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A Study of the Functions and Responsibilities of State Supervisors of Home and Family Life Education in the State of Washington and Home Economics Supervisors within the Ministry of Education in Thailand

Wilawan Nartasilpa
Central Washington University

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A STUDY OF THE FUNCTIONS AND RESPONSIBILITIES OF STATE SUPERVISORS
OF HOME AND FAMILY LIFE EDUCATION IN THE STATE OF WASHINGTON
AND HOME ECONOMICS SUPERVISORS WITHIN THE MINISTRY OF
EDUCATION IN THAILAND

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Wilawan Nartasilpa
March, 1969

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

This study was an outgrowth of having been supervised by different home economics supervisors with different supervisory practices. The writer was interested in doing this study to learn how to supervise home economics teachers so that they can improve their instruction. The writer hoped that this study might identify ways to make supervision more effective in Thailand.

I. THE PROBLEM

Purpose of the Study

The intent of the study was to survey functions and responsibilities of State Supervisors of Home and Family Life Education in the State of Washington and their counterparts in Thailand and to raise questions and/or suggestions for improvement in supervision of the home economics program in Thailand.

Statement of the Problem

This study was intended to determine:

1. The similarities and differences between the supervision of home economics in the State of Washington and in Thailand.

2. The possibility of improving supervision in Thailand by identifying and adapting some of the methods and techniques used in the State of Washington.

Limitations of the Study

The fifty items of the questionnaire were arbitrarily extracted and adapted from the literature on general supervision published within the past fifteen years, from home economics literature of the past decade, and from interviews with the State Supervisor of Home and Family Life Education in the State of Washington. The review of the literature on supervision of home economics was limited to publications within the past decade and to reference materials available in the library of Central Washington State College.

The reader is cautioned against making inferences from the study for situations other than where this study was conducted. It is realized that a refinement of the instrument and the procedures would need to be made if this study were to be duplicated or undertaken in other situations.

II. DEFINITION OF TERMS USED

Within the framework of this study, the following definitions should be noted:

State Supervisors of Home and Family Life Education in the State of Washington

This term refers to persons who supervise and attempt to improve instruction in the home economics programs in the public schools in the State of Washington.

Home Economics Supervisors within the Ministry of Education in Thailand

This term refers to persons who supervise and attempt to improve instruction in the home economics programs of different institutions under the Teacher Training Department, the Vocational Department, the Secondary Department, and the Elementary Department within the Ministry of Education in Thailand.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will review selected materials pertinent to the field of educational supervision and specifically that material related to supervision in vocational home economics. Before proceeding further, however, it would be desirable to review a few definitions of supervision and supervisory programs. According to Curtin, "A supervisory program is a planned series of activities which results in instructional improvement" (6:38). Burton, another author long noted in the field of educational supervision, has defined supervision as:

. . . an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development (1:11).

In examining the definitions of supervision, it becomes increasingly apparent that the concept of supervision has changed considerably over the past several decades. J. Minor Gwynn has illustrated these changes through his various concepts of supervision, 1920-1960 (12:11).

It is noted that supervision was once viewed as scientific supervision, later progressing to supervision as democratic leadership, to guidance, to curriculum, to group processes, to indigenous, to instructional teams, and lastly to what Gwynn described as creative supervision. This type of supervision has, according to Gwynn, brought up "the

assumptions that teachers need to improve their teaching while in service and that every facility and device that can make each individual to a master teacher must be available to them" (12:14).

Any program of supervision is generally based upon a set of principles. William Burton in Supervision As Social Process has suggested the following principles appropriate for guidance in planning a supervisory program.

Principle 1. The supervisory program should be formulated cooperatively; should be an expression of the combined thinking of teachers, supervisors, administrators, pupils, and community members, concerning the needs of the situation.

.....

Principle 2. The supervisory program should be derived from the setting for learning; be based on facts concerning the needs of the persons and the material setting.

.....

Principle 3. The supervisory program should be flexible.

.....

Principle 4. The supervisory program should include provision for its own testing or evaluation (1:130-131).

The steps in planning for supervisory programs.

1. Evaluate the educational product at various stages of development, in the light of accepted objectives, by means of suitable instruments and procedures of appraisal. Achievement, behavior, and growth are to be included in the evaluation.

.....

2. List the shortcomings, problems, difficulties, or needs revealed by the appraisal. Study the situation to discover causes of the deficiencies. List at this point also any new departures which might be considered for introduction into the local situation.

The appraisal reveals needs. This, with analysis of causes of difficulties, leads to formulation of problems.

.

3. Select through group discussion a list of problems, or needs, or new departures which seem most urgently to require attention. State these as objectives for the improvement program (1:131-132).

Since this study focuses particularly upon supervision in the field of Vocational Home Economics, one needs to examine the principle definitions and assumptions in the light of this field, and it should be noted that Vocational Home Economics Supervision is presently limited in terms of literature concerned with this topic. As will be noted, this study arbitrarily deals with selected services grouped around nine broad categories:

- I. Resources and Illustrative Materials--Audio-Visual Library
- II. Curriculum Development and Improvement
- III. General Coordination--Public Relations
- IV. Inservice Education
- V. Supervision of Instruction
- VI. Consultative Services
- VII. Adult Education

VIII. School and Community

IX. Publication

It should be noted further that the field of educational supervision is emerging as an area of study generally held to embody a number of theories:

1. Reinforcement theory of learning
2. Theories of personality
3. Phenomenological views of individual behavior
4. Legal and political institutions and beliefs
5. Contemporary philosophy
6. Theories of knowledge
7. Theory of group dynamics
8. Social anthropology and theories of change
9. Role theory
10. Theory of organizations
11. Theory of communications (20:front page)

Vocational Home Economics Supervision is not based upon a separate theoretical foundation from general educational supervision. Furthermore, Vocational Home Economics Supervision utilizes not only the basic theories supporting and underlying educational supervision, but also utilizes the basic assumptions and principles consistent with the definitions of educational supervision as previously cited. This is

particularly evident from the fact that the fifty items of the questionnaire utilized within this study are to a great extent derived from the literature in the field of general educational supervision.

In supervising in the field of Vocational Home Economics, there are no inconsistencies or dichotomies between the principles which guide any other supervision in any other field. For example, supervision is presently defined as creative supervision. In the field of home economics, supervision is in complete agreement with this definition that assumes "teachers need to improve their teaching while in service and that every facility and device that can make each individual to a master teacher must be available to them" (12:14).

The agreement between Vocational Home Economics Supervision and a general program of Educational Supervision is seen in the following example which classifies the nine major categories of this study according to their relationship to the principles of educational supervision as identified by William Burton. The first category, Resources and Illustrative Materials--Audio-Visual Library, would appear to be directly related to the following considerations.

The textbook is used almost universally and, in fact, in many classrooms serves as the course of study. Textbooks are selected to assist teachers in the achievement of instructional objectives. They

should be selected by teachers after consulting with supervisors and should be based on students' needs and interests (1:617-618).

Under the heading of "Visual Education," the Encyclopedia of Educational Research summarizes effective uses of these aids depending on a variety of these factors:

1. The purpose for which they are used
2. The age and background of the children or group using them
3. The type of materials studied
4. The skill and method of presentation
5. The authenticity of the materials
6. The influence of the teachers (1:24)

In conclusion, selection of textbooks and development of a course of study should go hand in hand and selection of teaching materials should meet the broad objectives in the tentative drafts of the course of study (1:618).

The second category in the questionnaire used in this study, Curriculum Development and Improvement, appears to be directly related to the following:

The curriculum is the series of experiences which learners enact and undergo in the process of their deliberate induction into the culture, and which the school as a social system influences significantly (1:369).

The curriculum is based on the interaction of many factors: aims, content, processes, persons, power structures among persons, facilities, the structure of the society, and aims and philosophies of the communities. Such factors determine what experiences the learners should have, and, consequently, what the learners should learn (1:368-369).

Finally, we must observe and measure when any curriculum is used. A test can be given at the entrance and at graduation; then, the results can be compared to measure changes.

For the third category, General Coordination--Public Relations, the review of the literature reveals the following: Coordination is an effort to avoid certain weaknesses of conventional line and staff organization. Coordination provides a clear and unambiguous assignment of duties and encourages specialization.

Staff officers in conventional line-and-staff services all principles and teachers alike and from the central office. Co-ordination takes place through the primary administrative staff or council and for the system as a whole (1:103-104).

A public relations program is a far-flung organization of systematically organized interaction between community and school. All supervisors should participate in whatever programs of public relations events in given circumstances (1:23).

The chief aim of a program is to inform the public and everyone who may be concerned, to develop mutual understandings, respect, and most important of all, to gain support.

The school will be supported with greater willingness and conviction when the public understands and participates.

