The purposes of this study were to discover what home economics teachers are doing in Oregon in career education and how they can be better prepared to teach home economics occupational preparation courses.

Postcards were sent to home economics departments in 194 public high schools and 83 public junior high schools in Oregon. Postcards were returned from 130 high school teachers and 46 junior high school teachers. From these postcards 50 names and addresses were obtained of individuals who had taught or were currently teaching a home economics career course. Questionnaires were sent to these 50 individuals and 38 were returned in time to be used for the study. Of these 38 returned questionnaires 20 were useful. The other 18 did not describe occupational courses which were at least a semester's duration.
The questionnaire was divided into five different sections. The respondents described their educational backgrounds in section I. Section II was designed to obtain information concerning the school where the career home economics course had been taught.

Section III of the questionnaire containing seven different parts was designed to reveal the beliefs of the respondents concerning career education in home economics in Oregon. The headings of each of the seven parts were as follows:

A. Who needs career education?
B. What facilities are needed for teaching career education in home economics?
C. What schools should teach career education?
D. What should be the teachers' preparation for teaching career education in home economics?
E. How should career education be taught?
F. What should be the secondary home economics curriculum emphasis in the 1970's?
G. What are some of the feelings of home economics teachers about teaching career education in contrast to teaching consumer and homemaking education?

The respondents described the occupational course which they had taught in section IV while section V reflected the respondents' own preparation for teaching career education and suggestions for.
others who would teach the course.

Of the 20 teachers included in this study, four had master's degrees and the other 16 had bachelor's degrees. The majority of the respondents had received their last degree from Oregon State University and were teaching occupational home economics courses for the first time this year although one had been teaching such a course for five years.

The specific courses which the 20 respondents were teaching in occupational home economics included nine in food services, including one in FEAST, seven in child services, three in exploration of home economics occupations, one in clothing and textiles services and one in "homemaker's assistant."

From this study based on the responses of 20 home economics teachers in Oregon the following conclusions can be made:

1. The respondents believe that "every secondary school should be having units or courses to emphasize the exploration of the world of work."

2. Home economics teachers need to make detailed observations and analysis of the job before teaching a career related course. Some individuals believe teachers should experience the work itself but this is not always possible.

3. College subject matter courses are helpful in teaching career courses but other preparation is also necessary.

4. Home economics has a definite part to contribute in preparing
individuals for the world of work but this should not be its only purpose. Home economics in the 70's should still emphasize consumer homemaking as well as career orientated courses.

5. It is just as important to orientate individuals towards the general world of work as it is to prepare them for a cluster of occupations.

6. Home economics teachers need more information on career education. Suggestions for obtaining this information included workshops and curriculum guides for the various home economics career areas.

7. Home economics teachers in Oregon need to be educated as to the meaning of career and occupational education.
Oregon Home Economics Occupational Teachers' Beliefs Concerning Education and Preparation Needed by Teachers

by

Diane Ruth Burke

A THESIS submitted to Oregon State University

in partial fulfillment of the requirements for the degree of Master of Science

June 1972
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PREPARATION NEEDED BY TEACHERS

I. INTRODUCTION

Preparation of teachers is based on competencies needed in order to be effective in various teaching situations. In the past colleges and universities have focused on preparing home economics teachers to teach general homemaking skills. A new emphasis in education is on occupational or career education. Thus, in order to prepare competent teachers for developing home economics career programs it is necessary to know the skills, knowledge and experiences needed in the various home economics occupations. One of the best ways to obtain this information is from individuals currently involved in teaching. The writer chose to survey Oregon home economics teachers in order to gain information concerning teacher preparation for occupational home economics.

Need for the Study

In recent years education has been challenged to prepare individuals for the world of work. Home economics has been considered a vocational area for many years and various programs have existed for useful employment in many of the nation's schools. With the passage of the Vocational Education Act of 1963 funds were
authorized to help states maintain and improve existing programs in gainful employment, but not programs which prepared individuals for useful employment. Therefore more emphasis is being given to home economics occupational education on the state level which is passed down to administrators on the local level.

In order to improve existing programs and to prepare teachers to initiate and carry out home economics occupational preparation programs it is necessary to know what career courses are in existence now and how teachers can be better prepared to meet the needs of youth and society in the area of career education.

**Statement of Problem**

In order to obtain information related to the competencies needed for teachers in home economics career education it was necessary to survey the home economics departments in the Oregon public schools. Through this survey of Oregon home economics teachers it was hoped insight could be gained concerning:

1. What courses were taught in career home economics.
2. What experiences home economics teachers believed would be beneficial in preparing them to teach career home economics courses.
3. The preparation home economics teachers believed they needed in order to be prepared to teach career courses.
4. What resources home economics teachers had found to teach career courses.

5. In the light of their experiences what suggestions home economics teachers had for preparing teachers to teach career courses.

6. What were the beliefs of the Oregon home economics teachers concerning career education in home economics.

**Method of Procedure**

**Construction of Questionnaire**

The questionnaire contained five major sections. The purposes of the first two sections were to obtain background information about the respondent's educational background and information about the school where the respondent had taught or was currently teaching an occupational course.

The purpose of the third section was to reflect the respondent's beliefs about teaching career education. There were seven parts within this section.

