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The primary purpose of this study was to identify problems encountered by Negro and Caucasian home economics teachers in integrated situations. The study was designed to identify problems encountered by Negro teachers of Caucasian students, problems encountered by Caucasian teachers of Negro students, and to determine similarities and differences in the kinds of problems identified by Negro and Caucasian home economics teachers.

A questionnaire was modified and given along with a personal data sheet to the vocational home economics teachers attending the 1969 State Vocational Home Economics Teachers' Conference at the University of North Carolina at Greensboro. Of the 679 questionnaires collected after the conference, 505 were useable giving a 74.4 percent return. Teachers were asked to indicate the degree to which various items were problems on a scale ranging from great problem to does not concern me.

The findings were summarized by problems recognized by vocational home economics teachers according to age, race, and years of teaching experience.

1. Of the respondents participating in this study, 87.1 percent were Caucasian and 12.9 percent were Negro. Analysis of the data indicated that 73.8 percent of the Negro teachers and 53.6 percent of the Caucasian teachers had over twelve years of teaching experience.

2. There was evidence that many teaching problems persist with both Negro and Caucasian teachers. Twenty-one of the forty-six items

were recognized as problems by more than half of the teachers responding. Evidence also indicated that there were problems recognized by over 50 percent of the Caucasian teachers which were not recognized by over 50 percent of the Negro teachers. Nine of the forty-six items were recognized by over 50 percent of the Caucasian teachers which were not recognized by over 50 percent of the Negro teachers.

3. Of the twenty-one items recognized by over 50 percent of the Caucasian teachers, twelve were identified as a greater problem by the respondents thirty years of age and under. Of the twelve items recognized by over 50 percent of the Negro teachers, five were identified as a greater problem by the respondents thirty years of age and under.

4. Analysis of the data indicated that more items were greater problems to home economics teachers with fewer years of experience. Fifteen of the twenty-one items recognized by over 50 percent of the Caucasian teachers were identified as a greater problem by respondents with seven years of experience or less. Of the twelve items recognized by over 50 percent of the Negro teachers, seven were identified as a greater problem by the respondents with seven years of experience or less.

Implications of this study may provide a frame of reference for teacher education programs, home economics supervisors, and further research.

TEACHING PROBLEMS ENCOUNTERED BY NEGRO AND
CAUCASIAN HOME ECONOMICS TEACHERS
IN INTEGRATED SITUATIONS

by

Nancy Armes Stokes

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the Faculty of the Graduate School at
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Approved by

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APPROVAL SHEET

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CHAPTER I

OVERVIEW OF THE STUDY

Importance of the Study

The need for new directions in education has been sharpened by the onset of a new decade. Past achievements dim in the light of the needs of the future. Social, economic, and cultural challenges must be met, and education should play a large role in preparing citizens to meet these challenges. Educators cannot succeed using tools, ideas, and attitudes of the past but rather by becoming more concerned and caring for the needs of others.

One of the most publicized educational problems of the seventies is, and will be, integration. In order for a smooth transition of Southern schools from a dual system to one cohesive organization, teachers and students must identify and solve many problems. Working and learning together harmoniously will result in effective interaction. Educators must strive for effective teaching-learning situations. Satisfactory integration is qualitative rather than quantitative.¹

Educational problems must be the concern of all who are even remotely connected with the education of children. "To solve social problems is not the function of the school. But it is the school's responsibility to help people become effective participants in the

¹Robert B. Knapp, Social Integration in Urban Communities (New York: Teachers College, Columbia University, 1960), p. 20.

problem-solving process."¹ Before problems can be solved, educational goals must be recognized. Knapp stated:

It is all too common to confuse equality of treatment with equality of opportunity. The two are, in fact, opposite. Democratic education must always be as diverse and as varied as the people it is designed to serve. Integrative efforts directed toward the building of an enlarged community of interest through shared experiences can never mean the surrender of individuality to conformity. It is precisely because of the danger of confusing integration with conformity that we need to examine and define our educational goals in the clearest possible fashion.²

Teacher educators who have the responsibility of visiting and observing classroom situations have indicated that the experiential background of the teachers is frequently different from that of the students. Thus problems are created when working with students in the classroom and in school-related activities which make the learning for the student less effective. To be maximally meaningful, educational experiences must be personally relevant to the student.³

More effective communication with students results when the teacher understands the cultural beliefs, the social, and the economic background of the child.⁴ Educators must recognize the importance of treating each child, regardless of circumstances as an individual. Generalizations may not be made concerning "the child." Teachers must

¹Ibid., p. 109.

²Ibid., p. 144.

³Edmund W. Gordon, "Decentralization and Educational Reform" IRCD Bulletin, IV, No. 5, (New York: Teachers College, Columbia University), p. 3.

⁴Allison Davis, Social-Class Influences upon Learning, (Cambridge: Harvard University Press, 1949), p. 2.

differentiate among various children according to the social class and social environment.¹

Problems may be alleviated when the concerned teacher plans ways to minimize his negative attitudes. Recognition of one's negative attitudes is the first step in the changing of those attitudes. Problems may be emphasized when discrimination in reverse occurs. When punishment is in order, classroom teachers should make no concession to race.²

Home economics education can and should contribute to the formation of attitudes of potential citizens. Emphasis on family responsibility should be given as it is obvious that many prejudices begin in the family setting. By emphasizing to students that their attitudes toward people will be reflected in their children, a step forward may be taken.³ By identifying problems encountered in teaching home economics today, more effective teaching through solving these problems should result tomorrow.

"Home economics education stands at a turning point in its long and impressive development."⁴ It no longer depends upon domestic science achievements. Home economics horizons have broadened appre-

¹Ibid., p. 12.

²Gail M. Inlow, The Emergent in Curriculum, (New York: John Wiles and Sons, Inc., 1966), p. 206.

³Henrietta Fleck, "How to Overcome Alienation," Forecast, XIV, No. 3 (November, 1968), p. 13.

⁴Jeanette A. Lee and Paul L. Dressel, Liberal Education and Home Economics (New York: Bureau of Publication, Teachers College, Columbia University, 1963), p. ix.

ciably. Home economics programs consist not only of classroom experiences but also related home and community experiences, and Future Homemakers of America chapters. Thus the opportunity exists to help in the formation of social and cultural attitudes as never before. "The purposes of home economics have changed through the years - more as a result of external circumstances than internal planning."¹

A study of teaching problems related to integrated situations may bring about a broader recognition of common difficulties and thus provide the impetus for solutions advantageous to the educational system.

Purposes of the Study

The purposes of this study were to: (1) identify problems encountered by Negro home economics teachers of Caucasian students; (2) identify problems encountered by Caucasian home economics teachers of Negro students; and (3) determine similarities and differences in the kinds of problems identified by Negro and Caucasian home economics teachers. An analysis of the findings of the study could be of value to college and state supervisors who have the responsibility of preparing students and helping teachers.

Assumptions

One basic assumption was made in relation to this study. The assumption was made that teaching problems exist in all home economics classroom situations.

¹Ibid., p. vii.

Study Design

Permission was obtained to modify a questionnaire used in a previous study concerning problems of vocational home economics teachers. The questionnaire contained closed-end items (Appendix A). The categories of problems were: working with learners, development of curriculum, management of time and other resources, and personal adjustment and professional orientation. Participants were also asked to state the single foremost problem that they had encountered after classes had been integrated, and to indicate specific problems encountered in various areas of study and probable reasons for these problems.

The questionnaire was field tested with a group of vocational home economics teachers attending a curriculum conference at the University of North Carolina at Greensboro. Revisions in the questionnaire were made as a result of that test. The questionnaire was administered to all vocational home economics teachers attending the summer conference at the University of North Carolina at Greensboro in August of 1969.

The data were stratified according to race, number of years of teaching experience, and age of the participants. Data were compiled from the completed questionnaire and analyzed descriptively.

Limitations of the Study

The following limitations were stated in relation to the study:

1. This study was limited to those teachers who attended the State Vocational Home Economics Teachers' Conference on the morning of August 12, 1969, and the afternoon of August 15, 1969.
2. It was further limited to those teachers who completed all pertinent parts of the questionnaire.

CHAPTER II

REVIEW OF LITERATURE

Seldom does a more emotional idea confront the educational world than the topic of integration, for it evokes spirited conversation. Educators are especially concerned with the integration problem because their responsibility is that of improving education for all children.

Although much has been written about integration and social, educational, and cultural aspects have been explored, little has been written concerning the unique role of the home economics teacher in an integrated situation. Home economics teachers hold a unique position because of their opportunity to work more closely with students and parents than most teachers.

The review of literature was limited to the educators' role in achieving effective integration and to recognizing problems which must be identified before success may be achieved.

