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Evaluation of non-projected free commercial teaching aids for teaching foods courses in junior high school.

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EVALUATION OF NON-PROJECTED FREE COMMERCIAL TEACHING AIDS
FOR TEACHING FOOD COURSES IN JUNIOR HIGH SCHOOL



MILDRED E. AMBUHL

1958

NOTE: This problem was written
in California according
to a form that differs
from ours.

EVALUATION OF NON-PROJECTED FREE COMMERCIAL TEACHING AIDS
FOR
TEACHING FOODS COURSES IN JUNIOR HIGH SCHOOL

A Problem
Presented to
the Faculty of the School of Education
The University of Massachusetts

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Mildred L. Ambuhl

September 1957

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The introduction of foods courses into the junior high school curriculum is a relatively recent development in education. Although a course in foods was first taught in 1885 in Boston, food courses were not common until after 1920, the year that they were first subsidized by the Federal Government. "When the growth of industrial centers fostered the shift to smaller, more mobile, urban family patterns, such training became universal."¹ Often the foods course offered in the junior high school is the only training a girl receives in the planning, buying, preparation and serving of food--training that she needs as a future homemaker.

In the beginning foods courses had little similarity to a home situation. They were taught as an academic subject. A foods textbook and workbook were used and the practical work was conducted similar to laboratory work in science courses.

Today's foods classes duplicate the home conditions as much as possible. The work is done in "family groups" with the main emphasis on preparation of meals rather than on study of foods, per se. A whole meal preparation experience is presented at one time, instead of an isolated area of knowledge.

¹Austin J. Matilla, "The Practical Arts--Past, Present and Future," California Journal of Secondary Education, XXIX (March, 1954), 146.

The trend has changed teaching methods in foods. Teaching methods have become more informal with much of the material being presented in an incidental way. To teach by this method, the teacher must use good sensory teaching aids that will help her present her material quickly. There are a great many types and sources of sensory teaching aids. This study will consider some of the non-projected, free commercial teaching aids available to the junior high school foods teacher. Although these particular teaching aids vary in respect to educational value, attractiveness and durability, the writer feels that it is an important source of teaching material for the foods teacher and study in this area of teaching materials is needed.

Limitations of this study. The term "free commercial teaching aids," as used in this study, refers to those educational materials supplied without cost to the foods teacher by individual companies and product associations. The teaching aids considered include recipes, samples, posters, pictures, models, wall charts, pamphlets, booklets, lesson plans, kits and quizzes. Some of these are three dimensional, but most are printed materials. The whole area of projected materials has been excluded.

Projected materials, such as films and filmstrips, have been excluded from the study because the writer feels that inclusion of films and filmstrips in the study might complicate the evaluation of free commercial teaching aids since projected materials are not as easily used as those teaching aids outlined above, and may require a fee for use or

involve transportation charges. Also, the projected materials have been studied more than non-projected ones.

Objections to school use of commercial materials. The main objection to free commercial aids seems to arise from a feeling that schools should not be used to promote the sale of specific brand-name products. "Some school boards in America are so fearful of allowing advertising of any character in the classrooms that they forbid the use of any commercial films, posters, pamphlets, or exhibits. This extremely negative attitude is counterbalanced by other schools which permit the introduction of any materials that serve worthy educational purposes. Teachers are usually found to be adequate judges of offensive and undesirable advertising; and students also are sensitive to that which is in poor taste."²

Reasons for school use of commercial materials.

Sponsors now produce films, filmstrips, posters, pictures, exhibits, booklets and recordings that attain a high degree of professional value and are highly serviceable in the classrooms. In the face of the continual cry of educators for more cooperation between the school and the community, it is not reasonable to refuse to bring inoffensive, but educative, sponsored aids to the classroom. Exposure to the authentic achievements and services of agencies in our technological society may help prepare pupils to meet the problems of industrial life and democratic citizenship. There is so much in life to learn and so little time for learning, that we should welcome the assistance of cooperating sponsors who offer us vast quantities of free and inexpensive materials.³

Scope of this study. In five years as a teacher of foods in

²Lester B. Sands, Audio-Visual Procedures in Teaching (New York: The Ronald Press Company, 1956), pp. 572-573.

³Ibid., p. 573.

junior high school, the writer has observed that some foods teachers do not seem to obtain the potential benefits possible from the use of free commercial teaching aids. While many teachers do use free commercial teaching aids very effectively, others seem to order and use them in an indifferent manner, and a few teachers do not use any free commercial teaching aids.

Possibly the reason more effective use is not made of free commercial teaching aids is the lack of information on their nature, source and use. It seems a worthwhile project to attempt to provide more information on the free commercial teaching aids that are available to the foods teacher in the junior high school in order that she may use these aids more effectively. The specific objectives of this study are covered in the next chapter.

Review of related literature. Very few studies have been made on the use of non-projected free commercial teaching aids in the public schools. Two valuable studies on the subject are reviewed below.

The Consumer Education Study on Commercial Supplementary Teaching Materials⁴ distributed by the National Association of Secondary School Principals is a study on the use of commercial teaching aids in the schools. It gives criteria and suggestions for their use and offers suggestions for presentation of this material to students. Two services

⁴Consumer Education Study, Commercial Supplementary Teaching Materials (Washington, D.C.: National Association of Secondary School Principals, 1945).

are provided to business by this study group. They help business prepare material that will be truly educational and they also suggest types of teaching aids that teachers feel they would like to have. This study group believes that the needs of the schools are not satisfied. They feel that teachers should suggest specific teaching aids they would like.

The most recent and valuable study specifically in the field of home economics on the problem of free commercial teaching aids is that done by the U. S. Office of Education, Home Economics Branch. The results of this study were published in two pamphlets in June, 1955, Business-Sponsored Home Economics Teaching Aids⁵ and More Effective Use of Business-Sponsored Home Economics Teaching Aids.⁶ These studies were made by supervisors of home economics education and home economists in business. The studies examine the characteristics of good teaching material in these government sponsored pamphlets, but they appear to be incomplete as teaching guides, due to the method of study used. The conclusions were reached as a result of committee discussion rather than working through a large group of foods teachers. No research was done to discover the opinions, practices, or experience of teachers who actually use the aids in their classes.

