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THE FEASIBILITY OF INTERACTION AMONG SOCIAL WELFARE AGENCY PERSONNEL AND HOME ECONOMICS TEACHERS FOR THE WELL BEING OF HIGH SCHOOL STUDENTS

DISSERTATION

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

By

Marjorie Smock Stewart, B.S., M.S.

* * * * *

The Ohio State University
1968

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CHAPTER I

INTRODUCTION: THE PROBLEM AND ITS SETTING

There is facing educators today a challenge which is unprecedented in its importance and magnitude--education of the disadvantaged. And who are the disadvantaged? No single term adequately describes the disadvantaged--they are a culturally, educationally, and/or socio-economically deprived segment of the population.

These students are lacking in money, but are also suffering from a poverty of experience--at least the kind of experiences that many teachers know about. Havighurst described a letter in which a concerned principal was striving to inform the other educators of the existing conditions in a large inner-city school and was hoping to sensitize them to backgrounds of disadvantaged students. "It is no wonder that our children are not ready for school when they enter...the proper care of textbooks...punctuality, proper dress and cleanliness are things which we may have to teach the children..." he wrote.[1]

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[1]Robert J. Havighurst, The Inner-City Classroom: Teacher Behaviors, Robert D. Strom, editor, (Columbus, Ohio: Chas. E. Merrill Books, Inc., 1966), p. 43.

A further challenge to educators is the prediction that culturally deprived children may total one out of two by 1970--compared to one out of ten in 1950.[2] These are unpleasant figures and thoughts for any educator to contemplate.

The fact that these less advantaged groups may not always have had the education they need in order to reach their potential in this nation presents many problems. What are some of the solutions?

Before any solutions can be found, certain questions must be clearly understood. One question might be: What factors most influence the lives of students in their formative years? Almost everyone might answer, "the home and the school." What should be done to bring these most influential forces closer together for the well being of a child? What do we know about these two institutions that is particularly applicable to those persons living in poverty areas?

The home lives of those in disadvantaged groups may be characterized by over-crowded dwellings, a lack of a father image in many cases, unsanitary conditions, inadequate diet, and other observable problems. Hunt feels an even greater barrier might be the "self deprivation in which the disadvantaged lack a sense of esteem, self-praise, self-importance, etc."[3] Yet, this family has many positive

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[2]Bernard A. Kaplan, "Issues in Educating the Culturally Disadvantaged", Phi Delta Kappan: Journal of Phi Delta Kappa, XLV, No. 2 (November, 1963), p. 70.

[3]Paul R. Hunt, "Learning Barriers and the Under-Privileged," (paper presented to workshop for Administrators, Supervisors, and Teachers in Adult Basic Education, Ohio State Univ., June 21, 1966).

attributes. Irelan found that they "seek and value the same things as other Americans."[4]

Educationally, many persons from disadvantaged groups are at another disadvantage in school. According to Brottman, "...a predisposition toward educational achievement is associated with many factors in the home and school. The disadvantaged do not generally achieve in school and this lack of education is directly related to occupational status and income."[5] Many factors are blamed but too often it is simply that the world of the teacher and the world of the disadvantaged student are separated by an ever widening gap.

Some authorities believe that one of the answers is that teachers need to work closely with personnel in social welfare agencies in the community in order to help those whose lives are bound by poverty.[6] How much preparation does the prospective teacher have, however, that would help her interact with those in the various agencies which are striving to help her students? Or how much experience has the prospective teacher, or even the teacher education faculties, had with any aspect of community life in the poverty areas?

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[4]U.S. Dept. of Health, Education and Welfare, Low-Income Life Styles, Lola M. Irelan, editor, (Washington, D.C. 1966), p. 5.

[5]John M. Beck and Richard W. Saxe, editors, Teaching the Culturally Disadvantaged Pupil, (Springfield, Ill.: Chas. C. Thomas, 1967), p. 19.

[6]Community social welfare agencies are referred to also by such terms as "social welfare agencies" or "community resources" or "social agencies".

Although there have been recognized efforts to sensitize the prospective teacher to the realities of teaching in the poverty areas, the reports of such projects are relatively few. A recently reported research project at Pennsylvania State University was unique in its approach.[7] One of the major purposes was to plan and initiate an experience with the life and work of working class people as a part of the preservice education of home economics teachers. Thus, it is a major thrust toward answering some of the above questions.

Why should persons in the field of home economics be concerned with problems of teaching disadvantaged students? There are many reasons. Those who work closely with the disadvantaged families cite the need for adequate nutrition, skills in preparing foods, care and maintenance of clothing, child care, prenatal care, housekeeping standards, consumer education, money management, preparation for some type of job, acceptable grooming and effective personal relationships. Who then should be concerned if those in the field of home economics are not? Apparently there is a great need for that which home economists know best--improvement of home and family living for all persons. Yet, Gravatt made some pointed statements when discussing the people who are served by home economics.[8] He said, "As one reads the rich literature

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[7]Marjorie East and Julia Boleratz, An Experience with the Life and Work of the Disadvantaged: For the Preservice Education of Home Economics Teachers, U.S.D.H.E.W., Office of Education, University Park, Pa.: The Pennsylvania State University, 1968.

[8]Arthur E. Gravatt, Conference on Home Economics Program Development for Disadvantaged Youth and Their Families, University Park, Pa.: The Pennsylvania State University, 1966, p. 10.

on helping disadvantaged families, it becomes evident that home economists are conspicuous by their absence."[9] Home economists have been challenged.

For years, persons working in social agencies have been concerned with helping people who have unmet needs. Social agencies have been suggested as one means through which to bridge the gap between certain goals of the school and the home. In discussing ways in which community agencies can complement the schools, Sites said:

> Rich resources of the community welfare agencies are available and should be utilized to aid the school and the home. The agencies are not a duplication of the school services...They have many goals and techniques in common, but their purposes and their emphasis differ...The community agencies...are equipped to give service that is not considered to be part of the work of the special services in the schools...The one therefore complements the other...[10]

What, then, are the purposes in the social work profession? Boehm described the goal of social work as: "enhancement of social functioning wherever the need for such enhancement is either socially or individually perceived."[11] He also stated that viewing the individual and his environment not as two separate entities but as an interactional field enables social work to place its primary focus on social interaction.

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[9]Gravatt, ibid.

[10]Walter Sites and Marcella S. Farrar, Toward Better Adjusted Children: Schools and Community Agencies Can Work Together, (Welfare Federation of Cleveland, October, 1957), p. 26 and 27.

[11]Werner W. Boehm, Objectives of Social Work: Curriculum of the Future. (New York: Council on Social Work Education, 1959) Vol. 1, p. 46 and 47.

Social workers accomplish these purposes through activities "directed both to relationships among individuals and to relationships between individuals and the organized social resources of the community."[12]

As was stated earlier, some authorities feel a great need for the teacher and those in the social agencies to work together. This is especially pertinent in the areas that are concerned with homemaking. The opportunities for interaction are there--it remains for someone to discover how, when, and which groups can work most successfully together.

Statement of the Problem

Teachers are primarily concerned with the consuming job of instruction. They can't know everything about the student's home life and the type of problems he has out of the school setting. Personnel representing social agencies have the preparation and knowledge which helps them to understand the total person in relation to his environment. Yet the problems of the student are interrelated and involve both the school and the out-of-class setting, especially the home. Home economics teachers have an opportunity to help solve some of the crucial social problems now faced by mankind.

How can home economics teachers and representatives of social agencies be made aware of the contribution that each can make to any student? Because of similar purposes, it is natural to expect that these groups could coordinate efforts on behalf of the student. It appears that they are not working together to any extent.

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[12] Boehm, ibid.

Is there a potential contribution that social agencies could make to teaching students in home economics classes? Does this have implications for teaching students from disadvantaged groups? What can be done to initiate this interaction?

Purposes of the Study

The purpose in this study was to discover how home economics teachers and persons associated with community social welfare agencies might interact in order to teach most effectively all students in high school home economics classes, and especially those in disadvantaged areas.

It was then proposed to develop a list of guidelines for teachers, based on information obtained directly from those associated with social welfare agencies. These guidelines might help home economics teachers to become aware of the resources available through community social agencies. Hopefully, an outcome of this awareness would be that high school home economics teachers would have a basis for an increased knowledge and understanding of the purposes and functions of the social welfare agencies, and how the utilization of resources in these agencies could enrich their teaching. This information should be of particular value for teachers in large city schools or in schools located in disadvantaged areas.

Research Questions

This was a feasibility study involving answers to questions which were essential to fulfilling the purposes of the study, rather than an experimental study in which the investigator could test formal hypotheses.

Answers were sought to the following questions:

1. What information is available to enable teachers to identify in a community those agencies whose personnel might interact most effectively for home and family well being of students?
2. Does it seem feasible for home economics teachers to consider close interaction with social agency representatives in carrying out responsibilities assigned to the educational system? (Feasibility is indicated not only by a desire for interaction, but also the resources or means by which interaction could occur are present.)
3. Are there factors which seem to be interrelated that might affect the future interaction of persons in any agency and the school personnel for the well being of the students?
4. What guidelines may help home economics teachers in enriching their programs through the utilization of the resources of social agencies in a community?

In order to attempt to answer these questions, this study was initiated. A list of specific questions was developed and became the basis for construction of the data-gathering instrument used in the study.

Definition of Terms

Community social welfare agencies are those organizations which strive for the enhancement of social functioning wherever the need for such enhancement is either socially or individually perceived. The

personnel of such agencies have activities which are directed both to relationships among individuals and to relationships between individuals and the organized social resources of the community.[13]

High school home economics education comprises the group of related courses for units of instruction organized for purposes of enabling pupils to acquire knowledge and develop understandings, attitudes, and skills relevant to (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to that which is unique to the area, concepts drawn from the natural and social sciences and the humanities.[14]

Limitations

The scope of the study had certain constraints:

1. The source of data reported was the responses obtained from persons associated with social welfare agencies in one major city only, although that city is the second largest city in Ohio and has several poverty areas.
2. The identity of the respondents was determined from the Directory of Social Services, published by the United Community Council of Columbus, Ohio, and consultation

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[13] Boehm, ibid.

[14] United States Office of Education, Standard Terminology for Instruction in Local and State School Systems, (Washington, D.C., 1967) p. 480.

with persons who are referral agents for social welfare agencies.[15] Some private agencies may have been excluded.

Organization of the Report

Chapter II contains a selected review of the literature, which served to inform the investigator what research had been reported, or writings had been published regarding interaction among home economists and persons associated with social agencies for the purpose of improving home and family life of certain groups. An additional search was initiated to learn what interaction there had been among the personnel of both social agencies and schools for the well being of certain students. The various sources searched revealed concerns of many writers which would seem to indicate the need for the study.

In Chapter III are described the methods used in order to fulfill the purposes of the study. This includes the population, the instrumentation, the data collection plan, and analysis plan in detail.

In Chapter IV is presented the analysis and discussion of the data. Included are guidelines that may be used by any home economics teacher who wishes to utilize the resources of community social welfare agencies in her teaching. Hopefully, some of the information included in these guidelines can be used by home economics teachers in Columbus, Ohio, during 1968-1969 in teaching experimental home economics classes especially designed for schools in disadvantaged areas of the city.

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[15] United Community Council, Directory of Social Services, (Columbus, Ohio, 1966).

Chapter V contains the summary, implications based on the findings of the study, and implications which are a result of insights gained through the study.

CHAPTER II

RELATED LITERATURE

Studies concerning the actual utilization of resources of community agencies by high school home economics teachers are few. However, some interaction among home economists and persons associated with community social agencies has occurred as home economists have worked to help the disadvantaged.

An effort was made to learn what research or published writings related to the interaction of home economists and representatives of social welfare agencies. It was hoped that the literature would serve as one guide to accomplish the purposes of this study. The search revealed only one research report concerning interaction of persons associated with social agencies and home economists.[16] An examination of Research in Education revealed one project in progress but the results of this study will not be available until after 1970.[17] The research in progress utilizes the services of social agencies as one of the treatments in experimental courses for the disadvantaged in secondary home economics classes.

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[16] East and Boleratz, op. cit.

[17] Research in Education, "The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker-Family Role and the Dual Roles of Homemaker and Wage Earner." XII, (Dec., 1967) p. 1, Resumes, EP 010 902.

Next, a search was made into some of the studies and projects which have been reported from other fields concerning interaction of school personnel and representatives of community agencies in an effort to help students from disadvantaged backgrounds. From this literature there might be revealed information which would give implications for home economists as well as other school personnel in helping to meet the needs of all students.

Finally, what recommendations and statements have the authorities in the field made which would justify or express concern for the undertaking of a study such as this--to learn how this interaction can take place to help a home economics teacher most effectively teach all her students?

Home Economists and Community Agencies

Public housing areas lend themselves to proximity of agencies or service groups in the community. A variety of services that involve home economists and persons associated with social agencies are available. A successful example was the San Francisco Redevelopment Agency which ultimately sought solutions to the health, education, and social problems of that specific slum area.[18] This was a demonstration project, planned to give assistance beyond the mere physical relocation of the family. Residents asked for and received instruction in many areas of homemaking, especially money management. It was reported, "With

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[18]"A Program Against Poverty", Forecast for Home Economics, XII, No. 7 (March, 1967), p. F-28.

student [college] assistance and cooperation of over 30 health, welfare [and other] agencies the demonstration program proved home economics a major force in educating slum residents for a better way of life."[19]

Several projects have been reported in which home economists have coordinated efforts to train home economics aides to work in housing developments. In Houston a team including home economists, a nurse, and social workers have trained a staff of home management aides that now numbers thirty-seven.[20] This particular program was designed to reach homemakers who would not come out of the home to learn homemaking skills. The program has been considered successful and an additional benefit is that the aides themselves also improve their homemaking skills as they work with various individuals and groups.

