

AN ABSTRACT OF THE THESIS OF

Jane Frances Pubols for the M.S. in Home Economics
(Name) (Degree) (Major)

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Title Selected Beliefs and Practices of Oregon Secondary
Home Economics Teachers Related to Enrollment in
Home Economics Classes

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This study was designed to answer six basic questions in order to find some selected beliefs and practices of home economics teachers concerning enrollment in home economics. These questions were:

1. What are the beliefs of home economics teachers concerning:
 - a. the students who can profit from home economics?
 - b. the image of home economics?
 - c. the status of home economics in the secondary curriculum?
 - d. the factors which they believed counselors should consider when counseling students to enroll or not to enroll in home economics?
 - e. the grade or grades in which girls and/or boys should take home economics?
2. How do home economics teachers help counselors understand the home economics program in their schools?

Represented in this study were 160 teachers who made up 49 percent of the junior and senior high school home economics teachers in Oregon.

A questionnaire sent out to the home economics teachers contained items concerning the school and home economics program, the teachers' background, beliefs about home economics as part of the curriculum, beliefs about who should enroll in home economics classes, beliefs about what a counselor should consider when enrolling a student into home economics, and practices of home economics teachers in helping counselors understand the home economics program.

Analysis of the data shows that home economics teachers believed that all students can profit from home economics. They also believed that some home economics courses should be taken by all students at some time during their secondary school career. They also felt that home economics classes for girls are valuable in all grades, seven through 12, but that home economics classes for boys are most valuable in the eleventh and twelfth grades.

Over 75 percent of the teachers believed that home economics classes are interesting and challenging and that a home economics degree from college offers a chance to have an interesting and rewarding career.

It was concluded by the writer that the home economics teachers have a rather limited scope of practices in helping counselors understand the home economics program.

SELECTED BELIEFS AND PRACTICES OF OREGON
SECONDARY HOME ECONOMICS TEACHERS RELATING TO ENROLLMENT
IN HOME ECONOMICS CLASSES

by

JANE FRANCES PUBOLS

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APPROVED:

[REDACTED]

Head of Department of Home Economics Education

In Charge of Major

[REDACTED]

Dean of Graduate School

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TABLE OF CONTENTS

CHAPTER		<u>Page</u>
I	INTRODUCTION.....	1
	Statement of the Problem.....	2
	Importance of the Study.....	3
	Limitations of the Study.....	5
	Definition of Terms.....	5
	Method of Procedure.....	6
	Construction of the Questionnaire.....	6
	Distribution of the Questionnaire.....	9
	Summary.....	10
II	REVIEW OF LITERATURE.....	11
	Importance of Home Economics.....	12
	New Trends in Home Living.....	12
	Home Economics Classroom Has a Better Chance to Teach Principles.....	14
	The Home Economics Classroom Presents a Good Counseling Opportunity.....	15
	Correct Interpretation is Necessary for Enrollment.....	16
	Interpretation Needs to Show Importance of Home Economics.....	16
	Interpretation of Home Economics Has Not Been Sufficient.....	17
	Better Interpretation of Home Economics is Possible.....	19
	Interpretation Has Been Beneficial to Home Economics Programs.....	21
	Summary.....	22
III	ANALYSIS OF DATA.....	24
	Background of Study.....	24
	Teachers' Background.....	24
	Summary.....	28

CHAPTER	Page
School Background.....	29
Summary.....	37
Respondents' Beliefs Concerning Home Economics.....	39
Students Who Can Profit From Home Economics Classes.....	40
Students Who Should Enroll in Home Economics Classes.....	43
Beliefs Relating to the Image of Home Economics Classes.....	50
Beliefs Relating to the Status of Home Economics Classes.....	54
Factors 160 Home Economics Teachers Believed Counselors Should Consider When Deciding Who Should Enroll in Home Economics.....	58
Grade or Grades in Which 160 Home Economics Teachers Believed Students Should Take Home Economics.....	68
Summary.....	70
Home Economics Teachers' Practices.....	74
Home Economics Teachers' Practices in Helping Counselors Understand the Home Economics Program.....	74
Summary.....	75
IV CONCLUSIONS.....	82
The Relationship of This Study to Johnson's Study.....	82
Conclusions.....	91
BIBLIOGRAPHY.....	93
APPENDIX A.....	95
APPENDIX B.....	96

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Questionnaires Returned and Used in This Study.....	9
II	Number of Elective Subjects Which a Student's Schedule Will Allow Each Year in the Schools Represented by 160 Home Economics Teachers.....	31
III	160 Home Economics Teachers' Beliefs Concerning Which Students Can Profit From Home Economics Classes.....	41
IV	160 Home Economics Teachers Beliefs Concerning Who Should Enroll in Home Economics Classes.....	44
V	160 Home Economics Teachers' Beliefs Relating to the Image of Home Economics Classes.....	51
VI	160 Home Economics Teachers' Beliefs Relating to the Status of Home Economics Classes.....	55
VII	Factors Which 160 Home Economics Teachers Believed Counselors Should Consider When Deciding Who Should Enroll in Home Economics	60
VIII	Grade or Grades in Which 42 Junior High School Home Economics Teachers Believed Students Should Take Home Economics.....	69
IX	Grade or Grades in Which 118 Senior High School Home Economics Teachers Believed Students Should Take Home Economics.....	71
X	160 Home Economics Teachers' Practices in Helping Counselors Understand the Home Economics Program.....	76

LIST OF TABLES IN APPENDIX B

<u>Table</u>		<u>Page</u>
A	Number of Part-time and Full-time Home Economics Teachers in the Schools Where the 160 Respondents to the Questionnaire Teach.....	96
B	Ages of 160 Home Economics Teachers.....	97
C	University Degrees Held by 160 Home Economics Teachers.....	98
D	Major Fields of Undergraduate Study of 160 Home Economics Teachers.....	99
E	Minor Fields of Undergraduate Study of 160 Home Economics Teachers.....	100
F	Major Graduate Fields of Study of Four Junior High School and 26 Senior High School Home Economics Teachers Who Have Master's Degrees.....	101
G	Minor Fields of Graduate Study of Four Junior High School and 26 Senior High School Home Economics Teachers Who Have Master's Degrees.....	102
H	Years of Teaching Experience of 160 Home Economics Teachers.....	103
I	Types of Schools Represented by the 160 Home Economics Teachers.....	104
J	Total Enrollment in Schools in Which the 160 Home Economics Teachers Were Employed....	105
K	Boys' and Girls' Enrollment in Schools in Which the 160 Home Economics Teachers Were Employed.....	106
L1	Enrollment of Junior High School Girls' Home Economics Classes in Which 42 Home Economics Teachers Were Employed.....	107

TablePage

L2	Enrollment of Senior High School Home Economics Classes in Which 118 Home Economics Teachers Were Employed.....	108
M	Percentages of Girls and Boys in Home Economics Courses in Schools Where 160 Home Economics Teachers Were Employed.....	109
N	Representation of Reimbursed and Non-reimbursed Home Economics Programs in Schools Where 160 Home Economics Teachers Were Employed.....	110
01	Required Girls' Courses in General Home Economics in Junior High Schools Where 42 Home Economics Teachers Were Employed.....	111
02	Elective Girls' Courses in General Home Economics in Junior High Schools Where 42 Home Economics Teachers Were Employed.....	112
P1	Required Girls' Courses in General Home Economics in High Schools Where 118 Home Economics Teachers Were Employed.....	113
P2	Elective Girls' Courses in General Home Economics in High Schools Where 118 Home Economics Teachers Were Employed.....	114
Q	Special Area Courses in the Schools Where 160 Home Economics Teachers Were Employed....	115
R	Home Economics Courses Offered in Schools Where the 160 Home Economics Teachers Were Employed.....	116

SELECTED BELIEFS AND PRACTICES OF OREGON
SECONDARY HOME ECONOMICS TEACHERS RELATING TO ENROLLMENT
IN HOME ECONOMICS CLASSES

CHAPTER I

INTRODUCTION

Many times students choose high school courses by chance. They may choose a class because of convenient scheduling or because of their peers' opinions. It then becomes very apparent that the guidance of the counselors and teachers should be more significant than these other factors.

When counselors are involved with helping students make choices of courses, they must have a working knowledge of these courses and their contents as well as a knowledge of the background of the students. Because of this needed knowledge of the courses, interpretation becomes very important. The knowledge of who should gain the most from a class because of its potential learnings is only obtained through a true understanding of the course.

There are now so many courses being offered in schools today that many times a student does not have time for what some people call "frills" such as art, music, or home economics. Often home economics is put into strong

competition with courses such as the sciences, mathematics, and foreign languages (22). Because home economics has a real contribution to all students' general education, home economics teachers need to interpret better their objectives to the counselors, other teachers, administrators, students, and the general public.

The concern of this study was to find some beliefs and practices of Oregon home economics teachers related to enrollment in home economics classes in order to find the strengths and weaknesses in their practices of interpretation to counselors and their own beliefs about who should enroll in home economics classes.

Statement of the Problem

The purpose of this study was to determine some of the beliefs and practices of Oregon's secondary home economics teachers related to enrollment in home economics classes. An attempt to answer the following questions has been made:

1. What are the beliefs of home economics teachers concerning:
 - a. the students who can profit from home economics?
 - b. the image of home economics?
 - c. the status of home economics in the secondary curriculum?

- d. the factors which they believed counselors should consider when counseling students to enroll or not to enroll in home economics?
 - e. the grade or grades in which girls and/or boys should take home economics?
2. How do home economics teachers help counselors understand the home economics program in their schools?

Importance of the Study

In some schools, enrollment in high school courses is mainly in the counselor's hands. The general belief of home economics teachers that oftentimes the counselor is biased against enrolling students in home economics was disproved in a study by Johnson (7). Over 75 percent of the counselors whose beliefs were reported in her study expressed the following beliefs about home economics:

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

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

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

In light of these findings, the present study will give Oregon teachers bases on which to evaluate their beliefs and practices, although the findings of both studies can only presume to show the beliefs and practices of the counselors and teachers at the time the two studies were made.

Limitations of the Study

1. All of the Oregon home economics teachers except Portland teachers were contacted but only 49 percent answered the questionnaire on which this study is based.
2. The questionnaire is not standardized. An attempt to validate it was made by sending it to 15 home economics educators in Oregon asking for criticisms.
3. No attempt has been made to treat the data in this study statistically beyond percentages.
4. No attempt has been made to compare this study with the Johnson study statistically.

Definition of Terms

1. Belief -- The acceptance of a proposition, a situation, or object as true.
2. Counselor -- A person designated in a school to help students find and select the opportunities and activities that will yield maximum satisfactions and profit, especially in school (4, p.139).
3. Junior High School -- Schools represented in the study containing grades seven, eight, and nine.
4. Senior High School -- Schools represented in the study containing any of the following combination of grade levels: 9, 10, 11, and 12; 10, 11, and 12; 7, 8, 9, 10, 11, and 12.
5. Practices -- Activities which the home economics teachers performed.

6. Reimbursed Home Economics Program -- A home economics program which receives state and federal funds because it meets the requirements as set up by Vocational Education (many schools meet these requirements but do not receive funds). These qualifications include the preparation of teachers, the curriculum offered, activities of the teachers, the physical facilities, budget, and resources for improving the department.

Method of Procedure

Because the writer was interested in Johnson's study (7), she decided to do a similar one which would attempt to discover Oregon home economics teachers' beliefs relating to enrollment in home economics classes. To do this it was decided to adapt the questionnaire in Johnson's study for use in the present one.

Construction of the Questionnaire

In order to secure the needed information, it was necessary to make several changes in Johnson's questionnaire. Two additional problems were added and a letter with the following questions were sent to 16 former home economics teachers:

1. What factors do home economics teachers believe should help a counselor decide who should take home economics?
2. What do home economics teachers do to help counselors understand the home economics program?

From their suggestions, 15 new items were added to Johnson's questionnaire. At the same time 16 items were omitted.

A total of 82 items concerning beliefs and practices of home economics teachers were set up for criticism by 16 home economists including state supervisors and educators. These people were asked to comment on the content, construction, clarity of wording, understandability of directions, and form as related to the statement of problem. Eight returned their suggestions which were incorporated into the final questionnaire.

The final questionnaire had a total of 100 items, 18 concerning beliefs about home economics as part of the curriculum, 15 concerning practices of home economics teachers in helping counselors understand the home economics program, 20 concerning beliefs about who should enroll in home economics classes, and 34 concerning beliefs about what a counselor should consider when enrolling a student into home economics (See Appendix A).

Included in the questionnaire was a section pertaining to the professional background of the participants in order to have a basis for understanding the sample. In this section there were questions concerning the degrees held by the participants and their number of years' teaching experience. There was also a section pertaining to

the schools in which the respondents were employed. These questions included the name and address of the school; type of school, junior or senior high school; the school enrollment including both boys and girls; the enrollment of boys and girls in home economics classes; the number of home economics teachers; the schedule of home economics classes; and how many electives were available each year in a student's schedule.

Respondents were asked to rate some of the statements about home economics as to the extent to which they would agree with each item. In this case they were asked to check an item as "Strongly agree"; "Agree to some extent"; "Disagree to some extent"; or "Strongly disagree".

