

AN ABSTRACT OF THE THESIS OF

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A questionnaire was distributed to secondary school counselors in the states of Colorado and Oregon to find counselors' beliefs concerning some aspects of home economics.

The questions to be answered concerned counselors' beliefs about:

1. What home economics courses contain
2. Who should take home economics courses
3. Factors considered in deciding who should take home economics
4. Importance of home economics courses in relation to other subjects in the curriculum
5. When home economics courses are of most value

Specific answers to these questions were obtained as well as a score which was used as an index of general favorableness or unfavorableness.

A point scale was used with the numbers three and four indicating favorableness and numbers one and two indicating unfavorableness. The scores on the unfavorably stated items were inverted before the total favorableness scores were obtained. The lowest possible score could have been 24 and the highest 96. The mean favorability score of each state was 74.4 for Colorado and 73.4 for Oregon.

The favorableness scores were used as a basis for comparison in testing the eight hypotheses of this study. Simple F tests were done to find any significant differences in the mean favorableness scores of the counselors when they were compared on the following variables related to the background of the respondents: Sex of counselors, type of schools they represented, size of schools they represented, years of teaching experience, years of counseling experience, and per cent of 1962 graduates enrolled in college. An eighth hypothesis tested was that there would be no difference in the mean percentage of girls enrolled in home economics when compared with the favorableness of beliefs of the counselors.

Only one area had a significant difference when mean favorableness scores were compared on the variables stated in the eight hypotheses. There was a significant difference in beliefs of the Oregon counselors when the number

of years of counseling experience was considered. No significant difference was found in the beliefs of the Colorado counselors on this variable, but the differences in the Oregon counselors' favorableness scores was great enough to make the total groups' mean scores significantly different.

The following conclusions related to beliefs were drawn:

1. Counselors had more favorable than unfavorable beliefs concerning home economics.

2. Counselors believed that some home economics courses should be taken by all girls at some time during their secondary school career.

3. Counselors believed that home economics should be offered more often as electives than as required courses.

4. Many factors helped counselors to determine who should enroll in home economics courses. The most common ones being:

- students' likes and dislikes

- the belief in the right of an individual to make his own choices

- the future goals of the student

- the type of subject matter offered in the home economics program

5. Uncertainty was indicated as to the importance of home economics in relation to other subjects in the curriculum.

6. Counselors believed that home economics classes are most valuable at the junior high school level, ninth grade, and twelfth grade.

7. Counselors indicated that they had acquired these beliefs through association with home economics teachers and observation of home economics programs.

8. Certain areas of the home economics program appeared to be understood to a greater degree than others. Areas in which less favorable beliefs were expressed were related to the understanding of the scope of home economics courses; the need of the academically talented student for home economics; the importance of home economics courses in relation to other subjects in the curriculum; and the status of home economics courses--whether they should be elective or required.

SECONDARY SCHOOL COUNSELORS' BELIEFS
CONCERNING HOME ECONOMICS

by

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SECONDARY SCHOOL COUNSELORS' BELIEFS CONCERNING HOME ECONOMICS

CHAPTER I

INTRODUCTION

Today much effort and emphasis are being placed on public relations by various groups and organizations. The image which is held of an organization, group or institution seems to affect attitudes held about the group by others. Public relations directors are commonly employed by business groups. Professional, labor and social organizations normally appoint or elect a public relations chairman and committee. The school has also become a part of the campaign for public understanding and acceptance.

Secondary education has been under close scrutiny for the past five or six years due to our country's apparent lag in such areas as science and mathematics. The pressure to increase emphasis on the academic curriculum and the increased rigor of a college preparatory program has made it important for subject matter fields such as home economics, art, music, and industrial arts to interpret better their objectives to the general public, students, other teachers, administrators and guidance personnel.

The underlying premise of public relations and interpretation is that if a program's objectives are understood,

the beliefs held about the program are more likely to be favorable.

The specific concern of this study was to find secondary school counselors' beliefs about home economics in order to find weaknesses in the interpretation of the home economics program as well as to identify areas in which home economics educators may not be meeting stated goals.

Statement of the Problem

The purpose of this study was to determine the beliefs of secondary school counselors regarding home economics in secondary schools by answering the following questions:

1. What do counselors think home economics courses contain?
2. Who do counselors believe should enroll in home economics courses?
3. What factors help a counselor decide who should take home economics?
4. How do counselors rate the importance of home economics courses in relation to other subjects?
5. When in a student's secondary school career do counselors believe home economics courses are of most value?

Seven hypotheses were tested. They stated that there would be no significant differences between the general favorableness of beliefs of counselors concerning home

economics when the beliefs were compared on the following variables:

1. Sex of counselors
2. Type of schools where counselors worked
3. Size of schools in which counselors worked
4. Number of years of counselors' teaching experience
5. Number of years of counselors' counseling experience
6. Type of home economics programs in schools where counselors worked
7. Percentage of graduates enrolled in college in schools where counselors worked

The eighth hypothesis was that there would be no significant difference in the percentage of girls enrolled in home economics classes in schools where a counselor had favorable beliefs concerning home economics and in schools where a counselor had generally unfavorable beliefs concerning home economics.

Need for the Study

The need for better interpretation of the home economics program has been a common challenge presented at all professional meetings attended by the writer during her teaching career. A common belief expressed at such meetings is that guidance counselors have a biased view of home economics education and also that they lack an

understanding of the purposes and content of home economics courses. There is little evidence in the literature from the counselor's point of view to substantiate this belief expressed by parents and students as well as home economics teachers. It is the belief of the writer that with a better understanding of the goals and purposes of home economics, counselors could have a positive influence on home economics enrollments rather than the alleged negative influence. The information obtained in this study could very well challenge home economics teachers to work more fully toward stated goals.

Statement of Procedure

Subjects in the Study

The subjects of the study were junior and senior high school counselors in the states of Colorado and Oregon. All of the schools in each state with a faculty size of at least 20 were contacted. One counselor from each of the schools was used in the study. Criteria were set for selection of a counselor within a school if there was more than one. The school administrator was asked to choose the counselor who had the most experience, the one who worked most with the home economics department, and the one who counseled students in planning high school and college programs. The largest city school system in each

state was omitted due to the known difficulty of contacting individuals in large school systems. The sources of information on school size and administrators were the 1962-1963 official school directories of each state (5, 16). The procedure for initial contact with each school was through correspondence with the superintendent in each school district asking for permission to contact individual schools (Appendix A). In Colorado, 47 superintendents were contacted who represented 124 schools. Eighty-four superintendents were asked for permission to contact individual schools in the state of Oregon. These superintendents represented 142 schools. Each superintendent was provided with an addressed postal card for his reply. Affirmative replies were received from 39 superintendents in Colorado representing 84 schools. Seventy-nine affirmative replies were received from superintendents representing 119 schools in Oregon. There were two and three negative responses from Colorado and Oregon respectively.

Measuring Instrument

A structured questionnaire was used in which specific questions dealing with beliefs of counselors about home economics were asked (Appendix A). The questionnaire was designed to answer the five questions of the study. One

section was devoted to obtaining information about the respondent and his school situation. The items of the questionnaire were developed with the aid of questionnaires used in similar studies, commonly expressed feelings of home economists on what they think counselors believe about home economics, and a review of literature concerning goals and objectives of home economics.

The method for checking the questionnaire for clearness, ease of use, and appropriateness of length was the use of a panel of 20 home economics education teachers and supervisors who evaluated the instrument on the above items. This group was also asked to react to the relationship of the items to each of the questions of the study. Sixteen of the questionnaires from the panel of judges were returned with various suggestions for improvement. Revisions were made before the instrument was pre-tested with a group of 20 counselors in Washington who were chosen at random from the Washington Educational Directory (19). Fourteen of the questionnaires were returned from the pilot group; after which, a few changes in the wording of instructions were made.

The revised questionnaires were sent to 84 schools in Colorado and 119 schools in Oregon. A letter to the school principal accompanied each questionnaire which explained the purposes of the study and asked the principal's

cooperation in selecting a counselor (Appendix A).

The questionnaires were mailed January 12, 1963, which was approximately two weeks before the end of the first semester in secondary schools. This time was chosen in order to avoid the end of the semester pressures such as recording grades and making schedule changes.

Of the 203 questionnaires mailed, 163 were returned. One hundred forty-one were usable. Upon examination of the questionnaires as they were returned, it was found that 12 schools had less than 20 teachers on the staff. Five of the questionnaires were not complete enough to be analyzed and five were received too late to be tabulated. This study, then, is based on the responses of 141 counselors.

Analysis of Data

Data related to the following factors were set up according to a frequency distribution: the professional backgrounds of the respondents, type and size of the schools in which they worked, type of home economics programs in the schools where they worked, percentage of 1962 graduates enrolled in college from these schools, and percentage of girls enrolled in home economics courses in the schools in which the counselors worked.

The first section on beliefs in the questionnaire was analyzed on the basis of degree of agreement with statements concerning home economics. A four point scale was used to calculate a score which was used as an index of favorableness of beliefs, with the numbers three and four indicating a favorable response and numbers one and two representing an unfavorable response. The statements in this section of the questionnaire were evaluated and categorized according to the favorableness of the belief expressed about home economics. This evaluation was done by a panel of home economics graduate students enrolled in a graduate course.

Responses to negatively judged statements were inverted before the score was calculated. The lowest possible score was 24 and the highest possible score was 96. The score obtained, hereafter referred to as favorableness score, was used to show general favorableness or unfavorableness of beliefs concerning home economics.

The favorableness scores were used as a basis for comparison in testing the eight hypotheses of this study. Simple F tests were done to find any significant differences in the mean favorableness scores of the counselors when they were compared on the following variables related to the background of the respondents: Sex of the counselor, Type of schools they represented, Size of schools

they represented, Years of teaching experience, Years of counseling experience, and Percentage of 1962 graduates enrolled in college.

The eighth hypothesis tested involved the same F test with one variation. The mean home economics enrollment was calculated for counselors with high favorableness scores, 71 points or above, and for counselors with lower favorableness scores, 70 points or below. The hypothesis tested, then, was that there would be no difference in the mean percentage of girls enrolled in home economics when compared with the favorableness of beliefs of the counselors.

Assumptions and Limitations of the Study

Assumptions

1. It was assumed that beliefs of counselors influence, to some extent, students in the planning of their academic programs.
2. It was assumed that beliefs can be measured.
3. It was assumed that the method of choosing respondents would be a reasonable estimate of beliefs of counselors in the states studied.
4. It was assumed that schools with a faculty size of at least 20 would have a guidance counselor on the staff.

Limitations

1. Not all counselors in each state were contacted, nor were all counselors in each school contacted.
2. There was no way of knowing the actual content or quality of the home economics program in each school.
3. Beliefs of persons responsible for guidance in very small schools were not represented.
4. The final choice of who was to respond was made by the school principal who may not have seen fit to use the suggested criteria for selecting the counselor.
5. No attempt was made to follow up those school districts which did not respond to the first contact.

Definition of Terms

1. Belief -- The acceptance of a proposition as true or of a situation or object as actually existent (12, p.67).
-- Conviction or feeling of the truth of some proposition or the reality of some being or phenomenon (20, p.248).

2. Guidance Counselor -- A person designated in a school to help students find and select the opportunities and activities that will yield maximum satisfactions and profit, especially in school (9, p.64).
3. Junior High School -- Schools represented in the study containing grades seven and eight or schools made up of grades seven, eight, and nine.
4. Senior High School -- Schools represented in the study containing any of the following combinations of grade levels:
- 9-12
 - 10-12
 - 7-12
5. Reimbursed Home Economics Program -- A home economics program which receives state and federal funds for maintaining a home economics department which meets the requirements of vocational education.

CHAPTER II

REVIEW OF LITERATURE

Home economics is a relatively young profession, having developed more than 70 years ago out of a recognized need for education for improved family living. Home economics education has been a part of the secondary school curriculum since the introduction of various courses prior to 1905. Ellen H. Richards, one of the founders of the American Home Economics Association, opened the Seventh Lake Placid Conference in 1905 with discussions centering on expansion of home economics in public schools, trade schools, rural schools, settlement schools, and in institutions of higher learning (7, p.405). There was little uniformity in the public schools concerning terminology and content of home economics offerings prior to 1917 and the Smith-Hughes Act (8, p.534). Since this time home economics has grown into a wide and diverse profession offering many services and career opportunities in relation to public school education.

During the past five years, due to or at least related to, increased international tension and world competition, the secondary school has undergone much scrutiny. As a result of this examination of education, emphasis

has been placed on the academic curriculum and increased vigor in the preparation of students for college.

Along with factors influencing the changes in the secondary school emphasis has been placed on basic changes in our way of living. Homes are less of producing units and have become consuming units. The family now spends nearly one third of its income for services. The total consumer credit in the United States has increased eleven-fold since 1945. The population of the United States has become very mobile with more than three million families moving to new locations in 1960. The woman of today commonly fills a dual role of homemaker and worker. It is believed that at least one half of the girls in school now will work after marriage. Ninety per cent of these girls will be a part of the work force sometime in their lives. There is increased time for leisure activities with increased spending for recreation. Eighteen billion dollars were spent for recreation in 1960 as compared with six billion dollars in 1945 (17, p.29). In addition to these economic trends, family relationships appear to be less stable than desirable as evidenced in increasing divorce rates, juvenile delinquency statistics and increased mental illness. These trends certainly should influence the setting of objectives for the total educational system. It is believed that the area of home economics with

special consideration on the family and its relationships can and must help to educate for these social changes.

Regardless of the apparent need for family life education, only 50 per cent of the girls enrolled in schools in spring of 1959 were enrolled in home economics (6, p. 31).

A study completed in 1959 by Coon, U. S. Office of Education, indicated that the largest number of students enrolled in home economics courses were of seventh and eighth grade level (6, p.31). This no doubt is due to the fact that many school systems require some home economics at these grade levels. It is well that many girls are receiving instruction at these grade levels, but it is generally believed that students may better understand and appreciate their roles as future homemakers at a more advanced level of maturity. Pressures of college entrance requirements have seemingly caused many of the college bound students to be unable to elect further home economics courses beyond the junior high school. Some schools across the country have begun to plan and offer special courses for these students on a semester basis with special emphasis on family relationships and home management. This may very well be the answer to the problem of a balance between the academics and the value centered curriculum of home economics, art, literature, and music.

In order that the home economics program may reach and influence more individuals, it is necessary to create a clear, positive picture of the goals and purposes of home economics education. This image must not only be made clear to perspective students, but also others who might be in positions to influence or guide students in planning of their secondary programs such as parents, school administrators and guidance counselors.

In the past few years there have been several studies to analyze the attitudes toward home economics of high school students who are and are not enrolled in home economics classes. A group of college preparatory students in Massachusetts, studied by Broadcorens (3, p.43), gave these reasons for not electing home economics courses:

1. Other subjects are more important to college.
2. I can learn home economics at home.
3. I have no interest in home economics.
4. Home economics has no value for me.
5. Home economics is too dull.
6. I know enough already.
7. I didn't enjoy my home economics courses.
8. I learned little in the past.
9. Home economics in school is unrealistic.
10. Other subjects have more prestige than home economics.
11. My mother felt I didn't need it.
12. Home economics does not have enough appeal.

Four studies reviewed have given some indication of the influence which parents, counselors and friends have in determining whether a girl will enroll in home

economics. Garrett (10) studied 1,207 girls in the senior high schools of Washington D. C. to determine the factors which influence the election or non-election of home economics. Answers were sought from both home economics enrollees and non-enrollees. Parents influenced the enrollees in the election of home economics in 25 per cent of the cases. The school administration accounted for another 25 per cent of the girls enrolled in home economics classes. Twenty per cent of the girls were influenced by their friends and the remaining 30 per cent who elected home economics did so because of a personal interest in the area. Some reasons given by non-enrollees for not electing home economics were: preferred other subjects, schedule too full, no interest, learned at home, other courses prevented it, felt no need, junior high school course enough, no challenge, no emphasis placed upon home economics in the school, and junior high school home economics discouraged them. Garrett also found that many students have a false impression regarding credit which colleges allow for home economics courses (10, p.92-96).

Two hundred enrollees of selected Oklahoma schools were studied by Graven (13) in order to test the hypothesis that students who took home economics would differ from those who did not take home economics. One section of the study dealt with reasons for election or

non-election of home economics. Eighty-four per cent of the non-enrollees indicated that they did not take home economics because they liked other courses better. Five per cent of these students indicated that they did not take home economics on the advice of a counselor or a teacher. Three per cent of the girls who had taken one year of home economics were advised not to take another course. Girls who had completed two or more years were advised against electing more home economics in 16 per cent of the cases. In the same study, eight per cent of the girls having taken one year of home economics were advised by counselors to continue, as were eight per cent of the students who had completed two or more years.

A study was done cooperatively by the Department of Home Economics, University of California, Los Angeles, and the Bureau of Homemaking Education, State Department of Education, in the spring of 1952 (14). The purpose of the study was to find why, or why not, students elected home economics; how the home economics program was helping students, schools, and communities; and what things could help to strengthen the home economics program in the California public schools. Home economics students, non-home economics students, former home economics students, teachers of home economics, other teachers, administrators and parents were included in this study. All

groups in the study indicated a belief that a student's self interest in home economics was most important in the decision to take this subject. The next groups believed to be of influence were parents and friends.

The influence of a counselor was considered greater by non-home economics teachers, administrators and home economics teachers than it was by parents and students. The home economics students in the twelfth grade mentioned the influence of counselors more often than did ninth graders. Attitudes of counselors were regarded as a limiting factor to the advancement of home economics education by 35 per cent of the home economics teachers. Only 10 per cent of the other teachers and administrators indicated this belief.

Nearly one half of the selected group of girls in Kansas, studied by Wingate (21, p.42), indicated that their mother was the person most influential in their decisions to take or not take home economics. Many girls made their own decisions. Friends were influential in 20.8 per cent of the decisions, but fathers, principals, and teachers together influenced only 10.4 per cent of the girls.

