

AN ABSTRACT OF THE THESIS OF

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Title Beliefs Concerning Oregon State University Home
Economics Courses for Potential Secondary Home
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Abstract approved:

The continuing need for curriculum appraisal prompted this study of beliefs about home economics courses for home economics education majors in the School of Home Economics at Oregon State University. The results of this subjective study are valid only for this particular group of participants only at the time of the study.

A questionnaire requiring free-response and forced-choice answers was sent to staff of the School of Home Economics at Oregon State University as well as 1962 graduates and 1963 seniors of the same school. The questionnaire was designed to answer the major question of the study: Do the home economics courses for home economics students who plan to teach in secondary schools need to differ from the courses for those home economics students who do not plan to teach?

The forced-choice responses were classified into pre-determined categories. After reading and re-reading the free responses the writer organized them into categories which were the beliefs of the participants. Tables were set up to show the percentage distribution of the responses of the participants.

The analysis of the data was organized into three sections: the beliefs of the staff, the beliefs of the 1962 graduates, and the beliefs of the 1963 seniors of the School of Home Economics at Oregon State University.

From the analysis of the data came five major beliefs which may be helpful in planning home economics courses in a curriculum for home economics education students. These major beliefs held by 25 per cent or more of the participants are:

1. Methods of teaching used in home economics classes help the student who is preparing to be a homemaking teacher by giving her the opportunity to observe the method in use and evaluate its usefulness in the situation.
2. In planning the home economics courses in a curriculum for home economics students preparing to teach homemaking special consideration needs to be given to include courses which will give the student a strong home economics subject matter background in all home economics areas.
3. Home economics education students graduating from Oregon State University are well prepared as individuals in society because of the broad requirements of the home economics curricula.

4. Courses in home economics for students preparing for teaching should not differ from courses for students in other professional areas of home economics because all home economics students regardless of professional area need the same basic background knowledge of home economics subject matter. Preparation for a specific professional area should be done in courses additional to the basic foundation home economics courses.
5. In planning the home economics courses in a curriculum for home economics students preparing to teach homemaking special consideration needs to be given to include methods of teaching home economics subject matter plus home economics subject matter to be taught. Professional preparation courses in home economics education need to be included also.

BELIEFS CONCERNING OREGON STATE UNIVERSITY
HOME ECONOMICS COURSES FOR
POTENTIAL SECONDARY HOME ECONOMICS TEACHERS

by

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BELIEFS CONCERNING OREGON STATE UNIVERSITY
HOME ECONOMICS COURSES FOR
POTENTIAL SECONDARY HOME ECONOMICS TEACHERS

CHAPTER I

INTRODUCTION

A matter of concern among home economists today is the future of home economics in the academic community. There are varying viewpoints among home economists as to the kind of education all home economics students need. Some university home economics teachers believe that home economics students need education primarily concerned with preparation in a specific home economics profession. Others believe that all home economics students need an extensive education for family life regardless of the profession to be pursued. The basic objectives of a home economics program need to be agreed upon and known by all concerned with the teaching of home economics classes in the university in order to make the program a strong, worthwhile field of study for both professional and general education in home economics and in the humanities, sciences and social sciences.

This study is concerned with discovering the beliefs of home economics staff, students and alumnae about the home economics courses for one professional area, that of teaching homemaking in secondary schools.

Need for the Study

The home economics curriculum at Oregon State University is undergoing constant scrutiny in order that it may be made applicable to the needs of the students of the present society.

The necessity for thoughtful appraisal of an educational program is a continuing need in a world of accelerated change and increasing pressure. Only by such appraisal can the good in a program be retained and changes be intelligently made (2, p.1).

This study may be of value to those who are directly involved with the revision of home economics curriculum at Oregon State University. It may also be of value to students who are less concerned with curriculum revision but who are nevertheless affected by the home economics curriculum.

Setting of the Study

The School of Home Economics at Oregon State University in Corvallis, Oregon, where this study takes place, enrolls between 500-600 women students during the academic year. Of these, an average of 100 are seniors. This study is concerned with beliefs of the staff of this school, and the beliefs of the 1962 graduates as well as the 1963 seniors.

Besides the Dean and Head Counselor there are seven departments in the school. These are Clothing, Textiles, and Related Arts; Family Life and Home Administration; Foods and Nutrition; Institution Management; Home Economics Education; Home Economics Research; and Home Economics Extension.

The Department of Home Economics Education is officially administered through the School of Education but because of the need for its close relationship to the School of Home Economics it is housed in the Home Economics Building.

The Home Economics Research Department cooperates with the Agricultural Experiment Station in research programs and conducts studies supported by Federal, State, private, and general research funds.

Professional course work in Home Economics Extension is provided by the extension staff for preparation as Extension Agents or 4-H Club Agents.

The other departments administered through the School of Home Economics offer courses for professional careers. The largest percentage of home economics graduates per professional area of home economics has traditionally been those students preparing for home economics teaching in secondary schools. Forty-five per cent of the graduates from 1940-1962 prepared for teaching.

Students who prepare for teaching may be enrolled in one of three different curricula in home economics. These are the Core Curriculum, Curriculum A and Curriculum B. The majority of the students now in school and the alumnae used in this study are enrolled in the Core Curriculum. This curriculum, which came into effect in 1960-61, is very similar to Curriculum A. It is designed, as is Curriculum A, to give students basic background in all areas of home economics plus work in the sciences, social sciences, and humanities. All students enrolled in 1960-61 or after are enrolled in the Core Curriculum. Curriculum B includes a higher science requirement with the basic background work in all areas of home economics. Students graduating in Curriculum C do not meet the requirements for home economics teaching.

Students may also prepare for teaching home economics through the School of Education but because of the small number who do so, these people were not requested to participate in this study.

It is on the basis of having taken the courses which are a part of these curricula that the students and graduates participating in this study have made the judgments called for by the questionnaire. Each of the curricula which prepares students for teaching includes courses in all areas of home economics. The viewpoints they have

expressed are related to the experiences they have had with a wide variety of courses in home economics.

Statement of the Problem

The purpose of this study is to determine the answer to the following question: Do the home economics courses for home economics students who plan to teach in secondary schools need to differ from the courses for those home economics students who do not plan to teach?

To help answer this question, three sub-questions were formulated. The answers to these helped to determine the answer to the above question.

1. Do methods of teaching used in home economics classes taken by home economics education students reflect the diversity of methods which they will be expected to use in their teaching?
2. In the home economics courses at Oregon State University is special consideration given to the home economics education students' needs as:
 - a. Teachers
 - b. Homemakers
 - c. Individuals in society
3. Do home economics staff and home economics students accept the 12 competences fundamental to effective living as stated by the Committee on Philosophy and Objectives of the American Home Economics Association in June, 1959, as important guidelines for the home economics courses for home economics education students at Oregon State University?

Basic Assumptions

This study is attempted with the following assumptions:

1. Curriculum is planned to meet the needs of the students.
2. The staff of the School of Home Economics at Oregon State University, the 1962 home economics graduates of Oregon State University, and the 1963 seniors in the Oregon State University School of Home Economics possess the necessary knowledge about the courses of the School of Home Economics at Oregon State University to express their beliefs concerning these courses.
3. Beliefs can be measured with the device constructed to meet this need.
4. Students will imitate the teaching methods they observe in college home economics classes in their own teaching situations.

Limitations of the Study

It is recognized that the results of this study will be applicable only to the home economics courses at Oregon State University at the time of the study.

The use of the questionnaire as a measuring instrument is a recognized limitation of this study. The number of returns obtained will influence the validity of the study.

Definition of Terms

The following terms need to be defined for the purposes of this study:

1. Belief - An accepted conviction of truth (19, p.79).
2. Competence - "Means sufficient for the necessities of life; sufficiency without excess.....fitness; ability" (19, p.168).
3. Curriculum - Experiences gained through the courses taught within the School of Home Economics to guide the students' learning.
4. Family-centered teaching - The relation of all phases of subject matter taught in home economics classes to the entire life cycle of the family.
5. Family life education - Education to help the individual student to achieve a rich and satisfying home and family life (17).
6. General education - "those phases on non-specialized and non-vocational learning which

should be the common experience of all educated men and women..... General education undertakes to redefine liberal education in terms of life's problems as men face them, to give it human orientation and social direction, to invest it with content that is directly relevant to the demands of contemporary society" (18, vol.1, p.49).

7. Home economics education - The area of specialization for preparation as teachers of home economics. At Oregon State University this preparation is geared toward preparation as secondary school teaching and teaching home economics to adults.
8. Home economics educators - Administrative officials, college and university teachers for all of home economics as well as public school teachers, state and city supervisors of home economics.
9. Methods of teaching - The procedures used by the home economics staff to help bring about learning on the part of the student.
10. Professional education - Preparation for gainful employment (17).

CHAPTER II

METHOD OF PROCEDURE

Participants in the Study

The participants in this study were the teaching staff of the School of Home Economics at Oregon State University, 1962 graduates as well as 1963 seniors from the same school. These people were selected because of their experience with the present courses of the School of Home Economics at Oregon State University. The present curriculum has been in effect long enough to affect these two groups of students. This study is concerned with the courses as they are now.

Those members of the staff who taught only graduate classes, were part-time teachers, or who had not taught a full academic year at Oregon State University were not contacted for participation. The one exception was a member of the staff who was doing only part-time work, but had taught full-time for many years previously at Oregon State University. Information as to the curriculum (Core, A, B, or C) in which students were or are presently enrolled was obtained through the Home Economics office.

Controls and Variables of the Study

This study is subjective rather than objective in approach. Controls used in this study include the use of the same measuring instrument to discover the beliefs of all the subjects. All the subjects were contacted in the same manner. Those being asked to participate in the study were contacted at the same time.

The instrument which was a questionnaire called for free response which is assumed to be the expression of participants' beliefs. This response necessarily would be different for each group who participated in the study and each individual within a group so that there were a number of variables.

In the case of staff, the background of interest and experience in public school teaching as well as home economics specialized experience and viewpoint should have influenced their responses as well as whether or not they responded to the questionnaire at all. The responses of 1962 graduates and the 1963 seniors were varied by the curriculum in which they were enrolled, the courses they elected within the curriculum, their professional area of home economics, the length of time they had attended Oregon State University as well as their own background of experience and personal viewpoint.

The Questionnaire

The measuring instrument devised for use in this study was a questionnaire with both forced-answer questions and free-response questions. It was expected that the most meaningful data would come from the free-response questions. The participants were asked to express their beliefs freely in order to gain much free-response data. The data appear in two forms: one, those data which could be immediately analyzed and coded in predetermined categories, as the answers of the forced-choice questions; secondly, those data which needed to be classified so that they could be coded and categorized.

The results of this study are valid only in that they are known to indicate the beliefs of the participants concerning home economics courses at Oregon State University for students preparing to teach homemaking in secondary schools. The results only indicate the beliefs of the participants at the time of their response to the questionnaire.

It was the purpose of the investigator to determine beliefs of staff, graduates and students concerning home economics courses for home economics education majors. First, a trial questionnaire was prepared for this purpose and sent to a selected group of 10 juniors in the School

of Home Economics at Oregon State University. Then the questionnaire was revised and sent to a jury of five judges. These judges were college home economics education professors from Humboldt State College and Fresno State College in California, Washington State University, Montana State University, and Michigan State University. All but one of this group have taught home economics courses at the undergraduate level as well as home economics education courses. They were asked to make any pertinent criticisms or suggestions for improving the questionnaire in view of its purpose. To further perfect the measuring instrument the criticism of several experts on the Oregon State University campus was also obtained. With the suggestions and criticism of these people the writer devised a seemingly satisfactory measuring instrument for the purposes of the study (see questionnaire, Appendix A).

The limitations of the questionnaire are mainly connected with the free-response nature of the instrument. The low number of returns indicates that many people did not take time to respond to the questionnaire. This may also suggest that some people who did respond did so hurriedly not taking time to thoroughly express their beliefs. Many respondents merely made forced-choice responses not explaining the reasons for their beliefs

thereby limiting the usefulness of their answers. The fact that the free-response data needed to be interpreted to be categorized is also a definite limitation. It was not believed, however, that these limitations outweighed the usefulness of the free-response data. This questionnaire gave the respondents the opportunity to organize and express their own individual beliefs about home economics courses at Oregon State University. These beliefs are restricted to the particular groups participating in the study, however, and they are concerned only with home economics courses at Oregon State University as they have been experienced by the participants at the time of the study.

Because of these factors the results of the study may not be as accurate an analysis of the beliefs of the participants as the data may seem to indicate.

Distribution and Return of the Questionnaire

The questionnaire was sent to 224 people. This number includes 30 members of the staff of the School of Home Economics at Oregon State University, 76 people who graduated in 1962 from the same school, and 118 people who were seniors in the school at the time of the study.

A total of 121 questionnaires were returned. Of these, 20 or 66 per cent were from staff members, 44 or

58 per cent were from 1962 graduates, and 57 or 48 per cent were obtained from 1963 seniors.

This distribution of response can be seen in Table 1.

Table 1

Distribution and Return of the Questionnaire
by the Staff, 1962 Graduates and 1963 Seniors
of the School of Home Economics, Oregon State
University

Participants	Total		Answering		Not Answering	
	No.	%	No.	%	No.	%
Staff	30	100	20	66	10	34
1962 graduates	76	100	44	58	32	42
1963 seniors	<u>118</u>	<u>100</u>	<u>57</u>	<u>48</u>	<u>61</u>	<u>52</u>
Total	224	100	121	54	103	46

It was found that representation of the beliefs of staff and graduates was fairly good but representation of the beliefs of seniors is not so complete as those of the other two groups.

Analysis of Data

In order to discover the beliefs of the participants the questionnaire was designed to require participants to make choices and to explain their choices in free

responses. Tabulating of the data was done by a frequency distribution count and the results were treated with percentages.

In analyzing the free-response data it was necessary to first group similar answers of many participants. This was done and redone until a minimum of large beliefs could be stated into which many participants' replies could be categorized. In order to illustrate how the free-response categories were established Question 1 will be used as an example.

Question 1

Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?

The participants were requested to answer "yes" or "no" which was considered a positive or a negative forced-choice response and to explain their reasons for this response. Belief 1.1a for the coding of free-response data to Question 1 was evolved and stated as follows:

Belief 1.1a

Courses in home economics for home economics education majors should be different than courses in home economics for students in other professional areas of home economics because the courses for the home economics education major should emphasize the adaptation of the course to the use of the potential teacher. Students majoring in other professional areas of home economics need a different orientation of subject matter than do home economics education majors.

This belief was designated Belief 1.1a because it was formulated from the beliefs expressed by participants who had made forced-choice responses to Question 1. It is called 1.1 because it is a belief about Question 1 and it is the belief most frequently expressed by respondents who made positive responses. The "a" distinguishes those responses which were very similar in nature but had a specific variation from those designated "b". For the other beliefs it was not necessary to make such divisions. This belief is stated only as an illustration. The total list of beliefs is given in the Analysis of Data.

Five home economists were asked to serve as a jury of judges to classify the free responses to Question 1 from 35 questionnaires in order to see whether or not they would categorize the free response under the same beliefs as the writer. This jury and the writer continued classifying responses from questionnaires until satisfactory agreement was reached. After this degree of reliability was established all of the free-response data was handled in the same way by the investigator.

Tables set up in percentages were made to show the likenesses and differences of the beliefs of each of the three groups of respondents: staff, 1962 graduates and 1963 seniors.

CHAPTER III

REVIEW OF THE LITERATURE

Philosophy of Home Economics

Late in the 1950's a need for clarification of the philosophy and objectives of home economics was seen by both the American Home Economics Association and the Division of Home Economics of the American Association of Land-Grant Colleges and State Universities. In recognition of the great and rapid changes in the society today from the society of over 50 years ago when the American Home Economics Association was founded, it was believed important to examine the objectives of home economics. The American Home Economics Association Committee on Philosophy and Objectives of Home Economics found the "underlying philosophy and basic tenets of the founders of the American Home Economics Association still apply and must guide new directions for the profession" (2, p.3). This committee published "Home Economics: New Directions" to serve as a statement of philosophy and objectives of home economics based on the traditions of the past but stated in terms of the needs of the future. In a similar document (1), to clarify the purposes of home economics as a part of the academic community of land-grant colleges

and state universities, home economists in the American Association of Land-Grant Colleges and State Universities built upon the basic beliefs as stated by the American Home Economics Association. This clarifying statement was thought to be urgently needed in order to interpret home economics to university presidents, deans, and others with whom home economists are associated in land-grant institutions.

The basic philosophy of home economics as stated by the American Home Economics Association is education for effective home and family living. The study of home economics is unique in that its very essence is education for home and family living.

Several professional fields deal with one or more aspects of living but home economics is the only field concerned with all aspects of living, their inter-relationships, and the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living..... Home economics assumes a unique responsibility for helping girls and boys, women and men, to achieve wholesome, happy lives (2, p.5).

Home Economics Philosophy at Oregon State University

The purposes of home economics at Oregon State University have developed with the needs of the times in relation to the unique contribution that home economics

makes to education. The School of Home Economics at Oregon State University grew out of the School of Domestic Science and was established on the campus in 1914. The purposes of home economics as described by the 1914-15 Oregon Agricultural College catalog are "To prepare women for life as homemakers,to help them adjust themselves readily to their environment.....and to prepare them to be efficient and serviceable to their community" (10, p.121-122).

By 1920 the purposes had changed little and it was hoped that "the young women completing this work may be good citizens as well as good homemakers" (11, p.238). At this time the school offered two main curricula leading to bachelor's degrees. One is described as a professional curriculum which prepared students for earning fields and a general curriculum which is described as "less severely technical" (11, p.239) which allowed for many electives.

The 1930 catalog outlines the purposes as "fourfold in scope: it prepares for homemaking, for teaching, for institutional management or other administrative work, and for commercial pursuits" (12, p.299).

In 1940 it was expressed that

Students are trained for the responsibilities of homemaking and parenthood, for education, administration and management, and for other work in home economics

and allied fields.....Training in home-making, important in the education of every young woman, is fundamental in all work of the school (13, p.344).

There were three main curricula students could elect to follow. Curriculum A was designed especially for students who wished to prepare for home life. Later Curriculum A became the pattern for most students preparing for teaching. It had less science requirements and more opportunity for social science than Curriculum B. Curriculum B was essentially outlined to meet the needs of students desiring specialized work in a professional area of home economics. Curriculum C was similar in objective to Curriculum A but was planned for students entering the School of Home Economics during their junior year after two years of work in lower-division liberal arts and provided little or no preparation for professional work.

The 1950-51 catalog shows no changes in purpose or general curriculum plan. It is stated that

The true homemaker not only should be trained in the science, the art and the economics of the household, but also should have a well rounded personality, with intelligent interests, disciplined judgment, and discriminating tastes, enabling her to deal with problems of the changing modern home with its complex social and civic relationships. Hence the home economics curriculum must be both liberal and technical (14, p.368).

The purposes of home economics are clearly stated in the 1962-63 catalog.

The major objectives of the School are:
(1) to provide preparation for professional careers in the various areas of Home Economics and (2) to assist students in fitting themselves for their varied roles as individuals, family members, and citizens (15, p.252).

The core curriculum which came into effect in 1961 is outlined as the basic requirement for graduation from the School of Home Economics. This curriculum provides fundamental work in the various areas of home economics: clothing, textiles and related arts; foods and nutrition; and family life and home administration, as well as work in humanities, social sciences, and science.

This core curriculum is the most recent major development of curriculum revision in home economics at Oregon State University. This study is concerned with students who have been enrolled in this curriculum as well as students who have not been enrolled in this curriculum and the staff who effected the change in curriculum. The objectives of home economics have not greatly changed since the founding of the school but have been interpreted in relation to the changing needs of the times and the changing needs of the students.

The Curriculum and Need for Its Change

A student's college curriculum is the experiences the institution provides for him to guide his learning in the direction which will help him prepare for the life he desires. The importance of the curriculum cannot be underestimated. It must be constantly changing to anticipate society's changes and the future needs of the student. A curriculum must be designed to prepare the student to be able to cope with the demands of his future life. Just as the curriculum must meet the present and future needs of the student, to be an adequate curriculum, it must also help the student to develop his potential to contribute to the society which expresses these needs.

As our society is faced with tremendous changes in rapid succession it becomes increasingly important to educate people to live effectively in spite of these changes and with these changes. Home economics

can be effective only as it alleviates the stresses and promotes the satisfactions brought about by new situations..... People will always find satisfaction in living to the extent that they can deal with their needs and with the circumstances of their times (2, p.8).

A home economics program which reflects this philosophy and recognizes the needs of the times is vital to the education of today's men and women.

The philosophy of a school is expressed in its curriculum. Most home economics curricula contain subject matter in general education, the basic disciplines of the social and natural sciences, and work in the various areas of home economics. There is disagreement among home economists today, however, in regard to the amount of subject matter needed in each of these areas by home economics students.

O'Toole strongly states that it is the responsibility of home economics in higher education to provide the student education "to be a person, a family member and parent, a citizen, and a worker" (16, p.345). She believes it is the responsibility of the faculty to

see that the structure of the undergraduate curriculum allows for the best possible balance between liberal and professional education to provide breadth in facilitating a liberal education and depth to permit some professional competency.....This means that liberal education for home economics students will not relate and limit everything to professional purposes but at the same time we will not overlook the relationships of the liberal studies to the professional needs of the student. The heart of the home economics program centers on the family but will not be limited solely on this (16, p.345).

O'Toole goes on to say that the home economics faculty needs to cooperate with staff in fields outside home economics to carefully plan the general education of the

students in effective relation to their liberal and professional education. She explains the necessity for constant evaluation of educational programs in order to achieve the best combination of liberal and professional education. Her philosophy is in close accord with that stated by the Division of Home Economics of the American Association of Land-Grant Colleges and State Universities in its statement of objectives.

Morgan has a different belief about the needs and contributions of home economists. She agrees that in some home economics professions, such as that of the teacher of home economics or the business person who promotes the goods and services used by families, the home economics curriculum needs to have definite roots in all basic areas of home economics. The core of learnings which are definitely basic to all home economists can be provided for in a core program which encompasses "about ten per cent of the total credits offered for a bachelor's degree" (9, p.256). Morgan further states that "all the home economics fields cannot be considered equal in their claim to contribution to general education" (9, p.256). The general education courses and home economics courses in a student's program depend upon the future occupation of the home economics student. The narrower, more exacting demands of some professional areas of home economics (as

".....dietetics, nutrition, institution management, and food service" (9, p.255) do not allow the home economics student to prepare extensively in the area of general education or broadly in other home economics areas. The need of deeper, more exacting, precise knowledge in the fundamental disciplines is of more importance to this student (9, p.255-256).

