

OREGON HOMEMAKING TEACHERS' EVALUATION
OF THEIR HOME VISITING

by

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The purpose of the study was to find the beliefs and practices of a selected group of Oregon homemaking teachers concerning home visiting. The expression of these beliefs and practices helped to answer the question, "What causes the lag in the utilization of home visits which gain such praise from some teachers?"

The investigation of the beliefs and practices of the homemaking teachers concerning home visiting was accomplished by asking a group of selected Oregon homemaking teachers to respond to an opinionaire consisting of 70 statements arranged in six spirals. These spirals were: (1) Problems of Home Visiting; (2) Utilization of Home Visits in 72 Homemaking Teachers' Own Programs; (3) The Utilization of Home Visits to Correlate Home and Class Experiences; (4) Utilization of Information Gained from Home Visits in Compiling Records for Their Students; (5) Other Faculty Members' Utilization of Information from Homemaking Teachers' Home Visits; (6) Utilization of Parent-Home-Community Relationships Established through Home Visiting.

The study was based on the opinions of 72 of the 178 homemaking teachers in Oregon outside of the city of Portland. These teachers represent 65 different high schools located in all parts of the State of Oregon. The schools in which they teach range from enrollments of 49 to 1475. Thirty-nine teach only home-making, while the remainder have as many as six different class preparations in a day. Most of them have been teaching fewer than 10 years. Almost two-thirds of the teachers in the study are Oregon State College graduates. Thirty-six of the 72 teachers visit 25 per cent or less of their students, 18 visit between 25 per cent and 75 per cent, while 18 visit all of their students.

From the analysis of the beliefs and practices of the 72 homemaking teachers concerning home visiting, the following conclusions have been drawn:

1. The teachers, as a whole, indicated that home visits could be utilized to further wholesome present and future family life for their students.
2. Generally speaking, the expression of beliefs of the teachers who make home visits and of teachers who do not were the same on this opinionaire.
3. The variation in home visiting practices showed up most clearly among the teachers with fewer than 10 years of teaching experience.

4. The greatest variation in home visiting practices was found in the high schools where the enrollment range was from 200 to 500 students.

5. The size of the homemaking department seemed to have some influence on the number of visits made. The teachers who reported homemaking enrollments of 75 or fewer, visited fewer homes than those with an enrollment of 100 or more in their homemaking department.

6. The Oregon State College graduates and graduates from colleges outside of Oregon showed similar home visiting practices in relationship to the number of students visited.

7. The major problem of home visiting of the 72 teachers in the study was lack of time.

8. The knowledge of students' home responsibilities seemed most significant as an aid in correlating home and class experiences.

9. The most valuable information gleaned from home visits for compiling records of homemaking students included knowledge of the students' home, school and community life.

10. Homemaking teachers did not feel encouraged to share their information with other staff members.

11. The homemaking teachers thought that home visits made their teaching a cooperative enterprise in which the parents, pupils and teachers have an opportunity to work together for the mutual good of all.

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OREGON HOMEMAKING TEACHERS' EVALUATION OF THEIR HOME VISITING

Chapter I

INTRODUCTION

Most present-day secondary schools accept four major objectives as part of their working philosophy.

These aspects center around the person himself, his relationship to others in home and community, the creation and use of material wealth, and socio-civic activities. The four great groups of objectives thus defined are:

1. The Objectives of Self Realization
2. The Objectives of Human Relationships
3. The Objectives of Economic Efficiency
4. The Objectives of Civic Responsibility (6, p.47)

Cutting across each one of these four objectives are many others dealing with home and family living. Thus the present-day secondary school expects to promote a wholesome present and future family life for its pupils.

A truly democratic school system strives to recognize and develop the unique and valuable traits of each individual. The development of the ability of each individual student to think and act democratically is one of the major purposes of present-day American education. To help each individual develop his abilities, aptitudes, and interests is recognized as another aim as well as to help him recognize and work toward the solution of his problems and limitations. Finally it is the aim of the school to help him utilize all of his opportunities for this development.

The democratic way of life allows and requires that pupils find interest and happiness in school situations and evolve their individual goals for the future. A realization of this democratic way of life will be hastened by the development of an understanding, cooperative spirit of parents, teachers and pupils. In the present world, education of the child must of necessity continue concurrently in the home, the community and the school. This means his complete development depends upon the close, meaningful relationships of the school, the home and the community.

Home-school relationships like many other twentieth century activities become increasingly difficult as our society becomes more complex. Thus, the visiting of homes of pupils by teachers gains importance in the maintenance of good home-school relationships; for the teachers' better knowledge of pupils and their home backgrounds may very well provide the key to the curriculum which furnishes the medium for the maximum development of all pupils within a truly democratic school. For example, Bruner stresses the importance of home visiting when she says,

The first major problem of the teacher in the present educational program is to determine "which attitudes, abilities, understandings, and judgments are most important in helping pupils to play their part in present home life." In order to do this, the teacher must know something of the home life of her pupils. (2, p.8)

Purpose of This Study

Probably, homemaking teachers more than any other group of teachers make home visits. For through the nature of subject matter in their field, they have a made-to-order "entree" into the home life of their students. As family life is brought into activities within the classroom so does it portray the many ways in which family life affects its members as individuals in their own family unit.

In order for the homemaking teacher to fully visualize the functional aspects of class work (transfer and application of knowledge), it is important that she observe the students in their respective homes. For homemaking teachers should adopt John Dewey's philosophy of education, "the quality of the present experience influences the way in which the principle applies."

Thus the incorporation of home visiting as an integral part of the homemaking program has been an outgrowth of the program in family life education which was accelerated by the passage of the first Federal Vocational Education Act in 1917. Most teachers who do home visiting thoroughly believe that such a practice is well worth the time and effort put into this phase of teaching. They feel it is the "enrichment" clause of teacher-pupil-parent planning. Yet home visiting is not carried on by all homemaking teachers. What causes this lag in the utilization of a technique which

gains such praise from some teachers? The purpose of this study is to determine some of the answers to this question by seeking to find the beliefs and practices of a selected group of homemaking teachers--some of whom do visit homes and some of whom do not.

The analysis of beliefs and practices should help to provide insight for leaders in teacher training for developing a more effective pre-service and in-service program for home visiting. It should show the homemaking teachers themselves where their beliefs and practices are consistent or inconsistent.

Statement of the Problem

This study is an investigation of the beliefs and practices of a selected group of homemaking teachers in Oregon to determine the following:

1. What are the home visiting practices of the teachers selected for this study?
2. What are the beliefs of these teachers about home visiting?
3. How do the beliefs and practices of the teachers who make home visits compare with those who do not?
4. Does the number of years of experience in teaching have any effect on the number of home visits which are made?
5. What effect does the size of the school have upon the number of home visits made? -

6. How does the homemaking enrollment affect the number of home visits made?

7. Does the college preparation of the teachers in the study have any effect on the number of home visits which are made?

8. What effect does the teachers' daily schedule have upon the number of home visits which are made?

9. What are the problems which confront teachers when making home visits?

10. What information gained on home visits aids teachers in correlating home and class experiences?

11. What information do teachers gain through home visits which aid them in compiling valuable student records?

12. What use is made of the information gained from the homemaking teacher's home visits by the rest of the school staff?

13. What parent-home-community relationships may be established by the homemaking teachers through home visiting?

Basic Philosophy of Home Visits

What is a home visit? A home visit is simply the educational terminology for a call, by the teacher, to the social unit of living of a child's family group in order to hold a "conversation with a purpose."

Such a visit may be for the sole purpose of getting acquainted with the child's mother, father, or both parents. It may also be the teacher's method to give the child's parents or guardians an opportunity to become acquainted with her. This means that such a visit provides the teacher with an opportunity to establish a working relationship with the parents. Then the parents or parent and teacher may understand and respond to the needs of the child.

Why have home visits? Substitutes for home visits are parents' visits to school. Having parents visit school provides the opportunity for the parents and teachers to get acquainted and establish a working relationship. Together, they may discover some of the child's needs and begin to work toward meeting those needs. Such a teacher-parent relationship is valuable. It does not, however, provide the full value that is obtained when the teacher can see the child in his own home environment. Allen accentuated the importance of the teacher's visiting in the pupil's own home when he said,

Home visits are necessary in order to find out about the home environment of students. We can test a child and find out his I.Q., his M.A., his academic achievement, etc., but we have no test we can use to find out about the child's home life and you can't find it out by asking the child (1, p.203).

Therefore, knowing the home is an excellent way to understand and help the child. Knowing the parent through friendly home visits is an excellent method of kindling a close and

meaningful school-home relationship which will help all feel that education is a cooperative venture in which the welfare of the child is always the first consideration. Nor will visits of visiting teachers substitute for the child's teacher making a direct contact with the child's parents. Hardiman and Robinson confirm this when they say,

For help in interpreting the specific needs of the children, the teacher must know something of their backgrounds of experience. Information about children's backgrounds gathered by someone else and interpreted to the teacher somehow loses its flavor in the process (7, p.159).

Home-school relationships like all areas of life in the twentieth century have become increasingly difficult. There was a time when a teacher lived in the home of one of her pupils. In contrast, today the teacher may have no way of even meeting the parents of the students in whom she is vitally concerned unless she instigates and carries on a home-visiting program. Thus the visiting of homes of pupils by a teacher gains in importance. It is a method for establishing rapport between the pupil's home and the school. When people know each other they are more likely to be interested in and understand what each is trying to accomplish. Then the child's education becomes a cooperative concern of the child himself as well as the adults closest to him.

A knowledge of children's backgrounds will help teachers guide children and assist parents to guide them in

the development of attitudes and skills which will enable them to take intelligent responsibility for their own personal behavior. Thus, the democratic way of life is promoted by the development of an understanding, cooperative spirit that will make the school sensitive to the home situation and ready to adapt its program to whatever particular situations may arise. Higgins and Gleason state,

If teachers are to guide students in adjusting their activities toward happy and normal living now, and social and economic usefulness later, it is necessary to understand something of the intellectual capacities, social background, future plans, and use of leisure time of students. All this information cannot be secured in the school environment. Visits in the students' homes are vitally important in building up a better understanding of students' environment, needs, and problems (9, p.378).

The significant contribution home visits make toward the fulfillment of the goal of American education is revealed in Martin's statement.

The time that the home economics teacher invests in visits to the homes of her students bears rich dividends in human relations and in improved educational practices (14, p.575).

Thus through home visits there may be a renewal of parents' interest in the development of their children. There may be many parents who will realize for the first time that schools are interested in attitudes, citizenship, worthy home membership, physical and mental health. As a result of these reactions, the feeling that education is a cooperative enterprise may be born in the minds of

parents, children and teachers.

Juckett states,

As teachers become scarcer, as parents become busier, as human life becomes less valuable, and as individuals become less important, it behooves education to place even greater emphasis on such a device as the home visit. Schools and homes hold the next generation in their hands; it can be a better generation as a result of careful and meaningful cooperation (11, p.97).

It can be seen then that the home visit is an essential ingredient in the foundation of American education. For as teachers gain an understanding of family life as a living social relationship by which one human personality develops in response to other personalities, they are imbued with the spirit of democracy.

Techniques of Home Visiting

The techniques of home visiting may be illustrated by such criteria as those established by Juckett:

The visit must be purposeful and must be made for the benefit of the child. There are good points in every child and the conversation should open on that note. Teachers should try to place themselves on the level of the family and should distinctly discourage the thought that they are 'snoopers'. Parents and children should expect the call arranged by notes, 'left-handed invitations' and other tactful means. Teacher, for a parting remark, can invite the parents to repay the visit by coming to school. At some time during the visit the teacher may act as an interpreter of school aims and philosophy, always remaining on the intelligence level of the parent. Following the visit, the teacher should make written notes. These notes may be filed in the guidance folder for the benefit of other teachers who may not have the opportunity to visit the

home. These reports should be strictly confidential, strictly professional and should be used only by those who have a direct teaching or supervisory relationship with the child (11, p.93-4).

Further suggestions for guidance in home visiting are offered by Davis and Norris in their "Guidance Handbook for Teachers." They state,

Here are some of the things worth the teacher's remembering as she starts out on a home visit. First, relax, this is an adventure and you'll probably meet some very interesting people. Second, learn, even if the mother has had only an eighth-grade education, you'll be surprised at what she can teach you. Third, share, not that you have so much superior knowledge, but this is a cooperative enterprise and you have something worth while to contribute. Fourth, enjoy yourself, each visit will open up some new vista of interest. If it tends to become boring, bring your sense of humor to the relief of the situation. Fifth, remember, this is a visit, not a visitation (4, p.86-87).

It is necessary for the homemaking teacher to apply these general suggestions to her particular situation. In home visiting, the homemaking teacher should feel that tact, "good taste in action," is of prime importance in the establishment of a wholesome mutual understanding between the parents and the teacher.

First, the homemaking teacher should lay a good foundation for the development of a worth while home-visiting program. She should realize that ease in making satisfactory home visits develops with practice. She should proceed with caution for she knows that first impressions are often lasting ones.

Here are some of the points that lead to a successful home visiting program.

Orientation. 1. Have students share in the plan for then they understand: the purposes of home visits; their share in bridging the gap between the home and school; and what home visits may do to bring about a partnership of teachers, parents, and pupils working together to improve the educational program of the community.

2. Gain a knowledge of the pupils and their homes from all the sources which are available before making any visits. For example: find out something about the family's interests, especially the mother's, and then, when possible, have reference material to give. When visiting homes of foreigners, know something about their native country.

3. Use opportunities for informal contacts, such as meeting parents at community gatherings, for if parents know who you are, it breaks down the barrier of unfamiliarity.

4. Arrange visits to students' homes geographically, as an aid for the best utilization of time and energy.

5. Schedule the visit ahead of time, for then the parents' confirmation of it should indicate the time is satisfactory.

6. Visit the students' homes as early in the school year as possible.

7. Know the community: population, industries, scenic areas, etc.

The visit itself. 1. Make the first call a social visit.