When the respondents were to indicate their practices of helping counselors understand the home economics program, they were asked to check each item as "Once a year"; "Consistently within the year"; "Frequently within the year"; "Occasionally within the year"; or "Never".

In the area of "Who should enroll in home economics", there were two sections. In the first section, the respondents were to check the items which most nearly expressed their beliefs. In the second section they were asked to check each item as "Of prime consideration"; "Of moderate consideration"; "Of little consideration"; or "Is not a factor for consideration".

Distribution of the Questionnaire

A list of all of the home economics teachers in Oregon was secured from the Home Economics Education Division of the State Department of Education. Questionnaires were then sent to 324 junior and senior high school home economics teachers in Oregon.

Table I shows the distribution of the questionnaires and the percent returned and used.

Table I
Questionnaires Returned and Used in This Study

Participants	Used		Questionnaires Not Usable		Total Return	
	No.	%	No.	%	No.	%
Oregon Home Economics Teachers	160	49.0	32	.098	192	59.0

Forty-nine percent or 160 of the 324 questionnaires mailed to Oregon home economics teachers were returned in time to be used in this study. There were 32 questionnaires which were returned too late. The total return was 59 percent of 324 questionnaires sent to Oregon Home economics teachers.

Summary

A questionnaire was constructed which contained questions on the professional background of the respondents. It also had questions concerning the school in which she was employed and her beliefs and practices relating to enrollment in the home economics classroom. This questionnaire was then distributed to 324 Oregon home economics teachers. One hundred and sixty were used in the study which was 49 percent of the total mailing of questionnaires.

CHAPTER II

REVIEW OF LITERATURE

Our nation's home life has changed tremendously in the last 100 years (5, p.89). Modern scientific and technological developments are changing the home. People are living closer together because of faster transportation and instantaneous communications. Many agencies have taken responsibilities in areas for which the home formerly was responsible (5, p.89). Family members associate with numerous and varying people every day and may lead a driving pace of life. The skills considered most important in the home 50 years ago are rarely considered important in the present day home. Knowing how to cook, sew, and keep a house clean were prerequisites for a bride half a century ago. Now she can buy ready-made clothing and thaw a very good meal from a box (5, p.90). There are even some people who question whether the home and family are as important to the individual as previously thought. On the other hand, there are many people who feel that the home and family is more important than it was 50 years ago. In either case no one will deny that homelife in America today has changed.

Importance of Home Economics

New Trends in Home Living

Since the needs of a homemaker today differ a great deal from those of yester year, there is a real demand for knowledge in home economics. The need for skills in cooking and sewing has shifted to the necessity for information in management, child care, and relationships. A recent survey conducted at women's club meetings showed three prime areas in home living which required the proficiency of a wife and mother. They were money management, time management, and the ability to get cooperation from all family members. They were voted most important in that order (8, p.7). These three topics are now included in the home economics curriculum.

Two authors by the name of Moore both emphasized the importance of students having home economics. One Moore stated in an article entitled "Why Home Economics" that,

The major focus of home economics today is on family relationships, particularly parent-child relationships and child development, on nutrition, on housing, equipment, and furnishings, on management, the wise use of money and the best possible utilization of time and energy (15, p.7).

Moore also pointed out that one of the most important areas that home economics can teach a student is money management and intelligent use of resources (15, p.6).

The evolving trend of the dual worker-homemaker is another reason for home economics education being important. The second Moore points out that the lives of women in the nation are no longer the dichotomy of marriage-parenthood, and employment outside the home. Rather than these facts pointing toward less need for education in home economics, they suggest more is desirable in this area of education for all young women in order that they may carry their dual responsibilities with greater ease and without sacrifice of essential values in home living with their families (14, p.13).

Early marriage is another change which is taking place. The young people are maturing in marriage rather than before. They face a very real task and need every assistance that continuing education can give them in the home economics field (14, p.41). The other Moore went on to state that contrary to some popular misconceptions, education in marriage and family living in school may well serve as a deterrent to too early marriage. She says,

An understanding of the responsibilities of parenthood, of housekeeping, of family finance, of work involved in the total homemaking process, can serve to

counterbalance the over-romanticized concept of marriage so often found in mass media (14, p.41).

It is also important for the student who plans to go on to college to take home economics in high school. Many times before a girl graduates from college she will be married. This makes her role as a homemaker dual. With a homemaking education in high school as preparation for one phase of her strenuous life, a homemaker-student's quality of academic accomplishment might well be enhanced because of her increased competence in her homemaking responsibilities (11, p.15). These are just some of the reasons why a home economics education is important.

Home Economics Classroom Has a Better Chance to Teach Principles

Many of these principles and skills cannot be taught in the home. One of Moore's biggest arguments for having home economics education in the high school is that developmentally during the adolescent period girls and boys reach beyond their parents' assistance. In fact they usually do not go to their parents to discuss subjects dealing with relationships such as dating. She continues by pointing out there is rarely an organized educational system within most churches (15, p.7). Lyle stated that the home and church no longer assume the total

responsibility for teaching boys and girls the moral and social problems affecting their lives today (10, p.8). Consequently it would be much better for them to talk about boy-girl relationships in school where information is objective, and drawn from many sources rather than to receive misinformation or no information (15, p.6).

Lyle also pointed out that most girls no longer have the opportunity to learn even the skills of food preparation and clothing construction at home, much less the basic principles behind such skills (10, p.8). The home economics classroom is the logical place. It is supplied with the most recent publications, films, tapes, and experts in the home economics areas giving new research findings. The classroom has up-to-date equipment acquainting the student with possible supplies and standards needed for quality workmanship (10, p.8). Lastly, there is the teacher, who is the biggest asset to the program. She has had skilled higher education in modern surroundings which gives her unmeasurable chances to pass new and modern methods down to the student.

The Home Economics Classroom Presents a Good Counseling Opportunity

The home economics classroom is oftentimes a good place for personal counseling in which the teacher is

trained and may have time to help the student evaluate his or her values and goals without the biases which may appear in the home (11, p.15). In these surroundings, learnings in money and time management can be boundless. Healthy approaches to relationships with others can take place with many ideas brought forth. A close consumer study of the vast amount of products available to the homemaker can be made and many other learnings take place in the home economics classroom. It is not feasible to say that the same type of learnings and counseling can be had in the home (15, p.7).

Correct Interpretation is Necessary for Enrollment

Correct and accurate interpretation of home economics education is the key to successful enrollment (6, p.22). Johnson stated that through strengthened interpretation of home economics at all levels, school counselors will maintain favorable beliefs of home economics (7, p.116).

Interpretation Needs to Show Importance of Home Economics

The importance of home economics is sometimes not easily seen when there is no interpretation taking place. It is very easy for a novice or layman to charge home economics with nothing more than the teaching of cooking

and sewing (1, p.637). When the layman or even counselor walks into the home economics classroom, unless there are bulletin boards and displays to the contrary, he will first observe the kitchen equipment and sewing machines.

Unless home economics education does not drop its tag of only "cooking and sewing" it will lose some of the clever and intelligent students it needs to further work in colleges and in homes.

Interpretation of Home Economics Has Not Been Sufficient

Even though thorough interpretation of home economics is essential, up to this date it has not been sufficient. A study completed in 1963 by Johnson revealed that counselors did not understand the entire scope of home economics courses. They also did not see a need for the academically talented student in home economics (7, p.113). McCain stated that there is a definite shortage in the past decade in the enrollment of women in university home economics courses (13, p.25). McCain finished his article by stating that there needs to be a "counseling of the counselors" (13, p.25). In a research study in Kentucky on enrollment it was cited that enrollment in home economics tended to be decreasing in the large schools. Therefore better interpretation of the home economics program

was needed for students, parents, principals, and other personnel (16, p.49).

Teachers must become aware of the need for good interpretation of the home economics curriculum. It was found in Johnson's study that there seemed to be a definite correlation between the expression of the unfavorable beliefs of the counselors and the thoroughness of the interpretation of the home economics program by the teacher and her students (7, p.116). McCain brings out the fact that in our current obsession with so-called basic subjects in our schools, home economics is being flip-pantly classified with driver training, personality development, and modern dancing (12, p.11). McCain also stated:

This unhappy development reflects two regrettable conditions: widespread ignorance on the part of the general public (and too many educators) of what home economics is all about, and failure on the part of home economics specialists to keep home economics firmly grounded in the liberal arts which first nourished it (12, p.66).

Lane had a somewhat different viewpoint on the problem when she said that it is not the teacher's responsibility to delegate public relations; it is the teacher's responsibility to improve the professional image of home economics education (9).

Better Interpretation of Home Economics is Possible

Johnson outlined six steps in her thesis for better interpretation. These are:

1. The teacher should examine and clarify her own philosophy of home economics education in relation to current social change; and then develop a program which is based on the primary goal of home economics--that of improved home and family life for all family members.
2. The program should be broad in scope including all areas of home economics.
3. The program of work should be planned cooperatively with students in the home economics department.
4. Evaluation should take place continually and cooperatively in order to check progress toward the stated goals of the program.
5. The teacher should examine the reasons involved if there are few academically talented students enrolled in home economics.
6. The home economics teacher needs to work cooperatively with the guidance counselor in her school through regular conferences concerning the home economics program and students in the department (7, p.114-115).

Smith outlined some public relation steps in an article entitled "Public Relations, Person to Person" in the Journal of Home Economics. These are:

1. Building in public's mind the knowledge that home economics is a body of subject matter based on research, on scientific principles, and on the knowledge gained by application of this research and these principles to homes and family living.

2. Building public recognition of the professional stature and services of the professional home economist, to bring public support to bear on educators, industry, and other employers of home economists, and thereby advance the profession.
3. Informing the world of education about the essential role of home economics in modern curricula at all levels of education.
4. Attracting talented young people into the profession of home economics and increasing the number of students to meet future needs for professional workers.
5. Building awareness of the vital place of modern homemaking principles in family life as a means of increasing enrollment in home economics courses and of attaining public recognition of the profession.
6. Informing editors and broadcasters of home economics material available and encouraging them to quote qualified home economists in their material related to homes and family living, in order to build in the public's mind the realization that professionals (or professionally trained persons) are necessary in these areas just as they are in areas covered by other professions.
7. Increasing the membership of the association by enhancing the prestige of the profession, to the extent that more eligible persons will recognize the benefits of membership, personally, socially, and economically (17, p.685).

When concluding Smith cited Lane's prediction on the importance of familiarity by quoting "if every home economist in this country spent two hours in ten homes, she had never visited before, by the end of 1960 your

public image would show a remarkable improvement" (17, p.685). Carlson, the principal of Marshall High School in Portland, Oregon, explained how his school went about good interpretation in all the fields. One of the methods he found useful was the distribution of brochures to the elementary teachers during January so they may assist their students in forecasting for high school. Carlson went on to describe play schools, cooperative assignments with the local Red Cross; Civil Defense authorities, and the Bureau of Health (2, p.5). The biggest indication of the possibility of good interpretation in this article was the fact that the author, the principal, knew enough about the program to write an article about it. McCain stated that a major project to inform the public about home economics can and should be adopted for the next few years by home economists throughout the nation. Such a project should utilize newspapers, radio, and television (12, p.11). It is very evident that interpretation to key people such as counselors, administrators, parents, and students is quite possible because it is being done.

Interpretation Has Been Beneficial to Home Economics Programs

Conscientious interpretation has paid off in some schools. At Marshall High School in Portland, Carlson

pointed out that because of continued interpretation with such tools as film strips, displays, panel discussions, and communication with elementary faculties and administration, the home economics program has during the third year of operation enrolled 128 students and added a new teacher to the staff. This makes a total of 423 students and four full-time instructors (2, p.5). This case shows the importance of interpretation and the effect it had on enrollment.

Summary

There has been much written on the changing of our culture and the important place home economics education can take in it. At the same time the literature has indicated that college enrollment in home economics has diminished during the last decade and that the average I.Q. of a home economics class in high school is lower than the average I.Q. of other classes (3, p.94). Much has also been written on the importance of the proper interpretation of the home economics program and all of the responsibility was laid on the home economics teacher's shoulders. They have indicated that better interpretation can be given by just following a few basic steps. It was also shown that whenever a lay person is familiar with a

certain area, he has a more favorable impression of this area. In one place in the literature there was an actual case cited where good, thorough interpretation had benefited the program and enrollment.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study was to find the beliefs and practices of home economics teachers by answering the following questions:

1. What are the beliefs of home economics teachers concerning:
 - a. the students who can profit from home economics?
 - b. the image of home economics?
 - c. the status of home economics in the secondary curriculum?
 - d. the factors which they believed counselors should consider when counseling students to enroll or not to enroll in home economics?
 - e. the grade or grades in which girls and/or boys should take home economics?
2. How do home economics teachers help counselors understand the home economics program in their schools?

In this first section the respondents were asked to answer questions which would give background material.

Background of Study

Teachers' Background

On the questionnaire which was used in this study the respondents were asked to report the number of part-time and full-time home economics teachers in their school.

Of the 160 home economics teachers who answered the questionnaire, 42 were in junior high schools and 118 taught in senior high schools. These 160 teachers reported a total of 261 home economics teachers in their schools. There were 16 part-time and 54 full-time home economics teachers in the junior high schools. In the senior high schools, 43 part-time and 147 full-time home economics teachers were reported (Table A, Appendix B). It should be remembered that these 160 teachers represent 49 percent of the home economics teachers in Oregon (excluding Portland).

