality of work already started. First, there is need for better guidance service before students are admitted to the teacher-training course in order to avoid some of the all too common tragedies resulting from training young women obviously unsuited to the job of teaching home-making. The interest and advantages of home economics teaching need to receive more publicity in order to attract a greater number of capable students, as the future development of this work

APPENDIX

"C" - (Continued)

- (a) Home Economics Teacher-Training Under the
Smith-Hughes Act, 1917-1927
- (b) Survey of Teacher Training in the Land Grant
Colleges 1930.

depends upon the quality of the teachers and leaders now being trained.

3. Each institution should subject the content of its various courses to critical analysis to insure the functional value of each topic and to avoid duplications. As colleges receive students who have had better home-making training in the junior and senior high schools, together with more adequate backgrounds in home-making, through home project work, they should be able to decrease materially the amount of traditional home economics content and to make room for the study of some of the newer and more vital aspects of modern home-making. Phases of the work which are of paramount importance but which are not yet adequately developed are: (1) home management, (2) child development and (3) family and community relationships. These call for strong supporting subjects in the social sciences. These will doubtless bring into question, if not replace, some of the required non-functioning work in natural sciences in the present curriculum.

4. Passing to the professional side of the teacher-training program, we find great need for improvement. First and foremost, it is essential that institutions recognize that if the work of teacher-training in home economics is to succeed it is essential that the person directing it have:- (1) a strong combination of training and experience in home-making,

(2) vocational home economics teaching experience and (3) advanced educational study. These standards have more often been approached for the special methods teacher, who is usually in charge of the teacher-training work than for the assistants who frequently supervise the student teaching.

5. One of the most serious shortages of the present facilities is the lack of vocational home-making classes for supervised teaching. This seems to be a reasonable standard and one which should be reached through a system of apprentice teaching, if the local work is not or can not be placed on a vocational basis.

6. The Special Methods courses have so many functions to fulfill that their content has to be a matter for very careful selection. Aside from the study of selection and preparation of home-making content and methods of teaching, other topics, which need consideration here if they are not covered elsewhere, are the functions of vocational education, various types of home economics education, principles and applications of job analysis, community surveys, home projects, the problem solving method, home economics tests and measurements, related subjects methods and problems of part-time and evening home-making classes. Much progress must be made before this professional work approaches the ideal.

7. What is most needed in home economics education today is more experimenting with new content and methods to prove the value and applicability of our theories to actual school situations. Therefore, the effective teacher-trainer must have an appreciation and vision of the possibilities along these lines and must be able to inspire the potential teachers in her classes with a desire to make some contribution to the realization of better home-making teaching. That institution will best serve the interest of its state, present students and alumnae, which works in close cooperation with its State and Federal officials, since their interests and objectives are identical; namely, the best possible preparation of teachers for classes administered under the most favourable conditions.

APPENDIX "D"

SUMMARY AND CONCLUSIONS FROM THE LAND GRANT COLLEGE

SURVEY 1920-1930 - P. 292-296

A. Needs

"The means by which teacher training program in land-grant institutions may best be maintained on a high level of effectiveness and good practice, or by which advancement of existing practices to higher levels may be attained, appear on the basis of evidence available to be as follows:-

1. More carefully defined and more scientifically validated objectives for teacher preparation in the institutions should be established. Existing analyses of the activities of teachers-in-service, as determined by the life needs of pupils, should be used as the starting point for intensive study and research.

2. Study should be undertaken of the conditions of supply and demand in each state and redirection of the institutional activity made in the light of the findings secured.

3. The existing concept in some institutions of the preparation of teachers as an incidental function of the academic work in Arts and Sciences, or of the technical work in home economics or similar subjects must be replaced by the concept of teacher preparation as a professional activity worth

while in itself and comparable in importance to the work of other professional schools of the institution.

4. Especially necessary is the provision in many institutions of a campus training school.

5. Teachers of courses in Education do not yet compare favorably with teachers in other major fields in respect to their professional training in the field of their specialty. The median of one year's training of staff members in professional education is less than one half year more than that of the average graduate of teacher-training curricula in land grant institutions.

6. Rapidly rising standards for teachers in the public schools necessitate numerous institutional provisions for management of student personnel to meet these standards. Hence the development and use of selective measures based on scholarship marks, in high school and college, tests of personality and related traits, intelligence tests, health examinations and similar means is highly desirable.

7. The needs of prospective public school teachers should be given more consideration in the instructional work in technical and academic subject matter fields In most institutions training in two or three fields of subject matter rather than primarily in one is desirable in order to meet the needs of the high schools for teachers of combination subjects.

B. Conclusions re Home Economics Teacher
Training

The land-grant institutions may safely continue their present general program of development of the field of home economics teacher-training, and should greatly expand their moderate program of refinement of instructional and related procedures in this field. The proportion of high school girls who are taking courses in home economics is constantly increasing; while it is estimated that nearly 40 per cent of the high schools of this country do not yet offer home economics Hundreds and perhaps thousands of public schools in many states will soon require additional new teachers of home economics as additional funds become available. The land-grant institutions constitute one of the very best among all agencies that train teachers of home economics. The potential field of service of home economics education to the States and to the Nation constitutes a challenge that may be confidently expected to insure constant upbuilding of home economics teacher-training in land-grant institutions.