Education of the future homemaking teacher is the most difficult of all she says, as the home economics teacher needs knowledge in all the areas of home economics plus grounding in the fundamental disciplines of each area as well as the "arts of pedagogy" (9, p.254).

The Changing Home Economics Curriculum

The curriculum for home economics is being continuously scrutinized in most institutions of higher education. One of the most recent studies which effected a change in their curriculum occurred recently at Michigan State University (8). The home economics faculty at this institution agreed that there was a need for change in the curriculum in view of the recent changes in society. At the suggestion of home economics students, transfer students (to home economics), faculty members outside home economics and with their own certainty that improvement was demanded by the times, the staff developed a curriculum

plan which included a core of learnings that would "provide an opportunity for all students to study those aspects of home economics deemed basic by subject-matter area groups" (8, p.10). This required core would allow for more flexibility in the development of the individual student's program, emphasize the basic orientation of home economics to the family and integrate subject matter from all areas of home economics. It was agreed that the core curriculum should "have a liberalizing rather than a specialist approach....." So far as this writer was able to discover, this revised curriculum has not yet been evaluated as to its effectiveness.

The faculty of the College of Home Economics at Pennsylvania State (20) seem to have continuously studied the adequacy of students' training. From time to time they have consulted experts for aid in curriculum development and revision of instruction. It seems to have been the philosophy of the school to require a basic core of courses emphasizing home and family life in relation to the various areas of home economics. The present core "represents the several aspects of home and family life, the basic sciences, social sciences, communication, and the arts" (20, p.18). Courses are then added to this core to prepare the student for her particular professional area of home economics. It is recognized at

Pennsylvania State University that some home economics professions require competence in all areas of home economics plus knowledge in other fields. This curriculum seems to lead to the most adequate preparation of students at this university.

Curriculum Studies at Oregon State University

Several studies involving the graduates of the School of Home Economics at Oregon State University have been conducted by candidates for advanced degrees. These studies have been focused in two general directions: one, follow-up studies of the activities of graduates; two, studies concerned with the adequacy of the curriculum. Bentley (3) and Ledbetter (7) produced studies of the former type, while Carter (5), Boyd (4), and DuBois (6) were more concerned with studies of the curriculum.

Bentley completed a study in 1930 in which she sent a questionnaire to all the graduates from 1893 to 1930. The purposes of her study were to find the income of graduates, to discover the relation between education and the position held by employed graduates, and to determine standards of living of graduates.

A later study (1942) by Carter is concerned only with married graduates of the School of Home Economics. Her study revealed that the majority of the respondents

found their home economics curriculum beneficial to the life they lead as homemakers.

Boyd studied the family life practices of the 1918-1922 and 1930-1934 home economics graduates in 1943. In an evaluation of their home economics courses the respondents in this study considered a relatively small number of their college courses of little or no importance to them personally, professionally and in their homemaking practices.

The Ledbetter study of 1950 produced much useful data concerning the home sewing practices of a group of married home economics graduates.

All of these studies were conducted at Oregon State University.

The doctoral study of DuBois which was completed in 1951 at Ohio State University recommended several improvements in home economics curriculum at Oregon State University. This study based on the judgments of 279 graduates of the School of Home Economics from 1940-1949 set up criteria for democratic curriculum development.

These studies, although concerned with home economics at Oregon State University are different from the present study. The previous studies have dealt with family economics, home management, and clothing specifically or the total curriculum as in the DuBois study. The staff of the

School of Home Economics have not been included as participants in the other studies done concerning Oregon State University and the majority of the other studies have been concerned with only married women. This study is unique in that it is an investigation of the beliefs of staff, recent graduates, and seniors about the home economics courses in relation to the needs of home economics education majors.

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to determine if the home economics staff, 1962 graduates and 1963 seniors believed home economics students who plan to teach in secondary schools need home economics courses which are different from home economics courses for home economics students who do not plan to teach.

Participants in the Study

This study is based on the beliefs of 121 people or 54 per cent of the 224 people to whom the questionnaire was originally sent (Table 1).

The questionnaire was mailed to 30 staff members, 76 members of the 1962 graduating class, and 118 seniors in the class of 1963. Of these groups, 20 or 66 per cent of the staff members returned their questionnaires, as did 44 or 58 per cent of the 1962 graduates and 57 or 48 per cent of the 1963 seniors.

Table 2 shows the professional area in which the 20 participating staff teach and for which the 1962 graduates and the 1963 seniors were prepared to work. The staff represent just the major teaching departments of the School of Home Economics whereas the 1962 graduates and

the 1963 seniors have indicated areas of wider professional preparation.

Table 2

Professional Interests of the Staff, 1962
Graduates, 1963 Seniors of the School of
Home Economics, Oregon State University

Professional Area	Staff Members (20)		1962 Graduates* (44)		1963 Seniors* (57)	
	No.	%	No.	%	No.	%
Home Economics						
Education	2	10	27	61	35	61
Clothing, Textiles, and Related Arts	6	30	10	23	13	23
Child Development and Family Life	6	30	7	16	8	14
Foods and Nutrition	3	15	7	16	6	11
Home Administration	-	-	-	-	2	4
Institution Manage- ment and Dietetics	-	-	4	9	2	4
Home Economics Extension	-	-	1	2	3	5
Home Economics Communication	-	-	4	9	5	9
Social Welfare	-	-	1	2	1	2
No area designated	3	15	-	-	-	-

*Some respondents indicated more than one professional interest.

The names and addresses of these people and information concerning the curriculum in which they were enrolled was obtained at the Home Economics Office at Oregon State University. Only staff members who had taught one or more academic years at Oregon State University were requested

to participate with the exception of one staff member who was teaching part-time at the time of the study but who had taught full-time previously. Questionnaires were mailed to all of the 1962 graduates and all of the 1963 seniors. All of the questionnaires were mailed at the same time. A follow-up letter was sent to the entire population two weeks later to request completion of the questionnaire. It was necessary to write to the entire group to whom the questionnaires were sent because the replies had no means of identification.

Staff Members

Of the 30 staff who were sent questionnaires, 20 or 66 per cent returned their questionnaires. Six or 30 per cent of these 20 staff were from the Department of Family Life and Home Administration, six or 30 per cent represented the Department of Clothing, Textiles and Related Arts, three (15 per cent) were from Foods and Nutrition, two or 10 per cent from Home Economics Education, and three, which was 15 per cent of the total who responded listed no department in the personal data section of the questionnaire (Table 2).

Table 3 shows the homemaking teaching experience of the staff in elementary and secondary schools.

Table 3

Homemaking, Elementary, and Secondary Teaching
Experience of 20 Staff Participants

Teaching Experience in:	Total		Experience			
	No.	%	Some		None	
			No.	%	No.	%
Elementary school			2	10		
No experience or no response					18	90
Total	20	100				
Junior high school			4	20		
No experience or no response					16	80
Total	20	100				
Senior high school			10	50		
No experience or no response					10	50
Total	20	100				

Ten of these participants indicated that they had taught homemaking on the senior high school level. Ten either said they had not taught homemaking at any level other than college or did not respond to the question. Three staff never taught homemaking but had experience in public school work. One taught in elementary school and one had taught social studies in high school and the third taught at both the junior and senior high school level in this subject.

Four staff members who had taught high school homemaking said they had also taught homemaking at the junior

high school level, and 16 indicated they had not taught homemaking at this level.

Two of the 20 participating staff members had experience in teaching homemaking in elementary schools, 16 had not taught homemaking at the elementary level and one participant did not reply to this question. One respondent said she had taught several subjects in an elementary school but she did not specify which subjects she had taught.

Ten had had teaching experience in 12 subjects other than homemaking. This experience included three people who had taught general science at the senior high school level, and one who had taught general science at both junior and senior high school levels. Three participants had experience teaching English. Two of these taught English at the senior high level and one did not indicate the level of teaching experience of this subject. A total of three respondents said they had taught physical education, two having this experience at the senior high level. One did not mark the level at which she had taught physical education. Two participants wrote that they had taught chemistry--one in senior high school only and one with experience teaching chemistry at both levels.

Several different subjects with which the participants had had teaching experience were listed by only one

respondent. These are vocational education, retailing, foods, and home nursing. These subjects were all taught at the senior high level. One respondent had experience teaching biology at the junior high level as well as the senior high level. One respondent indicated Latin teaching experience but did not say at what level she had had this experience.

A total of 12 staff members (60 per cent) who responded to the questionnaire indicated that they had had experience teaching homemaking and a variety of other subjects at levels of education other than the university level. Of these 12, two had taught only social studies. Two people had taught only homemaking at levels other than the university level. Eight of these had combined their experience of teaching homemaking with the experience of teaching another subject or subjects.

Over one-half of the staff responding to the questionnaire have had senior high school, junior high school, or elementary school teaching experience. This experience may have influenced the beliefs of these participants.

This study is concerned with home economics courses for potential secondary home economics teachers at Oregon State University. The beliefs of the staff members who have had experience teaching at levels other than the university level may be most helpful in planning courses

for potential secondary teachers. However, the viewpoints of university teachers who have not had teaching experience at levels other than the university level may influence the classes for the potential teachers as well as those who have had more varied teaching experience. The results of this study are based only on the beliefs of these participants. The findings are valid only in that they represent the beliefs of these particular participants at the time of this study.

1962 Graduates

Seventy-six students were graduated from the School of Home Economics at Oregon State University in 1962 (Table 1). Of the 76 who were requested to participate in this study, 44 or 58 per cent returned questionnaires. These 44 indicated a variety of experiences both before and after graduation. The beliefs which these respondents wrote on the questionnaires they returned reflect the experiences they have had. The beliefs they have indicated are valid only for this group of participants only at the time they responded to the questionnaire.

Of the 44 1962 graduates who participated in this study, 22 had been enrolled in Curriculum A while at Oregon State University, 14 were in the Core Curriculum, four

in Curriculum B, three were in Curriculum C, and the curriculum of one respondent is not known (Table 4).

Table 4

School of Home Economics Curricula of
1962 Graduates and 1963 Senior Participants

Curricula	Total		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%
Core	52	51	14	32	38	67
A	39	39	22	50	17	30
B	4	4	4	9	-	-
C	5	5	3	7	2	3
Unknown	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>-</u>	<u>-</u>
Total	101	100	44	100	57	100

The Core Curriculum and Curriculum A are similar in that they require work in all areas of home economics, plus studies in the sciences, social sciences and humanities.

Many (61 per cent) of the 1962 graduates indicated that the professional area for which they prepared was home economics education (Table 2). Twenty-seven of the graduates marked this. Ten graduates indicated clothing, textiles and related arts as the professional area in which they were interested while at Oregon State University. Seven listed child development and family life as their area of professional preparation and the same number

marked foods and nutrition. One graduate marked home economics extension and one marked social welfare as her area of preparation. None of the participating graduates indicated professional preparation in the area of home administration. It is possible for students to prepare professionally for work in more than one area of home economics.

Of the 27 graduates who indicated that they had prepared for positions as homemaking teachers, 26 replied that they had also prepared to teach another subject. Out of the 26, seven said that they had prepared to teach art as well as homemaking. Six participants took courses in college which prepared them for teaching social studies and homemaking, four were qualified to teach physical education and homemaking, and three prepared for teaching French and homemaking. Two graduates were qualified to teach business and homemaking, and two could teach general science and homemaking. One graduate each prepared for teaching music and mathematics as well as homemaking.

The 1962 graduates were requested to write in their present occupation. Of these 44 respondents who answered the questionnaire 21 wrote that they were employed as teachers at the time they replied. Twenty-two were in other kinds of positions and one failed to respond to this question. Of the 22 in occupations other than teaching

seven were graduate students, five were in business positions, four were dietetic interns. Three replied that they were full-time homemakers. The remaining three wrote that they were employed as a county extension agent, a telephone service representative, and an airline stewardess. During the summer a number of the 1962 graduates had been employed in non-home economics positions.

The various experiences of these participants will be reflected in the beliefs they have expressed in responding to the questionnaire devised for this study.

1963 Seniors

A total of 118 senior students were mailed questionnaires to be completed and returned for use in this study (Table 1). Fifty-seven or 48 per cent of these seniors returned completed questionnaires. Of these 57 participants, 38 were enrolled in the Core Curriculum at the time of the study, 17 were enrolled in Curriculum A and two in Curriculum C. None of the 1963 seniors who responded to the questionnaire were enrolled in Curriculum B (Table 4).

The areas of home economics in which this group of respondents had placed emphasis for professional preparation were varied. Of the 57 participants, 35 or 61 per cent indicated that they were preparing to teach homemaking. Thirteen were emphasizing clothing, textiles, and

related arts for professional preparation, eight marked child development and family life, and six indicated they were preparing for foods and nutrition work. Five participants marked home economics communication work as their professional interest and three indicated professional interest in home economics extension. Two students replied that they were preparing professionally for work in home administration and two more marked institution management and dietetics as their professional interest. One respondent replied that she was preparing through home economics for work in a social welfare agency. Only one senior replied that she had a major in another field as well as her home economics major. She did not indicate what this was. Several replied that they were preparing for professional work in more than one area of home economics. For example, one student indicated she was preparing herself professionally for work in teaching and in extension. Another said she was preparing for work in a clothing, textiles and related arts position as well as preparing to be a teacher.

Twenty-six or 46 per cent of the 1963 seniors had attended colleges or universities other than Oregon State University. Nine had studied for two years at other institutions. Seven had attended other schools for less than one academic year. Most of these seven indicated

that this attendance was during the summer session at other colleges or universities. Five indicated enrollment at other schools for three years and the same number wrote that they had attended other institutions for a period of one year.

Of the 26 who had attended institutions other than Oregon State University, 21 had had two years or less experience at these other schools. Therefore, only five may have had less than one academic year's experience at Oregon State University on which to base the opinions they have expressed in the questionnaire.

Summary of Personal Data of Participants

Each participant in this study was requested to express her own beliefs about the questions stated in the questionnaire. The variables found in this study are those which the participants have imposed upon themselves in the decisions they have made concerning professional area of home economics, actual wage earning experiences they have had, the curriculum in which they enrolled at Oregon State University, and the courses which they elected within the curriculum.

This study is concerned with the courses as they were at the time of the study and the usefulness of the courses to graduates. The people selected to participate were

those who were best able to express beliefs about the courses as they were at the time of the study as well as those believed to be most able to express beliefs about the usefulness of the courses to graduates.

The results of this study are valid only as an expression of the beliefs of the participants about the home economics courses at Oregon State University as they know them at the time of this study.

Beliefs of the Participants

The questionnaire used in this study was designed to determine whether or not staff, 1962 graduates and 1963 seniors of the School of Home Economics at Oregon State University believed that courses for students preparing to teach homemaking in secondary schools should differ from home economics courses for students in other professional areas of home economics.

To determine the answer to the major problem of this study the participants were requested to express free-response as well as forced-choice beliefs to seven questions (see questionnaire, Appendix A). It was expected that the most meaningful data would come from the answers to the free-response questions.

The forced choices were easily tabulated into the categories predetermined when the questions were

formulated. The free-response data to each question are the beliefs of the participants about the question. These responses will be referred to as beliefs. The participants' responses were read and re-read until they could be categorized into a minimum number of beliefs. For example, Table 6 shows that for Question 1 it was possible to categorize the participants' beliefs into six beliefs, one of which had two parts. This same procedure was used for the other free responses in the questionnaire.

The beliefs expressed in response to each question are designated by two numbers, the first number denoting the number of the question to which the belief refers and the second number designating the specific belief formulated about the question. Thus Belief 1.1 is the first belief formulated as a response category to Question 1.

Illustrations of the free-response data are numbered consecutively throughout the discussion of each question. The group of the participants and the number of the actual questionnaire from which the illustration is taken are also given. For example, Illustration 1. Staff member (S-1) means the response quoted was taken from the first questionnaire returned by a staff member.

The statement of the seven questions which make up the questionnaire form the divisions of this discussion.

The questions will be referred to as Question 1, Question 2, etc.

Question 1

Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?

Forced-Choice Responses

To determine the beliefs of the participants, Question 1 was designed to be answered in two ways. One, the respondents were asked to indicate a "yes" or "no" answer and two, the respondents were asked to explain their reasons for their answers (Table 5). One hundred and thirteen of the 121 respondents answered the question. Sixty-four or 53 per cent were positive and included an explanation of their positive replies. Of the total number, 41 or 33 per cent of the responses were negative and included an explanation for their responses.

Not all of the participants answered in the designated manner. Two individuals of the 113 who replied had ambivalent feelings about the question and checked both "yes" and "no" and then explained their responses. Two others made positive forced answers and two checked "no" but gave no explanation for their responses. Of the 113

Table 5

121 Participants' Responses to Question 1,
 "Should courses in home economics for students
 preparing to teach differ from home economics
 courses for students in other professional
 areas of home economics?"

Responses	Total		Staff Members		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Checked "yes" and explained the reason for this response.	64	53	8	40	25	57	31	54
Checked "yes" but did not explain the reason for this response.	2	2	-	-	1	2	1	2
Checked "no" and explained the reason for this response.	41	33	9	45	10	23	22	39
Checked "no" but did not explain the reason for this response.	2	2	-	-	2	5	-	-
Checked both "yes" and "no" and explained the reason for this response.	2	2	1	5	1	2	-	-
Checked "yes" and "no" but did not explain the reason for this response.	1	1	1	5	-	-	-	-
Failed to mark "yes" or "no" but did explain this response.	1	1	-	-	-	-	1	2
Failed to answer Question 1.	<u>8</u>	<u>6</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>11</u>	<u>2</u>	<u>3</u>
Total	121	100	20	100	44	100	57	100

respondents, one person did not check "yes" or "no" but explained her beliefs about the question without giving a forced answer. One respondent marked both "yes" and "no" but did not explain her reasons for responding in this way. Eight people who answered other parts of the questionnaire failed to answer Question 1.

Free-Responses

Because of the nature of the free-response question, the answers to Question 1 were varied but the majority of the answers seemed to fall into six categories which were the expression of the beliefs of the respondents (Table 6 and Table 7). There were four categories for those questionnaires marked positively and two categories for those marked negatively. These categories are considered beliefs and are stated in Tables 6 and 7.

Each participant's response may have contained more than one idea. It is possible that each questionnaire marked "yes" could have a free response which would fall into each of the four beliefs of the positive answers just as each questionnaire marked "no" could be coded in both of the negative beliefs. Some respondents contributed unique ideas which could not be coded with the five beliefs. These answers will be discussed in another section.

The two respondents who answered ambivalently indicated within their responses their reasons for answering "yes" and their reasons for answering "no". The answers of these respondents were treated as though they had responded both positively and negatively. Those parts of their explanation which were positive were placed under the positive beliefs. Those parts of their answers which could be coded in the negative beliefs were categorized there. An illustration of this ambivalence is that of the one staff member who checked both "yes" and "no" and then said, "I sincerely think a course designed for the needs of a particular group of students may serve many purposes." This was understood as a positive response by the writer and coded as such. Another part of her response was considered negative and so categorized under that belief.

Beliefs for Positive Responses

Table 6 shows the four beliefs established for responses of those participants who indicated that courses for home economics students preparing to teach should differ from those home economics courses for students in other professional areas of home economics.

Table 6

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded Positively to Question 1, "Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?"

Beliefs	Numbers and Per Cent of Each Participating Group							
	Total		Staff		1962 Graduates		1963 Seniors	
	(113)		(19)		(39)		(55)	
	No.	%	No.	%	No.	%	No.	%
Positive Beliefs								
Courses in home economics for home economics education majors should be different than courses in home economics for students in other professional areas of home economics because								
1.1a	40	35	6	32	14	36	20	36
the courses for the home economics education major should emphasize the adaptation of the course to the use of the potential teacher. Students majoring in other professional areas of home economics need a different orientation of subject matter than do home economics education majors.								

Table 6 (cont.)

Beliefs	Numbers and Per Cent of Each Participating Group							
	Total (113)		Staff (19)		1962 Graduates (39)		1963 Seniors (55)	
	No.	%	No.	%	No.	%	No.	%
1.1b home economics education students need to be able to actually practice in class the principles of subject matter and the methods of teaching the subject matter they are learning.	13	12	-	-	8	21	5	9
1.2 home economics education majors need courses which will give them as much depth as possible in all areas of home economics plus courses in educa- tion for their special professional preparation.	27	24	7	37	8	21	12	22
1.3 only after they have had the same basic background preparation as all home economics students.	11	10	2	11	7	18	2	4

Table 7

Beliefs Expressed by Steff, 1962 Graduates, and 1963 Seniors Who Responded Negatively to Question 1, "Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?"

Beliefs	Numbers and Per Cent of Each Participating Group							
	Total		Staff		1962		1963	
	(113)		(19)		(39)		(55)	
	No.	%	No.	%	No.	%	No.	%
Negative Beliefs								
Courses in home economics for students preparing for teaching should not differ from courses for students in other professional areas of home economics because								
1.4	40	35	10	53	8	21	23	40
all home economics students regardless of professional area need the same basic background knowledge of home economics subject matter. Preparation for a specific professional area should be done in courses additional to the basic foundation home economics courses.								
1.5	13	12	1	5	6	15	6	11
the preparation of students' needs to qualify them to be able to change from one professional area of home economics to another.								

Belief 1.1 was divided into two parts because of the nature of the responses made. All of the responses which were coded in this category agreed that courses in home economics for home economics education majors should emphasize the adaptation of the course to the particular needs of the potential home economics teacher.

Belief 1.1a was established as

Courses in home economics for home economics education majors should be different than courses in home economics for students in other professional areas of home economics because the courses for the home economics education major should emphasize the adaptation of the course to the use of the potential teacher. Students majoring in other professional areas of home economics need a different orientation of subject matter than do home economics education majors.

Table 6 shows that 40 of the 113 participants who answered Question 1 positively expressed beliefs which could be coded under Belief 1.1a. Of the 19 staff who answered, six gave replies which were coded here as did 14 of the 39 responding 1962 graduates and 20 of the 55 participating 1963 seniors. The belief that home economics courses for potential home economics teachers should be especially geared to the needs of these future teachers was the primary reason that the respondents to Question 1 replied positively.

Examples of responses which were coded in Belief 1.1a follow.

Illustration 1. Steff member (S-7)
(Excerpt from total reply to question)

I sincerely think a course designed for the needs of a particular group of students may serve many purposes.

Illustration 2. 1962 graduate (2-4)
(Excerpt from total reply to question)

Teachers need preparation in group leadership and curriculum planning which is not specifically valuable to other home economists.