Most programs in housing projects have a common purpose--to alleviate immediate problems through informal, but utilitarian group meetings. Based on experiences which extension home economists have had with low-income families, Beavers has summarized some of the contributions which any home economist can make to the problems of low-income families.[21] These contributions are in two broad areas--how to make the

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[19] Ibid.

[20] Marian L. Monroe, "Selecting Home Economics Aides for a Community Action Program," Journal of Home Economics, LX, No. 2 (Feb., 1968), p. 114.

[21] Irene Beavers, "Contributions Home Economics Can Make to Low-Income Families," Journal of Home Economics, LVII, No. 2 (Feb., 1965), p. 107.

best use of available resources and how to help increase available resources.

Recently, the Family Life Program in Cleveland involved a "substantial organized effort to take home economics to the inner city".[22] In this experimental program by the Cleveland Public Schools in cooperation with the Cleveland Metropolitan Housing Authorities, personnel attempted to help deprived families cope with the complex problems of daily life. The key, according to the director, is "to get total involvement of the people who are being helped and key people in the community who are in a position to support the program."[23] Classes are held in a nearby apartment for residents of the development. Although this approach certainly is not new, in Cleveland there is a concentrated effort to attack a multiplicity of current problems.

Settlement house areas provide similar opportunities for interaction. In a settlement area in Massachusetts, the social services, the medical, and other professions catering to the low socioeconomic group acknowledged that the home economists in that program helped all of them offer a greater degree of helpfulness in a coordinated, education-social service program.[24] This recognition was a result of successful, cooperative interaction of home economists with persons in other community groups.

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[22]"Home Economists Explore Development of Human Resources", American Vocational Journal, VIIL, No. 2 (Feb., 1968), p. 66.

[23]Ibid.

[24]Beavers, op. cit., p. 110.

Another area involving community agencies in which the home economists may have worked is the Homemaker Service Program. This is one service in which there are unlimited opportunities for home economists to cooperate with agency personnel as well as with the Homemaker Service itself. A study was made in 1958 to learn where home economists were working with the homemaker service programs and what their functions were.[25] Of 105 responding agencies, "over sixty per cent of the agencies indicated that they used the services of a professionally trained home economist full or part time...."[26] The service usually is sponsored by a health or welfare group, public or voluntary. Home economists may serve as consultants to the staff, or to the trained homemakers. In some services they serve as instructors, or as administrators.

The interest of home economists and social workers in common purposes spans the years, even before the current emphasis upon the disadvantaged persons. In the twenties a textbook was written for "nurses, dietitians, home demonstration agents, home economists, and special teachers" so that they might be familiar with the purposes and functions of social work.[27] It was suggested that other professionals might need to learn some of the principles of casework and be prepared

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[25]Nathalie D. Preston, "Home Economists Have Much to Contribute to Homemaker Service Programs", Journal of Home Economics, LVII, No. 2 (Feb., 1965) p. 103.

[26]Ibid.

[27]Harriet Townsend, Social Work: A Family Builder, (Phila., Pa.: W. B. Saunders Company, 1926).

to interact with the social worker in an attempt to help solve family problems. No evidence can be found that a later text has been written to replace this early work (1926), nor is it known how successful the writer was in reaching goals of interaction.

A workshop was held in 1965, sponsored by the American Home Economics Association (AHEA) with specific objectives which pinpoint the concerns for the low-income family at that time.[28] Objectives of the workshop were:

(1) To increase home economists' understanding of the problems of poverty
(2) To further their knowledge of the services of various organizations and agencies serving low-income families
(3) To develop an appreciation of the culture of poverty
(4) To identify our contributions as home economists.[29]

One evaluation of the workshop revealed that 97 per cent of the approximately 200 participants believed that they knew more about the services of agencies (objective 2) than before the workshop.[30] A later evaluation revealed some home economists had actively coordinated programs with community agencies.

But first hand experiences with social workers in a workshop would be even more beneficial. A conference held in the summer of 1965 gave conferees actual experience with community agencies and their

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[28]Irene G. Wolgamot, "Working with Low-Income Families", Journal of Home Economics, IXL, No. 1 (January, 1967), p. 13.

[29]Ibid.

[30]Ibid., p. 14.

personnel through a field trip to Pittsburgh.[31] Personnel from thirteen agencies were made available so that small groups of conference participants might have an opportunity to observe the agencies in action. Experiences varied according to the agency. Some conferees talked with caseworkers or observed programs in action but others traveled into the neighborhoods with the caseworkers and into the homes of persons being helped. Participants felt that these cooperatively planned experiences were valuable. One of the purposes of the conference was to "explore possibilities for cooperative efforts with various community agencies to meet the needs of the disadvantaged".[32]

A more recent example of interest in the disadvantaged and interaction with persons representing social agencies was the project completed at Pennsylvania State University.[33] This project involved a concerted effort for prospective home economics teachers to become aware of the lives and work of the low-income families in the Harrisburg, Pennsylvania, area. Thirteen girls lived and worked in the communities for ten weeks each. Joint planning and cooperation involved representatives of public welfare, state employment services, Department of the Navy, County Child Care Service, Family and Children's Service, personnel office of Sears, Roebuck and Company, and university researchers. Persons in the social agencies made the arrangements for the living

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[31] Gravatt, op. cit., p. 62

[32] Ibid., p. 68.

[33] East, op. cit., p. 60.

aspects of the study, using homes approved for foster care. The business and employment agency personnel arranged for employment suitable for a high school graduate or dropout. The type of employment was specifically selected so that the thirteen college students might have realistic experiences which are common to low-income groups. Significant gains in various tests which measured attitudes and knowledge were recorded.[34]

One of the outcomes of that project is a suggested curriculum change for preservice home economics education at the Pennsylvania State University.[35] This change includes a choice of: experiences similar to the above, working with a social service project which concentrates on helping the disadvantaged, serving as a Vista volunteer, and other similar experiences. College credit would be earned for such "professional development experiences".[36]

The Schools and Community Agencies

In 1963, the National Education Association passed a resolution calling for recognition of the problems in education of disadvantaged Americans.[37] Action programs were urged for all types of educational

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[34] East, ibid., p. 2.

[35] "Proposal for a Curriculum Change in the Preparation of Home Economics Teachers", (A mimeographed paper, Dept. of Home Economics Educ., College of Educ.) University Park, Pa.: Pa. State Univ., Feb. 14, 1968.

[36] Ibid., p. 10.

[37] "NEA Resolution on Disadvantaged Americans", NEA Journal, LII, No. 4 (April, 1963), p. 19.

groups, cooperating with representatives from housing authorities, churches, social agencies, political organizations, realtors, businesses, industries, and organized labor. What has been done to carry out such a resolution?

It would be impossible to list all the programs which have involved the interaction of the school and the community representatives for the benefit of the disadvantaged student. Some programs will be named to indicate the variety in types of programs which have been undertaken on behalf of the disadvantaged student and his home.

The home of the student has been the target for improvement, but it also may be the means for accomplishing what the schools and the community groups are striving to do. Efforts have been made to involve the urban parents in the problems of educating their youth. One of the notable benefits of the Project Head Start was the involvement and simultaneous learning of the parents.[38] Many parents had sessions one day per week at school in which they learned nutrition and child care and had opportunity to discuss each child in relation to his progress. Project Head Start is one of the successful programs of the Office of Economic Opportunity in which community action is focused on the disadvantaged preschool child and his family.

Among the publications for Head Start staff members is one which lists various types of social agencies in the community.[39] Also

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[38]"Project Head Start", NEA Journal, LIV, No. 7 (October, 1965), p. 58.

[39]Project Head Start: Social Services for a Child Development Center, Washington, D.C.: Office of Economic Opportunity--Community Action Program, (H.-20).

discussed are the social services which are offered by the child development center (Head Start center for children). Specific suggestions are given to the Head Start staff members for working with persons in the social agencies and with the parents.

One of the greatest concerted efforts on behalf of the children from socio-economically deprived families was the passage and implementation of the Elementary and Secondary Education Act of 1965, specifically Title I. Title I authorized funds to improve the educational opportunities afforded culturally deprived children of low-income families. Although many of the proposals advocated programs in reading or in the language arts, other types of projects were initiated.[40] Most of the Title I projects are implemented at the local school setting, but there is opportunity for interaction with persons in the community who are able to enrich the experiences of the disadvantaged student.

The Great Cities Projects have made an impact in many of the larger cities in the United States.[41] These programs were quite diverse, but there were four common facets according to Baynham:

1. Awareness that the culturally deprived student is usually poor in communication skills and that this inability causes failure in other subjects.

2. Willingness to experiment with a broad range of teaching materials such as filmstrips, records, and television, with administrative approaches such as team teaching and flexible programing.

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[40]Nicholas P. Georgiady, "An Examination of the Proposals: Title I", Theory Into Practice, V, No. 3 (June, 1966), p. 117.

[41]Dorsey Baynham, "The Great Cities Projects", NEA Journal, LII, No. 4 (April, 1963), p. 17.

3. Strenuous efforts to search out and use community help such as various public health and welfare services or private philanthropic organizations and business and industry.

4. Preparation both in teaching skills and in attitudes of teachers involved in the Great City programs, and happily, the concern, devotion and the enthusiasm which ordinarily result from that involvement.[42]

Another cooperative effort has been the Mobilization for Youth, which is a comprehensive demonstration and research project in delinquency prevention and control.[43] This effort is located in the Lower East Side of New York City and supported by four major groups--the City of New York, The National Institute of Mental Health, the President's Committee on Juvenile Delinquency, and the Ford Foundation. Brager writes that "extensive use of personnel recruited from the community was an integral part of the program plan...visiting homemakers, parent education aides, community organizers, coffee shop managers, case aides, and group leaders" who helped to bridge the gap between the professionals in the project and the lower income neighbors.[44] Public education and employment services now assume a major priority as these are two of the greatest problems in the area.

A similar approach but in a different setting was used in the Family Life Education program in Nassau County, New York, which

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[42]Baynham, ibid.

[43]George Brager, "New Concepts and Patterns of Service: The Mobilization for Youth Program", Mental Health of the Poor, Riessman, et al, editors, (New York: The Free Press, 1964), p. 413.

[44]Ibid.

included: indigenous non-professionals trained as parent-aides, inservice training for teachers to familiarize them with the students' home environments, a visiting homemaker service, a neighborhood service center, and social workers who were involved with both the school and the home.[45] Every effort was made to facilitate parent-teacher interaction, partially through a community relations program.

The field of school social work provides opportunities for interaction among school personnel and persons associated with community agencies. The school social workers offer direct services, including working with children and parents and working with community agencies on behalf of a particular student.[46] They offer consultative services in the school and in the community. Is it reasonable to assume that schools that employ social workers have utilized the resources of the community agencies most effectively because of the social worker's orientation? These school social workers, then, might be one logical source for interaction with available agency personnel in a particular school.

One known fact is that schools where social workers are employed also use volunteers in a more effective manner than those schools where they are not employed.[47] In one study it was reported that out of

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[45]Margaret Shea and Arlene Hannah, The Uniqueness of Family Life Education with Low-Income People , New York: Fourth Annual Leadership Institute in Family Life Educ., Nassau County Mental Health Assn., January, 1965.

[46] Social Work Program in Schools , New York: National Assn. of Social Workers, 1962, p. 8, 9.

[47]"School Resources Volunteers", Volunteers Digest, III (Oct., 1966), p. 133.

thirty-five responses to a questionnaire, in more than half of the schools volunteers had never been used in the school, and only a little more than 10 per cent were using them successfully.[48] Most use and favorable responses were from schools which employed social workers. Volunteers help with transportation, supervise special events, improve school grounds, serve as cafeteria aides, etc. Volunteers might be very helpful in a program which endeavors to utilize all of the community resources to enrich classroom experiences.

Justification for the Study

The curriculum guides might be one source which would show concern for the need of interaction among home economics teachers and representatives of social agencies. One example is the newest syllabus in home economics education for the state of New York.[49] In addition to suggestions for teaching disadvantaged youth, the teacher is urged to "cooperate to coordinate and reinforce other programs carried out by agencies and individuals; social welfare, educational programs, extension service, school lunch, health, guidance".[50]

From the Office of Education (USOE) came a similar admonition for cooperation "with the many private and public community social

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[48] Ibid.

[49] Syllabus for a Comprehensive Program: Home Economics Education, The U. of the State of N.Y., The State Educ. Dept., Bureau of Home Economics, Albany, N.Y., 1965.

[50] Ibid., p. 20.

service agencies which are involved in working with the disadvantaged".[51] Kemp believes that this collaboration will maximize the effectiveness of the programs and help to familiarize the school personnel with the community resources which are available. She further lists types of agencies which should be involved specifically in the vocational education program, including social agencies, Community Chest member agencies, health agencies, the churches, community action programs, business and industry, civil organizations, youth organizations, trade unions, college resources, and juvenile court, probation and parole service.[52]

Henderson made a plea for home economists who are also potential social workers in a speech to conferees at a workshop for the disadvantaged.[53] She rephrased an admonition by welfare administrators who urged home economics representatives;

> (1) To get into social agencies, as paid or volunteer workers, in order to contribute our competence in child care and development, or in financial management, housing, clothing, nutrition, or community action, and
>
> (2) To initiate cooperation with social agencies, in order to produce cooperative programs based of course on the ability to communicate with one another...[54]

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[51] Barbara H. Kemp, The Youth We Haven't Served, (Washington, D.C.: U.S.D.H.E.W., 1966), p. 42.