Eighty-six percent of the junior high home economics teachers and 82 percent of the senior high school home economics teachers were less than 50 years of age. In both the junior high and senior high groups approximately 50 percent were between the ages of 22 and 34. Table B (Appendix B) shows the ages of the 160 home economics teachers who responded to the questionnaire.

The 160 home economics teachers had comparatively few master's degrees (Table C, Appendix B). Ninety percent of the junior high and 78 percent of the senior high did not have master's degrees at the time they reported. All of the respondents to this study did not have an opportunity to state whether or not they were working on such a degree or to tell how many credits they might have

beyond their bachelor's degree. The fact that approximately 50 percent of the teachers were in the age bracket of 22-34 years might be one contributing factor to the few number of master's degrees. In the junior high school teachers' group, two teachers in the highest age bracket and one each in the other two age brackets reported such degrees.

Only 83 percent of the junior high teachers and 89 percent of the senior high teachers reported that their major field of undergraduate study was in home economics and home economics education (Table D, Appendix B). Of the 118 senior high school teachers, ten did not respond. These ten accounted for 8.50 percent of the group. Two of the junior high school teachers reported a foods and science undergraduate major. Six other teachers had other undergraduate majors. Four of these six teachers had home economics minors. The other two teachers did not have either a major or minor in home economics.

The most common undergraduate minor fields were in education, social science, science, and English (Table E, Appendix B). These fields represent 60 percent of the junior high school teachers and 53 percent of the senior high teachers.

Although Table C (Appendix B) shows there were four junior high school teachers that had master's degrees,

only three reported their major field (Table F, Appendix B). Two were in home economics education and one was in education. Out of the 26 high school teachers who reported that they had master's degrees, 24 told their major fields. Home economics and home economics education had the highest number with 13. Two teachers had a Master of Education and three had master's degrees in guidance. One teacher had a degree in social science and another had a degree in English. The balance of the respondents had degrees in various fields of home economics.

The various aspects of home economics, education, and counseling accounted for all but four minors which were in science, chemistry, and psychology (Table G, Appendix B).

The respondents were asked to record the number of years they have taught home economics and how many years they have taught other subjects. In both the junior high schools and the senior high schools, there were almost twice as many teachers who have taught four or less years than in any other year bracket. These teachers made up 68 percent of the respondents. There were 26 percent of the junior high teachers that had taught from ten to 14 years. The senior high percentages were different in that the second largest percentage was 23 percent in the five to nine year area. Only five percent of the junior high

teachers had taught 20 years or over and nine percent of the senior high teachers were in this category.

Nineteen percent of the junior high school teachers have taught other subjects from one to nine years. There was only one other junior high teacher who had taught another subject and this was for over 20 years. Fifteen percent of the high school teachers had taught other subjects for nine or less years. There were no teachers who had taught another subject for over 20 years (Table H, Appendix B).

Summary

The total group of 160 home economics teachers from Oregon contained 118 high school teachers and 42 junior high teachers.

The largest group was found to be in the 22 to 34 year old age range with 50 percent of the total 160 home economics teachers belonging to this group.

All of the teachers had bachelor's degrees but very few had master's degrees. Only 10 percent of the junior high teachers had master's degrees and 22 percent of the senior high teachers. About 85 percent of the teachers had Bachelor of Science degrees and the balance had Bachelor of Arts degrees. Only 12.5 percent had master's degrees.

There were almost twice as many teachers who have taught four or less years than in any other year bracket. These teachers made up 68 percent of the respondents. Approximately 20 percent of the home economics teachers had taught over 20 years.

School Background

There was a variety of junior high and senior high schools represented in the study. Eighty-eight percent of the junior high schools in which the 42 home economics teachers were employed were three-year schools consisting of the seventh, eighth, and ninth grades. There were only four two-year junior high schools consisting of the seventh and eighth grades, and one two-year junior high school which had the eighth and ninth grades.

The largest percentage, 69 percent, of the represented high schools were four-year schools consisting of the ninth, tenth, eleventh, and twelfth grades. The six-year high schools were the next highest group with 15 percent. These schools consisted of grades seven through 12. The three-year schools were the least prevalent with only 11 percent of these schools represented in the study (Table I, Appendix B).

One question on the questionnaire asked the respondents to indicate how many electives a student's schedule

would allow each year (Table II). The largest percentage in the junior high schools (approximately one-third of the schools) appeared as, no electives in the seventh grade, one elective in the eighth grade, and two electives in the ninth grade. In the senior high school group, the largest percentages were found to be two electives in the ninth grade, three electives in the tenth grade, and four electives in both the eleventh and twelfth grades. In the ninth and the eleventh grades about one-third of the schools had the number of electives here reported. In the tenth grade only one-fourth of the schools reported as many as three electives and in the twelfth grade 40 percent of the schools had four electives. There was a very high percentage of the respondents who did not answer the question properly.

The sizes of schools represented ranged from 40 to 2600 students. Sixty-seven percent of the junior high schools had enrollments between 300 and 899 students. This proved to be much different in the senior high schools where 50 percent had enrollment between 40 to 599. There were 12 schools represented (Table J, Appendix B) with 1800 students or over.

Table K (Appendix B) shows that the largest percentage of both boys' and girls' enrollment in junior and senior high school represented ranged from 20 to 599.

Table II

Number of Elective Subjects Which a Student's Schedule Will Allow Each Year
in the Schools Represented by 160 Home Economics Teachers

Junior High School									
Grade	Total Schools	Electives							No Response
	No.--%	None No.--%	1 No.--%	2 No.--%	3 No.--%	4 No.--%	5 No.--%	6 No.--%	No.--%
7th	42 100.00	14 33.33	8 19.05	4 9.52	1 2.38				15 35.72
8th	42 100.00	6 14.29	13 30.95	9 21.43	1 2.38				13 30.95
9th	42 100.00		4 9.52	16 38.10	5 11.90	1 2.38			16 38.10

Table II (cont.)

Grade	Senior High School								
	Total Schools No.--%	Electives							No Response No.--%
		None No.--%	1 No.--%	2 No.--%	3 No.--%	4 No.--%	5 No.--%	6 No.--%	
7th	118 100.00	3 2.54	4 3.39	3 2.54	1 .85				107 90.68
8th	118 100.00	3 2.54	3 2.54	4 3.39	2 1.70				106 89.83
9th	118 100.00	1 .85	20 16.95	39 33.05	11 9.32	2 1.70			45 38.13
10th	118 100.00		4 3.39	31 26.27	33 27.96	12 10.17	2 1.70	1 .85	35 29.66
11th	118 100.00		1 .85	9 7.63	28 23.73	40 33.89	3 2.54	2 1.70	35 29.66
12th	118 100.00			10 8.47	20 16.95	48 40.68	3 2.54	2 1.70	35 29.66

There were no schools represented which had a higher enrollment of either boys or girls than 1499.

The enrollment in the junior high schools was fairly even in the five enrollment groups ranging from 50 to 399. In these five groups the percentages ranged from 14 percent to 21 percent. The enrollment group of one to 49 had only seven percent of the students (Table L1, Appendix B).

The enrollment percentages (Table L2, Appendix B) for the high school groups appears much like the junior high school group. Seventy-three percent of the schools had from one to 149 students in the classes, the largest number being in the one to 49 group. The balance of the classes were various sizes ranging from 150 to 699 of which none had a substantial amount. There were only eight boys' home economics classes in the represented 118 high schools and they were all in the one to 49 size group.

In home economics courses of the 160 schools which were represented, 60 percent of the high school home economics students represented from ten to 30 percent of the total school enrollment of boys and girls (Table M, Appendix B).

In the junior high schools, 45 percent of the home economics students represented from 20 to 39 percent of the total school enrollment. There were no junior high

school home economics enrollments which exceeded 59 percent of the total school enrollment.

A lower percentage was found in the high school group where there were no schools in which the home economics students represented more than 49 percent of the total school population. There was a definite break in percentages in the girls' enrollment in junior high schools. Nineteen percent of the girls' home economics students represented from 30 to 39 percent of the schools' total population. The next high percentage is found in the 70 to 79 percent of total school enrollment. This group has 21 percent of the total girl home economics students. Most of the senior high school home economics classes have from 30 to 59 percent of the total girls' enrollment. In both the junior and senior high school groups, the largest percentage of the boys made up from one to nine percent of the total school enrollment.

Very few, ten percent, of the junior high school programs were reimbursed from state and federal vocational educational funds although the ninth grades would be eligible for such reimbursement (Table N, Appendix B). This is quite different in the senior high schools where 40 percent were reimbursed. Non-reimbursed home economics programs made up over 60 percent of the programs represented.

When respondents were asked to number the required and elective general home economics classes it can be seen (Table O1 and O2, Appendix B) that there were twice as many required home economics courses in the seventh grades as elective courses in the 42 junior high schools. This trend changed by the eighth grade where 11 classes were required and 15 were elective. By the ninth grade only one school had a required ninth grade home economics class and 25 had elective home economics classes. Sixty of the required and elective junior high school home economics classes were for the period of one year. Twenty-two were for one semester and only two were for nine to 12 weeks.

From the 118 high school respondents it was learned that 103 of these high schools do not have any home economics courses required. The high schools which had required courses had these only in the seventh, eighth, or ninth grades or in ungraded classes. Most of these required courses were for one year (Table P1, Appendix B).

There were slightly more elective home economics courses for the tenth grade in the high schools than for any other grade. There was also a large number of elective classes in the ninth and eleventh grades. All but 13 of the elective courses were for one year. Two of the 13 courses were for one semester and the remaining 11 were "no responses" (Table P2, Appendix B).

Some of the respondents indicated that they had courses other than general home economics classes (Table Q, Appendix B). These courses were headed special area courses and were divided as follows: foods, clothing, and other special areas. There were five special area courses taught in the 42 junior high schools. Three of these were required and two were elective. The three required courses were for a period of nine to 12 weeks; the two electives were for one year.

Thirty-four high schools offered special area courses in either foods or clothing. All of the classes but two were elective. For these the respondents had not answered this question. Most of the courses were for the period of a year.

In 24 high schools there were offered eight various special area courses in areas other than foods or clothing. Only one of these 24 courses was required. Most of the courses were offered for a year but four were offered for a period of nine to 12 weeks (Table Q, Appendix B).

Table R (Appendix B) gives a condensed view of all of the general and special area courses in home economics which were offered in the 160 schools represented by the respondents. The largest number of courses were given at the ninth grade level with 128 general courses given at

this level. There was also a high number offered at the tenth grade level with 107.

The senior high schools have far more special area home economics courses available than do the junior high schools. There are 36 courses in either the foods or clothing area and 27 courses in other special areas in the 160 schools represented. Most of these courses were found under similar titles. There were, however, 11 different titles given under "other special areas" (Table R, Appendix B).

Summary

Included in the 160 schools represented in this study were 42 junior high and 118 senior high schools. The most prevalent type of organization was the three-year junior high school and the four-year senior high school.

School sizes were divided into categories of less than 299, 300 to 599, 600 to 899, 900 to 1199, and 1200 to 1499. Over 66 percent of the junior high schools were classified in the 300 to 899 size groups. The largest percentage, 49 percent, in the high school groups were found in the one to 599 size groups. There were no junior high schools over 1200. Four percent of the high schools were 1200 or over.

There were 59 percent of the junior high schools in which more than 50 percent of the girls were enrolled in home economics courses. This was slightly different in the senior high schools where about 52 percent of the schools had less than 50 percent of the girls enrolled in home economics classes. However, 31 percent of this 52 percent of these schools did have between 40 and 50 percent enrolled.

Approximately 75 percent of the 160 schools did not have any boys enrolled in home economics classes. The largest share of the schools which did have boys enrolled in home economics classes had under ten percent of the total boys' population of the school.

The number of schools in this study which had a vocational reimbursed home economics program totaled 52 which represented a little over 32 percent of the schools responding. Non-reimbursed home economics programs make up 60 percent of the programs represented.

There were twice as many required courses in the seventh grades as elective courses in the 42 junior high schools. From the ninth grade on there were very few courses, ten, required in either the junior or senior high schools. The common duration of elective courses at all levels was one year.

The types of home economics courses were classified according to the manner in which they had been listed in the questionnaire by the respondents. Any class dealing with most areas of home economics was classified general home economics. Other home economics courses were considered special area courses. Of the schools listing special area courses there were 11 more sections of foods and clothing courses than courses in other areas.

Respondents' Beliefs Concerning Home Economics

The purpose of this study was to find beliefs of home economics teachers in Oregon by answering the questions stated previously. Each question and its responses will be described in the following sections.

The first section of the questionnaire was made up of 24 statements describing home economics as it is thought to be or as it should be. There were six statements related to each of the first four questions to be answered in the study.

The home economics teachers were asked to respond by indicating their degree of agreement with each statement. The available responses were the following: Strongly Agree, Agree to Some Extent, Disagree to Some Extent, and Strongly Disagree.

Students Who Can Profit From Home Economics Classes

Almost 70 percent of the junior high school teachers either strongly agreed or agreed to some extent with the statement that home economics classes should be planned frequently for the less able student (Table III). The high school teachers were not quite as strong in their agreement but there were still over 50 percent who agreed with the statement.