The role of education may best be stated by defining some of the purposes and goals of education. Hutchins said: "... the object of education is the improvement of society."¹ Giles continued by defining education's goals in another way. "The goal of American education is to promote the maximum growth of the individual in the

¹Robert M. Hutchins, The Conflict in Education (New York: Harper and Brothers, 1953), p. 53.

democratic society."¹ Other researchers have added to the responsibilities of education by stating that schools are responsible for the learning of basic attitudes and values.²

Educational goals must be clearly understood, and teachers should be made aware of their educational responsibility. Knapp linked integration more firmly with educational responsibility by saying, "... the achievement of social and cultural integration, within the framework of democratic values, is seen as a necessary objective in community development and therefore a desirable goal for public education."³ While education has unmistakable responsibilities, one should not expect miracles to ensue. As Fuchs stated, "to imbue education with the magical power to solve all social ills is to credit it with more than it can accomplish."⁴

The public school system can serve as an excellent buffer-agent during community crises, whether the situations are with integration of racial groups or economic groups. A mutual trust must be established between the community, the school, and the parents. Often parents do not recognize that the schools and teachers are willing to give them assistance. According to Hentoff, help given in a sense of duty is

¹Harry H. Giles, The Integrated Classroom (New York: Basic Books, Inc., 1959), p. 97.

²Benjamin S. Bloom, Allison Davis, and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, Inc., 1965), p. 31.

³Knapp, Social Integration in Urban Communities, p. 45.

⁴Estelle Fuchs, Teachers Talk (New York: Anchor Books, Doubleday and Company, Inc., 1967), p. 209.

seldom genuine, seldom really appreciated, and often a source of increased distrust, especially with the underprivileged.¹

Knapp stated:

Since the public school is usually the largest community-wide institution, legally and morally obligated to serve all the people of all the community, the school should be uniquely well-suited to become a center of social and cultural integration for the life of the total community.²

Education has and will continue to make advances in solving the challenge of integration. Any attempt to presume that education has progressed at an adequate pace should be halted by the fact that in 1964, more children attended segregated schools than in 1954 when separate schools were declared illegal.³

Successful education and cultural integration may no longer be considered strictly a Southern problem. Race relations cannot be dealt with as a local or regional problem, but rather as a national concern.⁴ In previous times, segregation was considered primarily a Southern problem because more Negroes resided in the South. Ashmore discussed the change of attitude which must occur in the following manner:

But the not yet fully recognized fact is that the race problem is no longer the exclusive or even the primary property of the South, and neither is the resistant white attitude normally associated with the beleag-

¹Nat Hentoff, Our Children are Dying (New York: The Viking Press, 1966), p. 7.

²Knapp, Social Integration in Urban Communities, p. 9.

³Glenn Keever, ed., "Melting Pot Theory Doesn't Work," North Carolina Education, XXVI, No. 4(December, 1969), p. 26

⁴Knapp, Social Integration in Urban Communities, p. 66.

ured region... The 1960 census will show that more than half of America's Negroes now live outside the Confederate states.¹

Even though integration is a national concern, the responsibility for integration must be regional. Suburbs and cities must get together to attack the problem and school administrators should initiate joint conferences with other types of schools.² Greenberg's opinion was that the government should define standards for ending racial isolation in public schools and provide financial incentive.³

Desegregation of faculties, as well as students, is an important step. Many studies have proven that the attitudes of the teachers and administrators toward integration could have either a helpful or a harmful effect of the students for whom they were responsible. Ashmore stated: "The matter of integrating faculties is generally regarded as more of a problem than mixing classes."⁴

In order to make a genuine contribution to the integrative process, a teacher should begin by examining his own feelings, values, and convictions.⁵

Whenever possible, regardless of where he is to be placed in a school system, the attitudes of a teacher concerning race should be

¹Harry S. Ashmore, The Other Side of Jordan (New York: W. W. Norton and Company, Inc., 1960), p. 13.

²Benjamin J. Novak, "Problems and Dilemmas in Urban School Education," Education, Vol. 88 (February, 1968), pp. 221-227.

³Jack Greenberg, "Tortoise Can Beat the Hare; Developments in Integration," Educational Digest, Vol. 33 (May, 1968), pp. 5-8.

⁴Harry S. Ashmore, The Negro and The Schools (Chapel Hill: The University of North Carolina Press, 1954), p. 8.

⁵Fleck, "How to Overcome Alienation," p. 13.

determined. Hostility is bound to be communicated to pupils by a teacher forced to work in a slum school.¹

Desegregation can create a golden opportunity for some inadequate teachers to blame something other than themselves for their inadequacy.² Other teachers are caught up as innocent victims of circumstances. Their inadequacies are not their own doing. Some Negro teachers discovered that they were not educationally prepared to teach in "white" schools. Many poorly prepared white teachers were not adequately prepared to teach in integrated situations.³

Many Caucasian teachers considered themselves adequately prepared for all teaching situations, but found that their preparations were inadequate in many instances. They discovered that they did not know enough about Negro culture; thus, much was learned from their Negro pupils. Caucasian teachers also indicated that they were more fearful of saying things that would hurt the feelings of a Negro student or parent than were the Negro teachers of Caucasian students.⁴ Preferential treatment by teachers of students of their own race, white to white and Negro to Negro, has also occurred.⁵

¹Nat Hentoff, The New Equality (New York: The Viking Press, 1964), p. 173.

²Group for the Advancement of Psychiatry, Psychiatric Aspects of School Desegregation (New York: Publications Office, 1957), p. 68.

³Nick Aaron Ford, "A Teacher Looks at Integration," Phylon, XV, No. 2, pp. 261-266.

⁴Giles, The Integrated Classroom, pp. 28-29.

⁵Edward A. Suchman, John P. Dean, and Robin M. Williams, Jr., Desegregation: Some Propositions and Research Suggestions (New York: Anti-Defamation League of B'nai B'rith, 1958), p. 16.

Working closely with parents is especially important in an integrated situation. Teacher-parent relations are vital to the smooth operation of an educational system. Teachers must learn to accept parental interest and not to regard it as meddling; and parents must realize that teachers, for the most part, are not arrogant, authoritative, or snobbish. No teacher can afford to try to operate efficiently without the good will of the majority of the parents.¹

Cooperative teacher-teacher relationships can be invaluable to a smoothly operative integrated situation. If problems with a child of the opposite race are being encountered, a teacher of the same race as the child may be an important asset if good teacher-teacher relations have been previously established.²

By their attitude and actions, teachers can contribute toward the improvement of human relations. The dignity and worth of the individual should be emphasized.³ If teachers are to be successful, they must indicate acceptance of all children and must encourage their students to accept one another.⁴

Attitudes of teachers could be aided by various means. One method could be through in-service education. Teachers from various cultural backgrounds should be helped to interact professionally. By helping teachers understand all students, teacher competence could be

¹Percy E. Burrup, The Teacher and the Public School System (New York: Harper and Brothers, 1960), pp. 329-332.

²Ibid., pp. 310-322.

³Fleck, "How to Overcome Alienation," p. 13.

⁴Burrup, The Teacher and the Public School System, pp. 315-319.

improved.¹

At times, even when a teacher has been diagnosed as having an attitude toward integration which is conducive to an effective teaching-learning situation, other problems may arise. Many teachers suffer from culture shock on being placed in an inner-city school composed largely of minority groups. Fuchs stated:

For the new teacher, the first few weeks spent in the school are critical for her attitude toward the children and her occupation can be set positively or negatively during this time. Contempt for the children is one unfortunate possibility. Other reactions may result in serious self-doubt, resulting in the abandonment of teaching completely, or at least leaving the inner-city school where her services are needed.

The value of earlier exposure in overcoming or preventing the more acute manifestations of culture shock has been recognized by those who make an effort to employ teachers in schools where they have had experiences as student teachers.²

Culture shock can be overcome by familiarizing prospective teachers with inner-city schools before they are employed. Smoother transition may occur when some problems are anticipated and some arrangements made to help teachers. Differences between standards and attitudes of teachers and pupils may also give rise to problems. One criticism has been that teachers in inner-city schools are often poorly informed as to the living conditions of their students.³

One can understand why difficulties occur in communication between teacher and pupil when he realizes that, "... over half the

¹Harry O. Hall and Mark Adams, "What to do About Roadblocks to Desegregation," Educational Leadership, XXIV, (October, 1966), p. 67.

²Fuchs, Teachers Talk, p. 22.

³Fleck, "How to Overcome Alienation," p. 13.

children are taught by teachers whose social attitudes and biases differ fundamentally from theirs."¹ Children often have difficulty relating to a teacher who so obviously differs from the child in virtually every way.

Schools must provide a common meeting ground for members of all races. Allport stated: "Since the home is the chief and earliest source of prejudiced attitudes, we should not expect too much from programs of intercultural education in the schools."² Prejudice is not an innate emotion; it is learned, and most often at a very early age.³ Children usually regard their parents as being all powerful and accept the prejudices of their parents for that reason. "Although conformity with the home atmosphere is undoubtedly the most single source of prejudice, it must not be thought that the child grows up to be a mirror image of his parent's attitudes."⁴

It is assumed that prejudice is a trait which is essentially learned in the home. A question that may be asked is what type of home produces the most intense prejudice? Allport said:

Without stretching the evidence too far, we may at least make a guess: children who are too harshly treated, severely punished, or continually criticized are more likely to develop personalities wherein group prejudice plays a prominent part. Conversely, children from more relaxed and secure homes, treated permissively and with affection, are more likely to develop tolerance.⁵

¹Knapp, Social Integration in Urban Communities, p. 97.

²Gordon W. Allport, The Nature of Prejudice (New York: Doubleday and Company, Inc., 1958), p. 280.

³Suchman, et. al., Desegregation, p. 57.

⁴Allport, The Nature of Prejudice, p. 279. ⁵Ibid., pp. 285-286.