Section four of the questionnaire was concentrated on the career education course which the respondent had taught. This section was necessary in order to know what type of programs are in existence in career education in Oregon home economics departments.
In section five the respondent was instructed to list: college courses which have been or would be beneficial when teaching a particular course; experiences other than college courses which have been beneficial; books, companies or people which were helpful resources; suggestions for preparing teachers to teach this course.

The first section of the questionnaire was titled ABOUT YOU. The respondent was asked to list college degrees granted, the name of the institution where the degree was granted and the date the degree was granted. Space was provided to list more than one degree. In order to understand how much experience and background the respondent had in teaching, space was also provided to list the approximate number of course hours taken beyond the last degree, total years of teaching, total years of teaching secondary home economics and the total number of years of teaching an occupational home economics course.

The second section of the questionnaire was titled ABOUT YOUR SCHOOL. The respondent was asked to give the name of the school where the occupational course had been taught or was presently being taught and to give the approximate number of students enrolled in the school. This information indicated whether or not the course was taught in a junior or senior high school.

ABOUT YOUR BELIEFS FOR TEACHING CAREER EDUCATION was the title of the third section. It was divided into seven parts and
each part contained various substatements. The respondent was asked to react to each substatement by placing a letter in front of it in order to reflect her personal beliefs. An "A" was placed in front of the statement if the respondent AGREED with it; a "U" was placed in front of it if the respondent was UNCERTAIN about her beliefs regarding the statement; a "D" was placed in front of the statement if the respondent DISAGREED with it; a question mark was placed in front of the statement if the respondent did not understand it; and an "N" was placed in front of the statement if the respondent believed it was "NICE but not necessary." Space was provided at the end of each part for comments. The headings of each of the seven parts are as follows:

A. Who needs career education?

B. What facilities are needed for teaching career education in home economics?

C. What schools should teach career education?

D. What should be the teachers' preparation for teaching career education in home economics?

E. How should career education be taught?

F. What should be the secondary home economics curriculum emphasis in the 1970's?

G. What are some of the feelings of home economics teachers about teaching career education in contrast to consumer and
homemaking education?

Section four of the questionnaire was titled ABOUT YOUR CAREER EDUCATION COURSE. Respondents were asked to name the occupational course, to give the number of students enrolled in the course, to indicate the grade level of students in the course, to indicate the length of the course in weeks, to describe the facilities where the course was taught, to record the average number of hours students worked per week in related jobs, and the number of weeks worked, to indicate who obtained the jobs for students and who supervised them on the job. Four "yes" or "no" questions were also asked about the career course. These included:

- Do students observe people in actual occupations?
- Do students take field trips?
- Do students work outside the school setting?
- Was pay received?

Section five of the questionnaire was titled ABOUT YOUR PREPARATION FOR CAREER EDUCATION. In this section the respondent listed college courses which had been beneficial to them in teaching career education courses, experiences other than college courses which had been or would be beneficial to those teaching the course, resources, and suggestions for preparing home economics teachers to teach the course.
Validation of Questionnaire

The questionnaire was sent to 25 home economics teachers who had not taught a career education course in home economics. The sample included four teacher educators from Oregon State University, three home economics education graduate students at Oregon State University, and 18 consumer home economics teachers. One teacher was teaching in California and the others were teaching in Oregon. Ten of the 25 questionnaires sent out for validation were returned in time to be useful. At this time some minor changes were made in the questionnaire. Some of the statements were reworded, easier methods of marking the answers were discovered and terms such as course and career education were defined. After the questionnaires were sent, eight other validated questionnaires were returned (Appendix).

Distribution of the Questionnaire

Postcards were sent to 194 home economics departments in the public high schools and 83 public junior high schools in Oregon (Appendix). This mailing did not include the Portland schools. Consumer home economics teachers were asked to indicate whether courses or units in occupational courses had been taught last year or were presently being taught in their home economics department.
Space was provided to include the names and addresses of the teachers who had taught or were presently teaching an occupational course. The addresses of home economics departments throughout the state were obtained from the Oregon Board of Education.

**Returns of Questionnaire**

Postcards were returned from 46 of the junior high school teachers. Of the 46 returned, 40 teachers indicated that no occupational courses had been taught or were currently being taught in their schools, and six indicated that occupational courses had been taught or were presently being taught.

The high school teachers returned a total of 130 postcards. These postcards indicated that occupational courses had been taught or were presently being taught in 32 schools and 98 indicated that no occupational programs existed in the home economics department.

From the 38 postcards which indicated that occupational courses had been taught or were presently being taught, 50 names and addresses of teachers were received. Questionnaires were sent to these 50 teachers. Within a reasonable length of time 30 were returned and 17 of these were usable. A follow-up letter and another duplicate questionnaire were sent to the 20 teachers who had not returned the original questionnaire. Of these 20 questionnaires eight were returned within a reasonable length of time and three
were usable making a total of 20 usable questionnaires.

**Definition of Terms**

For the purpose of this study a unit can be defined as, "a section of subject matter, materials and educative experiences built around a central subject matter area to be studied by pupils for the purpose of achieving learning outcomes that can be derived from experiences with subject matter" (Good, 1959, p. 588).

The term course refers to "organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given" (Good, 1959, p. 140).