The review of the literature, as it relates to In-service Education, reviews the following: Supervision needs to arrange and develop in-service education programs to meet the needs of teachers whether they are new to the system and inexperienced, or mature. The essential components of the programs are the following:

1. Preschool conference at the beginning of the school year, primarily for new teachers
2. Observations of prepared lessons, films, etc., and discussions
3. Intervisitation
4. Meetings to discuss problems, methods, materials, etc.
5. Conferences with faculty, groups, individuals
6. Workshops of many different types
7. Excursions
8. Curricular development program
9. Committees on general and special problems
10. Extension classes for staff
11. Summer school classes
12. Institute sessions
13. Participation in public relations
14. Study groups
15. Bulletins, courses of study, documentary aids (1:536)

Supervision of Instruction, as pursued in the literature, reveals the following:

The supervisors need to study the changes in teaching and instructional procedure to see the effectiveness of supervision. There are many possible methods of measuring or describing these changes :

1. Improvement of teaching as measured by ordinary rating scales of established validity.
2. Measuring the growth in the level of instruction by scales similar to those included in the Texas program, including self-rating.
3. Improvement as measured by principles applied to teaching, such as Mursell's.
4. Growth in the ability of the teacher to utilize certain instructional procedures which had previously caused difficulty.
5. Growth in the ability of the teacher to make effective use of certain instructional materials and equipment.
6. Measured changes in general teaching method and skill based on ratings by Brueckner Scales for Rating Teacher Method and Skill.
7. Changes in social and emotional adjustment of teachers as measured by standard procedures.
8. Observable changes in individual teachers. Evidence of desirable changes in practices, attitudes, beliefs, and points of view observed in day-to-day contacts with individual teachers (1:668-669).

Consultative Services, as reviewed in the literature, were concerned with the following:

The main idea for the design of these supervisory services and consultative services is to gain the participation of parents and community in the school educational program. The home obviously is a major influence in the education of students. The value of parent participation in the educational program was reported by Connor. The results of twenty weeks experiment of having parents participate in school programs, discussion, and planning procedure activities with teachers were as follows:

1. The significantly greater gains in the achievement of regular subject matter.
2. A friendship status among parents, teachers, and students.
3. More attention, good work habits, and more class participation among these groups of students.
4. A great majority of the parents showed a willingness to co-operate (1:672).

Adult Education, according to the literature, appears to be directly related to the following:

An adult education program in the school can help the quality of living in the community. The following are principles that can serve as guides for organizing the adult education program:

1. Since education is a continuous process, it cannot be confined within fixed administrative divisions; but for education to be most effective, there must be co-ordination of all educational services in a community.

2. When educational activities are based upon the needs and interests of those for whom they are planned, community problems assume primary importance in the school's curriculum, and the school utilizes the community resources in the solution of community problems.
3. The democratic method in education is a practicable method to use in an educational program based on community problems and interests.
4. An educational program designed for all age levels of a community is characterized by flexibility--space and equipment serve multiple purposes; the materials of instruction are adaptable and methods pliable; requirements for attendance and credit are adjustable.
5. The teacher in a community school is a member of the community.
6. A community school makes its physical plant and environment a community center and demonstration of desirable operation and maintenance of property (1:644).

The School and Community, as reviewed in the literature, appears to be concerned with the following:

The students need to be introduced to the world in which they live. Burton said, "School services need to be co-ordinated with outside service agencies" (1:93). However, the school will participate widely in community projects while it will constantly use the materials and personnel resources of the community. A large number of vitally important services--valuable educational services--similar to those offered by the schools are available from many community agencies (1:93-94).

With better relations between the school and the community, many of the difficulties can be overcome and in better school systems

have been eliminated. School personnel might use community services to help solve educational problems. No doubt some of the problems arise out of the school or out of the staff personnel concerned, but such problems might be improved by the added experiences and abilities of community resource persons (1:163). For example, community resources that contribute to the development of children include governmental agencies, community agencies, service agencies, and other kinds of organizations.

A coordinating council might be one of the best procedures to be used for coordinating the endeavors of school and other agencies for the betterment of children. A coordinating council might assume the leadership of the community in its endeavors to improve the conditions--social, economic, political, industrial--under which the youth of the locality grow up (1:163-164, 644).

A guide for community coordination (*Coordinating Councils, Inc.*, 1941) gives the following lists to be considered in planning cooperative activities for the benefit of the school and the community.

1. Recreation facilities
2. Improving public service
3. Health and safety programs
4. Organizations for boys and girls
5. Employment for youth
6. New youth groups organized

7. Educational opportunities for adults
8. Improving community conditions
9. New organizations and agencies formed (1:647)

The last major category or function of this study was concerned with publication--written letters, bulletins, mimeographed and printed materials. According to the literature, it is apparent that this service is an important instrument for the improvement of instruction. Supervisors should try to contribute to the support of these materials. Some of these materials could be gathered from the following sources:

1. Privately owned commercial agencies
2. Semipublic professional groups
3. Educational foundations
4. Various local, state, and national government units

This variety of materials is classified by Burton as follows:

1. Source materials: prepared resource units, booklets of social, economic topics.
2. Materials for special teaching problems: child development problems, teaching methods.
3. Professional aids: state, local, special bulletins (1:158).

The Primary Function of Supervision

The primary function of supervision of all types is leadership, plus the encouragement and recognition of leadership in any other person either on the professional staff or among the community participants.

Supervision, well done, assumes that all persons are willing to recognize their obligation to work together on common problems, and that all are capable of creatively contributing in one way or another.

The Evaluation of Supervisory Programs

Since the objective of supervision is to assist in the improvement of instruction, appropriate evaluative procedures need to be considered. According to the literature, evaluation is of prime importance.

Neagley and Evans said:

Although a number of research studies have conclusively indicated the need for supervision of instruction in the public schools, there have been comparatively few attempts to outline a comprehensive program for the evaluation of supervisory activities in a district (24:216).

Dull states:

Two approaches are indicated for comprehensive evaluation of supervision in a district. First, the total instructional programs must be appraised, considering all of the factors which affect pupil experiences in the classroom. Second, the supervisory personnel need to be evaluated, considering the role that each is supposed to play in the improvement of instruction (24:217).

They also suggest some basic questions that should be raised when evaluating the total program.

1. What is most effective in this situation?
2. What is least effective in light of our goals?
3. Where problems are evident, what are we doing about them?
4. Who is responsible for the present situation?

5. Who should be stimulating action for improvement?
6. Is the latest educational research being considered?
7. Are we good enough in this area? Can we be satisfied with what we are doing?
8. Where are our pupils encountering difficulties? Why? (24:218)

The following are the concerns that should be evaluated as well as organized:

1. Philosophy and objectives for supervision programs.
2. Organization and structure for the supervision program.
3. Leader in the supervisory program:
 - a. Competencies, personal traits, and characteristics of supervisory leaders.
 - b. Providing for professional growth of supervisory leaders.
 - c. Providing for professional welfare of supervisory leaders.
4. Personnel relations of supervisory leaders:
 - a. General relations with teachers.
 - b. Identification, recruitment, and selection of teachers.
 - c. Orientation and induction of new teachers.
 - d. Evaluation of teachers.
 - e. Relations with pupils.
 - f. Relation with parents and the public.
 - g. Relation with professional institutions and agencies.

5. Activities of supervisory leaders:
 - a. General principles of in-service education.
 - b. General principles of curriculum development.
 - c. Selection, use, and organization of instructional materials.
 - d. Organizing faculty and other professional group meetings.
 - e. Organizing workshops.
 - f. Using consultants in the in-service program.
 - g. Supervisory visitation in classrooms.
 - h. Individual conferences with teachers.
 - i. Arranging for demonstration teaching.
 - j. Arranging for intervisitation.
 - k. Preparation of supervisory bulletins.
 - l. Research and experimentation.
 - m. Office management.
6. Provision for appraisal of supervisory leaders and the supervision program.
 - a. Appraisal of the work of supervisory leaders.
 - b. Appraisal of the outcomes of the supervision program.

When one considers all points involved in evaluation, the overwhelming concern seems to be that self-evaluation is the key to effective analysis of one's contribution to the improvement of instruction (24:220).

CHAPTER III

METHODS AND PROCEDURES

Chapter II has reviewed the literature of general supervision in the past fifteen years and also the literature of home economics supervision in the past decade to guide the construction of a questionnaire. This chapter discusses procedure used to construct the questionnaire and the procedure used in its distribution.

In reviewing the literature, it was noted that the supervision of home economics was not mentioned specifically. However, all supervisory practices--education, music, history, home economics--are based upon the same principles. Therefore, the writer arbitrarily extracted and adapted practices from general supervision which were deemed appropriate for the supervision of the home economics program.

The questionnaire was constructed from the items selected as appropriate for a supervisor, and then clustered around broad functions of a general supervisor to secure the reaction of home economics supervisors as to the appropriateness of the specific practices in the supervisory program for home economics.

The questionnaire was composed of fifty items which fall into nine broad functions or categories of supervisory services, adapted from the ten types of instructional services discussed in Harris' Supervisory

Behavior in Education (14:128-129). The majority of the fifty items were derived from Supervision As Social Process by William H. Burton (1:21). Others were constructed by the writer and were based upon readings, interviewing, as well as the recommendations of the graduate committee for this thesis.

The following are the nine broad functions or categories and their respective items.