Teachers of foods should be approached to find how free commercial

⁵U. S. Department of Health, Education and Welfare Pamphlet, Number 3434, Business-Sponsored Home Economics Teaching Aids (Washington, D.C.: Office of Education, 1955).

⁶U. S. Department of Health, Education and Welfare Pamphlet, Number 3485, More Effective Use of Business-Sponsored Home Economics Teaching Aids (Washington, D. C.: Office of Education, 1955).

teaching aids are used in practice, which types of aids are preferred and used most, where free teaching aids fail to meet the needs of the foods teacher and how they might be improved. The facts obtained can be used to test the conclusions of the theoretical studies mentioned above, as well as provide data from which other useful conclusions might be drawn.

CHAPTER II

OUTLINE OF PROCEDURE

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OUTLINE OF PROCEDURE

The problem defined. The specific purposes of this study are the following:

1. To determine to what extent teachers of foods in junior high schools use free commercial teaching aids.
2. To determine how much time is spent in ordering and evaluating aids, how they are obtained, how they are stored and how many of these ordered are actually used.
3. To determine what general types of aids are most valuable.
4. To determine which general sources of free commercial teaching aids are most valuable; free commercial teaching aids or self-prepared teaching aids.
5. To discover which teaching methods are used most when using free commercial teaching aids.
6. To determine how free commercial teaching aids could be improved.
7. To suggest a bibliography of valuable free commercial teaching aids and their sources.

Materials and subjects. After the specific purposes of this study were set up, as outlined above, a twelve-point questionnaire was devised to discover answers to the above.

It was decided to confine the study to the foods teachers in the junior high schools of the City of Los Angeles. A cover letter to accompany the questionnaires was prepared and approved by Mrs. Lebus, Homemaking Supervisor, Los Angeles City Schools. The cover letter told the teachers the intent of the study and asked for their assistance. A copy of the cover letter appears in the appendix.

The 91 teachers teaching in the 46 junior high schools of Los Angeles, California were approached by mail. All of this group of teachers are certified by the State as qualified teachers of home economics. They have all passed a City subject matter examination, which includes a section of foods and nutrition, as well as an examination on professional and personal fitness. Most of the group have had a course in audio-visual aids since this is required for renewal of their teaching credentials. Also, through teacher institute attendance, these teachers are kept aware of new teaching techniques and teaching tools used in home economics education.

Homemaking is a required course for seventh and eighth grade girls and an elective subject in the ninth grade in the junior high schools of Los Angeles. The course is taken one semester in both the seventh and eighth grades. Classes of 50 minutes each meet every day.

General procedure. The outline of procedure and the questionnaire were checked and approved by the writer's advisor on this problem, Mrs. Charlotte Lebus, Supervisor of Home Economics for the City of Los Angeles,

and by Dr. Herbert Popenoe, Chairman of the Committee on Research Studies of the Los Angeles City Board of Education.

To make it possible to contact teachers directly through their schools, Mrs. Lebus provided a list of Chairmen of homemaking departments in the Los Angeles City junior high schools. This list showed the number of teachers in the department who spend the major part of their time teaching foods units and the names and addresses of the schools.

The cover letter, the required number of questionnaires, and a self-addressed envelope were sent to each junior high school in the city. The head of the homemaking department in each school was asked to distribute the questionnaires to the foods teachers in the school and return the completed questionnaires in the envelopes provided. Of the ninety-one foods teachers contacted, 43 or forty-seven per cent responded.

A copy of the questionnaire appears as Questionnaire to Determine How Free Commercial Teaching Aids Are Used by Foods Teachers in the appendix. The questionnaire was constructed through the study of other questionnaires on this subject, such as those found in the coupon section of Practical Home Economics magazine and questionnaires sent to foods teachers by companies supplying free teaching aids.

The data was interpreted first by analysis of the individual questions. The methods used for analysis on each question were as follows:

1. Responses to questions 1, 2, 3, 4, 5, 6, 7, 8 and 10 were

tabulated through the use of frequency tables.

2. Responses to question 9 were tabulated and the mean and standard deviation were found.
3. The comments from question 11 were summarized in a table and actual comments were noted according to the author's opinion of their significance.
4. Responses to question 12 were tabulated and the aids and sources of aids were listed separately in the order of their value to this group of teachers.

The voluntary comments on each question were used to check the completeness of the whole questionnaire form and also to check the results of the question itself.

Results of some of the questions were checked with one another to test the reliability of responses and also to provide additional data.

In order to facilitate analysis the questions were divided into seven groups of information as outlined on the first page of Chapter III.

CHAPTER III

ANALYSIS OF RESPONSES TO QUESTIONNAIRE

CHAPTER III

ANALYSIS OF RESPONSES TO QUESTIONNAIRE

The purpose of this study was to learn how foods teachers in the junior high school regard free commercial teaching aids. Information was obtained on the following points:

1. Extent of use.
2. Mechanics of use.
3. Preferred general types.
4. Preferred general sources.
5. Preferred methods of using.
6. Suggestions for improvement.
7. Specific aids and sources of aids found valuable by the teachers questioned.

Extent of use. In question 1 teachers were asked whether they used free commercial teaching aids. If their answer was "no," they were asked to state their reasons for not using them.

All of the respondents answered "yes" to question 1, which indicates that probably all of the foods teachers in Los Angeles use free commercial teaching aids to some extent.

Question 2 asked the teachers which teaching aid they used most frequently, self-prepared aids or free commercial aids. This was asked to compare the extent of use of free commercial aids with self-prepared aids.