The previous studies cited have been related to beliefs of students, parents, teachers and administrators concerning home economics. The only study located which

is concerned with counselors' beliefs about home economics was conducted by Goldsmith in 1960 (11). Goldsmith found the attitudes of 512 superintendents, 544 principals, and 395 counselors concerning various aspects of home economics. An opinionnaire was used to find attitudes toward home economics teachers, curriculum, and the administration of home economics programs. The attitudes expressed were more favorable than unfavorable on 44 of 75 statements.

There were significant differences in degree of support on 17 items. The counselors supported more unfavorable statements than did the superintendents and principals. Counselors did not agree with the following statements: (1) Home economics is held in high esteem in the school. (2) The objectives of home economics are understood. (3) Home economics is popular with all ability levels. (4) Home economics teachers gain and share with others in the school faculty, knowledge about students' home and family situations. The section of the opinionnaire where least agreement between groups and most unfavorable responses occurred was on statements concerning the home economics curriculum.

Goldsmith found that attitudes of these groups were not significantly influenced by age, years of professional experience, size of community, and percentage of graduates

going to college. When the breadth of the home economics program in a school varied, the scores of principals and counselors varied significantly. This factor did not seem to alter attitudes of the superintendents. There were differences in attitudes expressed in all three groups when the enrollment ratio in home economics was classified according to an increase or decrease in the past five years.

Goldsmith recommended that the results of her study be verified by other studies to be done in the future. She specifically suggested that beliefs of extreme groups be compared especially in relation to school size and the number of students attending college.

As indicated previously, little has been written by counselors concerning their beliefs on either side of the question; however, a very positive statement was made by Rutherford, a dean of girls in a California junior high school.

Home economics has an important role in helping the adolescent girl accept and perfect her feminine role. With the increased number of women working today, the role of women is two fold and young girls and boys need to recognize this (18, p.398).

Another part of the literature related to this study concerns the home economist's role in interpreting home economics. The 1962-1964 program of work of the American Home Economics Association (1) contains a statement of

action for the interpretation of home economics based on one of the objectives of the organization, namely, to encourage and promote better understanding of the value of home economics to individuals and to nations.

1. Create an awareness in all members of the urgency to promote better understanding of the meaning of home economics.
2. Develop and carry on an action program based on public relations goals of the Association.
3. Explore available communications media and develop plans for effective use of them.
4. Reflect the philosophy and teachings of home economics as individuals by each performing to his or her capacity.
5. Interpret the meaning of the Betty Lamp as a significant symbol of home economics (1, p.635).

Lane, Associate Editor of Farm Journal, in an address at the closing session of the 1960 American Home Economics Association meeting, made the following thought provoking statements in relation to interpretation of home economics:

This is an era when we all want the public to know us, understand us, like us best of all. But before you can doll up your public image, you first need to study your private image in a magnifying mirror, in the unflattering glare of full day light. Too often self-study is simply self-justification (15, p.514).

Lane went on to indicate that it is not possible to delegate the responsibility of public relations to a public relations counsel or to any one else, but the responsibility of improving the professional image of home economics

is the responsibility of each person individually as well as the organization collectively. Teachers have a special advantage and responsibility in this area as they are continually supplying the public and students with fresh impressions of home economics.

Ayers indicates that home economics is a young profession and that to increase the public understanding of home economics requires continuous effort as constant as change (2, p.500).

Self inspection of our goals and purposes and an understanding of our past are criteria set up by Budewig as being necessary before home economists can interpret effectively (4, p.19).

We are in a period where the choices we make, what we do and do not do, are significant. It is important that we gain as deep an understanding of our problems as possible, and then get a clear picture of what we want to be and where we want to go. As individual home economists, we must know more about our past, for the present is but a part of the continuum linked both to the past and future.....We must become more fully aware of who we are. If we do not know this, we cannot communicate it to others. If we do not know who we are we cannot have the pride in ourselves necessary to create an aura of prestige about our subject.

Summary

Several studies have been done to find beliefs of students, parents, and administrators concerning home economics. In these studies the influence of guidance counselors on students' decisions to elect or not elect home economics has been cited. Little evidence has been found in the literature to support these beliefs. Various writers and speakers have placed responsibility for interpreting home economics squarely on the shoulders of home economists. They have indicated the need for self examination and understanding of our goals as being the critical beginning in the interpretation of the total home economics program.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

PART I

BACKGROUND OF RESPONDENTS

The purpose of this study was to find secondary school counselors' beliefs concerning home economics by answering the following questions:

1. What do counselors think home economics courses contain?
2. Who do counselors believe should enroll in home economics courses?
3. What factors help a counselor decide who should take home economics?
4. How do counselors rate the importance of home economics courses in relation to other subjects?
5. When in a student's secondary school career do counselors believe home economics courses are of the most value?

Seven hypotheses were tested to find significance of differences, if any, of counselors' beliefs when their beliefs were compared on the following variables: Sex of the counselors, Type of schools where counselors worked, Size of schools in which counselors worked, Number of years of counselors' teaching experience, Number of years of counselors' counseling experience, Type of home economics programs in schools where counselors worked, and

Percentage of 1962 graduates enrolled in college from schools where counselors worked. An eighth hypothesis was that there would be no significant difference in the percentage of girls enrolled in home economics classes in schools where counselors had favorable beliefs concerning home economics and in schools where counselors have generally unfavorable beliefs concerning home economics.

A questionnaire designed to answer the five questions of this study was sent to junior and senior high school counselors in Colorado and Oregon. Eighty-four schools were contacted in Colorado and 119 questionnaires were sent to counselors in Oregon. The counselor in each school was chosen by the principal. If there was more than one counselor in the school, the principal was requested to select the most experienced, the one who worked most with the home economics department, and the one who counseled students concerning their school program of studies.

Sixty-nine per cent, or 141, of the total questionnaires distributed were used in the study. Sixty-two usable questionnaires were returned from Colorado as were 79 from Oregon. Twelve of the questionnaires were from schools which had fewer than 20 teachers on the staff. Five were inadequately completed and five were received too late to be tabulated.

Background of the Respondents

Colorado

The group of respondents from Colorado consisted of 26 men and 35 women (Table 1, Appendix B). The largest number of counselors represented were in the 35-49 year age group. This group made up 48.4 per cent of the total number of counselors (Table 2, Appendix B).

The most common degrees held by these counselors were the Bachelor of Science and the Master of Science degrees. Fifty per cent held the Bachelor of Science degree, whereas 69.4 per cent had Master of Science degrees. Nine counselors indicated that they held a bachelor's degree, but did not respond to the section of the questionnaire concerning a master's degree. This may mean that these nine people or 14.5 per cent of this group had not received a university degree beyond the baccalaureate (Table 3, Appendix B). It will be noted that there is a discrepancy of 1.61 per cent between those who have only bachelor's degrees and those who have master's.

The areas of study in undergraduate work were many and varied. The largest number majored in the humanities and social studies (Table 4a, Appendix B). A total of 66 per cent of the counselors concentrated in the areas of guidance and education during their graduate training

(Table 4b, Appendix B). Other majors indicated at both the graduate and undergraduate levels were in the areas of home economics, science, and special areas such as agriculture, business, industrial arts, and physical education.

All of the respondents had had teaching experience prior to their present counseling positions. The largest number of counselors had from 10 to 14 years of teaching experience; this number made up 29 per cent of the total group as shown in Table 5, Appendix B. Over 50 per cent of them had been counseling less than five years. Only one person had been a counselor for more than 20 years (Table 6, Appendix B). The mean number of years of teaching experience and counseling experience was 11 years and five years respectively.

Oregon

There were 79 counselor respondents from the state of Oregon represented in this study; 32 were men and 47 were women (Table 1, Appendix B). Seventy-two per cent or 57 of these counselors were over 35 years of age (Table 2, Appendix B).

The most common undergraduate degree held was the Bachelor of Arts degree with 45 per cent of the persons responding to this section of the questionnaire so

indicating. There were nearly an equal number of persons holding the Master of Science and Master of Arts degrees, the total being 49.4 per cent. Sixteen per cent indicated a graduate degree other than the Master of Science and the Master of Arts. Some of these were Master of Education and Master of Religious Education. Thirty-one of the respondents indicated that they held an undergraduate degree, but did not indicate possession of a graduate degree (Table 3, Appendix B). It will be noted that there is a discrepancy of 5.93 per cent between those who have only bachelor's degrees and those who reported having master's.

The most common fields of undergraduate study were in humanities and education (Table 4a, Appendix B). Thirty-six per cent indicated the areas of guidance and education as graduate majors. The number of respondents who did not indicate holding a graduate degree did not indicate a graduate major (Table 4b, Appendix B).

All but two of the 79 respondents indicated they had taught prior to counseling (Table 5, Appendix B). Twenty-three had taught from five to nine years and another 22 of the group had taught 20 years or over. The mean number of years for teaching experience was 13 years. Fifty per cent of the respondents had been counseling for less than five years as shown in Table 6, Appendix B. Two

counselors in the Oregon group had been counseling for more than 20 years.

Summary

The total group of 141 respondents from Colorado and Oregon contained 58 men and 82 women. One person did not indicate his sex. The largest group was found to be in the 35-49 year old age range with 42.6 per cent of the total 141 counselors belonging to this group.

Eighty-two per cent of the respondents held undergraduate university degrees, the number of Bachelor of Arts and Bachelor of Science degrees being equal. Twenty-five of the counselors did not respond to this question which accounts for the apparent lack in the total group's possession of undergraduate degrees. Nearly 74 per cent of the respondents indicated professional training consisting of a master's degree. The most common graduate degree was the Master of Science degree.

The mean years of teaching experience of the states combined was 12 years. The largest group of counselors indicated less than five years' counseling experience. This group made up 59.7 per cent of the total. Approximately 1.6 per cent of the respondents had over 20 years' experience in the counseling field.

Schools Represented in the Study

Colorado

Table 7, Appendix B, shows that there were five types of school organizations represented in this study. The types represented in largest number were the three-year junior high school, consisting of grades seven, eight, and nine; and the four-year high school, consisting of grades nine, 10, 11, and 12. Counselors also held positions in junior high schools with grades seven and eight, three-year high schools, and six-year high schools consisting of grades seven through 12. Fifty-one per cent of the schools responding from Colorado were considered senior high schools, the remainder being junior high schools.

The sizes of the schools represented ranged from 302 to 2255. The mean school size was 827. Fifty-nine per cent of the schools had enrollments between 500 and 999 (Table 8, Appendix B).

In 27 per cent of the schools represented, over one half of the girls were enrolled in home economics courses, as shown in Table 9, Appendix B. The home economics enrollment in 41 schools ranged from 20 to 49 per cent of the girls enrolled in the school.

Thirty-five of the schools in the Colorado group had home economics programs which were reimbursed from state

and federal vocational education funds (Table 10, Appendix B). This number represents 56 per cent of the total schools responding.

General home economics courses were required in the Colorado schools at the seventh, eighth, and ninth grade levels by a total of 20 schools, with only one school having a required one-year course on the ninth grade level. Courses considered general were those called Homemaking, Home Economics, Home Living, and Family Living. There were no schools which required any home economics after grade nine. Most of the required courses were given for one semester. Elective home economics courses were most common for the ninth and tenth grades with 34 and 21 schools respectively offering courses at these levels. Most of the classes were taught for a one-year period. Tables 11a and 11b, Appendix B, indicate the number of schools which offered general home economics courses, along with their status and length.

Courses classified in the special areas of foods and clothing were 48 in number. These courses were offered in 14 of the schools. Two schools required these classes for nine to 12 weeks or for one semester. The foods or clothing classes were offered on a semester or yearly basis in six schools, part of which were elective and the others were required. Foods and clothing classes were purely

elective in six schools and could be elected for one semester or one year (Table 12a, Appendix B).

Fourteen schools offered a total of 21 sections of home economics in areas other than foods and clothing. One school required one of the courses for a period of nine to 12 weeks; all others were elective for a semester or one year (Table 12b, Appendix B).

In 23 of the 32 high schools representing Colorado, over 40 per cent of the 1962 graduates were enrolled in college. In this group 40.6 per cent of the schools had over 50 per cent of their June graduates enrolled in college (Table 13, Appendix B).

Oregon

Fifty of the counselors responding from Oregon represented senior high schools, the majority of which were four-year schools made up of grades nine through 12 (Table 7, Appendix B). Twenty-nine of the participating schools were junior high schools. Twenty-six of these were three-year schools.

The largest percentage of schools represented had enrollments from 500 to 999 as is shown by Table 8, Appendix B. Seventeen per cent of the schools had enrollments of over 1000. The mean school size in the Oregon schools was 793.

In 26 per cent of the schools over 50 per cent of the girls were enrolled in home economics courses (Table 9, Appendix B). Of these schools, 13 or 61.9 per cent were junior high schools. There were 70.9 per cent of the schools represented where less than 50 per cent of the girls were enrolled in home economics. Two junior high school counselors indicated that all of the girls in the school were enrolled in home economics classes. Two of the responding schools did not offer home economics, therefore could not give information concerning enrollments.

Forty-six of the schools in Oregon represented non-reimbursed home economics programs which made up 58.2 per cent of the total (Table 10, Appendix B). The two schools which did not offer home economics could not be categorized in this area.

Twenty-one of the responding schools required some home economics in the seventh or eighth grades. These courses were given on a semester basis in over one half of the cases. There were no schools requiring home economics after the eighth grade. The largest percentage of schools offered home economics during the ninth or tenth grade on an elective basis. Most of these courses were taken for one year. Fourteen schools indicated ungraded courses some of which were called Home Living and Family Living.

Tables 11c and 11d, Appendix B, indicate the types of general home economics courses required and elective in the Oregon schools.

There were 20 sections of foods and or clothing courses being taught in a total of six schools. All of these courses were to be elected by the student for one year. Thirteen schools offered courses in home economics in special areas other than foods and clothing, such as child development, family relationships, and home management. These classes were elective in 11 schools; a large percentage were given on a yearly basis (Table 12b, Appendix B).

In 56 per cent of the Oregon high schools represented in the study, over 40 per cent of the 1962 June graduates were enrolled in college (Table 13, Appendix B). There were two schools in which 60 per cent or more of the graduates were attending college. The largest number of schools represented had from 40 to 49 per cent of their graduates attending a college.

Summary

The number of schools represented in this study was made up of 41.8 per cent junior high schools and 58.2 per cent senior high schools. The most prevalent forms of

organization were the three-year junior high school and the four-year senior high school.

School sizes were divided into categories of less than 500, 500 to 999, and 1000 and over. Over 56 per cent of the schools were classified in the 500 to 999 size group. The mean school size was 810. There were exactly the same number of schools, 31, having an enrollment of less than 500 as there were schools having enrollments of more than 1000.

There were 71.6 per cent of the schools in which less than 50 per cent of the girls were enrolled in home economics courses. Approximately five per cent of these schools had home economics enrollments of less than 20 per cent of the total girls enrolled in school. Thirty-eight schools had over 50 per cent of their girl students enrolled in home economics. Of these 38 schools 12, or 31.6 per cent, were senior high schools. The mean school enrollment was 42 per cent. This percentage was lower than the national average of 49 per cent found in a study by the U. S. Office of Education in 1959 (6).

The number of schools in this study which had a vocationally reimbursed home economics program totaled 66 which is slightly less than one half of the schools responding. Non-reimbursed home economics programs made up 51.8 per cent of the programs represented.

There were virtually no home economics courses required in schools of the respondents after the eighth grade level. The common duration of required courses was one semester. The majority of elective courses at all levels were offered for a one-year period.

The types of home economics courses were classified according to the manner in which they had been listed in the questionnaire by the respondents. Courses called Homemaking, Home Living, and Home Economics were grouped together and were considered general home economics. Other home economics courses were classified according to special areas, one of which was foods and clothing. The other special area groups included such courses as "family relationships", "child development", and "home management". The majority of schools offered general home economics courses (Table 12c, Appendix B). Of the schools listing special area courses there were several more sections of foods and clothing courses than courses in the other areas.

In the 82 senior high schools, there were 62.2 per cent which had over 39 per cent of the 1962 graduates attending college. In this same group of schools, 25.7 per cent had over 50 per cent of their graduates enrolled in college. In only six per cent of the schools were there less than 30 per cent of the graduates enrolled in

college. The average per cent of college enrollees in the two states was 46.3 per cent.

PART II

RESPONDENTS' BELIEFS CONCERNING
HOME ECONOMICS IN SECONDARY SCHOOLS

The purpose of this study was to find beliefs of secondary school guidance counselors by answering the five questions stated previously. Each question and its responses will be described in the following sections.

The first section of the questionnaire was made up of 24 statements describing home economics as it is thought to be or as it should be. The statements were evaluated in terms of favorableness or unfavorableness by a panel of five home economists enrolled in a graduate course in Home Economics Education at Oregon State University. There were six statements related to each of the first four questions to be answered in the study. Question five related to when counselors believed home economics courses are of most value was answered in another section of the questionnaire.

The respondents were asked to respond by indicating their degree of agreement with each statement. The possible responses were Strongly Agree, Agree to Some Extent, Disagree to Some Extent, and Strongly Disagree. Agreement with favorably judged statements indicated a favorable belief, whereas agreement with unfavorably judged statements was taken to mean an unfavorable belief towards home

economics. Tables 14, 15 and 16 (Appendix B) summarize the responses to these statements.

How Counselors Arrived at Their Present
Beliefs Concerning Home Economics

Colorado

When the counselors were asked to indicate where and how they had arrived at their present beliefs about home economics (Table 17, Appendix B), the three factors mentioned most by the Colorado counselors had to do with the home economics teachers they had known, home economics programs they had observed, and their own experiences with home economics as high school students.

Such other factors which had helped to formulate their beliefs were general experiences as a teacher and counselor, present and past family experiences, and student comments. Associations with home economics teachers were considered important by 18 per cent of the respondents. A typical response in this area was, "We have received invaluable 'indoctrination' by our splendid home economics personnel who have kept us clearly informed of all activities and aims of our homemaking department, and have engendered enthusiasm and cooperation through their convictions, efforts and results."