Homemaking education is a program of instruction and organized experiences offered at the high school level, designed to help students solve problems of personal and family life and assume homemaking responsibilities (Good, 1959, p. 271). Throughout this paper the term homemaking is used to refer to homemaking education.

Home economics is the term used for the professional level or to designate teachers capable of teaching occupational or career education and consumer homemaking.

Consumer and homemaking education is a more modern definition of a curriculum designed to prepare individuals for living in homes and communities and at present replaces the term homemaking
education. This is education designed to help individuals and families improve home environments and the quality of personal and family life and includes instruction in foods and nutrition, child development, clothing, housing, family relations and management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities (Nebraska, n.d., p. 5).

From the legislative point of view vocational education is the term used to designate that part of education which deals with preparation for employment.

Career education can be defined as education aimed at the development of skills and understandings which relate to families of occupations. It encompasses more than the selection of one's occupation. Career choice affects friendship, life style, community service, voting habits, citizenship, leisure time and family life (Kunzman, 1970, n.p.). It is used interchangeably with the term occupational education throughout this paper.

Occupational education is curriculum emphasis which is built around the achievement of social and vocational competence (Good, 1959, p. 373).
II. REVIEW OF LITERATURE

Introduction

Education in America has come a long way since the one room school house. Today schools have expanded their facilities and have instituted new techniques and methods such as team teaching, modular scheduling, teaching machines, and specialized instruction.

The modern era of education was ushered in with the Cardinal Principles of Secondary Education in 1918. These objectives included:

1. Health
2. Worthy home membership
3. Command of the fundamental processes
4. Vocation
5. Civic education
6. Worthy use of leisure

These objectives, which became the basis for reorganization of the secondary school system in the United States were followed by many other sets of educational objectives.

In 1938 the Educational Policies Commission, which was organized and sponsored by the National Education Association proposed the following four groups of objectives:

1. Self-realization
2. Human relationships
3. Economic efficiency
These four general objectives grew out of the need to combine the life needs which were stated as the Cardinal Principles of Secondary Education with a description of the behaviors and qualities necessary to attain these needs. Each of the four groups of objectives presented by the Educational Policies Commission in 1938 included certain behavioral goals such as the inquiring mind (an aspect of human relationships) and critical judgment (an aspect of civic responsibility) (Taba, 1962).

Among the more recent definitions of education is one presented by Taba. She states, "The chief activity of education is to change individuals in some way: to add to the knowledge they possess, to enable them to perform skills which otherwise they would not perform, to develop certain understandings, insights, and appreciations" (Taba, 1962, p. 194).

Within the general framework of education there are many specific types of education which are designed to accomplish a variety of objectives. One special type of education which is receiving much emphasis is vocational education.

**Vocational Education**

In today's education there is a constant emphasis on preparing individuals for vocations.

Vocational education today includes technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public
supervision and control or under contract with a state board or local education agency and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations (American Vocational Assoc., n.d., p. 22).

Many vocational acts have been passed by the United States legislature but the Smith-Hughes Act, the George Barden Act, the 1963 Vocational Acts and the 1968 amendments have had the most bearing on vocational or career education.

The Smith-Hughes Act was passed in 1917. This was the first vocational act which provided federal money to states in order to prepare individuals for employment in the areas of agriculture, trade and industry, and home economics. At this time home economics was closely related to trade and industry since 20 percent of the funds for trade and industry could be used for home economics (Williamson and Lyle, 1961). Students who qualified for these programs had to be less than college grade, be at least 14 years of age and be physically and mentally able to learn from instruction. This included pupils in secondary schools, those who had left school before graduation and adults who were not in college. Home economics was included in the Smith-Hughes Act because employment was defined in the act as either gainful or useful. While boys or men were taught to farm or were taught a trade, and thus equipped to take a job, keep a job or get a better job, girls or women were prepared to make a
home, maintain a home or make a better home. Thus home economics education helped to improve the quality of American homes through useful employment while agricultural education and trades and industries education increased the income through gainful employment.

Each state legislature had to vote on whether or not to accept the federal aid and if it were accepted had to set up a State Board for Control of Vocational Education. This created the need for a State Director of Vocational Education and state supervisors in agriculture, trade and industry, and home economics. Each state prepared a State Plan for Vocational Education which is a contract between the federal and state governments. This contract allows the individual state to organize classes or vocational schools and to select the teachers needed for teaching vocational classes.

The George Barden Act of 1946 superseded the Smith-Hughes Act in some of the details. This act included distributive education, vocational guidance and recognized home economics as a separate area rather than a branch of trade and industry. Secondary programs were eligible for reimbursement as long as there was a minimum of a two year program, a daily teacher-pupil conference period and a course met the required number of hours set up by the local school board for credit in other subjects. Both the Smith-Hughes and the George Barden Acts allowed funds for the training of vocational teachers (Williamson, 1961).
Many vocational educators believed that the vocational acts of 1917 and 1946 were not reaching enough people. In 1963 another vocational act was passed to help states maintain and improve existing programs. It encouraged part-time employment for youth, and expanded vocational education to all ages and to all communities. This act allows vocational education to reach those with handicaps in basic skills and it allows for improved materials (Fleck, 1968).