Illustration 3. 1963 senior (3-15)
(Excerpt from total reply to question)

I believe that if the home economics education majors could be prepared in courses that differed from the courses taken by the clothing and textiles students (for example) then we as teachers would be better able to apply what is learned to our classroom situations. Of course, I believe that in education the study of every area concerning family life, management, housing, clothing and textiles, and foods and nutrition is extremely important since we will be teaching these units. If classes in these areas were offered in a special section for home economics education we would learn the best teaching methods and the subject matter for each course.

In Belief 1.1a the responses all agreed that courses should differ so that the subject matter could be oriented to the particular professional area of the group taking the course. These responses did not mention the application of the subject matter or methods of teaching.

Belief 1.1b is stated as

Home economics education students need to be able to actually practice in class the principles of subject matter and the methods of teaching the subject matter they are learning.

Only those respondents who included in their replies some indication that home economics education majors need to be able to actually practice in class the principles of the subject matter were coded in Belief 1.1b. No member of the staff of the School of Home Economics responded in this way. The following are examples of responses of Belief 1.1b:

Illustration 4. 1962 graduate (2-31)
(Excerpt from total reply to question)

I feel that the student preparing for teaching should not only have classes to acquire skills but also needs to have experiences in teaching the various areas of home economics. I feel there should be some type of class in which the student preparing to teach could work for several weeks with a professor in each area. In this class the student could observe the professor and perhaps actually prepare and teach several lessons.

Illustration 5. 1963 senior (3-31)
(Complete reply to question)

Students preparing to teach need resource material, reference material, and a certain amount of skill in presentation of subject matter in a classroom situation. Their classes should allow for some practical experience. Students in other professional areas also need the above things but their interests are not in

presentation of subject matter in a classroom situation so their preparation needs to be in other areas.

Table 6 shows that Belief 1.1b was stated by respondents as the reason for replying positively to Question 1. Actual practice in class of the principles of the subject matter and the methods of teaching the subject matter learned seemed more important to the 1962 graduates than to any other group with eight of the 39 who responded saying this. This belief was also expressed by five of the 55 participating 1963 seniors but no staff member mentioned this.

Belief 1.2 was formulated in this way

Courses in home economics for home economics education majors should differ from the home economics courses for students in other professional areas of home economics because home economics education majors need courses which will give them as much depth as possible in all areas of home economics plus courses in education for their special professional preparation.

Belief 1.2 was expressed by a total of 27 of the 113 participants to Question 1. The staff members expressed this belief in responding positively to Question 1 more than they expressed any other belief. Of the participants who responded positively and expressed the belief that home economics education majors need as much depth as possible in home economics courses plus courses in professional education, seven were staff members, eight were 1962

graduates and 12 were 1963 seniors. This can be seen in Table 6.

The following illustrations are examples of responses which were coded as Belief 1.2:

Illustration 6. Staff member (S-10)
(Excerpt from total reply to question)

The education major should have as much course work in all areas that it is possible to give her.

Illustration 7. 1962 graduate (2-1)
(Complete reply to question)

Students in the program of home economics teaching need broader courses than those students concentrating on one area such as foods or clothing. Students not in teaching need more technical data and research laboratory work in their courses, whereas students preparing to teach need overall background, areas to stress, methods of putting subject matter across to students in high school.

Illustration 8. 1963 senior (3-26)
(Excerpt from total reply to question)

Home economics is a unique field in that it combines learning from other disciplines into a study and practical application of ways to improve family living. I believe the teacher of homemaking needs a solid background in all subject matter but in order to be a good home economics teacher she needs to be trained in methods which are unique to the teaching of homemaking.

Belief 1.3 was stated this way:

Courses in home economics should be different for home economics education majors only after they have had the same basic background preparation as all home economics students.

Eleven of the 113 who responded to Question 1 expressed beliefs which could be coded under this belief as is shown by Table 6. Of these 11, two were staff members, seven were 1962 graduates, and two were 1963 seniors. The recent graduates who responded positively seemed to believe that all home economics majors need the same background courses in home economics more strongly than the other two groups of participants, as is shown by Table 6.

Responses which were relevant to Belief 1.3 are illustrated by the following examples:

Illustration 9. Staff member (S-11)
(Excerpt from total reply to question)

A general home economics core of courses is excellent background for all students.

Illustration 10. 1962 graduate (2-7)
(Excerpt from total reply to question)

I still think that all home economics students no matter what field they are in should be required to take specific courses set up by the school itself to make a well rounded home economics graduate.

Illustration 11. 1963 senior (3-5)
(Excerpt from total reply to question)

I believe the foundation courses could be the same but upper division courses could be taught with education in mind.

Beliefs for Negative Responses

Table 7 shows the negative beliefs which were established as categories for those replies indicating that courses for home economics students preparing to teach should not differ from those home economics courses for students in other professional areas of home economics.

Belief 1.4 was stated in this way

Courses in home economics for students preparing for teaching should not differ from courses for students in other professional areas of home economics because all home economics students regardless of professional area need the same basic background knowledge of home economics subject matter. Preparation for a specific professional area should be done in courses additional to the basic foundation home economics courses.

Table 7 shows that 40 of the 113 participants who responded to Question 1 responded negatively because they believe all home economics majors need the same basic background home economics courses. More staff responded negatively to Question 1 than positively and all staff members who responded negatively expressed this belief. The one staff member who marked both "yes" and "no" on the questionnaire also expressed this belief so that a total of 10 staff members' responses were coded under Belief 1.4. All of the 22 seniors who responded negatively to Question 1 expressed this belief as did eight of the 39 graduates who responded. It was considered very

important to a great many respondents that all future home economists receive the same home economics background.

The following are illustrations of responses for Belief 1.4:

Illustration 12. Staff member (S-20)
(Excerpt from total reply to question)

At least so far as the fundamental courses are concerned, those preparing to teach in high school should have the same courses as other students. After all, principles are the important thing to teach, not applications. With the required number of education courses, it should be possible to indicate how these principles can be put into practice at the particular level at which they will be taught. The basic principles should be the same for everyone.

Illustration 13. 1962 graduate (2-3)
(Excerpt from total reply to question)

Basic home economics understandings should be the same for all graduates. Education courses offer specialization for teachers.

Illustration 14. 1963 senior (3-14)
(Complete reply to the question)

A home economist is a home economist in a broad sense. Whether as a teacher, homemaker, or business person she should become familiar with all phases of the field of home economics. For this reason the courses should be designed to meet this broad area for everyone. Then after completion of the general studies say for a period of three years, the individual may continue with an intensive or comprehensive study in the particular branch in which she is interested. If teaching is selected as a profession, the student could then take methods of teaching, communicating, administration,

etc. The same procedure could be followed for the other professional areas also.

Belief 1.5 was formulated as

Courses in home economics should not be different for home economics students of different professional areas because the preparation of students needs to qualify them to be able to change from one professional area of home economics to another as easily as possible.

Table 7 shows that this reason for marking Question 1 negatively was important to 13 of the 113 participants who responded to Question 1. Six of the 1962 graduates and the same number of 1963 seniors expressed the belief that all home economics students should have the same courses so that students will not be limited in professional opportunities. This idea was expressed by one staff member also.

Examples of replies coded in this belief follow.

Illustration 15. Staff member (S-20)
(Excerpt from total reply to question)

Not all students who prepare to teach do so.

Illustration 16. 1962 graduate (2-28)
(Excerpt from total reply to question)

A person never knows just what he will be doing, and needs a general background which he can specialize on in further study or on the job training.

Illustration 17. 1963 senior (3-53)
(Excerpt from total reply to question)

Courses should not differ for the undergraduate because the student may change her mind about her emphasis and be unable to do anything about it due to a difference in course content.

Similar negative responses were made by four people who explained their responses in almost identical words. They all indicated that by separating the courses for home economics education majors from the courses for home economics students in other professional areas the courses for the home economics education major would be less difficult than courses for home economics students in other professional areas. They believed that home economics education majors need subject matter which is just as challenging and just as advanced in depth as courses for students in other professional areas of home economics. These responses were stated this way:

Illustration 18. Staff member (S-15)
(Excerpt from total reply to question)

If there is a difference in courses for teachers, I am afraid there would be less emphasis on subject matter in favor of methods, etc.

Illustration 19. 1962 graduate (2-23)
(Excerpt from total reply to question)

If this arrangement (special sections for home economics education majors) was put into effect, I feel that the courses would be on a more elementary level. If

this happened I feel that the education major would miss a great deal.

Illustration 20. 1963 senior (3-40)
(Excerpt from total reply to question)

I believe that as soon as "special" courses are planned for any subject matter area (unless great care is taken) the course loses certain value in the eyes of others.

It was interesting to the writer that people in each of the three groups of respondents had such similar beliefs and that they believed the courses would be downgraded instead of upgraded.

Suggestions for Specific Changes

Three respondents outlined specific changes in answering Question 1 that could make courses more valuable to home economics education majors. These suggestions are stated in the following illustrations:

Illustration 21. Staff member (S-7)
(Excerpt from total reply to question)

In home economics students preparing to teach should have the strongest possible background but in order to achieve this in all areas of home economics there should be an integration of some courses within a department and a cross cutting of departments. An illustration would be an integration of an interdepartmental course which would give students a strong background in consumer economics, not just Family Food Buying, Consumer Buying in Clothing and Textiles and Family Finance.

Illustration 22. 1962 graduate (2-32)
 (Complete response to question)

Clothing classes--should include Bishop technique and unit construction. I'd suggest for the basic course the construction of illustrative material and perhaps making half size shirts and blouses. Suggested learnings--Bishop apron, basic blouse with cut-on sleeve, and basic skirt. There should also be available a Bishop Tailoring class for home economics education students. In general the management courses should be improved and revised. In fact I feel home management house could be eliminated as it is not a realistic situation. Management techniques as taught by the home extension department of the public schools would give more valuable information to the home economics student. Foods courses were adequate as were the child development courses. There should be formulated a basic Family Living course other than those available for home economics education students.

Illustration 23. 1963 senior (3-28)
 (Excerpt from total reply to question)

Perhaps a seminar course in recent developments and trends in homemaking philosophies might be valuable. This I think could be for seniors only.

Staff Responses

Although 20 staff members returned the questionnaire only 19 answered Question 1. Of these, eight marked their questionnaires positively and explained the reason for this response. Nine responded to the forced-answer question negatively and explained their replies. Two staff

members checked both "yes" and "no" but one explained why she had done this and the other did not (Table 5).

Positive Responses of Staff. Of the 19 staff members who answered Question 1, eight answered positively, saying that courses in home economics for students preparing to teach should differ from home economics courses for students in other professional areas of home economics.

Six staff members seemed to believe that courses should be different because the home economics education major needs courses in which the subject matter is presented in such a way as to be specifically adaptable to teaching. These beliefs were coded in Belief 1.1a (Table 6). These responses are illustrated by the following examples:

Illustration 24. Staff member (S-1)
(Complete reply to question)

The demands of the professions are different. The professional persons will be striving to achieve different objectives. This will necessitate a differentiation in subject matter.

Illustration 25. Staff member (S-6)
(Excerpt from total reply to question)

Most teachers will be required to teach very basic homemaking subject matter, whereas other professional areas require more specialized study in one area.

All seemed to believe that each professional area of home economics needs a specific orientation to that profession in the courses taken by students preparing for the profession.

Even though stating that courses for home economics students preparing for teaching should differ from home economics courses for students in other professional areas of home economics, no staff member indicated specifically that home economics education majors need to be able to practice in class the principles of subject matter and methods of teaching the subject matter they learn in class. Therefore no responses from staff were coded in Belief 1.1b.

Seven staff members indicated they believed home economics courses should be different for students in the different professional areas of home economics because of the breadth plus depth of subject matter that the home economics education major needs along with her courses for preparation in the teaching profession. These beliefs were coded in Belief 1.2 (Table 6). The following are examples of these responses:

Illustration 25. Staff member (S-19)
(Complete reply to question)

I feel that a home economics teacher, teaching young persons home economics needs a more thorough understanding of all aspects

of home economics than persons going into more specialized fields.

Illustration 26. Staff member (S-14)
(Complete reply to question)

In order to teach any subject matter area or art form, one must have a broader background than if it is to be used only for his own satisfaction. Many professional areas are more restricted in scope than teaching.

Two staff members stated the belief that courses in home economics should differ for students in other professional areas of home economics but the courses should differ only after a basic background of courses in home economics that are the same for all home economics students. This belief was stated this way by one staff member.

Illustration 27. Staff member (S-11)
(Complete reply to question)

More courses in related subjects to own specialty should be suggested if not required. A general home economics core of courses is excellent background for any student.

This response and one similar to it were coded in Belief 1.3 (Table 6).

Negative Responses of Staff. Ten of the 19 staff members who answered Question 1 indicated that they believed courses in home economics for students preparing to teach home economics do not need to differ from courses in

home economics for students in other professional areas. Nine staff members explained the reason for their replies and one did not (Table 5).

Responses which indicated that the participant believed that courses should not differ for students of different professional areas because of the need for all home economists to have the same background were coded in Belief 1.4 (Table 7). The replies of 10 staff members were coded under this belief. Examples of these responses are seen below.

Illustration 28. Staff member (S-16)
(Complete reply to question)

It seems to me that the courses in the home economics core are basic to all areas in home economics and consequently there should be no difference in any of these for any particular area.

Illustration 29. Staff member (S-13)
(Complete reply to question)

I believe that students should learn to apply the subject matter learned in the general courses through the principles presented in special education courses.

All responses such as these were coded in Belief 1.4.

Only one staff member replied to indicate a belief that was coded in Belief 1.5 (Table 7).

Ambivalent Responses of Staff. Two staff members indicated ambivalent beliefs about having separate courses for students in a particular professional area of home

economics. One staff member explained her response, the other did not (Table 5).

1962 Graduates' Responses

Of the 76 1962 graduates of the School of Home Economics at Oregon State University who were requested to participate in this study, 44 responded. Thirty-nine responded to Question 1 (Table 5). Of these 39, 26 responded positively indicating the belief that courses in home economics for students preparing to teach should differ from courses for students in other professional areas of home economics. Twenty-five of these respondents explained the reasons for their beliefs and only one respondent did not explain her beliefs (Table 5).

Twelve of the 39 1962 graduates who responded to Question 1 stated that they believe courses in home economics for students preparing for teaching should not differ from courses for students in other professional areas of home economics. Ten of these 12 respondents stated reasons for their beliefs and two made no free-response replies to explain their beliefs (Table 5).

One of the 39 respondents to Question 1 in this group answered ambivalently, checking both "yes" and "no" and explained her beliefs (Table 5).

Five of the 1962 graduates who answered other parts of the questionnaire did not answer Question 1 (Table 5).

Positive Responses of 1962 Graduates. Twenty-five of the 39 1962 graduates responding to Question 1 indicated the belief that home economics courses for home economics education majors should be different from courses for majors in other professional areas of home economics and one marked "yes" but did not explain the reason for this reply.

Fourteen of the 25 1962 graduates who answered positively and explained their answers expressed the belief that courses should be different so that the orientation of subject matter can be toward the professional area of the students taking the course. These beliefs were categorized in Belief 1.1a (Table 6). Two illustrations of such replies are stated below.

Illustration 30. 1962 graduate (2-7)
(Excerpt from total reply to question)

Why even break the home economics curriculum into different fields if one can't prepare for her profession through the opportunity of taking specialized courses? If one chooses the field of teaching she expects courses that will train her for that field when she graduates.

Illustration 31. 1962 graduate (2-34)
(Excerpt from total reply to question)

Courses for home economics should be coordinated with the student's future career.

These answers are typical of those which were coded in Belief 1.1a (Table 6).

Belief 1.1b was designed to show the number of respondents who mentioned actual participation in home economics courses for students preparing to teach. The following responses and six others like them were coded under this belief:

Illustration 32. 1962 graduate (2-15)
(Excerpt from total reply to question)

Courses should include as much actual experience as possible--more observations and participation in classroom situations.

Illustration 33. 1962 graduate (2-31)
(Excerpt from total reply to question)

I feel that the student preparing for teaching should not only have classes to acquire skills but also needs to have some experiences in teaching the various areas of home economics.

All of the replies categorized under this belief specifically mention practice in teaching procedures.

Eight of these 25 participants marked "yes" because they believed home economics education majors need courses which will offer them breadth and depth of home economics subject matter plus courses in education for professional preparation.

Responses such as the following were coded in Belief

1.2 (Table 6):

Illustration 34. 1962 graduate (2-12)
(Excerpt from total reply to question)

I feel that the student preparing for teaching should know more basic fundamentals than those preparing for other fields. They should be more prepared to give demonstrations also.

Illustration 35. 1962 graduate (2-41)
(Excerpt from total reply to question)

Teachers to be should not only get a broad background in all areas of home economics but they should get especially extensive training in these areas. Consequently they must be exposed to, and absorb more overall knowledge, so they can efficiently impart this knowledge to future students. Besides learning the multitude of knowledge about all fields in home economics they should learn the methods necessary to teach others this knowledge.

Seven replies of the 25 respondents to Question 1 who explained their beliefs were coded in Belief 1.3 (Table 6). These people believe that courses in home economics for students preparing to teach should be different after the potential teachers have received basic background knowledge in all areas of home economics. Typical replies are the following illustrations:

Illustration 36. 1962 graduate (2-14)
(Excerpt from total reply to question)

Basic courses in all fields and related subjects would seem advisable for all home economics students in their lower division work.

Illustration 37. 1962 graduate (2-17)
 (Excerpt from total reply to question)

One or two courses in methods plus student teaching should be enough. Otherwise they should be the same.

Negative Responses of 1962 Graduates. Twelve

respondents of the 44 who graduated in 1962 and responded to the questionnaire indicated the belief that courses for home economics students preparing for secondary teaching should not differ from home economics courses for students in other professional areas. Ten of these participants responded in the designated manner by making the forced choice and explaining their beliefs but two, although making the forced choices, did not explain their beliefs (Table 5).

Eight responses of this group were coded under Belief 1.4 (Table 7). These eight expressed the thought that all home economics students need the same fundamental knowledge of home economics subject matter plus courses which will help them in their unique professional areas. Typical of these responses are the following replies:

Illustration 38. 1962 graduate (2-19)
 (Excerpt from total reply to question)

We who are to be teachers need the same course content as one who will be an extension agent or business woman, etc. I feel the present system of offering advanced classes for specializing (in a

particular professional area--ie:
Experimental Foods for the dietician)
is satisfactory.

Illustration 39. 1962 graduate (2-16)
(Complete reply to question)

The basic core of courses should be the same for all students in home economics. This gives home economics a unity, a common basic stem, from which students can branch off in their own fields in the form of electives.

Six responses of the 1962 graduates were interpreted to mean home economics courses should not differ according to the professional area of the student enrolled in the class because students' interests may change to another professional area within home economics or they may find themselves employed in a job which needs the abilities of a home economist but perhaps not the other particular professional abilities which were anticipated by the student while in college. Two graduates expressed this belief as stated in the following illustrations:

Illustration 40. 1962 graduate (2-28)
(Excerpt from total reply to question)

A person never knows just what he will be doing and needs a general background which he can specialize on in further study or on the job training. I think it is important no matter what area of home economics work one is preparing for that he have general knowledge of all areas because they are inter-related and inter-dependent on each other.

Illustration 41. 1962 graduate (2-27)
(Excerpt from total reply to question)

I feel they should be the same as
 one may not continue in one occupation.

Other responses as these were coded as expressing Belief
 1.5 (Table 7).

Ambivalent Responses of 1962 Graduates. One 1962
 graduate marked both "yes" and "no" and explained her be-
 liefs. Her beliefs were coded in the proper category as
 indicated by her remarks.

1963 Seniors' Responses

Of the 57 1963 seniors in the School of Home Econom-
 ics who participated in this study, 55 answered Question 1.
 Fifty-three responded as requested, one made a forced-
 choice reply without explaining her reasons for this re-
 sponse, and one chose to make no forced-choice reply but
 to write an answer explaining her feelings on the question.
 Two 1963 seniors who answered other parts of the question-
 naire did not answer Question 1 (Table 5).

Positive Responses of 1963 Seniors. Out of 55
 responses to Question 1, 32 were positive, 31 of these
 including explanations for the response, and one without
 an explanation (Table 5).

Twenty of these respondents to Question 1 believed courses should differ because students in each professional area need courses which are geared to a particular profession. Examples of these replies which were coded under Belief 1.1a (Table 6) are shown below.

Illustration 42. 1963 senior (3-49)
(Excerpt from total reply to question)

A person preparing to teach should have specific subject matter slanted on education's point of view.

Illustration 43. 1963 senior (3-30)
(Excerpt from total reply to question)

They should include all that is included in the other classes with additional emphasis on how it is being presented so that it can be applied in the manner in which we would apply it as teachers.

Some participants expressed beliefs which although categorized as Belief 1.1a (Table 6) were not quite so certainly coded under this belief. The following is an example of this type of statement of belief:

Illustration 44. 1963 senior (3-48)
(Complete reply to question)

Perhaps more methods taught in each division of areas of home economics, as foods, clothing, etc.

It was thought by the investigator that this participant, and others who expressed similarly unclear beliefs, expressed the belief that courses should be different in

that courses for home economics education majors should include methods of teaching the subject in their content.

Five respondents expressed beliefs that the home economics course content should be oriented to different professional areas but they also emphasized application of the content and methods used in presenting the content. Illustrations of these replies are:

Illustration 45. 1963 senior (3-31)
(Excerpt from total reply to question)

Their (students preparing to teach) courses should allow for some practical experience.

Illustration 46. 1963 senior (3-6)
(Complete reply to question)

There should be more practical experience involved in actually teaching of the different areas of home economics.

Replies such as these were placed under Belief 1.1b (Table 6).

Of those 31 participants who believed courses for home economics students preparing for teaching should differ from courses for students in other professional areas of home economics, 12 believed they should differ because home economics education majors need as much depth in all areas of home economics as possible. Illustrations of these beliefs follow.

Illustration 47. 1963 senior (3-35)
(Excerpt from total reply to question)

I think that students preparing for teaching should have a broader view of home economics whereas those students specializing should have less recommended courses in other fields of home economics.

Illustration 48. 1963 senior (3-8)
(Complete reply to question)

I feel that it is extremely important for every home economist to have a wide range of knowledge in each aspect of home-making. I do think that a concentration should be stressed in the major field of each--home economics students preparing to teach should concentrate on a general-type curriculum with emphasis on the education part.

Answers such as these were coded under Belief 1.2 (Table 6).