On the other hand about 74 percent of the junior high school teachers and 78 percent of the high school teachers agreed that home economics is a popular class with students of all ability levels. Both the junior high school and senior high school teachers had a very small percentage in the strongly disagree column for this statement.

The majority, or 63 percent of the junior and senior high school teachers, expressed the belief that home economics is popular with the brightest students. This belief goes along with their belief that home economics is popular with all ability levels.

The home economics teachers, both junior and senior high school, indicate almost 100 percent that the slow learner can profit from home economics classes. No teachers strongly disagreed.

Table III

160 Home Economics Teachers' Beliefs Concerning
Which Students Can Profit From Home Economics Classes

Statements	Degree of Agreement or Disagreement											
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Home economics classes should be planned frequently for the less able student.												
Junior High	42	100.00	8	19.05	21	50.00	6	14.29	4	9.52	3	7.14
Senior High	118	100.00	22	18.64	42	35.60	30	25.43	18	15.25	6	5.08
2. Home economics is a popular course with students of all ability levels.												
Junior High	42	100.00	16	38.10	15	35.71	9	21.43	2	4.76		
Senior High	118	100.00	38	32.20	55	46.61	16	13.56	7	5.93	2	1.70
3. Home economics is popular with the brightest students.												
Junior High	42	100.00	9	21.43	23	54.76	6	14.29	4	9.52		
Senior High	118	100.00	17	14.41	52	44.07	36	30.51	10	8.47	3	2.54

Table III (cont.)

Statements	Degree of Agreement or Disagreement											
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. Home economics classes should make an important contribution to the slow learner.												
Junior High	42	100.00	27	64.29	14	33.33	1	2.38				
Senior High	118	100.00	94	79.65	21	17.80	2	1.70			1	.85
5. Home economics has greater appeal for the low rather than the higher socio-economic group of students.												
Junior High	42	100.00	4	9.52	12	28.57	10	23.81	16	38.10		
Senior High	118	100.00	4	3.39	39	33.05	38	32.20	36	30.51	1	.85
6. Home economics is not essential for girls who are going to college.												
Junior High	42	100.00	1	2.38	4	9.52	8	19.05	29	69.05		
Senior High	118	100.00	9	7.63	8	6.78	19	16.10	81	68.64	1	.85

Sixty-two percent of the junior high school teachers and 63 percent of the senior high school teachers did not believe that home economics has greater appeal for the low, rather than the higher socio-economic group of students.

The home economics teachers also believe rather strongly, 85 percent, that home economics is essential for girls who are going on to college.

Students Who Should Enroll in Home Economics Classes

Question four of the questionnaire consisted of specific statements relating to the question of who should enroll in home economics (Table IV). The teachers were asked to check one of four statements which most nearly described their own belief concerning certain major statements.

Thirty-six percent of the junior high school teachers believed that home economics should be a required course for girls. Only 20 percent of the high school teachers believed this. Most of the remaining respondents thought it should be optional but encouraged. No home economics teacher expressed the opinion that girls should be discouraged from taking work in this area.

Only eight percent (Table IV) of all the home economics teachers believed that boys should be required to take

Table IV

160 Home Economics Teachers' Beliefs Concerning
Who Should Enroll in Home Economics Classes

Statements	Teachers			
	Junior		Senior	
	High School		High School	
	No.	%	No.	%
Home economics courses are a recognized part of the secondary school curriculum for girls.				
1. Home economics courses should be required for all girls.	15	35.72	23	19.49
2. Home economics courses should be optional, but encouraged for all girls.	25	59.52	91	77.12
3. Home economics courses should be completely optional for girls.	1	2.38	3	2.54
4. Girls should be discouraged from taking work in this area.				
5. No response.	1	2.38	1	.85
Total	42	100.00	118	100.00

Table IV (cont.)

Statements	Teachers			
	Junior		Senior	
	High School		High School	
	No.	%	No.	%
Preparation for being a contributing family member is important in the education of boys.				
1. Home economics courses should be required for all boys.	4	9.52	10	8.47
2. Home economics courses should be optional, but encouraged for all boys.	18	42.86	54	45.76
3. Home economics courses should be completely optional for boys.	19	45.24	51	43.22
4. Boys should be discouraged from taking work in this area.	1	2.38	2	1.70
5. No response.	—	—	1	.85
Total	42	100.00	118	100.00

Table IV (cont.)

Statements	Teachers			
	Junior		Senior	
	High School		High School	
	No.	%	No.	%
Home economics courses are of value to all students regardless of their future plans.				
<u>For the terminal student:</u>				
1. It is very important that this student have as many home economics courses as possible.	21	50.00	72	61.02
2. It is important that this student have some home economics courses.	21	50.00	44	37.28
3. It is more important to take business courses in order to prepare for earning a living.				
4. This student may marry young and can learn homemaking skills after marriage.				
5. No response.	—	—	2	1.70
Total	42	100.00	118	100.00

Table IV (cont.)

Statements	Teachers			
	Junior		Senior	
	High School		High School	
	No.	%	No.	%
Home economics courses are of value to all students regardless of their future plans.				
<u>For the college bound student:</u>				
1. Some home economics courses should be required at the high school level.	11	26.19	26	22.03
2. Home economics courses should be encouraged at the high school level.	23	54.76	83	70.34
3. Home economics courses should be encouraged, but rarely at the expense of the academic parts of the curriculum.	6	14.29	8	6.78
4. Home economics courses are of little real value.	1	2.38		
5. No response.	<u>1</u>	<u>2.38</u>	<u>1</u>	<u>.85</u>
Total	42	100.00	118	100.00

Table IV (cont.)

Statements	Teachers			
	Junior		Senior	
	High School		High School	
	No.	%	No.	%
A counselor needs to understand the relationship between the high school home economics program and college entrance requirements.				
1. A student may take one or more classes in home economics and still meet the requirements for entrance at most colleges.	19	45.24	47	39.83
2. A student should be encouraged to take home economics courses, but rarely at the expense of academic electives.	2	4.76	5	4.24
3. A young person wishing to prepare for college and also emphasize home economics in high school should be encouraged to do so.	19	45.24	60	50.84
4. It is nearly impossible for a student to take home economics in high school and still fulfill college entrance requirements.			2	1.70
5. No response.	<u>2</u>	<u>4.76</u>	<u>4</u>	<u>3.39</u>
Total	42	100.00	118	100.00

home economics. Forty-three percent of the junior high school teachers and 46 percent of the senior high school teachers thought that home economics should be optional for boys but encouraged. The remainder of the teachers said that home economics should be completely optional except for three teachers who believed boys should be discouraged from taking it. One teacher wrote in after answering the question negatively that she would not want the type of boys she would get.

All of the home economics teachers except two believed that it was important or very important that the terminal student have home economics courses. Twenty-three of the home economics teachers believed that home economics courses should be required at the high school level for the college bound student.

Many of the balance of the high school teachers thought that home economics courses should be encouraged at the high school level to the college bound student. Some junior high teachers, 14 percent, believed that the college bound student should be encouraged to take home economics courses but rarely at the expense of the academic parts of the curriculum.

Table IV shows that 90 percent of the home economics teachers believed either that "A young person wishing to prepare for college and also emphasize home economics in

high school should be encouraged to do so." Seven percent of the high school respondents believed that students should be encouraged to take home economics courses, but rarely at the expense of academic parts of the curriculum.

Beliefs Relating to the Image of Home Economics Classes

In Part I of the questionnaire there were six questions which had to do with the image of the home economics class. The teachers were asked to indicate their beliefs by checking the degree of agreement or disagreement with each statement.

Both junior and senior high school teachers believed that home economics classes are interesting and challenging (Table V). Fifty-two percent of the junior high school teachers and 64 percent of the senior high teachers expressed strong agreement with this statement.

The teachers even agreed more with the idea that a home economics degree from college offers a chance to have an interesting and rewarding career. Only one teacher disagreed with this statement. Eighty-eight percent of the junior high school teachers and 95 percent of the senior high school teachers agreed strongly with this statement.

Table V

160 Home Economics Teachers' Beliefs Relating to the Image of Home Economics Classes

Statements	Degree of Agreement or Disagreement									
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Home economics classes are interesting and challenging.										
Junior High	42	100.00	22	52.38	15	35.72	3	7.14	2	4.76
Senior High	118	100.00	75	63.56	32	27.12	6	5.08	5	4.24
2. A home economics degree from college offers a chance to have an interesting and rewarding career.										
Junior High	42	100.00	37	88.10	5	11.90				
Senior High	118	100.00	112	94.91	4	3.39	1	.85	1	.85
3. Home economics courses are held in high esteem by other faculty members in the school.										
Junior High	42	100.00	4	9.52	27	64.29	8	19.05	3	7.14
Senior High	118	100.00	20	16.95	61	51.69	31	26.27	5	4.24

Table V (cont.)

Statements	Degree of Agreement or Disagreement									
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
4. Home economics is repetitious when several years are offered.										
Junior High	42	100.00	5	11.90	13	30.96	9	21.43	14	33.33
Senior High	118	100.00	6	5.08	27	22.88	18	15.25	66	55.94
5. Students' achievement in home economics does not reflect creditably on the school's prestige.										
Junior High	42	100.00	2	4.76	6	14.29	11	26.19	21	50.00
Senior High	118	100.00	2	1.70	24	20.34	28	23.73	63	53.38
6. Parents are generally pleased with what their children learn in home economics.										
Junior High	42	100.00	23	54.76	19	45.24				
Senior High	118	100.00	76	64.41	38	32.20	3	2.54	1	.85

The teachers were less in agreement with the idea that home economics courses are held in high esteem by other faculty members. The junior high school teachers agreed more strongly than the senior high school teachers. Over 25 percent of the high school teachers disagreed.

Fifty-five percent of the junior high school teachers and 71 percent of the senior high school teachers did not believe that home economics is repetitious when several years were offered. However, 25 percent of all the teachers agreed to some extent and six percent strongly agreed.

When the teachers were asked if students' achievement in home economics does not reflect creditably on the school's prestige, over 75 percent of them disagreed. Positively speaking only 25 percent believed that students' achievement in home economics reflects on the school's prestige.

Only three teachers did not believe that parents are generally pleased with what their children learn in home economics (Table V).

Beliefs Relating to the Status of Home Economics Classes

Six statements relating to the status of home economics classes were also included in Part I of the questionnaire. Again the teachers were to indicate the degree of agreement or disagreement to each statement.

There was no strong indication as to any degree of agreement or disagreement with the idea that home economics should be offered as a required subject on an equal basis with such courses as history, English, mathematics, and science (Table VI). The largest number, 51 junior and senior high school teachers, agreed to some extent but this number was only ten higher than the category of those disagreeing to some extent. In fact if you add the junior and senior high school teachers who agreed and those who disagreed the groups are evenly split. Eighty agreed with this statement, 79 disagreed and one person did not answer.

The junior high school teachers disagreed quite strongly, 75 percent, with the idea that home economics should be offered only as an elective. On the other hand the majority of the high school teachers, 53 percent, agreed with this statement.

Only 70 percent of the total group of home economics teachers believed that home economics should be offered as an elective on an equal basis with courses such as art,

Table VI

160 Home Economics Teachers' Beliefs Relating to the Status of Home Economics Classes

Statements	Degree of Agreement or Disagreement											
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Home economics should be offered as a required subject on an equal basis with such courses as history, English, mathematics, and science.												
Junior High	42	100.00	10	23.81	15	35.72	10	23.81	7	16.66		
Senior High	118	100.00	19	16.10	36	30.51	31	26.27	31	26.27	1	.85
2. Home economics should be offered only as an elective.												
Junior High	42	100.00	5	11.90	6	14.29	14	33.33	17	40.48		
Senior High	118	100.00	24	20.34	38	32.20	37	31.36	18	15.25	1	.85

Table VI (cont.)

Statements	Degree of Agreement or Disagreement											
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.												
Junior High	42	100.00	16	38.10	11	26.19	10	23.81	5	11.90		
Senior High	118	100.00	49	41.52	36	30.51	19	16.10	13	11.02	1	.85
4. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.												
Junior High	42	100.00	5	9.52	3	7.14	6	14.29	29	69.05		
Senior High	118	100.00	4	3.39	7	5.93	14	11.86	92	77.97	1	.85

Table VI (cont.)

Statements	Degree of Agreement or Disagreement											
	Total		Strongly Agree		Agree to Some Extent		Disagree to Some Extent		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5. Home economics is considered a frill in secondary schools today.												
Junior High	42	100.00	4	9.52	13	30.96	10	23.81	14	33.33	1	2.38
Senior High	118	100.00	3	2.54	33	27.97	32	27.12	48	40.67	2	1.70
6. Home economics is not important in the school curriculum because it can be learned at home.												
Junior High	42	100.00	4	9.52	3	7.14	5	11.90	30	71.44		
Senior High	118	100.00	4	3.39	1	.85	14	11.86	98	83.05	1	.85

industrial arts, band, chorus, and orchestra. About 11 percent of both junior and senior high school respondents strongly disagreed. Seventy percent of the senior high school respondents and 64 percent of the junior high school group expressed some degree of agreement.