Once prejudice is learned, one must determine how to override earlier teachings. "Integration may be defined as the unlearning of prejudice and the establishing of democratic values through interaction in a non-segregated environment."¹

Allport gave additional guidelines for reducing prejudice:

Prejudice ... may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effort is greatly enhanced if this contact is sanctioned by institutional supports ... and if it is of a sort that leads to the perception of common interests and common humanity between members of the two groups.²

Another problem which must be dealt with is overcoming what some sociologists have called the Negro myth. This myth involves not only the Negro's self-image, but also what many whites consider to be the substandard abilities of the Negro. Extended segregation has produced in many Negroes a feeling of insecurity.³ Knapp stated; "... the frustrations arising from unattainable goals because of a group's subordinate or disadvantaged social status produces a frustration-aggression pattern which is manifested by antisocial behavior."⁴ Part of the Negro myth has led many whites to assume that all Negroes are irresponsible, fun loving, and completely dependent upon whites. This attitude has covered over feelings of anger, contempt, and

¹Suchman, et. al., Desegregation, p. 60.

²Allport, The Nature of Prejudice, p. 267.

³Psychiatric Aspects of School Desegregation, p. 32.

⁴Knapp, Social Integration in Urban Communities, p. 34.

resentment.¹ Integration has brought to light vast inequalities in the quality of education offered in public schools. There is general agreement that most Negro students are handicapped by a generally inferior educational background.²

The Negro myth has been perpetuated by the attitudes of many white teachers. These teachers assumed that Negro students are not as smart, inherently, as are white; and, therefore, they are not expected to learn as much. Many also believed that Negroes are destined to menial jobs.³

Language differences have also been cited as creating unnecessary difficulties. Keever said:

... it is important for teachers and principals to learn what terms are considered derogatory by whites and by blacks, and to moderate their language accordingly.

... some words which mean one thing to whites, mean another to Negroes.⁴

Problems brought about by integration can scarcely be discussed without exploring some effects upon the children involved. Research has pointed out that Negro children suffer when educated in segregated schools. Negro children are more restricted in their aspirations. They lack confidence, and the situation causes fear and dislike of

¹Psychiatric Aspects of School Desegregation, p. 32.

²Ashmore, The Negro and the Schools, p. 43.

³Benjamin Solomon, "Perspective for Educators on the Racial Issue in Education," Phi Delta Kappan, XLVII, (May, 1966), pp. 518-523.

⁴Glenn Keever, ed., "Issues and Answers," North Carolina Education, XXXVI, No. 3 (November, 1969), p. 18.

whites.¹ Indications are that integration has helped overcome some of these effects. "Integration may not benefit the individual child, but it will benefit Negroes as a whole by helping to break down the traditional beliefs in social inequality."²

Educators often can learn from methods employed by other educators for the solution of problems. Cities around the country have tried various methods. Some methods are:

1. closing of some segregated schools and redistributing the children
2. open enrollment or freedom of choice
3. bussing children
4. redistricting
5. combining two or more neighborhood schools into a single attendance plan
6. using the quota system³

When deciding upon the plan of action to follow, many educators pay careful attention to the wishes of the parents in their districts. Many times white parents have been the ones to be most vocal concerning any change. Crain said:

... generally, white parents will not protest integration as long as (1) the school their children are to attend is not predominantly Negro; (2) white students are not transferred out of their present schools; (3) white students are

¹"Remedies for Racial Isolation; Report of the U. S. Commission on Civil Rights," Educational Digest, XXXII, (April, 1967), pp. 1-4.

²Robert L. Crain, The Politics of School Desegregation (New York: Doubleday and Company, Inc., 1969), p. 118.

³Robert Havighurst, "These Integration Approaches Work Sometimes," Nations Schools, LXXX, (September, 1967), pp. 73-75.

not forced to attend schools located in the ghetto, and
(4) neighborhood racial stability is not threatened.¹

Educational integration may not be viewed as the magic solution for social integration. Technical desegregation does not insure cultural acceptance or cultural sharing.²

Integration has many limitations which can increase problems. Not the least of these is the present existence and location of school buildings.³ Problems, limitations, goals, and aspirations will be in their proper perspective with the passage of time and with the growth of understanding. "The American public schools today are charged with an unprecedented task: not to perpetuate a culture but to transform it."⁴

¹Crain, The Politics of School Desegregation, p. 135.

²Knapp, Social Integration in Urban Communities, p. 2.

³R. L. Carter, "Law and Racial Equality in Education," Journal of Negro Education, XXXVII, (Summer, 1968), pp. 204-211.

⁴School Racial Policy, Carroll F. Johnson, Chairman (Washington, D. C.: American Association of School Administrators, 1966), p. 11.

CHAPTER III

PROCEDURE

This study was designed to survey the teaching problems encountered by Negro and Caucasian home economics teachers in integrated situations. The study was limited to those teachers who attended the State Vocational Home Economics Teachers' Conference on the morning of August 12, 1969, and the afternoon of August 15, 1969.

The Instrument

Permission was obtained to modify a questionnaire used in a previous study which examined problems recognized by vocational home economics teachers.^{1,2}

The questionnaire consisted of forty-six items which were divided into four categories. The categories were:

1. working with learners
2. development of curriculum
3. management of time and other resources
4. personal adjustment and professional orientation

Participants were asked to circle the letter which indicated the degree to which each item concerned them. The choices were:

¹Sammie Carol Gatlin, "Study of Problems Recognized by Vocational Home Economics Teachers" (unpublished Master's thesis, University of North Carolina at Greensboro, 1966), pp. 71-74.

²Permission to use the instrument was obtained from Dr. Mildren Johnson, thesis director, University of North Carolina at Greensboro.

- G - Great problem
- S - Somewhat a problem
- N - No problem
- D - Does not concern me

Included in the questionnaire was a personal information section. Respondents were asked to include their name, school, race, age, and years of teaching experience. Other items were included concerning the schools in which the respondents taught. After completing the closed-end portion of the questionnaire, respondents were asked to indicate their most serious teaching problem which occurred after integration.

Population and Sample

The population for this study was the vocational home economics teachers who attended the State Vocational Home Economics Teachers' Conference on the morning of August 12, 1969, and the afternoon of August 15, 1969. Of the questionnaires collected, 505 were used in the final analysis. Others were omitted for the following reasons: teachers were in a segregated school, insufficient information was given to properly classify the questionnaire, or the questionnaire was not marked according to directions.

Collection of the Data

Questionnaires were given to each teacher attending the summer conference following the session devoted to research in home economics. Instructions were given for completing the questionnaire, and the teachers were given an opportunity to ask questions if uncertain about directions. On completion of the questionnaire, it was collected for tabulation. Of the 679 questionnaires collected, 505 questionnaires,

74.4 percent, were useable.

The data were stratified according to race, number of years of teaching experience, and age of the participants. The data were prepared for presentation of the findings in the following manner:

1. Total number of responses to each item in the four main categories were converted to percentages.
2. Tables were set up containing the responses of teachers at several levels of teaching experience: 0 to 3 years, 4 to 7 years, 8 to 11 years, 12 to 15 years, and over 15 years.
3. Tables were set up containing the responses of teachers at several age levels: 20 to 25 years, 26 to 30 years, 30 to 35 years, 36 to 40 years, 41 to 50 years, and over 50 years.
4. Tables were set up containing the responses of teachers according to race.
5. A table was set up to indicate teaching problems which were greater after integration.

Analysis of Data

The data were collected, tabulated, and descriptively analyzed. Findings were summarized and implications were stated.

CHAPTER IV

ANALYSIS OF DATA

The major objectives of this study were: (1) to identify problems encountered by Negro home economics teachers of Caucasian students; (2) to identify problems encountered by Caucasian home economics teachers of Negro students; and (3) to determine similarities and differences in the kinds of problems identified by Negro and Caucasian home economics teachers.

The responses to a questionnaire by 505 vocational home economics teachers in North Carolina secondary schools provided the data for this study. The teachers were asked to check their reactions to forty-six items. Personal data were obtained for stratification. The data obtained were analyzed and presented as follows:

1. A description of teachers in terms of teaching experience, race, and age.
2. Items checked on the questionnaire were analyzed in relation to problems recognized by the teachers as follows:
 - a. Problems recognized by over 75 percent of the Caucasian teachers
 - b. Problems recognized by 50 to 75 percent of the Caucasian teachers
 - c. Problems recognized by 50 to 75 percent of the Negro teachers
 - d. Problems recognized by 25 to 50 percent of the Caucasian teachers
 - e. Problems recognized by 25 to 50 percent of the Negro teachers

Description of Teachers

The population for this study were the vocational home economics teachers who attended the State Vocational Home Economics Teachers' Conference on the morning of August 12, 1969, and the afternoon of August 15, 1969. Of the questionnaires collected, 505 were used in the final analysis. Sixty-five or 12.9 percent of the respondents were Negro and 440 or 87.1 percent were Caucasian.

The data requested from the teachers concerning years of teaching experience were categorized into five levels: zero to three years, four to seven years, eight to eleven years, twelve to fifteen years, and over fifteen years (see Table 1).

Table 1.--Percentage of Teachers According to years of Teaching Experience

Years of Teaching Experience	Negro N=65	Caucasian N=440
0 to 3	3.1	19.8
4 to 7	16.9	14.3
8 to 11	6.2	12.3
12 to 15	21.5	10.9
Over 15	52.3	42.7

The data requested from the teachers concerning their age were categorized into six levels: 20 to 25 years, 26 to 30 years, 30 to 35 years, 36 to 40 years, 41 to 50 years, and over 50 years (see Table 2).