2. Be appropriately dressed for the occasion, but not over-dressed.

3. Introduce yourself. Be sure you are at the right house; inquire if uncertain.

4. Avoid any resemblance to an inspector.

5. Focus attention on the people--not the room.

6. Talk little or not at all about yourself.

7. Induce your hosts to do nearly all of the talking; be a courteous and enthusiastic listener.

8. Be friendly, human, sympathetic, and understanding.

9. Make a worthy compliment about the girl.

10. Talk of school in a language the laymen can understand.

11. Concentrate your attention elsewhere if an embarrassing situation arises.

12. Do not volunteer advice. If asked for it--proceed cautiously.

13. Never do any writing until you have left the neighborhood.

14. Do not try to impress the family.

15. Make the family feel you are one of the community.
16. Extend an invitation to parents to visit school.
17. Jot down a few notes about the home visit as soon as possible after the visit.
18. Complete the write-up of each visit for future reference.

In addition to the points which have been listed in regard to a successful home visiting program, not nearly enough emphasis can be placed on the favorable atmosphere which is created by homemaking teachers when their home visiting is prompted by professional zeal rather than duty. For as the homemaking teachers realize the importance of home visits in developing an understanding, cooperative spirit between the home and school, so will they illustrate to parents that the parents are partners as well as patrons of the school.

Other Related Studies

A number of studies pertaining to home visits have been carried on in several states. Two of these studies were concerned with home visiting practices of a selected group of vocational homemaking teachers of Iowa and Alabama, respectively, in relation to home visits.

According to the Deischer study, the majority of the Iowa teachers, of all experience groups, appeared to be

endeavoring to visit homes for the purpose of understanding and guiding their students rather than to fulfill a professional obligation. The kinds of information the teachers most frequently tried to secure through home visiting as shown by the reasons they assigned for making such visits involved economic status of home, plane of living of family, relationships of family members, and personal problems of students. The values the majority of the teachers believed they derived from home visiting were: better understanding of students' personal and home problems, insight into needs of parents and students, rapport between teacher and students, and a better understanding of the homemaking program on the part of parents (5).

In Martin's study, the four reasons for making home visits checked by Alabama teachers as most worth while were: to acquaint the teacher with the family and home conditions; to discover student's needs, attitudes, capacities, and personal standards; to have a basis for more intelligent guidance in the planning and carrying out of home projects; and to evaluate the home projects with the mother and student (15, p.112).

Two studies were made of the methods used by home economics teachers in supervising home projects. Macy's study revealed that conferences and home visits were reported by teachers as the methods most frequently used in the supervision of home projects. The superior teachers

reported an average of approximately twice as many home visits to students as the poor teachers. Macy found the purposes for which teachers made home visits were to: become acquainted with mother; see home environment; obtain mother's point of view regarding pupil's needs and abilities; secure mother's reaction to pupil's plans; and explain work of department (13).

McKenzie made the following recommendations with reference to the use of home contacts: make an informal call early in the school year; have each girl fill out information sheets and activity lists; keep a brief summary of report of each home visit; and call on each girl in her home and assist her in choosing a project that is best suited to herself and her family (12, p.53-4).

Hixson's study, in which she interviewed thirty-one teachers who taught in the Panhandle section of Texas, found that teachers used conferences, home contacts, observations of pupils, questionnaires, school records, and tests to determine the individual needs of pupils. These teachers indicated they made the greatest use of home visits, informal contacts, and observations. The information that teachers stated they secured during home visits included: attitude of parents and girl toward home and family; education of parents; estimate of family's economic status; home environment; home responsibilities of girl; needs and interests; and standards of living (10).

A study of home values as observed in home visits by Bruner is concluded with the following recommendations: since records of home visits reveal values of family life to judges used in the study as well as readers, some visiting records should be kept by the teacher; although the number of values observed in homes appears to be determined to some extent by the length of the visit, no time limits should be set as a pattern for making home visits since many other factors than time enter into the results of the observations; teachers should study school records in order to gain some understanding of the home situation before visiting, for only with a background of factual information can she fully understand what she observes; more values are observed when more members of the family are present; and successive visits reveal new values (2, p.125).

Hickman's study of parent-pupil-teacher planning in relation to the homemaking program indicates that when parents and teacher plan together, the needs of pupils are more clearly recognized and their problems more satisfactorily solved; the bond between parents, pupils, and teacher promotes improved attitudes and understandings of all concerned; parent-pupil-teacher planning is a democratic procedure which teachers might well use to achieve an effective homemaking program (8).

Chapter II

METHODS OF PROCEDURE

Home visiting represents one technique used by teachers to further their understanding of the young people with whom they work. This technique has been advocated widely for a number of years in the area of Home Economics Education. The present study was instigated to determine how widely it is used by homemaking teachers in Oregon and to determine the beliefs and practices of these teachers concerning home visiting.

Source of Data

The data used in this study were gathered from two sources: first, from the Oregon School Directory; second, from an opinionaire sent to a selected group of homemaking teachers.

Since the plan for the study was to secure from high school homemaking teachers an expression of their beliefs and practices towards home visiting, it was necessary to form a basis for selection of a representative group of homemaking teachers. To do this the author used the Oregon School Directory for 1949-50 (16, p.47-94). First, she checked all the teachers listed in the directory as teaching "Homemaking" or "Home Economics" in high school. She did not include Portland teachers. Nor did she check

teachers listed as teaching "Home Living" and "Home Relations" since these courses are usually taught in schools not having homemaking departments, by teachers who are not trained in Home Economics. This check of teachers gave a list of 178 homemaking teachers who teach one or more classes of homemaking of ninth grade level or above.

Construction of the Opinionnaire

The author, believing that home visiting added to an effective homemaking program, wanted to know the extent to which teachers participated in home visiting and what they believed about these visits. Questions were set up to which answers were wanted. Various forms of questionnaires, check lists, surveys and other devices used for collecting data of this type were studied. Finally the author chose to pattern her device after the form used in the American Vocational Association Research Study, "Factors Affecting the Satisfactions of Home Economics Teachers" (3, p.91-2).

The device was set up in the form of an opinionnaire in which all statements pertaining to the questions to be answered fell into six spirals. They were: (1) Problems of Home Visiting (2) Utilization of Home Visits in 72 Homemaking Teachers' Own Programs (3) Utilization of Home Visits to Correlate Home and Class Experiences (4) Utilization of Information Gained on Home Visits in Compiling Records for Students (5) Other Faculty Members' Utilization of

Information from Homemaking Teachers' Home Visits (6) Utilization of Parent-Home-Community Relationships Established through Home Visiting. There were from 11 to 14 statements pertaining to each spiral. These statements were arranged intermittently throughout the opinionnaire. Since there were 13 statements dealing with Problems of Home Visiting, the spiral having the largest coverage, the opinionnaire was begun and ended with a problem of home visiting.

Resource material used in formulating the statements for the opinionnaire included: recent articles about home visits in the periodicals associated with Home Economics and Education; textbooks in Home Economics Education; manuscripts of former studies on home visits; suggestions from members of the Oregon State College Home Economics Education staff; and the experiences of the author in home visiting.

In addition to the six spirals in the opinionnaire, a section was included covering points concerning the teachers' daily schedule, high school enrollment, number of students enrolled in homemaking, number of home visits made during the school year, number of home visits made during the summer, and the total number of home visits made each year. These data were used in analysis of the beliefs and practices of homemaking teachers towards home visiting.

Following the compilation of the statements to be used in the opinionnaire for collecting data of the beliefs and practices of homemaking teachers towards home visiting,

a jury of judges consisting of the members of the Oregon State College Home Economics Education staff, supervising teachers, two former Assistant State Supervisors of Home Economics in Oregon, and selected seniors in Home Economics Education at Oregon State College filled in the trial opinionnaire and gave their evaluations of it. On the basis of the criticisms of these twelve people, the opinionnaire was consolidated and revised into the final form used for this study.

A copy of the form sent to the selected group of homemaking teachers, 86 in all, is in Appendix A.

Letter of Transmittal

A letter was written to 86 homemaking teachers explaining the purpose of the study and asking for each one's cooperation. These teachers are teaching in various sized schools located throughout Oregon. The classification of the size of the schools involved was based on the number included on the staff. The group of selected teachers came from the following classifications denoting the range in size of staff as: 5 from schools with a staff of 5 or fewer; 24 from a school staff of 6 through 10; 14 from staffs of 11 through 15; 12 from staffs of 16 through 20; and 31 from staffs of 21 or more. Their range in teaching experience varies from no experience through 30 years of experience. Varied college backgrounds are represented in

this group--the greatest number, 62 per cent, coming from Oregon State College; there were 9 per cent from other colleges in Oregon and 29 per cent from other colleges located throughout the United States.

This letter was signed by the Head of Home Economics Education Department at Oregon State College. Enclosed in the letter were postal cards for the recipients' replies. Eighty-three responded that they would be glad to participate in the study. In the meantime, the evaluative instrument which has already been explained was being devised.

Number of Opinionnaire Forms Distributed and Returned

Of the 83 opinionnaires mailed to the homemaking teachers, 73 were returned. Only one was discarded because it was incompletely answered. This left 72, or 84 per cent, of the original selected group. This means that this study is based on the opinions of 72 of the 178 homemaking teachers in Oregon outside of the city of Portland.

Chapter III

ANALYSIS OF DATA

General Background

To understand the characteristics of the homemaking programs represented in this study, it is necessary to know something of the teachers and schools participating. Even though no attempt was made to obtain a sampling that represents the total group of homemaking teachers in Oregon, several comparisons have been made to determine how the group participating in the study bears or does not bear a resemblance to the entire group of Oregon homemaking teachers. Thus pictures of the situations in which the teachers work give backgrounds for revealing some of the reasons for the teachers' beliefs and practices concerning home visiting. Some of these factors are presented below.

Number of high schools where 72 homemaking teachers work. Teachers from a total of 65 different schools participated in this study. Of these schools 59 had one homemaking teacher who responded to the opinionnaire; five schools had two homemaking teachers who responded to the opinionnaire; and one school had three teachers. This means that a total of 72 teachers from 65 different secondary schools in Oregon responded to the opinionnaire entitled, "Beliefs and Practices of Homemaking Teachers Toward Home Visiting."

Comparison of the number of staff members in high schools employing the 178 homemaking teachers with 72 homemaking teachers in this study. The 178 homemaking teachers in Oregon of necessity come from all sizes of high schools. One way of determining the size of school is to know the number of teachers on the staff. Table 1 shows the distribution of all homemaking teachers employed throughout Oregon outside of the city of Portland as well as the distribution of the homemaking teachers in the study. This distribution is based on the number of staff members found in the high schools of the State.

TABLE 1

Comparison of Number of Staff Members in the High Schools Employing the 178 Homemaking Teachers with the Number of Staff Members of the Schools Employing the 72 Homemaking Teachers in This Study

Number of Staff Members	Homemaking Teachers in All Schools		Homemaking Teachers in Schools in Study	
	No.	%	No.	%
1-5	19	10.5	4	6
6-10	58	33	21	29
11-15	31	17	10	14
16-20	19	10.5	11	15
21 or more	51	29	26	36
Totals	178	100	72	100

Of the 178 homemaking teachers in Oregon, 29 per cent are in high schools having 21 or more staff members.

Thirty-six per cent of the 72 teachers included in this study are from high schools having 21 or more staff members.

Again referring to the total picture, 33 per cent of the teachers in Oregon are from high schools having a staff of 6 through 10, whereas 29 per cent of those who responded to this study are in this range.

According to Table 1, variations in percentages based on totals for range in number of staff members found in the 65 different schools represented in this study showed only a difference of 3 to 7 per cent.

Location of high schools where the 72 homemaking teachers work. Geographically the schools studied fell into 8 sections of the State. There were 7 from northwestern Oregon and 9 from northeastern Oregon, a territory much larger than that included in the northwestern section. There were 3 from the east central section and the same number from the south central section. Five schools were included in the study from central Oregon. There were 9 from southwestern Oregon, an area similar in size to the northeastern section. Two schools were located in the west central region. The greatest number of schools, 27 in all, were from the Willamette Valley (Appendix B). Twenty-nine of the 35 counties in Oregon were represented in this study.

The scope of teaching experience of 178 homemaking teachers as compared to 72 homemaking teachers in the study. Teachers from the 178 schools in Oregon offering homemaking or home economics ranged in teaching experience from no experience to 45 years. To facilitate the arrangement of teachers according to their teaching experience, the author set up six groups starting with the group of no experience through four years and then using each five-year span as successive groups.

TABLE 2

Comparison of Years of Teaching Experience of
178 Homemaking Teachers with 72 Homemaking
Teachers in This Study

Years of Experience	Homemaking Teachers from			
	All Schools		Schools in Study	
	No.	%	No.	%
0-4	92	52	41	57
5-9	22	12	13	18
10-14	15	8.5	7	10
15-19	13	7.5	4	5.5
20-24	14	8	3	4
25 or more	22	12	4	5.5
Totals	178	100	72	100

Table 2 shows an interesting comparison of the number and percentages of all homemaking teachers in Oregon and those included in this study. The two groups showing the

closest relationship, a variation of from 1.5 per cent to 2 per cent, were the experience ranges of 10 through 14 and 15 through 19 years, respectively. The variation in per cent of all groups did not exceed 6.5 per cent, even though no attempt was made to get a sampling that represented the total group.

Comparison of the college preparation of the 178 homemaking teachers with 72 homemaking teachers in this study. The author arranged the list of homemaking teachers in Oregon into three groups according to the college preparation. These included: Oregon State College, other colleges in Oregon, and other colleges in the United States.

TABLE 3

Comparison of College Preparation of the 178 Homemaking Teachers with 72 Homemaking Teachers in This Study

College Groupings	All Homemaking Teachers		Homemaking Teachers in this Study	
	No.	%	No.	%
Oregon State College	89	50	44	61
Other Colleges in Oregon	27	15	5	7
Colleges outside Oregon	62	35	23	32
Totals	178	100	72	100

Of the 178 homemaking teachers in Oregon, one-half or 50 per cent have had their training at Oregon State College,

whereas 15 per cent have completed their preparation at other colleges in Oregon, leaving 35 per cent who have had their work at other colleges throughout the United States.