The Vocational Education Amendments of 1968 provide even greater assistance for the training of individuals for gainful employment. Some of the special features of these amendments include:

1. Emphasis on youths with special needs and handicaps prevented from succeeding in regular vocational education programs are included.

2. Reimbursement is determined on need rather than given uniformly to each state.

3. Matching funds with a vocational education purpose as in the 1963 Vocational Education Act is eliminated.

4. Home economics is funded separately and specific provisions have been made for consumer education.

5. Provisions are made for research and exemplary programs and projects and curriculum development (Nevada Vocational Reflector, 1968, p. 5).

In summary, the Nevada Vocational Reflector of November 15, 1968 states that vocational education programs are to be designed to maintain, extend and promote vocational education programs to meet the needs of:
(a) high school students (including programs to prepare them for advanced or highly skilled post-secondary vocational technical education)

(b) persons who have completed or left high school and who are available for study in preparation for entering the labor market

(c) persons who have already entered the labor market and who need training or retraining to achieve stability or advance in employment

(d) persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program

(e) persons who have handicaps (physical) and who need special educational assistance or require a modified vocational education program (Nevada Vocational Reflector, 1968, p. 6).

Recognizing the needs for vocational competencies, the Educational Policies Commission of the National Education Association suggested the following objectives for vocational education:

1. Equip a youth to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness

2. Prepare him to assume the full responsibilities of American Citizenship

3. Give him a fair chance to exercise his right to the pursuit of happiness

4. Stimulate intellectual curiosity, engender satisfaction in intellectual achievement and cultivate the ability to think rationally

5. Help him to develop an appreciation of the ethical values which undergird all life in a democratic society (Roberts, 1965, p. 16).
The Vocation Education Acts and amendments have opened new doors for home economics and offered a vast number of challenges. Some of the changes which have taken place in home economics since the first Vocational Education Act of 1917, such as the following, should be recognized:

(1) Home economics has become a much broader subject matter area. It is concerned with more than sewing and cooking although these two areas are certainly emphasized.

(2) The vocational acts have encouraged home economists to emphasize real life situations more than mere rote learning from a text book.

(3) Subject matter has been adjusted to meet the needs of various individuals when consideration has been given to their particular home and community life.

(4) The relationship between home economics and science has been emphasized a great deal.

(5) Broader adult education programs have been possible.

(6) The facilities in home economics departments have been improved to include more than sewing and cooking.

(7) Higher standards have been set for those in home-making education.

(8) More students have been able to enroll in home-making courses. This includes boys as well as girls (Williamson, 1961, p. 50).

In addition to these mentioned by Williamson, more emphasis is being given all the time to the relationship between home economics and job opportunities. Many secondary home economics curriculums are including career education.
From the legislative point of view vocational education is the term used for designating that part of education which deals with preparation for earning a living. Some have substituted the term occupational education for vocational education in establishing programs. Now the leaders in Oregon are using the term career education in order to have a basis for the broadest possible type of education.

Career Education

Career education can be defined as education aimed at the development of skills and understandings which relate to families of occupations. Career education encompasses more than the selection of one's occupation. Career choice affects friendships, lifestyle, community service, voting habits, citizenship, leisure time and family life (Kunzman, 1970). Therefore it is necessary to broaden the scope of education and prepare individuals for fitting into their whole society rather than one aspect of it.

Kunzman (1970, n.p.), Director of Career Education in Oregon has proposed the following changes in our school systems in order to prepare students for entry into a broad family of occupations rather than one specific occupation:

1. Assuring that all instruction is relevant to the real life concerns of students so that they develop the basic skills, knowledges and values that will be
essential for success in any career they might choose.

2. Providing all with ample opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of each of the career fields that are open to them.

3. Providing guidance services adequate to assure that every young person gains expert help in assessing his personal interests, aptitudes and abilities, in making career choices, and in planning an appropriate educational program.

4. Providing a high school curriculum based on career goals that will allow all students to prepare for the occupational fields of their choice by acquiring skills and knowledge that will enable them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry.

5. Assuring that opportunities for advanced occupational preparations are readily accessible to all persons through community colleges, other public and private post-high school programs or business and industry.

The Need for Career Education

According to Wilhelms (1965), within a given job, skills will shift fast. It is predicted that the very nature of the job will change three times in the career of a youngster now entering the world of work. Some of the social and economic factors which have contributed to the need for more career education include: 1) more young people looking for jobs, but not being qualified, 2) more married women working (which incidentally increases the need for more day-care
centers), 3) society becoming more mobile which means people should be prepared to work in more than one area (Fleck, 1968).

The Department of Labor statistics indicate there will be 30 million new entrants to the Labor market by 1975, while under previous conditions the labor force was expected to grow by only half that amount. Not more than half of this 30 million will complete high school (Dugger, 1965). What is the school's responsibility when unemployment of the uneducated appears to be accepted as a chronic condition of the economy? (Rosenberg, 1967).

Schools must meet the needs for knowledge and skill that society imposes on its members. Vocational or career education is needed in order to insure an adequate and efficient labor supply (Roberts, 1965) as well as to prepare individuals for the world of work. In 1970 youth unemployment was three times the general rate. These young people were found in city streets because they had no place to go. They had been "turned off" by schools and had dropped out. Many were a loss to their families as well as to the labor force. Education cannot solve all these problems but without education there is no solution (Evans, 1964).