Table 2.—Percentage of Teachers According to Age

Age	Negro N=65	Caucasian N=140
20 to 25	4.6	16.1
26 to 30	9.2	11.4
30 to 35	7.7	10.5
36 to 40	20.0	13.2
41 to 50	36.9	28.6
Over 50	21.6	20.2

Classification of Responses

Respondents circled the degree to which each item in the closed-end section of the questionnaire was a problem to them (Appendix A). The columns were: great problem (1), somewhat a problem (2), no problem (3), and does not concern me (4). In the analysis of the data, 1 and 2 were categorized as a problem; 3 and 4 were categorized as no problem. The discussion which follows describes the teachers' responses to the problems according to race, age, and years of experience. Similarities and differences of the kinds of problems identified by Negro and Caucasian teachers will also be described.

Problems Recognized by over 75 Percent of the Caucasian Teachers

Two of the forty-six items were considered to be problems by over 75 percent of the Caucasian teachers (see Tables 3A and 3B). The problem most frequently mentioned, helping students conduct (carry through) experiences, was checked by 78.0 percent of the Caucasian teachers. Adapting to the needs, interests, and abilities of the students was checked by 75.7 percent of all Caucasian teachers.

TABLE 3A.--Problems recognized by over 75 percent of the Caucasian teachers according to their age

ITEM	AGE						Total N=440
	20-25 N=71	26-30 N=50	30-35 N=46	36-40 N=58	41-50 N=126	Over 50 N=89	
<u>Working with learners</u>							
Adapting to the needs, interests, and abilities of the students	91.5%	78.0%	67.5%	77.5%	69.0%	75.3%	75.7%
Helping students conduct (carry through) experiences.	81.7%	84.0%	78.3%	65.5%	76.2%	84.2%	78.0%

TABLE 3B.--Problems recognized by over 75 percent of the Caucasian teachers by the number of years experience

ITEM	YEARS OF EXPERIENCE					Total Sample N=440
	0-3 N=87	4-7 N=63	8-11 N=54	12-15 N=48	15 and up N=188	
<u>Working with learners</u>						
Adapting to the needs, interests, and abilities of the students.	85.1%	77.8%	64.3%	70.9%	72.3%	75.7%
Helping students conduct (carry through) experiences.	82.8%	82.5%	74.4%	62.5%	79.3%	78.0%

Caucasian teachers age 20 to 25 indicated that adapting to the needs, interests, and abilities of the students was a greater problem than did any of the other age groups. Of those in the youngest age grouping, 91.5 percent designated this to be a problem (Table 3A). Of those Caucasian teachers with zero to three years of experience, 85.1 percent had difficulty adapting to needs, interests, and abilities while 64 to 77.8 percent of the other teachers found this item to be a problem. Helping students conduct experiences was a problem to 84.2 percent of those teachers over age 50 and 84.0 percent of those from 26 to 30 years of age. When this item was compared according to years of experience, 82.8 percent of the Caucasian teachers with zero to three years of experience and 82.5 percent of those with four to seven years of experience experienced difficulty when helping students conduct experiences (Table 3B).

Problems recognized by over 75 percent of the Negro teachers

None of the forty-six items were recognized as a problem by over 75 percent of the Negro teachers.

Problems recognized by 50 to 75 percent of the Caucasian teachers

Nineteen of the forty-six items were considered to be a problem by 50 to 75 percent of the Caucasian teachers (see Tables 4A and 4B). Nine of the statements under the category "working with learners" were given as problems by the teachers. Of these, home experiences, student conferences, and identifying adult needs concerned more teachers. Helping students plan supervised home experiences and helping students evaluate home experiences were indicated by 70.6 percent and 74.1 percent

TABLE 4A.--Problems recognized by 50 to 75 percent of the Caucasian teachers according to their age

ITEM	AGE						Total Sample N=440
	20-25 N=71	26-30 N=50	30-35 N=46	36-40 N=58	41-50 N=126	Over 50 N=89	
<u>Working with learners</u>							
Arousing and holding student interest . . .	69.0%	62.0%	39.1%	50.0%	55.6%	52.8%	55.7%
Adapting materials	66.2%	68.0%	47.8%	63.8%	58.7%	60.6%	61.4%
Helping students plan supervised home experiences	64.8%	72.0%	69.7%	63.8%	69.8%	75.3%	70.6%
Helping students evaluate supervised home experiences	64.8%	88.0%	86.9%	60.3%	69.8%	78.7%	74.1%
Scheduling and conducting conferences with students	64.8%	64.0%	78.3%	65.5%	81.0%	76.4%	73.6%
Understanding cultural differences.	66.2%	54.0%	50.0%	51.7%	54.0%	48.4%	53.9%
Encouraging participation in FHA.	62.0%	42.0%	50.0%	53.4%	49.3%	55.1%	52.3%
Advising FHA chapter.	62.0%	40.0%	50.0%	48.3%	52.4%	48.3%	50.3%
Identifying adult needs related to home economics education	81.7%	74.0%	73.9%	63.8%	70.6%	78.6%	74.1%
<u>Development of curriculum</u>							
Organizing curriculum content and sequence.	66.2%	56.0%	54.4%	50.0%	48.4%	49.4%	64.3%

TABLE 4A.—Continued

ITEM	AGE						Total Sample N=440
	20-25 N=71	26-30 N=50	30-35 N=46	36-40 N=58	41-50 N=126	Over 50 N=89	
Presenting subject matter effectively . . .	66.2%	54.0%	52.2%	48.2%	51.6%	56.2%	54.3%
Making home visits.	67.6%	56.0%	65.2%	74.1%	67.5%	75.3%	68.8%
Working cooperatively with parents in homes; parental contacts.	60.6%	52.0%	65.3%	62.0%	56.4%	58.4%	58.6%
Developing a systematic public relations program; interpreting home economics to the community	80.3%	66.0%	63.0%	69.0%	67.4%	68.5%	69.1%
Securing group and individual parental cooperation with the school home economics program	64.8%	44.0%	47.8%	43.1%	43.8%	57.3%	50.5%
Planning field trips.	64.8%	62.0%	73.9%	55.2%	69.8%	66.3%	65.5%
Planning adult classes.	70.5%	70.0%	69.5%	63.7%	60.2%	71.9%	67.3%
<u>Management of time and other resources</u>							
Preparing for student activities unre- lated to teaching home economics.	45.0%	34.0%	58.7%	51.7%	59.6%	49.5%	51.6%
Securing equipment and textbooks.	59.2%	44.0%	60.9%	41.3%	50.0%	43.8%	50.0%

TABLE 4B.—Problems recognized by 50 to 75 percent of the Caucasian teachers by the number of years of experience

ITEM	YEARS OF EXPERIENCE					Total Sample N=440
	0-3 N=87	4-7 N=63	8-11 N=54	12-15 N=48	15 & up N=188	
<u>Working with learners</u>						
Arousing and holding student interest.	66.7%	57.2%	42.6%	54.2%	54.8%	55.7%
Adapting materials.	71.3%	60.3%	57.4%	58.3%	59.0%	61.4%
Helping students plan supervised home experiences. . . .	66.7%	69.8%	64.8%	60.4%	72.3%	70.6%
Helping students evaluate supervised home experiences .	69.0%	79.4%	77.8%	64.6%	76.1%	74.1%
Scheduling and conducting conferences with students . .	65.5%	58.7%	72.3%	79.2%	81.4%	73.6%
Understanding cultural differences	62.1%	54.0%	61.2%	50.0%	48.9%	53.9%
Encouraging participation in FHA.	57.5%	49.2%	53.7%	52.1%	50.5%	52.3%
Advising FHA chapter.	59.8%	34.9%	55.6%	45.8%	51.0%	50.3%
Identifying adult needs related to home economics education	79.3%	65.1%	72.2%	72.9%	75.5%	74.1%
<u>Development of curriculum</u>						
Organizing curriculum content and sequence.	63.7%	55.5%	40.7%	54.2%	48.9%	64.3%
Presenting subject matter effectively	65.5%	55.6%	44.5%	45.8%	53.7%	54.3%
Making home visits.	69.0%	60.3%	70.4%	75.0%	69.7%	68.8%
Working cooperatively with parents in homes; parental contacts.	59.8%	57.1%	59.3%	68.7%	55.8%	58.6%

TABLE 4B.—Continued

ITEM	YEARS OF EXPERIENCE					Total Sample N=440
	0-3 N=87	4-7 N=63	8-11 N=54	12-15 N=48	15 & up N=188	
Developing a systematic public relations program; interpreting home economics to the community	79.3%	65.2%	52.0%	72.9%	68.6%	69.1%
Securing group and individual parental cooperation with the school home economics program	62.0%	64.4%	50.3%	45.8%	48.4%	50.5%
Planning field trips	64.4%	68.2%	68.5%	56.2%	66.5%	65.5%
Planning adult classes	72.4%	66.6%	70.4%	60.4%	66.0%	67.3%
<u>Management of time and other resources</u>						
Preparing for student activities unrelated to teaching home economics	47.1%	41.3%	55.7%	50.0%	56.4%	51.6%
Securing equipment and textbooks	60.9%	47.6%	61.0%	39.6%	45.2%	50.0%

of the teachers respectively. Scheduling and conducting conferences with students was a problem to 73.6 percent of the teachers and 74.1 percent of the teachers were concerned with identifying adult needs related to home economics education. Other problems recognized by more than half the Caucasian teachers were: arousing and holding student interest, 55.7 percent; adapting materials, 61.4 percent; understanding cultural differences, 53.9 percent; encouraging participation in FHA, 52.3 percent; and advising FHA chapter, 50.3 percent.