Another comment relating to experiences with home economics as a student was given by a male respondent. He said, "Home economics was required for boys when I was in junior high school at the seventh grade level. I took an elective course in home living for boys in the 11th grade in high school. It proved interesting, helpful and on the different levels of home economics."

Forty-nine per cent of the respondents did not respond to this question.

Oregon

Beliefs held by the Oregon counselors about home economics were traced to observation of home economics programs and associations with home economics teachers. There were approximately 21 per cent of the respondents who indicated these areas of influence. The counselor's present family and its needs caused several to hold certain beliefs about home economics, as did experiences in high school and college home economics courses. One counselor indicated his beliefs concerning the quality of teaching when he said, "It is apparent what home economics can and does do for the student. I need no 'selling' gimmick to advertise home economics. Results are what we look at. I believe fine results come from having outstanding instructors."

Summary

The largest number of counselors indicated that they believed that their present beliefs concerning home economics had been arrived at through associations with home economics teachers and observation of home economics programs and students. These influencing factors were indicated by 26 and 24 counselors respectively.

What Counselors Thought Home Economics Courses Contained

Colorado

In response to the statements designed to answer the first question the respondents generally showed a favorable understanding of home economics programs. The favorable responses to Question one are summarized in Table I. There was strong agreement with each of the favorable statements related to understanding of the course content of home economics. The counselors believed that home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods, nutrition, textiles, care and selection of clothing, management of resources, child development, and family relationships. Only one counselor disagreed to some extent with this statement.

Table I

Favorable Reaction Towards Home Economics as
Expressed by 62 Colorado Counselors' Responses
to What Counselors Thought Home Economics Courses
Contained

Statements	Agreement	
	No.	%
Positive statements in which 50 per cent or more counselors agreed strongly or agreed to some extent:		
1. Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods, nu- trition, textiles, care and selection of clothing, management of resources, child development, and family relationships.	61	98.39
2. The content of home economics can be well adapted to the developmental tasks of the adolescent.	59	95.16
3. Home economics is a subject in the cur- riculum which has as its major goal the improvement of home and family life in society.	57	91.94
Negative statement in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
There is much overlapping between the course content of home economics and that of other subjects.	23	29.11

Approximately 95 per cent of the respondents
expressed the belief that the content of home economics
can be adapted to the developmental tasks of the adoles-
cent.

The larger percentage of counselors, 53.2, agreed strongly that home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society (Table 14a, Appendix B). Another 38.7 per cent agreed to some extent to this statement. These two percentages make up an agreement of 91.94 per cent.

More than three fourths of the respondents disagreed with the unfavorable statement that there is much overlapping between the course content of home economics and that of other subjects. Disagreement with unfavorable statements was taken to indicate a favorable belief or understanding.

There were equal numbers showing a favorable belief concerning the statement that evaluation fails to reflect the scope claimed for home economics (Statement 11, Table 15a, Appendix B). Approximately 45 per cent agreed with this statement and 45 per cent disagreed to some extent. There were 10 per cent who did not respond. The categories of "Agree to Some Extent" and "Disagree to Some Extent" were selected by over 64 per cent of the respondents which might indicate uncertainty concerning this belief.

Fifty-six per cent of the counselors agreed with the unfavorable statement that most of the course content in

home economics courses consists of cooking and sewing (Table 15a, Appendix B). One basis for the expression of this belief would be the home economics programs which the counselors have known and observed. They could very well have been reporting the "actual" content of courses in their schools.

Units of Study Which Colorado Counselors
Believed to be of Most Importance

The respondents were also requested to indicate their beliefs of what they thought home economics courses contain by indicating a unit of study which they believed to be most important in each of the eight areas of home economics.

1. Child Development. Table II shows the units of study which 62 Colorado counselors believed to be most important for students to study in the area of child development.

Table II

Units in the Area of Child Development Which 62
Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Infant and Child Care	18
Growth and Developmental Patterns	15
Babysitting	5
Child Rearing	3
Psychology	2
Adolescence	2
Getting Along With Others	2
Healthy Child	2
Others (Indicated once each)	7
Preparation for Parenthood, Post-natal Care, Safety, Home Nursing, Selecting Activities for the Young Child, Individualism, and Nursery School	
No Response	8

Statements relating to infant and child care, and growth and developmental patterns of the young child were listed most frequently. A total of 33 respondents indicated the need for concentration on these topics.

Babysitting was chosen to be an important unit by only five of the counselors. The phrase "child rearing" was used by three respondents.

Another group of suggested units included those which were mentioned two times each. These units were: psychology, adolescence, Getting Along With Others, and The Healthy Child.

There were still other units given as important by at least one counselor. Some of these were Pre-preparation for Parenthood, safety, home nursing, and Selecting Activities for the Young Child.

It is believed by the writer that these choices made by the counselors indicate understanding in the area of child development.

2. Clothing, Textiles and Related Art. Over 50 per cent, or 38 respondents, indicated units in wardrobe planning, clothing selection, and clothing construction as being most important in the area of clothing, textiles, and related art. A study of textiles was considered important by 10 counselors (Table III).

Table III

Units in the Area of Clothing, Textiles, and
Related Art Which 62 Colorado Counselors Be-
lieved to be of Most Importance

Units	Number Indicating Most Important
Sewing	15
Wardrobe Planning and Clothing Selection	11
Design	7
Color	5
Selection of Fabrics	10
Grooming	2
Home Decorating	2
Others (Indicated once each) Manufacturing, Repair, Advertising, Fashion Show	4
No Response	9

Grooming, home decorating, manufacturing, advertising, repair of clothing and a fashion show were other areas mentioned for study by at least one counselor.

There were more counselors who indicated wardrobe planning, clothing selection, design and color than those who chose clothing construction. This may mean that counselors recognized areas in the field of clothing other than construction as being important.

One aspect of clothing which was omitted by the counselors was the purchasing of ready-to-wear garments.

3. Consumer Buying. Planning for Spending through Budgeting, and Shopping Practices were the units mentioned most in the area of consumer buying (Table IV).

Table IV

Units in the Area of Consumer Buying Which 62
Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Budgeting	15
Shopping Practices	32
Spending Wisely	
Shopping and Economy	
Judging a Good Buy	
Labels and Advertising	
Consumer Market and Economics	5
Credit and Installment Buying	5
Others (Indicated once each)	3
Cost and Installation of Home	
Appliances, Menu Planning,	
Field Trip	
No Response	7

There were 15 counselors who said that budgeting is an important area for study. Thirty-two indicated that study in the area of shopping practices is important.

These 32 counselors used phrases such as "Spending Wisely", "Shopping and Economy", "Judging a Good Buy", and "Labels and Advertising" to describe possible units.

Economics, The Consumer Market, Credit, and Installment Buying were suggested as important units by five counselors.

Other units recommended by at least one counselor were Cost and Installation of Home Appliances, Menu Planning, and a field trip. There was no indication as to the nature of the field trip.

4. Family Health and Home Nursing. Table V shows the units which the respondents believed to be most important in the area of health and home nursing.

Table V

Units in the Area of Health and Home Nursing Which 62 Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
First Aid	21
Home Care of Sick	9
Prevention of Illness	8
Symptoms and Care of Common Illness	7
Health	5
Planning Menus	2
Others (Indicated once each) Home Hazards, Physical Fitness, Care of Older People	3
No Response	10

A unit in first aid was suggested by 21 of the counselors. Other units mentioned by at least five counselors were related to prevention and care of common illnesses in the home. Specific units in these areas were: Home Care of the Sick, Symptoms and Care of Common Illness, and Health and Prevention of Illness.

Other areas for study expressed by at least one respondent were meal planning, home hazards, physical fitness and care of older people.

These responses seem to indicate a broad understanding of the work which can be done in home economics classes in the area of family health.

5. Family Relationships. A general need for instruction in the area of interpersonal relationships was expressed by at least 48 of the Colorado counselors.

Table VI shows these relationships divided into general, parent-child, sibling, and marriage relationships. Units for understanding self and personality development were also considered to be important.

Table VI

Units in the Area of Family Relationships Which 62 Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
General Relationships	13
Relationships with Parents	13
Marriage	12
Relationships with Siblings	10
Self Understanding	3
Personality Development	2
Others (Indicated once each) Parent Education, Individual Differences, Social Adjustment, Cooperation and Family Recreation	5
No Response	8

One counselor summarized this area well when he said, "A unit in family relationships should help develop an understanding of the self, parents, and siblings in order to have harmonious family relations."

Other units suggested by at least one respondent were: parent education, individual differences, social adjustment, family cooperation and family recreation.

6. Foods and Nutrition. Equal numbers of counselors, 22 in each group, believed that meal planning and nutrition are important units to be studied in the general area of foods and nutrition (Table VII).

Table VII

Units in the Area of Foods and Nutrition Which 62 Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Meal Planning	22
Nutrition	22
Meal Preparation "Cooking"	11
Food Habits	2
Others (Indicated once each) Health for Living, Buying of Food, Baby Needs, Freezing	4
No Response	5

Meal preparation, or cooking, was recommended by only 11 respondents. This would seem to indicate recognition of the changes in family food habits and their effects on the amount of time spent on meal preparation in the home.

Areas for study mentioned by one respondent each were the following: health, baby needs, food preservation by freezing, and buying of food. The latter item is one which might be considered to be more important today in this age of "supermarkets" and increased consumer products.

7. Housing, Home Furnishings and Equipment. Units relating to the home furnishings aspect of this area were chosen by several of the respondents. Table VIII shows that 20 counselors chose units related to home decoration as most important.

Table VIII

Units in the Area of Housing, Home Furnishings,
and Equipment Which 62 Colorado Counselors Be-
lieved to be of Most Importance

Units	Number Indicating Most Important
Interior Decorating	20
Economical Purchasing	7
Selection of Furniture	5
Floor Planning	4
Pride and Joy from Home Surroundings	3
Use and Care of Appliances	2
Refinishing of Furniture	2
Others (Indicated once each) Architectural Design, Creativity, Model Home	3
No Response	11

Seven counselors indicated the need for stressing economical purchasing. One might assume that this was meant to include purchasing housing, home furnishings and equipment.

Only two respondents considered use and care of appliances to be important. Two also believed that a unit on refinishing of furniture should be taught.

The area which is conspicuous by its absence in this section is housing. The only references to housing were

the four recommendations given for floor planning. This may indicate that little has been done in home economics classes in relation to family housing needs, evaluating housing, and financing housing. If this area has been a part of home economics programs, little has been done to interpret this part of the program to counselors.

8. Management. The areas considered most important for study in relation to management were the budgeting of time and money. These units were indicated as being important by 39 counselors (Table IX).

Table IX

Units in the Area of Management Which 62 Colorado Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
General Budgeting	23
Money Management	9
Time Management	7
Understanding Management of a Household	4
Planning and Preparing Meals	3
Wise Buying	3
Others (Indicated once each) Buying for Health, Roles in Management, Planning	3
No Response	14

Understanding the management of a household, wise buying, and planning and preparing meals were units indicated by three or four counselors. A suggestion was made by one counselor to the effect that a student should understand the roles and steps in the management process.

The management of energy as a resource was not specifically mentioned at this time. There were 14 respondents who did not respond to the section on management.

Oregon

There was a high degree of favorableness expressed concerning the understanding of course content as described in five statements in Part I of the questionnaire as can be seen in Table X.

Table X

Favorable Reaction Towards Home Economics as
Expressed by 79 Oregon Counselors' Responses
to What Counselors Thought Home Economics
Courses Contained

Statements	Agreement	
	No.	%
Positive statements in which 50 per cent or more counselors agreed strongly or agreed to some extent:		
1. Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods, nutrition, textiles, care and selection of clothing, management of resources, child development, and family relationships.	78	98.73
2. The content of home economics can be well adapted to the developmental tasks of the adolescent.	76	96.20
3. Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society.	75	94.93
Negative statements in which fewer than 50 per cent of the counselors agreed strongly or to some extent:		
1. Most of the course content in home economics classes consists of cooking and sewing.	36	45.56
2. There is much overlapping between the course content of home economics and that of other subjects.	23	29.11

Table 14b (Appendix B) shows that over 60 per cent of the counselors strongly agreed with the following statements: "Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of all of the areas of home economics"; "The content of home economics can be well adapted to the developmental tasks of the adolescent"; and "Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society." Less than five per cent of the respondents disagreed to any extent with these favorable statements.

The respondents disagreed with three unfavorable statements relating to the content of home economics classes, therefore, the respondents had favorable beliefs towards these areas of home economics. Fifty-three per cent of the counselors did not agree that most of what is done in home economics courses consists of cooking and sewing. There were 70.9 per cent who did not believe that there is much overlapping between the course content of home economics and that of other subjects. The degree of disagreement to this statement was nearly equally divided between strong disagreement and disagreement to some extent.

In response to the statement that evaluation fails to reflect the scope claimed for home economics, 34.2 per cent

of the participants disagreed to some extent and 12 per cent disagreed strongly. A total of 39.2 per cent agreed with this unfavorable statement, whereas 13.9 per cent did not respond to the question. This statement appears only on Table 15b (Appendix B) since it shows neither a favorable nor an unfavorable belief.

Units of Study Which Oregon Counselors
Believed to be of Most Importance

The Oregon respondents indicated the following units as being the most important in each area of home economics teaching.

1. Child Development. The Oregon counselors indicated the same types of units as being most important in the area of child development as did the Colorado group. These units were related to baby and child care, and patterns of growth. Table XI shows that a total of 36 counselors chose these two units as being most important.

Table XI

Units in the Area of Child Development Which 79
Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Baby and Child Care	21
Growth Patterns and Characteristics of Various Age Levels	15
Understanding of Children	9
Babysitting	9
Child Psychology	5
Pre-natal Care and Birth of Baby	4
Nursery School	2
Others (Indicated once each) Human Relationships, Dr. Spock, Developmental Tasks, Rearing Children, Understanding Siblings	5
No Response	11

Understanding of Children and Babysitting were the next important units with each being mentioned nine times.

Units suggested from two to five times were related to Child Psychology, Pre-natal Care, Birth of the Baby, and The Nursery School.

Several other ideas were expressed at least once. Some of these included: understanding siblings, rearing

children, developmental tasks, human relationships, and nutrition.

One counselor indicated that a child development unit could be taught under a course in physiology.

2. Clothing, Textiles and Related Art. Twenty-seven of the Oregon counselors indicated clothing construction or sewing to be most important in this area (Table XII).

Table XII

Units in the Area of Clothing, Textiles
and Related Art Which 79 Oregon Counselors
Believed to be of Most Importance

Units	Number Indicating Most Important
Sewing	27
Clothing Selection and Wardrobe Planning	20
Textile Care and Selection	18
Design and Fashion	5
Buying of Clothing	4
Grooming	4
Others (Indicated once each) Tailoring, Home Furnishings	2
No Response	13

A unit on clothing selection and wardrobe planning was suggested by 20 respondents. These suggestions indicated consideration of selection of suitable clothing according to style, coloring and figure types. Little reference was made to choosing quality or to cost consideration.

Care and selection of textiles was considered important by 18 respondents.

Design and fashion, buying of clothing, grooming, tailoring, and home furnishings were other types of units suggested by fewer than five persons.

It was encouraging that only approximately one third of the counselors considered sewing to be the most important unit in the area of clothing, textiles and related art. This may indicate that other aspects of clothing are also being included in some home economics programs.

3. Consumer Buying. The wide range of suggested units in the area of consumer buying indicated understanding, on the part of counselors, of the wide range of needs for education in this area.

There were 16 counselors who chose budgeting and money management as being most important in this area. Effective shopping and judging quality were units suggested by a total of 26 respondents (Table XIII).

Table XIII

Units in the Area of Consumer Buying Which 79
Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Budgeting and Money Management	16
Effective Shopping	14
Judging Quality	12
Purchasing Food	8
Purchasing Clothing	4
Purchasing Furnishings	1
Advertising	4
Sources of Consumer Information	4
Credit Buying	3
Quantity Buying	2
No Response	10

Specific units in purchasing food, clothing and furnishings were also considered to be important. The need for information on advertising and sources of consumer information was an idea expressed by four counselors.

Credit and quantity buying were other units suggested in the area of consumer buying.

4. Family Health and Home Nursing. Three units were mentioned many times as being important in the area of family health and home nursing. First Aid and Accident Prevention was suggested by 26 of the respondents. Home Care of the Sick, and Prevention of Illness were other units chosen by 20 and 17 counselors respectively.

Table XIV

Units in the Area of Family Health and Home Nursing Which
79 Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
First Aid and Accident Prevention	26
Home Care of the Sick	20
Prevention of Illness	17
Care of Young Child	3
Baby Care	2
Food for the Ill Person	2
Diversions for the Sick	2
No Response	12

All other units were suggested by at least two respondents as shown in Table XIV. These units included topics such as care of the young child, baby care, food for an ill person, and diversions for the sick. These

topics could become a part of the larger units given above.

One counselor indicated that this area should be taught in physical education classes.

5. Family Relationships. Responses to the question of what units are important in the area of family relationships were categorized in the following manner, in the order of importance indicated by counselors: Getting Along with Others, Marriage, Parent-Child Relations, Dating, and Sibling Relationships (Table XV).

Table XV

Units in the Area of Family Relationships Which 79 Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Getting Along with Others	21
Marriage	12
Parent-Child Relations	8
Dating	6
Sibling Relationships	4
Self Understanding	3
Roles of Family Members	3
Problems of Adolescence	2
Common Family Problems	2
Family Activities	2
No Response	13

Other units also related to family relations were suggested by two or three counselors. These units were related to self understanding, roles of family members, problems of adolescence, common family problems, and family activities. One counselor expressed his belief in the importance of democratic decision making when he titled a unit, "Achieving a Successful Home Life for All Members Through Democratic Decision Making."

These responses would seem to indicate a basic understanding on the part of counselors of the role of home economics classes in the area of family relations.

6. Foods and Nutrition. Approximately 40 per cent of the Oregon respondents indicated a unit in meal planning to be most important in the study of foods and nutrition. A study of nutrition was considered important by 22 or 27.8 per cent of the counselors (Table XVI).