In Oregon progress has been made in increasing the opportunities for adults to train for employment and more attention has been given to preparing high school students for careers. Still the majority of the high school curriculums are oriented towards college.
Presently one out of five Oregonians does not finish high school and only one in ten actually graduates from a four-year college. Not all of the statistics are negative however. Many of the high schools have expanded their curriculum so that currently about one-fourth of the juniors and seniors in Oregon schools are participating in occupational programs (Kunzman, 1970).

The Need for Career Education for Women

Increasingly career education must include women because of the constantly increasing entry of women into the work force. At the beginning of the century education for women was often condemned in our society and they were expected to remain in the home. It was believed that an educated woman was an intellectual monster, who could not be controlled by men. Educated women were believed to become discontented with the home and their roles and thus chaos would result (Lewis, 1968). During World War I the roles of women began to change since it was necessary for them to work outside the home in order to help the economy of the nation. When the war was over, however, most of them went back to their role as a housewife. World War II gave women an even greater opportunity to work outside the home under socially acceptable conditions and the rate of employment among women has been increasing ever since this time. Since 1944 the number of women working has doubled in the 35-44 age
group; tripled in the 45-54 age group; and quadrupled in the 55-65 age group (Bates, 1970). Presently, two out of five workers are women and it has been estimated that nine out of ten women will be gainfully employed at some time during their life (Bates, 1970).

Some of the reasons more women have entered the work force include: 1) a shift from rural to urban living, giving them more time to work outside of the home; 2) an increase in jobs due to the growth of industry; 3) improved working conditions and shorter hours; 4) labor saving devices which lessen the time needed to complete household tasks (Lewis, 1968); 5) decrease in family size; 6) longer life span (Kievit, 1968); 7) head of the family; 8) a higher standard of living, making it necessary for wives to supplement the family income; and 9) self-fulfillment (Women's Bureau. b, 1966). The stage has been set for large numbers of women to work. The problem lies in helping them decide where they will work and what they will do.

The Need for Career Education in Home Economics

Womanpower continues to be one of our greatest resources. Women's skills and abilities are being used more all the time in the home, community and on the job (Brown, 1966). According to Fetterman (1970, 1. 43),
As the role of the woman has changed, it has become evident that home economics curriculum must prepare students for more than just homemaking. The need for the woman in the family to become a member of the labor force coupled with a growing demand for workers in service occupations has evolved a need for utilizing home economics courses to prepare students for gainful employment.

Home economics can be considered vocational for several reasons according to Barlow (1966): It prepares students for the vocation of homemaking through development of those understandings, abilities and attitudes which contribute toward effectiveness in the homemaking role. It prepares them for wage earning in three ways: first, it prepares them for entering service occupations that are related to home economics; second, it helps girls learn to carry the dual role of homemaker and wage earner with success and satisfaction; third, it helps the students achieve employability through the improvement of personal appearance, developing skill in human relations and management of resources and through the development of those attitudes desired by employers.

A director of an employment bureau has said, "There is absolutely no point in preparing a man for a job unless we prepare the homemaker also to be supportive of the wage earner" (Nebraska, n.d., p. 23). He forcefully declares that the attitudes and inefficient behavior are directly related to poor home conditions and relationships which might be changed through homemaking education.

In 1967 O'Toole (p. 7) described the purposes of home
economics in relation to the vocational education act of 1963. These include:

1) Improved quality of family living and to help youth and adults develop the abilities needed for occupations of homemaking

2) Prepare individuals for gainful employment in occupations requiring home economics knowledge and skills

3) Provide professional education for students who will enter colleges and universities to prepare to become professional home economists

4) To motivate and recruit capable and qualified students to take post-high school occupational education or gainful employment and/or go to colleges and universities to prepare for leadership in professional fields in home economics

5) Help prepare individuals for effective citizenship, especially as effective consumers

6) Help transmit important elements of the American culture from one generation to the next and to develop heritage appreciation

Subsequent to these statements of O'Toole, the 1968 amendments have gone into effect. Special money provides for consumer homemaking for a three-year period which, hopefully, will be renewed at the end of that time. Some of the money provided for consumer home economics must be used for programs which serve youth and adults in depressed areas.
Current Programs in Career Home Economics

"Useful home economics is the traditional approach to teaching home economics and includes personal and family living, infant and child care, foods and nutrition, clothing and textiles, interior design and housing, and personal, family and community health" (Tenny, 1970, p. 62). With the passage of the 1963 Vocational Act career education in home economics has entered into each of these areas. In 1966 the enrollment in Home Economics Gainful Employment in the United States was as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service</td>
<td>13,265</td>
</tr>
<tr>
<td>Institutional and Home Management</td>
<td>4,043</td>
</tr>
<tr>
<td>Child Care Services</td>
<td>4,038</td>
</tr>
<tr>
<td>Clothing Service</td>
<td>3,889</td>
</tr>
<tr>
<td>Health Services</td>
<td>1,702</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>702</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>11,850</td>
</tr>
</tbody>
</table>

(O'Toole, 1967, p. 31).

These figures include those individuals enrolled in secondary education, post-secondary education and adult education.