Two of the 31 1963 seniors who responded positively to Question 1 said they believed all home economics majors need to have the same background home economics courses with specialization in courses after the fundamental home economics work. These two responses were coded as Belief 1.3 (Table 6).

Negative Responses of the 1963 Seniors. Of the 55 1963 seniors responding to Question 1, 22 indicated by marking "no" that they did not believe home economics courses for students preparing to teach need to differ

from courses for students in other professional areas of home economics (Table 5).

There were 23 replies which expressed the reason for this belief as a need for providing all home economics students with the same basic knowledge of home economics, allowing for specialization in a particular professional area after the basic background home economics courses. It is possible for there to be 23 of these replies because of the participant who explained her beliefs although she made no forced-choice response on her questionnaire.

Examples of these beliefs are:

Illustration 49. 1963 senior (3-1)
(Excerpt from total reply to question)

I believe that there should be no difference in the subject matter courses taught in home economics. The differences should come in the professional preparation courses and should help teachers to adapt the subject matter to their needs as teachers.

Illustration 50. 1963 senior (3-37)
(Excerpt from total reply to question)

Students preparing to teach should take the same home economics courses as others to obtain the basic knowledge of foods and clothing. After this they may go into more detail in their education courses on the procedure of teaching others.

Some responses were not so easily categorized under Belief 1.4 as were those above. An example of a reply which was more difficult to classify is stated as follows:

Illustration 51. 1963 senior (3-55)
(Excerpt from total reply to question)

Students preparing to teach are going to take teaching methods courses in the School of Education and I don't know why home economics courses for the two groups should differ.

These responses are all illustrative of those categorized under Belief 1.4 (Table 7).

Six of the 22 1963 seniors who responded negatively to Question 1 explained in their reply that courses in home economics should not differ for students of different professional areas of home economics because students may desire to enter a different professional area than they had originally prepared to enter. The following illustrate these beliefs as stated by the respondents:

Illustration 52. 1963 senior (3-40)
(Excerpt from total reply to question)

This (providing different courses for differing professional areas) is limiting the home economics education major to more narrow professional possibilities. As she begins her career she may find she wishes to be able to do something else in the professional world and she should have courses that would permit her to do this.

Illustration 53. 1963 senior (3-53)
(Excerpt from total reply to question)

The courses should not differ for the undergraduate because the student may change her mind about her emphasis and be unable to do anything about it due to a difference in courses.

Replies such as these were coded under Belief 1.5 (Table 7).

Ambivalent Responses of 1963 Graduates. None of the 55 1963 seniors who answered this question indicated ambivalent beliefs.

Question 2

How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?

This question was designed to determine the beliefs of the participants about the preparedness of home economics education graduates as home economics teachers, as homemakers, and as individuals in society. The participants were directed to indicate whether they believed home economics education graduates are well prepared, have average preparation or are poorly prepared in regard to each phase of their living. They were also requested to explain the reasons for their answers (see questionnaire, Appendix A).

The following table shows the response of participants to Question 2.

Table 8

121 Participants' Responses to Question 2,
 "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?"

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Section 1								
did respond	120	99	20	100	44	100	56	98
did not respond	1	1	-	-	-	-	1	2
total	121	100	20	100	44	100	57	100
Section 2								
did respond	117	97	20	100	42	95	55	96
did not respond	4	3	-	-	2	5	2	4
total	121	100	20	100	44	100	57	100
Section 3								
did respond	117	97	19	95	43	98	55	96
did not respond	4	3	1	5	1	2	2	4
total	121	100	20	100	44	100	57	100

As is indicated in Table 8 all but one person who answered other parts of the questionnaire responded to the first section of Question 2 thus expressing their beliefs about the preparation of home economics education graduates as teachers. This one individual was a 1963 senior.

Of the 117 respondents to the second part of Question 2, 20 were staff members, 42 were 1962 graduates, and 55 were 1963 seniors. Four people did not respond

to this part of Question 2 even though they answered other parts of the questionnaire.

One hundred seventeen individuals also responded to the third part of Question 2 but the distribution among the groups of respondents was different although the total number of respondents was the same. Expressing their beliefs about the preparation of home economics education graduates as individuals in society were 19 staff members, 43 graduates, and 55 seniors.

As in Question 1, the free responses to this question were categorized into beliefs which were determined by reading all the questionnaires then formulating categories from the most frequently expressed beliefs.

Beliefs About the Preparation of
Oregon State University Home Economics
Education Graduates as Teachers

Forced-Choice Responses

In response to Question 2 the participants first indicated their beliefs concerning the preparation of home economics education graduates as teachers. They did this by checking on the questionnaire the degree of preparation they believed home economics teachers have and then explaining the reasons for their choices. Table 9 shows these beliefs of the respondents.

Table 9

Responses of Staff, 1962 Graduates, and 1963 Seniors Who Answered Question 2, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?"

Responses	Total		Staff		1962		1963	
	No.	%	No.	%	No.	%	No.	%
1. Preparation as Teachers								
Well prepared	56	46	11	55	20	45	25	44
Average preparation	46	38	7	35	15	35	24	42
Poorly prepared	1	1	-	-	-	-	1	2
No forced response	<u>18</u>	<u>15</u>	<u>2</u>	<u>10</u>	<u>9</u>	<u>20</u>	<u>7</u>	<u>12</u>
Total	121	100	20	100	44	100	57	100
2. Preparation as Homemakers								
Well prepared	76	63	8	40	26	60	42	74
Average preparation	35	29	8	40	14	31	13	23
Poorly prepared	1	1	1	5	-	-	-	-
No forced response	<u>9</u>	<u>7</u>	<u>3</u>	<u>15</u>	<u>4</u>	<u>9</u>	<u>2</u>	<u>3</u>
Total	121	100	20	100	44	100	57	100
3. Preparation as Individuals in Society								
Well prepared	60	50	3	15	22	50	35	62
Average preparation	45	37	12	60	15	35	18	32
Poorly prepared	6	5	2	10	2	4	2	3
No forced response	<u>10</u>	<u>8</u>	<u>3</u>	<u>15</u>	<u>5</u>	<u>11</u>	<u>2</u>	<u>3</u>
Total	121	100	20	100	44	100	57	100

Table 10

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 2, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?"

Beliefs about Preparation as Teachers	Total*		Staff Members		1962 Graduates		1963 Seniors	
	(120)		(20)		(44)		(56)	
	No.	%	No.	%	No.	%	No.	%
Home economics education students graduating from Oregon State University are <u>well prepared as teachers</u> because								
2.1 they are required to take home economics courses which provide a strong background in each area of home economics.	36	30	5	25	13	30	18	32
2.2 they receive good teacher education.	20	17	2	10	3	7	15	27
2.3 they seem to be highly regarded in the profession.	20	17	7	35	5	11	8	14
Home economics education students graduating from Oregon State University have <u>average preparation as teachers</u>								
2.4 because they lack experience in teaching and in home economics skills.	15	13	3	15	6	14	6	11
2.5 because they do not take advantage of the opportunities offered them through college experiences.	11	9	-	-	4	9	7	13
2.6 in comparison with graduates of other institutions and graduates in other areas of education of Oregon State.	9	8	2	10	6	14	1	2

*Not all answers fell into these beliefs.

Of the 121 participants, 56 or 46 per cent indicated believing that Oregon State University home economics education graduates are well prepared as teachers. Eleven staff members, 20 graduates, and 25 seniors made this response. Forty-six or 38 per cent of the total number of respondents believed graduates have average preparation as teachers. This total was divided among the participants this way: seven staff members, 15 graduates, and 24 seniors. One respondent, a 1963 senior, said she believed Oregon State University home economics education graduates to be poorly prepared as teachers. Eighteen individuals or 15 per cent of the people who answered other parts of the questionnaire either failed to respond to this part of Question 2 or made no forced choice in response to this question.

Free-Responses

The respondents' beliefs for their answers to this question are shown in Table 10. The respondents expressed six beliefs about the preparation of home economics education students as teachers. Three of the beliefs were expressed by participants believing home economics education majors have average preparation as teachers at Oregon State University. These beliefs have not been repeated

here as they can be seen in Table 10 and are discussed in relation to this table.

Of the 120 respondents to Question 2, Section 1, 36 indicated the home economics subject matter courses required for graduation as the reason for stating potential home economics teachers are well prepared at Oregon State University. This belief was most strongly held by the 1963 seniors with 18 of that group writing this belief. Thirteen 1962 graduates and five staff members agreed with the 1963 seniors that the home economics subject matter requirements of home economics education majors qualifies them as well prepared as teachers.

Twenty participants (two staff members, three 1962 graduates and 15 seniors) expressed the belief that home economics education majors are well prepared at Oregon State University because of the high quality of the teacher education program they take. The 1963 seniors expressed that they were well prepared more often than the other two groups.

Twenty participants based their belief of the adequacy of preparation of potential homemaking teachers at Oregon State University on the judgment of professional education people. This basis for belief was indicated by seven staff members, five 1962 graduates, and eight 1963

seniors. These replies were put under Belief 2.3 which was formulated for such responses.

Beliefs 2.4, 2.5, and 2.6 were formulated from the explanations of the respondents who indicated the belief that home economics education majors at Oregon State University receive average preparation in their chosen profession. Of the 46 people who made this response, 15 indicated that they believed students lack experience in teaching and in home economics skills. Three of the 15 were staff members, six were 1962 graduates and six were 1963 seniors. These people all indicated experience was necessary to perform the tasks of homemaking teachers with above average adequacy.

Eleven respondents said they believed home economics education students do not take advantage of learning opportunities afforded them, therefore they receive average preparation for their profession through no fault of their courses or instruction. Four 1962 graduates and seven 1963 seniors beliefs were coded under Belief 2.5.

Nine participants based their beliefs on a comparison of the education home economics education majors receive with the preparation of students in other areas of education at Oregon State University as well as the preparation of potential teachers at other institutions. Two of the nine were staff members, six were 1962 graduates and one

was a 1963 senior. The beliefs of these nine were coded under Belief 2.6.

Belief 2.1

Home economics education students graduating from Oregon State University are well prepared as teachers because they are required to take home economics courses which provide a strong background in each area of home economics.

Belief 2.1 was most commonly expressed by the respondents to Question 2, Section 1 (Table 10). The following are illustrations of beliefs as expressed by the respondents which were categorized in Belief 2.1.

Illustration 1. Staff member (S-7)
(Excerpt from total reply to question)

I believe that in comparison to other Oregon State University students preparing to teach or to home economics education majors on other campuses our students stand at the top. Their subject matter background in most areas of home economics is excellent.

Illustration 2. 1962 graduate (2-23)
(Excerpt from total reply to question)

We are required to take a broad curriculum which helps to prepare us. The content in each course gave each girl an opportunity to prepare herself.

Illustration 3. 1962 graduate (2-27)
(Complete reply to question)

The graduates know the material quite thoroughly--that is it is offered for learning. The courses provide a well rounded learning in all areas.

Illustration 4. 1963 senior (3-45)
(Complete reply to question)

They have a broad background of theoretical and practical knowledge and experiences in home economics.

Illustration 5. 1963 senior (3-50)
(Complete reply to question)

I believe our academic quality is high. Some of our professors are excellent in their fields. They expect perfection and above average work, thus preparing us better than average in the field.

The 36 replies which related to Belief 2.1 were clearly expressed as illustrated in the above examples.

Belief 2.2

Home economics education students graduating from Oregon State University are well prepared as teachers because they receive good teacher education.

Belief 2.2 was expressed by 20 of the respondents to Question 2, Section 1 (Table 10). Two staff members said this, as well as three 1962 graduates and 15 seniors. An example of the responses which were coded in this category can be seen in this illustration:

Illustration 6. 1963 senior (3-48)
(Complete reply to question)

The Home Economics Education Department is very adequate. They have an excellent understanding of students' needs.

No illustrations are given from the responses of the staff or 1962 graduates who expressed this belief because of the small number who made replies here.

Some respondents expressed beliefs which were not so clearly stated as Illustration 6. Illustrations 7 and 8 are examples of responses which were categorized under Belief 2.2 even though they are not as clear-cut expressions of this belief

Illustration 7. 1962 graduate (2-2)
(Excerpt from total reply to question)

We were given as many situations as possible in home economics education classes.

Illustration 8. 1963 senior (3-17)
(Complete reply to question)

The feeling I had when I was student teaching--I felt confident and able.

These replies were believed by the investigator to agree that home economics education students graduating from Oregon State University were well prepared because they had received good training as teachers.

Belief 2.3

Home economics education students graduating from Oregon State University must be well prepared as teachers because they seem to be highly regarded in the profession.

Twenty people seemed to base their judgments as to the preparation of home economics teachers at Oregon State University on their status in teaching positions. Two

examples of this belief as stated by the participants are given below.

Illustration 9. Staff member (S-13)
(Complete reply to question)

Because of the demand for teachers trained at Oregon State University. I have heard favorable comments from administrators in this state as well as in Washington and California.

Illustration 10. 1962 graduate (2-6)
(Excerpt from total reply to question)

Girls from Oregon State University seem to have the respect of many administrators even outside the state.

Some replies were not so definitely stated as these.

The following is an example:

Illustration 11. 1963 senior (3-8)
(Excerpt from total reply to question)

The teachers that I have met and some with whom I have worked (all graduates of Oregon State) seem well prepared.

The evidence of respect in the professional world seemed to be more important in judging the preparation of graduates as teachers to the staff members participating than to the other two groups of respondents.

The respondents who indicated the belief that Oregon State University home economics education graduates have average preparation as teachers explained their responses with three beliefs (Table 10). Because of the low response these beliefs will not be discussed.

Twenty-one of the 46 respondents to this question included in the explanation for their forced choices specific suggestions which would help the potential teachers to be better prepared. Four staff members, two 1962 graduates, and 15 seniors wrote suggestions for improvement of preparation. Examples of these suggestions are stated below.

Illustration 12. Staff member (S-17)
(Excerpt from total reply to question)

Our students suffer from lack of integration within the primary subject matter areas. Consequently they teach in a similarly fragmented way in the public schools.

Illustration 13. 1963 senior (3-10)
(Excerpt from total reply to question)

Home economics education courses should be coordinated with the required secondary education courses to prevent unnecessary overlap. Education courses should be planned so that the first courses form a foundation and later courses build upon the foundation rather than every course beginning with the same basic principles and because of lack of time never getting beyond basics.

Although the beliefs of the participants who marked the answer that Oregon State University home economics education majors have average preparation were written in various ways there seemed to be three main beliefs

Table 11

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 2, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?"

Beliefs about Preparation as Homemakers	Total* (117)		Staff Members (20)		1962 Graduates (42)		1963 Seniors (55)	
	No.	%	No.	%	No.	%	No.	%
Home economics education students graduating from Oregon State University are <u>well prepared</u> as homemakers								
2.7 through the various background home economics courses provided in the curriculum they follow.	51	44	4	20	22	52	35	64
2.8 if each individual takes full advantage of the educational experiences offered her at Oregon State University.	18	15	3	15	4	10	11	20
Home economics education students graduating from Oregon State University have <u>average preparation</u> as homemakers								
2.9 because the learning experiences they have in home economics courses cannot be applied to real situations.	21	18	5	25	8	19	8	15
2.10 although they are better prepared to be homemakers than graduates without home economics preparation they are no better prepared than other home economics graduates as homemakers.	6	5	1	5	4	10	1	2

*Not all answers fell into these beliefs.

expressed (Table 10), while many participants made specific suggestions for improvements in home economics education courses and curriculum.

Beliefs About the Preparation of
Oregon State University Home Economics
Education Graduates as Homemakers

Forced-Choice Responses

In response to the section of Question 2 which dealt with graduates' preparation as homemakers, the participants first expressed their beliefs concerning the preparation of home economics graduates by making a forced-choice answer to the question, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?" Table 9 shows the forced-choice beliefs of the respondents which could be grouped into four beliefs.

Of the 121 participants, 76 indicated believing that Oregon State University home economics education graduates are well prepared as homemakers. This belief was distributed among the participants this way: eight staff members, 26 graduates, and 42 seniors.

Thirty-five respondents said graduates have only average preparation as homemakers. Of these 35, eight were staff members, 14 were 1962 graduates and 13 were 1963 seniors.

One staff member indicated the belief that Oregon State University home economics education graduates are poorly prepared as homemakers, and nine people who answered other parts of the questionnaire did not answer this.

Free-Responses

The respondents' reasons for answering as they did were grouped into four beliefs (Table 11).

Of the 76 respondents who indicated the belief that students preparing to be homemaking teachers at Oregon State University are well prepared as homemakers through this education, 51 gave as their reason the belief that home economics courses help them become well prepared as homemakers. The ideas were coded under Belief 2.7. Of these 51, four were staff members, 22 were 1962 graduates and 35 were 1963 seniors.

One other belief was expressed by the participants in answering that potential homemaking teachers are well prepared as homemakers. Eighteen participants said these graduates were well prepared if each individual utilized the opportunities offered her by the university. Three

staff members, four 1962 graduates, and 11 seniors expressed this belief. These were coded under Belief 2.8.

Thirty-five of the respondents indicated the belief that potential homemaking teachers have only average preparation for homemaking. The reasons the participants marked this forced-choice answer were explained in two beliefs (Table 11). Of the 35 respondents, 21 said in essence, "We believe graduates have average preparation as homemakers because the learning experiences they have in home economics are not realistic." These 21 were five staff members, eight 1962 graduates and eight 1963 seniors.

Six of the 35 expressed this belief: home economics education students graduating from Oregon State University have average preparation as homemakers. Although they are better prepared to be homemakers than graduates without home economics preparation, they are no better prepared as homemakers than other home economics graduates. These six were distributed among the three groups this way: One staff member, four 1962 graduates, and one 1963 senior.

Of the 117 respondents to this question, one indicated the belief that homemaking teachers graduating from Oregon State University are poorly prepared as homemakers (Table 9). The free-response explanation of this belief is not discussed because of the negligible response.

Nine people who responded to other parts of the questionnaire did not respond to Question 2, Section 2 (Table 9).

Belief 2.7

Graduates prepared as homemaking teachers at Oregon State University are well prepared as homemakers through the various background home economics courses provided in the curriculum they take.

Belief 2.7 was expressed by 51 participants (Table 11). Examples of the way the participants expressed this belief are shown in the following illustrations:

Illustration 14. Staff member (S-12)
(Complete reply to question)

No other university degree program offers the unique opportunity that is provided in home economics for preparation in each area of subject matter closely involved in homemaking. I believe that the emphasis in a given area of subject matter at a certain time are determined to a large extent by the changes going on and the pressures of the society as a whole at that time.

Illustration 15. 1962 graduate (2-16)
(Complete reply to question)

Subject matter in all areas of home economics are required for all home economics majors. This gives good training in the skills necessary to maintaining a home. Her courses in education have given her valuable training in management, as in planning, doing, and evaluating.

Illustration 16. 1963 senior (3-5)
(Complete reply to question)

I have an excellent background in all areas of homemaking as compared to any other field. Education allows for all areas of study where other jobs concentrate heavily on one area.

Illustration 17. 1963 senior (3-25)
(Excerpt from total reply to question)

The general core gives her a basic knowledge of the principles.

These illustrations are typical of the replies coded under Belief 2.7.

Belief 2.8

Home economics education graduates may be well prepared as homemakers if each individual takes full advantage of the educational experiences offered her at Oregon State University.

Of the 76 participants who indicated the belief that Oregon State University home economics education majors are well prepared as homemakers, 18 expressed the belief that the opportunity was provided for students to become well prepared as homemakers but it is the student's responsibility to make use of this opportunity (Table 11). The following illustration shows the kind of reply which was placed under Belief 2.8.

Illustration 18. 1962 graduate (2-9)
(Complete reply to question)

If students can apply the skills they have acquired to actual situations, they are far ahead of students graduating in other fields.

This reply and those coded with it under Belief 2.8 suggested the thought that students who can use the home economics education they have received are better prepared for homemaking than students in other fields.

Twenty-one of the 76 respondents who marked the belief that home economics education graduates of Oregon State University are well prepared as homemakers also cited the specific courses which they believed helped the student become well prepared for homemaking. One staff member did this, as well as seven 1962 graduates and 13 seniors. Some of the courses they mentioned are seen in these illustrations.

Illustration 19. 1963 senior (3-52)
(Complete reply to question)

HAD 450, Home Management House is valuable applied work.

Illustration 20. 1963 senior (3-57)
(Complete reply to question)

The practical side of the home economics education along with wide generalizations helps the future homemaker. HAD 450 summarizes much of this learning.

Belief 2.9

Potential homemaking teachers graduating from Oregon State University have only average preparation as homemakers because the learning experiences they have in home economics courses are not applied to realistic situations.

Answers which were coded under Belief 2.9 (Table 11) were written by 21 respondents who seemed to believe that the learning experiences Oregon State University home economics education majors received through home economics courses were not realistic enough to prepare the students

well for homemaking. Typical of the answers coded here are the illustrations quoted below.

Illustration 21. Staff member (S-4)
(Complete reply to question)

In some courses the standards set may not be realistic for many young families as they establish their first homes.

Illustration 22. 1962 graduate (2-15)
(Excerpt from total reply to question)

Students should be taught how to adapt to various situations.

Illustration 23. 1963 senior (3-26)
(Excerpt from total reply to question)

Sometimes the learnings do not coincide with actual family life as the student will experience it.

All of the beliefs coded in this category clearly expressed the thought that learning experiences in home economics courses need to be more realistic in order to better prepare home economics education graduates as homemakers.

Belief 2.10

Home economics education students graduating from Oregon State University are no better prepared as homemakers than other home economics graduates although they are better prepared to be homemakers than graduates without home economics preparation.

Six of the 35 respondents who marked the forced-choice answer that Oregon State University home economics education graduates have average preparation as teachers

explained their answer with replies which were coded under Belief 2.10 (Table 11). Illustrations of these replies will not be given because of the low number of participants who wrote this answer.

Beliefs About the Oregon State University
Home Economics Education Graduates'
Preparation as Individuals in Society

Forced-Choice Responses

The respondents indicated three forced-choice beliefs about Question 2, Section 3 (Table 9). Sixty participants marked the belief the graduates are well prepared as individuals in society. Of these 60, three were staff members, 22 were 1962 graduates and 35 were 1963 seniors.

Forty-five people who made the forced response to this question indicated the belief that homemaking teachers graduating from Oregon State University have average preparation as individuals in society. Twelve of the 45 were staff members, 15 were 1962 graduates and 18 were 1963 seniors (Table 9).

Six respondents indicated the belief that graduates are poorly prepared as individuals in society. Two from each of the three groups of respondents made this answer.

Ten people who responded as directed to other parts of the questionnaire failed to respond to Question 2, Section 3.