Table I shows a slight preference for self-prepared aids over free commercial aids; 58% of the teachers use self-prepared aids more frequently.

TABLE I
PREFERENCE FOR SELF-PREPARED AIDS
COMPARED TO FREE COMMERCIAL AIDS
(QUESTION 2)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	100
Answered question	43	100
Preference for self-prepared aids	25	58
Preference for free commercial aids	13	30
Equal preference	5	12
Total	43	100

Question 6 asked the number of class periods during a week that free commercial teaching material was used in presenting material to classes. This was asked to learn more about the extent of use of free commercial aids. The question might be difficult to answer exactly because of the variability from week to week, but the uniformity of replies makes analysis possible.

Table II shows that teachers use free commercial teaching aids

very little in presenting material to their classes. Fifty per cent of the teachers use free commercial aids only 0-1 class periods during the 25-period week.

TABLE II

CLASS PERIODS AT WHICH FREE COMMERCIAL TEACHING AIDS
ARE USED TO HELP IN PRESENTING MATERIAL TO CLASSES

(QUESTION 6)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	100
Answered question	40	93
<hr/>		
<u>Class periods during a week</u>		
0 - 1	20	50
2	5	12.5
3	1	2.5
4	1	2.5
5	2	5
Comments	11	27.5
<hr/>		
Total	40	100.0

Twenty-seven and one-half per cent of the teachers commented in reply to this question rather than checking a specific number of class periods. The comments were interesting and constructive. A few representative comments follow:

"An occasional class period when the material fits the need."

"One class period, but not every week."

"Possibly several times during the first weeks of a semester--seldom later in the semester."

"Whenever it fits into the unit of work."

"Occasionally when supplement helps."

"One every two or three weeks."

These comments show that teachers use free teaching material only a small percentage of class time. From Table I and the above comments, it seems that the frequency of use of free commercial aids is slight.

Mechanics of use. Question 3 asked the teachers to indicate the order of frequency of the methods through which they obtained free teaching aids. They were asked to draw a line through those methods they did not use at all. This was asked to determine the relative importance of various methods of obtaining free teaching aids. The question was also asked to indicate to producers of free teaching aids the most valuable methods of contacting the foods teacher to insure a wider distribution of their material.

Table III shows that all the respondents use at least 2 methods of obtaining free aids. Thirty-seven per cent use all 5 methods.

Tables III, IV and V all show that teachers use the "coupon service in professional magazines" most to obtain free commercial teaching aids. Teachers also write directly to sources for material fairly often. The other 3 methods of obtaining free commercial aids are apparently not very important, especially unsolicited material.

TABLE III
 METHODS BY WHICH FREE COMMERCIAL TEACHING
 AIDS ARE OBTAINED
 (QUESTION 3)

Choices	1	2	3	4	5
<u>Methods of obtaining aids</u>					
Professional meetings	1	9	9	8	4
Other teachers	3	5	14	9	0
Coupon service--magazines	31	11	1	2	0
Unsolicited	0	1	1	4	11
Writing a specific source	7	17	8	3	1
Other*	1	0	0	0	0
	—	—	—	—	—
Total	43	43	33	26	16

*Workshops and City homemaking department.

TABLE IV
 FIRST CHOICE OF METHODS BY WHICH AIDS ARE OBTAINED
 (QUESTION 3)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	100
Answered question	43	100
<u>Methods of obtaining aids</u>		
Professional meetings	1	2.3
Other teachers	3	6.9
Coupon service--magazines	31	72.0
Unsolicited	0	0
Writing a specific source	7	16.3
Other*	1	2.3
Total	43	99.8

*Workshops and City homemaking department.

TABLE V
FIRST AND SECOND CHOICES OF METHODS
BY WHICH AIDS ARE OBTAINED
(QUESTION 3)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	100
Number of first and second choices	86	100
<hr/>		
<u>Methods of obtaining aids</u>		
Professional meetings	10	12
Other teachers	8	9
Coupon service--magazines	42	49
Unsolicited	1	1
Writing a specific source	24	28
Other*	1	1
	<hr/>	<hr/>
Total	86	100

*Workshops and City homemaking department.

Question 9 asked for the percentage of free commercial teaching aids received that they actually used. This was included to obtain an estimate of the care with which teachers order and evaluate free commercial aids.

Table VI shows that most of the teachers order free commercial teaching aids with care. Seventy-seven and one-half per cent of the aids received are actually used. The results of question 3 show that teachers receive aids through their own solicitation. Since they are responsible

TABLE VI
 PROPORTION OF AIDS RECEIVED
 TO THOSE ACTUALLY USED
 (QUESTION 9)

	<u>Number</u>
Total respondents	43
Answered question	40 (100%)
<hr/>	
<u>Percentages</u>	
95-100	4
90-94	5
85-89	1
80-84	4
75-79	10 (24-100%)
<hr/>	
70-74	2
65-69	2
60-64	2
55-59	0
<hr/>	
50-54	6 (10-25%)
45-49	0
40-44	0
35-39	0
30-34	1
25-29	1
20-24	1
15-19	0
10-14	1
5-9	0
1-4	0
Total	<u>40</u>
Mean - 77.5	
Standard deviation - 34.15	

for the aids they receive, it would seem indeed that the aids are ordered carefully.

The standard deviation was 34.15, indicating a wide variability of responses (10%-100%). Twenty-five per cent of the teachers use only 50% or fewer of the free teaching aids they receive. Apparently some foods teachers are very discriminating in their use of free commercial teaching aids.

The voluntary comments below further show the proportion of aids received to aids used:

"I usually send for it once. About 50% I use. When I reorder aids I use nearly 100% of the material. I only order those I want to continue using."

"We don't get enough good material."

"I only use that which I request."

"Sometimes the material received isn't what we thought it was going to be."

Question 5 asked the amount of time in a week that the teacher spent in obtaining, evaluating and general handling of free commercial teaching aids, other than the time spent in presenting them to the class. This was asked to determine the relative importance of free commercial aids as measured by the time spent handling them.