It is surprising that any home economics teachers would believe that home economics is a frill in the school curriculum but 53 of the 160 teachers agreed strongly or to some extent that it is. Thirty-three percent of those teachers who responded were not convinced at the time they answered this questionnaire that their specialty was a vital part of the curriculum.

Twelve out of the 160 junior and senior high school teachers believed that home economics is not important to the school curriculum because it can be learned at home. This, too, is surprising.

Factors 160 Home Economics Teachers Believed
Counselors Should Consider When Deciding Who
Should Enroll in Home Economics

One part of the questionnaire was concerned with what the home economics teachers believed the counselor should consider when deciding which students should enroll in home economics. There were 21 factors on which the 160 respondents were to mark their beliefs of the degree of consideration the counselor should use. The degrees of

consideration were the following: Prime, Moderate, Little, or No consideration. These are shown in Table VII.

One factor included students' future plans which were immediate marriage, a career in home economics, high school as terminal education, and advanced education with no chance to include home economics. This factor was considered the most important one when these plans were either immediate marriage or a career in home economics. Seventy-one percent of the junior high school teachers and 82 percent of the senior high school teachers believed early marriage should have prime consideration. If a student was planning a career in home economics, 62 percent of the junior high school teachers and 75 percent of the senior high school teachers believed that the counselor should give it prime consideration.

Over 50 percent of the respondents believed that counselors should give prime consideration to the following factors:

1. The counselor's knowledge of the home economics program.
2. The personal belief of the counselor of the right of each individual student to make own decisions based on some understanding of the choices.
3. The personal belief of the counselor of the need of helping students make choices.

Table VII

Factors Which 160 Home Economics Teachers Believed Counselors
Should Consider When Deciding Who Should Enroll in Home Economics

Factors	Total		Prime		Degree of Consideration				No	
	No.	%	No.	%	Moderate	Little			No.	%
					No.	%	No.	%	No.	%
1. Parents' decisions										
Junior High	42	100.00	11	26.19	29	69.05	2	4.76		
Senior High	118	100.00	24	20.34	88	74.57	5	4.24	1	.85
2. The counselor's knowledge of the home economics program										
Junior High	42	100.00	24	57.15	12	28.57	4	9.52	1	2.38
Senior High	118	100.00	65	55.08	30	25.43	12	10.17	8	6.78
3. Personal beliefs of the counselors:										
(a) towards value or lack of value of home economics										
Junior High	42	100.00	16	38.09	6	14.29	5	11.90	9	21.43
Senior High	118	100.00	39	33.05	19	16.10	21	17.80	29	24.58
(b) of the right of each individual student to make own decisions based on some understanding of the choices										
Junior High	42	100.00	19	45.23	16	38.10	1	2.38	6	14.29
Senior High	118	100.00	72	61.02	33	27.96	5	4.24	8	6.78

Table VII (cont.)

Factors	Total		Degree of Consideration						No Response	
	No.	%	Prime No.	%	Moderate No.	%	Little No.	%	No No.	%
(c) of the need of helping students make choices										
Junior High	42	100.00	20	47.62	15	35.71	1	2.38	6	14.29
Senior High	118	100.00	64	54.23	33	27.97	8	6.78	2	1.70
4. The student's past performance in all of his classes										
Junior High	42	100.00	11	26.19	18	42.86	11	26.19	2	4.76
Senior High	118	100.00	29	24.58	58	49.15	22	18.64	9	7.63
5. The student's past performance in his home economics classes										
Junior High	42	100.00	8	19.05	23	54.76	9	21.43	2	4.76
Senior High	118	100.00	30	25.43	62	52.54	18	15.25	7	5.93
6. The student's socio-economic background										
Junior High	42	100.00	5	11.90	13	30.96	13	30.96	11	26.19
Senior High	118	100.00	15	12.71	32	27.12	32	27.12	39	33.05
7. The student's abilities in the home economics field										
Junior High	42	100.00	5	11.90	16	38.10	16	38.10	4	9.52
Senior High	118	100.00	18	15.25	57	48.30	30	25.43	12	10.17

Table VII (cont.)

Factors	Total		Degree of Consideration				No		No	
	No.	%	Prime No.	%	Moderate No.	%	Little No.	%	No No.	%
8. The student's interests in home economics										
Junior High	42	100.00	24	57.14	18	42.86				
Senior High	118	100.00	70	59.32	40	33.90	6	5.08	2	1.70
9. The student's present home responsibilities										
Junior High	42	100.00	6	14.29	20	47.62	12	28.57	4	9.52
Senior High	118	100.00	24	20.34	50	42.37	32	27.12	11	9.32
10. The student's home training in the homemaking skills										
Junior High	42	100.00	6	14.29	14	33.33	16	38.09	6	14.29
Senior High	118	100.00	19	16.10	47	39.83	39	33.05	13	11.02
11. The student's financial need										
Junior High	42	100.00			15	35.72	15	35.72	12	28.56
Senior High	118	100.00	8	6.78	36	30.51	47	39.83	27	22.88
12. The student's abilities to achieve elsewhere										
Junior High	42	100.00	3	7.14	16	38.10	17	40.47	6	14.29
Senior High	118	100.00	19	16.10	48	40.67	30	25.43	20	16.95

Table VII (cont.)

Factors	Total		Prime		Degree of Consideration				No		Response	
	No.	%	No.	%	Moderate	Little			No	%	No.	%
					No.	%			No.	%	No.	%
13. The student's future plans:												
(a) immediate marriage												
Junior High	42	100.00	30	71.43	18	19.05			1	2.38	3	7.14
Senior High	118	100.00	97	82.20	18	15.25	2	1.70			1	.85
(b) a career in home economics												
Junior High	42	100.00	26	61.91	11	26.19	2	4.76			3	7.14
Senior High	118	100.00	90	76.27	23	19.49	3	2.54			2	1.70
(c) high school as terminal education												
Junior High	42	100.00	21	50.00	17	40.48	1	2.38			3	7.14
Senior High	118	100.00	79	66.94	36	30.51	2	1.70			1	.85
(d) advanced education with no chance to include home economics												
Junior High	42	100.00	13	30.96	22	52.38	3	7.14			4	9.52
Senior High	118	100.00	52	44.07	44	37.29	11	9.32	7	5.93	4	3.39
14. College entrance requirements												
Junior High	42	100.00	16	38.10	19	45.23	6	14.29	1	2.38		
Senior High	118	100.00	62	52.54	37	31.36	14	11.86	3	2.54	2	1.70

Table VII (cont.)

Factors	Total		Prime		Moderate		Little		No		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15. Prestige of home economics in the school												
Junior High	42	100.00	2	4.76	14	33.33	10	23.81	15	35.72	1	2.38
Senior High	118	100.00	13	11.02	31	26.27	30	25.43	42	35.58	2	1.70
16. The variety of home economics courses available												
Junior High	42	100.00	11	26.19	24	57.14	6	14.29			1	2.38
Senior High	118	100.00	38	32.20	66	55.94	10	8.47			4	3.39
17. Quality of teaching in the home economics department												
Junior High	42	100.00	17	40.48	22	52.38			2	4.76	1	2.38
Senior High	118	100.00	54	45.76	49	41.52	8	6.78	5	4.24	2	1.70
18. Home economics teacher's load												
Junior High	42	100.00	10	23.81	23	54.76	6	14.29	3	7.14		
Senior High	118	100.00	30	25.43	48	40.67	19	16.10	19	16.10	2	1.70
19. Space, facilities and money available for home economics												
Junior High	42	100.00	12	28.57	20	47.62	6	14.29			4	9.52
Senior High	118	100.00	36	30.51	45	38.13	25	21.19	9	7.53	3	2.54

Table VII (cont.)

Factors	Total		Prime		Degree of Consideration				No		Response	
	No.	%	No.	%	Moderate	Little	No		No.	%	No.	%
					No.	%						
20. Type of subject matter offered in the home economics program												
Junior High	42	100.00	18	42.86	22	52.38	1	2.38			1	2.38
Senior High	118	100.00	58	49.15	44	37.29	14	11.86			2	1.70
21. Social trends:												
(a) changing roles of family members												
--dual roles of man--his increase in homemaking activities and care of children												
Junior High	42	100.00	20	47.62	15	35.72	4	9.52	1	2.38	2	4.76
Senior High	118	100.00	61	51.68	45	38.14	8	6.78	2	1.70	2	1.70
(b) dual role of women--homemakers and workers												
Junior High	42	100.00	23	54.76	15	35.72	2	4.76			2	4.76
Senior High	118	100.00	79	66.94	33	27.97	5	4.24			1	.85
(c) democratic decision making in families												
Junior High	42	100.00	16	38.10	20	47.62	4	9.52			2	4.76
Senior High	118	100.00	49	41.52	56	47.46	9	7.63	1	.85	3	2.54

Table VII (cont.)

Factors	Total		Degree of Consideration				No		No	
	No.	%	Prime No.	%	Moderate No.	%	Little No.	%	No No.	%
(d) early marriages										
Junior High	42	100.00	28	66.67	12	28.57			2	4.76
Senior High	118	100.00	77	65.25	36	30.51	3	2.54	2	1.70
(e) increased importance of money management										
Junior High	42	100.00	23	54.76	17	40.48			2	4.76
Senior High	118	100.00	76	64.40	39	33.05	1	.85	2	1.70
(f) modification of basic values										
Junior High	42	100.00	18	42.86	11	26.19	10	23.81	1	2.38
Senior High	118	100.00	52	44.07	54	45.76	8	6.78	4	3.39
(g) lengthened life span										
Junior High	42	100.00	12	28.57	13	30.96	10	23.81	5	11.90
Senior High	118	100.00	41	34.75	53	44.91	17	14.41	6	5.08
(h) upswing in cultural activities										
Junior High	42	100.00	10	23.81	15	35.72	12	28.57	3	7.14
Senior High	118	100.00	38	32.20	51	43.22	24	20.34	4	2.54
(i) "world" community										
Junior High	42	100.00	10	23.81	13	30.96	14	33.33	3	7.14
Senior High	118	100.00	39	33.05	51	43.22	20	16.95	6	5.08

4. The student's interests in home economics.
5. The student's future plans--high school as terminal education.
6. The social trend of the dual role of women-homemakers and workers.
7. The social trend of early marriage.
8. The social trend of increased importance of money management (Table VII).

The majority of the senior high school teachers, 52 percent, believed that college entrance requirements should be of prime consideration to the counselor. The junior high school teachers did not feel as strongly for only 38 percent marked this.

Only four of the stated factors concerning the counselors' consideration in deciding who would enroll in home economics had a noticeable percent of negative response from the teachers. Twenty-one to 36 percent of the teachers said that no consideration should be given to the following factors:

1. The personal belief of the counselor towards value or lack of value of home economics.
2. The student's socio-economic background.
3. The student's financial need.
4. The prestige of home economics in the school (Table VII).

Grade or Grades in Which 160 Home Economics Teachers
Believed Students Should Take Home Economics

One part of the questionnaire asked the respondents to indicate in what grade or grades they believed students should take home economics. The teachers were also asked to indicate the difference between a terminal and college preparatory student, boys or girls, and if the course should be required or elective.

42 Junior High School Home Economics Teachers' Beliefs.

Over 50 percent of the teachers believed that girls for whom high school is terminal education should have required seventh and eighth grade home economics courses and elective ninth, tenth, eleventh, and twelfth grade home economics classes (Table VIII).

On the other hand, 50 percent of the teachers believed that college preparatory girls should only have elective home economics classes in the ninth, tenth, eleventh, and twelfth grades.

The teachers felt that elective home economics classes in the eleventh and twelfth grades for both terminal and college preparatory boys was important. The percentages in these areas were from 40 to 52 percent. Most of the remaining teachers reported no preference (Table VIII).

Table VIII

Grade or Grades in Which 42 Junior High School Home Economics Teachers
Believed Students Should Take Home Economics

Grade	Terminal						College Preparatory					
	Required		Elective		No Preference		Required		Elective		No Preference	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Girls</u>												
7th	24	57.14	4	9.52	14	33.33	19	45.24	7	16.66	16	38.10
8th	26	60.48	10	23.81	6	14.29	18	42.86	13	30.96	11	26.19
9th	14	33.33	22	52.38	6	14.29	9	21.43	22	52.38	11	26.19
10th	6	14.29	28	66.67	8	19.05	5	11.90	22	52.38	15	35.72
11th	7	16.66	25	59.52	10	23.81	3	7.14	21	50.00	18	42.86
12th	15	35.72	21	50.00	6	14.29	5	11.90	23	54.76	14	33.33
<u>Boys</u>												
7th	3	7.14	10	23.81	29	69.05	3	7.14	10	23.81	29	69.05
8th	1	2.38	10	23.81	31	73.80	1	2.38	10	23.81	31	73.80
9th	2	4.76	16	38.10	24	57.14	1	2.38	16	38.10	25	59.52
10th	4	9.52	12	28.57	26	61.90	3	7.14	11	26.19	28	66.67
11th			19	45.24	23	54.76	1	2.38	17	40.48	24	57.14
12th	4	9.52	21	50.00	17	40.48	2	4.76	22	52.38	18	42.86

118 Senior High School Home Economics Teachers' Beliefs.

The senior high school teachers responded very similarly to the junior high school teachers. The majority did not, however, believe that seventh and eighth grade home economics should be required of the girls not planning further education. The majority did believe that both the terminal and college preparatory girls should have elective home economics classes in the ninth, tenth, eleventh, and twelfth grades.