Free-Responses

Of the 121 participants in this study 60 expressed the belief that homemaking teachers graduating from Oregon State University are well prepared as individuals in society. Three who said this were staff members, 22 were 1962 graduates and 35 were 1963 seniors. This answer was explained by two beliefs (Table 12).

Belief 2.11, which said that they are well prepared because of the broad requirements of the home economics curricula, was expressed by 46 of the 60 respondents who indicated that potential homemaking teachers graduating from Oregon State University are well prepared as individuals in society. Of the 46, two staff members expressed this belief as did 15 graduates and 29 seniors.

Seven individuals expressed Belief 2.12, concerning the home economics teachers' unique contribution to society. No staff member expressed the belief that the role of the homemaking teacher gives her a special position in society as a contributor to the welfare of the society (Belief 2.12), but three 1962 graduates and four 1963 seniors did.

Most of the respondents who believed home economics education graduates of Oregon State University are well prepared as individuals in society explained that they

Table 12

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 2, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?"

Beliefs about Preparation as Individuals in Society	Total*		Staff Members		1962 Graduates		1963 Seniors	
	(117)		(19)		(43)		(55)	
	No.	%	No.	%	No.	%	No.	%
Home economics education students graduating from Oregon State University are <u>well prepared</u> as individuals in society								
2.11 because of the broad requirements of the home economics curricula.	46	39	2	11	15	35	29	53
2.12 through their particular education to make a unique contribution to society in their role as homemaking teacher.	7	6	-	-	3	7	4	7
Home economics education students graduating from Oregon State University have <u>average preparation</u> as individuals in society because								
2.13 they are limited in opportunities to explore special areas within home economics and in other schools on campus by the large number of required courses they must take.	19	16	3	16	7	16	9	16
2.14 they lack preparation outside the field of home economics which would help them to be better prepared.	16	14	3	16	9	21	4	7

*Not all answers fell into these beliefs.

based this belief on their own individual knowledge of the home economics curricula.

Forty-five of the participants marked the forced choice indicating they believed potential homemaking teachers to have average preparation as individuals in society (Table 9). Even though many of these 45 explained their response with unique replies many others explained their response with two beliefs. Belief 2.13 was expressed by those who believed the number of required courses for this particular group of students to be so high as to limit their opportunity to study in other areas of interest to them.

Belief 2.14 states that there is a lack of preparation in areas outside home economics which aid the student in preparation as an individual in society (Table 12).

Belief 2.11

Graduates prepared as homemaking teachers at Oregon State University are well prepared as individuals in society because of the broad requirements of the home economics curricula.

Belief 2.11 was stated by respondents in ways shown in the following illustrations (Table 12):

Illustration 24. 1962 graduate (2-14) (Complete reply to question)

These students seem well prepared mostly as a result of their broad liberal education in the humanities and social sciences, and the stimulation and incentive

of many of the professors in the School of Home Economics.

Illustration 25. 1963 senior (3-3)
(Complete reply to question)

The overall curricula at Oregon State University for home economics majors provides a well rounded background for a woman making her valuable to her community.

Illustration 26. 1963 senior (3-26)
(Complete reply to question)

The broad home economics curriculum offers studies in the areas of humanities, social sciences, art, etc., which will make the student more sensitive to her own and other cultures.

Many viewpoints as expressed by the respondents were as clearly stated as the preceding examples as indicating Belief 2.11. Some of the responses coded under Belief 2.11 were not so clearly expressed. The following are illustrations of these:

Illustration 27. 1962 graduate (2-5)
(Complete reply to question)

Because we have a general education with a few classes in many areas. I've been thankful many times for these classes.

Illustration 28. 1963 senior (3-5)
(Excerpt from total reply to question)

Can contribute to family and community for better living.

It was believed by the writer that participants who expressed themselves in this way held the same belief as more clearly stated ideas classified under Belief 2.11.

All seemed to believe the courses required for graduation by the School of Home Economics prepared the future home-making teacher well as an individual in society.

Belief 2.12

The home economics education graduate from Oregon State University is prepared through her particular education to make a unique contribution to society in her role as home-making teacher.

Seven participants expressed this belief. No examples will be given because of the small number who indicated this belief.

Belief 2.13

Home Economics graduates at Oregon State University who have prepared to teach home-making are limited in opportunities to explore special areas within home economics and in other schools on the Oregon State University campus by the large number of required courses they must take.

Nineteen respondents expressed this belief. Examples of the ways the participants wrote this belief are seen in the following illustrations:

Illustration 29. 1962 graduate (2-25)
(Complete reply to question)

The tightening of the curriculum allows less free courses for the student to choose. For example, why should a girl who has a complete background in political science be forced to take PS 201 when she could benefit more from another course. I think more hours should be left as electives. With counseling a better program could be developed for the individual student.

Illustration 30. 1963 senior (3-57)
(Complete reply to question)

With the large requirement in number of classes to graduate and also get minor and education credits--I feel the average home economics education student does not find enough electives to prepare her in basic social understanding. This understanding is especially lacking in political science and this is where the generalization that home economists can only think in and for the home may originate.

The respondents whose replies were coded under Belief 2.13 seemed to be impressed by the large number of required courses for home economics education majors.

Belief 2.14

The home economics education student graduating from Oregon State University is lacking preparation outside the field of home economics which would help her to be better prepared as an individual in society.

Belief 2.14 was expressed by 16 respondents: three staff members, nine 1962 graduates and four 1963 seniors. Examples of the participants free response which was coded as Belief 2.14 are given below.

Illustration 31. 1962 graduate (2-32)
(Excerpt from total reply to question)

I feel home economics students sometimes specialize too much. Granted many times a home economist can be and is an asset to her community but on the whole I feel the home economics student could be better prepared in political science.

Illustration 32. 1963 senior (3-40)
(Excerpt from total reply to question)

Although home economics education students take several general courses in the humanities and social sciences, they are extremely limited in becoming a well rounded personality. If the student does not take part in extra-curricular activities she is limited to home economics only.

The respondents whose replies were coded under Belief 2.14 recognized the need for more learning experiences outside the School of Home Economics. They did not mention the high number of required courses as a reason for this lack of experience in other fields.

Question 3

What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?

Of the 121 participants in the study 109 or 90 per cent responded to Question 3. Of the 109, 20 or 100 per cent of the participating staff members responded as did 38 or 86 per cent of the participating 1962 graduates and 51 or 89 per cent of the 1963 seniors. As is shown by Table 13, the best response to this question was from the staff members.

Table 13

121 Participants' Responses to Question 3, "What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?"

Responses	Total		Staff Members		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Did respond	109	90	20	100	38	86	51	89
Did not respond	<u>12</u>	<u>10</u>	<u>-</u>	<u>-</u>	<u>6</u>	<u>14</u>	<u>6</u>	<u>11</u>
Total	121	100	20	100	44	100	57	100

Free-Responses

Question 3 required only free-response answers. These answers were varied but could be coded into six beliefs. When some responses were analyzed they were broken down into one or more beliefs.

Beliefs for Responses

Table 14 shows the six beliefs established for responses to Question 3.

Belief 3.1 was established as

Courses which will give the student a strong home economics subject matter background in all home economics areas need to be especially considered for inclusion in the curriculum of the student preparing for teaching home economics.

Table 14

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 3, "What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?"

Beliefs	Total*		Staff		1962		1963	
	(109)		(20)		(38)		(51)	
	No.	%	No.	%	No.	%	No.	%
In a curriculum for home economics students preparing to teach homemaking								
3.1 courses which will give the student a strong home economics subject matter background in all areas of home economics need to be especially considered for inclusion.	55	50	14	70	19	50	22	43
3.2 special consideration should be given to include methods of teaching home economics subject matter plus home economics subject matter to be taught. Professional preparation courses in home economics education need to be included also.	38	35	3	15	19	50	16	32

Table 14 (cont.)

Beliefs	Total*		Staff		1962		1963	
	(109)		Members		Graduates		Seniors	
	No.	%	No.	%	No.	%	No.	%
3.3 special consideration should be given to include opportunity to experience the role of the teacher.	31	28	2	10	14	37	15	29
3.4 special consideration should be given to include courses which emphasize knowledge of the learner. Knowledge of the learner should be brought out in all courses.	27	25	8	40	11	29	8	16
3.5 special consideration needs to be given to include courses which will give the student a general education.	21	19	6	30	4	11	11	22
3.6 no special consideration needs to be given to the needs of the home economics education major when planning home economics courses.	7	6	2	10	2	5	3	6

*Not all answers fell into these beliefs.

This belief was expressed in 55 of the 109 responses to Question 3. Of these 55 replies 14 were made by staff members, 19 by 1962 graduates and 22 by 1963 seniors.

Following are examples of responses which seemed to indicate this belief:

Illustration 1. Staff member (S-20)
(Excerpt from total reply to question)

There should be enough depth in subject matter so that students will be thoroughly at home in the subjects they will teach.

Illustration 2. 1962 graduate (2-43)
(Excerpt from total reply to question)

Enough courses should be offered and taken so that the student will be trained in each area of home economics. No student preparing to teach should end up with many foods courses and only two or so clothing courses simply because she doesn't like clothing. Somehow these same courses must offer enough depth so that the student really knows a lot about each area of home economics. Depth is a must which sometimes gets neglected.

Illustration 3. 1963 senior (3-19)
(Complete reply to question)

Student needs to know a subject very thoroughly to be qualified to teach it. Gleaning the generalities just is not enough.

Replies which were also coded in this category but which were not as explicit as the above illustrations are seen in the following examples:

Illustration 4. Staff member (S-17)
 (Excerpt from total reply to question)

I would emphasize in their preparation what it takes to live effectively in a family:

- relationships
- continued personal growth
- wise consumer behavior
- knowledge of role of nutrition
- relationship of food, clothing, housing, interior design, etc.,
- to artful, fulfilling way of life

Illustration 5. 1962 graduate (2-41)
 (Excerpt from total reply to question)

More extensive information should be taught.

Illustration 6. 1963 senior (3-39)
 (Excerpt from total reply to question)

I believe electives in various areas should be required for a teacher. A teacher should be well rounded in many areas and fields.

This belief was established for the coding of replies which indicated the home economics courses for students preparing to teach homemaking should fulfill the home economics education students' need for strong subject matter background in all areas of home economics.

Belief 3.2 was expressed this way

In a curriculum for home economics students preparing to teach homemaking special consideration needs to be given to include methods of teaching home economics plus home economics subject matter to be taught. Professional education courses need to be included also.

This belief seemed to be most important to the 1962 graduates as 19 or 50 per cent of the 38 graduates who answered the question expressed this belief. This belief was also expressed by 16 or 32 per cent of the 51 seniors who responded and three or 15 per cent of the 20 participating staff. In all 38 or 35 per cent of the 109 respondents to the question expressed this belief as can be seen in Table 14.

The following replies are illustrative of this belief:

Illustration 7. Staff member (S-12)
(Excerpt from total reply to question)

I believe the courses should be effective in assisting students to become good teachers and provide examples of good teaching. Should demonstrate a philosophy of teaching and learning applicable to any level of instruction.

Illustration 8. 1962 graduate (2-39)
(Excerpt from total reply to question)

I believe it would be good for teachers in all classes to give students ideas on how the material in their particular area could be taught to high school and junior high students. I believe that beginning teachers tend to teach their students in the manner in which they were taught in college and perhaps these methods aren't the most effective for younger students. If the college instructor would suggest methods of teaching in all classes and not leave it all to education classes, I feel it would result in better prepared teachers.

Illustration 9. 1963 senior (3-39)
(Excerpt from total reply to question)

First of all...courses that will help future teachers gain knowledge of methods for teaching...so they would better be able to meet students' needs.

Some of the 1962 graduates and the 1963 seniors expressed beliefs which were coded with these replies in Belief 3.2, even though they were not as clearly stated as the above replies. Examples of such replies are given below.

Illustration 10. 1962 graduate (2-41)
(Complete reply to question)

Provided enough students are enrolled, there should be separate classes for education majors and methodology and more extensive information should be taught.

Illustration 11. 1963 senior (3-56)
(Excerpt from total reply to question)

We need to be prepared for the changing world and to be able to help our students have a better life in this changing world. In our studies we need to be prepared with these ideas and therefore our instructors could help us in this direction. It seems that some courses need to be evaluated to see how effective they really are for the amount of time spent. The courses need to emphasize principles and the "why" as much as the doing. Possibly, if the work could be prepared to be used as reference work for teaching later or in teaching it would be helpful.

These responses expressed the belief that home economics courses for students preparing to teach homemaking need to be planned to include methods of teaching the

subject matter plus specific subject matter. Also included were responses which indicated that home economics education courses as well as home economics subject matter need to be included in a curriculum for home economics education students.

Belief 3.3 was established in this way

In a curriculum for home economics students preparing for teaching homemaking special consideration needs to be given to include opportunity to experience the role of the teacher.

Thirty-one or 26 per cent of the 109 responses were coded in this category. Of these 31, two were made by staff members, 14 by 1962 graduates, and 15 by 1963 seniors (Table 14). This belief was most often expressed by the recent graduates.

Responses which were put under this belief may be illustrated by the following examples:

Illustration 10. Staff member (S-8)
(Excerpt from total reply to question)

More practical experience in small group procedures at the feeling level, so that they have an opportunity to work through some of their own problems before facing those of high school groups.

Illustration 11. 1962 graduate (2-29)
(Excerpt from total reply to question)

More actual observing and working with the students of the age level which the prospective teacher will be working with.....Longer student teaching period

with the final goal being more than one-half of the regular load.

Illustration 12. 1963 senior (3-29)
(Complete reply to question)

More classes where students can "act" as the teacher to create a learning situation of what teaching will be like.

Some responses to Question 3 which were coded under Belief 3.3 seemed to express the same thought as the above examples but were not quite so clearly stated. Examples of these responses are illustrated by the following replies:

Illustration 13. 1962 graduate (2-36)
(Excerpt from total reply to question)

There should be some way, other than by observation, for the homemaking student to decide for certain this is what she really wants. Many girls are uncertain of teaching and if they decide against teaching after student teaching it is too late to change their minds and graduate the same year. Maintenance of the classroom is also important.

Illustration 14. 1963 senior (3-33)
(Complete reply to question)

Observation in classroom and methods courses.

No further examples of responses of staff members which were coded in this category are quoted because there were only two such replies made by staff members.

This belief was established for those answers indicating that home economics courses in a curriculum for

students preparing to teach homemaking need to include opportunities for the student to experience the role of the teacher.

Belief 3.4 was formulated as this

In a curriculum for home economics students preparing for teaching homemaking special consideration needs to be given for inclusion of courses which emphasize knowledge of the learner. Knowledge of the learner should be brought out in all courses.

Twenty-seven responses were coded here. Eight of these were made by staff members, 11 by 1962 graduates, and eight by 1963 seniors (Table 14).

The following examples are illustrative responses:

Illustration 15. Staff member (S-1)
(Excerpt from total reply to question)

They need to know much about the students they will be teaching--their needs, the characteristics of that age level, etc.

Illustration 16. 1962 graduate (2-37)
(Excerpt from total reply to question)

I think possibly more could be given in the area of sociology or human behavior with the emphasis on why students behave or act as they do; and practical ways of reaching the so called "problem or emotionally upset child."

Illustration 17. 1963 senior (3-49)
(Excerpt from total reply to question)

More adolescent psychology, methods to use for normal child, fast and slow learners.

The staff members whose beliefs were coded in this category stated their beliefs quite clearly. Some of the

1962 graduates and 1963 seniors did not state their beliefs so clearly however. Examples of these replies which were coded with the above responses are given below.

Illustration 18. 1962 graduate (2-32)
(Excerpt from total reply to question)

Realistic and practical values should be considered. The majority of the home economics students at the lower levels-- 9th and 10th grade--are there to learn practical living applicable to their lives at present.

Illustration 19. 1963 senior (3-39)
(Excerpt from total reply to question)

.....those courses that will help future instructors understand people and groups better so they would better be able to meet the students' needs.

Belief 3.5 was stated in the following words

Special consideration needs to be given to include courses which will give the student a general education in a curriculum for home economics students preparing to teach home-making.

Twenty-one of the total 109 replies were put in this category. Of these, six were responses of staff members, four were responses of 1962 graduates and 11 were replies of 1963 seniors.

Illustration 20. Staff member (S-7)
(Excerpt from total reply to question)

Broadening goals in courses, emphasis on knowing and understanding facts in order to apply them, on critical thinking, on clarifying values, on the rapidly changing

world we live in calls for some really drastic changes in course organization and course viewpoint.

Illustration 21. 1962 graduate (2-34)
(Excerpt from total reply to question)

The curriculum should be planned for the students who will be and are living in the present and future. All courses should be geared to what is happening in the world.

Illustration 22. 1963 senior (3-5)
(Excerpt from the total reply to question)

The subject matter should be that which would be useful to the individual as a teacher.

All of the replies of the 1963 seniors were not as easily coded in Belief 3.5 as the example given above. Following is an example which was more difficult to code but nevertheless was coded in Belief 3.5.

Illustration 23. 1963 senior (3-46)
(Complete reply to question)

Some of the requirements seem to be too stringent. More courses in the humanities would help.

Belief 3.6 was established as

No special consideration needs to be given to the needs of the home economics education major when planning home economics courses in a curriculum for students preparing to teach homemaking.

Seven responses were coded in this category: two from staff members, two graduates, and three from 1963 seniors.

No examples of replies will be given because of the small number and the fact that the replies were worded almost exactly as Belief 3.6 was worded.

Staff Responses

All of the staff members who participated in the study responded to Question 3 (Table 13). These staff seemed to express Belief 3.1 saying that potential home-making teachers need strong home economics subject matter background more often than they expressed any other belief in response to the question. Fourteen or 70 per cent of the staff held this viewpoint (Table 14).

The staff seemed to be the only group of participants who strongly believed knowledge of the learner is important to the future teacher. Eight or 40 per cent of the staff members expressed this belief and were coded under Belief 3.4 (Table 14).

Six or 30 per cent of the staff members also believed students majoring in home economics education need general education courses in their curriculum (Table 14). This belief (Belief 3.5) was not stated so often by other groups of participants.

Smaller numbers of the staff also expressed other beliefs as can be seen in Table 14.

No examples of replies are given because of the illustrations shown in the discussion of each belief.

1962 Graduates' Responses

Thirty-eight of the 44 participating 1962 graduates replied to Question 3. Nineteen or 50 per cent of these believed that home economics subject matter background courses should be included in a curriculum for potential homemaking teachers. These beliefs were coded under Belief 3.1 (Table 14). The same number believed home economics education majors need teaching methods courses as well as home economics subject matter courses as stated in Belief 3.2. This belief was expressed more often by this group than the other two groups. This can be seen in Table 14.

The 1962 graduates also believed it was important to include the opportunity to experience the role of the teacher in courses in a curriculum for students preparing to teach homemaking. Fourteen or 37 per cent of the responding graduates' responses were coded under Belief 3.3 (Table 14). This experience was believed more important by this group than the other participating groups.

Eleven or 29 per cent of the participating graduates also expressed the idea that potential homemaking teachers need knowledge of the learner. These beliefs were coded under Belief 3.4 (Table 14).

The 1962 graduates considered it less important that general education courses be included in a curriculum for home economics education majors than the seniors or the staff who participated in the study. Of the 38 participating graduates only four or 11 per cent expressed beliefs which were coded under Belief 3.5 (Table 14).

1963 Seniors' Responses

The most often expressed belief of the 51 seniors who answered Question 3 was that potential homemaking teachers need subject matter background in all areas of home economics. Twenty-two or 43 per cent of the 51 seniors said this. Their beliefs were categorized under Belief 3.1 (Table 14).

The seniors also believed it important to include methods of teaching in a curriculum for home economics education majors and these beliefs were coded under Belief 3.2 (Table 14). Sixteen or 32 per cent of the seniors said this.

Fifteen (29 per cent) of the participating seniors agreed that future homemaking teachers need to be able to experience the teacher's role through their courses. These beliefs were categorized under Belief 3.3 (Table 14).

Table 14 shows the complete distribution of the beliefs of the respondents to Question 3.

Question 4

Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply: subject matter content learned, methods used by the home economics staff, principles of learning, a wide variety of teaching methods?

Of the 121 participants in the study, 107 or 88 per cent responded to Question 4. Twenty of the 107 were staff members (this is 100 per cent of the participating staff), 37 were 1962 graduates and 50 were 1963 seniors. Fourteen people who responded to other parts of the questionnaire did not answer Question 4. Of the 44 participating 1962 graduates 37 or 84 per cent answered Question 4 as did 50 or 88 per cent of the 1963 seniors. Table 15 shows the number who responded to Question 4.

Table 15

121 Participants' Responses to Question 4, "Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply: subject matter content learned, methods used by the home economics staff, principles of learning, a wide variety of teaching methods?"

Responses	Total		Staff Members		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Did respond	107	88	20	100	37	84	50	88
Did not respond	<u>14</u>	<u>12</u>	<u>-</u>	<u>-</u>	<u>7</u>	<u>16</u>	<u>7</u>	<u>12</u>
Total	121	100	20	100	44	100	57	100

Forced-Choice Responses

The respondents were given the opportunity to make forced choices and then explain their reasons for their choices or to make no forced choices and explain why they did not (see questionnaire, Appendix A). The respondents were requested to consider four factors in the preparation of potential homemaking teachers and mark those factors which if home economics education majors had the opportunity to apply (subject matter content learned, methods used by the home economics staff, principles of learning, and a wide variety of teaching methods) would help them learn to teach.

Table 16 shows the distribution of the responses to Question 4. Of the 107 respondents to this question, 50 chose to mark all the suggested opportunities that may help prepare home economics students to teach homemaking. The staff members and 1963 seniors who participated more often checked all four suggestions if they replied rather than to check one or more suggestion. The responses of the 1962 graduates were more diverse. Fifteen of the 37 who participated marked the four suggestions, 13 marked the suggestion, "a wide variety of teaching methods," and 11 marked "subject matter content learned."

Table 16

Responses of Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 4, "Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply: subject matter content learned, methods used by the home economics staff, principles of learning, a wide variety of teaching methods?"

Nature of Response	Responses by							
	Total		Staff		1962		1963	
	(107)		(20)		Graduates		Seniors	
	No.	%	No.	%	No.	%	No.	%
Marked all four suggestions given								
Explained this response	43	40	10	50	12	32	21	42
No explanation of response	7	7	1	5	3	8	3	6
Total	50	47	11	55	15	40	24	48
Marked suggestion, "subject matter content learned"								
Explained this response	32	30	4	20	11	30	17	34
No explanation of response	2	2	2	10	-	-	1	2
Total	34	32	6	30	11	30	18	36
Marked suggestion, "methods used by the home economics staff"								
Explained this response	18	17	2	10	7	19	9	18
No explanation of response	-	-	-	-	-	-	-	-
Total	18	17	2	10	7	19	9	18

Table 16 (cont.)