Table VII shows that over half of the teachers take only one-half hour, or less, for the procedures involved in the handling of free commercial aids, as shown in the results below. None of the teachers take over 1 hour a week for these procedures. Apparently free teaching aids take a minor role in the foods teacher's planning and preparation

of lessons. This correlates with the findings in question 6, where a slight use of free commercial teaching aids was discovered.

TABLE VII
TIME SPENT IN A WEEK HANDLING FREE COMMERCIAL AIDS
(QUESTION 5)

<u>Time spent in a week handling aids</u>	<u>Number</u>	<u>Per cent</u>
0 - 30 minutes	27	67
30 minutes - 1 hour	13	33
1 - 2 hours	0	0
over 2 hours	0	0
Total	43	100

Question 7 asked the teachers whether they kept a file of free commercial teaching aids. This was asked to see whether teachers use a systematic method of storing aids for future reference.

All but two keep some kind of file of free commercial aids. This indicates a good professional attitude toward free commercial teaching aids in that aids are kept for future reference rather than having to order more each year. By filing the aids, they are probably kept in good condition also.

Preferred general types of aids. Question 8 asked the teachers to indicate the frequency with which they used various types of free commercial teaching aids. They were asked to draw a line through the types

they did not use. This question was designed to determine the types of aids teachers use most and to indicate possible areas of need for specific types of aids. Some teachers checked 2 or 3 first choices. Succeeding ratings were changed to make allowance for this.

Table VIII shows that booklets and recipes rated highest for total usage regardless of choice of the teachers using them.

Tables VIII, IX and X all show a distinct preference for booklets. Recipes rate next highest. Pamphlets, wall charts, posters and pictures were considered fairly important aids and were rated approximately in the above order. Samples, models and kits rated as fairly unimportant types of aids. The use of lesson plans and quizzes was insignificant.

The voluntary comments in connection with question 8 show that teachers feel a need for information on sources of samples, kits and models.

TABLE VIII
PREFERRED GENERAL TYPES OF AIDS
(QUESTION 8)

Aid	Choices											Total times rated	Per cent of teachers using aids
	1	2	3	4	5	6	7	8	9	10	11		
Recipes	12	2	4	4	8	2	5	1	0	0	0	38	87
Samples	0	0	2	8	3	2	2	5	1	0	0	23	53
Posters	5	8	6	3	4	6	1	0	0	0	0	33	76
Pictures	4	4	10	3	4	4	3	1	0	0	0	33	76
Models	2	1	0	1	1	1	1	4	0	1	1	12	25
Wall charts	7	2	8	6	6	3	2	1	0	0	0	35	81
Pamphlets	7	11	2	9	3	1	1	0	0	0	0	34	78
Booklets	13	11	1	4	7	2	0	0	0	0	0	38	87
Lesson Plans	0	0	0	0	0	2	0	1	1	0	2	6	14
Kits	0	0	0	0	0	2	3	0	3	2	0	10	23
Quizzes	0	0	0	0	0	1	1	0	2	1	0	5	12
Total	50	39	33	38	36	26	19	15	7	4	2		

TABLE IX
 PREFERRED GENERAL TYPES OF AIDS
 FIRST CHOICES
 (QUESTION 8)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	
Number of first choice replies	50	100
<hr/>		
<u>Aid</u>		
Recipes	12	24
Samples	0	0
Posters	5	10
Pictures	4	8
Models	2	4
Wall charts	7	14
Pamphlets	7	14
Booklets	13	26
Lesson plans	0	0
Kits	0	0
Quizzes	0	0
	<hr/>	<hr/>
Total	50	100

TABLE X
 PREFERRED GENERAL TYPES OF AIDS
 FIRST AND SECOND CHOICES COMBINED
 (QUESTION 8)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	
Number of combined first and second choices	89	100
<hr/>		
<u>Aid</u>		
Recipes	14	15.7
Samples	0	0
Posters	13	14.6
Pictures	8	9
Models	3	3.4
Wall charts	9	10
Pamphlets	18	20.2
Booklets	24	26.9
Lesson plans	0	0
Kits	0	0
Quizzes	0	0
	<hr/>	<hr/>
Total	89	99.8

Preferred general sources--individual company versus product association. Question 4 asked the teachers from which general source of free commercial teaching aids they received the most valuable material.

Results of this question show that this group of teachers believe they obtain the most valuable material from the individual company. Sixty-seven per cent preferred the individual company as a source of aids.

An interesting comment was noted in connection with this question. One teacher mentioned three product associations and one company specifically, from which she obtained valuable aids, but checked "individual company" as her most valuable source.

From the above note and the following voluntary comments it seems that the high rating for the individual company should be tempered and qualified:

"It depends on the individual aid, but there seem to be more valuable aids put out by the companies than by boards, but a few excellent aids are put out by boards and councils."

"We get the most in quantity from companies, but the best quality usually comes from boards."

"Both sources are good and we welcome all material for the beginning foods student."

Preferred methods of using. Question 10 asked the teachers to mark 5 methods of using free commercial teaching aids in the order they found them most valuable. They were asked to cross out those methods considered of no value. The question was entered to indicate to producers of free commercial aids the type of supplementary material teachers prefer according to how they are actually used with classes.

Table XI shows that almost all the teachers use the second, third and fourth methods, "teacher reference to wall charts, posters and pictures," "reading material used by the whole class as supplement to text, as booklets and pamphlets," and "recipes for class use and follow-through home use." The first and fifth methods are of little value, according to this group of teachers, although the fifth method was considered to be more valuable than the first method. The fifth method is "teacher presentation of samples, models and exhibits." The first method is "individual student reference, as in the room library." The results here check with the findings in question 8, which showed wide use of booklets, pamphlets and recipes.