Table XVI

Units in the Area of Foods and Nutrition Which 79
Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Meal Planning	33
Nutrition	22
Meal Preparation	14
Buying	3
Meal Service	2
Health	2
Other (Indicated once each) Meals for Two, Budgeting of Time and Money, Foreign Cookery, Food Preservation	4
No Response	11

Meal preparation or cooking was indicated by only 14 counselors which may show a recognition of the changes which have taken place in meal preparation in today's homes. The time element involved in laboratory experiences may also be a factor in realizing that class time may be spent more profitably building principles in meal planning and nutrition which then can be applied in the home through planned experiences.

Only three counselors indicated the importance of a unit on buying of food. This may be a weakness in the

counselors' understanding of the possible scope of a home economics program. References to management in relation to food were low also.

The other suggested units related to meal service, health, meals for two, budgeting of time and money, and foreign cookery.

One counselor suggested work in the area of food preservation as a home experience.

7. Housing, Home Furnishings and Equipment. The home decorating aspect of housing was considered to be most important by 27 or slightly over one third of the respondents as shown in Table XVII.

Table XVII

Units in the Area of Housing, Home Furnishings
and Equipment Which 79 Oregon Counselors Believed
to be of Most Importance

Units	Number Indicating Most Important
Home Decorating	27
Purchasing Equipment	12
Planning a Home Within One's Means	8
Care and Use of Appliances	8
Home Ownership and Financing	6
Selecting Quality Housing	2
Periods and Styles of Houses and Furniture	2
Household Management	2
Developing a Sense of Taste	2
Others (Indicated once each) Recovering Furniture, Care of Own Room, Storage, Art in the Home, Floor Plans	5
No Response	15

Purchasing of equipment was considered next important by 12 counselors, followed by units in "Care and Use of Appliances", and "Planning a Home Within One's Means" which were considered important by eight counselors. Six respondents suggested a unit in the area of home ownership and financing.

There were several other topics suggested by one or two participants. Some of these were selecting quality housing, periods and styles of houses and furniture, household management, recovering furniture, care of own room, storage and art in the home.

These choices indicate a fairly broad understanding of the area of housing, home furnishings and equipment on the part of counselors.

8. Management. Table XVIII shows that the major concern expressed in the area of management was in relation to budgeting.

Table XVIII

Units in the Area of Management Which 79 Oregon Counselors Believed to be of Most Importance

Units	Number Indicating Most Important
Budgets	28
Budgeting Time	18
Budgeting Money	11
Management of Energy	4
Buying	3
Other (Indicated once each) Ironing, Meal Planning, Conservation of Space, Financing a Home, Costs Involved in Managing Various Types of Homes	5
No Response	15

Twenty-eight of the counselors used the term "budgets" to describe a unit in management. The budgeting of time and money was suggested as important by 18 and 11 counselors respectively.

Management of energy, buying, ironing a man's shirt, conservation of space, meal planning, costs involved in managing various types of homes, and financing a home were other units indicated by less than five respondents in this area.

A broad understanding of management was expressed by one counselor who described a unit in management as, "Wise use of all resources--time, energy, money, property for the greatest benefit for the entire family."

Who Counselors Believed Should Enroll in Home Economics Courses

Colorado

Beliefs expressed by the Colorado counselors concerning who should enroll in home economics courses were more favorable than unfavorable. There was general disagreement with three unfavorable statements designed to answer this question. These statements were: "Home economics classes are planned more frequently for the less able student than the able student"; "Home economics has greater appeal for the low, rather than the higher socio-economic

group of students"; and "Home economics is not essential for girls who are going to college." The general disagreement to these statements, which were judged to be unfavorable toward home economics, indicated positive beliefs on these items (Table XIX).

Table XIX

Favorable Reaction Towards Home Economics as Expressed by 62 Colorado Counselors' Responses to Who Counselors Believed Should Enroll in Home Economics

Statements	Agreement	
	No.	%
Positive statements in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
1. Home economics is a popular course with students of all ability levels.	34	54.84
2. Home economics classes make an important contribution to the slow learner.	54	86.10
Negative statements in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
1. Home economics classes are planned more frequently for the less able student than for the able student.	24	38.71
2. Home economics has greater appeal for the low, rather than the higher socio-economic groups of students.	23	37.10
3. Home economics is not essential for girls who are going to college.	9	14.51

There was only moderate agreement with the statement that home economics is popular with students of all abilities--54.8 per cent agreed with the statement and 45.2 per cent disagreed (Tables 14a or 16, Appendix B). Of the respondents who did not agree, 24.2 per cent disagreed strongly. This represented more counselors than those who strongly agreed.

Fifty-four of the 62 counselors agreed that home economics classes make an important contribution to the slow learner. Only one respondent disagreed strongly with this statement.

The majority, or 62.9 per cent of counselors, expressed the belief that home economics is not popular with the brightest students, but only a small percentage indicated complete agreement or disagreement with this statement (Table 16, Appendix B). This belief conflicts with the responses given concerning the statement that home economics is popular with students of all abilities. These responses seemed to indicate mixed beliefs or an unclear image of the status of home economics courses.

Part III of the questionnaire consisted of specific statements relating to the question of who should enroll in home economics classes (Table 17, Appendix B). There were 70.9 per cent of the Colorado respondents who believed that home economics courses should be optional, but

encouraged for all girls. Twelve of the respondents indicated that all girls should be required to take some home economics. There were no beliefs expressed to the effect that girls should be discouraged from taking work in this area.

Beliefs about boys taking home economics courses were divided into two major groups. Approximately 42 per cent of the respondents believed that home economics courses should be optional, but encouraged for all boys, but 46.8 per cent believed that home economics courses for boys should be completely optional. Two of the counselors indicated that home economics classes should be required of all boys.

The terminal students' enrollment in some home economics classes was seen to be important by 67.7 per cent of the respondents. Approximately 27 per cent believed that these students should have as many courses in home economics as possible.

Forty-two, or 66 per cent, of the 62 counselors indicated the belief that college preparatory students should be encouraged to enroll in high school home economics. Twenty-five per cent believed that home economics courses should be encouraged but rarely at the expense of academic electives. Only seven respondents believed that some home economics should be required of the college bound student.

The largest number of counselors believed that a student may take one or more classes in home economics and still meet the requirements for entrance into most colleges. Another group of respondents indicated that a student wishing to prepare for college and also to emphasize home economics in high school should be encouraged to do so. These two groups made up 89.5 per cent of the total number responding to the statements.

Oregon

Table XX shows favorable beliefs expressed on four of the statements designed to find counselors' beliefs concerning who should enroll in home economics courses. Unfavorable beliefs were indicated on the two remaining statements. High agreement of over 50 per cent was expressed on the following statements: "Home economics is a popular course with students of all ability levels"; and "Home economics classes make an important contribution to the slow learner." A large percentage, 74.7, disagreed with the unfavorable statement that home economics is not essential for girls who are going to college.

Table XX

Favorable Reaction Towards Home Economics as
Expressed by 79 Oregon Counselors' Responses
to Who Counselors Believed Should Enroll in
Home Economics

Statements	Agreement	
	No.	%
Positive statements in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
1. Home economics is a popular course with students of all ability levels.	46	58.22
2. Home economics classes make an important contribution to the slow learner.	72	91.14
Negative statements in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
1. Home economics classes are planned more frequently for the less able student than for the able student.	37	46.84
2. Home economics is not essential for girls who are going to college.	20	25.32

The beliefs expressed concerning the students for
which home economics classes are planned were nearly equal
in agreement and disagreement. Fifty per cent of the
counselors disagreed that home economics classes are
planned more frequently for the less able student than
for the able student. Nearly 47 per cent of the respond-
ents agreed with the statement and 2.5 per cent did not
respond.

Another statement on which beliefs were equally divided concerned the appeal of home economics for the different socio-economic groups of students. Approximately 49.4 per cent expressed the belief that home economics has greater appeal for the low, rather than the higher socio-economic group of students. The statement that home economics is popular with the brightest students was not accepted by 65.8 per cent of the respondents thus indicating an unfavorable belief.

The majority, 64.6 per cent, of the respondents indicated that home economics courses should be optional, but encouraged for all girls (Table 18, Appendix B). Home economics courses should be required of all girls was the belief expressed by 18.9 per cent of the counselors. No respondents believed that girls should be discouraged from taking work in home economics.

Few believed that boys should be required to take home economics courses. The largest number of respondents indicated the belief that home economics should be completely optional for boys. Five per cent believed that boys should be discouraged from taking work in this area.

In questions concerning the terminal student, 63.3 per cent of the Oregon counselors expressed the belief that it is important that the terminal student have some home economics courses. There were no counselors

expressing the belief that girls could wait to learn home-making skills after marriage.

Home economics courses should be encouraged at the high school level for the college bound was the view expressed by 48.1 per cent of the respondents. Nearly 32 per cent believed that home economics courses should be encouraged, but rarely at the expense of the academic parts of the curriculum. There were 15.2 per cent of the respondents indicating the belief that some home economics should be required for the college bound as compared with only 3.8 per cent who believed that home economics courses are of little real value.

Fifty per cent of the respondents agreed with the statement, "If a young person wishes to prepare for college and also emphasize home economics in high school, she should be encouraged to do so." Another 37.9 per cent of the counselors believed that a student may take one or more classes in home economics and still meet the requirements for entrance at most colleges. Only 2.5 per cent indicated the belief that it is nearly impossible for a student to take home economics in high school and still fulfill college entrance requirements.

Factors Counselors Considered in Deciding Who Should Enroll in Home Economics Courses

Colorado

The respondents were asked to respond to a group of statements relating to the factors which would help them to determine who should take home economics classes. Of the six statements used, two denoted unfavorable beliefs about home economics. The other four were stated positively.

There was high agreement with the following statements: "Home economics classes are interesting and challenging"; "Home economics courses are held in high esteem by other faculty members in the school"; "Parents are generally pleased with what their children learn in home economics"; and "A home economics degree from college offers a chance to have an interesting and rewarding career." It was interesting to note that there was 100 per cent agreement with the last statement. A summary of favorable responses is given in Table XXI.

Table XXI

Favorable Reaction Towards Home Economics as Expressed by 62 Colorado Counselors' Responses to What Factors Counselors Considered in Deciding Who Should Enroll in Home Economics

Statements	Agreement No. %	
Positive statements in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
1. Home economics classes are interesting and challenging.	53	85.49
2. A home economics degree from college offers a chance to have an interesting and rewarding career.	62	100.00
3. Home economics courses are held in high esteem by other faculty members in the school.	39	62.91
4. Parents are generally pleased with what their children learn in home economics.	55	88.71
Negative statements in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
1. Home economics is repetitious when several years are offered.	25	40.32
2. Students' achievement in home economics does not reflect creditably on the school's prestige.	9	14.52

There was general disagreement with the two unfavorable statements in this area, which in reality indicates favorable beliefs. The statements were: "Home economics is repetitious when several years are offered"; and

"Students' achievement in home economics does not reflect creditably on the school's prestige." The above items gave the counselors' image of home economics as well as some possible underlying reasons for counseling students toward home economics.

Table 19a (Appendix B) shows the extent to which counselors believed they consider certain factors in helping a student decide whether or not to enroll in home economics. There were various factors considered to a large extent as well as those considered very little or not at all. The factor which was considered to a large extent by nearly 71 per cent of the counselors was the belief that each individual has a right to make his own decisions. Ninety-one per cent of the respondents indicated that the goals of the student were considered either to a large or moderate extent. The quality of teaching was considered as a prime or moderate factor by over 75 per cent of the counselors in deciding who should take home economics. This would seem to indicate the importance of high quality teaching in all home economics programs.

Three factors were considered by at least 90 per cent of the Colorado counselors as being given either prime or moderate consideration. They were future goals of the student, the right of each student to make his own decisions, and students' likes and dislikes. The type of

subject matter in home economics was considered a prime or moderate factor by 87 per cent of the counselors.

Certain factors were not considered at all by counselors when working with students in planning their programs. The personal beliefs of the counselor towards the value or lack of value of home economics was not considered a factor nor was the prestige value of home economics in the school.

The social trends of the day were not considered to be important factors for counseling concerning home economics by 69.4 per cent of the respondents. The lack of relationship between the social trends and home economics may signal a need for broadening existing programs or at least interpreting the work being done along these lines in home economics classes.

Oregon

Of the six statements relating to factors which help counselors to decide who should enroll in home economics courses, five received favorable responses as indicated on Table XXII.

Table XXII

Favorable Reactions Towards Home Economics as Expressed by 79 Oregon Counselors' Responses to What Factors Counselors Considered in Deciding Who Should Enroll in Home Economics

Statements	Agreement	
	No.	%
Positive statements in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
1. Home economics classes are interesting and challenging.	65	82.28
2. A home economics degree from college offers a chance to have an interesting and rewarding career.	78	98.73
3. Home economics courses are held in high esteem by other faculty members in the school.	46	58.22
4. Parents are generally pleased with what their children learn in home economics.	72	91.14
Negative statement in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent.		
Students' achievement in home economics does not reflect creditably on the school's prestige.	16	20.25

These statements dealt with interest appeal and challenge of home economics classes; careers available in home economics; and the image of home economics held by students, faculty, parents and the community. Fifty-one per cent of the respondents indicated the belief that home

economics is repetitious when several years are offered. A belief of this kind could well influence a counselor as he works with students.

Factors considered to a great extent by over 50 per cent of the counselors in deciding who should take home economics courses were the following: the right of the individual to make his own decisions; future goals of the student; students' likes and dislikes; and the type of subject matter in the home economics program (Table 19b, Appendix B).

Other factors which 40 per cent or more of the participants considered to a moderate extent were college entrance requirements, parent decisions, students' likes and dislikes, students' abilities to achieve elsewhere, quality of teaching, teacher's load, and the space and facilities available.

In the group of moderate to prime consideration factors, was a statement which appeared to contradict another in the previously mentioned group. The strong belief that an individual should be allowed to make his own decisions was nearly counterbalanced with the belief of the need for helping students make choices. The latter statement may not have been interpreted by the respondents to mean the need for telling a student what to choose.

At least 90 per cent of the Oregon counselors indicated that they considered three factors to either a prime or moderate extent in deciding who should take home economics. These factors were parents' decisions, the right of each individual to make his own choices and students' likes and dislikes. Approximately 87 per cent also considered the type of subject matter offered in the home economics program as a prime or moderate factor.

A factor which is not considered at all or very little by counselors is the prestige value of home economics in the school. Only 7.6 per cent considered this factor moderately. The social changes were not considered greatly either. A total of 67 per cent gave this factor little or no consideration.

How Counselors Rated the Importance of Home Economics Courses in Relation to Other Subjects

Colorado

It was believed by the writer that the total results of this study as expressed by a general favorableness or unfavorableness score could best answer the above question. However, six statements on the questionnaire were designed to answer the question dealing with required or elective home economics in general and also its status in relation

to other subjects. There were favorable beliefs expressed on five of the statements (Table XXIII).

Table XXIII

Favorable Reaction Towards Home Economics as Expressed by 62 Colorado Counselors' Responses to How Counselors Rated the Importance of Home Economics Courses in Relation to Other Subjects

Statements	Agreement	
	No.	%
Positive statement in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
Home economics should be offered on an equal basis with such courses as history, English, mathematics, and science.	55	72.58
Negative statements in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
1. Home economics should be offered only as an elective.	29	46.77
2. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.	10	16.13
3. Home economics is considered a "frill" in secondary schools today.	12	29.35
4. Home economics is not important in the school curriculum because it can be learned at home.	4	6.46

Over 72 per cent of the respondents expressed the belief that home economics should be offered on an equal basis with such courses as history, English, mathematics, and science. Less than 50 per cent of the Colorado counselors agreed with the following statements judged to be unfavorable by a panel of home economists: "Home economics should be offered only as an elective"; "Home economics may have to be eliminated as other areas of subject matter appear to be more significant"; "Home economics is considered a 'frill' in secondary schools today"; and "Home economics is not important in the school curriculum because it can be learned at home." The degree of favorableness expressed concerning whether home economics should be offered only as an elective was not extremely decisive. There were about 47 per cent who agreed strongly or to some extent with this belief; whereas nearly 53 per cent disagreed at least to some extent (Table 15a, Appendix B). The other favorable beliefs were expressed by 70 per cent or more of the respondents as shown in Table XXIII.

One statement indicated an unfavorable belief, that is, if the statement as stated is considered unfavorable. Sixty-seven per cent of the respondents agreed with the statement that home economics should be offered as an elective on an equal basis with such courses as art,

industrial arts, band, chorus, and orchestra. There was uncertainty on the part of the panel of judges in assigning a positive or negative value to this statement. Four judged it to be unfavorable, whereas two persons thought it expressed positive beliefs. If the word "elective" is considered to be the key to the statement, it could be interpreted to mean that these counselors did not believe that home economics should be required. The concept of "on an equal basis" may have been the problem area also. Relating home economics to other non-academic courses only, may indicate the belief that it should not be equated with academic courses.

There were only two of the statements in this entire group having a clear cut response. These were the statements dealing with eliminating home economics from the curriculum because other areas are more important and that homemaking skills can be learned at home.

Oregon

The respondents from Oregon held more favorable than unfavorable beliefs concerning the importance of home economics in relation to other school subjects.

The highest area of favorableness was indicated by disagreement with two statements judged to give an unfavorable view of home economics. These statements were:

"Home economics may have to be eliminated as other areas of subject matter appear to be more significant"; and "Home economics is not important in the school curriculum because it can be learned at home." Approximately 72 per cent of the respondents expressed these favorable beliefs.

Fifty-nine per cent did not believe that home economics is considered a "frill" in secondary schools today. Over 50 per cent believed that home economics should be offered on an equal basis with such courses as history, English, mathematics, and science. Table XXIV summarizes these favorable beliefs.

The unfavorable beliefs expressed were related to the status of home economics courses in terms of being elective or required. Nearly 60 per cent of the respondents believed that home economics courses should be offered only as electives.

Seventy per cent agreed with the statement, "Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra" (Table 14b, Appendix B). The writer is not certain to which part of the question the response was made--the elective nature, or the relation of home economics to other subjects. On the basis of this statement being stated unfavorably, agreement with it shows an unfavorable belief.