Category I. Resources and Illustrative Materials--Audio-Visual Library

This category or broad function refers to:

1. Consultation with and instruction of teachers in proper use of materials; selection, use, circulation and maintenance of materials, including films, filmstrips, pictures and recordings; production of original visual materials of local significance

2. Selecting and acquiring books, preparing books for use, circulation, repair, replacement, coordination of services with books and materials available from public libraries and other sources, consultation with members of the teaching staff regarding use of library services (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

1. Prepares audio-visual materials for use in class.
2. Previews films, still-films, or recordings.
3. Secures audio-visual materials.
4. Instructs and demonstrates the use of audio-visual materials, equipment, and resources.

5. Distributes audio-visual materials.
6. Evaluates books for pupils' use.
7. Works with schools so there are adequate references and resources available for student and/or teacher use.

Category II: Curriculum Development and Improvement

This category or broad function refers to:

Preparation of courses of study, evaluation and selection of textbooks and other teaching techniques, discovering human and material resources, developing resource units, working with professional and lay committees to develop the local curriculum and making plans for continuous curriculum revision (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

8. Encourages continuous rewriting or developing of curriculum materials.
9. Assists in the development of courses of study, scope and sequence plans.
10. Works with consultants and/or community resource persons in analysis or development of curriculum program.
11. Prepares resource or teaching units for teachers.
12. Organizes supervisory committees that work together for planning in home economics.
13. Consults or obtains assistance from other faculty in developing the curriculum.
14. Helps school administrators and teachers to determine course offerings.

Category III: General Coordination--Public Relations

This category or broad function refers to:

Coordination of instructional practices, promoting good working relationships between elementary and secondary schools as to instructional practices, courses of study, enrollment and records (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

15. Organizes and administers evaluation programs.
16. Helps to facilitate communication and disseminate information relative to programs, practices, and students.
17. Prepares annual reports of the program.
18. Interviews prospective teachers or employees.
19. Directs pupil-accounting systems, such as cumulative record cards.
20. Prepares and presents yearly budget.

Category IV: In-Service Education.

This category or broad function refers to:

Conferences and institutes for all professional personnel, coordinating and organizing an in-service program throughout the school year, orienting new teachers, working with education agencies offering teacher training courses and curriculum and professional libraries (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

21. Arrange inter-class or inter-school visitations.
22. Leads teaching groups in formulation and development of a common philosophy of education.

23. Helps teachers to use diagnostic data so they can improve their teaching.
24. Organizes or directs workshops for teachers.
25. Holds pre-school conferences at the beginning of the school year.
26. Holds informal conferences with teachers to discuss common problems.
27. Invites professional consultants to conduct special classes for teachers.

Category V: Supervision of Instruction

This category or broad function refers to:

Assisting teachers individually and in groups with instructional problems, helping teachers with courses of work and with local, county, and state instructional regulations. Helping teachers improve relations with students and parents, special assistance to teachers in areas such as art, mathematics, music, science, social studies, and health and physical education (14:128-129).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

28. Makes classroom visits.
29. Discusses educational objectives with teachers.
30. Discusses different methods with teachers.
31. Works with teachers to help them improve methods of teaching appropriate for the particular subject matter areas in home economics.
32. Demonstrates teaching methods and techniques.
33. Works on problems identified by staff members.
34. Trains teachers in test construction and student evaluation.

Category VI: Consultative Services

This category or broad function refers to:

Counseling with professional and non-professional personnel, parents and citizens on school and related community problems (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

35. Speaks to parents, teachers, or other community organizations.
36. Serves as a consultant with agencies having related concerns.
37. Gives leadership to surveying community needs.
38. Helps provide follow-up activities that can improve practices and policies.

Category VII: Adult Education

This category or broad function refers to:

Arranging for adult educational services to meet community needs, coordinating program with regular school program and assisting teachers with adult education problems (14:128).

39. Helps to coordinate adult educational services of home economics.
40. Helps to provide leadership training for teachers of adult education classes.

Category VIII: School and Community

This category or broad function refers to:

Relationships with educational committees of service organizations, P.T.A., community agencies, health and probation departments, child guidance clinics, advisory committees, and church groups (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

41. Attends meetings of professional organizations.
42. Participates in activities of professional organizations.
43. Participates in community organizations.
44. Helps to identify, interpret, and analyze needs, trends, and problems of school and community.
45. Meets with related youth organizations.
46. Serves as a consultant to home economics teachers, counselors, and/or administrative officers.

Category IX: Publication--Newsletters, Bulletins, Mimeographed, and Printed Materials

This category or broad function refers to:

Newsletters and other materials to the public on educational program; printing or mimeographing courses of study, information on activities and services, teacher study guides, supplementary curriculum materials, orientation materials, handbooks and bibliographies (14:128).

The items used in the questionnaire pertaining to this category or broad function were selected as follows:

47. Writes articles for newspapers on school activities.
48. Writes for professional journals or magazines.
49. Edits or collaborates on the writing of a textbook.
50. Prepares manuals, leaflets, or bulletins.

The questionnaire did not identify the categories or give the explanation of the categories. It was, however, constructed with the fifty items listed in major categories.

The questionnaires were mailed to the ten State Supervisors of Home and Family Life Education of the State of Washington and to the nine Home Economics Supervisors within the Ministry of Education in Thailand. Nine out of ten questionnaires (90%) were returned from the Washington State home economics supervisors, and eight out of nine questionnaires (88.89%) were returned from Thai home economics supervisors.

The returned questionnaires will be analyzed comparatively in the following chapter.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter presents an analysis of responses to items in the questionnaire. Ninety per cent of the state supervisors of Home and Family Life Education in the State of Washington responded to the questionnaire, and 88.89 per cent of the home economics supervisors within the Ministry of Education in Thailand responded.

Responses to the questionnaire were analyzed comparatively with results described by percentages based upon the number of replies returned. For example, nine questionnaires were returned from the State of Washington, representing 100 per cent; therefore, five out of this nine is 55.55 per cent. Eight completed questionnaires were received from Thailand, representing 100 per cent; therefore, five out of this eight is 62.5 per cent.

Concerning the tables presented in this chapter, the following should be noted: "Frequently" and "Occasionally" are considered carrying out the responsibilities. "Rarely" and "Never" are considered not carrying out the responsibilities. No response means either no answer or question marks.

Category One: Resources and Illustrative Materials--Audiovisual Library

Because of the nature of home economics, audiovisual materials are important to the learning-teaching process. At the 1967 Vocational Home and Family Life Teacher Conference, Dr. Alberta Hill said:

Vocational education is a kind of education that is very practical; that really helps people do a job The program is planned in terms of the knowledge and skills that are needed for the occupation of homemaker You teach the principles and give people an opportunity to try out these generalizations, ideas and concepts to the extent that they can use them in a practical situation (38).

It is because home economics training is so practical that audiovisual aids make a valuable contribution to the instructional program. Audiovisual materials can explain and demonstrate clearly to students "how to do tasks." Such materials not only help the students' understanding, they also save time, money, and most important, bring variety to the classroom that would be difficult or cannot be brought in any other way.

Therefore, the seven key items within the category summarized in Table I should have a percentage of reply close to 100 per cent in the combined "Frequently" and "Occasionally" columns, and the highest percentage should be in the "Frequently" column. But the combined average at the bottom of Table I indicates that only 58.93 per cent of Thai home economics supervisors carry out these activities. Only a few (14.29%) carry out these activities frequently, a larger percentage do so

TABLE I

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY ONE:
 "RESOURCES AND ILLUSTRATIVE MATERIALS--
 AUDIOVISUAL LIBRARY" (ITEMS 1-7)

Item	Supervision in	Distribution of Replies in Percentage				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
1	Wash. State	22.22%	33.33%	33.33%	11.11%	--
	Thailand	12.50	50.00	37.50	--	--
2	Wash. State	11.11	77.77	11.11	--	--
	Thailand	12.50	37.50	37.50	12.50	--
3	Wash. State	22.22	55.55	11.11	--	11.11
	Thailand	12.50	37.50	25.00	12.50	12.50
4	Wash. State	11.11	11.11	44.44	33.33	--
	Thailand	12.50	25.00	62.50	--	--
5	Wash. State	11.11	22.22	11.11	55.55	--
	Thailand	12.50	25.00	50.00	12.50	--
6	Wash. State	33.33	44.44	11.11	11.11	--
	Thailand	12.50	75.00	--	--	12.50
7	Wash. State	55.55	44.44	--	--	--
	Thailand	25.00	62.50	12.50	--	--
Aver. 1-7	Wash. State	23.81	41.27	17.46	15.87	1.59
	Thailand	14.29	44.64	32.14	5.36	3.57
Comb. Aver.	Wash. State	65.08		33.33		1.59
	Thailand	58.93		37.50		3.57

occasionally (44.64%), and only 32.14 per cent do so rarely. More specifically, according to their replies to the first five items, only 12.5 per cent of the Thai home economics supervisors frequently prepared (Item 1), previewed (Item 2), secured (Item 3), and distributed audiovisual materials (Item 5), and demonstrated their use (Item 4).

These replies suggest there is little use of audiovisual materials in Thailand. Even though books are basic in most learning-teaching processes, again only 12.5 per cent of the Thai home economics supervisors frequently evaluated books for pupils' use (see Item 6), and only 29.5 per cent frequently worked with schools to see that there were adequate references and resources available for students' and teachers' use (Item 7).