Nature of Response	Responses by							
	Total		Staff		1962		1963	
	(107)		(20)		Graduates		Seniors	
	No.	%	No.	%	No.	%	No.	%
Marked suggestion, "principles of learning"								
Explained this response	12	11	3	15	3	8	6	12
No explanation of response	3	3	2	10	-	-	1	2
Total	15	14	5	25	3	8	7	14
Marked suggestion, "a wide variety of teaching methods"								
Explained this response	30	28	4	20	13	35	13	26
No explanation of response	2	2	1	5	-	-	1	2
Total	32	30	5	25	13	35	14	28
Made no forced choice but expressed belief about the question	10	9	2	10	3	8	5	10

Free-Responses

The free response to Question 4 seemed to express two beliefs of the 107 participants. Even though many of the participants marked one or more of the forced-choice responses or none of the forced-choice responses, most of their free responses seemed to be able to be classified under one or two beliefs if not unique and expressed only by one. Through their free responses, the participants revealed that they believed students preparing to teach could be helped to learn to teach through the application of subject matter, teaching methods, and principles of learning. However, the respondents indicated that potential teachers need to adapt the principles of these factors to their own individual abilities. More respondents seemed to believe home economics students needed more opportunity to apply subject matter, methods of teaching used by the home economics staff, principles of learning and a wide variety of teaching methods in order to be helped in their teaching (Table 17).

Table 17

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded to Question 4, "Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply: subject matter content learned, methods used by the home economics staff, principles of learning, a wide variety of teaching methods?"

Suggestions	Beliefs	Total***		Staff		1962		1963	
		(107)		(20)		Graduates		Seniors	
		No.	%	No.	%	No.	%	No.	%
Marked all four suggestions given	Belief 4.1*	27	25	3	15	7	19	17	34
	Belief 4.2**	16	15	7	35	6	16	3	6
Marked suggestion, "subject matter content learned"	Belief 4.1	13	12	-	-	5	14	8	16
	Belief 4.2	11	10	2	10	4	11	5	10
Marked suggestion, "methods used by the home economics staff"	Belief 4.1	13	12	1	5	5	14	7	14
	Belief 4.2	9	8	2	10	3	8	4	8
Marked suggestion, "principles of learning"	Belief 4.1	9	8	1	5	3	8	5	10
	Belief 4.2	5	5	2	10	1	3	1	2
Marked suggestion, "a wide variety of teaching methods"	Belief 4.1	6	6	-	-	2	5	4	8
	Belief 4.2	5	5	1	5	2	5	2	4

Table 17 (cont.)

Suggestions	Beliefs	Total		Staff		1962 Graduates		1963 Seniors	
		(107)		(20)		(37)		(50)	
		No.	%	No.	%	No.	%	No.	%
Made no forced choice but expressed belief about the question	Belief 4.1	7	7	1	5	3	8	3	6
	Belief 4.2	1	1	-	-	1	3	-	-

*Belief 4.1 - Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, teaching methods used by the home economics staff, principles of learning, and a wide variety of teaching methods but home economics education students at Oregon State University have few opportunities to apply these factors other than in their student teaching experiences and home management house experiences.

**Belief 4.2 - Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, teaching methods used by the home economics staff, principles of learning, and a wide variety of teaching methods so that they can evolve the best use of principles to their own individual abilities.

***Not all answers fell into these beliefs.

Belief 4.1 was formulated after reading and re-reading the questionnaires as

Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, teaching methods used by the home economics staff, principles of learning, and a wide variety of teaching methods but home economics education students at Oregon State University have few opportunities to apply these factors other than in their student teaching experiences and home management house experiences.

This belief was expressed by 27 or 25 per cent of the participants in Question 4, indicating that students are lacking in opportunity to apply factors in all of their home economics courses which would help them learn to teach, therefore suggesting home economics education students should have the opportunity to apply subject matter, methods of teaching used by the staff, principles of learning and a wide variety of teaching methods in all their home economics classes. Three of the 20 participating staff members responded this way as did seven or 19 per cent of the 37 participating graduates and 17 or 34 per cent of the 50 participating seniors (Table 17).

Belief 4.1 was expressed more often by the graduates and seniors in each response to the forced choices with the exception of two 1962 graduates who expressed this belief and two 1962 graduates who stated Belief 4.2 as their reasons for marking "a wide variety of teaching methods" (Table 17). In all other cases Table 17 shows

Belief 4.1 was most often expressed by the participating graduates and seniors than Belief 4.2 as the reason for their forced choice.

Belief 4.2 which was established in the same manner as the other beliefs formulated in reading the responses to the questionnaire was stated as

Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, teaching methods used by the home economics staff, principles of learning, and a wide variety of teaching methods so that they can evolve the best use of principles to their own individual abilities.

This belief was expressed by 16 or 15 per cent of the 107 respondents to Question 4 who checked all four suggestions. The staff was the only group of respondents who seemed to believe that home economics education students will be helped to learn to teach by evolving for themselves their own best use of the methods used by the home economics staff, the principles of learning, and a wide variety of teaching methods (Table 17). The staff believed more strongly than the graduates or seniors that the purpose of application of the four factors suggested in the questionnaire should be to give students the opportunity to learn the best way for them as individuals to use the subject matter, methods used by the staff, principles of learning and a wide variety of teaching methods (Table 17).

Staff Members' Responses

Eleven of the 20 staff members who responded to Question 4 marked all four of the free-response suggestions. Of these 11 staff members, 10 explained why they had responded this way (Table 16). In explaining their reasons three gave explanations which were coded under Belief 4.1 and seven of their explanations could be coded under Belief 4.2 (Table 17). The staff was the only group of respondents marking four forced choices who expressed Belief 4.2 more strongly than Belief 4.1 in free response to explain their action.

One staff member who marked the four forced-choice suggestions explained her reason for this as shown in the following illustration:

Illustration 1. Staff member (S-13)
(Excerpt from total reply to question)

I believe all prospective teachers should be constantly comparing teaching methods used by all teachers. Not that all methods are good or well used, but one can learn by observing poor as well as able teachers.

This illustration typifies the response written by the staff members which were coded under Belief 4.2 in replying to Question 4.

The various responses of staff other than the 10 who marked all four suggestions in responding to Question 4 can be seen in Table 17.

1962 Graduates' Responses

Many of the 44 1962 graduates who responded to Question 4 marked all four forced-choice suggestions. The remainder of this group tended to divide their forced responses between the suggestion "a wide variety of teaching methods" and the suggestion "subject matter content learned" (Table 16).

In explaining their reasons for their forced choice this group tended to express Belief 4.1 more often than Belief 4.2.

The following illustrations show how the 1962 graduates expressed Belief 4.1:

Illustration 2. 1962 graduate (2-43)
(Complete reply to question)

All these areas of application can be useful. A lack of adequate opportunity to apply these does seem to exist at present.

Illustration 3. 1962 graduate (2-21)
(Excerpt from complete reply to question)

while at college many times I could see little connection between subject matter content that I was learning and any opportunity to use it.

Only in "methods" courses was I given opportunity to apply the subject matter at the time it was learned.

Belief 4.2 was expressed this way by the 1962 graduates:

Illustration 4. 1962 graduate (2-38)
(Excerpt from total reply to question)

By experimenting with many principles in her course work she will be able to evaluate the results and conclude which methods will be most applicable for her teaching situation.

Illustration 5. 1962 graduate (2-15)
(Excerpt from complete reply to question)

Students preparing to teach learn to apply all of the above experiences to their own method of teaching. They should be able to adapt the above methods to their particular situation.

Many 1962 graduates also presented unique ideas not expressed by more than one respondent (see questionnaire, Appendix B). Those who did express similar beliefs seemed to express Belief 4.1 and Belief 4.2 in response to Question 4.

Beliefs of 1963 Seniors

Twenty-four of the 50 responding 1963 seniors marked all four forced-choice suggestions in response to Question 4. The remaining 26 seniors divided their forced replies among the suggestions with most of them marking the suggestion "subject matter content learned" (Table 16).

Most of those making forced responses to this question expressed Belief 4.1 as the reason for their choice. This was the case in response to each suggestion (Table 17).

The following illustrations are examples of those free responses of the 1963 seniors which were coded under Belief 4.1:

Illustration 6. 1963 senior (3-19)
(Complete reply to question)

The opportunity to actually apply these comes mainly with student teaching but I feel that somehow we should have practiced more before being responsible for classes on our own.

Illustration 7. 1963 senior (3-24)
(Complete reply to question)

I believe these four opportunities would help greatly but now we are not given very much of a chance to apply or use them. We only hear about them in abstract cases.

The 1963 seniors, as the other two groups of respondents, expressed a need for more opportunity to apply learning through realistic situations.

Question 5

How do you believe methods of teaching used in home economics classes should help students who are preparing to teach homemaking?

Of the 121 participants in this study, 109 answered Question 5 as shown in Table 18. Nineteen or 95 per cent of the 20 participating staff responded to this question as did 38 or 86 per cent of the 44 participating 1962 graduates and 52 or 91 per cent of the 57 participating

1963 seniors. Twelve or 10 per cent of the 121 people who answered other parts of the questionnaire did not answer Question 5.

Table 18

121 Participants' Responses to Question 5, "How do you believe methods of teaching used in home economics classes should help students who are preparing to teach homemaking?"

Responses	Total		Staff Members		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Did respond	109	90	19	95	38	86	52	91
Did not respond	<u>12</u>	<u>10</u>	<u>1</u>	<u>5</u>	<u>6</u>	<u>14</u>	<u>5</u>	<u>9</u>
Total	121	100	20	100	44	100	57	100

Forced-Choice Responses

The response to Question 5 was both forced-choice response and free response. The participants were requested to mark any or all of the forced-choice questions, then to explain the reason why they made the choice or choices (see questionnaire, Appendix A).

The participants were requested to respond to four factors (by the students learning that subject matter content is important, by the students observing the methods used by college home economics teachers, by the students

observing how to help students learn, by the students observing a wide variety of teaching methods) in relation to their belief about how the methods of teaching used in home economics classes should help home economics education students.

Table 19 shows the choices made by the respondents. Table 19 also shows the number who explained their choices. Of the 109 respondents, 47 chose to mark all four of the ways methods of teaching should help home economics education students suggested in the questionnaire. Fifteen of the 19 staff members who participated responded this way. Many of the respondents, 50, marked the suggestion that home economics students preparing to teach should be helped to learn to teach through the observation of a wide variety of teaching methods. This suggestion was marked most often by the 1963 seniors who participated (Table 19).

Free-Responses

The free responses to Question 5 were varied. However, one belief about the way methods of teaching used in home economics classes should help students who are preparing to teach homemaking was expressed by many participants. This belief was expressed without regard to the forced choice or choices the respondents had made. This was the only belief in response to Question 5 that

Table 19

Responses of Staff, 1962 Graduates and 1963 Seniors Who Responded to Question 5, "How do you believe methods of teaching used in home economics classes should help students who are preparing to teach homemaking?"

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	(109)		(19)		(38)		(52)	
	No.	%	No.	%	No.	%	No.	%
Marked all four suggestions given								
Explained this response	46	42	14	73	16	41	16	30
No explanation of response	1	1	1	5	-	-	-	-
Total	47	43	15	78	16	41	16	30
Marked "by the students learning that subject matter content is important"								
Explained this response	22	20	2	10	4	10	16	30
No explanation of response	3	3	-	-	1	3	2	4
Total	25	23	2	10	5	13	18	34
Marked "by the students observing the methods used by college home economics teachers"								
Explained this response	20	18	2	10	6	16	12	23
No explanation of response	6	6	-	-	3	8	3	6
Total	26	24	2	10	9	24	15	29

Table 19 (cont.)

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	(109)		(19)		(38)		(52)	
	No.	%	No.	%	No.	%	No.	%
Marked "by the students observing how to help students learn"								
Explained this response	32	29	2	10	9	23	21	40
No explanation of response	<u>10</u>	<u>9</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>10</u>	<u>4</u>	<u>8</u>
Total								
Marked "by the students observing a wide variety of teaching methods"								
Explained this response	40	37	3	16	13	33	24	46
No explanation of response	<u>10</u>	<u>9</u>	<u>2</u>	<u>10</u>	<u>6</u>	<u>16</u>	<u>2</u>	<u>4</u>
Total	<u>50</u>	<u>46</u>	<u>5</u>	<u>26</u>	<u>19</u>	<u>49</u>	<u>26</u>	<u>50</u>

many respondents expressed although many other beliefs were also stated by the individual participants (Table 20).

Belief 5.1 was established by the investigator in the same manner that the other beliefs expressed by the participants in this study were formulated into categories for the free-response data. To accommodate a large number of beliefs, Belief 5.1 was stated this way

Methods of teaching used in college home economics classes should help students who are preparing to teach homemaking by giving them the opportunity to observe how teaching methods may be applied to actual situations so that they can evaluate the method and adapt it in their future teaching situations.

Most of the respondents marked all four suggestions given on the questionnaire of ways methods of teaching used in home economics classes should help students who are preparing to teach homemaking and 31 of these 46 people expressed the belief that teaching methods should help potential teachers by giving them the opportunity to observe how the methods can be applied to actual situations (Table 20).

Those respondents who chose to mark "by the students observing how to help students learn" tended to give unique replies which could not be categorized more often than they expressed Belief 5.1 in explaining why they had made this choice (Table 20) (see questionnaires, Appendix B).

Table 20

Beliefs Expressed by Staff, 1962 Graduates and 1963 Seniors Who Responded to Question 5, "How do you believe methods of teaching used in home economics classes should help students who are preparing to teach homemaking?"

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	(109)		(19)		(38)		(52)	
	No.	%	No.	%	No.	%	No.	%
Marked all four suggestions								
Expressed Belief 5.1*	31	28	10	52	9	23	12	22
Did not express Belief 5.1	15	14	4	16	7	18	4	8
Total	46	42	14	68	16	41	16	30
Marked "by the student learning that subject matter content is important"								
Expressed Belief 5.1*	12	11	2	10	2	5	8	15
Did not express Belief 5.1	10	9	-	-	2	5	8	15
Total	22	20	2	10	4	10	16	30
Marked "by the students observing the methods used by the college home eco- nomics teachers"								
Expressed Belief 5.1*	13	12	2	10	5	13	6	11
Did not express Belief 5.1	7	6	-	-	1	3	6	11
Total	20	18	2	10	6	16	12	22

Table 20 (cont.)

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	(109)		(19)		(38)		(52)	
	No.	%	No.	%	No.	%	No.	%
Marked "by the students observing how to help students learn"								
Expressed Belief 5.1*	14	13	1	5	5	13	8	15
Did not express Belief 5.1	18	16	1	5	4	10	13	25
Total	32	29	2	10	9	23	21	40
Marked "by the students observing a wide variety of teaching methods"								
Expressed Belief 5.1*	27	25	3	16	9	23	15	29
Did not express Belief 5.1	13	12	-	-	4	10	9	17
Total	40	37	3	16	13	33	24	46

*Belief 5.1 - Methods of teaching used in college home economics classes should help students who are preparing to teach homemaking by giving them the opportunity to observe how teaching methods may be applied to actual situations so that they can evaluate the method and adapt it in their future teaching situation.

The 1963 seniors gave more diverse reasons for the choices they made than the other two groups of respondents as is seen in Table 20. However, 12 of the 16 seniors who checked all four of the forced-choice responses did explain why they had done this with beliefs which could be coded under Belief 5.1.

Many seniors did not state reasons which showed that they had similar beliefs for marking the forced-choice responses. These reasons were so many and so diverse that individual categories for them were not established.

Staff Members' Responses

In response to Question 5, 15 of the 19 participating staff marked all four forced-choice responses. Of these 15 people, 10 explained this belief by expressing Belief 5.1 (Table 20). An illustration of the way one staff member said this is given below.

Illustration 1. Staff member (S-12) (Excerpt from total reply to question)

The methods used should help by providing a situation which the student is free to observe and analyze as good or bad. She is free to accept, reject, examine critically, and evaluate the methods observed and decide which methods are desirable for her as an individual to attempt to use.

This belief is similar to that of many of the staff (Table 20).

1962 Graduates' Responses

The 38 graduates who responded to Question 5 tended to choose "by the students observing a wide variety of teaching methods" as the way in which methods of teaching in home economics classes should help home economics education majors. Nineteen marked this (Table 19). Of the 13 who explained this answer nine did so by expressing Belief 5.1 (Table 20).

Illustrations of the respondents' beliefs which were coded under Belief 5.1 are seen below.

Illustration 2. 1962 graduate (2-31)
(Complete reply to question)

By observing it helps the student in realizing the many methods which may be used in teaching. Later in their own teaching they will have these experiences to draw from in preparing and teaching in their situations.

Illustration 3. 1962 graduate (2-3)
(Excerpt from total reply to question)

A wide variety of observation should help the teacher know the possibilities and then be in a position to decide for herself what methods she personally will use in teaching.

Many 1962 graduates expressed this belief in response to Question 5.

1963 Seniors' Responses

The 52 seniors who responded to Question 5 tended to mark the choice "by the students observing a wide variety of teaching methods" as did the 1962 graduates. Twenty-six seniors marked this suggestion (Table 19). Twenty-five seniors said that they believed it should be helpful for home economics education students to observe how to help students learn. Eighteen of this group thought that learning that subject matter is important should be helpful to home economics education majors. Finally, 16 seniors marked all four forced-choice suggestions (Table 19).

In response to Question 5 many seniors expressed Belief 5.1 when they explained the choices they had made (Table 20).

The following are examples of the beliefs expressed by the seniors in response to Question 5 which could be coded under Belief 5.1.

Illustration 4. 1963 senior (3-33)
(Excerpt from total reply to question)

These are just ways and understandings of how teaching is done, not necessarily the way each individual can do it as we are individuals and will do it differently. This is to give us a broad scope of ideas to build on, not to follow to the "T". The more one observes, the more one can think and create new ideas based on old ones.

Illustration 5. 1963 senior (3-17)
(Complete reply to question)

Then one can see for oneself what the most effective ways are and how it would affect them as students.

These examples show that many seniors expressed Belief 5.1 in response to Question 5 without regard to the choice they made just as the other two groups of respondents had.

Question 6

Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?"

Seventy-six of the 108 individuals who replied to Question 6 answered "yes" and 18 believed the answer was "no". Fourteen participants indicated ambivalent beliefs answering both "yes" and "no" as is shown in the following table.

Table 21

121 Participants' Responses to Question 6, "Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?"

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	No.	%	No.	%	No.	%	No.	%
Positive response	76	62	10	50	37	84	29	51
Negative response	18	15	4	20	3	7	11	19
Ambivalent response	14	12	4	20	1	2	9	16
No response	<u>13</u>	<u>11</u>	<u>2</u>	<u>10</u>	<u>3</u>	<u>7</u>	<u>8</u>	<u>14</u>
Total	121	100	20	100	44	100	57	100

The respondents were directed to explain the reason for their positive or negative response. Those who answered ambivalently clearly stated the reasons for their answers. Each participant may have expressed more than one belief in his response.

Beliefs Expressed in Response to Question 6

The responses seemed to express four beliefs in answer to Question 6. Of these, three were positive beliefs and one was negative. Possibly the respondents agreed on only one negative belief because of the small number who did answer negatively. These categories were established by reading and re-reading the questionnaires

to determine the major beliefs expressed as was done for the establishment of categories for the free-response data in other questions.

Belief 6.1

Methods of teaching used in home economics classes help the student who is preparing to be a homemaking teacher by giving her the opportunity to observe the method in use and evaluate its usefulness in the situation.

This belief was expressed by 60 of the 76 participants who answered Question 6 positively. The following illustrations show some responses which led to the formulation of Belief 6.1:

Illustration 1. Staff member (S-15)
(Complete reply to question)

I think they do because if a teaching method is good, students are aware of this and can try to adapt such a method for themselves. If they find a method is not good, they can improve upon it or not use it at all.

Illustration 2. 1962 graduate (2-28)
(Complete reply to question)

Yes because a person can see them in action and see the response, then decide for herself if this is something she would like to try also.

Illustration 3. 1962 graduate (2-21)
(Excerpt from total reply to question)

By seeing methods used we determine the interest the group has when material is presented in a particular way. The methods help when you have a group

situation similar to those you have seen so you can adapt the part or parts of a method and use it to good advantage.

Illustration 4. 1963 senior (3-55)
(Excerpt from total reply to question)

Yes, by enabling the students to observe the methods and their teaching effects on the students.

Illustration 5. 1963 senior (3-38)
(Complete reply to question)

Here the student has the opportunity to see how effective various methods are for the students of the class and then make judgments as to their effectiveness, then choose to use them or reject them.

The responses which were coded under Belief 6.1 seemed to believe the value of teaching methods used by college home economics lay in students' observation of the effectiveness of the method.

Belief 6.2

Teaching methods used by college home economics teachers help the student who is preparing to be a homemaking teacher by giving her confidence in use of the subject matter and the teaching method.

This belief was expressed by 13 individuals. The following illustrations show how they expressed it:

Illustration 6. 1962 graduate (2-30)
(Complete reply to question)

I believe that the various teaching methods that the student actually takes part in, and is familiar with, are helpful to the student who is preparing for home

economics education. When the student is familiar with a method she will use the method effectively.

Illustration 7. 1963 senior (3-27)
(Complete reply to question)

Though I am not in education I feel actual practice helps the student gain confidence and skill.

Beliefs coded under Belief 6.2 implied that the teaching methods used by college teachers help students gain ability in the particular home economics skills and give the students confidence in her ability to use the skills.

Belief 6.3

Methods of teaching used in home economics classes help the home economics education student by showing her teaching methods she can copy in her own teaching situations.

The replies which were coded under this belief implied that potential homemaking teachers will copy the teaching methods of the college home economics staff in their own teaching situations. These examples show how the respondents expressed this belief.

Illustration 8. 1962 graduate (2-19)
(Excerpt from total reply to question)

It frankly frightens me to see how much I depend upon and refer to the methods I saw used in home economics classes.

Illustration 9. 1962 graduate (2-39)
(Excerpt from total reply to question)

I believe that teachers tend to use methods of teaching that have been used by their teachers.

These responses and others like them were coded under Belief 6.3.

Belief 6.4

Methods of teaching used in home economics classes do not help the student who is preparing to be a homemaking teacher because the methods are not applicable to high school homemaking classes.