Table XXIV

Favorable Reaction Towards Home Economics as
Expressed by 79 Oregon Counselors' Responses
to How Counselors Rated the Importance of Home
Economics Courses in Relation to Other Subjects

Statements	Agreement	
	No.	%
Positive statement in which 50 per cent or <u>more</u> counselors agreed strongly or agreed to some extent:		
Home economics should be offered on an equal basis with such courses as history, English, mathematics, and science.	57	59.49
Negative statements in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:		
1. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.	9	11.39
2. Home economics is considered a "frill" in secondary schools today.	10	12.66
3. Home economics is not important in the school curriculum because it can be learned at home.	6	7.59

When in a Student's Secondary School Career Counselors
Believed Home Economics Courses Are of Most Value

Colorado

The counselors were asked to indicate the grade or grades they believed home economics classes to be of most value. In addition to grade level, they were able to distinguish between courses for boys and girls, between the terminal and college preparatory student, and whether the courses should be elective or required.

No response at the various grade levels or categories was taken to mean that the respondent believed there was a better time for a student to take home economics courses. A number of the respondents completed the section for girls, but left the areas for boys incomplete. One person wrote the word "none" across the section for boys.

Table 20a (Appendix B) indicates that the requirement of home economics for eighth grade girls was chosen by only eight per cent more than for seventh grade girls in the required category, 53 and 45 per cent respectively. Approximately 77 per cent of the respondents indicated that home economics is valuable at the ninth grade level for both terminal and college preparatory girls.

There were many more respondents who believed that home economics courses should be elected rather than

required. Fewer than 12 per cent indicated the desirability of requiring any home economics after the ninth grade level in either category--terminal or college preparatory. Sixty-four per cent of the counselors said that college preparatory girls should elect some home economics in high school. Each grade level was indicated by nearly equal numbers.

The general beliefs related to when boys should take home economics courses indicated a lack of commitment on the part of the counselors that boys should take home economics. There were only five of the respondents who thought boys should be required to take work in this area. At the eleventh grade level, 53.2 per cent believed that elective home economics would be valuable for boys who were not planning to attend college. Less than 50 per cent indicated that there should be any high school home economics for boys preparing for college.

Oregon

The eighth grade was most commonly suggested for a required home economics class for girls (Table 20b, Appendix B). This belief was expressed by 40.5 per cent of the respondents, whereas only about 35 per cent thought either seventh or ninth grade should be required.

Over 50 per cent of the counselors indicated that home economics should be offered at each grade level in the high school, but on an elective basis. There was little difference expressed on this point between the college preparatory and the terminal student as can be seen on Table 20b (Appendix B). Ninth grade was checked by the largest percentage of the counselors in both categories as being a time when home economics is valuable for girls.

Forty-five per cent or less of the counselors indicated that boys should take home economics at any one grade level. No more than 10 per cent believed that boys should be required to enroll in any home economics courses. The largest group of counselors indicated the senior year to be the time that a home economics course would be valuable for boys in both categories on an elective basis.

Counselors' Beliefs Concerning the Extent of
Significance Home Economics Has in Educating
for Certain Current Social Changes

Another way of finding counselors' beliefs and understanding about home economics was to have them consider the social trends of today and indicate the degree of importance they believed home economics has in educating for these changes. It is believed by the writer that this issue is related to all of the questions of the study in

that the social changes may be related to who might benefit from home economics, what home economics courses should or could contain, the importance of this area in relation to other subjects in the curriculum, and finally to the time when such courses would be of most value.

One section of the questionnaire, therefore, was designed to obtain the counselors' beliefs concerning the degree of significance which home economics has in educating for the various social changes of today. The participants were asked to rate this degree of significance by using the terms "Significant to a Large Extent", "Significant to Some Extent", "Significance Negligible", and "No Significance". The word significance in this instance was taken to mean importance or relevance. It had no statistical connotation.

The listing of social changes was compiled from current reading in various sources. Some were suggested by persons helping to evaluate the questionnaire.

Colorado

The social trend of early marriages stands out above all others. Sixty-seven per cent of the counselors thought this most important. Over 50 per cent of the respondents believed that home economics classes are

significant to a large extent in educating for the following social changes: dual role of women--homemakers and workers; changing consumer practices; changing roles of family members--dual role of man and his increase in home-making activities and care of children; women managing a large percentage of the total income; and democratic decision making in families (Table 21a, Appendix B).

There were two issues, that of speed of communications and increased status seeking, on which over 50 per cent of the respondents recognized little or no relationship to home economics.

Over 75 per cent of the counselors indicated that home economics has a role which is significant to at least some extent in education for several more of the social changes. These trends were: changes in retail markets and market offerings; increase in consumer goods; increased value on education; and the teenage consumer.

Indefinite beliefs were expressed concerning lengthened life span; longer teenage dependence on family; mobility of population; shorter work week and paid vacations; upswing in cultural activities; and a "world" community. This indefiniteness of beliefs concerning the significance of the role of home economics in educating for these social changes was evidenced by the fact that there were nearly equal numbers of counselors who

indicated some significance as those who indicated little or no significance.

Oregon

Home economics was thought to be significant to a large extent in educating for four of the current social trends by over 50 per cent of the counselors. Table 21b, Appendix B, shows these trends to be: democratic decision making in families (60 per cent); dual role of women (62 per cent); early marriages (50 per cent); and women managing a large percentage of the total income (51 per cent).

Other trends which were considered as being related to home economics at least to some extent by over 75 per cent of the counselors included: changing roles of family members; changes in consumer buying practices; changes in retail markets and market offerings; and the teenage consumer.

The respondents believed that home economics has little or no significance in educating for the trends which related to increased status seeking, a "world" community, or the speed of communications. These beliefs were expressed by over 60 per cent of the counselors.

Three other social changes were looked at in an indecisive way regarding their relationship to home economics education. The relationship was judged as being

significant to a large extent or to some extent by 50 to 60 per cent of the respondents, but the majority of responses indicated significance to only some extent. These trends were: longer teenage dependence on the family; mobility of the population; and shorter work week and paid vacations.

The responses to this section of the questionnaire would seem to indicate that it is recognized that home economics may be influential in educating for a few social changes of the day, but that there are other trends which home economists claim to be teaching toward which are not fully recognized by these counselors.

Compilation of 141 Counselors' Beliefs
Concerning Home Economics

With the exception of four statements, there was agreement on the descriptions of home economics. In each of the following, one state indicated favorableness and the other did not:

1. Most of the course content in home economics classes consists of cooking and sewing.
2. Home economics should be offered only as an elective.
3. Home economics is repetitious when several years are offered.
4. Home economics has greater appeal for the low, rather than the higher socio-economic group of students.

When the scores on these statements were averaged, more than 50 per cent of the total group of counselors disagreed with the latter two, thus indicating favorable beliefs. These two statements are not found on the table of the state in which unfavorableness was expressed.

More than one half of the counselors agreed with the negatively stated first two statements showing unfavorable beliefs (Table 16, Appendix B).

There was no definite agreement or disagreement with the statement that "Evaluation fails to reflect the scope claimed for home economics." Fewer than 50 per cent agreed or disagreed, the remainder having given no response. This statement will not be found on any of the tables since it showed neither a favorable nor an unfavorable belief.

General unfavorableness was expressed in both states in response to two statements (Table 16, Appendix B). Over 50 per cent disagreed that home economics is popular with the brightest students. A large percentage, 69.5, agreed with the negatively judged statement, "Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra."

The favorability scores were also considered an indication of understanding of the content and purposes of home economics classes (Table 22, Appendix B).

The respondents believed that all girls should have some home economics preparation with elective courses being more desirable than required ones. They also indicated that a college bound student should be able to take some home economics courses in high school and still be able to prepare for college. Some of the respondents expressed the belief that home economics courses should be offered for boys, but this belief was not strongly endorsed by many.

The student has the right to make his own decisions as to courses taken in high school. This belief was given by a large number of respondents as a factor in deciding who should enroll in home economics courses.

The views concerning the importance of home economics classes in relation to other subjects in the curriculum were not as clearly defined as in some of the other areas. There was agreement that home economics courses should be offered on an equal basis with academic subjects such as English, mathematics and science. Home economics is not thought to be a "frill" in the schools of today.

In general, the respondents believed that junior high school students should take some home economics. Many

suggested that it be required at the eighth grade level. The ninth and twelfth grades were also indicated by many as being times when courses in home economics would be of value.

PART III

SIGNIFICANCE OF DIFFERENCES BETWEEN
COUNSELORS' FAVORABLENESS SCORES

Seven hypotheses were tested that there would be no significant differences in the favorableness of beliefs between counselors when the beliefs were compared on the following variables:

1. Sex of counselors
2. Type of schools represented
3. Size of schools represented
4. Number of years of teaching experience
5. Number of years of counseling experience
6. Type of home economics programs represented
7. Percentage of graduates enrolled in college

An eighth hypothesis was tested that there would be no significant difference in the percentage of girls enrolled in home economics classes in schools where a counselor had favorable beliefs concerning home economics and in schools where a counselor had generally unfavorable beliefs concerning home economics.

A score was calculated by totaling responses to the first section of the questionnaire and was used as a basis for indicating general favorableness or unfavorableness of the counselors' beliefs. A four point scale was used with

the numbers three and four indicating favorableness and the numbers one and two indicating less favorable beliefs about home economics. This score was called the favorableness score. The scores on statements which were judged to show unfavorable beliefs towards home economics were inverted in order that all favorable beliefs would have a value of either three or four.

The highest possible favorableness score could have been 96 and the lowest 24. The midpoint in this range would have been 60. Because there were so few scores below the possible midpoint of 60, the scores were divided at the midpoint in the actual range of 46 to 96. This midpoint score was 71; therefore, scores of 71 points or above were considered to show favorable beliefs and a score of 70 points or less was considered to indicate less favorable beliefs (Table 22, Appendix B).

Simple F ratios were calculated for each hypothesis using the formula

The degrees of freedom for the numerator were $k-1$. The degrees of freedom for the denominator were estimated by n_1+n_2-2 due to the fact that sample sizes were unequal in each test.

Each F test tested the hypothesis that there was no significant difference between the mean favorableness scores of each group compared.

The mean favorableness score for each state was 74.35 in Colorado and 73.37 in Oregon. Tables 23a, 23b and 23c (Appendix B) show the significance of differences in the mean favorableness scores of participants from each state as well as from the total group.

Comparison of Selected Factors

Sex of Counselors

When the favorableness scores were compared according to sex, there was found to be no significant difference in the beliefs of men and women counselors (Table 23c, Appendix B). In both states, the mean scores of the women were somewhat higher than the scores of the men, but this difference was judged to be insignificant at both the .01 and .05 level of significance.

In observing the percentage figures alone, the mean scores of the men in each state were the same. The mean score of the women in Colorado was slightly higher than the same score for the women counselors in Oregon.

Type of Schools in Which the Counselors Worked

Junior high school counselors held slightly more favorable beliefs concerning home economics than did senior high school counselors. The mean score of the junior high counselors was approximately 75, whereas the senior high school counselors' mean score was 72.8. The F value, 2.25, was found to be outside the critical region, therefore the hypothesis that there would be no significant difference in the mean scores of counselors representing the two types of schools was accepted.

Size of Schools in Which the Counselors Worked

Scores of counselors representing schools in which the enrollment was less than 500 were compared with counselors' scores from schools with over 1000 students enrolled. The scores of counselors in the smaller schools were slightly higher, but as before the difference was not found to be statistically significant.

Years of Teaching Experience of the Counselors

The hypothesis that there is no significant difference between beliefs of counselors when compared considering their years of teaching experience was accepted. Beliefs of counselors who had taught less than five years

were compared with beliefs of counselors who had taught 20 years or more and no significant differences were found to be present. It was interesting to note a variance in the direction of favorableness of beliefs in the two states. The counselors in Oregon who had more teaching experience held more favorable beliefs about home economics than the less experienced counselors. In the state of Colorado the opposite direction was true, with the less experienced counselors holding more favorable beliefs about home economics than counselors who had over 20 years of teaching experience.

Years of Counseling Experience of the Counselors

A significant difference was found when the scores of counselors having less than five years' counseling experience were compared with scores of counselors with more than five years' experience (Tables 23a, 23b or 23c, Appendix B). The computed F value, 4.76, for the Oregon group was larger than that set up as critical, 3.98 at the .05 level of significance. Therefore, the hypothesis that there would be no significant difference in favorableness of beliefs, when these beliefs were compared on the basis of experience as a counselor, was rejected. There was no significant difference found on this variable in the Colorado group. When all 141 of the respondents

were considered as a whole, there was a difference found to be significant at the .05 level of significance. This difference was not significant at the one per cent level.

Type of Home Economics Programs in the Schools
Where Counselors Worked

When the type of home economics program in the school was used as a basis for comparison of favorableness scores of the counselors, it was found that no significant difference existed between counselors' beliefs in reimbursed home economics programs and in non-reimbursed programs. In Oregon the mean scores of the two groups were identical. In Colorado the scores of the counselors representing reimbursed home economics programs were slightly higher than those representing non-reimbursed programs, but not significantly so.

Percentage of 1962 Graduates Enrolled in College
in the Schools Where Counselors Worked

Another variable used for comparison was the percentage of 1962 graduates from the schools represented who were attending college. Scores of counselors from schools having less than 40 per cent attending college were compared with scores representing counselors in schools where 40 per cent or more of the 1962 graduates were in college. Scores of counselors in schools having a lower percentage

of students going to college were slightly higher than those of counselors representing schools which had more than 40 per cent of their graduates attending college. The difference was not significant to the extent of rejecting the hypothesis.

Favorableness of Beliefs of the Counselors
and Home Economics Enrollments

The final hypothesis dealt with the mean percentages of girls enrolled in home economics classes rather than the mean favorableness scores as in the other hypotheses. Table 24 (Appendix B) shows the data on this hypothesis. The scores of the counselors were divided into two groups--scores of less than 71 points, generally unfavorable, and scores of 71 points or more, generally favorable. A mean percentage of girls enrolled in home economics was computed for the two groups of counselors. Statistical analysis did not show any significant difference in the percentage of girls enrolled in home economics classes as compared with a high or low favorableness score. Examination of the percentage figures alone showed slightly larger home economics enrollments in schools where counselors held favorable beliefs about home economics.

Summary

There were no significant differences found in the expressed beliefs of 141 counselors from Colorado and Oregon when the beliefs were compared according to:

1. Sex of counselors
2. Type of schools where counselors worked
3. Size of schools in which counselors worked
4. Number of years of counselors' teaching experience
5. Type of home economics programs in schools where counselors worked
6. Percentage of graduates enrolled in college in schools where counselors worked

There was no significant difference in the number of students enrolled in home economics courses (percentage) when compared with the high and low favorableness scores of the counselors.

A significant difference in beliefs was found between counselors who had less than five years' counseling experience and counselors who had more than five years' experience in the state of Oregon. This difference was also present when scores of the entire group were compared on this variable.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The responses of 141 secondary school guidance counselors from the states of Colorado and Oregon who answered questionnaires concerning their beliefs about home economics were used to answer the five questions posed in this study. These questions were:

1. What do counselors think home economics courses contain?
2. Who do counselors believe should enroll in home economics courses?
3. What factors help a counselor decide who should take home economics?
4. How do counselors rate the importance of home economics courses in relation to other subjects?
5. When in a student's secondary school career do counselors believe home economics courses are of most value?

Conclusions

The above questions may be answered with the following general conclusions:

1. Counselors had more favorable than unfavorable beliefs concerning home economics.
2. Counselors believed that some home economics courses should be taken by all girls at some time during their secondary school career.

3. Counselors believed that home economics should be offered more often as electives than as required courses.

4. Many factors helped counselors to determine who should enroll in home economics courses. The most common ones being:

students' likes and dislikes

the belief in the right of an individual to make his own choices

the future goals of the student

the type of subject matter offered in the home economics program

5. Uncertainty was indicated as to the importance of home economics in relation to other subjects in the curriculum.

6. Counselors believed that home economics classes are most valuable at the junior high school level, ninth grade, and twelfth grade.

7. Counselors indicated that they had acquired these beliefs through association with home economics teachers and observation of home economics programs.

8. Only in one area was there a significant difference when the mean favorableness scores were compared on the variables stated in the eight hypotheses. There was a significant difference in beliefs of the Oregon counselors when the number of years of counseling experience was considered. No significant difference was found in

the beliefs of the Colorado counselors on this variable, but the differences in the Oregon counselors' favorableness scores was great enough to make the total groups' mean scores significantly different.

9. Certain areas of the home economics program appeared to be understood to a greater degree than others. These areas are further defined in the following sections.

Areas in Which Over 75 Per Cent of the Counselors
Held Favorable Beliefs

Over 75 per cent of the counselors expressed the following beliefs about home economics:

1. Home economics classes are interesting and challenging.
2. Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods; nutrition; textiles; care and selection of clothing; management of resources; child development; and family relationships.
3. A home economics degree from college offers a chance to have an interesting and rewarding career.
4. The content of home economics can be well adapted to the developmental tasks of the adolescent.
5. Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society.
6. Home economics classes make an important contribution to the slow learner.
7. Parents are generally pleased with what their children learn in home economics.

Over 75 per cent of the counselors disagreed with six statements which, as stated, were judged to show unfavorable beliefs concerning home economics. Disagreement with these statements was considered to show favorable beliefs. The statements have not been restated positively, as the writer has no way of knowing exactly how the respondents would modify the statements to make them acceptable.

These statements were:

1. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.
2. There is much overlapping between the course content of home economics and that of other subjects.
3. Students' achievement in home economics does not reflect creditably on the school's prestige.
4. Home economics is considered a "frill" in secondary schools today.
5. Home economics is not essential for girls who are going to college.
6. Home economics is not important in the school curriculum because it can be learned at home.

The above beliefs were held by a large percentage, over 75 per cent, of the counselors in the two states and should give home economics educators a basis on which to maintain and build further understanding of the home economics program.