As seen from Table 3, the teachers in the study vary somewhat from all the homemaking teachers in Oregon. The Oregon State College graduates make up 50 per cent of the total group of 178 homemaking teachers and 61 per cent of the 72 teachers used in this study. In this study only 5 of the 72 teachers are from other colleges in Oregon whereas 27 teachers of the 178 are from such institutions. This means that 7 per cent of those in this study are from other institutions in the State while 15 per cent of the total teacher group are in such a category. The percentages of the teachers in the study and of the total group of homemaking teachers in Oregon are most comparable in regard to that group having their college preparations at other schools throughout the United States. The ratio is 32 per cent for teachers in the study and 35 per cent for the total group.

For a more complete picture of the homemaking teachers in Oregon who participated in the study, the author adds that 44 of the 72 were Oregon State College graduates. One of the Oregon State College graduates received her B.S. in 1919 and M.A. in 1943 and has had 30 years of teaching experience. Four of the group completed their work at Oregon

State College during the interim of 1920-1929; 4 during the interim of 1930-1939; and 35 during the past 10 years.

Enrollment of the high schools where 72 homemaking teachers work. The 72 homemaking teachers responding to the opinionnaire used in this study work in 65 different high schools in the State. The enrollment for the largest of these high schools was reported as 1474 (the school having three teachers participating in the study). Forty-nine was the enrollment reported as the smallest number of students in any one of the high schools in the study. Table 4 shows the range of enrollment in the high schools where the 72 homemaking teachers in the study work.

TABLE 4

Enrollments of High Schools Where 72
Homemaking Teachers Work

Total School Enrollment of:	High Schools	
	No.	%
50 or less	2	3
51-100	10	15.4
101-200	17	26.2
201-300	7	10.8
301-400	7	10.8
401-500	8	12.3
501-1000	12*	18.5
Over 1000	2**	3
Totals	65	100

*Five schools had two teachers represented in this study.

**One school had three teachers represented in this study.

As would be expected, the 72 teachers in this study come from very small as well as from some of the largest high schools in the State. Twenty-nine of the 72 teachers or 40 per cent work in schools of 49 to 201 in enrollment. Twenty-two or 31 per cent are in schools of 201 to 501 in enrollment. Finally, 21 teachers or 29 per cent are in schools over 500 in enrollment.

Enrollments of the homemaking departments where 72 homemaking teachers work. The homemaking enrollment of the 65 schools included in the study ranges from 10 students to 351 students. Table 5 shows the enrollment in homemaking for the schools in the study.

TABLE 5

Homemaking Enrollment in the 65 Schools Where
72 Homemaking Teachers Work

Total Homemaking Enrollment of:	Schools	
	No.	%
10-25	14	21.6
26-50	13	20
51-75	14	21.6
76-100	8	12.3
101-125	5*	7.7
126-150	2	3
151-175	4**	6.1
176-200	0	0
Over 200	5***	7.7
Totals	65	100

*One school with two teachers in this study.

**Two schools with two teachers in this study.

***One school with three teachers in this study and two schools with two teachers in this study.

The significant fact in Table 5 is that 41 teachers in the 65 schools have 75 or fewer students in homemaking. On the other hand, 31 homemaking teachers are in departments having over 75 students. This may mean that many of the teachers in schools having two or more teachers in the homemaking department do not have any more than 75 homemaking students in their classes.

Number of class preparations of 72 homemaking teachers. Out of the 72 homemaking teachers studied, 39 taught only homemaking while 33 taught homemaking and one or more other subjects either in senior high schools or in combination senior and junior high schools. No teachers who teach nothing but junior high school were included in the study.

These teachers had from one through six different preparations daily. Only one teacher in the study had but one preparation for the day while eight had two preparations. The largest number of teachers in the study, 27 in all, had three preparations daily; and 22 teachers reported four. There were as many as 12 teachers in the group who had five daily class preparations; and two teachers had six. The section of the opinionnaire concerning teaching preparation did not include a question concerning such duties as cafeteria supervision, study hall, library, and extra class activities.

Home Visiting Practices of 72 Homemaking Teachers

The homemaking students visited by 72 homemaking teachers. In order to have a frame of reference for drawing conclusions, the author grouped the 72 teachers studied into six categories as to the amount of home visiting they did. Table 6 shows the home visiting practices of the 72 teachers in the study.

TABLE 6

The Homemaking Students Visited by 72 Homemaking Teachers

Per Cent of Homemaking Students Visited	Homemaking Teachers	
	No.	%
None	25	35
Less than 25%	11	15
25%	5	7
50%	10	14
75%	3	4
100%	18	25
Totals	72	100

As seen from Table 6, 25 teachers or 35 per cent of the total group do not make any home visits. Eleven teachers or 15 per cent visit fewer than one-fourth of their homemaking students in a year's time. This means that 50 per cent of the teachers visit 25 per cent or less of their students. On the other end of the scale only 18 or 25 per cent of the total group visit all their students.

An Oregon State College graduate of 1948 made the greatest number of home visits, 244 in all, which amounted

to four visits per homemaking student.

The comparison of some factors relating to the 72 homemaking teachers' general background with per cent of students' homes visited. To determine what factors may influence the amount of home visiting teachers do, comparisons were made between the factors relating to the teachers' general backgrounds and the per cent of students they visit. Is there any relationship between the teaching experience of the 72 homemaking teachers in the study and the amount of home visiting which they do? Table 7 gives some answers to this question.

TABLE 7

Comparison of the Years of Teaching Experience of
72 Homemaking Teachers with the Per Cent of
Students' Homes Visited

Years of Teaching Experience	Per Cent of Homemaking Students Visited						
	100	75	50	25	Less than 25	None	
	No.	No.	No.	No.	No.	No.	
0-4	9	2	6	3	7	14	
5-9	3		2	1	1	6	
10-14	3		1		2	1	
15-19	2		1			1	
20-24		1				2	
25 or more	1			1	1	1	
Totals	18	3	10	5	11	25	

Table 7 shows that of the 18 teachers in the study who have had over 10 years of teaching experience, nine teachers visited 50 per cent or more of their students and nine visited 25 per cent or less of their students. In other

words, one-half of the teachers having 10 years or more experience visit all or more than half of their students and the other half of these teachers visit less than half or none at all.

A greater variation in home visiting practices was reported by the 54 teachers in the study who had less than 10 years of experience. From this range of experience, 22 teachers visited the homes of 50 per cent or more of their students, and 32 visited only 25 per cent or less of their students. Thus, the variation in home visiting practices showed up more clearly among the teachers with fewer than 10 years of experience.

Is there any relationship between the enrollment of the school where the teacher works and the amount of home visiting she does? Table 8 gives some answers to this question.

TABLE 8

Comparison of Enrollments of High Schools Where the 72
Homemaking Teachers Work with the Per Cent of
Students' Homes Visited

Total School Enrollment of:	Per Cent of Homemaking Students Visited					
	100 No.	75 No.	50 No.	25 No.	Less than 25 No.	None No.
50 or less	1					1
51-100	1		3	1		5
101-200	6		3	2	1	5
201-300					3	4
301-400	3	1	1		1	1
401-500	1			1	3	3
501-1000	4	2	3	1	2	5
Over 1000	2				1	1
Totals	18	3	10	5	11	25

In high schools where the enrollment was 200 or less, there were 14 teachers who visited 50 per cent or more of their students. On the other hand, in schools of the same size, there were 15 teachers who visited 25 per cent or less of their students.

Where the high school enrollment was comprised of 200 to 500 students, there were six teachers who visited 50 per cent of their students enrolled in homemaking and 16 teachers who visited 25 per cent or less of their students.

In high schools with an enrollment over 500, 11 teachers visited 50 per cent or more of their students and ten teachers visited 25 per cent or less of their students.

Thus, Table 8 has pointed out that in the smaller high schools, 200 students or fewer, and in the larger high schools, 500 students or more, the same number of teachers did an appreciable amount of home visiting as did very little if any home visiting. The greatest variation in home visiting practices was found in the high schools where the enrollment range was from 200 to 500 students. Here there were almost three times as many teachers who did very little or no home visiting as those who visited 50 per cent or all of their students.

Is there any relationship between the enrollment of the homemaking department where the teacher works and the amount of home visiting she does. Table 9 gives some answers to this question.

TABLE 9

Comparison of Enrollment of the Homemaking Departments Where
the 72 Homemaking Teachers Work with the Per Cent of
Students' Homes Visited

Total Homemaking Enrollment of:	Per Cent of Homemaking Students Visited					
	100 No.	75 No.	50 No.	25 No.	Less than 25 No.	None No.
10-25	2		4	1	1	6
26-50	5		1	1		6
51-75	4		1	1	4	4
76-100	1	1	1		3	2
101-125	3	1		1		1
126-150			1			1
151-175		1		1	1	3
176-200						
Over 200	3		2		2	2
Totals	18	3	10	5	11	25

In homemaking departments with an enrollment of 50 or less, there were 7 teachers, about 10 per cent of the entire group, who visited the homes of all of their students, whereas 15 teachers, which is nearly 21 per cent of the teachers in the study, visited only 25 per cent or less of their students. Out of this group of 15 teachers there were 12 who made no home visits.

Fifty per cent or more of the homemaking students were visited by 8 teachers in departments where the homemaking enrollment fell between 50 and 100. Fourteen teachers visited 25 per cent or less of their students from homemaking departments with an enrollment of 50 to 100.

Where the homemaking enrollment was between 100 and 200 there were 7 teachers, about 10 per cent of the total group,

who visited 75 per cent or all of their students, whereas 13 teachers or 18 per cent of the teachers in the study visited less than 25 per cent of their students.

On the other hand, where the homemaking enrollment exceeded 200, there were 5 teachers who visited 50 per cent or all of their students and 4 teachers who visited less than 25 per cent or none of their students.

No home visits were made by the teacher having the least number (10) of homemaking students, nor by the teacher who reported a homemaking enrollment of 350, which was the largest homemaking department in the study.

Proportionately, the teachers who reported homemaking enrollments of 75 or less visited fewer homes than those with an enrollment of 100 or more in their homemaking departments.

Is there any relationship between the college preparation of the 72 homemaking teachers in the study and the amount of home visiting which they do? Table 10 gives some answers to this question.

TABLE 10

Comparison of the College Preparation of the 72 Homemaking Teachers with the Per Cent of Students' Homes Visited

Colleges	Per Cent of Homemaking Students Visited					
	100	75	50	25	Less than 25	None
	No.	No.	No.	No.	No.	No.
Oregon State College	11	2	6	3	7	15
Other colleges in Oregon				1	1	3
Colleges outside Oregon	7	1	4	1	3	7
Totals	18	3	10	5	11	25

Among the teachers who visited 50 per cent or more of their students, were 19 Oregon State College graduates, 12 graduates from colleges outside of Oregon and no graduates from other colleges in Oregon. This means that 43 per cent of the Oregon State College graduates visited 50 per cent or more of their students; and almost 50 per cent of the graduates of colleges outside of Oregon visited 50 per cent or more of their students. None of the graduates of other colleges in Oregon visited as many as 50 per cent of their students.

Twenty-five per cent or less of the students are visited by 25 Oregon State College graduates (57 per cent of those in the study), 5 or all of the graduates of other colleges in Oregon who are in the study and by 11 or slightly less than 50 per cent of the graduates who are from colleges outside of Oregon.

The Oregon State College graduates and graduates from colleges outside of Oregon showed similar home visiting practices in relationship to the number of students visited.

Does the number of daily preparations which a home-making teacher has have any effect on the number of home visits which she makes? Table 11 gives some answers to this question.

TABLE 11

Comparison of the Number of Class Preparations of
72 Homemaking Teachers with the Per Cent of
Students' Homes Visited

Number of Class Preparations	Per Cent of Homemaking Students Visited					
	100 No.	75 No.	50 No.	25 No.	Less than 25 No.	None No.
One						1
Two		1	1		1	4
Three	7		5	1	6	7
Four	8	2	1	1	4	8
Five	2		3	3		4
Six	1					1
Totals	18	3	10	5	11	25

The home visiting practices of the two teachers who had six preparations showed that one visited all of the homes of her homemaking students while the other one made no home visits.

Two out of the 12 teachers in the study who had five daily preparations visited all of their homemaking students while three visited 50 per cent of their students. On the other hand, three teachers out of this group visited 25 per cent of their students and four made no home visits.

Fifty per cent of the teachers who had only two daily preparations made no home visits as was true of the one teacher who had only one class preparation.

Of the 18 teachers who visited the homes of all their students, 15 had between three and four daily preparations, which was the average number of preparations for all teachers in the study.

Seventy-two Homemaking Teachers' Opinions Concerning Home Visits

The 72 teachers in this study represent 65 different high schools located in all parts of the State of Oregon. The schools in which they teach range from enrollments of 49 to 1475. Thirty-nine teach only homemaking while the remainder may have as many as six different class preparations in a day. Most of them have been teaching fewer than 10 years. Almost two-thirds of the teachers are Oregon State College graduates. Thirty-six teachers visit 25 per cent or less of their students, 18 visit between 25 per cent and 75 per cent, while 18 visit all of their students. These are the 72 homemaking teachers who responded to the opinionaire concerning their home visiting practices and beliefs.