Suggestions for improving aids. Question 11 asked the teachers to comment on ways in which free commercial teaching aids might be improved to be of more use to them in their teaching. These suggestions should be of value to producers of free commercial teaching materials for foods courses.

Ninety per cent of the teachers listed one, or more, suggestions for improving free commercial aids, indicating that this group of teachers believe that some definite improvements should be made.

Table XII, a summary of the teacher's comments, indicates that the use of free commercial teaching aids in junior high schools is limited by language and arrangement far too complex for the age level of the seventh, eighth and ninth grades.

Meal Planning Guide, mentioned the greatest number of times in

TABLE XI
PREFERRED METHODS OF USING AIDS
(QUESTION 10)

<u>Method</u>	<u>Choices</u>					<u>Total times rated</u>	<u>Per cent of teachers who use</u>
	1	2	3	4	5		
Individual student reference	3	3	5	8	8	27	64
Teacher reference	11	13	7	5	2	38	91
Reading material for class	10	8	12	9	3	42	100
Recipes	12	8	9	9	2	40	95
Teacher pre- sentation	5	10	8	4	4	31	74
Other	1*	0	1**	0	0	2	5
Total	42	42	42	35	21		

*Collecting of material in student's notebook for home use.

**Southern Counties Gas Company demonstrations--recipes and reading material is given at time of demonstration.

TABLE XII
SUGGESTIONS FOR IMPROVING AIDS
(QUESTION 11)

	<u>Number</u>	<u>Per cent</u>
Total respondents	43	
Answered question	41	95
Favorable replies	4	10
Replies suggesting improvements	37	90
Total number of suggestions made	57	100

<u>Suggestions</u>	<u>Number of teachers making suggestions</u>	<u>Per cent of total number of suggestions made</u>
Simplified--language and form	12	21
Adapted to age group	12	21
More appealing in color and form	7	12.3
More specific	5	8.6
Less advertising	4	7
Fit course of study	3	5.3
Limited quantity of good aids	2	3.5
Fit notebook	2	3.5
More illustrations	2	3.5
Shorter	1	1.8
More information on general subject	1	1.8
Adapted to lower income group	1	1.8
More samples	1	1.8
More scientific background	1	1.8
More up-to-date	1	1.8
Directions in visual steps	1	1.8
Adapted to student participation	1	1.8
Total	57	100.1

question 12 as a valuable aid, was examined to see if it had the characteristics of a good aid, using the standards found in Table XII. This aid is a 16-page booklet covering the basic teachings and skills of foods courses. It is short, specific and fits into the course of study. It covers, simply and adequately, the entire subject of planning, buying, preparing and serving of food. It is an aid that can be used as a good supplement to the text or in place of the text in any part of a unit on foods. The recipes are simple, low-cost recipes that a junior high school girl could easily follow and would find easy and interesting to prepare. The advertising in the booklet is very inconspicuous. To check simplicity of language, the most important characteristic of a good aid, the Reading Ease Chart from The Art of Readable Writing¹ by Rudolf Flesch, was applied to one page of Meal Planning Guide. The readability score was 76, fairly easy, sixth grade level. This chart was also applied to some random aids not mentioned as valuable by the teachers. Readability scores ranged from 45-59, fairly difficult to difficult, high school to lower college level. Research has shown that even the graduate student finds material written on a sixth grade level easier to understand and that he prefers a simple writing style rather than material written for his own educational level.² Since this aid is written on the sixth grade level, it

¹Rudolf Flesch, The Art of Readable Writing (New York: Harper and Brothers, 1949).

²Ibid., p. 150.

is probably understood by most of the seventh and eighth grade students.

The aid, Meal Planning Guide, does not rate well on the standards of color and illustrations. Illustrations are black and white and fairly inconspicuous.

Other aids rated as valuable in question 12 were examined. In general, they conformed to the standards listed in Table XII. This tends to show that these standards which the teachers set up are really used in practice by this group of teachers.

The actual comments made in reply to question 11 give a realistic picture of standards by which aids may be evaluated. Almost all the comments were interesting and constructive. They are reproduced verbatim:

"Simplified, more appealing in color and form to appeal to junior high school age group, more specific."

"Often the better teaching aids are limited in quantity and therefore, must be kept for room sets."

"Language more simple."

"Too advanced for the seventh grade."

"I like those that fit in the pupil's notebook."

"A few are too dilute."

"They usually put TOO MUCH in them."

"Most commercial aids are too complicated for effective junior high school use of more than a small portion of the aid."

"Aids for young teen-agers in nutrition, grooming, baby-sitting and room improvement are much needed."

"Lengthy publications get little interest."

"More brief."

"More attractive and colorful."

"Reach point more quickly."

"Too much on adult level."

"The commercial teaching aids could be improved if less reference was made to the individual company's product and if more information were compiled with a specific age group in mind."

"Less advertising of the specific product and more information on the general subject."

"Our children of foreign-born parents have difficulty with simple English. Commercial materials seem to be for university level English-speaking students."

"Our children's average I.Q. isn't too high, so we need simple directions in visual steps."

"Gear the aid to a lower income bracket."

"The size of recipe pamphlets, etc. should be standardized to fit regulation size notebooks. One of our most valuable aids is regular notebook size with holes already punched through for the student's notebook."

"More samples sent of material--find it a great help--students want them."

"More wall charts, posters and booklet material on the Junior High School level. More color in pictures and posters so they would be more adaptable for bulletin board purposes."

"Material that conforms to our units of work."

"Fit course of study."

"If it could be less technical and more on the level of the junior high school girls."

"Giving more scientific background on the development of foods."

"The simpler ones are the most useful in Junior High School. Colorful ones are attractive. Up-to-date things are appreciated."

"Less advertising of specific products."

"Some of them could be better written for the Junior High School level."

"By simplifying this information and by the liberal use of illustrations and student participation sections."

"They could be improved by having less reference to company's product, having more illustrations and being less scientific and more to the point."