Between 40 and 58 percent of the high school home economics teachers believed that both terminal and college preparatory boys should have elective home economics classes in the tenth, eleventh, and twelfth grades.

Fourteen percent of the teachers believed that terminal boys should be required to take home economics in the twelfth grade. A large percentage of the remaining teachers had no preference (Table IX).

Summary

The home economics teachers believed that home economics classes should be planned frequently for the less able student. They did, however, also believe that home economics classes are popular with all ability levels and 63 percent of the teachers expressed the belief that home economics is popular with the brightest students. They

Table IX

Grade or Grades in Which 118 Senior High School Home Economics Teachers
Believed Students Should Take Home Economics

Grade	Terminal			College Preparatory		
			No Preference			No Preference
	Required No.	%		Required No.	%	
<u>Girls</u>						
7th	44	37.29	29	24.58	45	38.14
8th	53	44.92	36	30.51	29	24.58
9th	47	39.83	62	52.54	9	7.63
10th	22	18.64	89	75.42	7	5.93
11th	15	12.71	90	76.27	13	11.02
12th	23	19.49	85	72.03	10	8.47
<u>Boys</u>						
7th	7	5.93	18	15.25	93	78.81
8th	11	9.32	23	19.49	84	71.19
9th	9	7.63	42	35.60	67	56.78
10th	3	2.54	52	44.07	63	53.38
11th	4	3.39	61	51.69	53	44.92
12th	17	14.41	67	56.78	34	28.81

did not believe that home economics appeals just to the lower socio-economic group of students. Eighty-five percent of the teachers believed that home economics is essential for girls who are going on to college.

Both junior and senior high school home economics teachers believed that home economics classes are interesting and challenging. They also agreed that a degree in home economics from college offered a chance to have an interesting and rewarding career. There was less agreement with the idea that home economics courses are held in high esteem by other faculty members. A majority of the teachers believed that home economics is not repetitious when several years are offered. Only 25 percent of the teachers felt that students' achievement in home economics reflected on the school's prestige. It was assumed by all but three teachers that parents are generally pleased with what their children learn in home economics.

The home economics teachers neither agreed nor disagreed with the idea that home economics should be offered as a required subject on an equal basis with courses as history, English, mathematics, and science. However, the junior high teachers disagreed quite strongly with the idea that home economics should be offered only as an elective whereas the majority, 53 percent, of the high

school teachers believed it should be offered only as an elective. Nearly all of the teachers believed that home economics should be offered as an elective on an equal basis with courses such as art, band, and chorus. Most of the teachers did not feel that home economics may have to be eliminated as other areas of subject matter appear to be more significant. Both the junior high and senior high school teachers did not consider home economics a frill in secondary schools or that it is not important in the school curriculum because it can be learned at home.

The largest factor which the home economics teachers believed should influence the counselor when deciding which students should enroll in home economics was the students' future plans if they were immediate marriage, a career in home economics, high school as terminal education, or advanced education with no chance to include home economics. A large percent of the respondents also believed that college entrance requirements should be of prime consideration to the counselor.

Over 50 percent of the teachers believed that it was important for all girls to have either required or elective seventh and eighth grade home economics courses and elective ninth, tenth, eleventh, and twelfth grade home economics classes. The respondents also felt that

elective home economics classes in the eleventh and twelfth grades for boys was important.

Home Economics Teachers' Practices

Home Economics Teachers' Practices in Helping Counselors Understand the Home Economics Program

In the third section of the questionnaire, there were 15 possible practices stated, in which the teachers were to indicate to what extent they helped counselors understand the home economics program. The teachers could indicate the degree of consistency by marking one of the following: "Once a year, Consistently within the year, Frequently within the year, Occasionally within the year, or Never."

Only one practice stood out which the majority of the teachers did consistently within the year was to create and maintain continuous communication with the counselor. The percentages were 48 percent of the junior high school teachers and 64 percent of the senior high school teachers.

Around 35 percent of all of the teachers made an outline plan of the home economics program available to the counselor once a year.

Over 50 percent of all the teachers never invited counselors to professional meetings of home economics

teachers or had a curriculum advisory board which included school counselors.

The remaining practices were used frequently or occasionally by the teachers within the year (Table X).

Summary

There seems to be only one practice which the majority of the home economics teachers are consistently doing and that is creating and maintaining continuous communication with the counselor. Some teachers make an outline plan of the home economics program available to the counselor but over 50 percent never invited counselors to professional meetings of home economics teachers or had a curriculum advisory board which included school counselors.

Table X

160 Home Economics Teachers' Practices in Helping
Counselors Understand the Home Economics Program

Statements	Degree of Practice						No Response
	Total No.--%	Once a Year No.--%	Con- sistently Within the Year No.--%	Fre- quently Within the Year No.--%	Occa- sionally Within the Year No.--%	Never No.--%	
1. Make available to the counselor an outline of the home economics program.							
Junior High	42 100.00	15 35.72	4 9.52	6 14.29	8 19.05	5 11.90	4 9.52
Senior High	118 100.00	39 33.05	20 16.95	19 16.10	17 14.41	11 9.32	12 10.17
2. Make available to the counselor the purpose of home economics in the school.							
Junior High	42 100.00	9 21.43	6 14.29	10 23.81	10 23.81	4 9.52	3 7.14
Senior High	118 100.00	18 15.25	29 24.59	26 22.03	26 22.03	7 5.93	12 5.93

Table X (cont.)

Statements	Degree of Practice						No Response
	Total No.--%	Once a Year No.--%	Con- sistently Within the Year No.--%	Fre- quently Within the Year No.--%	Occa- sionally Within the Year No.--%	Never No.--%	
3. Keep counselors supplied with up- to-date informa- tion on the home economics program.							
Junior High	42 100.00	2 4.76	7 16.67	10 23.81	14 33.34	5 11.90	4 9.52
Senior High	118 100.00	3 2.54	37 31.36	26 22.03	36 30.51	4 3.39	12 10.17
4. Invite the coun- selors:							
(a) to occasions such as open house or parents' nights where the purpose is to help lay people understand home economics.							
Junior High	42 100.00	4 9.52	7 16.67	7 16.67	10 23.81	7 16.67	7 16.67
Senior High	118 100.00	8 6.78	36 30.51	17 14.41	24 20.34	19 16.10	14 11.86

Table X (cont.)

Statements	Degree of Practice						
	Total	Once	Con-	Fre-	Occa-	Never	No
	No.--%	a	sistently	quently	sionally	No.--%	Response
	No.--%	Year	Within	Within	Within	No.--%	No.--%
	No.--%	No.--%	the Year	the Year	the Year	No.--%	No.--%
(b) to dinners put on by the students.	42	1	5	6	11	10	9
Junior High	100.00	2.38	11.90	14.29	26.19	23.81	21.43
Senior High	118	10	19	19	42	13	15
	100.00	8.47	16.10	16.10	35.60	11.02	12.71
(c) to professional meetings of home economics teachers.	42	1	3	2	6	22	8
Junior High	100.00	2.38	7.14	4.76	14.29	52.38	19.05
Senior High	118	4	3	7	21	67	16
	100.00	3.39	2.54	5.93	17.80	56.78	13.76
(d) to observe classes.	42		4	10	14	8	6
Junior High	100.00		9.52	23.81	33.33	19.05	14.29
Senior High	118		11	16	35	39	17
	100.00		9.32	13.56	29.66	33.05	14.41

Table X (cont.)

Statements	Total No.--%	Degree of Practice					No Response No.--%
		Once a Year No.--%	Con- sistently Within the Year No.--%	Fre- quently Within the Year No.--%	Occa- sionally Within the Year No.--%	Never No.--%	
5. Aid counselors in advising students by providing charts or pamphlets for interpretation of home economics: (a) available from Oregon and/or Amer- ican Home Economics Association.	42	1	3	3	8	18	9
Junior High	100.00	2.38	7.14	7.14	19.05	42.86	21.43
Senior High	118	8	21	23	24	28	14
	100.00	6.78	17.80	19.49	20.34	23.73	11.86
(b) available from colleges and universities.	42	1	3	1	11	17	9
Junior High	100.00	2.38	7.14	2.38	26.19	40.48	21.43
Senior High	118	9	21	23	28	19	18
	100.00	7.63	17.80	19.49	23.73	16.10	15.25

Table X (cont.)

Statements	Degree of Practice						No Response
	Total No.---%	Once a Year No.---%	Con- sistently Within the Year No.---%	Fre- quently Within the Year No.---%	Occa- sionally Within the Year No.---%	Never No.---%	
(c) made by you about your own home economics program.	42	3	5	1	11	15	7
Junior High	100.00	7.14	11.90	2.38	26.19	35.72	16.67
Senior High	118	9	20	17	25	30	17
	100.00	7.63	16.95	14.41	21.17	25.43	14.41
6. Offer to meet with the counselor to work on an individ- ual student's aca- demic program.	42		9	7	11	12	3
Junior High	100.00		21.43	16.67	26.19	28.57	7.14
Senior High	118	3	41	13	28	21	12
	100.00	2.54	34.74	11.02	23.73	17.80	10.17
7. Create and main- tain continuous communication with the counselor.	42		20	7	9	2	4
Junior High	100.00		47.62	16.67	21.43	4.76	9.52
Senior High	118	1	76	16	12	2	11
	100.00	.85	64.40	13.56	10.17	1.70	9.32

Table X (cont.)

Statements	Total No.---%	Degree of Practice					No Response No.---%
		Once a Year No.---%	Con- sistently Within the Year No.---%	Fre- quently Within the Year No.---%	Occa- sionally Within the Year No.---%	Never No.---%	
8. Ask counselor to participate in F.H.A. activities.	42		1	3	3	15	20
Junior High	100.00		2.38	7.14	7.14	35.72	47.62
Senior High	118	5	9	11	28	33	32
	100.00	4.24	7.63	9.32	23.73	27.96	27.12
9. Help counselor select home eco- nomics speakers for Career Day.	42	1	2	1	5	15	18
Junior High	100.00	2.38	4.76	2.38	11.90	35.72	42.86
Senior High	118	13	3	2	12	59	29
	100.00	11.02	2.54	1.70	10.17	50.00	24.57
10. Have a curriculum advisory board which includes school counselors.	42	1	1	1	2	26	11
Junior High	100.00	2.38	2.38	2.38	4.76	61.91	26.19
Senior High	118	4	5	5	16	61	27
	100.00	3.39	4.24	4.24	13.56	51.69	22.88

CHAPTER IV

CONCLUSIONS

The response of 160 home economics teachers in Oregon who answered the questionnaires concerning their practices and beliefs about home economics were used to answer the six questions posed in this study. These questions were:

1. What are the beliefs of home economics teachers concerning:
 - a. the students who can profit from home economics?
 - b. the image of home economics?
 - c. the status of home economics in the secondary curriculum?
 - d. the factors which they believed counselors should consider when counseling students to enroll or not to enroll in home economics?
 - e. the grade or grades in which girls and/or boys should take home economics?
2. How do home economics teachers help counselors understand the home economics program in their school?

The Relationship of This Study to Johnson's Study

As it was stated previously by the writer, this study began out of an interest in Johnson's study (7) which was to discover some counselors' beliefs concerning home economics. The writer believed that it would be beneficial for home economics teachers in Oregon if a comparison was

made of some beliefs of counselors as they were discovered in Johnson's study and some beliefs and practices of home economics teachers concerning home economics.

The comparison will be made in this chapter, not statistically, but by taking some of the conclusions from Johnson's study and relating them to data of the present study. Johnson's conclusions which apply in part or in their entirety to the present study will follow and then data related to each conclusion will be discussed under the appropriate conclusion. When this comparison has been finished, conclusions for this study will be made. The following of Johnson's conclusions are applicable here: Numbers 2, 3, 4, 5, 6, 9. These are renumbered for readability.

1. Counselors believed that some home economics courses should be taken by all girls at some time during their secondary school career (7, p.109).

The home economics teachers in the present study also believed that it was important for girls as well as boys to take home economics during their secondary career. More than 50 percent of the teachers thought that girls should take home economics in grades seven through 12 and boys in the eleventh and twelfth grades.

2. Counselors believed that home economics should be offered more often as electives than as required courses (7, p.110).

It was believed by over 50 percent of the junior high school home economics teachers that home economics classes should be required during the seventh and eighth grades, but the senior high school teachers believed such classes should be elective in the seventh and eighth grades. They all thought that the four remaining years should be elective. The home economics teachers believed that home economics classes for boys should be offered as electives more than as required courses also.

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

- students' likes and dislikes

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

- the future goals of the student

- the type of subject matter offered in the home economics program (7, p.110)

The home economics teachers expressed some of the same factors and some different factors which they recognized as being of help to the counselor in determining who should enroll in home economics courses.