This opinionaire contained 70 statements which were arranged in six spirals. These spirals have been recorded

as follows:

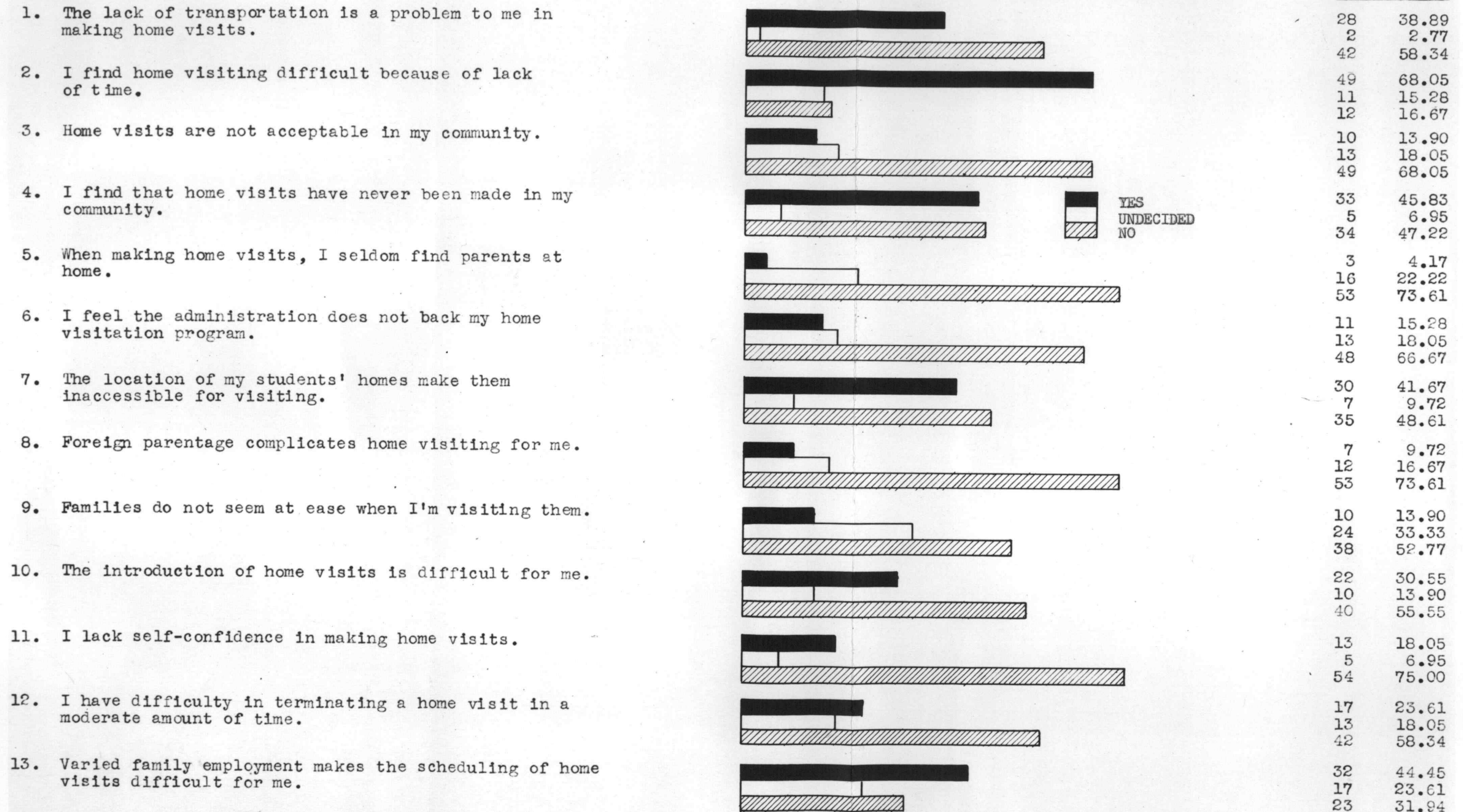
1. Problems of Home Visiting.
2. Utilization of Home Visits in 72 Homemaking Teachers' Own Programs.
3. Utilization of Home Visits to Correlate Home and Class Experiences.
4. Utilization of Information Gained on Home Visits in Compiling Records for their Students.
5. Other Faculty Members' Utilization of Information from Homemaking Teachers' Home Visits.
6. Utilization of Parent-Home-Community Relationships Which are Established through Home Visiting.

The teachers' responses to each spiral will be discussed, separately.

Problems of home visiting. There are many homemaking teachers who do not make home visits or do home visiting to a limited degree. What problems cause this lag in such an important part of the homemaking program? This spiral of the opinionaire was designed for investigating the problems in home visiting. Since this spiral of the opinionaire uses the negative approach, meaning the negative responses indicate no problem, the greater number of "No's" in the tabulation as compared with the affirmative and undecided responses show that the teachers in this study do not have major problems which present an obstacle for making home visits. The 13 problems as they appeared in the opinionaire with a tabulation of the responses given for each are presented in Figure 1.

FIGURE 1

RESPONSES OF 72 HOMEMAKING TEACHERS TO THE PROBLEMS OF HOME VISITING

Statement of Problem

As shown in Figure 1, the major problem of home visiting of the 72 teachers in the study is that of lack of time. Information gained from the general background section of the opinionnaire shows that the teaching program of the homemaking teachers who visit the homes of all their students have on the average the same number of daily preparations, 3.8, as those who do not make any home visits. In view of this, the factor involved may be the use of time rather than the lack of time. One teacher's comment verifies this assumption. She said, "Home visiting is one of the most enjoyable and inspiring phases of teaching homemaking. Poor management of my time keeps me from doing a good job of home visiting." The above teacher visits less than 25 per cent of her students.

To determine whether any of the information gathered in this study is a contributing factor to this lack of time, Table 12 was constructed.

TABLE 12

Comparison of 49 Homemaking Teachers Who Say "Lack of Time is a Problem in Home Visiting" with 72 Homemaking Teachers in this Study in Relation to Some Factors Influencing Home Visiting

Some Factors Influencing Teachers' Responses	49 Teachers		72 Teachers	
	No.	%	No.	%
Number of Staff Members				
1-5	4	8	4	6
6-10	12	24.5	21	29
11-15	9	18.5	10	14
16-20	6	12.25	11	15
21 or more	18	36.75	26	36
Totals	49	100	72	100
Years of Experience				
0-4	22	45	41	57
5-9	9	18.5	13	18
10-14	7	14.25	7	10
15-19	4	8	4	5.5
20-24	3	6.25	3	4
25 or more	4	8	4	5.5
Totals	49	100	72	100
Enrollment of School				
50 or less	2	4	2	3
51-100	7	14.25	10	14
101-200	11	22.50	17	23.5
201-300	6	12.50	7	10
301-400	4	8	7	10
401-500	5	10.25	8	11
501-1000	10	20.5	17	23.5
Over 1000	4	8	4	5
Totals	49	100	72	100
Enrollment in Homemaking				
10-25	10	20.5	14	19.5
26-50	10	20.5	13	18
51-75	10	20.5	14	19.5
76-100	4	8	8	11
101-125	2	4	6	8.25
126-150	2	4	2	3
151-175	3	6.25	6	8.25
176-200				
Over 200	8	16.25	9	12.5
Totals	49	100	72	100

TABLE 12 (Continued)

Some Factors Influencing Teachers' Responses	49 Teachers		72 Teachers	
	No.	%	No.	%
Number of Daily Preparations				
One			1	1.5
Two	4	8	8	11
Three	21	43	27	37.5
Four	11	22.5	22	30.5
Five	12	24.5	12	16.5
Six	1	2	2	3
Totals	49	100	72	100
Per Cent of Homemaking Students Visited				
None	17	34.75	25	35
Less than 25%	10	20.5	11	15
25%	4	8	5	7
50%	7	14.25	10	14
75%	2	4	3	4
100%	9	18.5	18	25
Totals	49	100	72	100

Table 12 shows that all of the teachers in the study from schools with a staff of five or fewer indicate lack of time as a problem. This table also shows that 18 teachers out of the 26 teachers in the study who work in schools where the staff numbers 21 or more find the same problem. Only 12 out of 21 teachers in the study from schools having six to 11 staff members indicate lack of time as a problem.

All of the teachers in the study with 10 years' experience or more indicated lack of time as a problem in home visiting. On the other hand, only 22 out of 41 teachers with fewer than 5 years' experience stated that lack of time was a problem in home visiting.

The 2 teachers in the study from schools with an enrollment of 50 or less and the 4 teachers in the study from schools with an enrollment of over 1000 all indicate lack of time as a problem in home visiting.

Only one teacher in the study working in a homemaking department where the homemaking enrollment exceeded 200 did not indicate lack of time as a problem in home visiting. Both teachers in the study having homemaking enrollments of 126 to 150 indicated lack of time as a problem. Over 70 per cent of the teachers having homemaking enrollments of 75 or fewer indicate lack of time as a problem in home visiting. This group of teachers represents 41 or about 57 per cent of the 72 teachers in the study.

Table 12 also shows that 9 teachers who indicated lack of time as a problem in home visiting still visited all of their students. This means that 50 per cent of the teachers who visited all of their students did so even though they had to overcome this obstacle.

Another outstanding problem as indicated in Figure 1 is that 33 or nearly 46 per cent of the 72 teachers in the study found that home visits had never been made in their communities. Five teachers or seven per cent of the group were undecided in their reaction. One of these five is a 1949 graduate of Oregon State College; the other four vary in experience from three to 23 years and were graduated from other colleges in Oregon and colleges outside of Oregon.

It is assumed that not knowing whether home visits have been made in the teacher's respective community may indicate lack of the teacher's interest in home visiting.

In Table 13, the teachers who considered this lack of previous visits a problem are compared with the total group in the study.

TABLE 13

Comparison of 33 Homemaking Teachers Who Say "Home Visits Have Never Been Made in My Community" with 72 Homemaking Teachers in this Study in Relation to Some Factors Influencing Home Visiting

Some Factors Influencing Teachers' Responses	33 Teachers		72 Teachers	
	No.	%	No.	%
Number of Staff Members				
1-5	2	6	4	6
6-10	14	42.4	21	29
11-15	7	21.2	10	14
16-20	5	15.2	11	15
21 or more	5	15.2	26	36
Totals	33	100	72	100
Years of Teaching Experience				
0-4	18	54.6	41	57
5-9	7	21.2	13	18
10-14	3	9.2	7	10
15-19	2	6	4	5.5
20-24	1	3	3	4
25 or more	2	6	4	5.5
Totals	33	100	72	100
Enrollment of School				
50 or less	1	3	2	3
51-100	7	21.2	10	14
101-200	12	36.4	17	23.5
201-300	6	18.2	7	10
301-400	1	3	7	10
401-500	2	6	8	11
501-1000	3	9.2	17	23.5
Over 1000	1	3	4	5
Totals	33	100	72	100

TABLE 13 (Continued)

Some Factors Influencing Teachers' Responses	33 Teachers		72 Teachers	
	No.	%	No.	%
Enrollment in Homemaking				
10-25	11	33.4	14	19.5
26-50	8	24.35	13	18
51-75	9	27.25	14	19.5
76-100	1	3	8	11
101-125	1	3	6	8.25
126-150			2	3
151-175	2	6	6	8.25
176-200				
Over 200	1	3	9	12.5
Totals	33	100	72	100
Number of Daily Preparations				
One	1	3	1	1.5
Two	3	9.2	8	11
Three	10	30.3	27	37.5
Four	9	27.25	22	30.5
Five	9	27.25	12	16.5
Six	1	3	2	3
Totals	33	100	72	100
Per Cent of Homemaking Students Visited				
None	18	54.6	25	35
Less than 25%	2	6	11	15
25%	3	9.2	5	7
50%	3	9.2	10	14
75%			3	4
100%	7	21	18	25
Totals	33	100	72	100
College Preparation				
Oregon State College	24	73	44	61
Other Colleges in Oregon	2	6	5	7
Colleges outside of Oregon	7	21	23	32
Totals	33	100	72	100

Table 13 shows that from the group of 33 teachers who stated that home visits had never been made in their communities, there were 7 who visit all of their homemaking students. Five of these teachers are Oregon State College graduates and 2 have completed their work at colleges outside of Oregon. Of this group of 7 homemaking teachers, it was found that one teacher made two home visits per homemaking student; another teacher made three home visits per homemaking student; while one teacher, an Oregon State College graduate, made as many as four home visits for each student enrolled in homemaking.

Eighteen teachers or 55 per cent of the group of 33 teachers who designated that home visits had never been made in their communities said that they did not make any home visits. Of this group, 13 are graduates of Oregon State College and vary in experience from no experience to 25 years. Four teachers of this group are graduates of colleges outside of Oregon and one is a graduate of another college in Oregon.

$\frac{1}{2}$ Of the total list of 13 problems in the opinionnaire, five stand out as being of much greater concern to the 72 homemaking teachers than the remaining eight. Besides the two already mentioned, the other three are:

The lack of transportation is a problem to me in making home visits.

The location of my students' homes makes them inaccessible for visiting.

Varied family employment makes the scheduling of home visits difficult for me.

These problems are not influenced by the factors discussed and therefore will not be elaborated upon.