In Oregon emphasis has been put on development of the cluster program. In home economics the only cluster curriculum guide which has been developed by the Oregon Board of Education is in food services, which in 1970-71 had an enrollment of 196. An enrollment of 385 was projected for 1970-71. There were classes in clothing services, and child care services totaling an enrollment of 33 for the former and 192 for the latter (Oregon State Plan, 1971, p. 239).
Food Service

Food service courses have been the most popular and successful in the area of home economics. These courses are often taught within the homemaking department with minor changes. Field trips and observations of field workers are usually included to make the students more aware of the job opportunities available. Some of the food service courses include work experience outside the school setting.

Two schools in California started Project FEAST programs in 1964, which means Food Education And Service Training. It is a pre-vocational program designed to acquaint, educate and train students for job and career opportunities in the hospitality and food service industries.

Today the FEAST project has extended to nearly 40 programs in schools from the Pacific Northwest to Arizona. It is based on community needs and it is guided by an advisory committee from the hospitality industry. It has developed as a two-year curriculum and can operate successfully on either a flexible or traditional schedule.

The basic curriculum includes food services, mathematics, related English and food planning and preparation. The program is carried out by a team of teachers and personnel including a math teacher, English teacher, home economics teacher, a counselor and a school lunch director. The team in each school is prepared
by attending a summer workshop where the total team is provided with actual work experience in the food industry. Laumet (1971, p. 14), indicates that each team also develops a curriculum for their particular school.

A typical mathematics class would include:

- solving problems in food costs
- making change while learning to operate the cash register
- reviewing food-problem math technology to enlarge or reduce formulas
- using food scales in handling weights and measures
- learning general business procedures.

The English teacher would cover:

- filling out application forms
- participating in interviews
- writing business letters
- improving spelling by developing hospitality field word lists
- presenting oral reports before the class
- merchandising menus
- writing for publication.

Within the foods laboratory the homemaking teacher would cover:

- using and caring for equipment
- following sanitation procedures
- reading and interpreting formulas
- learning food vocabulary
- developing basic techniques needed in production and services
- planning menus
- learning work habits and attitudes required for successful employees.

As the student gains competence a work-experience coordinator helps to place the young worker in an appropriate paying job. Places
of work have included drive-ins, restaurants, hospitals, college and school dining halls, and convalescent homes. Others have been placed in service jobs as busmen, dishwashers, cashiers, tray girls, food servers, sales girls, and catering truck operators. Students also perform many useful school-related functions such as serving in the cafeteria, preparing special banquet dinners or operating a tea room where a school lunch program does not exist (Laumet, 1971).

After high school students who have been involved in the FEAST program have several alternatives if they want to pursue food service careers. Some may go directly into entry level jobs, while others may further their education in food service through a community college or a four-year school.

Institution and Home Management

Institution and home management courses are often taught in conjunction with other areas within home economics career education such as food or health services.

A high school program was initiated in Stockton, California in 1964 with the intent to train youth for personal services in private homes and for general and personal services in boarding homes for the aged. This course was preceded by a community survey which indicated that there was a need for workers in facilities for the aged.

Students were screened and 44 were selected on the basis of
their desire to work with the aged. The course included a study of the employer-employee relationships, grooming, phone courtesy, legal aspects of work, care, and use of household equipment, and fundamental nursing (Schnell, 1964). Students also worked outside of the classroom on an average of from eight to ten hours each week.

The work which these students performed while working with the aged included stripping and making beds; cleaning floors, windows, and bathrooms; assisting with the personal laundry of the patients; and assisting in serving lunches. Boys included in the course were employed as orderlies, while the girls sewed plastic sheets, hung curtains, made flower arrangements, and combed hair.

Hospital housekeeping was introduced in a high school in the Northern Kentucky Area Vocational School in 1967. Faculty members called upon the assistance of the executive housekeepers in the nearby hospitals in setting up the program and the Employment Security Office played a major role in trainee recruitment by publicizing the course over radio and in the newspaper.

Interest and physical health were the criteria for selection of students for this course. The students reported to class five days a week for four weeks which totaled 100 hours.

The first week consisted of classroom demonstration followed by tours and observations of hospital employees. The second and third weeks the trainees were assigned to a regular employee
to perform the task, and the fourth week students worked more independently but under the supervision of the executive housekeepers and classroom teacher. Daily discussions, weekly reviews and practical tests were also incorporated into the course (Henry, 1969).

**Child Care Services**

Since the increase of mothers in the world of work there is a great need for more child care facilities (Terlin, 1966). Oakland High School used team teaching effectively to teach child service courses. Units such as physical growth and development were the responsibility of the life science teacher while the homemaking teacher taught food for children and safety. Fortunately there was a Child-Care Center near the school and their staff agreed to participate in the unit by allowing the high school students to have practical experiences. Specific training objectives for this program were to train high school girls in the skills needed to qualify as a teacher's assistant or as an assistant in a Child-Care Center. In addition, training in marketable skills for child care in the home was provided (Schnell, 1964).