[52] Ibid., p. 43.

[53] Grace M. Henderson, "The Challenge of Home Economics", Conference on Home Economics Program Development for Disadvantaged Youth and Their Families, University Park, Pa.: Pa. State Univ., May, 1966, p. 58.

[54] Ibid.

From the viewpoint of a social worker, Lundberg saw the need for a thoughtful cooperation of the schools with other community services.[55] "It seems wise", he said, "to seek the means for some full community involvement through which the school would benefit from a great reliance on professions that are based on the behavioral sciences...no single program is fully adequate".[56] Lundberg was not writing to home economists, but to school personnel in general. However, it is within this framework that this study has been initiated.

Persons representing home economics education, social work, the USOE, the universities, the state departments of education, extension service, and other groups have urged the interaction of home economists with persons associated with social welfare agencies in the community. This is especially essential in efforts to meet the needs of students from disadvantaged backgrounds.

This study seems justified on two accounts at least: a firm foundation of concern by authorities in various fields, and a lack of extensive cooperative interaction now in existence among the home economics teachers and those persons representing the community agencies.

In the next chapter is a description of the methods used to learn how this interaction might take place. Details will be given about the population, the instrumentation, and the data collection that will

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[55]Horace W. Lundberg, "A Look Ahead", School Social Work: A Service of Schools, U.S.D.H.E.W., Office of Education, Washington, D.C., 1964, p. 59.

[56]Ibid.

enable the investigator to identify community social agencies which might be able to contribute to effective home economics programs in secondary schools.

CHAPTER III

METHOD

If there were a unique contribution that community social agencies could make to the teaching of home economics in the secondary schools, what would be the best method of obtaining information regarding this contribution? Logically, the answer seemed to be--ask persons who are associated with the community agencies and let them say what they think they might be able to do or how they could interact with home economics teachers for helping to accomplish the purposes of the school program.

A major consideration was to decide which agencies in the community should be contacted for the most relevant information for the study. Another consideration was to determine what means should be used to make the contacts or survey. A third important decision was to determine exactly what information was needed in order to fulfill the purposes of the study. The above phases of the study are considered in this chapter.

Population

The population included all of the identifiable community social welfare agencies which serve the city of Columbus, Ohio, whose representatives had stated intentions of assisting in solving problems of youth or families.

The nature of the agencies was studied to determine those agencies which had concerns similar to those in a home economics program in high school. The major concern of home economists is that of improving home and family living for all people. The major purpose which social agency personnel were striving to fulfill was that of enhancement of social functioning for every individual.

The Directory of Social Services was the major source of information, containing a brief description of the functions of each agency serving Columbus, Ohio.[57] A decision was made to categorize the agencies in terms of services offered for differing needs within the family (Table 1). An examination of booklets containing listings of social services showed a topical arrangement, or stratification, so that agencies with similar functions were grouped together.[58]

The stratification plan was to serve later as a basis for selecting a sample which would be representative of the entire population, and if chosen randomly, might be representative of the populations in any city. The decision was made to employ a stratified random sampling plan. Downie and Heath stated that in stratified random sampling, the population is categorized into groups that are distinctly different from each other on relevant variables and the strata are internally

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[57] United Community Council, op. cit.

[58] Sites and Farrar, op. cit. and Project Head Start: Social Services for a Child Development Center, op. cit.

homogeneous.[59] It was felt that this stratification plan satisfied these criteria.

TABLE 1

SERVICES OF AGENCIES INCLUDED IN POPULATION AND SAMPLE STRATA

Services of Agencies		Number of Agencies	
		Population	Sample
I.	Care of young children	5	3
II.	Diversified family services in the neighborhood setting	8	4
III.	Services related to correctional problems	8	4
IV.	General welfare services	5	3
V.	Aid on health problems	11	5
VI.	Counseling services and help on mental health and retardation	9	5
VII.	Referral services	3	2
VIII.	Help with "special problems" (racial, legal, housing and vocational)	7	4
IX.	Help with problems of pregnancy	4	3
X.	Services involved in youth activities	7	4
	Total	67	37

When the description of the purposes and functions of the agencies was studied, the agencies could be categorized according to services for specific needs. These services were: (1) Care of young children, (2) diversified family services in the neighborhood setting,

[59] N. M. Downie and R. W. Heath, Basic Statistical Methods, (New York: Harper and Row, 1965), p. 121.

(3) services related to correctional problems, (4) general welfare services, (5) aid on health problems, (6) counseling services and help on mental health and retardation, (7) referral services, (8) help with "special problems" (racial, legal, housing, or vocational), (9) help with problems of pregnancy, and (10) services involved in youth activities.

These services were chosen as titles for ten strata. Each stratum included three or more agencies. Many agencies had several functions or services but each was listed only once and in that stratum where it appeared that the agency personnel had a priority interest.

Two interviews were held with a person who served as a referral consultant with the United Community Council in the city of Columbus. This consultant was familiar with all of the social welfare services in the area. Suggestions were made for the exclusion of some of the names of agencies because of certain limitations, such as serving only a restricted group of persons or being limited to research activities. The consultant felt that the stratification plan was appropriate for the purpose of this study.

After modification of the listing, sixty-seven agencies comprised the population from which the study sample was drawn (Appendix A).

The Sample for the Study

A random sample was drawn. Fifty per cent or more were drawn from each stratum. Thirty-seven agencies were included in the sample. Two agencies were then drawn to use in pretesting the data collection instrument.

Procedure

A prime consideration next was to plan for collecting and analyzing the data in order to answer two questions--(1) Is there a unique contribution that persons associated with the identified social agencies can make to the teaching of high school home economics (2) What implications does this contribution have for teaching students from disadvantaged groups?

To accomplish the purposes of the study, some type of survey or means of questioning the persons representing the social agencies was necessary. The investigator explored the various means by which a survey could be made. The nature of the information sought, and the necessity of setting a frame of reference for the respondents indicated the desirability of using the interview method for collection of the data essential to the study.

In discussing the advantages of the interview method, Burchinal and Hawkes found that the interview yielded an almost perfect sample and correct information.[60] This resulted in more usable data than the mail questionnaire. The disadvantages were that it was time consuming, involved transportation costs, and may be influenced by the interaction between the interviewer and the respondent. The number in the sample was relatively small and the location of the agencies involved only one county. The amount of time required for each interview could not be altered, nor the time required to arrange the interviews. The interviewer made every effort to be friendly, objective, adhere to the

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[60]Lee C. Burchinal and Glenn R. Hawkes, "Home Interviews with Families", Journal of Home Economics, II (March, 1957), p. 167.

interview schedule, and remain impersonal when criticism was given to help overcome the disadvantage of using the interview method.

Instrumentation

It was necessary to determine the information needed before designing an instrument. A study of the research objectives revealed some of the questions that would need to be answered if the purposes of the study were to be fulfilled.

An outline was designed to cover the points thought necessary to discuss in the interview. Then an interview schedule was constructed on the basis of the specific research objectives. The schedule was revised several times and the format improved so that the coding process would be facilitated.

Parten provided suggestions which helped in constructing the schedule.[61] She estimated that the construction and perfection of the schedule would require about one-third of the total time, the interviews would require another one-third, and the coding and tabulations would require the remaining one-third of the total time alloted for this procedure. The investigator designed a management network chart (PERT) for the activities involved, based on the estimation above.

The interview schedule was divided into five sections (Appendix B). In Section I, it was hoped to learn the primary purposes of the agency and the persons served by the agency. Section II was concerned

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[61] Mildred B. Parten, Surveys, Polls, and Samples, (New York: Harper, 1950), p. 59.

with the resources and services of the agency and the extent to which these resources could help fulfill objectives of a secondary home economics program. A recording "grid" was constructed as a part of the schedule for this purpose, listing the types of resources and services on one axis and the objectives in home economics in terms of learning areas on the other axis. The learning areas included: Child care and development, clothing and textiles, consumer education and home management, family health, family relations, food and nutrition, housing and home furnishings, and occupational preparation. It was also hoped to discover through the use of the "grid" if the personnel representing the agency had ever worked with home economics teachers in the past, or would be available as a resource person in the future. The remainder of the "grid" was concerned with questions which apply to concerns of the agency for disadvantaged groups.

Section III was concerned with the person representing the agency and his relationships with the school personnel in general. Questions were asked which might provide a basis for future interaction of those persons associated with social agencies and school personnel.

Possible contact procedures for a teacher to use in attempting to utilize the resources of the agency was the focus of Section IV.

Section V was concerned with opinions related to the need for interaction among persons representing social agencies and home economics teachers, and suggestions for learnings in addition to those mentioned in the learning areas. A last question gave the respondent an opportunity to comment in any manner on the study or the interview questions.

The final interview schedule was composed of seventy-eight questions or possible responses.

Data Collection

A personal letter was sent to the director or a specified person within each agency in the sample (Appendix C). The purpose of the letter was to introduce the study and the investigator initially. Within a few days a telephone call followed to establish a time and date for an interview, if the respondent were agreeable. All interviews were conducted by the investigator.

After an appointment for an interview had been made, a confirmation memo was sent to each respondent (Appendix D). Along with the memo was enclosed a description of course content or learning areas in a high school home economics program (Appendix E). The purpose of including this description was to help those persons who had little or no contact with a home economics program to understand what is taught in home economics at the high school level.

Interviews were held with persons associated with the Columbus Camp Fire Girls and the Tuberculosis Society of Columbus and Franklin County for the purpose of testing the data collection instrument. As a result of these interviews, the decision was made that the interviewer would ask all questions rather than ask the respondent to complete the information on the "grid" as had been planned originally. Also, it was realized that the interviewer had to ask the questions informally rather than rigidly following the exact sequence of the schedule. The respondents often volunteered information which was

included in another question, and it appeared superfluous to repeat the question.

Because of the hours in which the respondents from the agencies were available, and the time involved in transportation, only four interviews could be scheduled each day. The time required for an interview session averaged one hour and ten minutes.

Prior to the interview, "McBee" type of index cards were prepared for the interviewer to write on during the interview. It was hoped that by writing on the cards initially, duplication and transfer of information could be eliminated. This procedure should lessen errors. Answers to those questions which could not be answered objectively were written on pre-numbered spaces on the cards.

Originally, it was planned to scale the schedule in order to have a possible numerical score. However, a decision was made to abandon this plan due to the difficulty in assigning a numerical value to some of the questions. It was felt that this type of arbitrary scaling would be based upon personal judgment and contain the biases of the person constructing the scale.

After the interviews were completed, the "grid" portion of the interview schedule was reproduced and sent to the remainder of the agencies in the original population to attempt to establish some degree of validity for the instrument. It was recognized that the return on these questionnaires might not be high, but it was felt that the purpose would be served even with a limited number of responses. A personal letter accompanied this "grid" questionnaire, asking a person within the agency to fill in spaces which applied to that agency. A list of

instructions (Appendix F), a copy of the course description in high school home economics, and a self-addressed, stamped envelope were also enclosed with the letter.

The guidelines for teachers which were developed were presented to a group of home economics teachers who were also graduate students at The Ohio State University during the summer of 1968. These experienced teachers were asked to react to the guidelines. They were given a reaction sheet on which to make comments relative to their own understanding or agreement with specific statements. Then they were asked to make any specific suggestions or comments regarding any portion of the guidelines.

These reactions were examined and changes were made in the guidelines where it seemed desirable.

The jury reaction was considered important because the final guidelines may be distributed to home economics teachers in other localities. Hopefully, the guidelines will provide a basis for utilizing the resources of community social agencies by any home economics teacher and will help her to meet the needs of all students most effectively. The teacher who has disadvantaged students in her classes may receive additional benefits from the guidelines.

In the next chapter is an analysis of the findings regarding the purposes and functions of social welfare agencies in Columbus, Ohio, and how persons representing these agencies might interact with home economics teachers for the home and family well-being of students.

The question of whether or not it seems feasible for these agency personnel and home economics teachers to interact to work toward common

goals is answered as it is revealed in the responses of persons associated with the social agencies.

The structured, closed responses are tabulated and relationships are examined. The answers to the open-end questions are summarized to present a composite picture of some of the portions of the interviews which might have implications for high school home economics teachers.

Finally, guidelines for teachers are presented, which hopefully will give a teacher a basis for interaction with persons associated with social agencies in an effort to meet the needs of all of the students in a high school home economics class.

CHAPTER IV

FINDINGS AND DISCUSSION

It was agreed that the best way to learn how personnel in social agencies might interact to make a potential contribution to the teaching of high school home economics was to ask these persons who are associated with the agencies. Thirty-seven interviews were held with key persons in social agencies in Columbus, Ohio.

Information was available to enable teachers to identify in a community those agencies whose personnel might interact most effectively for home and family well-being of students. Agency personnel indicated the desirability of interaction among themselves and home economics teachers, with a majority of the persons interviewed being available for interaction at a later date.

There are factors which might aid interaction among social agency representatives and home economics teachers in carrying out responsibilities assigned to the educational system.