Areas in Which Counselors' Beliefs Were Less Favorable

The beliefs expressed which were definitely of an unfavorable nature were related to the understanding of the scope of home economics courses; the need of the academically talented student for home economics; the importance of home economics courses in relation to other subjects in the curriculum; and the status of home economics courses--whether they should be elective or required.

There seems to be a definite relation between the expression of these unfavorable beliefs and the quality of the interpretation of the home economics program by the teacher and her students not only to the counseling personnel, but also to the total school and community. Knowing these beliefs of counselors should have many implications for the home economics teacher. The writer would like to make several recommendations for a positive program of interpretation, realizing that it is not a unique program but that it may be a different combination of factors than have been considered by the reader previously.

Recommendations for Improving the Interpretation of a Home Economics Program

1. The teacher should examine and clarify her own philosophy of home economics education in relation to current social changes; and then develop a program which

is based on the primary goal of home economics--that of improved home and family life for all family members.

2. The program should be broad in scope including all areas of home economics. A counselor and the community will know only what they see. Home economists can not expect a broad understanding of a home economics program, if the program is narrow in scope.

3. The program of work should be planned cooperatively with students in the home economics department.

4. Evaluation should take place continually and cooperatively in order to check progress toward the stated goals of the program.

5. The teacher should examine the reasons involved if there are few academically talented students enrolled in home economics. These questions may be asked:

Are home economics classes really interesting and challenging to the able student?

Are there scheduling conflicts, within the school which may be worked out in order that more of these students could enroll in classes?

Are there other ways for these students to be able to receive instruction in at least some of the areas of home economics?

In answer to the first question, one might conceive of a special course for the college preparatory student to be taken for a semester or for one year. The areas which should be emphasized would be family relationships, child

development, management, and consumer buying. Such a course should help a student with the identification and application of basic principles in these areas.

Possibilities for overcoming problems in scheduling or lack of time in the students' program might be to offer special courses at times other than the regular school day. Such courses may be given before the regularly scheduled school day as an "early bird" session; in coordination with an adult education program in the form of a mother-daughter course; and some schools may wish to offer home economics as a part of a regular summer school program. Courses of this nature could be recognized as one possible way of providing experiences in home and family life education for students who may not be able to have them otherwise.

6. The home economics teacher needs to work cooperatively with the guidance counselor in her school through regular conferences concerning the home economics program and students in the department. She should share information concerning students that might be helpful to counselors as they work with students. The home economics teacher no doubt is able to visit in more homes than the counselor and should be willing to share this resource.

Discussion of course content and objectives may be more effective in interpreting than a written description of course content normally used in student registration.

Student groups may be used to carry "news" of the program to the counselor in the form of classroom committees and Future Homemakers of America officers and members.

The counselor should be invited to observe classes in the home economics department, especially in the areas which are less familiar to him.

Summary

This study seemed to indicate that counselors have more favorable than unfavorable beliefs concerning home economics. For the sample involved in this study, it is not possible to say that counselors have a biased view of home economics; nor to say they lack understanding of the purposes of the program as alleged by many home economists. It therefore becomes the responsibility of home economists to build and maintain these favorable beliefs through evaluation of the home economics program in terms of desired outcomes and through strengthened interpretation of home economics at all levels.

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THE CONSTITUTION
OF THE UNITED STATES
OF AMERICA
AS REVISED
AND
CORRECTED
BY
JAMES H. HARRIS
1890

APPENDIXES

APPENDIX A

Letter Sent to 131 School Superintendents
Representing 266 Secondary Schools

Home Economics Building 20
Oregon State University
Corvallis, Oregon

This year I am a graduate student at Oregon State University in the Department of Home Economics Education. The topic I have selected for a thesis leading to a Master of Science degree is "Beliefs of Secondary School Counselors Concerning Home Economics". The specific questions to be answered by the study are the following.

1. What do counselors think home economics courses contain?
2. Who do counselors believe should enroll in home economics courses?
3. What factors help a counselor decide who should take home economics?
4. How do counselors rate the importance of home economics courses in relation to other subjects?
5. When in a student's secondary school career do counselors believe home economics courses are of most value?

I believe that the answers to these questions, regardless of what they may be, will have strong implications for home economics educators along with any group concerned with secondary education today.

May I have your permission to contact the secondary principals in your school district, who in turn will be asked to select one counselor to complete a questionnaire? This questionnaire is designed to require no more than one hour's time to answer.

On the enclosed postal card, would you please indicate your willingness to have your school system participate in the study.

Thank you very much for your cooperation

Sincerely yours,

(Miss) Nancy L. Johnson

Letter Sent to 203 School Principals

Home Economics Building Room 20
Oregon State University
Corvallis, Oregon

Your superintendent has given his permission for me to contact you concerning your school's participation in a study for a Master of Science degree at Oregon State University on the beliefs of secondary school counselors concerning home economics. The specific questions to be answered by the study are the following:

1. What do counselors think home economics courses contain?
2. Who do counselors believe should enroll in home economics courses?
3. What factors help a counselor decide who should take home economics?
4. How do counselors rate the importance of home economics courses in relation to other subjects?
5. When in a student's secondary school career do counselors believe home economics courses are of most value?

I believe that the answers to these questions, regardless of what they may be, will have strong implications for home economics educators along with any group concerned with secondary education today.

Would you please select a counselor on your staff to answer the enclosed questionnaire? If you have more than one counselor, please choose the person who fits these characteristics--one who is most experienced, one who works most with the home economics program, one who advises students about their high school and college programs.

Your cooperation is greatly appreciated.

Sincerely yours,

(Miss) Nancy L. Johnson

APPENDIX B

JUNIOR AND SENIOR HIGH SCHOOL COUNSELORS BELIEFS
ABOUT HOME ECONOMICS

Dear Counselor,

This year I am a graduate student at Oregon State University working toward a Master of Science degree in the Department of Home Economics Education; however, my home and professional experience has been in Colorado.

Your superintendent has given his permission for me to request your cooperation in answering this questionnaire. It is known that, as a part of your work, you advise and counsel students in the planning of their high school and post high school programs. It is believed that counselors, to some extent, influence program choices made by students; and thus may influence students in the election and nonelection of home economics courses.

The purpose of the study is to find beliefs of counselors concerning home economics in the secondary school. Your beliefs, and those of other counselors, whatever they may be, will aid home economics educators in the analysis and evaluation of present programs. We recognize your beliefs may be based on the experiences you have had with home economics programs. Discovering counselors' true beliefs may also help to identify areas of weakness in the interpretation of the goals and purposes of home economics.

Please react to each question in a way which expresses what you really think. You need not sign your name to the questionnaire. Your answers are entirely confidential. No individual or school will be identified in the study, but I do need the names and addresses of schools which participate in order to send a report of the findings.

I would appreciate receiving the completed questionnaire within the next two weeks. Thank you very much for your cooperation.

Sincerely,

(Miss) Nancy L. Johnson
Home Economics Building Room 20
Oregon State University
Corvallis, Oregon

1. INSTRUCTIONS: In view of your experience as a counselor, indicate your degree of agreement on the statements below by using the scale provided.

4--strongly agree
3--agree to some extent
2--disagree to some extent
1--strongly disagree

- ___ a. Most of the course content in home economics classes consists of cooking and sewing.
- ___ b. Home economics classes are planned more frequently for the less able student than for the able student.
- ___ c. Home economics classes are interesting and challenging.
- ___ d. Home economics should be offered on an equal basis with such courses as history, English, mathematics, and science.
- ___ e. Home economics is a desirable part of an up to date secondary school curriculum when it includes the study of foods, nutrition, textiles, care and selection of clothing, management of resources, child development, and family relationships.
- ___ f. Home economics is a popular course with students of all ability levels.
- ___ g. A home economics degree from college offers a chance to have an interesting and rewarding career.
- ___ h. Home economics should be offered only as an elective.
- ___ i. The content of home economics can be well adapted to the developmental tasks of the adolescent.
- ___ j. Home economics is popular with the brightest students.
- ___ k. Home economics courses are held in high esteem by other faculty members in the school.
- ___ l. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.
- ___ m. Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society.
- ___ n. Home economics classes make an important contribution to the slow learner.
- ___ o. Home economics is repetitious when several years are offered.
- ___ p. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.

- ___ q. There is much overlapping between the course content of home economics and that of other subjects.
- ___ r. Home economics has greater appeal for the low, rather than the higher socio-economic group of students.
- ___ s. Students' achievement in home economics does not reflect creditably on the school's prestige.
- ___ t. Home economics is considered a "frill" in secondary schools today.
- ___ u. Evaluation fails to reflect the scope claimed for home economics.
- ___ v. Home economics is not essential for girls who are going to college.
- ___ w. Parents are generally pleased with what their children learn in home economics.
- ___ x. Home economics is not important in the school curriculum because it can be learned at home.

2. INSTRUCTIONS: Home economics includes the following areas of study. Without consulting anyone, please indicate a unit of study* in each area which you consider to be the most important. Do this question quickly. Give your first impressions. *Example: CHILD DEVELOPMENT - Babysitting

CHILD DEVELOPMENT

CLOTHING, TEXTILES, AND RELATED ART

CONSUMER BUYING

FAMILY HEALTH AND HOME NURSING

FAMILY RELATIONSHIPS

FOODS AND NUTRITION

HOUSING, HOME FURNISHINGS AND EQUIPMENT

MANAGEMENT

3. INSTRUCTIONS: In the following items check one statement which most nearly describes your belief about the major heading.

a. HOME ECONOMICS COURSES ARE A RECOGNIZED PART OF THE SECONDARY SCHOOL CURRICULUM FOR GIRLS

- ☐ 1. Home economics courses should be required of all girls.
- ☐ 2. Home economics courses should be optional, but encouraged for all girls.
- ☐ 3. Home economics courses should be completely optional for girls.
- ☐ 4. Girls should be discouraged from taking work in this area.

b. PREPARATION FOR BEING A CONTRIBUTING FAMILY MEMBER IS IMPORTANT IN THE EDUCATION OF BOYS

- ☐ 1. Home economics courses should be required of all boys.
- ☐ 2. Home economics courses should be optional, but encouraged for all boys.
- ☐ 3. Home economics courses should be completely optional for boys.
- ☐ 4. Boys should be discouraged from taking work in this area.

HOME ECONOMICS COURSES ARE OF VALUE TO ALL STUDENTS REGARDLESS OF THEIR FUTURE PLANS

c. For the terminal student:

- ☐ 1. It is very important that this student have as many home economics courses as possible.
- ☐ 2. It is important that this student have some home economics courses.
- ☐ 3. It is more important for this student to take business courses in order to prepare for earning a living.
- ☐ 4. This student may marry young and can learn homemaking skills after marriage.

d. For the college bound student:

- ☐ 1. Some home economics courses should be required at the high school level.
- ☐ 2. Home economics courses should be encouraged at the high school level.
- ☐ 3. Home economics courses should be encouraged, but rarely at the expense of the academic parts of the curriculum.
- ☐ 4. Home economics courses are of little real value.

e. A COUNSELOR NEEDS TO UNDERSTAND THE RELATIONSHIP BETWEEN THE HIGH SCHOOL HOME ECONOMICS PROGRAM AND COLLEGE ENTRANCE REQUIREMENTS

- ☐ 1. A student may take one or more classes in home economics and still meet the requirements for entrance at most colleges.
- ☐ 2. A student should be encouraged to take home economics courses, but rarely at the expense of academic electives.
- ☐ 3. If a young person wishes to prepare for college and also emphasize home economics in high school, she should be encouraged to do so.
- ☐ 4. It is nearly impossible for a student to take home economics in high school and still fulfill college entrance requirements.

4. INSTRUCTIONS: Indicate to what extent you consider the following in deciding who should enroll in home economics courses.

4--of prime consideration
3--of moderate consideration
2--of little consideration
1--is not a factor in consideration

- ☐ a. college entrance requirements
- ☐ b. future goals of the student
- ☐ c. parents' decisions
- ☐ d. personal beliefs of counselor
 - (1) towards value or lack of value of home economics
 - (2) of the right of each individual student to make own decisions based on some understanding of the choices
 - (3) of the need of helping students make choices
- ☐ e. prestige factor in the school
- ☐ f. scheduling
- ☐ g. students' likes and dislikes
- ☐ h. students' abilities to achieve elsewhere
- ☐ i. social trends
- ☐ j. the quality of teaching in the home economics department
- ☐ k. the home economics teacher's load
- ☐ l. the space, facilities, and money available for home economics
- ☐ m. the type of subject matter offered in the home economics program

5. INSTRUCTIONS: Listed below are some of the recognized social trends of the day. Indicate the degree of significance you feel home economics classes have in educating for these changes.

- 4--significant to a large extent
3--significant to some extent
2--significance negligible
1--no significant relationship

- ___ a. changing roles of family members--dual role of man--his increase in homemaking activities and care of children
- ___ b. changing consumer buying practices
- ___ c. changes in income levels, sources of income and earner's occupations
- ___ d. changes in retail markets and market offerings
- ___ e. democratic decision making in families--use of money and other family problems
- ___ f. do-it-yourself home improvements
- ___ g. dual role of women--homemakers and workers
- ___ h. early marriages
- ___ i. increase in consumer goods
- ___ j. increased home ownership
- ___ k. increased divorce rate
- ___ l. increased status seeking
- ___ m. increased use of credit
- ___ n. increased value on education
- ___ o. lengthened life span
- ___ p. longer teenage dependence on family
- ___ q. mobility of population
- ___ r. shorter work week and paid vacations
- ___ s. teen-age consumer--boys and girls
- ___ t. upswing in cultural activities
- ___ u. women managing large percentage of total income
- ___ v. a "world" community
- ___ w. speed of communications

6. INSTRUCTIONS: On the chart below, check the grade or grades you believe girls and/or boys should take home economics, marking in columns required or elective. Star (*) the year you believe the course to be of most value.

At any grade level it is difficult to differentiate between "terminal" and "college preparatory" students. It may be especially difficult at the 7th and 8th grade levels; therefore, please consider 7th and 8th grade as a whole and mark in both the terminal and college preparatory columns.

GRADE OR GRADES YOU BELIEVE STUDENTS SHOULD TAKE
HOME ECONOMICS COURSES

Gr.	GIRLS				BOYS			
	Terminal		College Prep.		Terminal		College Prep.	
	Required	Elective	Required	Elective	Required	Elective	Required	Elective
7th								
8th								
9th								
10th								
11th								
12th								

7. ABOUT YOU

- a. Male____, Female____
- b. Age: 25-34____, 35-49____, 50-64____
- c. Degrees held: BS____, BA____; Major____, Minor____
MS____, MA____; Major____, Minor____
Other____
- d. Number of years experience:
(1)____ as a teacher; (2)____ as a counselor
- e. If you know, would you briefly discuss where and how you arrived at your present beliefs concerning home economics.

8. ABOUT YOUR SCHOOL

a. Name of school _____ Address of school _____

b. Type of school: Junior High _____ Senior High _____

c. School enrollment:

GRADE	BOYS	GIRLS
7th		
8th		
9th		
10th		
11th		
12th		

d. Total number of students enrolled in home economics classes: _____

e. Number of students graduated in 1962: _____

f. Number of 1962 graduates enrolled in college: _____

g. Number of teachers on school faculty: _____

h. Number of home economics teachers: Part time _____, Full time _____

i. SCHEDULE OF HOME ECONOMICS COURSES OFFERED:

Course Title	Total Enrollment	Status of Course		Length of Course		
		Required	Elective	9-12 wks.	1 Sem.	Full Year

j. Is the home economics program reimbursed from state and federal funds? Yes _____, No _____

k. How many electives in all subjects may a student choose each year?

GRADE	NUMBER OF ELECTIVES
7th	
8th	
9th	
10th	
11th	
12th	

Table 1
Number of Men and Women Counselors
Represented in the Study

Counselors	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Men	58	41.13	26	41.94	32	40.50
Women	82	58.16	35	56.45	47	59.50
No Response	<u>1</u>	<u>.71</u>	<u>1</u>	<u>1.61</u>	<u>—</u>	<u>—</u>
Total	141	100.00	62	100.00	79	100.00

Table 2
Ages of 141 Respondents

Ages	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
25-34	39	27.66	17	27.42	22	27.85
35-49	60	42.55	30	48.39	30	37.97
50-64	42	29.79	15	24.19	27	34.18
No Response	—	—	—	—	—	—
Total	141	100.00	62	100.00	79	100.00

Table 3
University Degrees Held by 141 Counselors

Types of Degrees	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Undergraduate:						
Bachelor of Arts	58	41.13	22	35.48	36	47.57
Bachelor of Science	58	41.13	31	50.00	27	34.18
No Response	<u>25</u>	<u>17.74</u>	<u>9</u>	<u>14.52</u>	<u>16</u>	<u>20.25</u>
Total	141	100.00	62	100.00	79	100.00
Graduate:						
Master of Arts	25	17.73	6	9.68	19	24.05
Master of Science	63	44.68	43	69.35	20	25.32
Other*	16	11.35	3	4.84	13	16.45
No Response	<u>37</u>	<u>26.24</u>	<u>10</u>	<u>16.13</u>	<u>27</u>	<u>34.18</u>
Total	141	100.00	62	100.00	79	100.00

*Master of Education
Master of Religious Education
Doctor of Education

Table 4a

Undergraduate Fields of Study of 141 Counselors

Undergraduate Fields of Study	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Education	21	14.89	6	9.68	15	18.99
Guidance	4	2.84	2	3.23	2	2.53
Home Economics	9	6.38	2	3.23	7	8.86
Humanities	28	19.86	12	19.35	16	20.25
Science	16	11.35	8	12.90	8	10.13
Social Science	17	12.06	13	20.97	4	5.06
Special*	18	12.76	8	12.90	10	12.66
No Response	28	19.86	11	17.74	17	21.52
Total	141	100.00	62	100.00	79	100.00

*Special includes: Agriculture, Business Education, Industrial Arts, Physical Education.