In the category "development of curriculum" 69.1 percent of the

teachers recognized developing a systematic public relations program; interpreting home economics to the community, as the most frequent problem. Making home visits was the second most frequently recognized problem; 68.8 percent checked that item. Planning adult classes, 67.3 percent, planning field trips, 65.5 percent, and organizing curriculum content and sequence, 64.3 percent, were also mentioned. Other recognized by 50 to 75 percent were: presenting subject matter effectively; working cooperatively with parents in homes - parental contacts; and securing group and individual parental cooperation with the school home economics program.

Two items in the category "management of time and other resources" were recognized as problems by 50 to 75 percent of the teachers. Preparing for student activities unrelated to teaching home economics was checked by 51.6 percent and 50.0 percent checked securing equipment and textbooks as a problem.

Caucasian teachers age 20 to 25 years indicated that nine of the nineteen items in this percentage grouping were a greater problem to them than to the other age groupings. It appears that the younger teachers have more problems than do the older teachers. Two items were greater problems to the 26 to 30 group, and two, also, to the 30 to 35 group; three items were greater problems to the 41 to 50 group and to the over 50 group. None of the items were recognized as a problem by a greater percentage of the teachers aged 36 to 40 (Table 4A).

Caucasian teachers with zero to three years of experience recognized ten of the nineteen items to be a greater problem than did the other respondents. The other experience groupings recognized only two

or three items as greater problems. One item, scheduling and conducting conferences with students, was indicated as a problem by 81.4 percent of the teachers with fifteen years of experience and over, and by only 58 to 79 percent of the other groups (Table 4B).

Problems recognized by 50 to 75 percent of the Negro teachers

In the category "working with learners" two items, helping students conduct experiences and scheduling and conducting conferences with students were recognized as problems by 61.5 percent of the teachers (see Tables 5A and 5B). Between 50 and 60 percent of the respondents reported the following problems: helping students plan supervised home experiences; helping students evaluate supervised home experiences; encouraging participation in FHA; and identifying adult needs related to home economics education.

Of the fourteen items grouped under "development of curriculum", six were recognized as problems by 50 to 75 percent of the Negro home economics teachers. The most frequently mentioned item, making home visits, was checked by 67.7 percent of the teachers. Developing a systematic public relations program; interpreting home economics to the community was a problem to 63.2 percent of the teachers. Other indicated problems were: working cooperatively with parents in homes, parental contacts, 56.8 percent; planning adult classes, 55.3 percent; securing group and individual parental cooperation with the school home economics program, 50.7 percent; and planning field trips, 50.7 percent.

As with the Caucasian teachers in this percentage grouping, the Negro teachers age 36 to 40 did not recognize any item to be a greater problem than the other age groupings. Only one item was a greater

TABLE 5A.--Problems recognized by 50 to 75 percent of the Negro teachers according to their age

ITEM	AGE						Total Sample N=65
	20-25 N=3	26-30 N=6	30-35 N=5	36-40 N=13	41-50 N=24	Over 50 N=14	
<u>Working with learners</u>							
Helping students plan supervised home experiences	66.7%	83.4%	60.0%	30.8%	58.3%	64.3%	56.8%
Helping students conduct (carry through) experiences	66.7%	66.6%	60.0%	46.1%	70.8%	64.3%	61.5%
Helping students evaluate supervised home experiences.	33.3%	33.3%	40.0%	30.8%	62.5%	57.1%	50.7%
Scheduling and conducting conferences with students	33.3%	83.3%	100.0%	53.9%	50.0%	71.4%	61.5%
Encouraging participation in FHA.	33.3%	66.7%	60.0%	53.8%	33.3%	71.4%	52.2%
Identifying adult needs related to home economics education	0.0%	83.3%	60.0%	38.5%	50.0%	42.9%	50.6%
<u>Development of curriculum</u>							
Making home visits.	66.7%	66.7%	60.0%	38.5%	70.8%	85.7%	67.7%
Working cooperatively with parents in homes; parental contacts.	33.3%	83.3%	80.0%	38.5%	54.2%	64.2%	56.8%

TABLE 5A.—Continued

ITEM	AGE						Total Sample N=65
	20-25 N=3	26-30 N=6	30-35 N=5	36-40 N=13	41-50 N=24	Over 50 N=14	
Developing a systematic public relations program; interpreting home economics to the community	66.7%	100.0%	100.0%	30.8%	66.7%	50.0%	63.2%
Securing group and individual parental cooperation with the school home economics program	33.3%	83.3%	100.0%	53.8%	45.2%	28.6%	50.7%
Planning field trips	66.7%	33.4%	100.0%	46.2%	45.9%	57.1%	50.7%
Planning adult classes	100.0%	83.3%	80.0%	38.5%	37.5%	71.4%	55.3%

TABLE 5B.—Problems recognized by 50 to 75 percent of the Negro teachers by the number of years of experience

ITEM	YEARS OF EXPERIENCE					Total Sample N=65
	0-3 N=2	4-7 N=11	8-11 N=4	12-15 N=14	Over 15 N=34	
<u>Working with learners</u>						
Helping students plan supervised home experiences. . . .	50.0%	72.7%	0.0%	57.1%	58.8%	56.8%
Helping students conduct experiences	50.0%	54.6%	0.0%	71.4%	67.5%	61.5%
Helping students evaluate supervised home experiences .	0.0%	54.6%	0.0%	42.9%	61.8%	50.7%
Scheduling and conducting conferences with students . .	0.0%	90.9%	50.0%	50.0%	61.8%	61.5%
Encouraging participation in FHA.	0.0%	63.6%	50.0%	42.9%	55.8%	52.2%
Identifying adult needs related to home economics education.	0.0%	63.6%	0.0%	71.4%	47.1%	50.6%
<u>Development of curriculum</u>						
Making home visits.	50.0%	63.6%	50.0%	57.1%	76.3%	67.7%
Working cooperatively with parents in homes; parental contacts.	0.0%	81.8%	50.0%	64.3%	50.0%	56.8%
Developing a systematic public relations program; interpreting home economics to the community	50.0%	100.0%	50.0%	57.1%	55.9%	63.2%
Securing group and individual parental cooperation with the school home economics program	0.0%	90.9%	50.0%	71.4%	32.4%	50.7%
Planning field trips.	50.0%	45.5%	75.0%	26.4%	41.5%	50.7%
Planning adult classes. . . .	100.0%	90.9%	50.0%	57.1%	41.2%	55.3%

problem to teachers 20 to 25; however, four items were checked by a greater percentage of the Negro teachers age 26 to 30 and age 30 to 35. Teachers age 41 to 50 and over 50 years of age each recognized two items to be greater problems than did the other age groupings (Table 5A).

Six items were recognized by a larger percentage of teachers in the four to seven years of experience than by teachers in other years of experience groups (Table 5B). Making home visits appeared to be much more a problem for teachers with over fifteen years of experience. Of the more experienced teachers, 76.3 percent found home visits to be a problem, while the other groupings ranged from 50 to 63 percent.

Problems recognized by 25 to 50 percent of the Caucasian teachers

Fourteen of the forty-six items were recognized as problems by 25 to 50 percent of the Caucasian teachers (see Tables 6A and 6B). Six of the items categorized as "working with learners" were reported in this percentage grouping: teaching methods, 49.6 percent; allowing students freedom to express ideas, 25.7 percent; keeping class routines running smoothly, 33.4 percent; handling problems of discipline and control, 25.9 percent; handling arguments and grievances, 28.6 percent; and learning to differentiate major problems from minor problems, 29.3 percent.

Of the fourteen "development of curriculum" items, six were problems to the teachers in this percentage grouping. Four identified by 40 to 50 percent were: planning subject matter presentation; providing variety in learning experiences; gearing home economics program to community customs and practices; and teacher-pupil planning.