A few teachers apparently had no criticism of free commercial teaching aids. These few teachers' replies stated the merits of free teaching aids. Two of these follow:

"Personally, I feel that material is very well planned for Junior High School. My students always get very excited when I have new recipes and pamphlets for them. Many ask for two sets for a married sister or close friend."

"I think they are artistic, clever and extravagantly assembled. They have much eye appeal, create great interest and fine information."

Specific aids and sources of aids found valuable. In question 12, the teachers were asked to list 2 or 3 specific teaching aids they had found of great value in their teaching.

Almost all the teachers answered this question. About half of the teachers listed more than 3 aids. In almost all cases the source was given as well as the name of the aid, although it wasn't specifically requested. The response to this question indicates that this group of foods teachers are quite familiar with available free commercial teaching material and they are enthusiastic about its use.

It was the purpose of this question, first, to provide material

that could be used to compile a bibliography of good teaching aids; secondly, to see if there were any general characteristics common to the aids found most valuable; thirdly, to see if the aids named, agree with responses to other questions, especially 4, 8 and 11.

Table XIII lists the aids mentioned 5 times or more. The general characteristics of these 6 aids are as follows:

1. They are all notebook size booklets, pamphlets, or leaflets. The Wheel of Good Eating and Guide to Good Eating are also available as wall charts.
2. They are brief.
3. They deal with a wide general area of knowledge--meal planning, salad preparation, baking, nutrition. Three contain recipes.
4. The language is simple.
5. The form is very good--uncrowded and well laid out for easy comprehension.
6. Basic information is given on the subject and unnecessary details are omitted.
7. They are fairly well illustrated.
8. They are all colored except Meal Planning Guide and Art of Salad Making. The food in color looks natural.
9. The advertising is very inconspicuous.

These characteristics of aids mentioned as most valuable correlate well with the suggestions for improvement listed in Table XII. They were

rated as good supplements for these reasons: (1) they are geared to the seventh and eighth grade level; and (2) the subject of the aids fits into a basic junior high school course in foods.

TABLE XIII
SPECIFIC AIDS FOUND VALUABLE
(QUESTION 12)

Aid	Source	Times mentioned
1. Meal Planning Guide	Pet Milk Company	10
2. Wheel of Good Eating	American Institute of Baking	7
3. Art of Salad Making	Libby, McNeill & Libby	6
4. A Guide to Good Eating	National Dairy Council	6
5. Salad Secrets	General Foods	5
6. Better Baking	The Proctor & Gamble Company	5

NOTE: See Appendix III for complete list of aids found valuable.

These aids which teachers find valuable and use check with the findings in question 8. Booklets, pamphlets and recipes were found to be the most valuable.

Table XIV lists the sources of aids mentioned 5 times or more. The individual company rated highest as the most valuable general source when totaled showed the National Dairy Council, a product association, which rated the highest and was an exception. On the complete list of sources of aids, the individual company was mentioned 82 times and the product associations were mentioned 32 times. This checks with the findings of question 4 on the value of these two general sources of free

commercial teaching material. The higher figures for the individual company are probably due to the fact that there are more companies than product associations.

TABLE XIV
 SPECIFIC SOURCES OF AIDS FOUND VALUABLE
 (QUESTION 12)

<u>Source</u>	<u>Times mentioned</u>
1. National Dairy Council	15
2. General Foods	14
3. Pet Milk Company	12
4. American Institute of Baking	9
5. The Proctor & Gamble Company	7
6. Libby, McNeill & Libby	6
7. Monsanto Chemical Company -- "All" division	5
8. Swift & Company	5
Totals	
Individual companies:	49
Product associations:	24

NOTE: See Appendix IV for complete list of sources of aids found valuable.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

The conclusions which follow are based on the analysis of the replies to the questionnaire and the tables found in the preceding chapter. That chapter summarized and examined the replies of 43 Los Angeles, California junior high school foods teachers to a questionnaire on the use of non-projected free commercial teaching aids available to foods teachers from commercial sources.

Conclusions. Free commercial teaching aids are used almost universally, but the use is slight. The replies to the questionnaire show that the teachers spend relatively little time in evaluating, ordering and handling free commercial teaching aids; (no teacher spent over 1 hour per week). There is a slight preference for use of self-prepared teaching aids (58%) over free commercial teaching aids.

It seems evident that free commercial teaching aids would be used more by foods teachers and would have greater value to the junior high school foods student, if the aids complied with the following standards:

- (1) simplicity of language (elementary level);
- (2) simplicity of form (ample spacing and short, clear headings);
- (3) simplicity of subject matter (basic information on units of work commonly taught in foods classes--few details).

The teachers' replies showed a distinct preference for booklets, pamphlets and recipes. However, pictures, posters and wall charts are

frequently used. Samples, models and kits are used slightly. Their slight use may be due to the small number available. Those that are available, such as National Dairy Council food models and the Gorham Silver exhibit, for example, are used a great deal. Lesson plans and quizzes are of no importance. Teachers prefer to use free commercial teaching aids in class as reading material used by the whole class to supplement the text, for teacher reference to wall charts, posters and pictures and for recipes for class use and follow-through home use. Individual student reference, as in the room library, is a very unimportant method of using free commercial teaching aids. Single reference pieces are usually used by the teacher.

It is evident that teachers prefer booklets and pamphlets designed for group use. For the most effective use of booklets and pamphlets, then, producers should supply quantities so that each pupil may have one.

The coupon service in professional magazines is by far the most important means of obtaining free commercial teaching aids. Writing directly to the source is also an important means of obtaining aids. All other ways of obtaining desirable aids are relatively insignificant and receipt of unsolicited material is especially unimportant.

It is evident that teachers order free commercial teaching aids with care. This is shown by the fact that they actually use 77.5% of the material they receive which they order.