Guidelines which may help home economics teachers to enrich their programs through utilization of the resources of social agencies have been developed as a result of discussions with agency personnel. Specific suggestions were given which would be applicable to the teaching of any student and other suggestions which would apply specifically to disadvantaged students were given. Many of the suggestions in the

guidelines were a result of the last two questions which were asked during the interviews with the agency representatives.

An analysis of the responses to the interview schedule is the focus of this chapter. Not all questions are discussed in detail and responses which are concerns of only a few persons may not be discussed.

The primary purposes of the agencies, concerns for the disadvantaged, resources that can be available to teachers, and factors which will aid interaction are all sources of information to help the teacher identify those agencies whose personnel might interact to help teach most effectively all students in home economics classes.

Primary Purposes of the Agencies

A review of the titles of the ten strata might serve to clarify some of the purposes as reported. The titles given to the ten strata were:

I. Care of young children
II. Diversified family services in the neighborhood setting
III. Services related to correctional problems
IV. General welfare services
V. Aid on health problems
VI. Counseling services and help on mental health and retardation
VII. Referral services
VIII. Help with "special problems" (racial, legal, housing, and vocational)
IX. Help with problems of pregnancy
X. Services involved in youth activities

What purposes are those persons associated with the community agencies striving to fulfill? Respondents were asked to list in their own words the three primary purposes of their agencies. A study of these purposes shows that although not identical, many of the purposes were similar. For example, personnel might not have stated they had an

educational purpose but they were striving to teach certain groups. The similarity among the purposes enabled them to be categorized into fourteen groups of purposes for the thirty-seven agencies (Table 2).

Purposes Cited Most Frequently

TABLE 2

PURPOSES OF SOCIAL AGENCIES

Primary purposes	f n = 37	Percentage
Educational	17	46.
Specialized services	16	43.
Counseling and casework	11	30.
Promotion of health	8	21.6
Vocational preparation	7	19.
Enriched living, incl. recreation	7	19.
Self improvement of persons served	6	16.
Help in emergencies	6	16.
Referral services	6	16.
Rehabilitation	6	16.
Impart values and spiritual growth	5	13.5
Cooperation with other agencies	4	10.8
Promotion of family solidarity	3	8.
Research	3	8.
Others	6	16.

Educational focus

Purposes of seventeen agencies (46 per cent) included an educational focus. This may have had its genesis in classes which were structured, informal discussion groups, or through mass media in educating the public to recognize a specific problem in society. The

community centers were especially active in educational programs, including basic education for adults, remedial training for youth, or special interest classes such as weight control.

Specialized services

Sixteen respondents (43 per cent) stated that a specialized service was one of the primary purposes of their agencies. Often these services were similar, such as: specific health services, provision for adoption of babies, or providing information regarding family planning.

Counseling and casework

Eleven persons (30 per cent) included casework and counseling as part of the primary purposes of their agencies. These agencies were not limited to that strata which specifically included counseling, but were from six strata.

Promotion of health

There were eight respondents (21.6 per cent) who listed promotion of health as one of the purposes they were seeking to fulfill. This, too, was accomplished in many ways--informal discussion groups, transportation to the doctor or to the hospital, and health services. The concept of environmental health or all aspects of sanitation was stressed by some.

Vocational preparation

Vocational preparation was listed as a primary purpose by seven (19 per cent) of the persons interviewed. There was a wide latitude in the means for achieving this purpose, from acquaintance with

vocations and the world of work to assisting the person with obtaining a position now. Personal appearance was emphasized by some persons as an aid in obtaining and retaining employment. When the youth were high school dropouts, returning to school while holding a job often was stressed.

Enriched living for all persons served

Providing for enriched living in a number of different ways was the purpose stated by seven persons (19 per cent). This enriched living included a variety of activities as well as recreation. Many of the activities were designed to give experiences which were new to the youth or persons concerned.

It was recognized that in some cases, it was a difficult decision by some respondents to list three primary purposes. In many agencies there were a number of purposes or services. Respondents were not asked to rank these purposes.

Persons Served by the Agencies

What persons were served by the differing agencies as they attempted to accomplish the wide scope of purposes shown? Six of the persons interviewed were concerned with services to females only. The remainder of the agencies served both sexes. Not all age groups were served by every agency, but within all of the agencies, all age groups were served.

When asked if there were restrictions regarding persons who could be served by the agency, responses indicated that in twenty-four

agencies (65 per cent) no restrictions were placed on groups served (Table 3). Thirteen (35 per cent) of the respondents indicated some type of restrictions and listed factors such as the sex of the individual, age, or geographical location.

TABLE 3

RESTRICTIONS REGARDING PERSONS SERVED BY AGENCIES

Restrictions	f	Percentage
No	24	65.
Yes	13	35.
Total	37	100.

The Focus of the Agency: Preventive or Remedial

The respondents were asked whether in their opinions the focus of their agencies was preventive, remedial, or both the preventive and remedial were emphasized about equally. Responses indicated that the primary focus of eight of the agencies was preventive (Table 4). Fourteen of the agencies emphasized the remedial and the remaining fifteen persons believed that both were equally emphasized in their agencies.

In relation to the strata classification, the greater number of preventive agencies were in Strata I and X--care of young children and youth activities. More of the remedial agencies were in Strata III and

VI--services related to correctional problems and counseling and help on problems of mental health and retardation.

TABLE 4

RELATIONSHIP OF TYPES OF SERVICES TO NATURE OF EMPHASIS

	Service of agency	Emphasis Preventive	Remedial	Both	Total
I.	Care of young children	3	0	0	3
II.	Diversified family services...	0	1	3	4
III.	Related to correctional...	0	3	1	4
IV.	General welfare services	0	1	2	3
V.	Aid on health problems	1	2	2	5
VI.	Counseling services and...	0	3	2	5
VII.	Referral services	0	0	2	2
VIII.	Help with "special problems"...	1	1	2	4
IX.	Help with problems of pregnancy	0	2	1	3
X.	Services involved in youth...	3	1	0	4
	Total	8	14	15	37

Some respondents commented that they wished to have more preventive functions, but until some of the problems were solved in the lives of their clients the focus of their agencies would remain remedial.

Although eight persons indicated that their own work was of a preventive nature, none felt that the work of social agency personnel in general was preventive.

Concerns of the Agencies for Disadvantaged Groups

One of the questions this study was to answer is what implications future interaction among social agency personnel and home economics

teachers could have for disadvantaged youth? How many of the agencies had special provisions for disadvantaged youth or their families?

Provisions for Disadvantaged Groups

Thirty-five of the thirty-seven respondents indicated special provisions for disadvantaged groups (Table 5). Making provision for disadvantaged groups did not necessarily mean that the personnel would be available to serve as resource persons to home economics classes. Four of the agency personnel were not available to serve as resource persons although their agencies had provisions for disadvantaged groups.

TABLE 5

AVAILABILITY OF AGENCY PERSONNEL AS A RESOURCE WITH PROVISIONS FOR DISADVANTAGED GROUPS

Availability	Agency provisions for disadvantaged groups		
	Yes	No	Total
Available	31	2	33
Not available	4	0	4
Total	35	2	37

The kind of provisions for disadvantaged groups usually involved offering free or low cost services to the persons whom the agency served. In some agencies, the entire program might be planned to meet the needs of persons from disadvantaged groups. In some health agencies,

cooperation with other social agencies helped provide inexpensive services to the medically indigent.

Priority Needs of Disadvantaged Youth

With thirty-five of the agencies having provisions for disadvantaged groups, the respondents who represented those agencies should have had first hand experiences with disadvantaged youth in the Columbus area. After examining a list of learnings taught in home economics classes, what did they feel were needed most in home economics by these disadvantaged youth? Many of the respondents felt that all learnings were needed by both boys and girls but when asked to make a rank order choice, the respondents expressed their opinions.

Weighted scores were assigned to the priorities to show the most meaningful results. The weights chosen were three, two, and one for the first, second, and third priority needs of students which could be met in home economics learning areas.

The first priority need of disadvantaged youth, which might be met in classes in home economics, was the need for learning effective personal and family relationships (Table 6). This learning area received a total score of fifty-nine.

In the opinion of the respondents, the learning area of consumer education and home management was the second priority learning area needed by disadvantaged youth. This area received a total score of forty-four.

The areas of child care and development and occupational

preparation were felt to be equally important as third place in priority needs, each receiving a total score of thirty-three.

TABLE 6

HOME ECONOMICS LEARNING AREAS NEEDED MOST BY DISADVANTAGED YOUTH

Learning areas	Priority need 1st	2nd	3rd	Total Score
Personal and family relationships	27	30	2	59
Consumer education and mgt.	27	14	3	44
Child care and development	18	10	5	33
Occupational preparation	18	8	7	33
Food and nutrition	3	6	4	13
Clothing and textiles	3	2	4	9
Family health	3	0	3	6
Housing and home furnishings	0	0	1	1

The remainder of common home economics learning areas were scattered in the ranking by the agency personnel, but the above four far outranked the other areas.

A few respondents would not reply entirely within the framework of the question. Some felt that the greatest needs which could be met in home economics classes were not in specific learning areas, but in allowing students to have creative expression in classwork. Also, they said that these students need to experience success as much as possible and to be involved in choosing what they most need to learn.

The Need for Interaction with Home Economics Teachers

In light of their concern for disadvantaged groups and opinions regarding the need of disadvantaged youth in high school home economics classes, did the agency personnel feel that there is a need for a close working relationship between themselves and home economics teachers? Is it feasible for home economics teachers to plan for this interaction as they plan their teaching to meet the needs of all of their students?

Almost 95 per cent of the persons interviewed favored interaction among themselves and home economics teachers. This figure should answer any doubts as to whether or not it is feasible for the teacher to plan for this interaction to best utilize the resources of the agencies and specifically to meet the needs of any of her students who are disadvantaged. Respondents were asked to reply to the statement--there is a need for a close working relationship between persons associated with social welfare agencies and home economics teachers. Twenty-one persons responded "Strongly Agree" to the statement and fourteen persons responded "Agree". Two persons were "Neutral" (Table 7).

Resources that Can be Available to Teachers

What type of resources offered by the social agency personnel can be most available to home economics teachers? Respondents listed resource speakers most frequently (78 per cent), with counseling for students or teachers as the second (65 per cent) most named type of resource (Table 8). The speakers were not concerned with formal speeches but more with informal, question and answer sessions with the students. Several persons mentioned asking specific clients or parents

TABLE 7

NEED FOR INTERACTION AMONG SOCIAL AGENCY PERSONNEL AND HOME ECONOMICS TEACHERS

	Service of agency	Response Strongly Agree	Agree	Neutral	Total
I.	Care of young children	2	1	0	3
II.	Diversified family services...	2	2	0	4
III.	Related to correctional...	2	2	0	4
IV.	General welfare services	0	3	0	3
V.	Aid on health problems	4	1	0	5
VI.	Counseling services and...	3	2	0	5
VII.	Referral services	2	0	0	2
VIII.	Help with "special problems"...	3	1	0	4
IX.	Help with problems of pregnancy	0	1	2	3
X.	Services involved in youth...	3	1	0	4
	Total	21	14	2	37

to accompany then to a class and supplement the talk with some of their own experiences which would be of interest to the students.

In what learning areas would the teacher be most able to utilize the resources of the agency personnel? Resources to help teach personal and family relations were available from twenty-six (70 per cent) of the agencies (Table 9). Twenty-four persons (65 per cent) could offer resources in child care and development learnings. Some of the resources in this latter area involved observation of children through field trip experiences or working as a volunteer in a day care center.

After learning of resources available for home economics teachers, one might ask how often has the personnel of the agency actually worked

TABLE 8

NATURE OF RESOURCES AVAILABLE
THROUGH SOCIAL AGENCIES

Nature of resources	Responses f n = 37	Percentage
Resource speakers	29	78.3
Counseling to student or teacher	24	65.
Referral services	15	41.
Home visits or contacts	11	30.
Recreational activities	10	27.
Special education or classes	8	21.5
Employment aid	6	16.2
Films and/or filmstrips	6	16.2
Publications	5	13.5
Health aid	4	10.8
Opportunities for volunteer work	3	8.1
Serve as a special friend or guide	3	8.1
Arrange for adoption of babies	2	5.4
Head Start projects	2	5.4
Financial aid	1	2.7
Job orientation and training	1	2.7
Family activities	1	2.7

with home economics teachers? Only twelve of the thirty-seven respondents indicated that they had ever worked with home economics teachers (Table 10). Seventeen other persons had been of service to other faculty members. Yet, thirty-three (89 per cent) of the respondents indicated that they would be available to serve as resource persons in the future (Table 11).

TABLE 9

RESOURCES OF AGENCIES IN AREAS OF LEARNING IN HOME ECONOMICS

Areas of learning	Responses f n = 37	Percentage
Personal and family relations	26	70.
Child care and development	24	65.
Family health	14	38.
Occupational preparation	12	32.
Consumer education and management	5	13.5
Food and nutrition	4	10.8
Housing and home furnishings	3	8.
Clothing and textiles	2	5.

TABLE 10

SERVICE TO FACULTY MEMBERS BY AGENCY PERSONNEL

Service to school personnel	Responses f n = 37	Percentage
Home economics teachers	12	32.
Other school faculty members	17	46.
None	8	22.
Total	37	100

TABLE 11

AVAILABILITY OF PERSONNEL
TO SERVE AS RESOURCES

	Service of agency	Availability	
		Yes	No
I.	Care of young children	3	0
II.	Diversified family services...	3	1
III.	Related to correctional...	4	0
IV.	General welfare services	3	0
V.	Aid on health problems	4	2
VI.	Counseling services and...	5	0
VII.	Referral services	2	0
VIII.	Help with "special problems"...	4	0
IX.	Help with problems of pregnancy	2	1
X.	Services involved in youth...	4	0
	Total	33	4

Factors to Aid Interaction

Are there factors which seem to be interrelated that might affect future interaction of home economics teachers with social agency personnel? The responses to a number of questions might be helpful to home economics teachers and to other teachers also.