The factor which stood out as the most important one in the present study was the students' future plans, especially if these plans were immediate marriage or careers in home economics. In this study this factor was stated as future plans. This terminology would be very much

like "the future goals of the student" stated in Johnson's study. There were eight other factors which over 50 percent of the teachers believed the counselors should give prime consideration. All of these are different from the remaining factors that the counselors declared helped them decide who should enroll in home economics courses. These eight factors were:

the counselor's knowledge of the home economics program

the personal belief of the counselor to the right of each individual student to make own decisions based on some understanding of the choices

the personal belief of the counselor of the need of helping students make choices

the student's interests in home economics

the student's future plans--high school as terminal education

the social trend of the dual role of women--homemakers and workers

the social trend of early marriage

the social trend of increased importance of money management

4. Uncertainty was indicated as to the importance of home economics in relation to other subjects in the curriculum (7, p.110).

There was also a great deal of uncertainty expressed by the home economics teachers as to the importance of home economics in relation to other subjects. Exactly 50 percent of the teachers agreed that home economics should

be offered as a required subject on an equal basis with courses such as history, English, mathematics, and science. Forty-nine percent of the respondents disagreed with this statement. One person did not respond.

Another fact which seemed to indicate an uncertainty to the importance of home economics was that 33 percent of the teachers indicated that they believed home economics is a frill in the school curriculum.

There was more agreement with the statement that home economics should be offered as an elective on an equal basis with courses such as art, industrial arts, band, chorus, and orchestra. Seventy percent of the teachers believed this should be the case.

5. Counselors believed that home economics classes are most valuable at the junior high school level, ninth grade, and twelfth grade (7, p.110).

The majority of home economics teachers believed that home economics classes for girls both terminal and college preparatory were valuable in all grades, seven through 12. They did, however, express the belief that home economics classes would benefit the boys most during the eleventh and twelfth grades.

6. Certain areas of the home economics program appeared to be understood to a greater degree than others (7, p.111).

Over 75 percent of the counselors in Johnson's study expressed seven beliefs concerning home economics. The

writer will list four of these beliefs and then tell the percent of home economics teachers who had the same belief.

- a. Home economics classes are interesting and challenging (7, p.111).

Eighty-eight percent of the junior high school teachers agreed to this and 90 percent of the senior high teachers. Only two teachers disagreed strongly with this statement, but nine disagreed to some extent. In the eyes of the writer these 11 teachers are admitting their own teaching is poor.

- b. A home economics degree from college offers a chance to have an interesting and rewarding career (7, p.111).

Only one teacher out of 160 disagreed with this statement. Eighty-eight percent of the junior high teachers and 95 percent of the senior high teachers agreed strongly.

- c. Home economics classes make an important contribution to the slow learner (7, p.111).

The home economics teachers were in full accord with this statement. Ninety-eight percent of the junior high school teachers and 97 percent of the senior high school teachers agreed.

- d. Parents are generally pleased with what their children learn in home economics (7, p.111).

All of the junior high school teachers agreed with this statement and only three senior high school teachers disagreed.

Johnson categorized the statements in her study as favorable or unfavorable by the way in which they were stated, therefore she assumed that disagreement with the statements which were labeled unfavorable would reflect a favorable attitude on the part of the counselors toward home economics. With this in mind, this present writer will list five of the six unfavorable statements (one statement does not apply here) in which over 75 percent of the counselors disagreed and compare these results with the home economics teachers' beliefs.

1. Home economics may have to be eliminated as other areas of subject matter appear to be more significant (7, p.112).

A great majority of the home economics teachers disagreed strongly to this. Eighty-three percent of the junior high school teachers and 90 percent of the senior high school teachers disagreed either strongly or to some extent.

2. Students' achievement in home economics does not reflect creditably on the school's prestige (7, p.112).

About 76 percent of the home economics teachers disagreed with this statement. Only four teachers strongly agreed with it.

3. Home economics is considered a "frill" in secondary schools today (7, p.112).

Only 65 percent of the home economics teachers disagreed with this statement. Around 33 percent agreed to some extent. This is an amazing discovery: whereas more than 75 percent of the counselors did not believe home economics to be a frill only 65 percent of the teachers in this study so believed.

4. Home economics is not essential for girls who are going on to college (7, p.112).

This statement was heartily disagreed with by the home economics teachers. Eighty-eight percent of the junior high school and 85 percent of the senior high school teachers disagreed.

5. Home economics is not important in the school curriculum because it can be learned at home (7, p.112).

Ninety percent of the home economics teachers disagreed with this statement.

The above nine statements give the comparison of counselors' beliefs from Johnson's study, and home economics teachers' beliefs from this study. It can be seen that all but one, "Home economics is considered a 'frill' in secondary schools today," were held in the same degree of agreement or disagreement by both the counselors and home economics teachers.

Johnson also mentioned four areas in which counselors' beliefs were less favorable. These were:

- a. the understanding of the scope of home economics
- b. the need of the academically talented student for home economics
- c. the importance of home economics courses in relation to other subjects in the curriculum
- d. the status of home economics courses-- whether they should be elective or required

The first statement does not apply as, of course, home economics teachers know the scope of home economics. The second belief was held in rather an ambiguous position in this study also, although a greater percent, 60, agreed with the statement. Again in the third statement the home economics teachers split down the middle indicating that they are undecided as a group as to the importance of home economics courses in relation to other subjects in the curriculum. It was generally agreed by the home economics teachers that home economics classes should be offered as an elective rather than a required course with the exception maybe of the seventh and eighth grade.

Here again the counselors and home economics teachers agreed in their beliefs.

Conclusions

The six questions stated previously may be answered with the following general conclusions:

1. Home economics teachers believe all students can profit from home economics.
2. Home economics teachers believe that some home economics courses should be taken by all students at some time during their secondary school career.
3. Over 75 percent of the home economics teachers expressed the following beliefs concerning the image and status of home economics:
 - a. Home economics classes are interesting and challenging.
 - b. A home economics degree from college offers a chance to have an interesting and rewarding career.
 - c. Parents are generally pleased with what their children learn in home economics.
4. Over 75 percent of the home economics teachers disagreed with the following statements which represent a favorable belief toward the image or status of home economics:
 - a. Students' achievement in home economics does not reflect creditably on the school's prestige.
 - b. Home economics may have to be eliminated as other areas of subject matter appear to be more significant.
 - c. Home economics is not important in the school curriculum because it can be learned at home.

5. The home economics teachers believed many factors should help the counselor determine who should enroll in home economics courses. The most common ones were:
 - a. the counselor's knowledge of the home economics program
 - b. the personal belief of the counselor to the right of each individual student to make his own decisions based on some understanding of the choices
 - c. the counselor's personal belief of the need for helping students make choices
 - d. the student's interests in home economics
 - e. the student's future plans--immediate marriage, career in home economics, or high school as terminal education
 - f. the social trend of the dual role of women-homemakers and workers
 - g. the social trend of early marriage
 - h. the social trend of increased importance of money management
6. The home economics teachers believed that home economics classes for girls are valuable in all grades, seven through 12. They believed the home economics classes for boys are most valuable in the eleventh and twelfth grades.
7. Home economics teachers have a rather limited scope of practices in helping counselors understand the home economics program.
8. Counselors and home economics teachers disagree to some extent as to what factors should help the counselor determine who should enroll in home economics courses.
9. Generally counselors, in Johnson's study, and home economics teachers, in the present study, have the same beliefs toward home economics classes.

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APPENDICES

UNITED STATES GOVERNMENT

VINTAGE BOND



APPENDIX A

SELECTED BELIEFS AND PRACTICES OF OREGON SECONDARY
HOME ECONOMICS TEACHERS RELATED TO ENROLLMENT IN HOME ECONOMICS CLASSES

Dear Oregon Home Economics Teacher,

Like many Home Economics teachers in Oregon, I have been concerned with our effectiveness in helping counselors understand what Home Economics is and how students can benefit from taking Home Economics courses. Do you have this same concern? I hope to find some answers relevant to this problem as my Master's thesis under Dr. May DuBois at Oregon State University. I will sincerely appreciate your help in making this study possible.

No school or individual will be identified in the report of this study. Your reply will be confidential but I do need the name of your school in order to group the participating schools geographically in the state. A stamped, self-addressed envelope is enclosed.

Thank you so much.

Sincerely,

(Mrs.) Jane Burnside Pubols
354 E. 14th, Apt. 4
Eugene, Oregon

1. ABOUT YOUR SCHOOL

a. Name of school _____

Address of school _____

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

c. School enrollment:

Boys _____ Girls _____

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

Boys _____ Girls _____

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

f. SCHEDULE OF HOME ECONOMICS COURSES OFFERED:

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

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

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

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

2. INSTRUCTIONS: In view of your experience as a secondary home economics teacher, indicate your degree of agreement or disagreement on the statements below.

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

- _____ a. Home economics classes should be planned more frequently for the less able student.
- _____ b. Home economics classes are interesting and challenging.
- _____ c. Home economics should be offered as a required subject on an equal basis with such courses as history, English, mathematics, and science.
- _____ d. Home economics is a popular course with students of all ability levels.
- _____ e. A home economics degree from college offers a chance to have an interesting and rewarding career.
- _____ f. Home economics should be offered only as an elective.
- _____ g. Home economics is popular with the brightest students.
- _____ h. Home economics courses are held in high esteem by other faculty members in the school.
- _____ i. Home economics should be offered as an elective on an equal basis with such courses as art, industrial arts, band, chorus, and orchestra.
- _____ j. Home economics classes should make an important contribution to the slow learner.
- _____ k. Home economics is repetitious when several years are offered.
- | | |
|---|--|
| _____ l. Home economics may have to be eliminated as other areas of subject matter appear to be more significant. | |
| _____ m. Home economics has greater appeal for the low, rather than the higher socio-economic group of students. | |
| _____ n. Students' achievement in home economics does not reflect creditably on the school's prestige. | |
| _____ o. Home economics is considered a "frill" in secondary schools today. | |
| _____ p. Home economics is not essential for girls who are going to college. | |
| _____ q. Parents are generally pleased with what their children learn in home economics. | |
| _____ r. Home economics is not important in the school curriculum because it can be learned at home. | |

3. INSTRUCTIONS: Indicate to what extent you help counselors understand the home economics program.

- 5--once a year
4--consistently within the year
3--frequently within the year
2--occasionally within the year
1--never

- _____ a. Make available to the counselors an outline plan of the home economics program.
- _____ b. Make available to the counselors the purposes of home economics in the school.
- _____ c. Keep counselors supplied with up-to-date information on the home economics program.
- _____ d. Invite the counselor:
- _____ (1) to occasions such as open houses or parents' nights where the purpose is to help lay people understand home economics.
- _____ (2) to dinners put on by the students.
- _____ (3) to professional meetings of home economics teachers.
- _____ (4) to observe classes.
- _____ e. Aid counselors in advising students by providing charts or pamphlets for interpretation of home economics:
- _____ (1) available from the Oregon and/or American Home Economics Association.
- _____ (2) available from colleges and universities.
- _____ (3) made by you about your own home economics program.
- _____ f. Offer to meet with the counselor to work on an individual student's academic program.
- _____ g. Create and maintain continuous communication with the counselor.
- _____ h. Ask counselor to participate in F.H.A. activities.
- _____ i. Help counselor select home economics speakers for Career Day.
- _____ j. Have a curriculum advisory board which includes school counselors.

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

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

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

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

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

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

a. For the terminal student:

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

b. For the college bound student:

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

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

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

5. INSTRUCTIONS: Indicate the degree of consideration which you believe the counselor should give to the following factors when counseling students to enroll or not to enroll in home economics.

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

- _____ a. Parents' decisions.
- _____ b. The counselor's knowledge of the home economics program.
- _____ c. Personal beliefs of the counselor:
 - _____ (1) towards value or lack of value of home economics.
 - _____ (2) of the right of each individual student to make own decisions based on some understanding of the choices.
 - _____ (3) of the need of helping students make choices.
- _____ d. The student's past performance in all of his classes.
- _____ e. The student's past performance in home economics classes.
- _____ f. The student's socio-economic background.
- _____ g. The student's abilities in the home economics field.
- _____ h. The student's interest in home economics.
- _____ i. The student's present home responsibilities.
- _____ j. The student's home training in the homemaking skills.
- _____ k. The student's financial needs.
- _____ l. The student's abilities to achieve elsewhere.

m. The student's future plans:

- _____ (1) Immediate marriage.
- _____ (2) A career in home economics.
- _____ (3) High school as terminal education.
- _____ (4) Advanced education with no chance to include home economics.

n. College entrance requirements.

o. Prestige of home economics in the school.

p. The variety of home economics courses available.

q. Quality of teaching in the home economics department.

r. Home economics teacher's load.

s. Space, facilities, and money available for home economics.

t. Type of subject matter offered in the home economics program.

u. The social trends:

- _____ (1) Changing roles of family members--dual role of man--his increase in homemaking activities and care of children.
- _____ (2) Dual role of women-homemakers and workers.
- _____ (3) Democratic decision making in families.
- _____ (4) Early marriages.
- _____ (5) Increased importance of money management.
- _____ (6) Modification of basic values.
- _____ (7) Lengthened life span.
- _____ (8) Upswing in cultural activities.
- _____ (9) "World" community.

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

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

GRADE OR GRADES YOU BELIEVE STUDENTS SHOULD TAKE
HOME ECONOMICS COURSES

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

7. ABOUT YOU

a. Age: 22-34 _____, 35-49 _____, 50-65 _____

b. Degrees held: BS _____, BA _____; Major _____, Minor _____
MS _____, MA _____; Major _____, Minor _____
Other _____

c. Number of years' experience:

- (1) As a teacher of home economics _____.
- (2) As a teacher of other subjects _____.