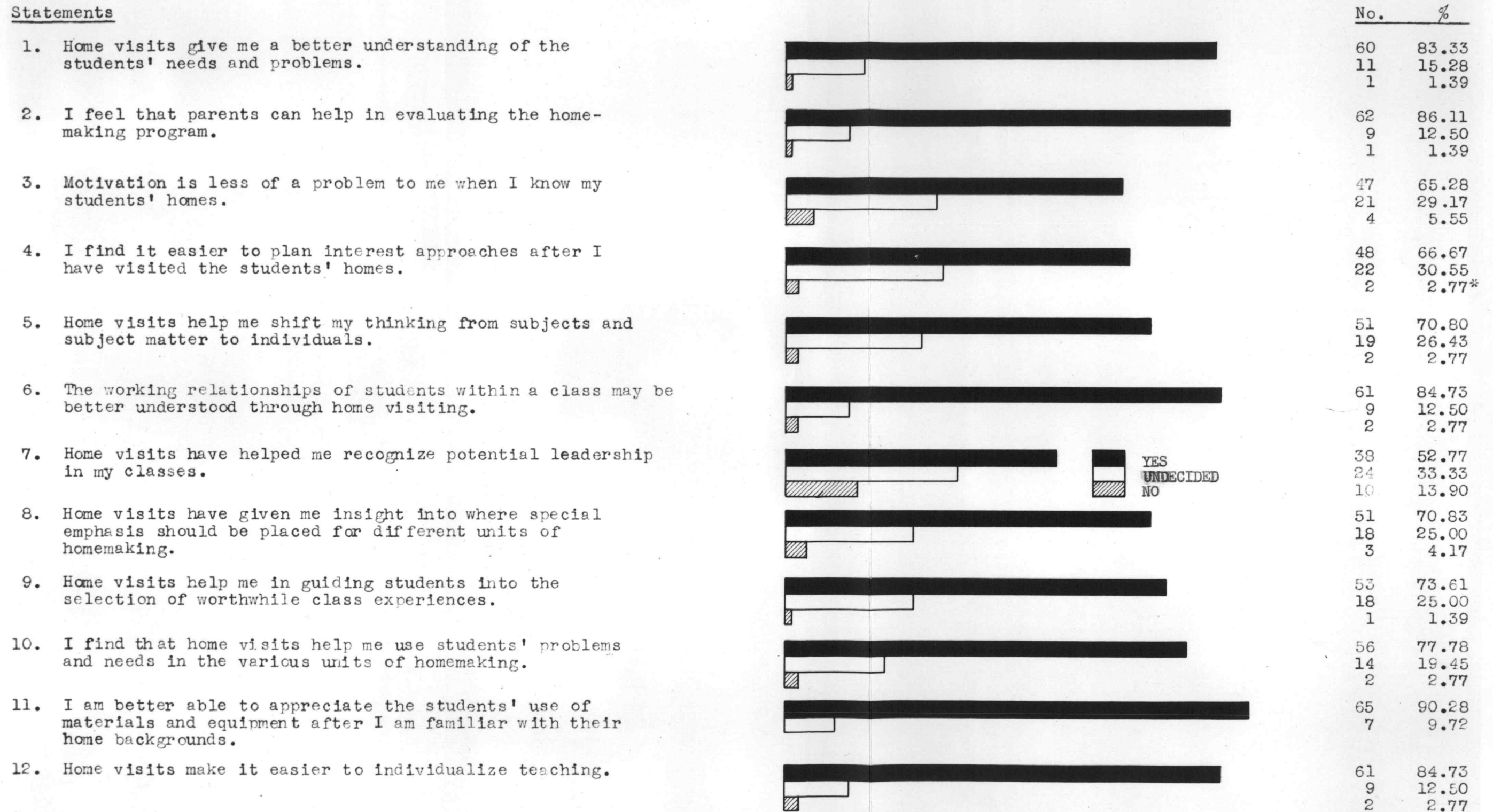
In reply to the problem "The location of my students' homes makes them inaccessible for visiting" one teacher said, "Yes, but I go anyway." Her comment seems to exemplify the attitude of those who believe in home visiting and who do home visiting even at their own expense. Tables 12 and 13 would appear to indicate that if a teacher believes home visits are a worth-while experience, then lack of time, the fact that visits have not been made previously, lack of transportation, inaccessibility of students' homes, or difficulty of scheduling visits are all surmountable.

Utilization of home visits in 72 homemaking teachers' own programs. The homemaking teachers' utilization of home visits in their own programs should illustrate the application of an important asset of homemaking as it contributes to wholesome present and future family life for the students enrolled in homemaking. The 12 statements of the opinionaire referring to the spiral, "Utilization of Home Visits in Homemaking Teachers' Own Programs," along with the responses are found in Figure 2.

This spiral of the opinionaire received a consistent affirmative response from the 72 teachers in the study. Twenty-two or 32 per cent of the entire group responded in

FIGURE 2

RESPONSES OF 72 HOMEMAKING TEACHERS TO THE UTILIZATION OF HOME VISITS IN THEIR OWN PROGRAMS



*Discrepancy of 0.01 in total

the affirmative throughout the spiral. Of this group of teachers there were 13 Oregon State College graduates, one who completed her work at another college in Oregon, and 8 who completed their college training at colleges outside of Oregon.

Statement 7 referring to the use of home visits in recognizing potential leadership in homemaking classes received the least affirmative response, which was given by 38 teachers or nearly 53 per cent of the teachers in the study. This item also received the highest negative response and was the only item in the spiral which had a negative response worthy of mention.

Statement 11 referring to the appreciation of the students' use of material and equipment received the highest affirmative response of all statements in this spiral of the opinionaire. This response was given by 65, over 90 per cent, of the 72 teachers who responded to the opinionaire.

Figure 2 shows that in between these two extremes all but two of the statements are checked "yes" by over 70 per cent of the 72 teachers.

Even though the teachers in the study indicated an affirmative response throughout this spiral of the opinionaire, there were 25 who stated they did not make any home visits, 11 who visited less than 25 per cent of their students, 5 who visited 25 per cent of their students, 10 who visited 50 per cent of their students, 3 who visited

75 per cent of their students, and only 18 or 25 per cent of the teachers who visited all of their students.

To give further insight into the negative responses for this spiral of the opinionaire, Table 14 shows some factors influencing the 20 teachers' negative responses for the utilization of home visits in their own programs.

TABLE 14

Comparison of the 20 Homemaking Teachers Who Gave Negative Responses to the Utilization of Home Visits in Their Own Programs with 72 Homemaking Teachers in this Study in Relation to Some Factors Influencing Home Visiting

Some Factors Influencing Teachers' Responses	20 Teachers		72 Teachers	
	No.	%	No.	%
Number of Staff Members				
1-5	3	15	4	6
6-10	6	30	21	29
11-15	4	20	10	14
16-20	1	5	11	15
21 or more	6	30	26	36
Totals	20	100	72	100
Years of Teaching Experience				
0-4	11	55	41	57
5-9	4	20	13	18
10-14	3	15	7	10
15-19	1	5	4	5.5
20-24				
25 or more	1	5	4	5.5
Totals	20	100	72	100
Enrollment of School				
50 or less	1	5	2	3
51-100	4	20	10	14
101-200	6	30	17	23.5
201-300	1	5	7	10
301-400	1	5	7	10
401-500	3	15	8	11
501-1000	3	15	17	23.5
Over 1000	1	5	4	5
Totals	20	100	72	100

TABLE 14 (Continued)

Some Factors Influencing Teachers' Responses	20 Teachers		72 Teachers	
	No.	%	No.	%
Enrollment in Homemaking				
10-25	5	25	14	19.5
26-50	5	25	13	18
51-75	3	15	14	19.5
76-100	3	15	8	11
101-125	1	5	6	8.25
126-150			2	3
151-175	2	10	6	8.25
176-200				
Over 200	1	5	9	12.5
Totals	20	100	72	100
Number of Daily Preparations				
One	1	5	1	1.5
Two	1	5	8	11
Three	9	45	27	37.5
Four	5	25	22	30.5
Five	4	20	12	16.5
Six			2	3
Totals	20	100	72	100
Per Cent of Homemaking Students Visited				
None	8	40	25	35
Less than 25%	3	25	11	15
25%	2	10	5	7
50%	4	20	10	14
75%			3	4
100%	3	15	18	25
Totals	20	100	72	100
College Preparation				
Oregon State College	14	70	44	61
Other Colleges in Oregon			5	7
Colleges outside of Oregon	6	30	23	32
Totals	20	100	72	100

Out of a possible total of 864 responses of 72 homemaking teachers only 29 negative responses were given for the 12 statements pertaining to the use of home visits in the teacher's own program. These responses were made by 20 teachers or 28 per cent of the entire group. One teacher gave as many as five negative responses to this spiral of the opinionnaire, yet she reported visiting over 50 per cent of her students. Three other teachers who visit 50 per cent of their students also gave negative responses to this spiral. Negative responses were given by two teachers who visit 25 per cent of their students and by three teachers who visit less than 25 per cent of their students. On the other hand, three teachers out of the group of 20 visit the homes of all their students enrolled in homemaking. The question is: Do these teachers believe what they practice? Or, are they visiting only because they are required to do so?

As to be expected, 8 teachers of the group who presented negative responses to this spiral of the opinionnaire do not make any home visits.

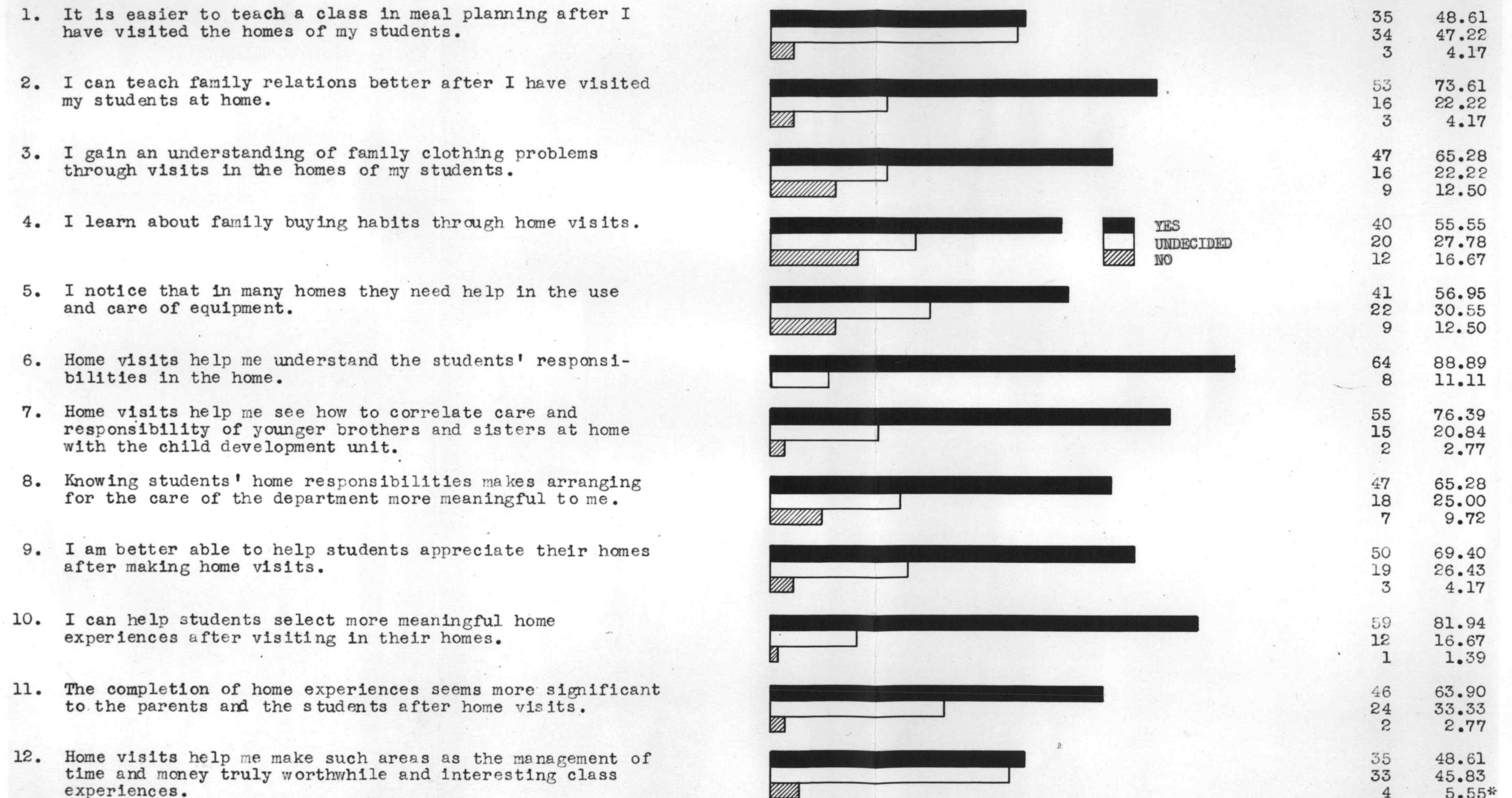
Fourteen out of the group of 20 teachers are Oregon State College graduates and 6 are graduates of colleges outside of Oregon. There are none representing the group from other colleges in Oregon. The number of staff members in the schools where these 20 teachers work cover the whole

range of 4 to 45. In the schools where these teachers are employed the enrollment varies from 50 (which is next to the smallest school in the study) to 1329 (which is next to the largest school in the study). Table 14 also shows a wide range of teaching experience with 11 teachers having 4 years or fewer and one teacher having as many as 27 years of experience.

The utilization of home visits to correlate home and class experiences. This spiral of the opinionnaire consisting of 12 statements treats the functional aspect of homemaking. These statements are based on the assumption that if the homemaking program actually contributes to the lives of its pupils as it should its theories and practices will become a part of their home activities and their daily living patterns. Figure 3 shows the 72 teachers' responses to the 12 statements of this spiral of the opinionnaire.

FIGURE 3

RESPONSES OF THE 72 HOMEMAKING TEACHERS TO THEIR USE OF HOME VISITS IN CORRELATING HOME AND CLASS EXPERIENCES

Statements

*Discrepancy of 0.01 in total

An affirmative response was given throughout this spiral of the opinionaire by 11 teachers or 15 per cent of the 72 homemaking teachers in the study. Six of this group of 11 teachers apparently believe what they practice for they reported visiting the homes of all their students. One of these teachers stated that two home visits were made for each student. Three of the group who responded entirely in the affirmative visit 50 per cent of their students, while one teacher visits less than 25 per cent of her homemaking students and one teacher reported making no home visits. The latter is an Oregon State College graduate with one year of teaching experience.

Indecision marked the reaction of six teachers to the spiral, the utilization of home visits in correlating home and class experiences. They gave an undecided response throughout this section of the opinionaire. These undecided responses may be due to the fact that no home visits are made by any one of the six teachers in this group.

Figure 3 shows that the statement receiving the highest affirmative response referred to home visits helping teachers to understand the students' responsibilities in the home. Sixty-four or 89 per cent of the 72 homemaking teachers gave this response while the remaining eight individuals or 11 per cent of the group were undecided.