Relationships of Agency Personnel with School Faculty

Were respondents comfortable in their relationships with school personnel? Learning about how the agency representatives felt in their relationships with the schools in general was the focus of some

questions. What were some of the replies when these respondents were questioned about their relationships with the members of the faculty?

Twenty-four persons (65 per cent) felt comfortable in their relationships with school personnel. Two persons (5 per cent) positively felt uncomfortable in the relationship. The remaining eleven respondents felt that in some cases they were comfortable and in others they were not. Of the two persons who were definitely uncomfortable, one had never worked with any school personnel and the other had never worked with home economics teachers. Specific reasons were not given as to why respondents felt comfortable or uncomfortable.

Suggestions for School Policy Changes

Another question was posed which might aid interaction at a later time. Were there any changes to suggest in administrative policies which were related to their concerns as representatives of social agencies? Thirty-two persons suggested changes (Table 12). Five persons had no changes to suggest, indicating that no changes were needed.

And what changes would social agency personnel like to have in the administrative policies of the schools that would promote satisfactory working relationships between the two groups? Specifically, eight persons would like to have a change in policy regarding the unwed girl who wants to return to school after pregnancy. The choice of whether or not to return to her home school should be up to the girl, according to the respondents.

TABLE 12

SUGGESTED CHANGES IN ADMINISTRATIVE POLICIES OF COLUMBUS, OHIO, SCHOOLS

Suggested changes	f
Allow unwed mother to return to school of her own choice	8
Be flexible in requirements, credits, time for field trips	4
Add social workers to school staff and make resources available through them	2
Provide teacher-aides to help free teacher from some administrative duties	2
Include the community in decision making and respect their wishes	2
Coordinate with teacher training institutions to prepare teachers realistically for inner city schools	2
Other individual suggestions	12
No response	5
Total	37

Other persons felt the need for more flexibility in some requirements, such as allowing additional time for field trips and other enrichments which might involve more than a school period or day.

Help for Agency Personnel Who Work With Students

Suggestions were given for teachers which might increase the effectiveness of the social agency personnel who work with students. Concern was expressed that the teachers know less than they should about the purposes and functions of social agencies. It was suggested that the teachers become informed about the resources of the social

agencies in their communities, and then utilize them at the appropriate times (Table 13).

TABLE 13

SUGGESTIONS TO SCHOOL PERSONNEL TO AID AGENCY PERSONNEL WHO WORK WITH STUDENTS

Suggestions	f
Strive for real communication with students and parents	5
Make effective use of resources and make referrals when needed	5
Recognize each child as an individual--not as a "day care" or "welfare" child	4
Be informed--about life in general and specific aspects of student's' lives	3
Recognize and understand the many problems these students may have	3
Be realistic about requirements--esp. when requiring resources from home	3
Be accepting and sensitive to the needs of the student who returns to school, regardless of why he was out	2
Other individual suggestions	8
No response	4
Total	37

Desirable Contact Procedures

When are the best times to contact persons within the agencies in regard to serving as resource persons? Personnel within the social agencies are busy. Many agencies have "peak" periods in which the personnel are extremely involved in their own functions. There were

several answers as to the times when they were the busiest, or least available to work with teachers. There was no common pattern as to the ideal times to contact agency personnel. For a specific agency, a teacher could learn this easily by making a telephone call to the person concerned.

When asked in what phase of teaching they would prefer to be contacted, four persons indicated that they would really like to be in on the "ground floor" or in the planning stage. Fifteen persons felt that the only time they could spare was to be contacted just prior to when needed, but in sufficient time to schedule the appointment. Fourteen persons indicated other preferences, of which nine wanted to be involved and contacted both in the planning stage and then immediately prior to the time when needed. Two persons wish to work only with the teachers and the timing can fit the teacher's schedule.

Incidents Involving Teachers

Respondents were asked if there were any outstanding or critical incidents involving teachers which had impressed them or caused them to react either favorably or unfavorably to a teacher. Five respondents had favorable comments to make regarding activities of teachers (Table 14). The larger number of persons (twenty-one) were neutral on this question and eleven persons cited unfavorable incidents.

The five persons who had favorable comments to make regarding teachers had been of service to these teachers in some way. Of the twenty-one respondents who expressed neutral feelings, fifteen had been

TABLE 14

INCIDENTS REPORTED IN SERVICE TO SCHOOL PERSONNEL

School personnel	Reactions			
	Favorable	Neutral	Unfavorable	Total
Home economics teachers	3	5	4	12
Other school personnel	2	10	5	17
None	0	6	2	8
Total	5	21	11	37

of service to school personnel. Regarding the unfavorable incidents, nine of the eleven persons had worked with school personnel in the past. Some comments were not specific to a single incident, but to a general attitude or action expressed by a teacher. These responses were similar to those expressed in discussing relationships with school personnel. Sometimes the respondent might not recognize exactly why he reacted to specific teachers as he did.

Suggestions for Teachers of Disadvantaged Students

It was recognized that the investigator might have missed some pertinent information. The last two questions on the interview schedule were designed to help avoid this problem.

The respondent was asked to suggest any learning, in addition to those previously mentioned, which he felt was important for the

disadvantaged student. Of the twenty-seven responses to this question, five felt that realistic sex education was needed (Table 15).

TABLE 15

ADDITIONAL LEARNINGS OF UTMOST IMPORTANCE FOR DISADVANTAGED STUDENTS

Suggested learnings	f
Realistic sex education	5
How to achieve satisfactory human relationships	4
Importance of staying in school and being prepared for a job upon graduation	4
Communication skills which are up to par with other students	3
Life saving and first aid to use with children	2
Expression through music and other means in their ways	2
Values for living effectively and self discipline	2
Where and how to seek help when needed	1
The proper disciplining of children	1
Prenatal care and information	1
Routine or time awareness to function on a schedule	1
Involvement with planning curriculum which affects them	1
No response	10
Total	37

In addition to suggestions for additional learnings, respondents might have some suggestions to make to teachers if given an opportunity. What advice did agency personnel give to home economics teachers who have disadvantaged students in their classes? Six persons urged that the curriculum be practical and basic, with value to the students now (Table 16). Five persons wanted the students to have a voice in the

planning of what they were to learn. This concern was expressed in responses to other questions, also.

TABLE 16

SUGGESTIONS TO TEACHERS WHO WORK WITH DISADVANTAGED STUDENTS

Suggestions	f
Be practical--basic--they need to use it now	6
Let students have a voice in the planning	5
Learn what agencies can do and use them	5
Accept students as they are	2
Strive to teach students as opposed to simply teaching content	2
Be informed about the social and educational groups in the community	2
Beware of "middle class" experiences	1
Understand the problem and deal with the cause, not just the result	2
Get into homes to understand the students	1
No response	11
Total	37

Discussion of Findings

An effort is made to clarify data or present some aspects which might help the teacher to identify those persons within social agencies who might interact with her in the future.

The most important aspects of the data are presented. Trends which seem to be apparent are discussed. There are some common elements in the data which may have meanings for the home economics teacher.

Deviations from normal expectancy are discussed and any relationships which seem apparent are examined.

Important Points from the Study

It is natural to expect persons who have a special interest in certain groups to be knowledgeable about those groups. With almost 95 per cent of the agencies having provisions for disadvantaged groups, the personnel had concrete experiences on which to base decisions. The opinions of the agency personnel regarding the priority needs in the learning areas of home economics for disadvantaged youth was of prime importance. The need for learning effective personal and family relationships, consumer education and management, child care and development, and occupational preparation is evident in the examination of the scores in Table 6.

Data supporting the need for a close working relationship between social agency personnel and home economics teachers should convince those who may doubt the feasibility of attempting such interaction. Of the personnel interviewed, 95 per cent agreed to the need for interaction between the two groups. Not only were statements made in favor of interaction, but in general the agency personnel expressed a warmth and graciousness which appeared to be evidence of receptivity toward working with home economics teachers.

Learning the availability of the personnel to serve as resource persons was an important accomplishment. Availability was not an arbitrary decision and did not necessarily reflect the feeling of the

personnel toward interaction. Shortage of staff, administrative decisions, and work load influenced the availability of agency personnel to serve as resource persons. The fact that 89 per cent of the persons felt they would be available, if asked, should have meaning for teachers in the future.

Trends Based on the Data

Is there a trend for social agencies to stress preventive functions in hopes of lessening the need for the remedial aspects? Of those persons interviewed, 22 per cent were entirely preventive in their agencies. Most of the persons were concerned with children and youth; thus, providing a potential resource for home economics teachers. Almost 67 per cent of the agencies are concerned with either preventive or both preventive and remedial functions. If agencies are able to devote more time to preventive activities, there may be increased opportunities for interaction with other groups.

The responses indicated a willingness to make suggestions to teachers and to be involved in thinking about the schools and interaction with faculty members. This may show a trend for persons who are associated with community groups to realize the importance of the school and the influence which the faculty members could have on the persons whom both groups serve. If so, inter-disciplinary cooperation between and among many groups may be the normal action in the future.

Common Elements in the Data

Some common elements among some of the responses appeared in the data. The personnel supported their opinions as to the needs for interaction or regarding the needs of disadvantaged youth by agreeing to be available as resource persons in the future. A variety of resources were available, but those involving human resources were most numerous (Table 8). This has special meaning for most home economics teachers as they have had most access to resources in areas of learning in which there was also some commercial interest. Resources in the area of relationships, especially, have not been as readily available.

Teachers were repeatedly urged to learn what the agencies could offer in resources and then to utilize them. The feeling that others knew too little about social agencies seemed apparent from the responses.

Another common element was in the resources which were available in helping to teach child care and development and relationships. This probably was natural since most agencies were concerned with some aspect of family members and their problems.

Advice and suggestions which were given to teachers of disadvantaged students were the epitome of practicality and simplicity. There should be no difficulty in understanding the meanings.

Deviations from the Expected

When the introductory letter was sent to a person within each of the agencies in the sample, no reply was requested. Yet, some

responses were forthcoming. Two telephone calls were received and nine personal letters came immediately from persons in the agencies. This response had not been asked for, nor expected.

What does an analysis of those eleven agencies show? All strata but one were represented. Of the eleven agencies, personnel in two were not available to work with home economics teachers in the future. Two of the agencies had a preventive focus and eight had a remedial one. In addition, nine of the respondents were available as resource speakers and all had some provision for disadvantaged groups. Five of the eleven agencies had restrictions regarding the persons whom they served. Three persons had worked with home economics teachers in the past.

Was there something about Strata IX (help with problems of pregnancy) which could account for contradictions in the data? One would assume that agencies concerned with helping with problems of unwed pregnancy would be anxious to be involved in home economics classes in which young girls are enrolled. In one home for unwed girls, the ages ranged from twelve years to twenty-six years--a seventh grader to a senior in college. The program included learning skills essential for a homemaker. All indications seemed to show that home economics teachers and social agency personnel in that strata would have much in common as they seek to guide these girls. Of the three persons who were interviewed, one could not be available as a resource person.

Some of the services of the agencies in this ninth strata were listed in the priority learnings needed by disadvantaged youth. The suggested changes in administrative policies in the school system also

concerned this strata, one of which involved the unwed girl who wants to return to school. A realistic sex education program was suggested as important to these students. Yet, the personnel representing these agencies seemed least receptive to the idea of interacting with home economics teachers.

Relationships Within the Data

Factors which may be interrelated might be the opinions as to the needs of disadvantaged youth and the availability of personnel to offer resources in the learning areas which are concerned with those needs.

There may be a relationship between the availability to serve as a resource person and opinions as to the need for interaction among agency personnel and home economics teachers. Almost 86 per cent of those persons who were available as resources also felt the need for interaction among the groups.

The results of contacts by mail with the remaining population indicates there might be a relationship between direct contact with the agency personnel and receptivity toward interaction. Of the twenty-four agencies to which the "grid" questionnaire was mailed, only fifteen agencies (62.5 per cent) returned the questionnaire. Persons from two agencies were selected for interview. One person had indicated that he would be available as a resource person but the other respondent did not.

The person who indicated on the questionnaire that she would not be available as a resource person changed her mind during the interview. She was from an agency in the strata concerned with problems of

pregnancy. This respondent indicated that she would not have agreed to any interaction without first talking personally with the teachers or their representatives.

According to the responses of the two persons interviewed, however, their agencies were similar to the sample in other ways. The kinds of resources remained similar to those in the sample and the priority learning areas needed by disadvantaged youth were identical, except that the rank order was slightly different.

For the purposes of this study, the "grid" appeared to obtain the information desired. No numerical figure can be given which would indicate the degree of validity.

Social Agency Personnel Suggested Guidelines for Teachers

Many a teacher may have called upon the services of persons in the community to help in a specific aspect of her teaching. For example, a home economics teacher may have asked a public utilities representative to show how to understand and to care for certain equipment. However, this teacher may not have utilized the resources of social welfare agencies in the community to help her understand and best teach certain students.

The successful teacher, like many other professional persons, may seek advice and help in those matters in which she feels less than adequate. This teacher does not seek help from a resource person simply to get someone to teach a class but seeks help to add enrichment to the learning situation. A resource person may never have direct

contact with the students, but may give valuable help to a teacher so that her contacts with each student will be most meaningful.