APPENDIX B

Table A

Number of Part-time and Full-time
Home Economics Teachers in the Schools
Where the 160 Respondents to the Questionnaire Teach

<u>Total</u>	<u>No Response No.</u>	<u>Part-time No.</u>	<u>Full-time No.</u>
<u>Junior High School</u>			
70		16	54
<u>Senior High School</u>			
191	2	43	147

Table B
Ages of 160 Home Economics Teachers

Years	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
22 - 34	22	52.38	57	48.30
35 - 49	14	33.33	40	33.90
50 - 65	6	14.29	20	16.95
No response	—	—	—	—
Total	42	100.00	118	100.00

Table C

University Degrees Held by 160 Home Economics Teachers

Types of Degrees	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
<u>Undergraduate</u>				
Bachelor of Arts	5	11.90	18	15.25
Bachelor of Science	37	88.10	98	83.05
No response	—	—	2	1.70
Total	42	100.00	118	100.00
<u>Graduate</u>				
Master of Arts	1	2.38	7	5.93
Master of Science	3	7.14	19	16.10
No response	<u>38</u>	<u>90.48</u>	<u>92</u>	<u>77.97</u>
Total	42	100.00	118	100.00

Table D

Major Fields of Undergraduate Study
of 160 Home Economics Teachers

Undergraduate Fields of Study	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
Business Education			1	.85
English			1	.85
Foods and Science	2	4.76		
Education	1	2.38		
Elementary Education	1	2.38		
Home Economics Education and Home Economics	35	83.34	105	88.98
Physical Education	1	2.38		
Social Science			1	.85
No response	<u>2</u>	<u>4.76</u>	<u>10</u>	<u>8.47</u>
Total	42	100.00	118	100.00

Table E

Minor Fields of Undergraduate Study
of 160 Home Economics Teachers

Undergraduate Fields of Study	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
No response	7	16.67	37	31.34
Education	2	4.76	19	16.10
Social Science	1	2.38	15	12.71
Social Science and Chemistry	1	2.38		
Science	7	16.67	9	7.63
Math	1	2.38	1	.85
Physics			1	.85
Science and Health	1	2.38		
Science and Counseling			1	.85
Science and Education			1	.85
English	4	9.53	6	5.08
Speech	1	2.38		
English and Social Science	3	7.14	4	3.39
English and Science	1	2.38	4	3.39
English and Elementary Education	1	2.38		
English and Business			1	.85
English and Education	2	4.76		
Physical Education	1	2.38	7	5.93
Dance Education	1	2.38		
Home Economics	4	9.53	2	1.70
Foods, Clothing, Textiles, Child Development	2	4.76	4	3.39
French, German, Spanish	1	2.38	4	3.39
Business			1	.85
Business and Home Economics			1	.85
Music	<u>1</u>	<u>2.38</u>		
Total	42	100.00	118	100.00

Table F

Major Graduate Fields of Study of
Four Junior High School and 26 Senior High School
Home Economics Teachers Who Have Master's Degrees

Graduate Fields of Study	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
Clothing and Textiles			1	.85
Education	1	2.38	2	1.70
English			1	.85
Family Life			1	.85
Foods and Nutrition			1	.85
Guidance			3	2.54
Home Economics and Home Economics Education	2	4.76	13	11.02
Social Science			1	.85
Textiles			1	.85
No response	<u>1</u>	2.38	<u>2</u>	1.70
Total	4		26	

Table G

Minor Fields of Graduate Study of
Four Junior High School and 26 Senior High School
Home Economics Teachers Who Have Master's Degrees

Graduate Fields of Study	Junior High School Teachers		Senior High School Teachers	
	No.	%	No.	%
Home Economics			1	.85
Clothing and Child Development	1	2.38		
Clothing and Family Life			3	2.54
Family Life			2	1.70
Home Economics Education			1	.85
Education			7	5.93
Counseling and Guidance	2	4.76	3	2.54
Science			1	.85
Chemistry			1	.85
Psychology			2	1.70
No response	<u>1</u>	2.38	<u>5</u>	4.24
Total	4		26	

Table H

Years of Teaching Experience
of 160 Home Economics Teachers

Years of Teaching Experience	<u>Total</u>		<u>Home Economics</u>		<u>Other Subjects</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Junior High School</u>						
1 - 4	17	40.48	18	42.86	5	11.90
5 - 9	8	19.05	9	21.43	3	7.14
10 - 14	10	23.81	11	26.19		
15 - 19	4	9.52	2	4.76		
20 and over	3	7.14	2	4.76	1	2.38
No response	—	—	—	—	33	78.58
Total	42	100.00	42	100.00	42	100.00
<u>Senior High School</u>						
1 - 4	47	39.83	50	42.37	12	10.17
5 - 9	23	19.49	27	22.88	5	4.24
10 - 14	18	15.25	16	13.56	1	.85
15 - 19	13	11.02	13	11.02	1	.85
20 and over	16	13.56	11	9.32		
No response	1	.85	1	.85	99	83.89
Total	118	100.00	118	100.00	118	100.00

Table I

Types of Schools Represented by
the 160 Home Economics Teachers

Type of School	Total	
	No.	%
<u>Junior High School</u>		
8 - 9	1	2.38
7 - 8	4	9.52
7 - 8 - 9	<u>37</u>	<u>88.10</u>
Total	42	100.00
<u>Senior High School</u>		
7 - 8 - 9 - 10 - 11 - 12	18	15.25
9 - 10 - 11 - 12	81	68.65
10 - 11 - 12	13	11.02
No response	<u>6</u>	<u>5.08</u>
Total	118	100.00

Table J

Total Enrollment in Schools in Which
the 160 Home Economics Teachers Were Employed

<u>Enrollments</u>	<u>Total</u>	
	<u>No.</u>	<u>%</u>
<u>Junior High School</u>		
1 - 299	4	9.52
300 - 599	15	35.71
600 - 899	13	30.96
900 - 1199	4	9.52
No response	<u>6</u>	<u>14.29</u>
Total	42	100.00
<u>Senior High School</u>		
1 - 299	35	29.66
300 - 899	17	14.41
900 - 1199	7	5.93
1200 - 1499	4	3.39
1500 - 1799	1	.85
1800 and over	12	10.17
No response	<u>19</u>	<u>16.10</u>
Total	118	100.00

Table K

**Boys' and Girls' Enrollment in Schools in Which
the 160 Home Economics Teachers Were Employed**

<u>Enrollments</u>	<u>Boys</u>		<u>Girls</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Junior High School</u>				
1 - 299	17	40.48	17	40.48
300 - 599	19	45.23	19	45.23
600 - 899				
900 - 1199				
No response	<u>6</u>	<u>14.29</u>	<u>6</u>	<u>14.29</u>
Total	42	100.00	42	100.00
<u>Senior High School</u>				
1 - 299	56	47.46	57	48.31
300 - 599	24	20.34	24	20.34
600 - 899	9	7.63	6	5.08
900 - 1199	7	5.93	9	7.63
1200 - 1499	3	2.54	3	2.54
1500 - 1799				
1800 and over				
No response	<u>19</u>	<u>16.10</u>	<u>19</u>	<u>16.10</u>
Total	118	100.00	118	100.00

Table L1

Enrollment of Junior High School
Girls' Home Economics Classes in Which
42 Home Economics Teachers Were Employed

Home Economics Enrollments	Girls	
	No. Schools	%
1 - 49	3	7.14
50 - 99	9	21.44
100 - 149	6	14.29
150 - 199	7	16.66
200 - 299	8	19.05
300 - 399	7	16.66
No response	<u>2</u>	<u>4.76</u>
Total	42	100.00

Table L2

Enrollment of Senior High School
Home Economics Classes in Which
118 Home Economics Teachers Were Employed

Home Economics Enrollments	Girls		Boys	
	No. Schools	%	No. Schools	%
1 - 49	24	20.34	8	6.78
50 - 99	31	26.27		
100 - 149	19	16.10		
150 - 199	11	9.32		
200 - 299	11	9.32		
300 - 399	1	.85		
400 - 499	5	4.24		
500 - 599	1	.85		
600 - 699	2	1.70		
No response	<u>13</u>	<u>11.02</u>	<u>110</u>	<u>93.32</u>
Total	118	100.00	118	100.00

Table M

Percentages of Girls and Boys in Home Economics Courses in Schools
Where 160 Home Economics Teachers Were Employed

Percentage	Total				Girls				Boys			
	Jr. High		Sr. High		Jr. High		Sr. High		Jr. High		Sr. High	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None									33	78.57	83	70.34
1 - 9			1	.85					2	4.76	6	5.08
10 - 19	7	16.66	31	26.27			1	.85	1	2.38	1	.85
20 - 29	9	21.43	40	33.90			9	7.63			1	.85
30 - 39	11	26.19	15	12.71	8	19.06	14	11.86				
40 - 49	6	14.29	4	3.39	3	7.14	37	31.36				
50 - 59	3	7.14			4	9.52	14	11.86				
60 - 69					2	4.56	5	4.24				
70 - 79					9	21.43	6	5.08				
80 - 89					5	11.90	3	2.54				
90 - 99					2	4.76	2	1.70				
100 and over					3	7.14						
No response	6	14.29	27	22.88	6	14.29	27	22.88	6	14.29	27	22.88
Total	42	100.00	118	100.00	42	100.00	118	100.00	42	100.00	118	100.00

Table N

Representation of Reimbursed and Non-reimbursed
Home Economics Programs in Schools Where
160 Home Economics Teachers Were Employed

Types of Programs	Total		Jr. High		Sr. High	
	No.	%	No.	%	No.	%
Reimbursed	52	32.50	4	9.52	48	40.68
Non-reimbursed	99	61.87	32	76.19	67	56.78
No response	<u>9</u>	<u>5.63</u>	<u>6</u>	<u>14.29</u>	<u>3</u>	<u>2.54</u>
Total	160	100.00	42	100.00	118	100.00

Table 01

Required Girls' Courses in General Home Economics*
in Junior High Schools Where 42 Home Economics
Teachers Were Employed

Grade Levels	Total Schools	Length of Courses		
		9-12 Weeks	One Semester	One Year
7th	21	1	6	14
8th	11		3	8
9th or Homemaking I	1			
Miscellaneous Classes				
No Courses Required	16			
No response	2			

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

Table 02

**Elective Girls' Courses in General Home Economics*
in Junior High Schools Where 42 Home Economics
Teachers Were Employed**

Grade Levels	Total Schools	Length of Courses		
		9-12 Weeks	One Semester	One Year
7th	11		4	7
8th	15		7	8
9th	25	1	2	22
Special Classes	1			

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

Table P1

Required Girls' Courses in General Home Economics*
in High Schools Where 118 Home Economics
Teachers Were Employed

Grade Levels	Total Schools	Length of Courses		
		9-12 Weeks	One Semester	One Year
7th	4	1	2	1
8th	4		1	3
9th	4		1	3
Ungraded Classes	5	3		2
No Courses Required	103			
No response	1			

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

Table P2

**Elective Girls' Courses in General Home Economics*
in High Schools Where 118 Home Economics
Teachers Were Employed**

Grade Levels	Total Schools	Length of Courses			No Response
		9-12 Weeks	One Semester	One Year	
7th	2		1	1	
8th	6		1	5	
9th or Homemaking I	98			95	3
10th or Homemaking II	107			104	3
11th or Homemaking III	91			88	3
12th or Homemaking IV	40			38	2
Special Classes	27			27	

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

Table Q

Special Area Courses in the Schools Where 160 Home Economics Teachers Were Employed

Areas and Course Titles	Number Schools	Status		No Response	Length of Courses			No Response
		Elec- tive	Re- quired		9-12 Weeks	One Semester	One Year	
<u>Junior High School</u>								
Foods and Clothing								
Sewing	1		1		1			
Foods	1		1		1			
Other Special Areas								
Practical Homemaking	1	1					1	
Special Ungraded	1	1					1	
Family Living	1		1		1			
<u>Senior High School</u>								
Foods and Clothing								
Sewing	18	17		1	2		16	
Foods	16	15		1	2		14	
Other Special Areas								
Family Living	5	5				2	3	
Special Education	2	1	1				1	1
Combined Homemaking	2	2					2	
Senior Homemaking	1	1					1	
Home Management	10	10			1		9	
Relations	2	1		1	1		1	
Child Care	1	1			1			
Home Furnishings	1	1			1			

Table R

Home Economics Courses Offered in Schools
Where the 160 Home Economics Teachers Were Employed

Grade Levels of Courses	Number of Schools Having These Courses	
	Jr. High	Sr. High
<u>General Areas</u>		
7th	32	6
8th	26	10
9th or Homemaking I	26	102
10th or Homemaking II		107
11th or Homemaking III		91
12th or Homemaking IV		40
Special Classes	1	27

Types of Courses	Number of Schools Having These Courses		Number of Course Titles	
	Jr. High	Sr. High	Jr. High	Sr. High
<u>Special Areas*</u>				
Foods and Clothing	2	34	2	2
Other Special Areas	3	24	3	8

*Named in Table Q.