Statement 10 also received a very high number of affirmative responses. It dealt with home visits as an aid in helping students select more meaningful home experiences. Fifty-nine or 82 per cent of the group responded in the affirmative, 12 teachers or 16.5 per cent were undecided while one teacher gave a negative response. The latter response was made by a teacher with two years of experience, who is a graduate of Oregon State College and who submitted the most negative responses for this spiral of the opinionnaire. Nine negative responses were made out of a possible 12 and yet over 50 per cent of the homemaking students in her department have been visited.

The statements referring to gaining an understanding of family clothing problems, family buying habits and the need for help in the use and care of equipment in the home received the most negative responses, 12.5 per cent, 16.7 per cent, and 12.5 per cent, respectively.

Over 30 teachers out of the group of 72 were undecided as to the use of home visits in correlating home and class experiences as related to meal planning and time and money management.

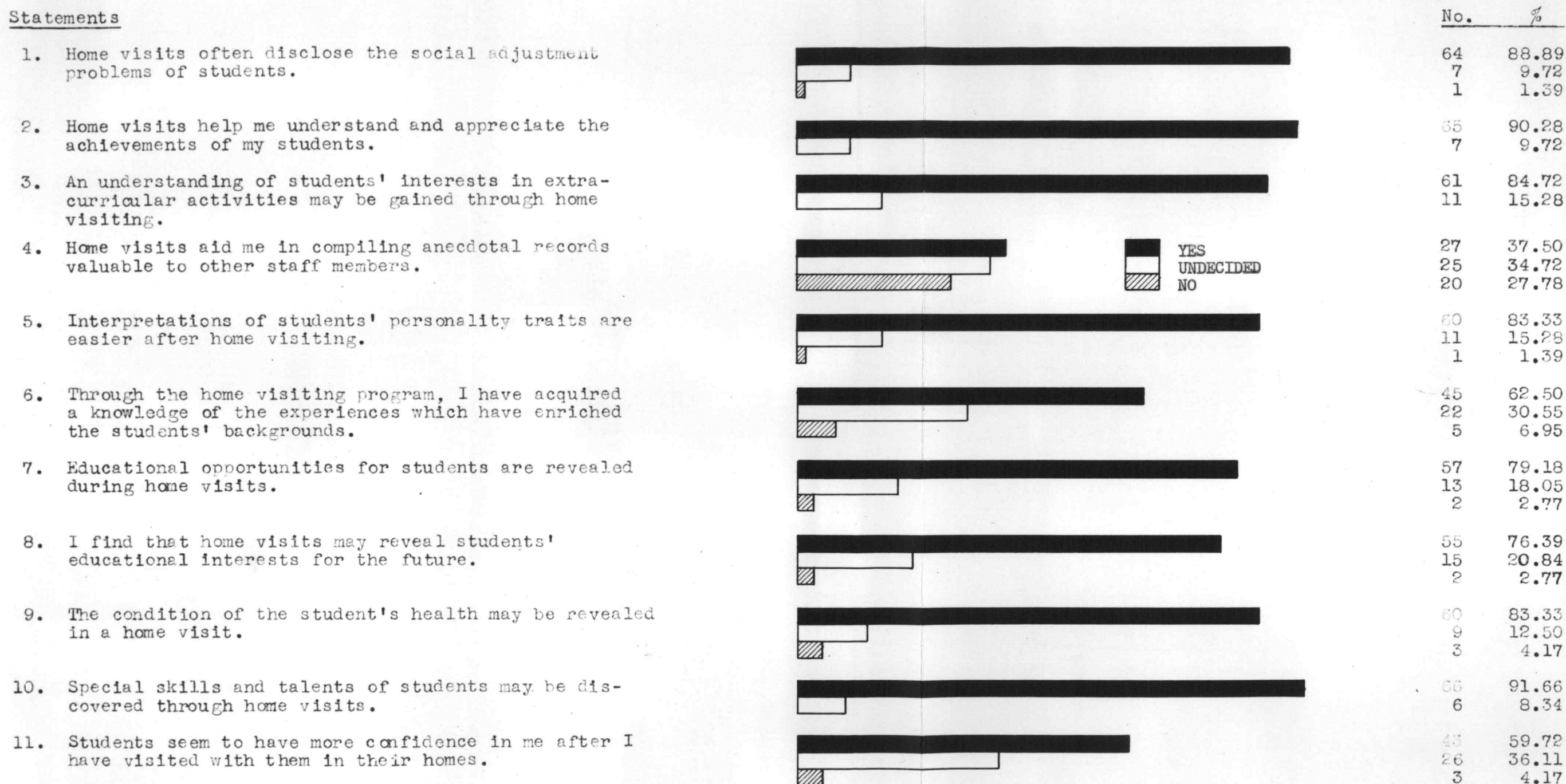
Probably the great number of undecided responses in this spiral of the opinionnaire can be explained by results from a study of Martin (15). She found that difficulties were reported in using information secured from home visits.

The results of the responses of this spiral of statements from the opinionaire would indicate that teachers do not know how to utilize the information gained on home visits. They need help, either pre-service or inservice.

Utilization of information gained on home visits in compiling records for their students. Records about students which have been compiled from knowledge and understanding of students' home backgrounds should help home-making teachers interpret student motivation and behavior in the classroom. The responses made by the 72 homemaking teachers in this study to the 11 statements of this spiral are included in Figure 4.

FIGURE 4

RESPONSES OF 72 HOMEMAKING TEACHERS TO THE USE OF HOME VISITS IN COMPILING RECORDS FOR THEIR STUDENTS



The most valuable information gleaned from home visits for compiling records of homemaking students as reported by the 72 teachers dealt with the students' home, school and community life. The possibilities of using the knowledge gained from home visits concerning students' social problems, achievements, interests in extra-curricular activities, personality traits, health, skills and talents in compiling these records received the greatest affirmative response. These are shown as statements 1, 2, 3, 5, 9, 10 in Figure 4.

Eleven teachers, or 15 per cent of the entire group, responded in the affirmative in entirety for this spiral of the opinionnaire. Only 3 of the 11 teachers who gave a 100 per cent affirmative response to all the statements in the spiral, "Utilization of Information Gained on Home Visits in Compiling Records for their Students," visit the homes of all their students. Three of the group of 11 teachers visit from 50 per cent to 75 per cent of their students while 5 reported they do not make any home visits. Nine of the group of 11 teachers are Oregon State College graduates, one a 1949 graduate, one a 1919 graduate and the other 7 vary in experience from one to two years. One of the group of 11 completed her work at another college in Oregon and one at an out-of-state college.

Indecision marked the responses of 3 of the group of 72 teachers. An undecided response was given to all of the statements in this spiral of the opinionnaire. All three of

these teachers reported that no home visiting was done. One of the three is a 1949 graduate of Oregon State College and the other two vary in experience from 4 to 10 years and were graduated from colleges outside of Oregon.

An Oregon State College graduate with two years of teaching experience gave the greatest number of negative responses, six out of eleven, to the statements pertaining to the use of home visits in compiling students' records, even though she visits over 50 per cent of her students.

The only statement in the spiral which was awarded a questionable affirmative response was No. 4. It pertained to the use of home visits in compiling anecdotal records valuable to other staff members. The following division of responses as 37.5 per cent "yes," 34.5 per cent "undecided," and 28 per cent "no" illustrated the reaction of the 72 teachers.

No negative responses were given to statements 2, 3, and 10 of the spiral concerning the use of home visits in compiling students' records. These statements referred to the appreciation of students' achievements, the understanding of students' interests in extra-curricular activities, and the knowledge of students' special skills and talents.

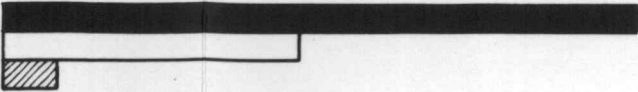
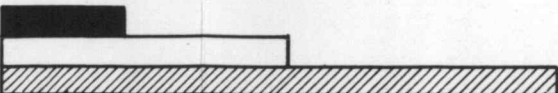
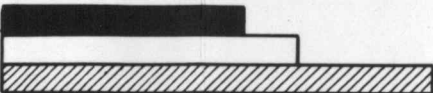
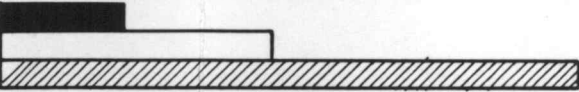
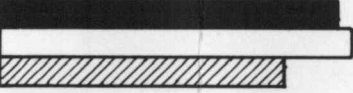
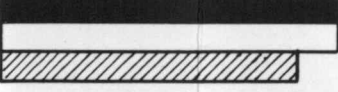

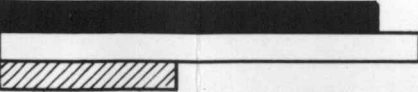

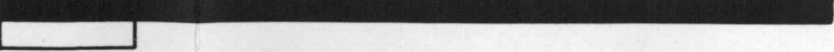
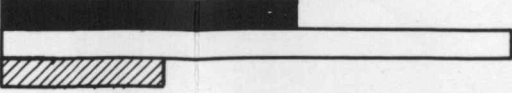
The noticeable absence of negative responses throughout this spiral of the opinionnaire may indicate the beliefs of the 72 teachers in the value of home visits in compiling students' records.

Other faculty members' utilization of information from homemaking teachers' home visits. The possibilities of the homemaking teachers' unique contributions to their schools are illustrated in the 11 statements of the fifth spiral of the opinionnaire. Improvement of status of the homemaking teachers with their co-workers may result from the dissemination of valuable information which is gained from the homemaking teachers' home visits. Such professional exchange of information should aid the schools in reaching the four major objectives of secondary education. Figure 5 shows the teachers' responses in this area.

FIGURE 5

RESPONSES OF THE 72 HOMEMAKING TEACHERS REGARDING THE UTILIZATION OF INFORMATION FROM HOME VISITS BY OTHER FACULTY MEMBERS

Statements

		No.	%
1. Through my home visits, I can help other faculty members recognize that the home life of our students' families determines the social pattern of the community.		47 22 3	65.28 30.55 4.17
2. The music department utilizes information which I may offer as a result of observations made on home visits.		9 21 42	12.50 29.17 58.34*
3. Physical education instructors ask my help in understanding health problems of the students whom I have visited.		18 22 32	25.00 30.55 44.45
4. Other faculty members ask if they may accompany me on a home visit.		9 20 43	12.50 27.78 59.72
5. The faculty is interested in my findings of such cultural opportunities as books and music available to students in their homes.		25 26 21	34.72 36.11 29.17
6. The principal of our school is interested in the records of my interpretations of family backgrounds.		25 25 22	34.72 34.72 30.55*
7. An understanding of some home causes for certain students' attitudes may be helpful in solving problems that arise at school.		63 9	87.50 12.50
8. Knowledge of students' vocational interests gained through home visits is helpful to the faculty.		28 31 13	38.89 43.06 18.05
9. Other members of the faculty are interested in my suggestions of working with the social problems of the students.		27 34 11	37.50 47.22 15.28
10. Knowing about irregularities in family groups may help faculty members understand students' problems.		62 10	86.11 13.90*
11. Reports of my home visits aid other members of the faculty in shifting their thinking from subjects and subject matter to individuals.		22 38 12	30.55 52.77 16.67*

*Discrepancy of 0.01 in total

Only three teachers out of the group of 72 in the study responded in the affirmative throughout this spiral of the opinionaire. Two of these teachers are now holding positions as supervising teachers in connection with the training of Home Economics Education at Oregon State College. One of the supervising teachers visits the homes of all of her homemaking students while the other visits 50 per cent of the homes. Both supervising teachers are experienced teachers and teach only homemaking in their respective schools. The third teacher is a 1949 graduate of Oregon State College who teaches homemaking and several other subjects and visits the homes of 50 per cent of her homemaking students.

An undecided response to all 11 statements of this spiral was given by 4 teachers in this study. None of these teachers does any home visiting. Two of this group are 1949 graduates of Oregon State College and the other two are graduates of colleges outside of Oregon and vary in experience from 4 to 10 years. Two of the group of 4 teach only homemaking and the other two teach homemaking and one or more other subjects.

There were only two statements in this spiral that drew a noticeable affirmative response. Figure 5 shows that 86 per cent of the 72 teachers were in agreement with statements 7 and 10. They are:

An understanding of some home causes for certain students' attitudes may be helpful in solving problems that arise at school.

Knowing about irregularities in family groups may help faculty members understand students' problems.

None of the teachers in the study was in disagreement with the above statements; but 9 or 12.5 per cent were undecided in their opinion of the first statement. Out of the group of 9, only one teacher visits 50 per cent of her homemaking students and one other teacher visits 25 per cent, whereas seven of the group make very few if any home visits. Five of these teachers are Oregon State College graduates, three are graduates of out-of-state schools and one is a graduate of another college in Oregon. One-third of the group of nine teachers are beginning teachers, and the others vary in experience from 3 to 15 years.

Ten or 14 per cent of the teachers in the study were undecided about the second statement. The home visiting pattern for this group of teachers varied from that of the preceding group. Two teachers out of this group visited all of their homemaking students, two visited 50 per cent of their students, and two visited 25 per cent of their students, leaving four who did not make any home visits. There was only one beginning teacher in this group and the others varied in experience from one to 15 years. Five of the group were from Oregon State College, one was from

another college in Oregon, and four were from out-of-state colleges.

Sixty per cent of the group of 72 teachers gave a uniform negative response to two statements in the spiral. One of these statements dealt with the use of information from home visits by the music department; and the other referred to other faculty members being interested in accompanying the homemaking teacher on her home visits.

Twelve teachers out of the group of 72 gave a negative response to statement 11, which referred to homemaking teachers' reports of their home visits as aiding other faculty members in shifting their thinking from subject and subject matter to individuals. Six of these 12 teachers visit at least 50 per cent or all of the homes of their students, while 6 do not make any home visits--yet all 12 gave the same response. Only 31 per cent of the teachers in the study responded in the affirmative to the above statement and 52.5 per cent were undecided. This may indicate that the schools are not utilizing one of the homemaking teachers' most valuable contributions which may be derived from the home visiting program.