Career home economics courses are also successful in small communities. The high school in Onaga, Kansas (population 838) experimented with an eight week unit on child care with wage-earning objectives. An advisory committee consisting of one pupil, a kindergarten teacher and two mothers of small children guided the class of
senior homemaking girls in order to meet the following objectives:

1) to understand children and develop a warm relationship with them

2) to assist with activities of children suitable to the child's age level

3) to become acquainted with suitable surroundings and equipment needed in child care centers

4) to gain practical experience in the supervision of children in routine care

5) to investigate sources for securing wage-earning occupations and how to apply for employment

6) to apply knowledge and skills learned in an out-of-school project for wage earning opportunity (Champoux, 1964, p. 198).

Students first observed groups of kindergarten children for examples of behavior patterns. Later they were able to assist the kindergarten teacher with the routine care of the children. Students were also encouraged to visit homes with small children and to babysit whenever possible. One of the two mothers who was on the advisory committee helped some of the students to organize and to work in a church nursery school. Story telling at the library and teaching Sunday school classes were special projects for other students. Other activities included field trips to nursery schools where students observed equipment needed for child care and homes where mothers cared for children.

Classwork consisted of demonstrations given by students on the
daily care of children, routines, play activities, and story telling. Group reports were given on guidance for different age groups of children (Champoux, 1964).

**Clothing and Textiles Services**

There must be a need for trained workers in a geographical area before career education courses are started and this is particularly true in clothing and textiles career-oriented courses (Berry, 1968).

McClymonds High School in Oakland initiated a commercial clothing and textiles service course after surveying the market needs in the San Francisco Bay area. Market skills to be developed through the course included use of various types of sewing machines for mending, repairs, alterations, and construction; development of speed and accuracy in the use of these machines; use of the hand iron for pressure in dry cleaning, clothing manufacturing and clothing maintenance; hand sewing; processes for repair and remodeling; and techniques for alterations. Supporting skills taught included mathematics, reading, communications and meeting the public.

Students completing this course were prepared for the following entry type jobs: Beginning jobs in clothing manufacturing industries, work in dry cleaning shops as a tacker, seamstress, counter girl, hand presser or marker. These primary marketable skills should also lead to job opportunities as sales girls in pattern departments.
or stock departments (Schnell, 1964).

**Health Services**

Families have to turn to community services during illness and other emergencies since fewer family members are at home. This creates the need for individuals trained in health services (Terlin, 1966).

Courses in health service aides are often taught in conjunction with institutional and home management and supporting services as was previously described. Some of the high schools in the Los Angeles School District do offer a year course in nurse's aide. When the course is completed students are qualified for entry-level employment in convalescent hospitals, small hospitals, extended care, and nursing homes. Classroom instructions are given by a registered nurse, as well as the certified home economics teacher. Students are also instructed in maintenance of the patient's environment, recreational activities and crafts in conjunction with rehabilitative therapy. The second semester students receive practical experience by working in the School Health Offices and in several cooperating convalescent homes.

Advantages of this program include:

- meeting the needs of a large group of noncollege-bound students for immediate jobs after graduation
- holding power for the potential dropout
- motivation for continuing education in the occupational field
- part-time jobs for students who change their minds and go into higher education (O'Toole, 1967, p. 39).

The Pittsburgh Schools also offer a health service course entitled Home Institutional Attendant. This is a two year course taught to junior and senior girls. The class meets for two periods a day with an opportunity to serve as hospital aides the second year.

This course prepares the student for work as a nursing aide, home care therapist, or elementary occupational therapist and provides a thorough knowledge and understanding in:
- nursing arts as an important contribution toward family and community well-being
- community agencies and their functions
- treatment of illness and handicaps
- all phases of home management in relation to illnesses or accidents
- behavior and needs of different age groups.

The graduate is qualified and is able to find employment opportunities in hospitals, nursing homes and private homes (O'Toole, 1967, p. 36).

Home Furnishings

There were only 702 individuals enrolled in home furnishing courses for gainful employment in 1966. However, elements of
interior designs have been taught in relation to food and child service courses when it has been necessary to convert a regular classroom into a specialized area. Students who were enrolled in home furnishing courses were prepared to work in interior design or decoration, furniture renovation, drapery and slip cover construction and home furnishing services (O'Toole, 1967).

Miscellaneous

Several other career courses have been taught in home economics classes which are not always included in the specific areas of food services, institutional and home management, child services, health services and home furnishing. These include preparing students for such occupations as airline stewardess, receptionist, laundress, activity director, florist assistant, and cosmetology helper.

The Pittsburgh schools offer a two-year cosmetology course. The course prepares students to qualify for the examination given by the Pennsylvania State Board of Cosmetology for license as a beautician or manicurist. Training includes knowledge of:

- the role of the beauty operator to the public
- personal hygiene and sanitary regulations
- care of wigs and hair pieces
- services to be performed (O'Toole, 1967, p. 38).
III. ANALYSIS OF DATA

In order to obtain data related to competencies needed for teachers in home economics career education a survey was taken of the home economics teachers in the Oregon public schools. Through this survey it was hoped insight could be gained concerning:

1. What courses were taught in career home economics.

2. What experiences home economics teachers believed would be beneficial in preparing them to teach career home economics courses.

3. The preparation home economics teachers believed they needed in order to be prepared to teach career courses.

4. What resources home economics teachers had found to teach career courses.

5. In the light of their experiences what suggestions home economics teachers had for preparing teachers to teach career courses.

6. What were the beliefs of the Oregon home economics teachers concerning career education in home economics.

A questionnaire was developed in order to obtain answers to the above questions.