Most teachers (67%) think that the most valuable material is obtained from individual companies. The teachers believe that there are

some excellent aids from product association sources, but that this source isn't generally as good as the individual company. The reasons for this are probably that there are fewer product associations and they may not be as well financed as individual companies. Other sources of aids are unimportant. Most of the teachers use the aids over again. This is shown by the fact that almost all keep a file of free commercial teaching aids.

A suggested list of the best free commercial teaching aids, and the producer, based on the experience of the respondents, follows. Those aids mentioned by five or more teachers were listed with number 1 as the most mentioned followed by the others in the order of their popularity.

- | | |
|---------------------------|---------------------------------|
| 1. Meal Planning Guide | Pet Milk Company |
| 2. Wheel of Good Eating | American Institute
of Baking |
| 3. Art of Salad Making | Libby, McNeill & Libby |
| 4. A Guide to Good Eating | National Dairy Council |
| 5. Salad Secrets | General Foods |
| 6. Better Baking | Proctor & Gamble Company |

Good sources of free commercial teaching aids found valuable by this group of teachers are as follows:

1. National Dairy Council
2. General Foods
3. Pet Milk Company
4. American Institute of Baking

5. The Proctor & Gamble Company
6. Libby, McNeill & Libby
7. Monsanto Chemical--"All" division
8. Swift & Company

Recommendations. Suppliers of free commercial teaching aids should design educational material to fit the needs of the foods teacher, her students and the homemaking course of study. Since most homemaking teaching is done on the junior high school level--suppliers of free teaching aids should adapt their material to the 11, 12 and 13 year old girl. This study suggests that some ways in which this may be done are to design the aid for the educational level of the classes in which it will be used, employ people with a background in writing, teaching and home economics to draw up teaching aids, and to test written material for vocabulary level by the use of some device such as the Reading Ease Chart designed by Flesch.

The aid should be designed to fit a basic course in homemaking. This can be done by obtaining and studying state, city and town homemaking curriculum guides, studying aids rated as valuable in this study, and by offering types of teaching aids preferred by the foods teachers as shown in studies similar to this one. The type of aid found most valuable by this study is the pamphlet or booklet containing recipes that can be used by the entire class as a study guide.

Business and education should cooperate in freely exchanging ideas for developing better teaching aids. Much good work has already

been done. Some suppliers of free commercial teaching aids ask for teacher evaluation of their aids. For example, the Ralston-Purina Company sends a questionnaire form with their aid in order to get teacher opinion. Home economics professional magazines do research in this area, for example, What's New in Home Economics recently conducted a study through their magazine. The Consumer Education Study Group of the National Association of Secondary School Principals also acts as a clearing house for exchange of ideas between business and teachers, and the Home Economics Branch of the United States Office of Education, working with business, has recently set up standards for free commercial teaching aids.

There should be more communication directly between the individual foods teacher and business. Teachers should be frank in their evaluation of free commercial teaching aids and freely offer suggestions for improving them. Homemaking education supervisors should encourage this.

More studies similar to this one should be done to get a nationwide picture of the needs and uses regarding free commercial teaching aids for the foods teacher.

Limitations of this study. The high percentage of respondents and the uniformity of replies means that this study probably presents an accurate picture of the opinions of junior high school teachers in Los Angeles, California. These opinions may not be representative of national opinion. For example, in the Boston schools, regulations do not permit the use of sponsored teaching aids. It is almost certain,

therefore, that the same questionnaire would present a different picture if used in Boston. There are, no doubt, other school systems which place restrictions on the use of free commercial teaching aids.

Inclusion of the opinions of junior high school foods teachers from Los Angeles County suburban and rural school systems would probably have given a better picture of the use of free commercial teaching aids by foods teachers in the Los Angeles metropolitan area. Ideally, a national sampling of junior high school foods teachers would be best.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

COVER LETTER TO TEACHERS

1242 Yale Avenue
Claremont, California
January 25, 1956

Dear

Would you and the teachers in your homemaking department who spend the major part of their time teaching foods units help me out with a problem that needs your response if it is to be solved with any success?

Working with Mrs. Lebus and with the approval of the Committee on Research Studies, Los Angeles City Board of Education, I am trying to find out how you use free commercial teaching aids supplied to foods teachers. Like you I am a homemaking teacher in a junior high school and am asking only those teachers in the junior high schools to help with this project because I feel we are involved with these aids more than homemaking teachers in the high schools. When the replies to the questionnaires have been received I will put the responses in a report which will be mailed to you. It will be interesting to see how we, as a group of foods teachers, feel about free commercial teaching aids.

Will you please take the few moments needed to answer the enclosed questionnaires. Knowledge of your own experience in the use of these aids is needed to measure the correct value of free teaching aids.

For your convenience a stamped self-addressed envelope is enclosed for your replies.

Thank you in advance for your interest and cooperation.

Sincerely,

Mrs. Mildred Ambuhl

APPENDIX B

QUESTIONNAIRE TO DETERMINE

HOW FREE COMMERCIAL TEACHING AIDS ARE USED BY FOODS TEACHERS

Questionnaire to Determine

How Free Commercial Teaching Aids Are Used by Foods Teachers

Your Name (optional) _____
 School _____

1. Do you use free commercial teaching aids?

Yes No

If your answer is "No", please tell why you do not use them.

2. Which teaching aid do you use most frequently? Please check one.

Self-prepared.
 Free commercial teaching aids.

3. What is the order of frequency of the methods by which you obtain free teaching aids? (Please start with "1" as the most frequently used, "2" as the second most frequently used, etc.) Draw a line through those you do not use at all.

Through attendance at professional meetings.
 Other teachers in the department or elsewhere.
 Coupon service in professional magazines.
 Unsolicited material coming to the school.
 Through writing a source for specific material.
 Other (please specify)

4. From which source of free commercial teaching aids do you obtain the most valuable material?

Individual company.
 Advisory boards or guilds.
 Other (please specify)

5. How much time do you spend each week obtaining, evaluating, and handling free commercial teaching aids? (not including time for their actual presentation to the class.)