Although few respondents expressed negative beliefs in reply to Question 6 those who did seemed to have beliefs which could be coded under Belief 6.4.

The two following illustrations show how the respondents expressed Belief 6.4:

Illustration 10. Staff member (S-5)
(Complete reply to question)

For the most part, in my judgment, the method of approach is quite different with the younger student. No doubt some methods can carry over, but for the most part there is a difference.

Illustration 11. 1963 senior (3-22)
(Excerpt from total reply to question)

One way these methods may not help is that in some cases the methods used are too adult for the junior high or even senior high student.

The responses which were coded under Belief 6.4 expressed the idea that the methods of teaching used by

college home economics teachers may not be able to be applied in the teaching situations that the potential homemaking teacher may experience.

Staff Members' Responses

Of the 18 staff members who replied to Question 6, 10 expressed positive beliefs, four answered negatively and the same number responded ambivalently (Table 21).

Of the 10 who replied positively and the four who gave ambivalent responses, nine expressed the belief that the teaching methods used by college home economics teachers help potential secondary homemaking teachers by providing them the opportunity to see these methods used and the effect of the method on the student. These nine beliefs were coded under Belief 6.1. One of the staff members who responded expressed an idea which was coded under Belief 6.2 and two of this group had ideas which were coded under Belief 6.3 (Table 22).

Four of the eight (four negative, four ambivalent) staff members who indicated negative beliefs in response to the question wrote ideas which were coded under Belief 6.4 (Table 23).

Table 22

Beliefs Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded Positively to Question 6, "Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?"

Beliefs	Total*		Staff		1962 Graduates		1963 Seniors	
	(108)		(18)		(41)		(49)	
	No.	%	No.	%	No.	%	No.	%
6.1 Methods of teaching used in home economics classes help the student who is preparing to be a homemaking teacher by giving her the opportunity to observe the method in use and evaluate its usefulness in the situation.	60	56	9	47	24	58	27	55
6.2 Teaching methods used by college home economics teachers help the student who is preparing to be a homemaking teacher by giving her confidence in use of the subject matter and the teaching method.	13	12	1	5	6	14	6	12
6.3 Methods of teaching used in home economics classes help the home economics education student by showing her teaching methods she can copy in her own teaching situation.	10	1	2	11	7	17	1	2

*Not all answers fell into these beliefs.

Table 23

Belief Expressed by Staff, 1962 Graduates, and 1963 Seniors Who Responded Negatively to Question 6, "Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?"

Belief	Total (108)		Staff (18)		1962 Graduates (41)		1963 Seniors (49)	
	No.	%	No.	%	No.	%	No.	%
6.4 Methods of teaching used in home economics classes do not help the student who is preparing to be a homemaking teacher because the methods are not applicable to high school homemaking classes.	15	14	4	22	1	3	10	20

1962 Graduates' Responses

This group strongly believed the methods of teaching used by college home economics teachers do help students who are preparing for teaching. Of the 41 respondents in this group, 37 answered positively, three replied negatively while one replied both positively and negatively. Of the total number of positive replies, 24 were coded under Belief 6.1, six under Belief 6.2 and seven under Belief 6.3. More people in this group expressed Belief 6.3 than did the people in the other two groups of respondents (Table 22).

One of the 1962 graduates expressed an idea which could be coded under Belief 6.4 (Table 23).

The belief most important to this group of respondents was Belief 6.1.

1963 Seniors' Responses

Forty-nine 1963 seniors answered Question 6. Of the 49, 29 replied positively, 11 answered negatively and nine expressed themselves ambivalently in response to the question (Table 21).

Of the positive replies, 27 contained beliefs which were coded under Belief 6.2 and one could be coded under Belief 6.3 (Table 22).

Ten replies to Question 6 expressed negative beliefs and could be coded under Belief 6.4 (Table 23).

To this group of respondents, as to the other two groups, the most important way in which methods of teaching used by college home economics teachers help students preparing to teach is to provide these students with the opportunity of seeing the methods in action and observing the response of the class to the methods.

Question 7

In June, 1959, the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association presented a statement of philosophy and objectives at the fiftieth anniversary convention of the American Home Economics Association. In this statement, titled Home Economics: New Directions, the committee has listed 12 competences which it believes to be fundamental to effective living. These 12 competences are listed below. Please indicate the degree of importance you feel each competence listed merits as a guideline for home economics courses at Oregon State University.

In this question the participants were requested to mark each of the competences stated to indicate the degree of importance they believed each competence merited as a guideline for home economics courses at Oregon State University. The participants were also invited to write comments about this question in a space provided for this purpose. Only 10 of the participants wrote free-response

answers to the question. These answers were not believed to be useful to this study.

These competences were formulated by the American Home Economics Association Committee on Philosophy and Objectives of Home Economics for presentation at the fiftieth anniversary convention of the American Home Economics Association. It is believed that the primary goal of home economics is to help each individual and family to develop the competences fundamental to effective living. This committee believed these competences to be fundamental to effective living. Courses in home economics should help students develop these competences.

The Division of Home Economics of the American Association of Land-Grant Colleges and State Universities adopted the competences as stated by the American Home Economics Association committee as the recognized responsibilities of home economics in land-grant institutions.

This question was designed to indicate the beliefs of the staff, 1962 graduates, and 1963 seniors concerning the importance of the development of the competences for effective living through courses in home economics. Their beliefs may suggest which competences should serve as guidelines for home economics courses.

Table 24 shows the distribution of response to each competence. The smallest number, 115, responded to

Table 24

121 Participants' Responses to Question 7, "In June, 1959, the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association presented a statement of philosophy and objectives at the fiftieth anniversary convention of the American Home Economics Association. In this statement, titled Home Economics: New Directions, the committee has listed 12 competences which it believes to be fundamental to effective living. These 12 competences are listed below. Please indicate the degree of importance you feel each competence listed merits as a guideline for home economics courses at Oregon State University."

Responses	Total		Staff		1962 Graduates		1963 Seniors	
	(121)		(20)		(44)		(57)	
	No.	%	No.	%	No.	%	No.	%
Competence 1								
Did respond	116	96	18	90	44	100	54	95
Did not respond	5	4	2	10	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 2								
Did respond	116	96	18	90	44	100	54	95
Did not respond	5	4	2	10	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 3								
Did respond	115	95	18	90	43	98	54	95
Did not respond	6	5	2	10	1	2	3	5
Total	121	100	20	100	44	100	57	100
Competence 4								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 5								
Did respond	116	96	18	90	44	100	54	95
Did not respond	5	4	2	10	-	-	3	5
Total	121	100	20	100	44	100	57	100

Table 24 (cont.)

Responses	Total (121)		Staff (20)		1962 Graduates (44)		1963 Seniors (57)	
	No.	%	No.	%	No.	%	No.	%
Competence 6								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 7								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 8								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 9								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 10								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 11								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100
Competence 12								
Did respond	117	97	19	95	44	100	54	95
Did not respond	4	3	1	5	-	-	3	5
Total	121	100	20	100	44	100	57	100

Competence 3. Three competences, 1, 2, and 5 were responded to by 116 participants. The remaining competences were responded to by 117 of the 121 participants in the study. Nineteen of the 20 participating staff members responded to all but Competence 1, 2, 3, and 5. One hundred per cent of the participating 1962 graduates responded to every competence but Competence 3. Fifty-four or 95 per cent of the 57 participating 1963 seniors responded to each competence.

Most of the participants agreed with the American Home Economics Association and the Home Economics Division of the American Association of Land-Grant Colleges and State Universities that the 12 competences stated by the American Home Economics Association Committee on Philosophy and Objectives of Home Economics are important in reaching the fundamental goal of home economics. However, the degree of importance of each competence as a guideline for home economics courses was not believed to be the same by the participants in this study.

In order to discuss how the participants reacted to the 12 competences in Home Economics, the writer has grouped them according to the percentage of participants who believed these competences had great importance for Home Economics.

Table 25

**121 Participants' Belief Concerning the Degree
of Importance of 12 Competences in Home Economics**

Compe- tence	Degree of Importance	Total		Staff		1962 Graduates		1963 Seniors	
		No.	%	No.	%	No.	%	No.	%
1	Great	103	89	18	100	36	82	49	91
	Less	13	11	-	-	8	18	5	9
	None	-	-	-	-	-	-	-	-
	Total	116	100	18	100	44	100	54	100
2	Great	102	88	16	89	38	86	48	89
	Less	14	12	2	11	6	14	6	11
	None	-	-	-	-	-	-	-	-
	Total	116	100	18	100	44	100	54	100
3	Great	91	79	17	94	31	72	43	80
	Less	23	20	1	6	11	26	11	20
	None	1	1	-	-	1	2	-	-
	Total	115	100	18	100	43	100	54	100
4	Great	102	87	17	90	38	86	47	87
	Less	15	13	2	10	6	14	7	13
	None	-	-	-	-	-	-	-	-
	Total	117	100	19	100	44	100	54	100
5	Great	86	74	14	88	33	75	39	72
	Less	30	26	4	22	11	25	15	28
	None	-	-	-	-	-	-	-	-
	Total	116	100	18	100	44	100	54	100
6	Great	53	45	8	42	21	48	24	44
	Less	61	52	11	58	22	50	28	52
	None	3	3	-	-	1	2	2	4
	Total	117	100	19	100	44	100	54	100
7	Great	89	76	14	74	34	77	41	76
	Less	28	24	5	26	10	23	13	24
	None	-	-	-	-	-	-	-	-
	Total	117	100	19	100	44	100	54	100

Table 25 (cont.)

Compe- tence	Degree of Importance	Total		Staff		1962 Graduates		1963 Seniors	
		No.	%	No.	%	No.	%	No.	%
8	Great	69	59	11	58	24	55	34	63
	Less	47	40	8	42	20	45	19	35
	None	1	1	-	-	-	-	1	2
	Total	117	100	19	100	44	100	54	100
9	Great	79	67	12	63	31	70	36	67
	Less	36	31	6	32	13	30	17	31
	None	2	2	1	5	-	-	1	2
	Total	117	100	19	100	44	100	54	100
10	Great	78	67	15	79	27	61	36	67
	Less	36	30	4	21	17	39	15	27
	None	3	3	-	-	-	-	3	6
	Total	117	100	19	100	44	100	54	100
11	Great	50	43	14	74	17	39	19	35
	Less	62	53	5	26	25	57	32	59
	None	5	4	-	-	2	4	3	6
	Total	117	100	19	100	44	100	54	100
12	Great	67	57	17	90	22	50	28	52
	Less	50	43	2	10	22	50	26	48
	None	-	-	-	-	-	-	-	-
	Total	117	100	19	100	44	100	54	100

Competence 1

Fundamental to effective living is the competence to establish values which give meaning to personal, family, and community living; select goals appropriate to their values.

Competence 2

Fundamental to effective living is the competence to create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.

Competence 4

Fundamental to effective living is the competence to nurture the young and foster their physical, mental, and social growth and development.

Competences 1, 2, and 4 were believed to be of great importance as guidelines for home economics courses by 89, 88, and 87 per cent respectively of the respondents. Eighty-two per cent or more of each group of participants said this (Table 25). These competences are those which are more easily recognizable as goals of every home economics course. They are concerned with the fundamental abilities of achieving satisfying living.

Competence 3

Fundamental to effective living is the competence to achieve good interpersonal relationships within the home and within the community.

Competence 5

Fundamental to effective living is the competence to make and carry out intelligent decisions regarding the use of personal, family, and community resources.

Competence 7

Fundamental to effective living is the competence to plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.

Competences 3, 5, and 7 were believed to be of great importance as guidelines for home economics courses by 74 to 79 per cent of the respondents to the question (Table 25). The staff tended to mark Competence 3 as meriting great importance more often than did the other two groups of respondents.

Competence 9

Fundamental to effective living is the competence to perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.

Competence 10

Fundamental to effective living is the competence to enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

These two competences were rated as meriting great importance as guidelines for home economics courses by 67 per cent of the respondents. The 1962 graduates seemed to believe Competence 9 was of more importance than the other two groups of participants. The staff members were inclined to believe Competence 10 to be of great importance much more often than the other participating groups as can be seen in Table 25.

Competence 8

Fundamental to effective living is the competence to purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.

Competence 12

Fundamental to effective living is the competence to develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

These two competences were believed to merit great importance as guidelines for home economics courses by 59 and 57 per cent of the participants respectively. About half of the participating seniors and graduates believed Competence 12 was not so important as a guideline for home economics courses. The staff members disagreed with the graduates and seniors. Ninety per cent of the participating staff believed understanding of other cultures to merit great importance (Table 25).

Competence 6

Fundamental to effective living is the competence to establish long-range goals for financial security and work toward their achievement.

Competence 11

Fundamental to effective living is the competence to take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.

It was agreed by only 45 per cent and 43 per cent of the participants that Competences 6 and 11 merited great importance as guidelines for home economics courses (Table 25). Of the 19 participating staff members only 42 per cent thought Competence 6 was of great importance, however 74 per cent did indicate that they believed Competence 11 merited great importance as a guideline for home economics courses. Only 39 per cent of the participating graduates and 35 per cent of the participating seniors agreed with them.

The highest number of participants who indicated beliefs that any of the competences were of no importance as a guideline for home economics courses was five. These five, two 1962 graduates and three 1963 seniors, marked Competence 11 as meriting no importance as a guideline for home economics courses.

It is interesting to see that except for Competences 6 and 11, at least 57 per cent of the 121 participants believed that the competences as stated in Home Economics: New Directions (2) had great importance for the home economics courses at Oregon State University.

CHAPTER V

SUMMARY AND CONCLUSIONS

The major purpose of this study is to determine whether or not staff, 1962 graduates and 1963 seniors of the School of Home Economics, Oregon State University, believed home economics courses for home economics students who plan to teach in secondary schools need to differ from courses for those home economics students who do not plan to teach. To help answer this question, three sub-questions were formulated. These were:

1. Do methods of teaching used in home economics classes taken by home economics education students reflect the diversity of methods which they will be expected to use in their teaching?
2. In the home economics courses at Oregon State University is special consideration given to the home economics education students' needs as:
 - a. Teachers
 - b. Homemakers
 - c. Individuals in society
3. Do home economics staff and home economics students accept the 12 competences fundamental to effective living as stated by the Committee on Philosophy and Objectives of the American Home Economics Association in June, 1959, as important guidelines for the home economics courses for home economics education students at Oregon State University?

Conclusions

To discover the beliefs of the participants about the home economics courses as they existed at the time of the study, a questionnaire consisting of seven questions was devised. It needs to be remembered that the conclusions are actually summaries of the beliefs as they are expressed by the participants in one or more of the questions. The classification of beliefs which form the latter part of this chapter are the specific beliefs expressed by the participants in answer to specific questions. The analysis of the response to these questions suggests to the writer that the following conclusions may be made.

Conclusion 1

Home economics courses for students preparing to teach should differ from home economics courses for students in other professional areas of home economics.

This was indicated by the answers to Question 1, "Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?"

The largest percentage of the three groups which participated in the study indicating this belief was that of the 1962 graduates. More staff members did not express this belief than did. The students and recent graduates

then, believed home economics courses should differ for students preparing to teach from home economics courses for students in other professional areas of home economics. The most important reason that these two groups gave is that home economics education majors need courses in which the future use of the subject matter in their own teaching situations is emphasized. Some staff members also believed this orientation of subject matter to be important, however most staff members tended to believe that home economics education majors need as much depth and breadth of home economics courses as possible plus courses for their special professional preparation.

The 1962 graduates emphasized the need for actual practice in class of the principles of the subject matter learned in the class and the principles of teaching the subject matter as learned in the class. This experience in class was not mentioned by the staff members who participated in the study.

Forty-two of the respondents to this question indicated they believed there should be no difference in home economics courses for students in the various professional areas of home economics. They seemed to believe that first and foremost a graduate of the School of Home Economics should be a home economist in the broadest sense. She should then be able to use her abilities as a home

economist in the job she has chosen. This was the strongest belief of the staff members responding to Question 1.

The 1962 graduates seemed to believe more than the other groups that students are not always employed in the job for which they had prepared in college. More than half of the 1962 graduates mentioned this in their negative responses which would seem to indicate it was important to them as recent graduates and newcomers to the job market to be as well prepared as possible for more than one specific job.

Conclusion 2

Home economics education students graduating from Oregon State University are well prepared as teachers, homemakers, and individuals in society.

O'Toole (16) has said the responsibility of home economics in higher education is to provide a program to educate students as "a person, family member and parent, a citizen, and a worker" (16, p.345). The response to Question 2, "How well prepared do you believe home economics education students graduating from Oregon State University are, as: teachers, homemakers, individuals in society?" indicated that home economics courses at Oregon State University fulfill this requirement.

The staff seemed to believe more strongly that home economics graduates are well prepared as teachers than any

other group participating. They based their belief on the high regard professional education people seem to have for Oregon State University home economics education graduates.

The 1962 graduates and the 1963 seniors also believed home economics education graduates to be well prepared as teachers but they tended to base this belief on their knowledge of the home economics courses which home economics education majors are required to take.

Forty-two per cent of the 1963 seniors indicated the belief that home economics education majors have only average preparation as teachers. They seemed to believe this was because the students fail to take advantage of the opportunities offered them through college experiences.

The participants expressed more strongly that home economics education graduates are better prepared for homemaking than for any other phase of living. The 1963 seniors believed this more strongly than the staff or the 1962 graduates. The participants base this belief on their knowledge of the home economics courses that home economics education majors take.

The staff members expressed the belief that home economics education majors have average preparation as homemakers much more frequently than any other group of participants. The reason they gave for this belief was

that the learning experiences students have in home economics classes cannot be applied to real situations.

The participating 1962 graduates and 1963 seniors expressed the belief that home economics education graduates are well prepared as individuals in society because of the broad requirements of the home economics curricula. However, the participants who indicated that home economics education graduates have average preparation as individuals in society said this because they believed home economics education students are limited in opportunities to extend their learning experiences because of the large number of required courses which they must take.

The staff members tended to believe that home economics education majors have only average preparation as individuals in society.

The 1962 graduates and the 1963 seniors believed that home economics education graduates are better prepared in all phases of living than did the participating staff. The broad background of learning experiences home economics education majors have seemed to be the reason for this belief.

The staff members were more critical of the preparation home economics education graduates receive through home economics courses.

The response to Question 3, which was stated, "What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?" indicated that the participants strongly believed home economics education students need home economics subject matter background in all areas of home economics.

The answers to these questions would seem to indicate that the staff, 1962 graduates and 1963 seniors participating in this study believed that a broad background of home economics subject matter must be considered for inclusion in curricula for home economics education students to prepare them well as teachers, homemakers, and individuals in society.

Conclusion 3

Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, methods used by the home economics staff, principles of learning, and a wide variety of teaching methods.

This conclusion was indicated by the response to Question 4, "Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, methods used by the home economics staff, principles of learning, and a wide variety of teaching methods?" However, the participants revealed that home economics

education students have little opportunity to apply these factors other than through student teaching or home management house experiences. This belief was most strongly stated by the 1963 seniors. Perhaps this group of participants are more immediately aware of this lack of application because of the roles they will soon play away from the college community.

The staff expressed the belief that opportunity to apply teaching methods used by the staff, principles of learning, and a wide variety of teaching methods should help home economics education students learn to teach by helping them evolve their own best use of these factors. They did not seem to be as aware of the lack of opportunity to apply these factors as the other two groups of participants. This should suggest that although the staff members do believe opportunity to apply subject matter, teaching methods used by the staff, principles of learning, and a wide variety of teaching methods help students learn to teach, they do not take this into consideration when planning courses for curricula for home economics education students.

Conclusion 4

Methods of teaching used in home economics classes should help students who are preparing to teach homemaking by the students observing a wide variety of teaching methods.

The participants believed that by observing how a wide variety of teaching methods may be applied to actual situations the students can evaluate the methods and adapt them in their own future situations. The participants also believed it to be important for potential teachers to observe how to help students learn through methods of teaching.

Conclusion 5

Methods of teaching used in home economics classes do help the student who is preparing to teach.

This can be concluded from the participants' responses to Question 6, "Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?" The major reason that the participants gave for expressing this belief was that the potential teacher is helped by having the opportunity to observe methods in use and evaluate the usefulness of the methods in particular situations.

This would imply that methods of teaching used by the home economics staff are helping home economics education majors to be prepared for teaching in the way that it is believed teaching methods should help this group of students.

A larger proportion of staff members indicated that they did not believe methods of teaching used in home

economics classes helped home economics students who are preparing for teaching because the teaching methods used by the staff are not necessarily applicable to secondary teaching situations.

Few participants indicated that methods of teaching used in home economics classes help students who are preparing to teach homemaking.

It would seem that although students in different professional areas of home economics should take different home economics courses the instructors would be helping prospective teachers learn to teach even if they used the same methods of teaching for all sections of the course. It was suggested that it would be helpful if these methods could be called to the attention of the students preparing to teach.

The participants expressed the belief that the 12 competences fundamental to effective living as stated by the American Home Economics Association (2) are important guidelines for home economics courses although they believed these competences to merit varying degrees of importance in this role. It would seem that even though the participants believed home economics courses should differ for students of different professional areas of home economics all home economics courses should have the same fundamental guidelines.

Staff's Beliefs

The staff members of the Oregon State University, School of Home Economics, who participated in this study seemed to believe that Oregon State University home economics education graduates are better prepared professionally than for any other phase of living but even this belief was not expressed by a large percentage of the group. They seemed less inclined to believe that all home economics courses should emphasize the aspects of the course which may be of particular use to the students' needs as homemaking teachers. Most of the students' professional preparation is the responsibility of the education teachers and the student's own perception of her future needs.

1962 Graduates' Beliefs

It may be concluded that the 1962 graduates of the School of Home Economics at Oregon State University participating in this study, almost half of whom were employed as homemaking teachers, seemed to believe potential homemaking teachers would be better prepared as teachers, homemakers and individuals in society if the home economics courses they take emphasized the application of the subject matter to the future needs of the students as teachers, and if they are given the opportunity to evaluate and

apply subject matter, principles of learning, and teaching methods through their home economics classes.

1963 Seniors' Beliefs

It can be seen that the 1963 seniors of the School of Home Economics at Oregon State University, 35 of whom were preparing to be homemaking teachers, believed Oregon State University home economics education graduates to be well prepared for all phases of living even though they believed home economics courses should differ for students of different professional areas of home economics so that the courses can be geared more explicitly to the particular needs of different professional areas.

This group seemed to be most critical of the home economics courses for the lack of opportunity to apply subject matter, methods of teaching, and principles of learning in class.