One of the reasons there is so little use of books and even less use of audiovisual materials in the home economics classes in Thailand is that there are few textbooks and even fewer audiovisual aids in the Thai language. In Thailand there are only a few companies that produce textbooks and audiovisual materials. If a home economics supervisor makes use of references and materials which are in a foreign language, such as English, she will run into another problem--the problem of understanding the language.

Another reason there is so little use of books and audiovisual materials in Thailand is that they are very expensive and the government does not have a very large budget. Almost all of the school budget comes from the government.

Concerning Items 4 and 5, as far as this writer is concerned, Washington State home economics supervisors might not need to spend much time distributing and instructing and demonstrating the use of audiovisual materials, but Thai home economics supervisors need to take more time for these activities. There are three main reasons for this: First, when the teachers were in school, the school didn't have enough audiovisual equipment and materials. Second, home economics teachers in Thailand have few audiovisual classes available in college. Third, there are few salesmen from companies to demonstrate and distribute the new equipment to the schools in Thailand. Therefore, the training in the use of audiovisual materials is left to the supervisors in Thailand prior to teaching. In the State of Washington, most home economics teachers have had courses in which they received training in the use of audiovisual equipment and materials. Many school districts also provide in-service training updating the use of new equipment and materials.

Category Two: Curriculum Development and Improvement

According to the summary at the bottom of Table II, the percentage of Thai home economics supervisors who frequently or occasionally carried out the functions and responsibilities of curriculum development and improvement was very high (91.07%). The percentage of Washington State home economics supervisors who frequently or occasionally carried out the functions and responsibilities of curriculum development and improvement was also high (73.02%). This would seem to indicate that both groups of supervisors believe in the importance of curriculum development and improvement.

The important differences within this category of supervision between Washington State and Thailand are: rewriting or developing curriculum materials, assisting in the development of courses of study, preparing resources or teaching units, and organizing supervisory committees for planning in home economics.

More Washington State home economics supervisors (88.88%) frequently encourage continuous rewriting or developing of curriculum materials than do Thai home economics supervisors (37.5%) (Item 8). All Washington State home economics supervisors (100%) frequently assist in developing the scope and sequence of home economics programs and in planning courses of study, whereas 62.5 per cent of the Thai home economics supervisors assist teachers in this aspect (Item 9).

TABLE II

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY TWO:
 "CURRICULUM DEVELOPMENT AND IMPROVEMENT"
 (ITEMS 8-14)

Item	Supervision in	Distribution of Replies by Percentage				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
8	Wash. State	88.88	11.11	--	--	--
	Thailand	37.50	62.50	--	--	--
9	Wash. State	100.00	--	--	--	--
	Thailand	62.50	37.50	--	--	--
10	Wash. State	55.55	33.33	--	--	11.11
	Thailand	25.00	37.50	37.50	--	--
11	Wash. State	22.22	22.22	33.33	22.22	--
	Thailand	50.00	50.00	--	--	--
12	Wash. State	22.22	--	33.33	--	44.44
	Thailand	50.00	50.00	--	--	--
13	Wash. State	22.22	33.33	--	11.11	33.33
	Thailand	25.00	25.00	25.00	--	--
14	Wash. State	77.77	22.22	--	--	--
	Thailand	50.00	50.00	--	--	--
Aver. 8-14	Wash. State	55.56	17.46	9.52	4.76	12.70
	Thailand	42.86	48.21	8.93	--	--
Comb. Aver.	Wash. State	73.02		14.28		12.70
	Thailand	91.07		8.93		--

All of the Thai home economics supervisors (100%) frequently or occasionally prepare resource or teaching units for teachers, whereas less than half of the Washington State home economics supervisors do (44.44%) (Item 11). All Thai home economics supervisors reported that they frequently or occasionally organized supervisory committees that work together for planning in home economics. Less than one-fourth of the Washington State home economics supervisors (22.22%) indicated that they frequently organize supervisory committees, but 44.44% did not respond to this item (Item 12). Such differences might signify that Thai home economics teachers need more help because of receiving less training in teaching home economics subjects than Washington State home economics teachers. More Washington State home economics supervisors work with consultants, other faculty, and community resource people in analyzing and developing the home economics curriculum (Items 10, 13). All supervisors in Washington and Thailand help school administrators and home economics teachers determine course offerings in their schools (Item 14).

One of the many reasons why Washington State has more trained home economics teachers who need less help from supervisors is that in order to teach home economics subjects in any public school in Washington State, the teachers must have at least a Bachelor's degree, although the requirements for the Bachelor's degree vary from state to state.

Washington teachers obtain a permanent teaching certificate when they have completed a year of successful teaching and have earned forty-five credits beyond their Bachelor's degree within the first five years after graduation. Vocational home economics teachers, even with a permanent teaching certificate, are required to return for more education periodically to keep their vocational certificate valid. There is no life-time vocational certificate for any home economics teacher in Washington State.

Thailand has more untrained home economics teachers who need a great deal of help from supervisors because the teachers in Thai public schools are not required to have a Bachelor's degree. There are no specific requirements established, so far, for teaching home economics. Teachers are in a temporary position during their first six months of teaching. If they complete six months of satisfactory teaching, they get a life-time certificate. When a teacher has a life-time certificate, he cannot be retired, unless he so desires. If they do not keep up professionally, they are assigned to other activities, such as taking charge of dining rooms or doing office work. This also creates a shortage of home economics teachers in different schools in Thailand because there are many home economics teachers employed but only a few can teach.

Another reason why Washington State seems to have more trained home economics teachers who need less help from supervisors is that curriculum guidelines for different areas of home economics are available

and the supervisors encourage teachers to use them in planning. Such curriculum guidelines suggest different methods, techniques, and learning activities which may be used, and they also identify different teaching aids and resources. These curriculum guidelines are distributed to home economics teachers in every secondary school in the State of Washington. Washington home economics supervisors hold curriculum workshops nearly every summer with home economics teachers helping to write and revise the curriculum guidelines. Other workshops are held each summer to help home economics teachers in their teaching of the various areas of home economics.

Washington State home economics teachers have many books, bulletins, pamphlets, and magazines available. One magazine named Practical Forecast is published monthly from the beginning of the school year (September) until the end of the school year (May). This magazine has two editions--the student edition for home economics students in junior and senior high school and another edition for teachers.

Homemaking teachers have access to a number of professional journals--The Journal of Home Economics, American Vocational Journal, and Today's Education, the journal of the National Education Association--which help in reporting trends in research and teaching aids. Practical Forecast, Illinois Teacher, What's New in Home Economics, and Tips and Topics give specific helps in methods, techniques, and subject matter in home economics.

Category Three: General Coordination--Public Relations

Table III shows the percentage distribution of the replies to questionnaire items related to the broad function or category of General Coordination--Public Relations (Items 15 to 20). The combined average at the bottom of the table indicates that 61.11 per cent of Washington State home economics supervisors carried out these functions and responsibilities frequently or occasionally while 52.08 per cent of Thai home economics supervisors did so. The combined average also indicates that 31.48 per cent of Washington State home economics supervisors and 43.75 per cent of Thai home economics supervisors rarely or never have these responsibilities.

The total average of Items 15-20 shows that very few (8.33%) of Thai home economics supervisors frequently carry out these functions and responsibilities as compared with Washington State home economics supervisors (33.33%).

Thai home economics supervisors only occasionally or rarely prepared annual reports of the program, but all of the Washington State home economics supervisors did so frequently or occasionally (Item 17). Almost 90 per cent of the supervisors in both Washington State and Thailand helped organize and administer evaluation programs occasionally or frequently (Item 15). One-half of the Thai home economics supervisors occasionally or frequently helped to facilitate communication and

TABLE III

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY THREE:
 "GENERAL COORDINATION--PUBLIC RELATIONS"
 (ITEMS 15-20)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
15	Wash. State	22.22	66.66	--	--	11.11
	Thailand	12.50	75.00	12.50	--	--
16	Wash. State	66.66	33.33	--	--	--
	Thailand	12.50	37.50	37.50	--	12.50
17	Wash. State	77.77	22.22	--	--	--
	Thailand	--	62.50	25.00	--	12.50
18	Wash. State	11.11	22.22	--	55.55	11.11
	Thailand	--	50.00	37.50	12.50	--
19	Wash. State	--	11.11	--	77.77	11.11
	Thailand	--	12.50	37.50	50.00	--
20	Wash. State	22.22	11.11	--	55.55	11.11
	Thailand	25.00	25.00	50.00	--	--
Aver. 15-20	Wash. State	33.33	27.78	--	31.48	7.41
	Thailand	8.33	43.75	33.33	10.42	4.17
Comb. Aver.	Wash. State	61.11		31.48		7.41
	Thailand	52.08		43.75		4.17

disseminated information relative to programs, practices, and students, whereas all of the Washington State home economics supervisors did so frequently or occasionally (Item 16). There was greater variance among the frequency with which both groups of supervisors responded to interviewing prospective teachers or employees (Item 18), directing pupil-accounting systems (Item 19), and preparing and presenting yearly budgets (Item 20).