0-30 minutes
 30 minutes to 1 hour
 1 to 2 hours
 over 2 hours

6. How many class periods during a week do you use free commercial teaching aids to help in presenting material to your classes?

Class periods

7. Do you keep a file of free commercial teaching aids?

Yes No

8. Please show the frequency with which you use the following free commercial teaching aids. (Please start with "1" as the most frequently used, "2" as the second most frequently used, etc.) Draw a line through those you do not use at all.

- | | | | |
|--------------------------|-------------|--------------------------|------------------------|
| <input type="checkbox"/> | Recipes | <input type="checkbox"/> | Booklets |
| <input type="checkbox"/> | Samples | <input type="checkbox"/> | Lesson plans |
| <input type="checkbox"/> | Posters | <input type="checkbox"/> | Kits |
| <input type="checkbox"/> | Pictures | <input type="checkbox"/> | Quizzes |
| <input type="checkbox"/> | Models | <input type="checkbox"/> | Other (please specify) |
| <input type="checkbox"/> | Wall charts | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | Pamphlets | <input type="checkbox"/> | _____ |

9. What percentage of free commercial teaching aids that you receive do you actually use?

_____ %

10. In what ways do you feel that free commercial teaching aids are of most value to you in your teaching? (Please start with "1" as the most valuable, "2" as the second most valuable etc.) Draw a line through those you consider of no value.

- Individual student reference, as in the room library.
- Teacher reference to wall charts, posters, and pictures.
- Reading material used by whole class as supplement to text as booklets and pamphlets.
- Recipes for class use and follow through home use.
- Teacher presentation of samples, models, and exhibits.
- Other (please specify)
- _____
- _____

11. In what ways do you think that free commercial teaching aids could be improved to be of more use to you in your teaching?

12. Please list two or three specific free commercial teaching aids you have found of great value in your teaching.

APPENDIX C

LIST OF FREE TEACHING AIDS FOUND VALUABLE

<u>Aid</u>	<u>Source</u>	<u>Times mentioned</u>
1. Meal Planning Guide	Pet Milk Company	10
2. Wheel of Good Eating	American Institute of Baking	7
3. Art of Salad Making	Libby, McNeill & Libby	6
4. A Guide to Good Eating	National Dairy Council	6
5. Salad Secrets	General Foods	5
6. Better Baking	Proctor & Gamble	5
7. Food Models	National Dairy Council	4
8. Meat Study Guides	Armour & Company	4
9. Stain Removal Chart	Monsanto Chemical Company	4
10. Food Chart	General Foods	3
11. Modern Meal Planning with Soup	Campbell Soup Company	2
12. Beautiful Tables Are Your Business	Gorham Silver Company	2
13. 77 Recipes Using Swiftin'in	Swift & Company	2
14. Vegetable Cookery	Standard Brands	2
15. Whole Wheat Cereal	Ralston Purina Company	2
16. Love Brownies?	General Foods	2
17. Gelatine	Charles B. Knox Gelatine Company	1
18. Bread Basket	Fleischmann's Yeast	1
19. Meat Charts	National Livestock & Meat Board	1
20. Banana Wall Charts	United Fruit Company	1
21. Can Models	American Can Company	1
22. Egg Cookery	Standard Brands	1
23. Choose Your Lunch Wisely	National Dairy Council	1
24. What Did You Eat Today? Check Yourself	American Institute of Baking	1
25. Infant Nutrition	Gerber Products Company	1
26. Canned Milk Cookbook	Evaporated Milk Institute	1
27. Quaker Quotes	Quaker Oats Company	1
28. My Reflections	National Dairy Council	1
29. Stove Care	Southern Counties Gas Company	1
30. Recipe Pamphlets	Southern Counties Gas Company	1
31. Table Setting Booklets	Silver and Crystal Company	1
32. Baking Powder in Action	General Foods	1
33. Perfect Cakes and Cookies Every Time	Pet Milk Company	1
34. Family Breakfast Pattern	Wheat Flour Institute	1
35. Basic Breakfast Pattern	Cereal Institute	1
36. Laundry (Dreft)	Proctor & Gamble	1
37. Tasty Talk	General Mills	1
38. Frosting Tops the Wonder-Quik Cake	American Institute of Baking	1
39. Our Daily Food	American Institute of Baking	1
40. Breakfast Unit	Ralston-Purina Company	1
41. Breakfast Unit	Kellogg Company	1

APPENDIX D

LIST OF SOURCES OF FREE TEACHING AIDS FOUND VALUABLE

<u>Source</u>	<u>Times mentioned</u>
1. National Dairy Council	15
2. General Foods	14
3. Pet Milk Company	12
4. American Institute of Baking	9
5. The Proctor & Gamble Company	7
6. Libby, McNeill & Libby	6
7. Monsanto Chemical Company--"All" division	5
8. Swift & Company	5
9. Gorham Silver Company	4
10. Armour & Company	4
11. Standard Brands	3
12. Ralston-Purina Company	3
13. Charles B. Knox Gelatine Company	2
14. Campbell Soup Company	2
15. National Livestock & Meat Board	2
16. Evaporated Milk Institute	2
17. Red Cross	2
18. American Can Company	2
19. Fleischmann's Yeast--Standard Brands	1
20. Towle Sterling	1
21. United Fruit	1
22. Kraft Cheese Company	1
23. Carnation Company	1
24. Quaker Oats Company	1
25. Wheat-Flour Institute	1
26. Cereal Institute, Inc.	1
27. Wesson Oil	1
28. Gerber Products Company	1
29. Southern Counties Gas Company	1
30. Silver & Crystal Company	1
31. General Mills-Pillsbury	1
32. California Fruit Growers Exchange	1
33. Kellogg Company	1
34. Kirilyte Company of America, Inc.	1

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Dr. Raymond Wyman, Assoc. Prof.

Date _____