Table 4b

Graduate Fields of Study of 141 Counselors

Graduate Fields of Study	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Education	23	16.31	11	17.74	12	15.19
Guidance	54	38.30	30	48.39	24	30.38
Home Economics	1	.71			1	1.27
Humanities	6	4.25	4	6.45	2	2.53
Science	2	1.42	1	1.61	1	1.27
Social Science	4	2.84	1	1.61	3	3.79
Special*	4	2.84	1	1.61	3	3.79
No Response	47	33.33	14	22.59	33	41.78
Total	141	100.00	62	100.00	79	100.00

*Special includes: Agriculture, Business Education, Industrial Arts, Physical Education.

Table 5

Years of Teaching Experience of 141 Counselors

Years of Teaching Experience	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
1- 4	23	16.31	13	20.97	10	12.66
5- 9	37	26.24	14	22.58	23	29.11
10-14	32	22.66	18	29.03	14	17.72
15-19	15	10.64	7	11.29	8	10.13
20 and Over	32	22.69	10	16.13	22	27.85
No Response	<u>2</u>	<u>1.42</u>	<u>—</u>	<u>—</u>	<u>2</u>	<u>2.53</u>
Total	141	100.00	62	100.00	79	100.00
Mean:	12 years		11 years		13 years	

Table 6

Years of Counseling Experience of 141 Counselors

Years of Counseling Experience	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
1- 4	77	54.61	37	59.68	40	50.63
5- 9	36	25.53	15	24.19	21	26.58
10-14	13	9.22	6	9.68	7	8.86
15-19	8	5.67	2	3.23	6	7.60
20 and Over	3	2.13	1	1.61	2	2.53
No Response	<u>4</u>	<u>2.84</u>	<u>1</u>	<u>1.61</u>	<u>3</u>	<u>3.80</u>
Total	141	100.00	62	100.00	79	100.00
Mean:	5.5 years		5 years		6 years	

Table 7

Type of Schools Represented by 141 Counselors

Type of School	Total (141)		Colorado (62)		Oregon (79)	
	No.	%	No.	%	No.	%
Junior High						
7-8	12	8.51	9	14.52	3	3.79
7-8-9	<u>47</u>	<u>33.33</u>	<u>21</u>	<u>33.87</u>	<u>26</u>	<u>32.91</u>
Total	59	41.84	30	48.39	29	36.70
Senior High						
9-10-11-12	45	31.92	16	25.81	29	36.71
10-11-12	24	17.02	9	14.51	15	18.99
7-12	<u>13</u>	<u>9.22</u>	<u>7</u>	<u>11.29</u>	<u>6</u>	<u>7.60</u>
Total	82	58.16	32	51.61	50	63.30

Table 8

Enrollment of Schools in Which 141 Counselors Worked

Enrollments	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
1- 299	1	.71			1	1.27
300- 599	47	33.33	17	27.42	30	37.97
600- 899	51	36.17	21	33.87	30	37.97
900-1199	24	17.02	19	30.64	5	6.33
1200-1499	6	4.26	2	3.23	4	5.06
1500-1799	8	5.67	2	3.23	6	7.60
1800 and Over	<u>4</u>	<u>2.84</u>	<u>1</u>	<u>1.61</u>	<u>3</u>	<u>3.80</u>
Total	141	100.00	62	100.00	79	100.00
Mean:		809.9		826.6		793.2

Table 9

Percentages of Girls Enrolled in Home Economics
Courses in Schools Where 141 Counselors Worked

Percentage	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
1- 9	1	.71	1	1.61		
10-19	6	4.25	3	4.84	3	3.80
20-29	31	21.99	14	22.58	17	21.52
30-39	31	21.99	14	22.58	17	21.52
40-49	32	22.69	13	20.97	19	24.06
50-59	15	10.64	6	9.68	9	11.39
60-69	8	5.67	4	6.45	4	5.06
70-79	8	5.67	4	6.45	4	5.06
80-89	1	.71	1	1.61		
90-99	4	2.84	2	3.23	2	2.53
100	2	1.42			2	2.53
Schools having no Home Economics	<u>2</u>	<u>1.42</u>	<u>—</u>	<u>—</u>	<u>2</u>	<u>2.53</u>
Total	141	100.00	62	100.00	79	100.00
Mean:		42.5		42.3		42.73

Table 10

Representation of Reimbursed and Non-reimbursed
Home Economics Programs in Schools Where 141
Counselors Worked

Types of Program	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Reimbursed	66	46.81	35	56.45	31	39.24
Non-reimbursed	73	51.77	27	43.55	46	58.23
Schools having no Home Economics	2	1.42	—	—	2	2.53
Total	141	100.00	62	100.00	79	100.00

Table 11a

Required Courses in General Home Economics*
in Schools Where 62 Colorado Counselors Worked

Grade Levels	Total Schools	Length of Courses		
		9-12 Weeks	1 Semester	1 Year
7th	8	2	6	
8th	9	1	7	1
9th	1			1
Ungraded Classes	2		2	
Grades 10-11-12				
No courses required				

*General Home Economics - Courses titled: Homemaking, Home Economics, Home Living.

Table 11b

Elective Courses in General Home Economics*
in Schools Where 62 Colorado Counselors Worked

Grade Levels	Total Schools	9-12 Weeks	Length of Courses		
			1 Semester	1 Year	No Response
7th	4		1	3	
8th	7		1	5	1
9th or Homemaking I	34	1	1	32	
10th or Homemaking II	21		1	20	
11th or Homemaking III	15			15	
12th or Homemaking IV	4			3	1
Ungraded Classes	11		2	6	3

*General Home Economics - Courses titled: Homemaking, Home Economics, Home Living.

Table 11c

Required Courses in General Home Economics*
in Schools Where 79 Oregon Counselors Worked

Grade Levels	Total Schools	Length of Courses		
		9-12 Weeks	1 Semester	1 Year
7th	9		6	3
8th	10		7	3
9th				
Ungraded Classes	2		2	
Grades 10-11-12				
None required				

*General Home Economics - Courses titled: Homemaking,
Home Economics, Home Living.

Table 11d

Elective Courses in General Home Economics*
in Schools Where 79 Oregon Counselors Worked

Grade Levels	Total Schools	9-12 Weeks	Length of Courses		
			1 Semester	1 Year	No Response
7th	4	1	1	2	
8th	15	1	4	10	
9th or Homemaking I	50		3	47	
10th or Homemaking II	46		1	43	2
11th or Homemaking III	32			31	1
12th or Homemaking IV	16			15	1
Ungraded Classes	14	1	2	8	3

*General Home Economics - Courses titled: Homemaking,
Home Economics, Home Living.

Table 12a

Special Area Courses Offered in Schools Where 62 Colorado Counselors Worked

Areas	Number Course Titles	Number Schools	Status			Length of Courses			
			Elec- tive	Re- quired	No Response	9-12 Weeks	One Semester	One Year	No Response
Foods and Clothing	48								
		2		2		1	1		
		6	3	3			3	3	
		6	6				3	3	
Other Special Areas*	21	1		1		1			
		6	6				6		
		7	7					7	

*Other Special Areas included: Family Relations, Child Development, Management, Home Nursing.

Table 12b

Special Area Courses Offered in Schools Where 79 Oregon Counselors Worked

Areas	Number Course Titles	Number Schools	Status			Length of Courses			
			Elec- tive	Re- quired	No Response	9-12 Weeks	One Semester	One Year	No Response
Foods and Clothing	20	6	6					6	
Other Special Areas*	16	9 1 2 1	9 2	1		1	2	9	1

*Other Special Areas included: Family Relations, Child Development, Management, Home Nursing.

Table 12c
Home Economics Courses Offered in Schools
Where 141 Counselors Worked

<u>General Areas</u>			
Grade Levels of Courses	Total	Number of Schools Having These Courses	
		Colorado	Oregon
7th	25	12	13
8th	41	16	25
9th or Homemaking I	85	35	50
10th or Homemaking II	67	21	46
11th or Homemaking III	47	15	32
12th or Homemaking IV	20	4	16
Ungraded Courses	29	13	16

<u>Special Areas</u>						
Types of Courses	Number of Schools Having These Courses			Number of Course Titles		
	Total	Colorado	Oregon	Total	Colorado	Oregon
Foods and Clothing	20	14	6	68	48	20
Other Special Areas*	27	14	13	37	21	16

*Other Special Areas included: Family Relations, Child Development, Management, Home Nursing.

Table 13

Percentage of 1962 Graduates Attending College
in the Fall of 1962 From Senior High Schools
Where 82 Counselors Worked

Per Cent	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
1-19	1	1.22	1	3.13		
20-29	4	4.88			4	8.00
30-39	17	20.73	5	15.62	12	24.00
40-49	29	35.36	10	31.25	19	38.00
50-59	13	15.85	6	18.75	7	14.00
60 and Over	9	10.98	7	21.87	2	4.00
No Response	<u>9</u>	<u>10.98</u>	<u>3</u>	<u>9.38</u>	<u>6</u>	<u>12.00</u>
Total	82	100.00	32	100.00	50	100.00
Mean:		46.31		49.34		43.29

Table 14a

62 Colorado Counselors' Responses to 11 Favorable Statements About Home Economics

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Home economics classes are interesting and challenging.	26	41.94	27	43.55	8	12.90	1	1.61		
2. Home economics should be offered on an equal basis with such courses as history, English, mathematics, and science.	21	33.87	24	38.71	13	20.97	3	4.84	1	1.61
3. Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods, nutrition, textiles, care and selection of clothing, management of resources, child development, and family relationships.	55	88.71	6	9.68	1	1.61				
4. Home economics is a popular course with students of all ability levels.	14	22.58	20	32.26	13	20.97	15	24.19		

Table 14a (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
5. A home economics degree from college offers a chance to have an interesting and rewarding career.	53	85.48	9	14.52						
6. The content of home economics can be well adapted to the developmental tasks of the adolescent.	47	75.81	12	19.35			1	1.61	2	3.23
7. Home economics is popular with the brightest students.	7	11.29	16	25.81	28	45.16	11	17.74		
8. Home economics courses are held in high esteem by other faculty members in the school.	14	22.58	25	40.33	15	24.19	7	11.29	1	1.61
9. Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society.	33	53.23	24	38.71	4	6.45	1	1.61		

Table 14a (cont.)

Statements	Degree of Agreement or Disagreement*							
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
10. Home economics classes make an important contribution to the slow learner.	33	53.23	21	33.87	7	11.29	1	1.61
11. Parents are generally pleased with what their children learn in home economics.	31	50.00	24	38.71	5	8.06	2	3.23

*All total 100 per cent.

Table 14b

79 Oregon Counselors' Responses to 11 Favorable Statements About Home Economics

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Home economics classes are interesting and challenging.	36	45.57	29	36.71	8	10.13	3	3.795	3	3.795
2. Home economics should be offered on an equal basis with such courses as history, English, mathematics, and science.	33	41.77	14	17.72	18	22.78	13	16.46	1	1.27
3. Home economics is a desirable part of an up-to-date secondary school curriculum when it includes the study of foods, nutrition, textiles, care and selection of clothing, management of resources, child development, and family relationships.	73	92.40	5	6.33	1	1.27				
4. Home economics is a popular course with students of all ability levels.	14	17.72	32	40.50	17	21.52	15	18.99	1	1.27

Table 14b (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
5. A home economics degree from college offers a chance to have an interesting and rewarding career.	67	84.81	11	13.92			1	1.27		
6. The content of home economics can be well adapted to the developmental tasks of the adolescent.	57	72.15	19	24.05	3	3.80				
7. Home economics is popular with the brightest students.	4	5.06	23	29.11	41	51.90	11	13.93		
8. Home economics courses are held in high esteem by other faculty members in the school.	16	20.25	30	37.97	26	32.91	6	7.60	1	1.27
9. Home economics is a subject in the curriculum which has as its major goal the improvement of home and family life in society.	50	63.29	25	31.64	3	3.80	1	1.27		

Table 14b (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
10. Home economics classes make an important contribution to the slow learner.	48	60.76	24	30.38	6	7.59	1	1.27		
11. Parents are generally pleased with what their children learn in home economics.	39	49.37	33	41.77	7	8.86				

*All total 100 per cent.

Table 15a

62 Colorado Counselors' Responses to 13 Unfavorable Statements About Home Economics

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Most of the course content in home economics classes consists of cooking and sewing.	11	17.74	24	38.71	12	19.36	14	22.58	1	1.61
2. Home economics classes are planned more frequently for the less able student than for the able student.	6	9.68	18	29.03	16	25.81	22	35.48		
3. Home economics should be offered only as an elective.	11	17.74	18	29.03	19	30.65	13	20.967	1	1.61
4. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.	25	40.32	17	27.42	11	17.74	9	14.52		

Table 15a (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
5. Home economics is repetitious when several years are offered.	2	3.23	23	37.09	17	27.42	20	32.25		
6. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.	2	3.23	8	12.90	11	17.74	41	66.13		
7. There is much overlapping between the course content of home economics and that of other subjects.	5	8.06	9	14.52	20	32.26	27	43.55	1	1.61
8. Home economics has greater appeal for the low, rather than the higher socioeconomic group of students.	5	8.07	18	29.03	23	37.09	16	25.81		
9. Students' achievement in home economics does not reflect creditably on the school's prestige.	5	8.07	4	6.45	13	20.97	39	62.90	1	1.61

Table 15a (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
10. Home economics is considered a "frill" in secondary schools today.	4	6.45	8	12.90	20	32.26	30	48.39		
11. Evaluation fails to reflect the scope claimed for home economics.	4	6.45	24	38.71	16	25.81	12	19.35	6	9.68
12. Home economics is not essential for girls who are going to college.	1	1.61	8	12.90	12	19.36	41	66.13		
13. Home economics is not important in the school curriculum because it can be learned at home.	2	3.225	2	3.225	13	20.97	45	72.58		

*All total 100 per cent.

Table 15b

79 Oregon Counselors' Responses to 13 Unfavorable Statements About Home Economics

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Most of the course content in home economics classes consists of cooking and sewing.	6	7.594	30	37.97	20	25.32	22	27.85	1	1.27
2. Home economics classes are planned more frequently for the less able student than for the able student.	3	3.80	34	43.04	18	22.78	22	27.85	2	2.53
3. Home economics should be offered only as an elective.	30	37.97	17	21.52	15	18.99	16	20.25	1	1.27
4. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.	43	54.43	13	16.45	15	18.99	5	6.33	3	3.80

Table 15b (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
5. Home economics is repetitious when several years are offered.	6	7.60	35	44.30	16	20.25	20	25.32	2	2.53
6. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.	5	6.33	4	5.06	13	16.46	57	72.15		
7. There is much overlapping between the course content of home economics and that of other subjects.	5	6.33	18	22.78	27	34.18	29	36.71		
8. Home economics has greater appeal for the low, rather than the higher socioeconomic group of students.	3	3.80	36	45.57	23	29.11	15	18.99	2	2.53
9. Students' achievement in home economics does not reflect creditably on the school's prestige.	7	8.86	9	11.39	18	22.79	43	54.43	2	2.53

Table 15b (cont.)

Statements	Degree of Agreement or Disagreement*									
	Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
10. Home economics is considered a "frill" in secondary schools today.	4	5.06	6	7.60	22	27.85	47	59.49		
11. Evaluation fails to reflect the scope claimed for home economics.	8	10.13	23	29.11	27	34.18	10	12.66	11	13.92
12. Home economics is not essential for girls who are going to college.	6	7.60	14	17.72	29	36.71	30	37.97		
13. Home economics is not important in the school curriculum because it can be learned at home.	2	2.53	4	5.06	16	20.26	57	72.15		

*All total 100 per cent.

Table 16

Unfavorable Beliefs Towards Home Economics
as Expressed by 141 Counselors' Responses
to Questions Concerning Home Economics

Statements	Total (141)		Colorado (62)		Oregon (79)	
	No.	%	No.	%	No.	%
Positive statement in which <u>fewer</u> than 50 per cent of the counselors agreed strongly or to some extent:						
Home economics is popular with the brightest students.	50	35.71	23	37.10	27	34.17
Negative statements in which <u>more</u> than 50 per cent of the counselors strongly agreed or agreed to some extent:						
1. Most of the course content in home economics classes consists of cooking and sewing.	71	50.36	35	56.45	36	45.58
2. Home economics should be offered only as an elective.	76	53.90	29	46.77	47	59.49
3. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.	98	69.5	42	67.74	56	70.88

Table 17

How 141 Counselors Arrived at Their Present Beliefs
Concerning Home Economics

<u>Influencing Factors</u>	<u>Total</u>	<u>Colorado</u>	<u>Oregon</u>
Associations with home economics teachers	26	9	17
Observation of home economics programs and students	24	7	17
Present family needs	14	3	11
Home economics training in high school	13	7	6
Experience in counseling and teaching	11	4	7
Students' comments	9	4	5
Reading and educational experiences	7	3	4
Family background	6	3	3
Home economics training in college	6		6
Home visits	2	2	
4-H	2	1	1
Follow up of graduates	3		3

Table 18

141 Counselors' Beliefs Concerning Who Should Enroll in Home Economics Classes

Statements	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Home economics courses are a recognized part of the secondary school curriculum for girls.						
1. Home economics courses should be required for all girls.	27	19.15	12	19.35	15	18.99
2. Home economics courses should be optional, but encouraged for all girls.	95	67.38	44	70.97	51	64.56
3. Home economics courses should be completely optional for girls.	18	12.76	6	9.68	12	15.18
4. Girls should be discouraged from taking work in this area.						
No Response	1	.71			1	1.27
Total	141	100.00	62	100.00	79	100.00
Preparation for being a contributing family member is important in the education of boys.						
1. Home economics courses should be required of all boys.	4	2.84	2	3.23	2	2.53
2. Home economics courses should be optional, but encouraged for all boys.	50	35.46	26	41.93	24	30.38
3. Home economics courses should be completely optional for boys.	78	55.32	29	46.77	49	62.03
4. Boys should be discouraged from taking work in this area.						
No Response	7	4.96	3	4.84	4	5.06
Total	141	100.00	62	100.00	79	100.00

Table 18 (cont.)