Category Four: In-Service Education

Table IV shows the percentage distribution of replies to the items in the questionnaire related to the broad function or category of In-Service Education. According to the combined average at the bottom of the table, approximately three-fourths of the home economics supervisors in both Washington State (76.19%) and Thailand (71.43%) frequently or occasionally assume the responsibility for in-service education of teachers. However, the total average of Items 21 to 27 shows that fewer Thai home economics supervisors (21.43%) frequently carried out these functions and responsibilities than Washington State home economics supervisors (49.20%).

More than half of the Washington State home economics supervisors were never involved in arranging inter-class and/or inter-school visitations (Item 21), whereas all of the Thai home economics supervisors were involved in this activity to some degree.

TABLE IV

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY FOUR:
 "IN-SERVICE EDUCATION" (ITEMS 21-27)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
21	Wash. State	22.22	11.11	11.11	55.55	--
	Thailand	25.00	50.00	25.00	--	--
22	Wash. State	44.44	33.33	11.11	--	11.11
	Thailand	12.50	25.00	37.50	12.50	12.50
23	Wash. State	22.22	44.44	22.22	--	11.11
	Thailand	12.50	25.00	50.00	12.50	--
24	Wash. State	77.77	22.22	--	--	--
	Thailand	25.00	75.00	--	--	--
25	Wash. State	44.44	22.22	11.11	--	22.22
	Thailand	12.50	62.50	12.50	12.50	--
26	Wash. State	100.00	--	--	--	--
	Thailand	50.00	50.00	--	--	--
27	Wash. State	33.33	55.55	--	11.11	--
	Thailand	12.50	62.50	25.00	--	--
Aver. 21-27	Wash. State	49.20	26.99	7.94	9.52	6.35
	Thailand	21.43	50.00	21.43	5.36	1.78
Comb. Aver.	Wash. State		76.19		17.46	6.35
	Thailand		71.43		26.79	1.78

Washington home economics supervisors frequently carried out the various aspects of in-service education which Thai home economics supervisors tended to do only occasionally. More than one-half of Thai home economics supervisors rarely or never lead groups in formulating and developing a common philosophy of education or helped teachers use diagnostic data to improve their teaching, but approximately two-thirds of Washington State home economics supervisors do so frequently or occasionally (Items 22 and 23).

All supervisors in both Thailand and Washington State organized and directed workshops for teachers (Item 24) and held informal conferences with teachers to discuss common problems (Item 26). More than three-fourths of both groups of supervisors invited consultants to conduct special classes for home economics teachers (Item 27). More Washington home economics supervisors frequently held preschool conferences for teachers, but more Thai home economics supervisors did so occasionally (Item 25).

In the opinion of the writer, Thai home economics supervisors could improve the training of home economics teachers through in-service education programs. The major reason why Thai home economics supervisors cannot offer enough in-service education programs for the large number of inadequately trained home economics teachers might be that the government does not provide a large enough budget for such in-service

programs. Since the schools are scattered over the country, it would be very expensive to pay for the reimbursement for transportation and living expenses of teachers from different schools.

Category Five: Supervision of Instruction

Table V shows the percentage distribution of the replies to the questionnaire items related to the broad function or category of Supervision of Instruction (Items 28 to 34).

It will be noted that over 90 per cent of Washington State home economics supervisors and Thai home economics supervisors indicated that they carried out the total functions and responsibilities of this category frequently or occasionally. All Washington State home economics supervisors frequently made classroom visits, discussed educational objectives and methods with teachers, and worked with them to help improve their teaching (Items 28 to 31), but Thai home economics supervisors indicated that they did so rarely or occasionally.

Demonstrating methods and techniques is assumed by all supervisors, but one in Thailand and one in Washington State did so only rarely (Item 32). Two home economics supervisors in Thailand and two in Washington State indicated that they rarely trained teachers in test construction and student evaluation, but the others did so frequently or occasionally (Item 34).

TABLE V

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY FIVE:
 "SUPERVISION OF INSTRUCTION" (ITEMS 28-34)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
28	Wash. State	100.00	--	--	--	--
	Thailand	12.50	87.50	--	--	--
29	Wash. State	100.00	--	--	--	--
	Thailand	12.50	62.50	25.00	--	--
30	Wash. State	100.00	--	--	--	--
	Thailand	37.50	62.50	--	--	--
31	Wash. State	100.00	--	--	--	--
	Thailand	62.50	37.50	--	--	--
32	Wash. State	44.44	44.44	11.11	--	--
	Thailand	--	87.50	12.50	--	--
33	Wash. State	77.77	--	--	--	22.22
	Thailand	37.50	62.50	--	--	--
34	Wash. State	44.44	33.33	22.22	--	--
	Thailand	12.50	62.50	25.00	--	--
Aver. 28-34	Wash. State	80.95	11.11	4.76	--	3.18
	Thailand	25.00	66.07	8.93	--	--
Comb. Aver.	Wash. State		92.06		4.76	3.18
	Thailand		91.07		8.93	--

Thai home economics supervisors reported rarely discussing educational objectives with teachers (Item 29). Two Washington State home economics supervisors did not respond to Item 33, "Works on problems identified by staff members," which may mean that the statement of this item may not have been clear.

The combined average percentage clearly indicates that both groups of supervisors consider supervision of instruction of paramount importance. The total average of Items 28 to 34 of the "Frequently" and "Occasionally" columns shows that a large percentage (80.95%) of Washington State home economics supervisors carried out supervision of instruction frequently, but a low percentage (11.11%) carried out supervision of instruction occasionally. In Thailand, however, a low percentage (25.54%) of Thai home economics supervisors carried out supervision of instruction frequently, but a large percentage (66.07%) occasionally. The writer believes that Thai home economics supervisors cannot frequently supervise instruction because of the small number of home economics supervisors compared with the large number of schools in scattered locations.

Category Six: Consultative Services

Table VI shows the percentage distribution of the replies to questionnaire items related to the broad function or category of Consultative Services.

TABLE VI

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY SIX:
 "CONSULTATIVE SERVICES" (ITEMS 35-38)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
35	Wash. State	11.11	55.55	22.22	11.11	--
	Thailand	--	50.00	25.00	25.00	--
36	Wash. State	22.22	55.55	11.11	11.11	--
	Thailand	--	75.00	25.00	--	--
37	Wash. State	11.11	44.44	33.33	11.11	--
	Thailand	--	37.50	25.00	37.50	--
38	Wash. State	66.66	11.11	11.11	--	11.11
	Thailand	12.50	37.50	50.00	--	--
Aver. 35-38	Wash. State	27.78	41.67	19.44	8.33	2.78
	Thailand	3.13	50.00	31.25	15.62	--
Comb. Aver.	Wash. State	69.45		27.77		2.78
	Thailand	53.13		46.87		--

Category Six, Consultative Services, refers to "Counseling with professional and nonprofessional personnel, parents, and citizens on school and related community problems" (14:128). According to the combined average at the bottom of Table VI, about 53.13 per cent of Thai home economics supervisors indicated that they carried out these functions and responsibilities frequently or occasionally, while only 69.45 per cent of Washington State home economics supervisors did so.

When one examines the distribution between the "Frequently" and the "Occasionally" columns, the average percentages of Items 35 to 38 indicates that only 3.13 per cent of Thai home economics supervisors frequently carried out these consultative services as compared with 27.78 per cent of the Washington State home economics supervisors. Moreover, the replies to Items 35 to 37 show that no Thai home economics supervisor frequently gave talks to parents, teachers, or other people of the community (Item 35) or served as a consultant to agencies having a related concern (Item 36), or gave leadership to surveying community needs (Item 37), but a small percentage of Washington State home economics supervisors did so. Half or less of both Thai or Washington State home economics supervisors occasionally gave consultative services.

Category Seven: Adult Education

Table VII shows the percentage distribution of the replies to questionnaire items related to the broad function or category of Adult Education. One of the objectives in providing the home economics education program for adults would be to improve the quality of family living in order to have successful family relationships. Some of the goals are: to help adults clarify any problems; to help adults solve their problems satisfactorily; to help adults re-examine their goals and family goals; to help adults find satisfying means to achieve their goals and family goals; to help the adults keep on learning as new knowledge is discovered in the field of home economics; to help the adults find satisfying outlets for self-expression in homemaking activities; and to help adults make their own decisions.

Another objective in providing the home economics education program for adults would be to train for employment in occupations related to homemaking.

According to the percentage averages at the bottom of Table VII, about two-thirds (66.67%) of Washington State home economics supervisors indicated that they carry out the functions and responsibilities related to adult education frequently or occasionally, while only 37.5 per cent of Thai home economics supervisors did so; 27.78 per cent of Washington State home economics supervisors and 62.5 per cent of Thai

TABLE VII

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY SEVEN:
 "ADULT EDUCATON" (ITEMS 39-40)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
39	Wash. State	--	55.55	22.22	11.11	11.11
	Thailand	--	50.00	50.00	--	--
40	Wash. State	33.33	44.44	22.22	--	--
	Thailand	--	25.00	62.50	12.50	--
Aver. 39-40	Wash. State	16.67	50.00	22.23	5.55	5.55
	Thailand	--	37.50	56.25	6.25	--
Comb. Aver.	Wash. State		66.67		27.78	5.55
	Thailand		37.50		62.50	--

home economics supervisors reported engaging in such responsibilities rarely or never. No Thai home economics supervisor frequently helped to coordinate adult education in homemaking with other agencies (Item 39) or provide leadership training for the teachers of adult education programs (Item 40). Such replies suggest that Thai home economics supervisors are not active in adult education services. The writer believes that a small number of Thai home economics supervisors cannot afford much time with adults, since this service could be considered as a secondary concern of the Ministry of Education. However, as far as the writer knows, the Ministry of the Interior takes the major responsibilities in providing educational programs for adults.