One teacher's comment reinforces the findings of the group in regard to this statement. She said, "This opinionaire has started my thinking about my responsibilities of interpreting my experiences in the homes to

other faculty members--I have done it in a very incidental way in the past."

Sixty-five per cent of the teachers in the study say they could help other faculty members recognize that the home life of our students' families determines the social pattern of the community. Nevertheless the predominance of undecided or negative responses to most of the statements reveals that, apparently, homemaking teachers do not feel encouraged by other staff members to share the information they gain from home visits.

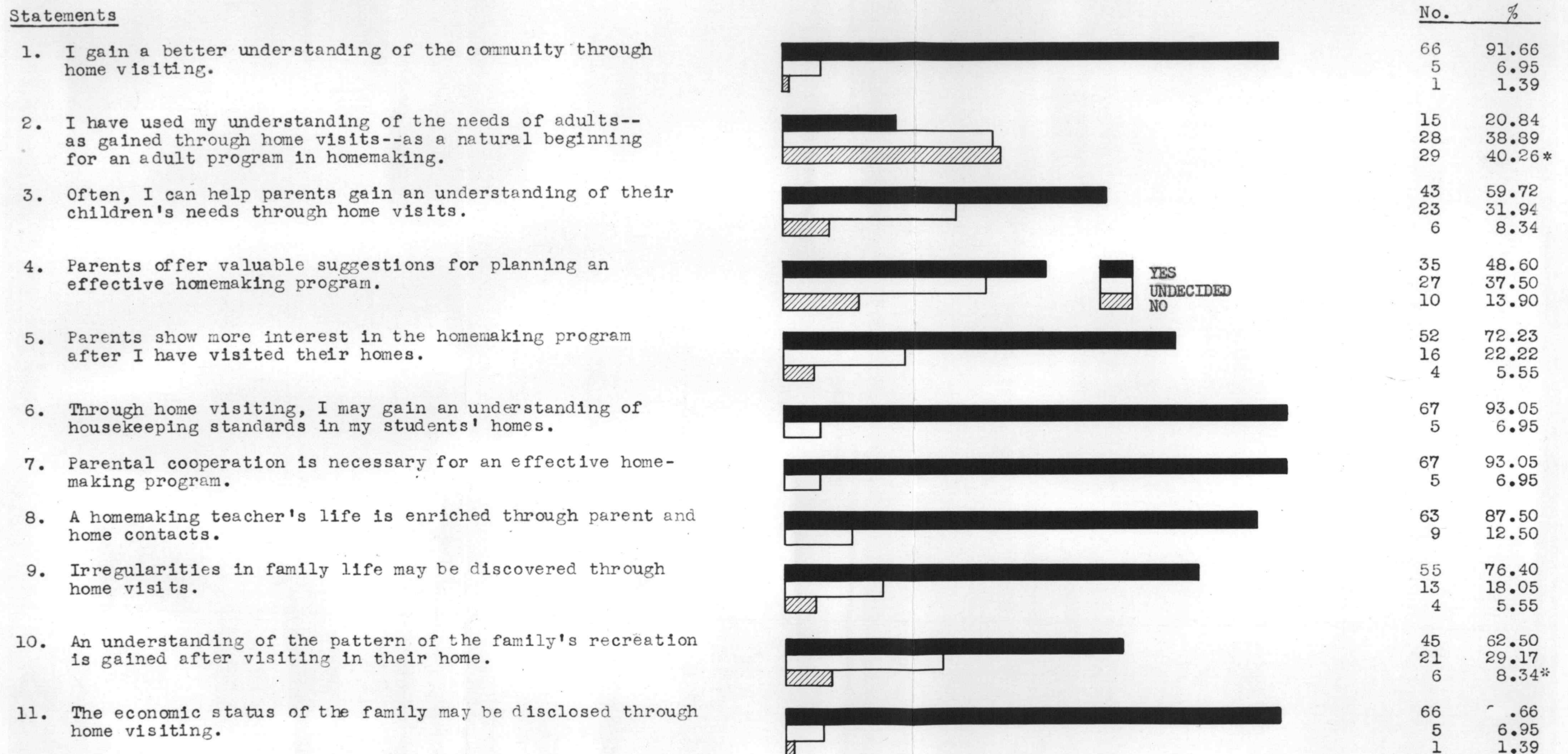
One teacher's comment made in regard to the above observation shows the indifference on the part of the faculty as a whole. She said, "The other faculty members are not interested in home visits, for most of them know the region and the people from long experience. Their chief interest is from the gossip standpoint."

The following comment was offered by one teacher in regard to this spiral of the opinionaire. She said, "I am particularly interested in your statements related to the rest of the faculty in regarding a home visit. In our system, home visits are accepted by the faculty and administration, but there has been no method for distributing such information as gained by our department."

Utilization of parent-home-community relationships established through home visiting. The teacher who visits the homes of students makes her teaching a cooperative enterprise in which parents, pupils and teachers work together for the mutual good of all. Thus, she carves a niche for herself in the community where she works, enriching her life with the intangible something that fine human relationships create. The 72 homemaking teachers' responses shown in Figure 6 reveal their opinions concerning these relationships.

FIGURE 6

RESPONSES OF THE 72 HOMEMAKING TEACHERS TO THE UTILIZATION OF PARENT-HOME-COMMUNITY RELATIONSHIPS
WHICH ARE ESTABLISHED THROUGH HOME VISITS



*Discrepancy of 0.01 in total

Seven teachers out of the 72 homemaking teachers in the study responded entirely in the affirmative to this spiral of the opinionnaire. This group of seven teachers all do some visiting, four of whom visit the homes of all students. Six of these teachers are Oregon State College graduates while the other one is a graduate of an out-of-state college. They vary in experience from no experience to 27 years. Only one of these teachers teaches a subject other than homemaking.

All of the 11 statements in this spiral of the opinionnaire received an undecided response from 3 teachers out of the group of 72 in the study. One of these teachers is a 1949 graduate of Oregon State College and the other two vary in experience from 4 to 10 years. The two experienced teachers are out-of-state college graduates. None of these three teachers does any home visiting.

One-third or more of the statements in this spiral of the opinionnaire received a negative response from three Oregon State College graduates. Two of the three do very little home visiting and the other one visits the homes of 50 per cent of her students. Two of these teachers are beginning teachers and one has had 2 years of experience.

Figure 6 shows that statements 6, 7, and 8 drew only affirmative or undecided responses. They are:

Through home visiting, I may gain an understanding of housekeeping standards in my students' homes.

Parental cooperation is necessary for an effective homemaking program.

A homemaking teacher's life is enriched through parent and home contacts.

The first two of these three statements received a 93 per cent affirmative response and only a 7 per cent undecided response. The third statement received an affirmative response of 87.5 per cent and a 12.5 per cent undecided response. The teachers who gave an undecided response to this statement do not make any home visits. Naturally, it would be difficult for them to know whether a homemaking teacher's life is enriched through parent and home contacts if they do not make any home visits. Three of the 9 teachers who gave this 12.5 per cent undecided response are 1949 graduates of Oregon State College. The other 6 vary in experience from 4 to 10 years.

There were 2 statements in this spiral which received an affirmative response of 91.6 per cent, an undecided response of 7 per cent and only 1 or 1.4 per cent negative response. A supervising teacher connected with Oregon State College gave a negative response to "I Gain a Better Understanding of the Community Through Home Visiting," which is one of the statements referred to in the preceding tabulation. This teacher added this comment, "Home visits have much value but I think a great deal can be done through observation, conferences, and exploratory tests."

The other statement with only one negative response was the one stating that through home visiting the economic status of the family could be disclosed. The teacher who gave this negative response has had 23 years of experience, is an out-of-state college graduate, and is one who reported visiting the homes of 75 per cent of her students.

The only statement which received a greater negative response, that of 40.2 per cent, than affirmative response, 20.8 per cent, referred to the use of home visits in understanding the needs of adults. This statement suggested knowing these needs might provide a natural beginning for an adult program in homemaking. There were 28 teachers, 38.9 per cent, of the total group who were undecided in their response to this statement.

This spiral of the opinionaire received the greatest affirmative response from the 72 teachers in the study. The high affirmative response may indicate the teachers' beliefs in the fine human relationships which may be created through home visiting. Yet only 18 or 25 per cent of these teachers visit the homes of all their homemaking students.

Opposing philosophies of home visiting as formulated from the voluntary comments of teachers in the study. The 72 homemaking teachers who responded to the opinionaire in this study were not requested to write any comments concerning any part of the opinionaire, however, many did.

From these free expressions of opinion, two definite philosophies concerning home visiting evolve. The teachers who make home visits show one kind of feeling, while those who do not make home visits show a very contrasting type.

The teachers who do not make home visits say in essence: "Communities do not like to be bothered by home visiting; so home visits are made only when teachers are invited into the homes of their students. To many teachers, home visits are a chore. "Living school" the entire day is not conducive to being a good teacher. Church, community and social activities are as essential as home visiting. Teachers have to make a choice. Because in many cases both parents work, the scheduling of home visits becomes difficult. Then too, parents and teachers feel that results may be too abstract to make the time spent on home visits worth while. If home visits are required they lose sincerity, they lose the interest of the student, and they are just made to fulfill a requirement. If the parents know the teacher is coming, one does not find the actual home situation for there is tendency to "put on" in many homes. Students do not think teachers express sincerity in their friendliness while visiting in their homes. On the other hand, some students and parents resent or are fearful of teachers seeing their homes; because of this, teachers feel a natural reluctance to appear inquisitive or curious."

A general assumption was made on the part of many teachers who answered the opinionaire that home visits are not a part of the homemaking program if they are not in a reimbursed school or if the administration does not require home visiting.

On the other hand, the teachers who do make many home visits express their beliefs thus: "Home visits are one of the most vital and stimulating interests to teaching. Individualized teaching is promoted by home visits through a better understanding of the student's needs, problems and interests. The homemaking program is strengthened by establishing worth while and meaningful parent-student-teacher relationships. Home visits indirectly aid in solving discipline problems and in gaining student cooperation. A well-planned use of information gathered on home visits is of value to other members of the faculty; and the proper dissemination of such material will improve the homemaking teacher's status among the staff members. The possibilities of home visits are unlimited in influencing the success of the homemaking teacher and her program. Finally, although there are obstacles to carrying on an effective program, if a teacher believes in home visiting she will overcome those obstacles."

Chapter IV

SUMMARY

Conclusions

The purpose of this study was to find the beliefs and practices of a selected group of Oregon homemaking teachers toward home visiting. The expression of these beliefs and practices should help to answer the question, "What causes the lag in the utilization of home visits which gain such praise from some teachers?"

The investigation of the beliefs and practices of the homemaking teachers towards home visiting was accomplished by asking a group of selected Oregon homemaking teachers to respond to an opinionaire consisting of 70 statements arranged in six spirals. These spirals were: (1) Problems of Home Visiting; (2) Utilization of Home Visits in 72 Homemaking Teachers' Own Programs; (3) The Utilization of Home Visits to Correlate Home and Class Experiences; (4) Utilization of Information Gained from Home Visits in Compiling Records for Their Students; (5) Other Faculty Members' Utilization of Information from Homemaking Teachers' Home Visits; (6) Utilization of Parent-Home-Community Relationships Established through Home Visiting.

From the analysis of the beliefs and practices of the 72 homemaking teachers towards home visiting, the author has compiled the following answers to the questions listed

in the statement of the problem. These answers are as follows.

1. What are the home visiting practices of the teachers selected for this study? There were 25, 35 per cent of the 72 teachers in the study, who stated they did not make any home visits; 29 who visited less than 75 per cent of their students; and 18 or 25 per cent who visited all of their students.

2. What are the beliefs of these teachers about home visiting? The teachers, as a whole, indicated that home visits could be utilized to further wholesome present and future family life for their students. They also believed that the theories and practices of the homemaking program should become a part of the students' home activities and their daily living patterns. The homemaking teachers believed that home visits made valuable contributions for compilation of students' records which interpret their motivation and behavior in the classroom. The homemaking teachers felt they were not encouraged by other staff members to share the information they gained from home visits. Finally, the homemaking teachers thought that home visits made their teaching a cooperative enterprise in which the parents, pupils, and teachers have an opportunity to work together for the mutual good of all.

3. How do the beliefs and practices of the teachers who make home visits compare with those who do not?

Generally speaking, the expression of beliefs of the teachers who make home visits and the teachers who do not are the same on this opinionaire. A slight variation in beliefs occurred as a result of nine teachers who gave an undecided response to 75 per cent or more of the statements in the opinionaire. These nine teachers do very little if any home visiting. On the other hand, one teacher who visited 50 per cent of her students gave the most negative responses throughout the opinionaire.

An affirmative response to the utilization of home visits in the teacher's own program was no indication that the teacher actually made many, if any, home visits. Several teachers added this explanation to their responses on the opinionaire, "This is what I believe but do not have an opportunity to practice."

4. Does the number of years of experience in teaching have any effect on the number of home visits which are made?

The variation in home visiting practices showed up most clearly among the teachers with fewer than 10 years of teaching experience. Thirty per cent of the teachers in the study who had fewer than 10 years' experience visited 50 per cent or more of their students. On the other hand, 50 per cent of the teachers who had more than 10 years'

experience visited 50 per cent or more of their students.

5. What effect does the size of the school have upon the number of home visits made? In the smaller high schools (200 students or fewer) and larger high schools (500 students or more), the same number of teachers did an appreciable amount of home visiting as did very little if any home visiting. The greatest variation in home visiting practices was found in the high schools where the enrollment range was from 200 to 500 students. Here there were almost three times as many teachers who did very little if any home visiting as those who visited 50 per cent or more of their students.

6. How does the homemaking enrollment affect the number of home visits which are made? The size of the homemaking department seemed to have some influence on the number of visits made. The teachers who reported homemaking enrollments of 75 or fewer visited fewer homes than those with an enrollment of 100 or more in their homemaking departments.