They indicated that methods of teaching used in home economics classes should help students who are preparing to teach by giving them the opportunity to observe and evaluate teaching methods and they strongly believed that this is how methods of teaching used in home economics classes actually do help home economics education majors.

Classification of Beliefs

The beliefs the participants expressed in response to the questionnaire may be further summarized by grouping them according to the number of participants who expressed each belief. Those beliefs which were stated by at least one-fourth of the 121 participants in this study are listed then, in order of their importance to the participants in the study.

1. Beliefs About Teaching Methods Used in Home Economics Courses for Home Economics Education Majors

Methods of teaching used in home economics classes help the student who is preparing to be a homemaking teacher by giving her the opportunity to observe the method in use and evaluate its usefulness in the situation. (Expressed by 60 participants to form Belief 6.1.)

Similar beliefs were also expressed in response to other questions. These were

Courses in home economics for home economics education majors should be different than courses in home economics for students in other professional areas of home economics because the courses for the home economics education major should emphasize the adaptation of the course to the use of the potential teacher. Students majoring in other professional areas of home economics need a different orientation of subject matter than do home economics education majors. (Expressed by 40 participants to form Belief 1.1a.)

In planning the home economics courses in a curriculum for home economics students preparing to teach homemaking special consideration needs to be given to include opportunity to

experience the role of the teacher.
(Expressed by 31 participants to form
Belief 3.3.)

Methods of teaching used in home economics classes should help students who are preparing to teach homemaking by giving them the opportunity to observe how teaching methods may be applied to actual situations so that they can evaluate the method and adapt it in their future teaching situations.
(Expressed by 31 participants as Belief 5.1.)

Home economics students preparing to teach are helped to learn to teach by having opportunities to apply subject matter content learned, teaching methods used by the home economics staff, principles of learning, and a wide variety of teaching methods but home economics education students at Oregon State University have few opportunities to apply these factors other than in their student teaching and home management house experiences.
(This was stated by 27 participants and became Belief 4.1.)

2. Subject Matter Background Needs of Potential Homemaking Teachers

In planning the home economics courses in a curriculum for home economics students preparing to teaching homemaking special consideration needs to be given to include courses which will give the student a strong home economics subject matter background in all home economics areas. (Stated by 55 participants and formulated into Belief 3.1.)

A similar idea was expressed this way

Home economics education students graduating from Oregon State University are well prepared as homemakers through the various home economics courses provided in the curriculum they follow. (Stated by 51 participants and formulated into Belief 2.7.)

Strengthening this belief was

Home economics education students graduating from Oregon State University are well prepared as teachers because they are required to take home economics courses which provide a strong background in each area of home economics. (Stated by 36 participants and formulated into Belief 2.1.)

3. General Education Needs of Students Preparing to Teach Homemaking

Home economics education students graduating from Oregon State University are well prepared as individuals in society because of the broad requirements of the home economics curricula. (This belief, Belief 2.11 was expressed by 46 participants.)

4. Kinds of Courses to be Considered for Home Economics Education Majors to Take

Courses in home economics for students preparing for teaching should not differ from courses for students in other professional areas of home economics because all home economics students regardless of professional area need the same basic background knowledge of home economics subject matter. Preparation for a specific professional area should be done in courses additional to the basic foundation home economics courses. (Expressed by 40 participants as Belief 1.4.)

5. Beliefs About Professional Preparation

In planning the home economics courses in a curriculum for home economics students preparing to teach homemaking special consideration needs to be given to include methods of teaching home economics subject matter plus home economics subject matter to be taught. Professional preparation courses in home economics education need to be included also. (Stated by 38 participants and formulated as Belief 3.2.)

These five beliefs then, might serve as guidelines for planning home economics courses in a curriculum for home economics education majors.

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APPENDIXES

APPENDIX A

528 North 21st Street
Corvallis, Oregon
January 5, 1963

Dear 1962 Home Economics Graduate or 1963 Home Economics Graduate-to-be,

I need your help!

Perhaps you are aware of the constant curriculum evaluation which is going on in the School of Home Economics at Oregon State University. As part of my work under Dr. May DuBois toward a Master's degree, I am conducting a study in an attempt to determine some specific beliefs concerning the present curriculum. By completing and returning this questionnaire you may help to identify changes needed in the education of home economists of the future.

Please fill out the enclosed questionnaire and return it as soon as possible in the stamped, self-addressed envelope. I really need your assistance--only you can help to make my study successful.

Thank you so very much for the time and thought you will give these questions. You do not need to sign your name to the questionnaire.

Sincerely,

Sonya Lee

c/o Dr. May DuBois
Home Economics Building
Corvallis, Oregon
January 5, 1963

Dear Staff Member,

As you well know, the curriculum in the School of Home Economics at Oregon State University is undergoing constant scrutiny. When I was a member of the student curriculum committee last year I became very interested in college curriculum changes. This year I decided to do my Master of Arts thesis on some beliefs concerning the present curriculum.

The major question to be answered by this study is:

Do the home economics courses for home economics education students need to differ from the courses for those home economics students who do not plan to teach home economics in junior or senior school?

Home Economics courses are considered as those courses in Foods and Nutrition; Clothing, Textiles, and Related Arts; Family Life and Home Administration; and Institution Management.

At the present time, home economics education students are required to take CT 211 Clothing Selection, FL 413 Child Development, and FL 425 Nursery School Child besides the core.

Although this study centers on the curriculum for home economics education students, its purpose is to examine this curriculum through obtaining the viewpoints of staff, all recent home economics graduates, and all present home economics seniors.

The enclosed questionnaire is designed to give an opportunity for you to express your own individual viewpoint. The more you do this the better the study will be.

My study will be successful only through your assistance therefore, I hope you will please complete the enclosed questionnaire and return it to Dr. DuBois' box in the Home Economics Building as soon as possible.

Thank you for the time and thought you will give my request.

Sincerely,

Sonya Lea

SOME BELIEFS CONCERNING THE HOME ECONOMICS COURSES OF
THE SCHOOL OF HOME ECONOMICS AT OREGON STATE UNIVERSITY

To the Respondent:

This questionnaire is being sent to three groups of people: the staff of the School of Home Economics, 1962 graduates of that school, and 1963 prospective home economics graduates. The beliefs of each individual in these groups will be different. Your beliefs may be based on:

1. what is taught in your classes
2. what you know of others' classes in home economics
3. your background of experience

These beliefs finally form your own unique viewpoint--how the home economics courses look to you.

These groups have been chosen because they have all been a part of the recent curriculum changes. Of particular interest are the viewpoints of the students who are preparing for teaching and the students not preparing to teach.

This questionnaire gives you an opportunity to think through and express your present beliefs about Home Economics as a field of study and as you see it being expressed or taught at Oregon State University.

The questions which follow are designed to give you freedom to say anything you wish. The success of the study depends on how each one of you accepts this opportunity.

Question I.

PLEASE EXPRESS YOUR BELIEFS FREELY.

Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?

Check the answer you believe is appropriate:

☐ yes

☐ no

If your answer is "yes" please explain how the courses should differ.

If your answer is "no" please give your reasons for believing there should be no difference.

Question II.

How well prepared do you believe home economics education students graduating from Oregon State University are, as:

1. Teachers

Check one:

☐ well prepared; ☐ have average preparation;
☐ poorly prepared

Please state the reasons why you checked this item as you did.

2. Homemakers

Check one:

☐ well prepared; ☐ have average preparation;
☐ poorly prepared

Please state the reasons why you checked this item as you did.

3. Individuals in society

Check one:

☐ well prepared; ☐ have average preparation;
☐ poorly prepared

Please state the reasons why you checked this item as you did.

Question III.

Please express your beliefs on the following question freely.

What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach home-making?

Question IV.

Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply:

- ☐ subject matter content learned
- ☐ methods used by the home economics staff
- ☐ principles of learning
- ☐ a wide variety of teaching methods

Place a check in the appropriate blank or blanks. You may believe that home economics students are not helped to learn to teach by having these experiences. If so, do not mark any blank. Please explain your answer.

Question V.

How do you believe the methods of teaching* used in home economics classes should help students who are preparing to teaching homemaking?

Please check the appropriate blank or blanks:

- ___ By the students learning that subject matter content is important?
- ___ By the students observing the methods used by college home economics teachers?
- ___ By the students observing how to help students learn?
- ___ By the students observing a wide variety of teaching methods?

Please explain your answer.

Question VI.

Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?

If you believe the answer is yes, how do the methods used help?

If you believe the answer is no, why don't the methods used help?

*For example: laboratory, discussion, lecture, role playing, or field trips.

Question VII.

In June, 1959, the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association presented a statement of philosophy and objectives at the fiftieth anniversary convention of the AHEA. In this statement, titled Home Economics: New Directions, the committee has listed 12 competences which it believes to be fundamental to effective living. These 12 competences are listed below. Please indicate the degree of importance you feel each competence listed merits as a guideline for home economics courses at Oregon State University. Do this by placing a check (x) in the appropriate column to the left.

Great Less No

Impor- Impor- Impor- Fundamental to effective living are
tance tance tance the competences to:

_____	_____	_____	establish values which give meaning to personal, family, and community living; select goals appropriate to these values
_____	_____	_____	create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
_____	_____	_____	achieve good interpersonal relationships within the home and within the community
_____	_____	_____	nurture the young and foster their physical, mental and social growth and development
_____	_____	_____	make and carry out intelligent decisions regarding the use of personal, family, and community resources
_____	_____	_____	establish long-range goals for financial security and work toward their achievement

Great Importance	Less Importance	No Importance	Fundamental to effective living are the competences to:
_____	_____	_____	plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family
_____	_____	_____	purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources
_____	_____	_____	perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
_____	_____	_____	enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
_____	_____	_____	take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
_____	_____	_____	develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living

A blank space is included on the final page of this questionnaire. Please feel free to make any comments concerning this part of the questionnaire or any other part of the questionnaire on that page.

ABOUT YOU

Please fill in only the set of questions designed for you.

If you graduated in 1962 please answer these questions:

1. What is your present occupation?
2. Is this the occupation you prepared for in college?
3. What other occupations have you held since graduation?
4. Check your professional area in home economics in college:

- ☐ Clothing, Textiles and Related Arts
- ☐ Child Development and Family Relations
- ☐ Home Administration
- ☐ Foods and Nutrition
- ☐ Institutional Management and Dietetics
- ☐ Home Economics Communications
- ☐ Home Economics Education
- ☐ Home Economics Extension
- ☐ Positions with Social Welfare Agencies

5. If you prepared for teaching check your teaching minor or norm:

- ☐ Art
- ☐ Social Science
- ☐ English
- ☐ Other

What? _____

If you plan to graduate in 1963 please answer these questions:

1. Have you attended any college other than Oregon State? ____ For how long? ____
2. Check your professional area in home economics:

____ Clothing, Textiles, and Related Arts
 ____ Child Development and Family Relations
 ____ Home Administration
 ____ Foods and Nutrition
 ____ Institution Management and Dietetics
 ____ Home Economics Communications
 ____ Home Economics Education
 ____ Home Economics Extension
 ____ Positions with Social Welfare Agencies

If you are a member of the staff of the School of Home Economics please answer these questions:

1. In which department of the School of Home Economics do you teach? _____
2. Please answer the following questions yes or no:
 Has your experience included teaching at the elementary level? ____ the junior high level? ____ the senior high level? ____
3. In relation to the teaching experiences above, have you taught a special subject matter area other than home-making? (as only clothing, mathematics, general science, etc.) ____

What special subject matter did you teach? _____

At what level or levels did you teach the above subjects? _____

Thank you for your time and effort. I will welcome any comments you would like to make.

APPENDIX B

Two of the most thoughtfully written responses to the entire questionnaire were seldom coded in the established categories because of the nature of their replies. These two participants, a 1962 graduate and a 1963 senior, did not often agree with the majority of the respondents although their answers seemed to the writer to be among the most thoughtful responses to the questionnaire. The answers given by these respondents follow just as they were returned to the investigator.

1962 GRADUATE'S RESPONSES TO QUESTIONNAIRE

Question 1.

Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?

No. We who are to be teachers need the same course content as one who will be extension agent or business women. I feel the present system of offering advanced classes for the specialist (i.e. experimental foods for the dietitian) is satisfactory. This is not to say that I don't wish I could have had such classes; I do, though, realize the time limitations of a four-year curriculum. As I progress through my first year of teaching I daily "wish" I could have taken more courses in the areas I currently teach my students. Example: Why couldn't I have fit a 400 level textiles course in so I could really tell my boys' class about manufacturing process. This is just my nature though.

A noted exception to this is the series of methods courses we home ec ed students take. These are necessary and vital.

Question 2.

How well prepared do you believe home economics education students graduating from Oregon State University are, as:

1. Teachers

Check one:

☒ well prepared; ☐ have average preparation;
☐ poorly prepared

One of my "judges" of our preparation has been to compare my personal preparation with that of others in my present out-of-state job. I desire more chance to visit the teacher training colleges locally and to take some courses. During forthcoming meeting I hope to visit with "natives" of this state to compare preparation. Our OSU teacher ed staff is well known and respected here which speaks for the preparation.

2. Homemakers

Check one:

☐ well prepared; ☒ have average preparation;
☐ poorly prepared

I fear that through specialization in areas of education, business, dietetics, etc., we are forced to eliminate courses that would make us well prepared homemakers. This depends also to whom we are being compared; if it is with average American housewife we should rank high and among best prepared. Really, this should wait for my answer until I am one--a homemaker.

3. Individuals in society

Check one:

☐ well prepared; ☒ have average preparation;
☐ poorly prepared

I chose a middle-of-road answer here because of a personal feeling that my strict home ec curriculum and the fact that I completed school in one term less than four years restricted me from liberal arts courses. I find myself wanting to take literature, music, art, painting, philosophy in summer school instead of pursuing professional courses in home ec. This I believe I need to be a well prepared individual.

Question 3.

What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?

Greater flexibility for the individual students in choice of classes within an area. To recognize individual differences and abilities in a prospective teacher would enable her to build up competency in areas of lack instead of in balanced work in an area she is capable of handling. For one, I had sewed in 4-H and at home and admittedly enjoyed my fresh., soph. and draping classes. But they represented one year's work in an area in which I could have almost (egotistically) taught without preparation. Now, why not offer a one term methods of clothing construction course to incorporate new methods of sewing with new methods of teaching sewing? Let that suffice for a person

like myself and insist that I delve into the relationships areas and family life and consumer education.

As a member of the teaching profession I can see and partially accept the cause and effect of poor teachers. But it still depresses me to recall the poor teachers I had in areas in which I lacked ability. Family finance and management were my weaknesses and unfortunately they were the weak points in OSU's staff. If we must have poor staff maybe they could be kept out of vital growing and currently emphasized areas. There were few methods, professional traits or even personal traits that encouraged me to pattern my work after that of my professors in above mentioned areas.

Question 4.

Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply:

- ☒ subject matter content learned
- ☒ methods used by the home economics staff
- ☐ principles of learning
- ☐ a wide variety of teaching methods

Little use of principles of learning is allowed or required. I feel this should have come in education courses such as psych. or Methods of Reading or even School in American life. We should have been required to apply a principle of learning every day in ed psych. Instead, we wrote one program for a teaching machine and gave one demonstration of a principle. Not enough was demanded of the students.

Question 5.

How do you believe the methods of teaching used in home economics classes should help students who are preparing to teach homemaking?

Please check the appropriate blank or blanks:

- ☒ By the students learning that subject matter content is important?
- ☒ By the students observing the methods used by college home economics teachers?
- ☒ By the students observing how to help students learn?
- ☒ By the students observing a wide variety of teaching methods?

I comment upon statement #1 because I feel students know that subject matter is important. The problem is what subject matter is important.

Item #3 is more vital to me now as I face real students with learning problems. Surely how to solve this is not observed or taught in general HE curriculum. I saw classmates failing to learn and shared their struggles, but did I see much professor-student work to correct it? No, the grades went lower and the student got farther behind. This is the price of a mass education, but I dread the realization that in my first year I may be perpetuating the same error. We need more help in recognition of individual capabilities and in how to key our teaching to them.

Question 6

Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?

Yes. It frankly frightens me to see how much I depend upon and refer to the methods I saw used in home economics classes. It disturbs me because I well remember my critical student attitude toward some of these same methods. Yet, in this first year of teaching, I find myself running my foods work labs on a pattern of my own soph foods teacher. I do sincerely hope that successive years in the job will teach me new methods and that through observation and association with other teachers I may learn more. The other factor that has influenced my teaching methods is the student teaching experience. Here was a chance to observe and practice methods other than those seen in college classes. I wonder if there would be value in more non-participating observation of methods during methods courses. Let a junior and senior home ec ed girl who has had or is taking 408d go to Corvallis and nearby homemaking classes to observe methods specifically. This might be included as a certain number of hours of observation in diversified areas required for course completion like the observation of adult ed groups. This would give more realness and tangibility to classes for whom they might plan the unit blocks required in 408d. I marvel at how I could even begin to make a unit without having "a class".

1963 SENIOR'S RESPONSES TO QUESTIONNAIRE

Question 1.

Should courses in home economics for students preparing to teach differ from home economics courses for students in other professional areas of home economics?

No. In considering this question, I am assuming that "courses" means course content and not the amount of courses to be taken in each subject matter area.

I expressed my answer as no for several reasons:

1. I believe that as soon as "special" courses are planned for any subject matter area (unless great care is taken) the course loses certain value in the eyes of others.
2. This is limiting the home economics education major to more narrow professional possibilities. As she begins her career she may find she wishes to be able to do something else in the professional world and she should have courses that would permit her to do this. Specialization is important but can come to the undergraduate through her professional area classes. If she wishes more specialization, I feel graduate school is the answer.
3. This sectioning limits contact with other students even more. I feel very strongly this contact with students interested in other professional areas is invaluable and a necessary part of the learning experience. People interested in different professional areas look at subject matter with different eyes and perhaps use another approach. This therefore creates another learning experience for the student.
4. All courses taught are giving the student basic principles of the subject matter. It is up to the student interested in teaching to transpose these principles to the learning level of the students they are to teach. It should not be necessary to teach the teacher differently.

Question 2.

How well prepared do you believe home economics education students graduating from Oregon State University are, as:

1. Teachers

Check one:

☐ well prepared; ☒ have average preparation;
☐ poorly prepared

General: In answering these questions I think it depends a great deal on the individual, the extra-curricular experiences she has had, and her ability to apply her learnings. I therefore am answering the question based only on the course work she is required to take.

Student has been made familiar with all subject matter areas of home economics and knows where to find information when she needs to know more about a subject. In this respect she is well prepared. I feel she is not well prepared in knowing how to present this subject matter to others--this weakness being lack of training in speech or other communication areas. It's wonderful to have the knowledge but if you can't express it then it's useless to others.

2. Homemakers

Check one:

☒ well prepared; ☐ have average preparation;
☐ poorly prepared

Student has good training in family life area both in child care and family relationships. She has also had practical experience in foods, nutrition, clothing and home decoration. If she is able to apply learnings she should be well prepared.

3. Individuals in society

Check one:

☐ well prepared; ☒ have average preparation;
☐ poorly prepared

Although home economics education students take several general courses in the humanities and social sciences, they are extremely limited in becoming a well-rounded personality. If the student does not take

part in extra-curricular activities or develop the ability to learn more individually, she is limited to home economics only.

Here again I stress communication, not in the sense of subject matter, but rather as being able to talk with all kinds of people. As a homemaking teacher she must be able to talk with many people with many interests. I do not feel our curriculum allows this development of self and self-analysis.

Question 3.

What special considerations do you believe should be given to planning the home economics courses in a curriculum for home economics students preparing to teach homemaking?

The students should be made aware of all subject matter areas. I think that in becoming acquainted with this subject matter the student should:

1. be made aware of resource material in the area
2. have to express her learnings about the subject orally--either through class discussion (seminar type) or through oral reports.

I believe that many of the home economics courses could be combined so that the student would have more time for electives in the subject matter area of her choice.

There should be more training in the management side of home economics. Perhaps this can be tied into the course work more obviously or the students should learn how to make themselves aware of this aspect.

I feel very strongly that "Women's Role Today" should be continued as a full term course and that home economics education students should be encouraged (not required) to take it. It is extremely good in several respects:

1. makes students aware of current literature in home economics and other areas
2. gives students opportunity to think for themselves
3. makes student sharply aware of different feelings about women's position in the world
4. makes students aware of the changes in family roles and the flexibility and sharing that is so much a part of life

Question 4.

Do you believe home economics students preparing to teach are helped to learn to teach by having opportunities to apply:

- x subject matter content learned
- x methods used by the home economics staff
- x principles of learning
- x a wide variety of teaching methods

Home economics students have the opportunity to apply subject matter in the practical lab periods we have in foods, clothing, equipment, nursery school, etc. We also apply these learnings through home experiences and actual practice in homes.

Through some of the courses home economics students become aware of the principles of learning. They are given the opportunity to apply them but whether they do or not is up to the individual.

Students in preparing to teach are exposed to a wide variety of teaching methods both by discussing methods in education classes and by becoming aware of methods used by the staff. Students are given the opportunity to apply these to a very limited extent in some classes and to a great extent in the student teaching experience. Through this student teaching experience, students also apply subject matter content and principles of learning.

I, therefore, would summarize this by saying, students are given the opportunity to apply these experiences in student teaching, but experience other than that is limited to home economics education methods courses.

Question 5.

How do you believe the methods of teaching used in home economics classes should help students who are preparing to teach homemaking?

Please check the appropriate blank or blanks:

- x By the students learning that subject matter content is important?
- x By the students observing the methods used by college home economics teachers?
- x By the students observing how to help students learn?
- x By the students observing a wide variety of teaching methods?

I would say that all of these are true if the emphasis is put on "should". We are exposed to methods and we should be aware of their importance. I add here that often the first awareness comes with Ed 408d. The student then refers back and starts to tie all her learnings together.

The student teaching experience is the real "eye-opener" for the student. Suddenly she wishes she could remember everything she's been exposed to.

I think it is an extremely fortunate thing that the mind can recall experiences stored way back, because we are often not aware of learnings until we have to apply them ourselves.

Question 6.

Do you believe the methods of teaching used in home economics classes actually do help the student who is preparing to be a homemaking teacher?

Yes, I believe the methods used help. Perhaps these methods cannot be applied in the exact form they are presented but with a little simplification they can be used extensively in teaching homemaking.

I believe the greater the variety of methods used--the better the teaching, and the student learning to be a teacher should make herself aware of as many methods as possible.

The problem here is making the student aware that a method is being used and why this method is used. Part of this answer comes with actual experience.