Category Eight: School and Community

Table VIII shows the percentage distribution of the replies to questionnaire items related to the broad function or category of School and Community. The combined average at the bottom of Table VIII shows that 54.17 per cent of Thai home economics supervisors frequently or occasionally carried out the functions and responsibilities indicated within this category, while 87.04 per cent of Washington State home economics supervisors did so; 45.83 per cent of Thai home economics supervisors rarely or never carried out such functions as compared with 11.11 per cent of Washington State home economics supervisors.

TABLE VIII

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY EIGHT:
 "SCHOOL AND COMMUNITY" (ITEMS 41-46)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
41	Wash. State	88.88	11.11	--	--	--
	Thailand	25.00	62.50	12.50	--	--
42	Wash. State	77.77	22.22	--	--	--
	Thailand	25.00	62.50	12.50	--	--
43	Wash. State	22.22	33.33	44.44	--	--
	Thailand	12.50	12.50	75.00	--	--
44	Wash. State	33.33	44.44	11.11	--	11.11
	Thailand	25.00	12.50	37.50	25.00	--
45	Wash. State	77.77	11.11	11.11	--	--
	Thailand	--	12.50	87.50	--	--
46	Wash. State	88.88	11.11	--	--	--
	Thailand	50.00	25.00	25.00	--	--
Aver. 41-46	Wash. State	64.82	22.22	11.11	--	1.85
	Thailand	22.92	31.25	41.67	4.16	--
Comb. Aver.	Wash. State	87.04		11.11		1.85
	Thailand	54.17		45.83		--

All Washington State home economics supervisors who responded indicated they participated in school and community services to some extent, while 95.84 per cent of the responding Thai home economics supervisors also participated. This seems to indicate that they both believe in the importance of such participation.

An examination of the individual items in this category shows that few (25%) Thai home economics supervisors frequently attended meetings (Item 41) and participated in activities of professional organizations (Item 42), or helped to identify needs, trends and problems of school and community (Item 44). Very few (12%) Thai home economics supervisors frequently participated in community organizations (Item 43). Thai home economics supervisors did not meet frequently with related youth organizations (Item 45), but did so rarely. Such replies suggest that Thai home economics supervisors are not active in youth, community, professional organizations which could help enrich the home economics program.

Of the Washington State home economics supervisors responding, 77.77 per cent worked with youth organizations and 22.22 per cent did so occasionally or rarely, while 87.50 per cent of the responding Thai home economics supervisors rarely worked with the youth organizations and 12.50 per cent did so occasionally.

The following quotation is a recommendation set up by the State Division of Vocational Education for Home and Family Life Education:

It is recommended that chapters (clubs) of the Future Homemakers of America be organized in Vocational departments, as Future Homemakers of America is recognized as an integral part of the homemaking program (34).

The above statement indicates that the youth organization, "Future Homemakers of America" (FHA) is an important part of the Home and Family Life Education program in the State of Washington.

There are few organizations and meetings in Thailand. In the United States there are many organizations concerned with the teaching of home economics: American Home Economics Association, American Vocational Association, and Department of Home Economics of the National Education Association. The Washington State home economics supervisors and the Washington State home economics teachers gain various benefits from these organizations. Furthermore, they also make use of these organizations to enrich the home economics programs in school.

Category Nine: Publications--Newsletters, Bulletins, Mimeographed and Printed Materials

Table IX shows the percentage distributions of the replies to questionnaire items related to the broad function or category of Publications--Newsletters, Bulletins, Mimeographed and Printed Materials.

None of the Washington State home economics supervisors or Thai home economics supervisors indicated they frequently wrote articles for school newspapers, magazines, or professional journals. The replies

TABLE IX

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORY NINE:
 "PUBLICATIONS--NEWSLETTERS, BULLETINS, MIMEOGRAPHED
 AND PRINTED MATERIALS" (ITEMS 47-50)

Item	Supervision in	Distribution of Replies in Percentages				
		Fre- quently	Occa- sionally	Rarely	Never	No Response
47	Wash. State	-- %	22.22%	11.11%	55.55%	11.11%
	Thailand	--	25.00	37.50	37.50	--
48	Wash. State	--	33.33	22.22	33.33	11.11
	Thailand	--	62.50	25.00	12.50	--
49	Wash. State	--	--	--	88.88	11.11
	Thailand	12.50	37.50	50.00	--	--
50	Wash. State	33.33	44.44	22.22	--	--
	Thailand	37.50	50.00	12.50	--	--
Aver.	Wash. State	8.33	25.00	13.89	44.45	8.33
47-50	Thailand	12.50	43.75	31.25	12.50	--
Comb.	Wash. State	33.33		58.34		8.33
Aver.	Thailand	56.25		43.75		--

indicated that approximately one-fourth of each group (22.22 per cent of Washington State home economics supervisors and 25 per cent of Thai home economics supervisors) occasionally wrote articles for newspapers on school activities (Item 47). This writer believes that the major part of this responsibility should be assumed by home economics teachers within each school, since they work with their students and know what would be of interest to them. However, supervisors might send articles for school newspapers once in a while when important information or knowledge could be informative to students.

Responses to Item 48 shows that both groups of supervisors wrote more for professional journals or magazines than for school newspapers. Almost twice the percentage of Thai home economics supervisors (62.50%) wrote occasionally for professional journals or magazines than Washington State home economics supervisors (33.33%).

The replies to Item 49 show that no Washington State home economics supervisors wrote or collaborated in the writing of textbooks. In contrast, all of the Thai home economics supervisors were concerned with this responsibility to some extent. However, only 50 per cent indicated frequent or occasional involvement and 50 per cent indicated doing so rarely. The writer believes that this may be because home economics textbooks in the Thai language are needed and there are only a few home economists working as editors for Thai publishers. Thai

home economics supervisors need to take time for writing because textbooks for students are valuable instruments for teaching and the learning process. Washington State home economics supervisors have greater access to textbooks and references written for the public school home-making classes and for methods and techniques of teaching home economics.

Preparation of manuals, leaflets, or bulletins was frequently or occasionally done by both groups of supervisors (77.77 per cent of those from Washington State and 87.51 per cent of those from Thailand). However, all home economics supervisors were involved to some extent in preparing written materials for home economics (Item 50).

The combined average at the bottom of Table IX shows that 33.33 per cent of Washington State home economics supervisors carried out the functions and responsibilities of publication frequently or occasionally as compared to 56.25 per cent of Thai home economics supervisors.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will present the summary, conclusions, and recommendations of this study based upon replies to the questionnaire and the writer's experiences with supervision in Thailand.

Summary

Table X summarizes the percentage distribution of replies to questionnaire items 1 through 50 as related to the nine broad functions or categories.

A tabulation of responses shows that in eight out of nine categories the highest percentage of replies from both Washington State and Thai home economics supervisors is found in the column combining "Frequently" and "Occasionally." This would indicate that both groups of supervisors are highly involved with these responsibilities.

The eight highest categories checked by Washington State home economics supervisors are: Category 1--Resources and Illustrative Material, Category 2--Curriculum Development and Improvement, Category 3--General Coordination--Public Relations, Category 4--In-service Education, Category 5--Supervision of Instruction, Category 6--Consultative Services, Category 7--Adult Education, and Category 8--School and

TABLE X

REPLIES TO THE ITEMS BY PERCENTAGE WITHIN CATEGORIES ONE TO NINE

Categories	Supervision in	Distribution of Replies in Percentages						
		Fre- quently	Occa- sionally	Com. Ave. Total	Rarely	Never	Com. Ave. Total	No Response
1 Resources & Illus. Mater.	Wash. State	23.81	41.27	65.08	17.46	15.87	33.33	1.59
	Thailand	14.29	44.64	58.93	32.14	5.36	37.50	3.57
2 Curric. Dev. & Improve.	Wash. State	55.56	17.46	73.02	9.52	4.76	14.28	12.70
	Thailand	42.86	48.21	91.07	8.93	--	8.93	--
3 Gen. Coord. --Pub. Rel.	Wash. State	33.33	27.78	61.11	--	31.48	31.48	7.41
	Thailand	8.33	43.75	52.08	33.33	10.42	43.75	4.17
4 In-service Education	Wash. State	49.20	26.99	76.19	7.94	9.52	17.46	6.35
	Thailand	21.43	50.00	71.43	21.43	5.36	26.79	1.78
5 Supervision of Instruction	Wash. State	80.95	11.11	92.06	4.76	--	4.76	3.18
	Thailand	25.00	66.07	91.07	8.93	--	8.93	--

TABLE X (Continued)

Categories	Supervision in	Distribution of Replies in Percentages					Com. Ave. Total	No Response
		Fre- quently	Occa- sionally	Com. Ave. Total	Rarely	Never		
6								
Consultative Services	Wash. State	27.78	41.67	69.45	19.44	8.33	27.77	2.78
	Thailand	3.13	50.00	53.13	31.25	15.62	46.87	--
7								
Adult Education	Wash. State	16.67	50.00	66.67	22.23	5.55	27.78	5.55
	Thailand	--	37.50	37.50	56.25	6.25	62.50	--
8								
School & Community	Wash. State	64.82	22.22	87.04	11.11	--	11.11	1.85
	Thailand	22.92	31.25	54.17	41.67	4.16	45.83	--
9								
Publication	Wash. State	8.33	25.00	33.33	13.89	44.45	58.34	8.33
	Thailand	12.50	43.75	56.25	31.25	12.50	43.75	--
Average Items 1-50	Wash. State	40.05	29.28	69.33	11.82	13.33	25.15	5.52
	Thailand	16.72	46.13	62.85	29.46	6.63	36.19	1.06

Community. The only category which does not reflect significant involvement of Washington State home economics supervisors is Category 9--Publications.