Statements	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
Home economics courses are of value to all students regardless of their future plans.						
<u>For the terminal student:</u>						
1. It is very important that this student have as many home economics courses as possible.	39	27.65	17	27.42	22	27.85
2. It is important that this student have some home economics courses.	92	65.25	42	67.74	50	63.29
3. It is more important for this student to take business courses in order to prepare for earning a living.	5	3.55	2	3.23	3	3.80
4. This student may marry young and can learn homemaking skills after marriage.						
No Response	5	3.55	1	1.61	4	5.06
<u>For the college bound student:</u>						
1. Some home economics courses should be required at the high school level.	19	13.47	7	11.29	12	15.19
2. Home economics courses should be encouraged at the high school level.	75	53.19	37	59.68	38	48.10
3. Home economics courses should be encouraged, but rarely at the expense of the academic parts of the curriculum.	41	29.08	16	25.80	25	31.64
4. Home economics courses are of little real value.	3	2.13			3	3.80
No Response	3	2.13	2	3.23	1	1.27
Total	141	100.00	62	100.00	79	100.00

Table 18 (cont.)

Statements	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
A counselor needs to understand the relationship between the high school home economics program and college entrance requirements.						
1. A student may take one or more classes in home economics and still meet the requirements for entrance at most colleges.	59	41.84	29	46.77	30	37.98
2. A student should be encouraged to take home economics courses, but rarely at the expense of academic electives.	7	4.96	2	3.23	5	6.23
3. If a young person wishes to prepare for college and also emphasize home economics in high school, she should be encouraged to do so.	67	47.52	27	43.55	40	50.63
4. It is nearly impossible for a student to take home economics in high school and still fulfill college entrance requirements.	3	2.13	1	1.61	2	2.53
No Response	5	3.55	3	4.84	2	2.53
Total	141	100.00	62	100.00	79	100.00

Table 19a

Factors Which 62 Colorado Counselors Believed They Considered
in Deciding Who Should Enroll in Home Economics

Factors	Degree of Consideration*							
	Prime		Moderate		Little		No	
	No.	%	No.	%	No.	%	No.	%
1. College entrance requirements	7	11.29	31	50.00	14	22.58	10	16.13
2. Future goals of the student	36	58.07	21	33.87	4	6.45	1	1.61
3. Parents' decisions	10	16.13	32	51.61	14	22.58	4	6.45
4. Personal beliefs of counselor							2	3.23
a. towards value or lack of value of home economics	6	9.68	13	20.97	15	24.19	25	40.32
b. of the right of each individual student to make his own decisions based on some understanding of the choices	44	70.97	15	24.19	1	1.61		
c. of the need of helping students make choices	21	33.87	28	45.16	9	14.51	2	3.23
5. Prestige factor in the school			6	9.68	19	30.64	37	59.68
6. Scheduling	6	9.68	25	40.33	22	35.48	9	14.51
7. Students' likes and dislikes	30	48.39	30	48.39	1	1.61	1	1.61
8. Students' abilities to achieve elsewhere	11	17.74	22	35.48	17	27.42	12	19.36
9. Social trends			18	29.03	26	41.94	17	27.42
10. The quality of teaching in the home economics department	20	32.26	29	46.77	5	8.07	8	12.90

Table 19a (cont.)

Factors	Degree of Consideration*							
	<u>Prime</u> <u>No.</u>	<u>%</u>	<u>Moderate</u> <u>No.</u>	<u>%</u>	<u>Little</u> <u>No.</u>	<u>%</u>	<u>No</u> <u>No.</u>	<u>Response</u> <u>No.</u>
11. The home economics teacher's load	14	22.58	32	51.62	8	12.90	7	11.29
12. The space, facilities, and money available for home economics	18	29.03	30	48.39	7	11.29	7	11.29
13. The type of subject matter offered in the home economics program	30	48.39	25	40.32	6	9.68	1	1.61

*All total 100 per cent.

Table 19b

Factors Which 79 Oregon Counselors Believed They Considered
in Deciding Who Should Enroll in Home Economics

Factors	Degree of Consideration*							
	Prime		Moderate		Little		No	
	No.	%	No.	%	No.	%	No.	%
1. College entrance requirements	15	18.99	33	41.77	13	16.45	17	21.52
2. Future goals of the student	58	73.42	17	21.52	2	2.53	2	2.53
3. Parents' decisions	14	17.72	38	48.10	20	25.32	7	8.86
4. Personal beliefs of counselor								
a. towards value or lack of value of home economics	6	7.60	17	21.52	19	24.05	25	31.64
b. of the right of each individual student to make his own decisions based on some understanding of the choices	61	77.22	11	13.92	2	2.53	1	1.27
c. of the need of helping students make choices	21	26.58	42	53.17	4	5.06	2	2.53
5. Prestige factor in the school			6	7.60	14	17.72	57	72.15
6. Scheduling	11	13.92	27	34.18	21	26.58	19	24.05
7. Students' likes and dislikes	43	54.43	32	40.51	4	5.06		
8. Students' abilities to achieve elsewhere	11	13.92	46	58.23	16	20.25	6	7.60
9. Social trends	3	3.80	23	29.11	26	32.91	27	34.18
10. The quality of teaching in the home economics department	32	40.51	29	36.71	12	15.19	6	7.59

Table 19b (cont.)

Factors	Degree of Consideration*								No Response	
	<u>Prime</u> No. %	<u>Moderate</u> No. %	<u>Little</u> No. %	<u>No</u> No. %	<u>No</u> No. %	<u>No</u> No. %	<u>No</u> No. %	<u>No</u> No. %	<u>No</u> No. %	<u>No</u> No. %
11. The home economics teacher's load	16 20.25	36 45.57	15 18.99	11 13.92	1 1.27					
12. The space, facilities, and money available for home economics	13 16.45	34 43.04	17 21.52	14 17.72	1 1.27					
13. The type of subject matter offered in the home economics program	40 50.63	29 36.71	6 7.60	4 5.06						

*All total 100 per cent.

Table 20a

Grade or Grades in Which 62 Colorado Counselors
Believed Students Should Take Home Economics Courses

Grade	Terminal						College Preparatory					
	Required		Elective		No Preference		Required		Elective		No Preference	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Girls</u>												
7th*	28	45.16	10	16.13	1	1.61						
8th*	33	53.23	14	22.58	1	1.61						
9th	18	29.03	30	48.39	1	1.61	11	17.74	38	61.29		
10th	8	12.90	34	54.83	2	3.23	1	1.16	41	66.13		
11th	6	9.68	35	56.45	1	1.61	3	4.84	41	66.13		
12th	6	9.68	37	59.68	1	1.61	5	8.07	39	62.90		
<u>Boys</u>												
7th*	5	8.07	21	33.87								
8th*	2	3.23	26	41.94								
9th	3	4.84	26	41.94			1	1.16	26	41.94		
10th	1	1.16	25	40.32			2	3.23	23	37.09		
11th	2	3.23	33	53.23			4	6.45	30	48.39	1	1.61
12th	3	4.84	28	45.16			1	1.16	30	48.39	1	1.61

*No differentiation between terminal and college preparatory.

Table 20b

Grade or Grades in Which 79 Oregon Counselors
Believed Students Should Take Home Economics Courses

Grade	Terminal						College Preparatory					
	Required		Elective		No Preference		Required		Elective		No Preference	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Girls</u>												
7th*	28	35.44	16	20.25	2	2.53						
8th*	32	40.51	24	30.38	2	2.53						
9th	27	34.18	42	53.17	1	1.27	13	16.45	44	55.70	2	2.53
10th	12	15.19	50	63.29	3	3.80	3	3.80	51	64.56	2	2.53
11th	7	8.86	53	67.09	1	1.27	2	2.53	49	62.03		
12th	8	10.13	51	64.56	2	2.53	5	6.33	46	58.23		
<u>Boys</u>												
7th*	5	6.33	12	15.19	2	2.53						
8th*	3	3.80	19	24.05	2	2.53						
9th	5	6.33	27	34.18	1	1.27	4	5.06	25	31.64	1	1.27
10th	1	1.27	26	32.91	1	1.27			22	27.85		
11th	2	2.53	29	36.70			1	1.27	22	27.85		
12th	4	5.06	36	45.57			1	1.27	30	37.97	1	1.27

*No differentiation between terminal and college preparatory.

Table 21a

Degree of Significance Which 62 Colorado Counselors Believed
Home Economics Classes Have in Educating for Current Social Trends

Social Trends	Degree of Significance*							
	Large		Some		Negligible		None	
	<u>Extent</u>		<u>Extent</u>		<u>Extent</u>		<u>Extent</u>	<u>No</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>Response</u>
								<u>No.</u> <u>%</u>
1. Changing roles of family members--dual role of man--his increase in homemaking activities and care of children	32	51.61	22	35.48	6	9.68	2	3.23
2. Changing consumer buying practices	35	56.45	21	33.87	5	8.07	1	1.61
3. Changes in income levels, sources of income and earner's occupations	15	24.19	29	46.77	15	24.20	3	4.84
4. Change in retail markets and market offerings	18	29.03	31	50.00	10	16.13	3	4.84
5. Democratic decision making in families--use of money and other family problems	33	53.23	22	35.48	5	8.06	2	3.23
6. Do-it-yourself home improvements	18	29.03	29	46.77	12	19.36	2	3.23
7. Dual role of women--homemakers and workers	36	58.07	22	35.48	3	4.84	1	1.61
8. Early marriages	42	67.74	11	17.74	6	9.68	3	4.84
9. Increase in consumer goods	20	32.26	28	45.16	12	19.35	2	3.23

Table 21a (cont.)

Social Trends	Degree of Significance*							
	Large		Some		Negligible		None	
	Extent		Extent					No
	No.	%	No.	%	No.	%	No.	%
10. Increased home ownership	18	29.03	21	33.87	17	27.42	6	9.68
11. Increased divorce rate	23	37.09	19	30.65	15	24.19	5	8.07
12. Increased status seeking	11	17.74	19	30.65	23	37.10	8	12.90
13. Increased use of credit	24	38.71	20	32.26	12	19.35	6	9.68
14. Increased value on education	24	38.71	27	43.55	11	17.74		
15. Lengthened life span	10	16.13	26	41.93	17	27.42	9	14.52
16. Longer teenage dependence on family	9	14.52	23	37.10	18	29.03	12	19.35
17. Mobility of population	13	20.97	22	35.48	17	27.42	10	16.13
18. Shorter work week and paid vacations	10	16.13	23	37.10	18	29.03	11	17.74
19. Teenage consumer--boys and girls	17	27.42	33	53.23	8	12.90	4	6.45
20. Upswing in cultural activities	9	14.52	28	45.16	18	29.03	7	11.29
21. Women managing large percentage of total income	32	51.61	22	35.48	5	8.07	3	4.84
22. "World" community	13	20.97	21	33.87	18	29.03	9	14.52
23. Speed of communication	9	14.52	13	20.97	24	38.71	15	24.19

*All total 100 per cent.

Table 21b

Degree of Significance Which 79 Oregon Counselors Believed
Home Economics Classes Have in Educating for Current Social Trends

Social Trends	Degree of Significance*									
	Large		Some		Negligible		None		No	
	Extent		Extent		Extent		Extent		Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Changing roles of family members--dual role of man--his increase in homemaking activities and care of children	31	39.24	38	48.10	9	11.39			1	1.27
2. Changing consumer buying practices	39	49.36	33	41.77	5	6.33	1	1.27	1	1.27
3. Changes in income levels, sources of income and earner's occupations	15	18.99	43	54.43	16	20.25	3	3.80	2	2.53
4. Change in retail markets and market offerings	22	27.85	39	49.36	15	18.99	2	2.53	1	1.27
5. Democratic decision making in families--use of money and other family problems	47	59.49	23	29.11	8	10.13			1	1.27
6. Do-it-yourself home improvements	16	20.25	40	50.63	20	25.32	2	2.53	1	1.27
7. Dual role of women--homemakers and workers	49	62.02	19	24.05	9	11.39	1	1.27	1	1.27
8. Early marriages	40	50.64	28	35.44	7	8.86	4	5.06		
9. Increase in consumer goods	15	18.99	37	46.83	22	27.85	3	3.80	2	2.53

Table 21b (cont.)

Social Trends	Degree of Significance*									
	Large		Some		Negligible		None		No	
	Extent		Extent						Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
10. Increased home ownership	11	13.92	38	48.10	25	31.65	4	5.06	1	1.27
11. Increased divorce rate	33	41.77	21	26.58	18	22.79	7	8.86		
12. Increased status seeking	7	8.86	23	29.11	30	37.98	16	20.25	3	3.80
13. Increased use of credit	23	29.11	31	39.24	16	20.25	8	10.13	1	1.27
14. Increased value on education	14	17.72	42	53.16	17	21.52	5	6.33	1	1.27
15. Lengthened life span	17	21.52	31	39.24	20	25.31	10	12.66	1	1.27
16. Longer teenage dependence on family	14	17.72	30	37.98	21	26.58	12	15.19	2	2.53
17. Mobility of population	11	13.92	34	43.04	20	25.32	14	17.72		
18. Shorter work week and paid vacations	13	16.45	32	40.51	20	25.32	13	16.45	1	1.27
19. Teenage consumer--boys and girls	30	37.98	36	45.57	9	11.39	2	2.53	2	2.53
20. Upswing in cultural activities	6	7.60	42	53.16	17	21.52	11	13.92	3	3.80
21. Women managing large per- centage of total income	40	50.63	27	34.18	8	10.12	3	3.80	1	1.27
22. "World" community	6	7.60	24	30.38	31	39.24	16	20.25	2	2.53
23. Speed of communication	3	3.80	16	20.25	35	44.30	22	27.85	3	3.80

*All total 100 per cent.

Table 22
Favorableness Scores of 141 Counselors

Scores	Total		Colorado		Oregon	
	No.	%	No.	%	No.	%
40-49	2	1.42			2	2.53
50-59	5	3.55	3	4.84	2	2.53
60-70	41	29.07	19	30.65	22	27.85
71-79	54	38.30	22	35.48	32	40.51
80-89	37	26.24	18	29.03	19	24.05
90-96	<u>2</u>	<u>1.42</u>	<u>—</u>	<u>—</u>	<u>2</u>	<u>2.53</u>
Total	141	100.00	62	100.00	79	100.00
Mean:		73.86		74.35		73.37

Table 23a

Significance of Differences in Mean Favorableness
Scores of 62 Colorado Counselors When Compared on
Various Factors

Factors	Sample Size	Mean Score	F Value	Signif- icance
Sex of Counselors				
Men	26	72.80	1.08	N.S.*
Women	35	75.42		
Type of Schools				
Junior High	30	75.00	.34	N.S.
Senior High	32	73.75		
Enrollment of Schools				
Less than 500	8	76.50	.29	N.S.
More than 1000	17	74.35		
Years of Teaching Experience				
Less than five	13	76.54	1.95	N.S.
20 or more	10	71.40		
Years of Counseling Experience				
Less than five	37	73.43	1.79	N.S.
Five or more	24	76.29		
Type of Home Economics Programs				
Reimbursed	35	75.00	.48	N.S.
Non-reimbursed	27	73.51		
Percentage of 1962 Graduates Enrolled in College				
Less than 40 per cent	6	74.83	.12	N.S.
40 per cent or more	23	70.83		

*Not significant at .05 and .01 level of significance.

Table 23b

Significance of Differences in Mean Favorableness
Scores of 79 Oregon Counselors When Compared on
Various Factors

Factors	Sample Size	Mean Score	F Value	Signif- icance
Sex of Counselors				
Men	32	72.93	.13	N.S.*
Women	47	73.68		
Type of Schools				
Junior High	29	75.34	2.25	N.S.
Senior High	50	72.24		
Enrollment of Schools				
Less than 500	23	71.56	.39	N.S.
More than 1000	14	69.64		
Years of Teaching Experience				
Less than five	10	69.3	.48	N.S.
20 or more	22	71.86		
Years of Counseling Experience				
Less than five	40	71.40	4.76**	Sig. at .05
Five or more	36	75.83		
Type of Home Economics Programs				
Reimbursed	35	75.00	.48	N.S.
Non-reimbursed	27	73.51		
Percentage of 1962 Graduates Enrolled in College				
Less than 40 per cent	16	73.43	.58	N.S.
40 per cent or more	28	72.13		

*Not significant at .05 or .01 level of significance.

**Significant at .05 level of significance.

Table 23c

Significance of Differences in Mean Favorableness
Scores of 141 Counselors When Compared on Various
Factors

Factors	Sample Size	Mean Score	F Value	Signif- icance
Sex of Counselors				
Men	58	72.86	.85	N.S.*
Women	82	74.55		
Type of Schools				
Junior High	59	75.17	2.25	N.S.
Senior High	82	72.99		
Enrollment of Schools				
Less than 500	31	74.03	.06	N.S.
More than 1000	31	71.99		
Years of Teaching Experience				
Less than five	23	72.92	.42	N.S.
20 or more	32	71.63		
Years of Counseling Experience				
Less than five	77	72.41	6.17**	Sig. at .05
Five or more	60	76.06		
Type of Home Economics Programs				
Reimbursed	66	72.01	.35	N.S.
Non-reimbursed	73	73.27		
Percentage of 1962 Graduates Enrolled in College				
Less than 40 per cent	22	74.63	.49	N.S.
40 per cent or more	51	71.48		

*Not significant at .05 and .01 level of significance.

**Significant at .05 level of significance.

Table 24

Significance of Differences in Mean Percentages
of Home Economics Enrollments in Schools Where
Counselors Have Higher Favorableness Scores and
Where Counselors Have Low Favorableness Scores

	Sample Size	Mean Percentage	F Value	Signif- icance
COLORADO				
Favorableness Score:				
Less than 71	22	40.43	.29	N.S.*
71 or more	40	43.33		
OREGON				
Favorableness Score:				
Less than 71	26	43.13	.14	N.S.
71 or more	51	43.94		
TOTAL COUNSELORS				
Favorableness Score:				
Less than 71	48	41.78	.42	N.S.
71 or more	91	43.63		

*Not significant at .05 and .01 level of significance.