7. Does the college preparation of the teachers in the study have any effect on the number of home visits which are made? The Oregon State College graduates and graduates from colleges outside Oregon showed similar home visiting practices in relationship to the number of students visited. This should be significant for many of these

colleges offer a curriculum in Home Economics comparable to that of Oregon State College since many are Land Grant Institutions.

8. What effect does the teacher's daily schedule have upon the number of home visits which are made? The teacher's daily schedule had little effect upon the number of home visits which were made by the 72 homemaking teachers in the study. To illustrate this fact: the home visiting practices of the 2 teachers who had 6 preparations showed the two extremes--one visited all of her students and one did not make any home visits. Fifteen teachers with 3 or 4 daily preparations visited all of their students and the same number of teachers with the same daily preparations did not do any home visiting. The greatest variation appeared in the home visiting practices of the teachers with one or two daily preparations; 5 out of the group of 8 did not make any home visits.

9. What are the problems which confront teachers when making home visits? The major problem of home visiting of the 72 teachers in the study was that of lack of time. Forty-nine teachers, 68 per cent, indicated this as a problem. However, 10 teachers who cited lack of time as a problem visited the homes of all of their students. Another problem of concern to over 45 per cent of the teachers was that home visits had never been made in their communities;

however, 7 teachers out of this group visited the homes of all of their students. Three other problems were mentioned to some extent; they were: Lack of transportation, inaccessibility of students' homes, and varied family employment which made the scheduling of home visits difficult.

10. What information gained on home visits aids teachers in correlating home and class experiences? The knowledge of students' home responsibilities seemed most significant as an aid in correlating home and class experiences.

Over 81 per cent of the 72 teachers in the study indicated they could help students select more meaningful home experiences after visiting students in their homes.

Martin's study (15) revealed that teachers found difficulty in using information which was secured from home visits. This may also be true of the teachers in this study and indicate a need for pre-service or inservice training in home visiting.

11. What information do teachers gain through home visits which aid them in compiling valuable student records? The most valuable information gleaned from home visits for compiling records of homemaking students as reported by the 72 teachers included knowledge of the student's home, school and community life. This knowledge of the student included: (a) An awareness of the social adjustment

problems of the student; (b) An understanding and appreciation of student's achievements; (c) An understanding of student's interests in extra-curricular activities; (d) An interpretation of student's personality traits; (e) The condition of the student's health; (f) The discovery of special skills and talents of the student; (g) An awareness of the student's educational opportunities.

12. What use is made of the homemaking teacher's home visits by the rest of the school? Eighty-seven per cent of the 72 teachers felt that an understanding of some home causes for certain students' attitudes could be helpful in solving problems that arise at school. Likewise, 86 per cent of the teachers in the study felt that knowing about irregularities in family groups could help faculty members understand students' problems.

However, the predominance of undecided or negative responses to the statements which were included in the opinionaire for the purpose of answering this question showed that homemaking teachers did not feel encouraged to share their information with other staff members. Perhaps this feeling has just basis in the opinion expressed by Hardiman and Robinson (7, p.159), which was quoted in Chapter I. These authors believe that information from children's backgrounds gathered by someone else than the person who is teaching the child loses its vitality in the exchange.

13. What parent-home-community relationships may be established by the homemaking teacher through home visiting? Over 90 per cent of the 72 teachers in the study indicated they gained or could have gained a better understanding of the community through home visiting. Ninety-three per cent of the teachers felt that parental cooperation was necessary for an effective homemaking program while 87 per cent felt that a homemaking teacher's life was enriched through parent and home contacts.

The 11 statements in the opinionaire included for the purpose of answering the above question received, on the whole, the greatest affirmative response from the 72 teachers in the study. Yet only 18 or 25 per cent of these teachers reported having visited the homes of all of their students.

Implications

The evaluation of the Oregon homemaking teachers' home visiting has brought to light three major implications:

1. There is a definite need for thorough pre-service preparation in home visiting. This preparation should help students gain (a) a philosophy concerning the value of home visiting and (b) an understanding of and practice in the use of the techniques of home visiting and in the use of the information gained from home visits. If home visiting is a valuable phase of teaching, this philosophy should inspire potential teachers to visit the homes of their students even

if they are not teaching in a vocational school, even if they have not been made before in the community or if they are confronted with other problems of home visiting. Since Oregon State College is represented by two-thirds of the teachers in this study, it should take the leadership in such a pre-service program.

2. There is a great need for a thorough inservice training program in home visiting. Teachers now teaching should be shown how their beliefs and practices are consistent or inconsistent in home visiting. Through this training, the homemaking teacher may grasp the importance of home visits in the establishment of worth while and meaningful parent-student-teacher relationships which promote individualized teaching, teacher-pupil-parent planning, and functional learning. The teacher may also gain vision in the possibilities of home visits in influencing the success of herself and her program.

3. A third need which is revealed in the results of this study is for the support from school board, administrators, and other staff members for promoting a continuous worth while home visiting program by homemaking teachers.

Recommendations for Further Study

The present study has just begun an investigation in an area of Homemaking Education in which there are many problems. In the light of this study, the writer recommends

the following be made:

1. A study of the effect of home visits on teacher-pupil planning.
2. A study of the effect of home visits on enrollment in the homemaking department.
3. An evaluation of homemaking programs of paired groups where home visiting is done by half of the teachers and not done by the other half.
4. A study of the ways in which information from home visits is used in the homemaking program.
5. A study of the value of home visits in the counseling program of the school.
6. A long-time experimental program for pre-service or inservice training in the philosophy and use of home visits to evaluate the improvement in teaching.
7. A study of the value of home visiting done in urban areas as compared to that done in rural areas.
8. An analysis of students' beliefs toward home visiting.
9. An analysis of administrators' beliefs toward the value of home visits.
10. A study of communities where home visits have never been done to determine possible orientation procedures for establishing home visiting programs in such areas.
11. An investigation of students' records in home-making departments in which home visiting is done as

compared to their records in homemaking departments in which no home visits are made.

12. A study of the significance of the homemaking teacher's home visits in relationship to community acceptability of homemaking department and of homemaking teacher.

13. An analysis of the home experiences carried on in connection with homemaking programs where home visits have been made as compared to similar programs where home visits have not been made.

14. A study of the effect of home visits in relation to the promotion of adult homemaking classes.

15. A study of the value of home visits in establishing and maintaining effective public relations.

16. A job analysis of teaching homemaking to determine the comparison of values of the many teaching activities.

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APPENDICES

ADVANCE

CHURCH

APPENDIX A

BELIEFS AND PRACTICES OF HOMEMAKING TEACHERS TOWARDS
HOME VISITING

Name of Teacher _____ No. of Years Experience _____
 High School Enrollment _____ No. of Students Enrolled in Home-
 making _____ No. of Home Visits made During the School
 Year _____ During Summer _____ Total Number of Home
 Visits Made Each Year _____.

Please indicate activity or subject for each period listed below -

Please cross out extra periods in school day -

Daily Schedule	Mon	Tues	Wed	Thurs	Fri	Week End
Before School						
First Period						
Second Period						
Third Period						
Fourth Period						
Noon						
Fifth Period						
Sixth Period						
Seventh Period						
Eighth Period						
After School						

The key to be used in checking each statement:

- Y - means "Yes I agree; or it is true in my situation."
U - means "Uncertain; I have no feeling one way or the
 other; or the item does not apply to my
 situation."
N - means "No, I disagree; or it is not true in my
 situation."

Please indicate your response by placing a Y, U, N, in the blank at the left.

- _____ 1. The lack of transportation is a problem to me in making home visits.
- _____ 2. Home visits give me a better understanding of the students' needs and problems.
- _____ 3. It is easier to teach a class in meal planning after I have visited the homes of my students.
- _____ 4. Home visits often disclose the social adjustment problems of students.

- _____ 5. I find home visiting difficult because of lack of time.
- _____ 6. Through my home visits, I can help other faculty members recognize that the home life of our students' families determines the social pattern of the community.
- _____ 7. I feel that parents can help in evaluating the homemaking program.
- _____ 8. I gain a better understanding of the community through home visiting.
- _____ 9. I can teach family relations better after I have visited my students at home.
- _____ 10. Home visits help me understand and appreciate the achievements of my students.
- _____ 11. Home visits are not acceptable in my community.
- _____ 12. The music department utilizes information which I may offer as a result of observations made on home visits.
- _____ 13. Motivation is less of a problem to me when I know my students' homes.
- _____ 14. I have used my understanding of the needs of adults - as gained through home visits - as a natural beginning for an adult program in home-making.
- _____ 15. I gain an understanding of family clothing problems through visits in the homes of my students.
- _____ 16. An understanding of students' interests in extra-curricular may be gained through home visiting.
- _____ 17. I find that home visits have never been made in my community.
- _____ 18. Physical education instructors ask my help in understanding health problems of the students whom I have visited.
- _____ 19. I find it easier to plan interest approaches after I have visited the students' homes.

- _____ 20. Often, I can help parents gain an understanding of their children's needs through home visits.
- _____ 21. I learn about family buying habits through home visits.
- _____ 22. Home visits aid me in compiling anecdotal records valuable to other staff members.
- _____ 23. When making home visits, I seldom find parents at home.
- _____ 24. Other faculty members sometimes ask if they may accompany me on a home visit.
- _____ 25. Home visits help me shift my thinking from subjects and subject matter to individuals.
- _____ 26. Parents offer valuable suggestions for planning an effective homemaking program.
- _____ 27. I notice that in many homes they need help in the use and care of equipment.
- _____ 28. Interpretations of students' personality traits are easier after home visiting.
- _____ 29. I feel the administration does not back my home visitation program.
- _____ 30. The faculty is interested in my findings of such cultural opportunities as books, magazines and music available to students in their homes.
- _____ 31. The working relationships of students within a class may be better understood through home visiting.
- _____ 32. Parents show more interest in the homemaking program after I have visited their homes.
- _____ 33. Home visits help me understand the students' responsibilities in the home.
- _____ 34. Through the home visitation program, I have acquired a knowledge of the experiences which have enriched the students' backgrounds.
- _____ 35. The location of my students' homes make them inaccessible for visiting.
- _____ 36. The principal of our school is interested in the records of my interpretation of family backgrounds.

- _____ 37. Home visits have helped me recognize potential leadership in my classes.
- _____ 38. Through home visiting, I may gain an understanding of housekeeping standards in my students' homes.
- _____ 39. Home visits help me see how to correlate care and responsibility of younger brothers and sisters at home with the child development unit.
- _____ 40. Educational opportunities for students are revealed during home visits.
- _____ 41. Foreign parentage complicates home visiting for me.
- _____ 42. An understanding of some home causes for certain students' attitudes may be helpful in solving problems that arise at school.
- _____ 43. Home visits have given me insight into where special emphasis should be placed for different units of homemaking.
- _____ 44. Parental cooperation is necessary for an effective homemaking program.
- _____ 45. Knowing students' home responsibilities makes arranging for the care of the department more meaningful for me.
- _____ 46. I find that home visits may reveal students' educational interests for the future.
- _____ 47. Families do not seem at ease when I'm visiting them.
- _____ 48. Knowledge of students' vocational interests gained through home visits is helpful to the faculty.
- _____ 49. Home visits help me in guiding students into the selection of worth while class experiences.
- _____ 50. A homemaking teacher's life is enriched through parent and home contacts.
- _____ 51. I am betterable to help students appreciate their homes after making home visits.
- _____ 52. The condition of the student's health may be revealed in a home visit.
- _____ 53. Irregularities in family life may be discovered through home visits.
- _____ 54. Other members of the faculty are interested in my suggestions of working with the social problems of the students.

- _____ 55. I find that home visits help me use students' problems and needs in the various units of home-making.
- _____ 56. An understanding of the pattern of the family's recreation is gained after visiting in their home.
- _____ 57. I can help students' select more meaningful home experiences after visiting in their homes.
- _____ 58. Special skills and talents of students may be discovered through home visits.
- _____ 59. The introduction of home visits is difficult for me.
- _____ 60. Knowing about irregularities in family groups may help faculty members understand students' problems.
- _____ 61. I am better able to appreciate the students' use of materials and equipment after I am familiar with their home backgrounds.
- _____ 62. I lack self-confidence in making home visits.
- _____ 63. The completion of home experiences seems more significant to the parents and the students after home visits.
- _____ 64. Students seem to have more confidence in me after I have visited with them in their homes.
- _____ 65. I have difficulty in terminating a home visit in a moderate amount of time.
- _____ 66. Reports of my home visits aid other members of the faculty in shifting their thinking from subjects and subject matter to individuals.
- _____ 67. Home visits make it easier to individualize teaching.
- _____ 68. The economic status of the family may be disclosed through home visiting.
- _____ 69. Home visits help me make such areas as the management of time and money truly worth while and interesting class experiences.
- _____ 70. Varied family employment makes the scheduling of home visits difficult for me.

Any additional reactions you have will be appreciated.

APPENDIX B

GEOGRAPHICAL LOCATION OF HIGH SCHOOLS INCLUDED IN STUDY

Northwestern Oregon

Astoria
Banks
Beaverton
Clatskanie
Forest Grove
*Hillsboro
St. Helens

West Central Oregon

Newport
Toledo

Southwestern Oregon

Ashland
Central Point
Coos Bay
Coquille
**Grants Pass
North Bend
Oakland
Phoenix
Sutherlin

East Central Oregon

Nyssa
Ontario
Vale

Central Oregon

Bend
Condon
Fossil
Madras
Redmond

South Central Oregon

Bonanza
Gilchrist
Lakeview

Northeastern Oregon

Joseph
La Grande
Milton
North Powder
Pendleton
Richland
Union
Wallowa
Weston

Willamette Valley

*Albany
Amity
Brownsville
Canby
*Corvallis
Cottage Grove
Estacada
Eugene
Gervais
Gresham
Harrisburg
Independence
Jefferson
Junction City
*Lebanon
McMinnville
Marcola
Molalla
Monroe
*Oregon City
Philomath
Sandy
Shedd
Sweet Home
Turner
West Linn
Yamhill

*Schools with two teachers in the study.

**School with three teachers in the study.