The eight categories checked above 50 per cent by Thai home economics supervisors are: Category 1--Resources and Illustrative Materials, Category 2--Curriculum Development and Improvement, Category 3--General Coordination--Public Relations, Category 4--In-service Education, Category 5--Supervision of Instruction, Category 6--Consultative Services, Category 8--School and Community, and Category 9--Publications. The only category reflecting less than 50 per cent involvement for Thai home economics supervisors is Category 7--Adult Education.

The summary at the bottom of Table X shows that 69.33 per cent of responding Washington State home economics supervisors frequently or occasionally fulfill the nine categories of services as compared with 62.85 per cent of responding Thai home economics supervisors. The small difference in percentage (6.48%) might seem of no significance unless further analysis is made. By examining the columns "Frequently," "Occasionally," "Rarely," "Never," and "No Response," differences in responsibilities between the two groups of home economics supervisors will be noticed. Supervisors in Washington State showed the first emphasis on "Frequently" and the second emphasis on "Occasionally." Supervisors in Thailand, however, placed the first emphasis on "Occasionally" with

the second emphasis on "Rarely." The "Frequently" column was never marked by the highest percentage of Thai home economics supervisors.

Conclusions

As stated in Chapter I, this study was intended to examine the following problems:

1. The similarities and differences between the supervision of home economics in the State of Washington and in Thailand.
2. The possibility of improving the supervision in Thailand by identifying and adapting some of the methods and techniques used in the State of Washington.

Concerning problem one, this study would contribute to the identification of similarities and differences between supervision in the State of Washington and in Thailand. Such differences were indicated by responses tabulated in Tables I through IX and in the Summary (Table IX). When comparing the replies to the categories, it was found that supervisors in both Washington State and Thailand frequently and occasionally carried out the functions and responsibilities with two exceptions-- "Publication" and "Adult Education." Less than a third of Washington State home economics supervisors indicated that they carried out the responsibilities of publication frequently or occasionally. None of Thai home economics supervisors carried out adult education responsibilities frequently and only slightly more than a third did so occasionally.

Problem two cannot be confirmed through this study. While supervisory practices pursued by the Washington State home economics supervisors could be identified and possibly adapted for use in improving supervision in Thailand, it is not possible to determine their appropriateness until such practices can be discussed with those involved with the program in Thailand.

Recommendations

The following recommendations for supervisors in Thailand are based upon the assumption that those supervisory practices as pursued in the State of Washington and as identified within this study indicate a degree of optimal supervisory services. Therefore, with this understanding and the knowledge that some services may not be appropriate for Thailand, the following are offered towards a comprehensive recommendation for possible improvement of supervisory services in home economics within the Ministry of Education in Thailand.

In the opinion of the writer, almost every category of the supervisory services in Thailand is related to a few common concerns. These are: too few supervisors, widely scattered schools, time-consuming supervisory activities, and not enough budget allocations for facilities such as equipment and textbooks.

Because of these concerns, supervision in Thailand needs to be planned and well organized, combining effective methods and techniques.

Part of a new plan in Thailand might include methods and techniques of general supervision described in the literature and practiced by Washington State home economics supervisors, insofar as these techniques may be appropriate to the situation in Thailand. Supervision in Thailand could be improved in significant ways as follows:

1. The number of supervisors should be increased. Teachers are the moderators of the teaching-learning processes. If the teacher has more ability, he can moderate the teaching-learning processes more effectively. In Thailand the ratio of students to teachers and the ratio of teachers to supervisors are higher than in the State of Washington. In the State of Washington, according to "Qualifications As Set Up By the State Division of Vocational Education for Home and Family Life Education Classes in the Secondary Program":

A full-time Vocational Home and Family Life Education Teacher may not meet more than 28 students per period nor more than a total of 120 students.

A Vocational Home and Family Life Education teacher with a split schedule of vocational and non-vocational classes may not meet more than 28 vocational students per class nor more than a total of 140 students (33).

In the State of Washington, the ratio of students to a vocational teacher is not more than 120:1. However, on the basis of the writer's experience as a home economics teacher in the Teacher Training Department, Songkhla Teachers College, Songkhla, Thailand, the student-to-teacher ratio appears to be more nearly 200:1. The ratio of home economics

teachers to a supervisor in Washington State in 1967-68 was 50:1. In Thailand in 1968, a rough estimate of the home economics teachers to supervisor ratio would likely be 70:1 in the Teacher Training Department. There is one home economics supervisor responsible for the training of home economics teachers in approximately thirty teacher training schools scattered the full length of Thailand.

2. Home economics supervisors could be deployed to different parts of the country to be closer to institutions that need to be supervised. As things are now, all of the home economics supervisors have their offices in Bangkok. It seems that the Vocational Department has established some field offices in the provinces, but the Teacher Training Department has not done so. The establishment of field offices could be made less expensive by having regional offices. Furthermore, with additional supervisors such a change would permit the Ministry of Education to hire college home economics teacher educators on a part-time basis for supervision as is sometimes done in the State of Washington.

3. The total program of visitation should be planned together by the four departments within the Ministry of Education: The Elementary Department, the Secondary Department, the Vocational Department, and the Teacher Training Department. The specific objectives might be slightly different in each department, but home economics in any department is based upon the same general principles. These four departments

could work together with the teachers. The schedule should be communicated to the teachers in all schools at the beginning of the school year so that the teachers could plan their schedules to fit the supervisor's visitation program. One effective technique would be to send out a questionnaire to the teachers before the end of the school year to gather information about preferred visitation schedules and topics for discussion. The benefits from having the teachers help plan visitation programs would be:

- there would be better understanding between the supervisor and the teachers;
- there would be more participation on the part of the teachers;
- the teachers might be more receptive to supervisors' suggestions.

4. Visitations and conferences with home economics teachers could be increased. If the four departments could schedule their visitations together, one supervisor from each department could visit all four department schools within that community at the same time. There are many kinds of activities, both general and specific, which need to be supervised. The specific activities could be left for the qualified supervisors within that department, while supervisors in other departments could supervise in general. Thus, each school would have visitations from generalists and/or specialists in home economics at least four times a year. These visitations would be made by four different supervisors

who have different personalities, leadership qualities, abilities, and methods and techniques. Thus, the techniques of planning the total visitation program together by the four departments would increase four times the visitations by spending a little more budget for transportation, hotels, overtime for supervisors, etc., than it used to.

5. In addition to the regular visitations and conferences, the home economics teachers and the supervisors of each department could get together to discuss some specific problems or concerns that might have arisen related to the department. The supervisor might call the home economics teachers in the schools, under the department, within one or two provinces to meet in one school since there are only a few home economics teachers or very few schools in each province. The meetings could be held at different schools. The benefits of such a program could be:

- since the teachers would be gathered in one place, the supervisors would not need to travel so much, which would save time and money;
- home economics teachers would have an opportunity to observe the home economics program of other schools;
- teachers from different provinces who are meeting together could exchange ideas and discuss problems more effectively;

--teachers meeting together would express their ideas, their real attitudes, and show their problems more openly than when they are alone with their supervisor.

6. When the supervisors visit the schools, they could help the teachers to plan for adult education and consultative services in the communities. The benefit of such an arrangement would be that during every visitation the supervisors could help teachers instruct the teachers in how to conduct programs and work with the communities as well as how to conduct classroom activities. Then teachers could conduct the programs for communities some other time by themselves during the school year. Such programs deserve the supervisors' time because the following goals could be reached:

- educating adults in the communities for better family living and for better employment;
- informing the communities of the home economics programs and its objectives;
- encouraging parents to be active in helping the teachers to enrich the home economics program;
- surveying the community's needs for planning home economics programs;
- promoting a closer relationship and a better understanding between schools and communities.

7. The equipment and facilities needed for home economics programs require a larger budget than the Thai government presently provides. The expensive audiovisual aids and equipment should be shared among the schools located close to one another, so those schools would have access to a greater variety of such things. There should be more textbooks and reference materials for the teaching of home economics subjects in Thailand. The problem of the language difficulty in using teaching aids in teaching and in learning home economics in Thailand should be considered. It would be more practical if the books could be translated into Thai language and if the English audiovisual materials could have Thai soundtracks.