TABLE 6A.--Problems recognized by 25 to 50 percent of the Caucasian teachers according to their age

ITEM	AGE						Total Sample N=440
	20-25 N=71	26-30 N=50	30-35 N=46	36-40 N=58	41-50 N=126	Over 50 N=89	
<u>Working with learners</u>							
Teaching methods	54.9%	50.0%	30.4%	43.1%	51.6%	56.1%	49.6%
Allowing students freedom to express ideas	23.9%	26.0%	17.5%	25.9%	32.6%	25.8%	25.7%
Keeping class routines running smoothly . .	46.5%	42.0%	30.5%	34.5%	24.6%	31.5%	33.4%
Handling problems of discipline and control	43.6%	20.0%	21.7%	31.2%	21.4%	20.3%	25.9%
Handling arguments and grievances	43.7%	30.0%	26.1%	29.3%	26.2%	20.2%	28.6%
Learning to differentiate major problems from minor problems	38.0%	14.0%	26.1%	37.9%	28.6%	29.2%	29.3%
<u>Development of curriculum</u>							
Planning subject matter presentation. . . .	63.4%	40.0%	39.1%	48.3%	43.6%	42.7%	46.6%
Providing variety in learning experiences .	49.3%	50.0%	50.0%	37.9%	47.6%	41.6%	45.7%
Becoming acquainted with the community; understanding social and economic problems in the community	53.5%	20.0%	26.1%	30.0%	31.0%	23.5%	31.4%

TABLE 6A.--Continued

ITEM	AGE						Total Sample N=440
	20-25 N=71	26-30 N=50	30-35 N=46	36-40 N=58	41-50 N=126	Over 50 N=89	
Gearing home economics program to community customs and practices	52.1%	34.0%	28.3%	46.6%	40.6%	41.6%	41.8%
Overcoming community reluctance to accept new ideas in teaching	54.9%	32.0%	30.4%	37.9%	37.4%	41.6%	39.3%
Teacher-pupil planning.	46.5%	42.0%	43.4%	30.0%	39.8%	41.6%	40.7%
<u>Management of time and other resources</u>							
Managing home room periods.	28.2%	28.0%	28.3%	29.3%	27.8%	28.0%	28.2%
Including students in planning and caring for the department.	40.8%	26.0%	34.8%	32.7%	35.8%	38.1%	35.7%

TABLE 6B.--Problems recognized by 25 to 50 percent of the Caucasian teachers by the number of years of experience

ITEM	YEARS OF EXPERIENCE					Total Sample N=440
	0-3 N=87	4-7 N=63	8-11 N=54	12-15 N=48	Over 15 N=188	
<u>Working with learners</u>						
Teaching methods	56.4%	47.6%	42.6%	39.6%	51.6%	49.6%
Allowing students freedom to express ideas	23.0%	28.6%	24.1%	20.8%	27.7%	25.7%
Keeping class routines running smoothly	42.5%	41.3%	33.4%	22.9%	29.3%	33.4%
Handling problems of discipline and control	40.2%	31.8%	22.3%	16.7%	20.8%	25.9%
Handling arguments and grievances	39.1%	36.5%	22.3%	25.0%	23.9%	28.6%
Learning to differentiate major problems from minor problems	33.3%	19.0%	27.7%	31.5%	30.8%	29.3%
<u>Development of curriculum</u>						
Planning subject matter presentation	59.8%	44.4%	38.8%	43.8%	44.1%	46.6%
Providing variety in learning experiences	52.9%	47.6%	42.6%	37.5%	44.7%	45.7%
Becoming acquainted with the community; understanding social and economic problems in the community	47.1%	27.0%	29.6%	22.9%	28.2%	31.4%
Gearing home economics program to community customs and practices	49.3%	38.1%	44.4%	39.6%	39.9%	41.8%
Overcoming community reluctance to accept new ideas in teaching	54.0%	25.4%	37.0%	43.7%	36.7%	39.3%
Teacher-pupil planning	46.0%	44.4%	35.1%	35.4%	39.9%	40.7%

TABLE 6B.--Continued

ITEM	YEARS OF EXPERIENCE					Total Sample N=440
	0-3 N=87	4-7 N=63	8-11 N=54	12-15 N=48	Over 15 N=188	
<u>Management of time and other resources</u>						
Managing home room periods. .	26.5%	30.2%	31.5%	25.0%	28.2%	28.2%
Including students in planning and caring for the department.	41.4%	30.2%	31.3%	39.6%	35.1%	35.7%

Overcoming community reluctance to accept new ideas in teaching and becoming acquainted with the community, understanding social and economic problems in the community were indicated by 39.3 percent and 31.4 percent respectively.

Only two of the "management of time" items were indicated as problems by this group of respondents. Managing home room periods was checked by 28.2 percent and 35.7 percent checked including students in planning and caring for the department as problems.

Ten of the fourteen items recognized by 25 to 50 percent of the Caucasian teachers were identified by a larger percentage of the respondents in the 20 to 25 age group. Only one item was recognized by a larger percentage in each of the other five age categories. Handling arguments and grievances was recognized as a problem by 43.7 percent of the 20 to 25 age group. Percentages in the other groups ranged from 20.2 percent to 30.0 percent. Handling problems of discipline and control was recognized as a problem by from 20.3 to 31.2 percent of the teachers in the five categories from age 26 years up. Younger teachers evidently find greater difficulty handling discipline; 43.6

percent of the teachers aged 20 to 25 checked this item as being a problem (Table 6A).

Years of teaching experience evidently made a great deal of difference in problems encountered. Twelve of the fourteen items were problems to a greater percentage of teachers with zero to three years of experience than to teachers with more teaching experience. Only one item each was a greater problem to teachers with four to seven years and eight to eleven years of teaching experience (Table 6B).

Problems recognized by 25 to 50 percent of the Negro teachers

Two items categorized "working with learners" were indicated as being problems with 25 to 50 percent of the Negro teachers (see Tables 7A and 7B). Adapting to the needs, interests, and abilities of the students was checked by 40.0 percent, while 47.7 percent indicated a problem with advising FHA chapter.

In the category "development of curriculum" the following items were problems: organizing curriculum content and sequence, 30.8 percent; presenting subject matter effectively, 27.7 percent; becoming acquainted with the community; understanding social and economic problems in the community, 27.7 percent; gearing home economics program to community customs and practices, 40.7 percent; and overcoming community reluctance to accept new ideas in teaching, 35.4 percent.

"Management of time and other resources" contained three items recognized by 25 to 50 percent of the respondents. The most frequent in this group was preparing for student activities unrelated to teaching home economics checked by 47.8 percent. Following that was securing equipment and textbooks as indicated by 46.1 percent.

TABLE 7A.--Problems recognized by 25 to 50 percent of the Negro teachers according to their age

ITEM	AGE						Total Sample N=65
	20-25 N=3	26-30 N=6	30-35 N=5	36-40 N=13	41-50 N=24	Over 50 N=14	
<u>Working with learners</u>							
Adapting to the needs, interests, and abilities of the students	33.3%	33.3%	60.0%	46.1%	25.0%	50.0%	40.0%
Advising FHA chapter.	33.3%	66.7%	80.0%	30.8%	41.7%	42.8%	47.7%
<u>Development of curriculum</u>							
Organizing curriculum content and sequence.	33.3%	50.0%	20.0%	23.1%	29.2%	35.7%	30.8%
Presenting subject matter effectively . . .	33.3%	33.3%	80.0%	15.4%	16.7%	42.8%	27.7%
Becoming acquainted with the community; understanding social and economic problems in the community	33.3%	50.0%	40.0%	15.4%	25.0%	28.6%	27.7%
Gearing home economics program to community customs and practices	33.3%	83.3%	80.0%	38.5%	33.3%	42.8%	40.7%
Overcoming community reluctance to accept new ideas in teaching	0.0%	33.3%	80.0%	23.1%	33.3%	28.5%	35.4%
<u>Management of time and other resources</u>							
Preparing for student activities unrelated to teaching home economics.	33.3%	16.7%	80.0%	30.8%	29.2%	57.1%	47.8%
Including students in planning and caring for the department	0.0%	33.3%	60.0%	23.1%	25.0%	21.4%	26.0%
Securing equipment and textbooks.	33.3%	33.3%	80.0%	46.2%	45.2%	35.7%	46.1%

TABLE 7B.—Problems recognized by 25 to 50 percent of the Negro teachers by the number of years of experience

ITEM	YEARS OF EXPERIENCE					Total Sample N=65
	0-3 N=2	4-7 N=11	8-11 N=4	12-15 N=14	Over 15 N=34	
<u>Working with learners</u>						
Adapting to the needs, interests, and abilities of the students	0.0%	63.6%	100.0%	35.7%	29.7%	40.0%
Advising FHA chapter.	50.0%	45.4%	50.0%	35.7%	52.9%	47.7%
<u>Development of curriculum</u>						
Organizing curriculum content and sequence	50.0%	27.3%	50.0%	35.7%	26.5%	30.8%
Presenting subject matter effectively	0.0%	54.5%	50.0%	28.6%	17.8%	27.7%
Becoming acquainted with the community; understanding social and economic problems in the community.	0.0%	45.5%	0.0%	42.8%	20.7%	27.7%
Gearing home economics program to community customs and practices	0.0%	63.6%	50.0%	35.7%	38.2%	40.7%
Overcoming community reluctance to accept new ideas in teaching.	0.0%	36.4%	0.0%	35.7%	41.2%	35.4%
<u>Management of time and other resources</u>						
Preparing for student activities unrelated to teaching home economics.	50.0%	90.9%	50.0%	35.7%	38.3%	47.8%
Including students in planning and caring for the department.	0.0%	27.3%	25.0%	28.5%	26.5%	26.0%
Securing equipment and textbooks	50.0%	45.5%	75.0%	64.2%	35.3%	46.1%

Twenty-six percent found difficulty in including students in planning and caring for the department.

Of the ten items recognized as problems by 25 to 50 percent of the Negro teachers, three were recognized as problems by a larger percentage of teachers aged 26 to 30; and seven by teachers aged 30 to 35 (Table 7A).

Four of the items were problems to a greater percentage of teachers with four to seven years experience, and three were problems to a greater percentage of teachers with eight to eleven years of teaching experience (Table 7B).