What are some specific guidelines for a teacher to follow in attempting to meet the needs of all of her students most effectively? Are there suggestions which will promote interaction among home economics teachers and social agency personnel? What specific suggestions would help a teacher who has some disadvantaged persons in her classes? It is believed that most teachers strive for excellence and are motivated to do what will ultimately help them meet the needs of all their students.

These guidelines are the result of a synthesis of discussions held with key personnel in community social welfare agencies in Columbus, Ohio. Although not mutually exclusive, there are major divisions among the guidelines: Teaching strategies for use with all students, teaching strategies specific to disadvantaged students, and utilization of resources of community social agencies.

Teaching Strategies for Use with All Students

The teacher, not the curriculum, is the key to successful teaching. Some suggestions of the workers which are applicable to all students are:

1. Recognize each student as an individual, with feelings and desires like any other person. Treat her as you want to be treated.
2. Some students face tremendous problems daily. You can learn about their problems and be understanding without becoming emotionally involved.

3. Be willing to learn from your students--this may require talking less and listening more--then following with action when appropriate. Hear them and their parents.
4. Recognize your own weaknesses and strengths, and strengthen those things which you can. If you have problems, seek help for yourself.
5. Keep up with the times--know how things really are today. You do not have to wear the latest styles or watch the same television shows your students do, but you should know what they are. Do not "knock" things just because you do not like them.
6. Look for the good things in every student and give sincere praise when earned. No one likes constant criticism or nagging.
7. Remember, you are teaching students--not just subject matter.

Teaching Strategies Specific to Disadvantaged Students

Based on their experiences with many different groups, the social agency personnel felt that certain understandings are paramount for the teacher of disadvantaged students. Some of these are:

1. These students are action oriented with very little grasp of the abstract. The learning experiences must be meaningful in their lives.
2. Because so many of these students are lacking success in their lives, they need experiences with success as much as possible. Thus, the learnings and activities must be within their ability to master.

3. These students may not be truly mentally slow, but they may appear so because of their impoverished backgrounds. It may help the teacher to learn some of the characteristics of the slow learner and effective teaching strategies.
4. The grading system may not be entirely fair, especially if it is based on "middle class" learnings and on experiences which they might lack. The teacher should evaluate her grading system realistically and perhaps adjust her expectations to fit each group.
5. The student must feel that she is worthwhile before she can achieve. Improving self-concept is a prime target in all teaching.
6. All persons have a right to certain tastes and expressions of individuality, although they may need guidance to help them make wise choices. Do not force your values on others but accept them as they are. Concentrate on things that really matter.
7. It is essential that the teacher show acceptance and respect for people if she expects to receive these in turn from her students.

Specific Information for All Teachers

The persons associated with social agencies have said that students from disadvantaged groups desperately need to learn (1) effective personal and family relationships, (2) consumer education and management,

especially the use of money, (3) child care and development, including prenatal care, and (4) occupational preparation. These learnings are included in the curriculum of secondary home economics programs as well as in some other school programs.

In conversations with the agency personnel, they made comments about disadvantaged youth which apply to the needed learnings. These are listed as they were taken directly from notes used during interviews with social agency personnel--the authorities. The teacher should review these comments before planning experiences in any of these learning areas.

Effective personal and family relationships

"To some, sex is just another game"
"They have a sense of hopelessness"
"Show them that you care"
"Involve them in doing something for others--to make them feel needed"
"They follow Ann Landers or Abby for relationships knowledge"
"Help them to succeed"
"They need some of the niceties, such as learning the social arts"

Consumer education and management

"Their greatest need is money"
"They are not interested in getting the most for their money"
"Show them everyone has to take care of things--not just those people who lack money"
"Some are concerned with 'conspicuous consumption' and immediate gratification"
"Provide a lot of practical experience in buying--take them to the supermarket to shop"
"They are extremely interested in fads"
"Teach them what to do until the plumber comes" (basic things such as how to unplug a sink that is stopped).
"T.V. makes it look so easy"

Child care and development, and prenatal care

"Prenatal care is extremely important"
"There is a correlation between birth defects and poor prenatal care"
"It is important that the unwed pregnant girl seek care early"
"How to discipline children properly is something they need to learn"
"Head Start taught us the importance of the early years for communication and creative abilities"

Occupational preparation

"They want to earn some money"
"They need grooming and manners for the job"
"They have unrealistic goals, such as becoming a movie star or model"
"Teach how to apply for a job with self-confidence"
"Help them develop a talent which will help in getting and keeping a job"
"Their lives may lack time awareness and functioning on a schedule"

Specific strategies to use in home economics classes

Based on understanding of students from disadvantaged groups and on comments by agency personnel regarding these students and their learning needs, certain teaching strategies may be especially helpful.

1. Change disadvantages into advantages. You are not going to change the fact that these students are very fad centered. Do some intelligent learning--personally and as a class--regarding a particular fad. Some fads can be appropriately used.
2. Invent "catchy" titles for units, bulletin boards, etc. Use attractive visuals. When possible, allow students to take home the learning materials--the rest of the family may benefit. Experiment with teaching techniques and capitalize on those

which seem to achieve the best results, such as role playing, games, and even background music.

3. Provide practical and pleasant experiences to help students acquire social graces and self-confidence. Because of their lack of certain experiences at home, they may be ill at ease in social situations, especially those involving people from different backgrounds.
4. Take them places--on shopping trips, to a motel, to a bank, or to a beauty shop. Also include learnings which involve the owners or managers.
5. Involve resource people in your teaching--not to teach for you but to teach with you. Whenever possible, include successful men with whom these students can identify.
6. Provide references, materials, books, or other resources for them. If resources must be brought from home (fabric or fees), make the requirements realistic and inexpensive.
7. Give your students choices whenever possible. They prefer to choose their own patterns even if the teacher sets the specific criteria that the pattern must meet.
8. Contact civic or women's organizations which may be able to help supply some items for your classes, such as copies of past magazines. These magazines may contain the kind of pictures you want to use in assignments and the students may not have these magazines at home.
9. Be practical and basic but also work toward making learning interesting as well as meaningful.

Utilization of the Resources of Social Agencies

What are some things which the teacher should know that will help aid interaction between herself and community social agency personnel? A review of the results of interviews held with agency personnel may be helpful in understanding some basic facts regarding the possibilities of future interaction.

Information about social agencies

A teacher may not realize how many social agencies are in her community, nor the extent of their services. In Columbus, Ohio, for example, there were approximately two hundred agencies listed in the Directory of Social Services of which sixty-seven were directly concerned with problems of youth and their families. To help orient teachers who may not be familiar with the many services available through these agencies, a list is provided. These agencies have been categorized according to the type of services in which each one has a priority interest.

The social welfare agencies in Columbus, Ohio

I. CARE OF YOUNG CHILDREN

Franklin County Child Welfare Board
North Side Day Care Center
Ohio Avenue Day Care Center
West Side Day Care Center
South Side Day Care Center

II. DIVERSIFIED FAMILY SERVICES IN THE NEIGHBORHOOD SETTING

Central Community House
E.C.C.O. Neighborhood Center
Gladden Community House
Godman Guild Association
Neighborhood House

St. Stephens Community House
South Side Settlement
Columbus Metropolitan Area Community Action Org.

III. SERVICES RELATED TO CORRECTIONAL PROBLEMS

Bureau of Juvenile Placement, Columbus Reg. Office
Juvenile Diagnostic Center
Ohio Dept. of Mental Hygiene and Correction
Ohio Youth Commission
Rosemont School
Travelers Aid
Juvenile Social and Welfare Bureau of Columbus Police Dept.
Buckeye Boy's Ranch

IV. GENERAL WELFARE SERVICE

American Red Cross
Franklin County Welfare Dept.
Salvation Army
Veterans Service Center
Volunteers of America

V. AID ON HEALTH PROBLEMS

Children's Hospital (C & Y)
Columbus Public Health Nursing Service
Columbus Health Dept.
Franklin County Society for Crippled Children, Inc.
Hearing and Speech Center of Columbus and Central Ohio
National Cystic Fibrosis Research Foundation
National Foundation-Franklin County Chapter
Nightingale Cottage
United Cerebral Palsy of Columbus and Franklin County
Pilot Dogs, Inc.
T.B. Society of Columbus and Franklin County

VI. COUNSELING SERVICES AND HELP ON MENTAL HEALTH AND RETARDATION

Catholic Welfare Bureau of the Diocese of Columbus
Jewish Family Service
Family and Children's Bureau
Alfred Willson Children's Center
Children's Mental Health Center
Clinic for Mentally Retarded
Council for Retarded Children, Inc. of Franklin County
Franklin County Program for Retarded Children
Columbus Area Mental Health Center

VII. REFERRAL SERVICES

Council of South Garfield Square Center
Information and Referral Center of the United Community Council
Volunteer Service Bureau

VIII. HELP WITH SPECIAL PROBLEMS (racial, legal, housing, and vocational)

Columbus Urban League
Franklin County Court of Domestic Relations
Legal Aid and Defender Society of Columbus
Columbus Metropolitan Housing Authority
Family Relocation Office
Youth Opportunity Center
Columbus Neighborhood Youth Corps

IX. HELP ON PROBLEMS OF PREGNANCY

Columbus Female Benevolent Society
Florence Crittenton Services
Friends Home
St. Ann's Hospital for Women, Inc.

X. SERVICES INVOLVED IN YOUTH ACTIVITIES

Camp Fire Girls, Columbus and Franklin County Council
Columbus Area Council of Churches
Columbus Recreation Dept.
Girl Scout Council, Seal of Ohio
Boy Scouts of America, Central Ohio Council, Inc.
Young Men's Christian Assn., Metropolitan Board
Young Women's Christian Assn.

Teachers are interested in the social agencies as possible resources in their teaching. The types of resources most available are resource speakers and counseling services for the student and the teacher. Many other types of resources are available. In home economics classes these persons can give the most help in units in personal and family relationships, and child development and prenatal care.

Of the persons interviewed, less than 32 per cent have worked with home economics teachers in the past but 89 per cent are willing and available to be of service to these teachers in the future. They readily agree that there is a need for social agency personnel and home economics teachers to work together. Thus, some of the usual obstacles

in obtaining resources have been eliminated for the teacher who will strive to interact with agency personnel.

Persons within the social agencies recognize the similarity in the purposes of home economists and social agency personnel. The broad purpose in social agencies is the enhancement of social functioning for every individual. More specific purposes include an educational focus, specialized services for certain groups, counseling and casework, promotion of health, vocational preparation, and enriched living for all.

Contact procedures to follow

Almost all of the personnel who were contacted had preferences as to when to be contacted regarding serving as resource persons. Many agencies have peak periods which may be seasonal, but there is no common pattern as to when their personnel are the busiest. A telephone call is sufficient to determine this busy period for any agency. Specifics to consider are:

1. Some of the personnel prefer to be involved in the planning stage of the curriculum and others prefer to be contacted just prior to the time when needed. Other persons want to be involved during both times. The important thing is to give them the same considerations that you like to be given.
2. A first visit should be scheduled to discuss plans for the class and how the resource person might contribute to student learnings. He will set the pace for further contacts.
3. Ask for information or publications about the agency. He will be glad to share these with you, and these materials may help

you to understand the functions of the agency. Some of the publications may be valuable to use in the classroom.

4. Most agency personnel are concerned that the learnings be planned and the students prepared in advance. They want the teacher to be involved and to remain in the room. This is especially true when certain topics are being discussed.
5. The teacher will want to plan this team approach and follow any use of the community resources with discussion or other reinforcements. Thus it may take several contacts to bring about the most effective interaction.

Interacting with the personnel

Some of the persons associated with social agencies may not have worked with school personnel at all, or only in a limited way. Some helps for school personnel to remember are:

1. Social agency personnel may need to be informed as to specific class times, routines that must be followed, or possible problems. Teachers still have to work within the framework of administrative regulations in their school systems.
2. Most of the personnel in the agencies are "person centered" and will expect the teacher to be as interested in the student as in the subject matter.
3. Social agency personnel usually have an informal and close relationship with young people in a variety of out-of-class settings.

Agency personnel were asked to cite incidents involving teachers which were either favorable or unfavorable. It was felt that knowing about these incidents would help other teachers in their interaction with resource persons within the agency. Respondents were mostly neutral in their reactions to incidents involving teachers. There were 57 per cent of the persons who were completely neutral. Almost 30 per cent cited unfavorable incidents or attitudes and 13 per cent of the persons had favorable incidents to discuss. Because teachers may want to work toward changing the impressions that some agency personnel may have of them, a brief discussion of these comments follows. Teachers in all subject matter fields are involved.

Favorable incidents included:

1. Showing understanding of a specific student and keeping confidences regarding her problems
2. Being sensitive to the needs of an unusual group of students and able to guide them successfully
3. When teaching adults, being especially inspiring and understanding
4. Helping a specific student to have success in clothing construction when she had never achieved in any other endeavor
5. Being dedicated to spend extra time and resources with some students

Unfavorable incidents included:

1. Insensitivity to an individual student or his feelings by making unflattering remarks about welfare recipients or mode of dress
2. Giving unrealistic or complicated reading assignments to students who could not read
3. Showing racism in the classroom
4. Being "old fashioned" in the learnings demanded
5. Giving failing grades because students were unable to purchase some required items
6. Giving out unauthorized information
7. Requiring a pattern that was no longer available in the stores so that students had to borrow from past students--those who could not find an used pattern in their size either failed or were so late that they failed to complete the project

8. Not allowing some students to check out books but taking test items directly from the books
9. Comments before the class that specific persons needed to bathe.