In the opinion of the writer, an increase of books, references, audiovisual materials, etc., in Thailand should be the responsibility of the supervisors and teachers now involved with home economics since there are only a few other experts available to provide them. However, the supervisors could encourage every school teacher to write articles concerning the subjects she is teaching for school newspapers. At the end of the school year the best articles could be collected, printed, and distributed to the library of every school. As years pass by, the benefits of such a program would be not only that these articles would become available reference materials, but also that some teachers would have

gained more confidence and ability in writing. Similar techniques could be used among the supervisors to produce better quality of reference materials, textbooks, and teaching aids.

7. A further study should be made to find out more specifically why Thai home economics supervisors are carrying out or not carrying out the nine broad functions and categories of supervisory services. Such a study could also determine what facilities are needed to expand these services. A further study might also be made as to what the concerns are of Thai home economics supervisors in regards to supervision.

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- Guidelines for Teaching Child Development, H. E. Bul. #33
- Guidelines for Teaching Clothing, H. E. Bul. #19
- Guidelines for Teaching Family Meal Management, H. E. Bul. #22
- Guidelines for Teaching the Homemaker's Assistant, H. E. Bul. #30
- Guidelines for Teaching the House and Its Management in Relation to the Family, H. E. Bul. #29
- Guidelines for Teaching Personal & Family Money Management, H. E. Bul. #25
- Guidelines for Teaching Personal and Family Relationships, H. E. Bul. #31
- Guidelines for Teaching Seventh and Eighth Grade Home-Living, H. E. Bul. #24
- Suggested Behavioral Outcomes Indicating Scope & Sequence, H&FL Bul. #27

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Forecast, (Teacher Edition), Co-ed, (Student Edition), 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. (Subscriptions for Co-ed \$2.60 per school year; Forecast teacher edition \$6.20 per school year.)

Forum, published twice yearly by the Educational Relations Department of the J. C. Penney Company, 1301 Avenue of the Americas, New York, N. Y. 10019. Copies available from managers of J. C. Penney Stores.

Illinois Teacher of Home Economics, 324 Education Building, University of Illinois, Urbana, Illinois 61801. (Subscription \$5.00 per year, 6 issues.)

Journal of Home Economics, American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009. (Subscription \$10 a year, \$81 for 2 years, 10 issues.)

Tips and Topics, School of Home Economics, Texas Technological College, P. O. Box 4170, Lubbock, Texas 79409. (Subscription \$2.00 a year, 4 issues.)

NEA Journal, National Education Association, 1201 16th St., N. W., Washington, D.C. 20036.

APPENDIX A

CORRESPONDENCE

APPENDIX A

EXAMPLE OF LETTER SENT TO STATE SUPERVISORS OF HOME AND
FAMILY LIFE EDUCATION IN THE STATE OF WASHINGTON

Courson Hall, Room 216
Central Washington State College
Ellensburg, Washington 98926
May 28, 1968

Miss Marianne Andrews, Director
Home and Family Life Education
P. O. Box 248
Olympia, Washington 98501

Dear Miss Andrews:

I am a graduate student from Thailand working towards a Master of Education Degree in Home Economics. The topic of my thesis is "A Study of the Functions and Responsibilities of State Supervisors of Home and Family Life Education in the State of Washington and Home Economics Supervisors within the Ministry of Education in Thailand."

I am enclosing a questionnaire which includes fifty items which may or may not be of concern to you as a home economics supervisor. I would appreciate your help on this project and would like for you to react to the questionnaire by checking the appropriate space for each item which best indicates the appropriateness of the responsibility for your particular situation. No right or wrong answer exists for any of the items. I realize your time has many demands but would appreciate your reaction and the receipt of the questionnaire by June 15.

I shall be very grateful for any assistance you might give me in completing this research.

Sincerely yours,

(Miss) Wilawan Nartasilpa

vd
Enclosure

Graduate Committee: Dr. Dan A. Unruh
Miss Helen Michaelsen
Miss Betty Trout

APPENDIX A

EXAMPLE OF LETTERS SENT TO HOME ECONOMICS SUPERVISORS
WITHIN THE MINISTRY OF EDUCATION IN THAILAND

Courson Hall, Room 216
 Central Washington State College
 Ellensburg, Washington 98926
 June 17, 1968

Miss Malalee Milintaboon
 Home Economics Supervisor
 Teacher Training Department
 The Ministry of Education
 Bangkok, Thailand

Dear Miss Milintaboon:

I am a graduate student from Thailand working towards a Master of Education Degree in Home Economics. The topic of my thesis is "A Study of the Functions and Responsibilities of State Supervisors of Home and Family Life Education in the State of Washington and Home Economics Supervisors within the Ministry of Education in Thailand."

I am enclosing a questionnaire which includes fifty items which may or may not be of concern to you as a home economics supervisor. I would appreciate your help on this project and would like for you to react to the questionnaire by checking the appropriate space for each item which best indicates the appropriateness of the responsibility for your particular situation. No right or wrong answer exists for any of the items. I realize your time has many demands but would appreciate your reaction and the receipt of the questionnaire at your early convenience.

I shall be very grateful for any assistance you might give me in completing this research.

Sincerely yours,

(Miss) Wilawan Nartasilpa

tn

Enclosure

Graduate Committee: Dr. Dan A. Unruh
 Miss Helen Michaelson
 Miss Betty Trout

APPENDIX B
QUESTIONNAIRE

APPENDIX B
QUESTIONNAIRE

	Frequently	Occasionally	Rarely	Never
1. Prepares audiovisual materials for use in class.	—	—	—	—
2. Previews films, still-films, or recordings.	—	—	—	—
3. Secures audiovisual materials.	—	—	—	—
4. Instructs and demonstrates the use of audiovisual materials, equipment, and resources.	—	—	—	—
5. Distributes audiovisual materials.	—	—	—	—
6. Evaluates books for pupils' use.	—	—	—	—
7. Works with schools so there are adequate references and resources available for student and/or teacher use.	—	—	—	—
8. Encourages continuous rewriting or developing of curriculum materials.	—	—	—	—
9. Assists in the development of courses of study, scope and sequence plans.	—	—	—	—
10. Works with consultants and/or community resource persons in analysis or development of curriculum program.	—	—	—	—
11. Prepares resource or teaching units for teachers.	—	—	—	—
12. Organizes supervisory committees that work together for planning in home economics.	—	—	—	—

	Frequently	Occasionally	Rarely	Never
13. Consults or obtains assistance from other faculty in developing the curriculum.	—	—	—	—
14. Helps school administrators and teachers to determine course offerings.	—	—	—	—
15. Organizes and administers evaluation programs.	—	—	—	—
16. Helps to facilitate communication and disseminate information relative to programs, practices, and students.	—	—	—	—
17. Prepares annual reports of the program.	—	—	—	—
18. Interviews prospective teachers or employees.	—	—	—	—
19. Directs pupil-accounting systems, such as cumulative record cards.	—	—	—	—
20. Prepares and presents yearly budget.	—	—	—	—
21. Arranges inter-class or inter-school visitations.	—	—	—	—
22. Leads teaching groups in formulation and development of a common philosophy of education.	—	—	—	—
23. Helps teachers to use diagnostic data so they can improve their teaching.	—	—	—	—
24. Organizes or directs workshops for teachers.	—	—	—	—
25. Holds pre-school conferences at the beginning of the school year.	—	—	—	—

	Frequently	Occasionally	Rarely	Never
26. Holds informal conferences with teachers to discuss common problems.	—	—	—	—
27. Invites professional consultants to conduct special classes for teachers.	—	—	—	—
28. Makes classroom visits.	—	—	—	—
29. Discusses educational objectives with teachers.	—	—	—	—
30. Discusses different methods with teachers.	—	—	—	—
31. Works with teachers to help them improve methods of teaching appropriate for the particular subject matter areas in home economics.	—	—	—	—
32. Demonstrates teaching methods and techniques.	—	—	—	—
33. Works on problems identified by staff members.	—	—	—	—
34. Trains teachers in test construction and student evaluation.	—	—	—	—
35. Speaks to parents, teachers, or other community organizations.	—	—	—	—
36. Serves as a consultant with agencies having related concerns.	—	—	—	—
37. Gives leadership to surveying community needs.	—	—	—	—
38. Helps provide follow-up activities that can improve practices and policies.	—	—	—	—

	Frequently	Occasionally	Rarely	Never
39. Helps to coordinate adult educational services of home economics and other agencies.	—	—	—	—
40. Helps to provide leadership training for teachers of adult education classes.	—	—	—	—
41. Attends meetings of professional organizations.	—	—	—	—
42. Participates in (activities of) professional organizations.	—	—	—	—
43. Participates in community organizations.	—	—	—	—
44. Helps to identify, interpret, and analyze needs, trends, and problems of school and community.	—	—	—	—
45. Meets with related youth organizations.	—	—	—	—
46. Serves as a consultant to home economics teachers, counsellors, and/or administrative officers.	—	—	—	—
47. Writes articles for newspapers on school activities.	—	—	—	—
48. Writes for professional journals or magazines.	—	—	—	—
49. Edits or collaborates in the writing of a textbook.	—	—	—	—
50. Prepares manuals, leaflets, or bulletins.	—	—	—	—