Similarities and Differences in the Kinds of Problems Recognized

Of the thirty-five items recognized as problems by over 25 percent of the Negro and Caucasian teachers, twenty-two were recognized by both races. None of the problems were recognized by Negro teachers alone. Thirteen items were listed as problems by only the Caucasian teachers. The thirteen items were: arousing and holding student interest; teaching methods; adapting materials; allowing students freedom to express ideas; keeping class routines running smoothly; handling problems of discipline and control; handling arguments and grievances; learning to differentiate major problems from minor problems; understanding cultural differences; planning subject matter presentation; providing variety in learning experiences; teacher-pupil planning; and managing home rooms.

Open-End Response

Upon completion of the closed-end portion of the questionnaire, teachers were asked to indicate the single foremost problem found with teaching in an integrated situation. Of the sixty-five Negro teachers who completed the questionnaire, twenty-five problems were indicated. The two most frequently mentioned problems were home visits and cooperation between races. Each of these was mentioned six times. Other problems indicated were: working with my co-worker; lack of space; lack of respect for teachers; communication between students and teachers; getting to know the faculty; discipline; ability grouping; differences in ability; communicating with parents; and being fair and impartial.

Not all of the 440 Caucasian teachers responded to the question, however, those who did presented a variety of problems. Some of the respondents did not relate a specific problem; others listed more than one. A total of 357 responses were tabulated and twenty-two separate problems were listed.

The most frequent problem, adjusting to the extreme differences in ability and educational backgrounds, was cited by sixty of the respondents. Thirty-five teachers mentioned problems with getting students of both races to mingle with one another. Many teachers mentioned difficulty in getting Negro students to work in groups outside their own race.

Adapting to the needs, interests, and abilities of all the students was a major problem to thirty teachers. The following three items were each mentioned as problems by twenty-seven respondents: difficulty in inspiring all students to work - motivation; language

differences - communicating with students; and student attitude - many Negro students have an "I don't care" attitude. Twenty-four Caucasian teachers indicated problems with teaching grooming to Negro students. Understanding cultural differences was indicated as a problem by twenty Caucasian teachers.

The remaining fourteen items in descending order of frequency were: getting Negroes to accept change; differences in values; differences in moral standards - improper language, taking equipment; differences in economic levels; differences in social activities; home visiting; crowded situation; dealing with parents; finding appropriate materials; working with other teachers; favoritism to students; discipline; hygienic standards; and keeping equipment in working order.

Problems Greater after Integration

Respondents were asked to indicate those items which were more of a problem after integration (see Table 8). Of the responding Caucasian teachers, ninety-six indicated that adapting to the needs, interests, and abilities of the students was a greater problem after integration. Seventy-five checked understanding cultural differences. Others indicated by more than fifty of the respondents were: arousing and holding student interest, sixty-four; helping students conduct experiences, sixty-three; helping students plan supervised home experiences, sixty; adapting materials, fifty-eight; helping students evaluate supervised home experiences, fifty-two; and making home visits, sixty-six.

Of the responding Negro teachers, seven indicated that making

TABLE 8.--Problems which were greater to Negro and Caucasian teachers after integration

ITEM	Negro Teachers N=65	Caucasian Teachers N=440
<u>Working with learners</u>		
Arousing and holding student interest	2	64
Teaching methods.	0	35
Adapting to the needs, interests, and abilities of the students	2	96
Adapting materials.	2	58
Allowing students freedom to express ideas.	1	33
Helping students plan supervised home experiences	2	60
Helping students conduct experiences.	3	63
Helping students evaluate supervised home experiences	2	52
Keeping class routines running smoothly	1	30
Handling problems of discipline and control	0	39
Holding respect of students	0	16
Being fair and impartial in all situations.	1	23
Handling arguments and grievances	1	38
Learning to differentiate major problems from minor problems.	2	24
Being accepted by pupils.	2	16
Scheduling and conducting conferences with students.	4	14
Understanding cultural differences.	1	75
Accepting each child as an individual	0	15
Encouraging participation in FHA.	2	29

TABLE 8.--Continued

ITEM	Negro Teachers N=65	Caucasian Teachers N=440
Advising FHA chapter.	2	24
Identifying adult needs related to home economics education	4	40
<u>Development of curriculum</u>		
Organizing curriculum content and sequence.	1	24
Planning subject matter presentation.	1	30
Presenting subject matter effectively	2	36
Providing variety in learning experiences	3	16
Making home visits.	7	66
Working cooperatively with parents in homes; parental contacts.	6	46
Becoming acquainted with the community; understanding social and economic problems.	4	32
Gearing home economics program to community customs and practices	5	39
Developing a systematic public relations program; interpreting home economics to the community.	4	25
Securing group and individual parental coopera- tion with the school home economics program	2	30
Overcoming community reluctance to accept new ideas in teaching	1	18
Teacher-pupil planning.	1	20
Planning field trips.	1	27
Planning adult classes.	4	25
<u>Management of time and other resources</u>		
Preparing for student activities unrelated to teaching home economics	2	14

TABLE 8.—Continued

ITEM	Negro Teachers N=65	Caucasian Teachers N=440
Managing home room periods.	1	8
Understanding and using the marking system.	0	17
Including students in planning and caring for the department.	1	13
Securing equipment and textbooks.	1	8
<u>Personal adjustment and professional orientation</u>		
Relating to supervisors and other teachers.	1	7
Communicating with administrators	0	6
Establishing and maintaining good relationships with school personnel	0	3
Determining the teacher's responsibility to the community.	1	7
Participating actively in professional organizations	1	3
Developing desirable personal and professional qualities.	1	3

home visits was a greater problem after integration. Others indicated were: working cooperatively with parents in homes; parental contacts, six; and gearing home economics program to community customs and practices, five. Smaller numbers indicated other items as being greater problems after integration.

The summary of findings and implications based on the analysis of data is presented in the chapter which follows.

CHAPTER V

SUMMARY AND IMPLICATIONS

Teaching problems have evolved with the onset of integration. To seek solutions, identification of these problems must be the first step. By identifying existing problems, educational institutions may better prepare their teachers to face and solve any problems which might occur.

The Problem

The primary purpose of this study was to identify teaching problems encountered by Negro and Caucasian home economics teachers in integrated situations. The study was designed to: (1) identify problems encountered by Negro teachers of Caucasian students; (2) identify problems encountered by Caucasian teachers of Negro students; and (3) determine similarities and differences in the kinds of problems identified by Negro and Caucasian home economics teachers. An analysis of the findings of the study could be of value to teacher educators as they prepare future teachers to solve problems as they occur and could be used as a basis for in-service education for teachers.

Study Design

Permission was obtained to modify a questionnaire used in a previous study concerning problems of vocational home economics teachers. The questionnaire contained closed-end items (Appendix A). Respondents were asked to circle one of the responses: G - great problem; S -

somewhat a problem; N - no problem; and D - does not concern me. Personal data were obtained for stratification of the information.

The questionnaire was administered to all vocational home economics teachers attending the summer conference at the University of North Carolina at Greensboro in August of 1969. Of the 679 questionnaires collected, 505 were useable which gave a return of 74.4 percent.

Assumptions

One basic assumption was made in relation to this study. The assumption was that teaching problems exist in all home economics classroom situations.

Limitations of the Study

The following limitations were stated in relation to the study:

1. This study was limited to those teachers who attended the State Vocational Home Economics Teachers' Conference on the morning of August 12, 1969, and the afternoon of August 15, 1969.
2. It was further limited to those teachers who completed all pertinent parts of the questionnaire.

Major Findings

Some major findings of this study of teaching problems recognized by Negro and Caucasian home economics teachers in integrated situations were:

1. Caucasian home economics teachers far outnumber Negro home economics teachers in North Carolina.

Of the 505 respondents whose questionnaires were used in the final analysis, 12.9 percent were Negro and 87.1 percent were Caucasian.

2. The majority of North Carolina home economics teachers had over twelve years of teaching experience.

Of the respondents, 73.8 percent of the Negro teachers and 53.6 percent of the Caucasian teachers had over twelve years of teaching experience.

3. There was evidence that many teaching problems persist with both Caucasian and Negro teachers.

Twenty-one of the forty-six items were recognized by more than half of the teachers responding. More than three-fourths of the Caucasian teachers recognized two of the items to be a problem: adapting to the needs, interests, and abilities of the students, and helping students conduct (carry through) experiences.

4. Evidence indicated that there were problems recognized by over 50 percent of the Caucasian teachers which were not recognized by over 50 percent of the Negro teachers.

Analysis of problems indicated that nine of the forty-six items were recognized by over 50 percent of the Caucasian teachers which were not recognized by over 50 percent of the Negro teachers. Those problems were: adapting to the needs, interests, and abilities of the students; arousing and holding student interest; adapting materials; understanding cultural differences; advising FHA chapter; organizing curriculum content and sequence; presenting subject matter effectively; preparing for student activities unrelated to teaching home economics; and securing equipment and textbooks.

5. There was evidence that making home visits was a concern of a majority of North Carolina home economics teachers.

Making home visits was recognized as a problem by 67.7 percent of the Negro teachers and 68.8 percent of the Caucasian teachers.

6. Adapting to the needs, interests, and abilities of the students was a concern for over three-fourths of the Caucasian teachers.

Adapting to the needs, interests, and abilities of the students was recognized as a problem by 75.7 percent of the Caucasian teachers and by only 40.0 percent of the Negro teachers.