There may be some common threads among the unfavorable incidents which would indicate that a teacher may have been indifferent to an individual's feelings. It is recognized that these comments might have been made without understanding the entire situation. The impressions which teachers may have of social workers may not be entirely accurate either.

Home economics teachers and social agency personnel can complement each other as they work to improve home and family lives of the youth with whom they come in contact. They can work together but it is the teacher who may have to take the initial step, because it is the teacher who has the students in a structured situation. She must find what they need to learn and how best to teach it. She will need to read some up-to-date references about her students so that she is realistic in her plans. She will involve the students in every aspect of the teaching-learning process. She will contact those groups in the community that can help her teach most effectively and coordinate to utilize every available resource. She will learn about their home lives and involve the parents in her teaching plans. She will succeed--perhaps not as much in teaching a subject but in teaching persons who are her students, through her subject.

CHAPTER V

SUMMARY AND IMPLICATIONS

A major problem facing home economics teachers, as well as all educators, is that of meeting the needs of all their students. With increasing numbers of disadvantaged students in the classroom today, this is a challenge to any teacher. The personnel in community social agencies have had contacts with persons from many different groups and are knowledgeable about some of the problems of students, especially those from disadvantaged groups.

Therefore, is there a potential contribution that community social agencies might make to teaching students in home economics classes? If so, what are the implications of such contacts for teaching students from disadvantaged groups? What can be done to initiate interaction among home economics teachers and social agency personnel?

A summary is presented of this study, which was initiated in an attempt to find solutions to some of the problems stated. Specific aspects of the study are summarized, including: (1) The purposes, (2) the population and procedures used, (3) the findings which are based on responses of agency personnel regarding the agency purposes, concerns for disadvantaged groups, resources and availability for interaction with home economics teachers, factors which might aid interaction among the two groups, guidelines for teachers in working with all students

and for utilizing the resources of the community social agencies. There are suggested implications in home economics at the high school level for: further study, curriculum, and instruction.

Summary of Purposes

The purpose in this exploratory study was to discover how home economics teachers and persons associated with community social agencies might interact in order to teach most effectively all students in high school home economics classes, with specific implications for teaching disadvantaged students.

Answers were sought to specific questions: (1) What information is available to identify those agencies whose personnel might interact most effectively with home economics teachers in the future? (2) Does it seem feasible for home economics teachers to consider interaction with personnel in social agencies to help fulfill purposes assigned to the educational system? (3) Are there factors which seem to be interrelated that might affect future interaction? (4) What guidelines may help home economics teachers to utilize the resources of social agencies to enrich their high school programs?

Summary of Method

The study was actually limited to thirty-seven agencies from a population of sixty-seven social agencies in Columbus, Ohio, which served youth and their families. The population was stratified into ten strata according to services for differing family needs. A random sample of thirty-seven agencies was drawn, from which personnel were

interviewed. The interview schedule for data collection was developed and pretested in Columbus.

Summary of Findings

A review of some of the pertinent data serves to answer some of the questions posed in the study.

The primary purposes of many agencies included an educational focus, vocational preparation, promotion of health, counseling and casework, enriched living, and specialized services all for the persons served by the agencies. Teachers were urged to become informed about specific purposes and functions of agencies in their communities and to utilize the resources which were available.

Agency personnel ranked the priority learning needs of disadvantaged youth, which could be learned in home economics classes. They felt that the first priority for these disadvantaged young people should be given to learning effective personal and family relations. Second priority learning area was the need for consumer education and management, especially of the use of money. Child care and development, including prenatal care, and occupational preparation were felt to be equally important as the third priority learning need. The identification of these priority learning needs has several implications and is one of the most important findings of the study.

With 95 per cent of the persons in favor of interaction among social agency personnel and home economics teachers, specifically those teachers who have disadvantaged students in their classrooms, it is quite feasible for teachers to begin to plan for this interaction.

Almost all of the agencies made some provisions for disadvantaged groups and some of these provisions may help a teacher in her contacts with her students.

It is exciting to realize that agency personnel are available and receptive to interaction in spite of the fact that there has been so little contact apparently between home economics teachers and representatives of social agencies. What agency personnel are available to serve as resource persons in the future? Teachers may consider the potential contribution to their home economics classes of agencies in: Strata I (care of young children), Strata III (services related to correctional problems), Strata VI (counseling services and help on mental health and retardation), Strata VII (referral services), Strata VIII (help with "special problems"--racial, legal, housing, and vocational), and Strata X (services involved in youth activities).

These six strata ranked highest in potential contribution to home economics classes since persons representing these strata were 100 per cent available as resource persons. A number of these agencies were preventive in focus and a large number of persons "strongly agreed" to the need for interaction with home economics teachers.

It is doubtful if a home economics teacher in Columbus could plan for interaction with the personnel from agencies in Strata IX (help with problems of pregnancy). These agency personnel were least receptive to future interaction and offered less resources to the teacher. The persons associated with agencies in this strata appeared to shield and to protect their clients. This factor might account for less willingness

than other persons to cooperate with educational groups. This finding has some real challenges for home economics teachers who have girls of all ages at various times in their classes and could be instrumental in helping to solve the problem of unwed pregnancy.

The type of resources available were mostly those of resource speakers, counseling, and referral services although other resources were offered by some agencies. No distinct pattern was shown by which the kind of resources available could be related to the stratum. The abundant human resources were primarily available to help students learn effective personal and family relations and child care and development. Resources in these areas are especially meaningful to most home economics teachers since less help is available from the usual kind of resources.

Suggestions were given for teachers for the most effective means of teaching disadvantaged students and factors which might aid interaction with social agency personnel were identified. Among these factors were suggestions for changes in administrative policies of the school system, contact procedures for working with agency personnel, reactions of personnel to incidents involving teachers, and advice of a general nature.

The information obtained from the agency personnel was synthesized into suggested guidelines for teachers which might serve as a basis for the teacher to plan interaction with agency personnel. The guidelines should also help any teacher to meet the needs of all her students, and especially those students from disadvantaged groups. The possibilities

for interaction are promising, but the understandings and suggested strategies could be put into action by any teacher, regardless of resources which might be available to her.

The results of this study are generalizable only to the city of Columbus, Ohio. However, agency personnel indicated that personnel from similar agencies in other cities probably would be available to serve as resource persons to home economics classes under similar circumstances.

Implications

Agency personnel are available for interaction with home economics teachers in Columbus, Ohio. Learning needs of disadvantaged students have been identified. Guidelines have been developed which should help teachers to plan to utilize the resources of social agencies. Several implications are suggested.

Implications for further study

1. Those responsible for teacher education in home economics should investigate why persons from agencies concerned with helping with problems of unwed pregnancy are not receptive to interaction with home economics teachers. Some way, then, might be found to prepare teachers to deal with the topic of unwed parenthood.
2. It could be profitable to conduct a study to discover how to involve the home with the social agency personnel and home economics teachers to help reach common goals for the student.

It was suggested that teachers listen to what parents have to say but it remains to be discovered what they are saying and how to involve the parents in the educational process.

3. Since this study was exploratory, a research study of an experimental nature might be undertaken involving other cities. Groups of teachers might utilize the resources of the agencies and test the extent to which the suggestions that were given in the guidelines are valid.
4. A follow up study would appear to be needed to examine with home economics teachers the feasibility of interaction with community groups to help fulfill educational purposes for all students.
5. There is a challenge to individual teachers to discover how they might be effective in helping girls to understand the many problems involved in unwed pregnancy. This problem was the focus of much concern of agency personnel and calls for thought, study, and action by all concerned.

Implications for curriculum

1. Those responsible for planning a high school curriculum in home economics might need to examine the learnings which are currently taught, in light of the priority needs of disadvantaged youth. Adjustments may need to be considered in the curriculum in order to emphasize those learnings which are needed most.
2. Since agency personnel, in general, exhibit receptivity toward interaction with home economics teachers a wide scale

workshop or conference program might be planned to involve both groups in any city. The findings indicate that the specific means for interaction between the two groups remain to be identified by those persons who might be concerned personally in some type of interaction.

3. Teachers in schools with disadvantaged enrollees may need to consider in-service education to bring their information and teaching up to date. This would be especially important if their teaching has been primarily concerned with those home economics learnings which were felt to be least needed by these youth.
4. School personnel should explore the facets of a realistic family life education program. It should be determined if this could be taught most successfully in an interdisciplinary approach, or in what field would it best be taught in order to teach the family as well as the biological aspects of sex ?

Implications for instruction

1. Teacher educators and students in education should work together to plan realistically for individualized programs which would include some experiences with disadvantaged youth.
2. Pre-service education could also include experiences in which the prospective teacher has an opportunity to work with the personnel in the social agencies, and/or other community groups.
3. Home economics students with education majors need to examine

closely their courses of study. The preparation for teaching should include adequate courses and experiences in the areas of learning judged to be most critical for disadvantaged youth.

Further implications

There are several implications which cannot be attributed directly to the findings but are a result of later thinking which followed the interviews and the writing of this report. Some of these appear to be:

1. Those persons who are concerned with curriculum for youth should sample a "blend" of people who could be involved to determine the priority learnings needed by any teenager. Parents, teenagers, community leaders, businessmen, other faculty members, as well as social agency personnel, should be consulted for their opinions and should have a voice in decision making for any curriculum which is vital to youth today.
2. As a follow up of a study to discover the priority learning needs for any teenager, it should be determined in which fields or whose responsibility it should be to best fulfill these learning needs. Then a means for implementing these findings should be planned.
3. Both pre-service and in-service programs in education should include preparation for utilizing the services of non-professionals in order that teachers might make best use of their time for the most effective teaching-learning situations.

4. It has been suggested that national organizations which are concerned with home economics education and social work might initiate interaction at the national level to work toward common purposes of both groups. This leadership would give added impact to programs of interaction at the state and local levels.

Persons associated with social agencies are fully aware of the needs of today's youth. Many of these agency personnel recognize the impact that could be made in the lives of youth through home economics classes. They realize that most teachers need help to teach most effectively all learnings which are needed to help each student achieve the best personal and family life that is possible. Agency personnel are willing to be helpful in those learnings in which they have special knowledge or abilities.

The success of any future interaction between these two groups will depend on the individual person within the social agency and the teacher who seeks to work with that person.

No one can develop a blueprint that will give all the answers in one neat package. It will require time, effort, and talents of all those who are concerned for youth today to give them the best preparation for the future. It is imperative that all groups with common purposes work together. Every effort that is made toward interaction and utilization of resources of all concerned will help enrich the lives of those students who are dependent on society for their future success.

A P P E N D I X E S

APPENDIX A

THE SOCIAL WELFARE AGENCIES IN COLUMBUS, OHIO, COMPRISING THE POPULATION AND STRATIFIED ACCORDING TO SERVICES OFFERED

I. CARE OF YOUNG CHILDREN

*Franklin County Child Welfare Board
North Side Day Care Center
Ohio Avenue Day Care Center
*West Side Day Care Center
*South Side Day Care Center

II. DIVERSIFIED FAMILY SERVICES IN THE NEIGHBORHOOD SETTING

*Central Community House
E.C.C.O. Neighborhood Center
Gladden Community House
Godman Guild Association
*Neighborhood House
*St. Stephens Community House
South Side Settlement
*Columbus Metropolitan Area Community Action Org. (CMACAO)

III. SERVICES RELATED TO CORRECTIONAL PROBLEMS

*Bureau of Juvenile Placement, Columbus Regional Office
Juvenile Diagnostic Center
Ohio Dept. of Mental Hygiene and Correction
*Ohio Youth Commission
*Rosemont School
*Travelers Aid
Juvenile Social and Welfare Bureau of Columbus Police Dept.
Buckeye Boy's Ranch

IV. GENERAL WELFARE SERVICES

*American Red Cross
*Franklin County Welfare Department
*Salvation Army
Veterans Service Center
Volunteers of America

V. AID ON HEALTH PROBLEMS

Children's Hospital (C & Y)
*Columbus Public Health Nursing Service
Columbus Health Department
Franklin County Society for Crippled Children, Inc.
*Hearing and Speech Center of Columbus and Central Ohio
*National Cystic Fibrosis Research Foundation
*National Foundation-Franklin County Chapter
Nightingale Cottage
*United Cerebral Palsy of Columbus and Franklin County, Inc.
Pilot Dogs, Inc.
T.B. Society of Columbus and Franklin County

VI. COUNSELING SERVICES AND HELP ON MENTAL HEALTH AND RETARDATION

*Catholic Welfare Bureau of the Diocese of Columbus
Jewish Family Service
*Family and Children's Bureau
Alfred Willson Children's Center
*Children's Mental Health Center
Clinic for Mentally Retarded
Council for Retarded Children, Inc. of Franklin County
*Franklin County Program for Retarded Children
*Columbus Area Mental Health Center

VII. REFERRAL SERVICES

*Council of South Garfield Square Center
Information and Referral Center of the United Community Council
*Volunteer Service Bureau

VIII. HELP WITH "SPECIAL PROBLEMS" (racial, legal, housing and vocational)

Columbus Urban League
Franklin County Court of Domestic Relations
*Legal Aid and Defender Society of Columbus
*Columbus Metropolitan Housing Authority
*Family Relocation Office
Youth Opportunity Center
*Columbus Neighborhood Youth Corps

IX. HELP WITH PROBLEMS OF PREGNANCY

Columbus Female Benevolent Society
*Florence Crittenton Services
*Friends Home
*St. Ann's Hospital for Women, Inc.