7. Adapting materials was a greater problem for Caucasian than for Negro home economics teachers.

This difficulty was recognized as a problem by 61.4 percent of the Caucasian teachers and only 24.7 percent of the Negro teachers.

8. Analysis of data indicated that all phases of home experiences were problems to both Negro and Caucasian teachers.

Negro and Caucasian teachers recognized the problems relating to home experiences by the following percentages: helping students plan supervised home experiences, Negro - 56.8 percent, Caucasian - 70.6 percent; helping students conduct experiences, Negro - 61.5 percent, Caucasian - 78.0 percent; and helping students evaluate home experiences, Negro - 50.7 percent, Caucasian - 74.1 percent.

9. It was evident that understanding cultural differences was not a significant problem for Negro teachers.

Only 20.0 percent of the Negro teachers recognized understanding cultural differences as a problem. Of the Caucasian teachers, 53.9 percent found this to be a problem.

10. Analysis of the data indicated that none of the problems recognized by more than 25 percent of the teachers was a greater problem

to the Negro teachers.

Of the thirty-five items recognized by more than 25 percent of the teachers, none were considered a problem by a greater percentage of Negro home economics teachers than by Caucasian home economics teachers.

11. Evidence indicated that more of the items were problems to teachers in the younger age groups.

Of the twenty-one items recognized by over 50 percent of the Caucasian teachers, twelve were identified as a greater problem by the respondents thirty years of age and under.

Of the twelve items recognized by over 50 percent of the Negro teachers, five were identified as a greater problem by the respondents thirty years of age and under.

12. Analysis of the data indicated that more items were problems to home economics teachers with fewer years of experience.

Of the twenty-one items recognized by over 50 percent of the Caucasian teachers, fifteen were identified as a greater problem by the respondents with seven years of experience or less.

Of the twelve items recognized by over 50 percent of the Negro teachers, seven were identified as a greater problem by the respondents with seven years of experience or less.

Since the respondents in this study were the majority of home economics teachers in North Carolina, the findings may be applied to the larger population of teachers in the state.

Implications

Implications resulting from this study may provide a frame of reference for planning teacher education programs. Implications drawn from this study are grouped into three categories: (1) teacher education programs; (2) home economics supervisors; and (3) further research.

Teacher Education Programs

1. A knowledge of problems recognized by the Negro and Caucasian home economics teachers could be of value in planning curriculum and in planning pre-service and in-service teacher education programs. Problems recognized by over three-fourths of the Caucasian respondents were adapting to the needs, interests, and abilities of the students and helping students conduct experiences. By being aware of the problems recognized by vocational home economics teachers, emphasis could be made on the problems in pre-service and in-service teacher education programs.
2. It is possible that by determining the areas in which teachers found the greatest problem incurred with integration, administrators, teacher educators, and supervisors could provide assistance to teachers. Many teachers indicated what they considered to be their greatest problem teaching in an integrated situation. Pre-service education and in-service education could be geared to helping teachers overcome these difficulties. Particularly with pre-service training, teaching problems could be minimized by preparing prospective teachers to meet them.
3. In-service education such as summer school courses, workshops, and conferences could be vital in helping teachers cope with

problems. Teachers would have an opportunity to exchange ideas and solutions for problems. New materials could be introduced enabling teachers to keep up with the ever changing world of home economics education.

Home Economics Supervisors

1. As supervisors evaluate the problems recognized by home economics teachers, recommendations may be made in relation to the total home economics program.
 - a. Teachers need assistance in adapting to the needs, interests, and abilities of the students.
 - b. All phases of home experiences were indicated as areas in which all teachers need assistance.
 - c. Home visitation programs need specific guidelines in order to eliminate embarrassment on the part of many students and resentment on the part of many parents.
 - d. Teachers need guidelines in understanding cultural differences.
 - e. Problems in scheduling and conducting student conferences might be alleviated by supervisor's assistance in determining procedures and purposes.
 - f. Adult education programs need to be made more meaningful.

Further Study

1. Further research is needed to determine the reasons for the wide variance in problems recognized by Negro and Caucasian teachers. Many items were recognized as problems by the Caucasian

teachers which were not recognized by the Negro teachers. Percentages of respondents also differed greatly.

2. There is a need for further study of methods used in planning, conducting, and evaluating home experiences. All phases of home experiences were recognized as problems by 70.6 percent to 78.0 percent of the Caucasian teachers and 50.7 percent to 61.5 percent of the Negro teachers.

3. It is recommended that consideration be given the following:

An analysis of educational level attained with problems encountered.

An analysis of problems stated by teachers in relation to the various areas of home economics.

An analysis of home economics related courses offered to boys and girls and problems encountered with the integrative process.

Identifying those factors that influence the recognition and solution of problems by teachers is one way to begin improving the existing level of teacher effectiveness. To be a successful and effective teacher should be the goal of every person engaged in the process of instruction. Williamson and Lyle stated:

In the last analysis the successful teacher of homemaking is one who develops in her pupils the ability and habit of judicious thinking, that is, the ability to make carefully considered decisions, and the ability to plan effectively for the accomplishment of clearly conceived goals. She also develops interest and skills in using appropriate standards for homemaking activities, including those involving human relations.¹

¹Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1961), p. 4.

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- 1. Please place a check by the name of _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
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APPENDIX

- 1. _____
- 2. _____
- 3. _____
- 4. _____
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- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

I. Please place a check by the answer or supply the needed information in the space provided for each item.

1. Name _____
2. Home address _____
3. Name of school _____ County _____
4. Marital Status: Single ___ Married ___ Separated ___ Divorced ___ Widow ___
5. Age: 20-25 ___ 26-30 ___ 30-35 ___ 36-40 ___ 41-50 ___ over 50 ___
6. Race: Caucasian ___ Indian ___ Negro ___ Oriental ___
7. Highest degree held:
B.S. ___ M.S. ___ M.Ed. ___ Work beyond Master's ___ Other (indicate) _____
8. Total number of years of teaching experience:
0-3 ___ 4-7 ___ 8-11 ___ 12-15 ___ over 15 ___
9. Degree of satisfaction with present school assignment:
Highly satisfied ___ Satisfied ___ Somewhat satisfied ___ Dissatisfied ___
10. Do you teach in an integrated situation? Yes ___ No ___

II. In relation to teaching, please encircle the degree to which each of the following is a problem for you.

- G = Great problem
S = Somewhat a problem
N = No problem
D = Does not concern me

If you are teaching in an integrated situation and the problem is greater than when teaching in a segregated situation, place a check in the space provided.

Working with learners

1. Arousing and holding student interest. G S N D ___
2. Teaching methods G S N D ___
3. Adapting to the needs, interests, and abilities
of the students. G S N D ___
4. Adapting materials G S N D ___

5. Allowing students freedom to express ideas G S N D ___
6. Helping students plan supervised home experiences. . G S N D ___
7. Helping students conduct (carry through plans) experiences. G S N D ___
8. Helping students evaluate supervised home experiences. G S N D ___
9. Keeping class routines running smoothly. G S N D ___
10. Handling problems of discipline and control. G S N D ___
11. Holding respect of students. G S N D ___
12. Being fair and impartial in all situations G S N D ___
13. Handling arguments and grievances. G S N D ___
14. Learning to differentiate major problems from minor problems G S N D ___
15. Being accepted by pupils G S N D ___
16. Scheduling and conducting conferences with students. G S N D ___
17. Understanding cultural differences G S N D ___
18. Accepting each child as an individual. G S N D ___
19. Encouraging participation in FHA G S N D ___
20. Advising FHA chapter G S N D ___
21. Identifying adult needs related to home economics education. G S N D ___

Development of curriculum

1. Organizing curriculum content and sequence G S N D ___
2. Planning subject matter presentation G S N D ___
3. Presenting subject matter effectively. G S N D ___
4. Providing variety in learning experiences. G S N D ___
5. Making home visits G S N D ___
6. Working cooperatively with parents in homes; parental contacts. G S N D ___

7. Becoming acquainted with the community; understanding social and economic problems in the community. G S N D__
8. Gearing home economics program to community customs and practices. G S N D__
9. Developing a systematic public relations program; interpreting home economics to the community G S N D__
10. Securing group and individual parental cooperation with the school home economics program G S N D__
11. Overcoming community reluctance to accept new ideas in teaching. G S N D__
12. Teacher-pupil planning G S N D__
13. Planning field trips G S N D__
14. Planning adult classes G S N D__

Management of time and other resources

1. Preparing for student activities unrelated to teaching home economics. G S N D__
2. Managing home rooms. G S N D__
3. Understanding and using the marking (grading) system G S N D__
4. Including students in planning and caring for the department G S N D__
5. Securing equipment and textbooks G S N D__

Personal adjustment and professional orientation

1. Relating to supervisors and other teachers G S N D__
2. Communicating with administrators. G S N D__
3. Establishing and maintaining good relationships with school personnel. G S N D__
4. Determining the teacher's responsibility to the community. G S N D__
5. Participating actively in professional organizations. G S N D__

6. Developing desirable personal and professional qualities. G S N D__

III. If you do not teach in an integrated situation, you have completed the questionnaire. Thank you.

If you teach in an integrated situation, please complete the following item.

What has been the single foremost problem you have found with teaching in an integrated situation?