X. SERVICES INVOLVED IN YOUTH ACTIVITIES

Camp Fire Girls, Columbus and Franklin Co. Council
*Columbus Area Council of Churches
*Columbus Recreation Department
*Girl Scout Council, Seal of Ohio
Boy Scouts of America, Central Ohio Council, Inc.
Young Men's Christian Association, Metropolitan Board
*Young Women's Christian Association

*Denotes agency was included in the sample

APPENDIX B

INTERVIEW SCHEDULE

Interview #

NAME OF THE AGENCY_____

Address_____

Telephone_____

NAME OF RESPONDENT_____

Title_____

Principal responsibilities_____

_____

TYPE OF ORGANIZATION (underline) Local State National

* * * * * * * * * * * *

NAME OF INTERVIEWER: Mrs. Marjorie Stewart

PURPOSE OF THIS INTERVIEW: By talking with you and other persons associated with similar agencies, I hope to be able to obtain information which will be helpful to home economics teachers as they attempt to help improve home and family lives of all of their students. We are especially concerned that the students from disadvantaged groups might have more of their needs met, be encouraged to stay in school, and be prepared to assume the roles of homemaker-wage earner in the future to the best of their ability.

I. Purposes of your agency

What are three primary purposes of your agency?

1._____
2._____
3._____

What age groups are of primary interest to you?

4. preschool
5. elementary
6. junior high
7. high school
8. adults
9. aged people
10. other (explain)_____

What sex is your agency primarily concerned with?

11. females
12. males
13. both

II. Resources and services of your agency

You were mailed a description of learning areas taught in a secondary home economics program.

Here is a "grid" which lists those learning areas of home economics at the top and possible services or resources and other aspects of your agency at the left. Keeping in mind the learning areas taught in home economics, could we check the grid in the appropriate places?

As I ask you about specific services or resources, could you tell me about those which would be applicable to specific learning areas? What resources could you offer the home economics teacher in--

14. Counseling for teacher and/or student
15. Field trip opportunities
16. Home visits or contacts
17. Resource speakers
18. Referral services
19. Health aid
20. Recreational activities
21. Employment aid
22. Financial aid
23. Films and/or filmstrips
24. Publications
25. Other (explain)_____

Now considering the different learnings taught in home economics, which you have checked, can you give any brief descriptions, titles, etc. of the resources or services which you have that might be helpful to a home economics teacher?

26._____
27._____
28._____
29._____
30._____
31._____
32._____
33._____

Looking at Section IV of the grid now, what would you indicate for special emphasis on disadvantaged groups?

34. Yes (explain) _____
35. No

Does your agency have any restrictions regarding the persons whom you serve, such as belonging to a specific religious faith, etc.?

36. No
37. Yes (explain) _____

Also in Section IV, which of these would you say is the greatest concern or focus of your agency?

38. Preventive
39. Remedial
40. Both emphasized about equally

For social agencies in general today, do you think the emphasis is strongly--preventive, remedial, or both?

41. Preventive
42. Remedial
43. Both preventive and remedial about equally
44. Other (explain) _____

If you have worked with home economics teachers in the past in helping to teach some of the learning areas, who initiated these contacts?

45. Home economics teachers
46. Your agency
47. Other persons (explain) _____

(If applicable) What type of services or resources were involved in these contacts with home economics classes?

48. Explain _____

III. Questions relating to schools in general

You were asked about home economics teachers specifically. How about other teachers? Have you ever been of service to any faculty member in this locality?

49. Yes (explain) _____
50. No

Regardless of whether or not you have been of some specific service to any teacher or administrator in the schools, do you feel comfortable in your relations with the school personnel?

51. Yes
52. No
53. Other (explain) _____

It has been suggested that social agencies could be of service in our schools in a positive way with the students and their families, rather than simply being consulted when problems arise. What specific suggestions can you make to help achieve this goal?

54. Explain _____

Are there any changes in administrative policies which would help provide smooth transactions between social agencies and public schools as a whole? Explain.

55. Explain _____

IV. Possible contact procedures

If a similar community social agency in another city were to be contacted as you have been, do you think this group would be willing to be a resource for home economics teachers in that city?

56. Yes
57. No
58. Other (explain) _____

A course is being designed for students from disadvantaged groups in home economics, with a focus upon homemaking, preparation for dual roles and for employment.

If you are available to serve as a resource person in the future, do you have some specific suggestions about times it would be

best not to contact you (your busiest days or months) or any specifics about your schedule?

59. Explain _____

(To be asked if respondent does not indicate availability) If you are not available to serve as a resource person, this is all right. I want to check to see if you have any questions concerning this availability?

60. Yes (explain) _____
61. No

(If applicable) In what stage of the teaching process would you prefer to be contacted by the teacher?

62. During the planning of the units
63. Just prior to when needed for a particular lesson
64. Other (explain) _____

(If applicable) If you have some materials which would be of general value to the home economics teacher, how would it be best for her to obtain these materials with the least convenience to you or your staff?

65. Explain _____

V. Other questions

Regardless of whether or not you are available to serve as a resource person with home economics classes, please respond to the following statement:

There is a need for a close working relationship between persons associated with community social welfare agencies and home economics teachers.

66. Strongly agree
67. Agree
68. Neutral
69. Disagree
70. Strongly disagree

During your service with this or another agency, were there ever any incidents with teachers which have caused you to have either a favorable or unfavorable impression of these teachers. Please rate and explain briefly:

71. Favorable (explain) _____
72. Neutral
73. Unfavorable (explain) _____

Looking again at the "grid" in Section III, what do you feel are the 1st, 2nd, and 3rd priority needs of disadvantaged youth according to what can be taught in secondary home economics learning areas?

74. First priority _____
75. Second priority _____
76. Third priority _____

If there is some learning which has not been mentioned in the correspondence or discussed during this interview, and you feel that it is of prime importance for these students, please describe.

77. Explain _____

Now that I am finished asking you questions, do you have any comments or questions to ask which I might be able to respond to?

78. Explain _____

		Child Care & Dev. 26	Clothing & Textiles 27	Consumer Education & Home Management 28	Family Health 29	Family Relations 30	Food & Nutrition 31	Housing 32	Occupational Preparation 33	
SECTION I Resources that could be helpful in teaching units in high school home economics	Counseling for teacher and/or student									14
	Field trip opportunities									15
	Home visits or contacts									16
	Resource speakers									17
	Referral services									18
	Health aid									19
	Recreational activities									20
	Employment aid									21
	Financial aid									22
	Films or filmstrips									23
	Publications									24
	Other									25
SECTION II Resource person	Have worked with home ec. teachers in these units									48
	Can be available as a resource person in these									49
SECTION III Needs of disadvantaged youth	1st priority need of disadvantaged youth									74
	2nd priority need of disadvantaged youth									75
	3rd priority need of disadvantaged youth									76
SECTION IV Emphasis of your agency	Special emphasis on disadvantaged youth or families									34
	In your opinion, is the greatest concern of your agency preventive, remedial, or do you think both are emphasized about equally? Check the answer which best fits: _____Preventive (38) _____Remedial (39) _____Both (40)									

APPENDIX C

THE OHIO STATE UNIVERSITY
Columbus, Ohio 43210

College of Agriculture
and Home Economics

School of Home Economics
1787 Neil Avenue

February 15, 1968

_____, Director
_____ Agency
_____ Street
Columbus, Ohio 43215

Dear Mr. _____,

In three Columbus high schools next year three experimental courses will be taught which have been specially designed for students from disadvantaged groups, under the auspices of a research team at O.S.U. directed by Dr. Julia I. Dalrymple. Homemaking and preparation for the world of work will be combined to prepare these students initially for their future homemaker-wage earner roles. Much planning is underway but it is necessary to ask help from agencies such as yours in order to meet the needs of these students.

Before the courses can be developed, information from community social welfare agencies must be sought. As your agency is listed as serving youth and/or disadvantaged young people and their families in the Columbus area, I am asking for your help.

One purpose in high school home economics is the improvement of home and family life. This is partially accomplished through the teaching of units in child development, clothing, consumer education and home management, housing, family health, personal and family relationships, food and nutrition, and more recently, preparation for employment. Are any of these topics concerns in your agency or service.

Have you some suggestions which would be valuable to help these students? I am aware that many community resources or agencies have materials or services which would be useful to home economics teachers, but the teachers may not know what is available or from whom.

Would you, or someone whom you designate who is knowledgeable in this area, be willing to discuss this with me? I would like to call your office in a few days for your response, and arrange an interview date and time if you are willing to talk with me. This should require less than one hour.

For me, the possibilities of these courses are exciting and could represent a major breakthrough for many of us in reaching students who may be potential dropouts. I am sure that you will be interested in learning more about this project.

Thank you.

Yours very truly,

(Mrs.) Marjorie Stewart
Assistant project director
342 Campbell Hall
1787 Neil Avenue
Columbus, Ohio 43210

APPENDIX D

HOME ECONOMICS EDUCATION
OHIO STATE UNIVERSITY

Memo to:_____

_____

From: Mrs. Marjorie Stewart
Assistant Project Director
342 Campbell Hall
1787 Neil Avenue
Columbus, Ohio
293-5604

This is to confirm our appointment for _____ o'clock, Feb. _____

Because you may not be familiar with what is taught in a home economics program, I am enclosing a description of the course content or learning areas.

If you have questions about secondary home economics, I hope that this answers some of them. I am looking forward to talking with you.

APPENDIX E

DESCRIPTION OF COURSE CONTENT IN HIGH SCHOOL HOME ECONOMICS
(Source: Standard Terminology for Instruction in Local and State School Systems, U.S.O.E.)

Child Development--The study of children--their physical, mental, emotional, and social growth and development--and their care and guidance. In practice, subject matter content draws on aspects of the social and biological sciences.

Clothing and Textiles--The study of clothing and textiles, including the significance of these to the individual family, and the nature, acquisition, and uses of textiles and clothing products. The course content usually provides for planned experiences in the selection, construction, maintenance and alteration of clothing and other textile products.

Consumer Education--Emphases in home economics will be on consumer education as it relates to management of a home and to the welfare of family members.

Home Management--The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human and other resources for establishing and maintaining a home and family. The subject matter content provides for a variety of home management considerations, such as the societal and economic influences on individual and family management, values, goals and standards, family economics, and the organization of activities in the home.

Housing and Home Furnishings--The study which is designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing factors including design; the care, maintenance, and improvement of homes and furnishings; and the relation of resources to family needs.

Family Health--The study of related aspects of health in family living with special emphasis being given to nutrition, creative homemaking and emotional health, the relationships of the health of an individual to the well-being of the family, the prevention of illness, and the management involved in caring for the ill and convalescent in the home.

(continued)

Family Relations--The study of nature, functions, and significance of human relationships in the family. The subject matter content includes concepts and principles related to varied family living conditions, the establishment and maintenance of relationships, and the preparation for marriage and family life. The designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and socialization of the individual, and meeting the variety of needs and interests of family members.

Foods and Nutrition--The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means to understanding the significance of food and the nature of food and its preparation for individuals and families.

Occupational Preparation--The courses or units of instruction in home economics emphasizing acquisition of knowledge and development of understandings, attitudes, and skills relevant to occupational preparation and the utilization of specialized knowledge and skills of home economics. Learning activities and experiences are oriented toward the development of competencies essential for entry into a chosen occupation or for acquiring new or additional competencies for upgrading occupational proficiency. Subject matter is coordinated with appropriate field, laboratory, and work experience.

APPENDIX F

SPECIFIC INSTRUCTIONS FOR CHECKING (/) THE ENCLOSED "GRID"

After reading the "grid" content, begin to check in the appropriate spaces--

In Section I, follow across each row for all resources as they would apply to the learning area which is taught in high school home economics classes. Check in all spaces that are appropriate for your agency or service. (Use an ordinary pen or pencil)

(For example, if you offer counseling for teachers which would be helpful in teaching family relations, I have placed a check in the space with a red pencil to indicate the proper place for checking this type of resource on the first row, under the fifth column)

In Section II, if you have ever served as a resource person or agency for teachers of high school home economics classes, for any of these topics, check in all spaces that are appropriate.

If you would be willing to serve as a resource person at a later time, check in the column for that topic about which you could serve. A teacher may contact you later to learn more details.

In Section III, I want your opinion concerning the disadvantaged youth with whom you may have had contact. What do you feel that they need most which can be taught in home economics at the high school level? Think of their three greatest needs and rank them. Then assign a top (1st) priority to one area, a 2nd priority to another and a 3rd priority to another. Check each priority only once on the "grid" under the column for the appropriate area.

In Section IV, if you have services or materials which have a special emphasis on the disadvantaged groups, check in the appropriate spaces for the area where it would apply. If you wish, you may explain what this emphasis is on the reverse side of the grid, or enclose materials which would explain some of the functions of your agency.

Last, would you check in the appropriate blank whether your agency has a specific focus on the preventive, remedial, or both the preventive and remedial services. Check only one.

* * * * * * * * *

The numbers at the top and bottom are for coding purposes only--disregard them. Also disregard the colored check which I have made and insert your own, even if your check happens to be the same as the example given. Thank you.

Return to: Marjorie Stewart
342 Campbell Hall
1787 Neil Avenue
Columbus, Ohio 43210

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