Postcards were sent to all public school home economics departments within the state of Oregon with the exception of the Portland
schools. This was necessary in order to identify those teachers who had taught a home economics career course in the past year or were presently teaching career home economics courses. From the 277 postcards sent, a total of 176 were returned. The names and addresses of 50 teachers were obtained from the postcards. A questionnaire was sent to these 50 teachers. Within a reasonable length of time 30 questionnaires were returned and 17 of these were usable. A letter and another duplicate questionnaire was sent to the 20 teachers who had not returned the original. The results of this follow up included the return of eight questionnaires and three of these were usable. There was a total of 20 questionnaires which were usable for the study.

The questionnaires which were not used, described courses such as baby sitting and consumer education which are not true occupational courses. The unusable questionnaires also contained information on units rather than courses. A course was defined in the questionnaire as being of at least a semester's duration.

The questionnaire was divided into five different sections in order to obtain the needed information from the respondents. The respondent described her educational background in section I. Section II was designed to give information concerning the school where the career home economics course had been taught.

Section III of the questionnaire contained seven different parts.
This was designed to reveal the beliefs of the respondent concerning career education in home economics in Oregon. The headings of each of the seven parts are as follows:

A. Who needs career education?

B. What facilities are needed for teaching career education in home economics?

C. What schools should teach career education?

D. What should be the teachers' preparation for teaching career education in home economics?

E. How should career education be taught?

F. What should be the secondary home economics curriculum emphasis in the 1970's?

G. What are some of the feelings of home economics teachers about teaching career education in contrast to consumer and homemaking education?

Section IV of the questionnaire allowed the respondent to describe the occupational course, and Section V reflected the respondent's own preparation for teaching career education and suggestions for others who would teach the course.

Background of Respondents

Table 1 shows that the majority of the respondents had received their last degree at Oregon State University, one from Portland State
<table>
<thead>
<tr>
<th>Degrees</th>
<th>Institutions</th>
<th>Number</th>
<th>Year Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>Univ. of Chicago</td>
<td>1</td>
<td>1946</td>
</tr>
<tr>
<td></td>
<td>Ore. St. Univ.</td>
<td>1</td>
<td>1956</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1970</td>
</tr>
<tr>
<td></td>
<td>Portland St. Univ.</td>
<td>1</td>
<td>1967</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>Ore. St. Univ.</td>
<td>1</td>
<td>1946</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1948</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1949</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>1955</td>
</tr>
<tr>
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<td></td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>1970</td>
</tr>
<tr>
<td></td>
<td>Out of State</td>
<td>1</td>
<td>1960</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>1967</td>
</tr>
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<td>1</td>
<td>1968</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1969</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
University and six from other states. The home economics teachers who responded in this study had graduated within the last 24 years.

Of the 20 teachers included in the study, four had master's degrees and the other 16 had bachelor's degrees. Six of the 16 with bachelor's degrees had at least 45 hours past graduation (Table 2). It can be assumed that those having 45 hours beyond the last degree had completed their fifth year requirements. Some may have been working towards master's degrees but this was not indicated on the questionnaire.

The respondents were asked to indicate the total number of years they had been teaching. Table 3 indicates that of the four respondents who held master's degrees, two had been teaching between eight and 11 years, one had been teaching between 16 and 20 years and one had been teaching over 20 years.

Of the 16 teachers who held bachelor's degrees, five of them were first year teachers. None of these had taught for more than 15 years and the majority had had no more than three years of teaching experience.

According to the information given in Table 3 the majority of the 20 respondents had done most of their teaching in secondary home economics. The individual who teaches at the skills center has never taught homemaking although she has taught occupational home economics.

Information concerning the total number of years of teaching
Table 2. Approximate Number of Hours Beyond Last Degree

<table>
<thead>
<tr>
<th>Hours</th>
<th>Master's</th>
<th>B. S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1-14</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15-29</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>30-44</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>45 and over</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Table 3. 20 Respondents' Teaching Experiences

<table>
<thead>
<tr>
<th>Years of Teaching</th>
<th>Total Years of Teaching</th>
<th>Home Economics</th>
<th>Total Years of Teaching</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Master's Degree</td>
<td>Bachelor's Degree</td>
<td>Master's Degree</td>
</tr>
<tr>
<td>First</td>
<td></td>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1-3</td>
<td></td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4-7</td>
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<td>3</td>
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<td>4</td>
</tr>
<tr>
<td>8-11</td>
<td></td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>12-15</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16-20</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Over 20</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Never Taught</td>
<td></td>
<td>*1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Occupational Skills Center - taught occupational courses but never homemaking
occupational home economics courses is given in Table 4. From the information given in this table it can be assumed that one school had a career class immediately after the 1963 Vocational Education Acts funds were available. Two more initiated programs a year later and the trend continued to the time when the 20 respondents reported their participation.

**Background of the Schools**

There was a total of 14 schools represented in this study. Of the 20 teachers included in the study, 18 were high school teachers, (one of which was teaching in an occupational skills center) and two were teaching in junior high schools. Table 5 indicates the size of the schools represented in the study. Respondents from three schools with enrollments between 501 and 800 had career home economics courses. Three career home economics courses were also being taught in schools with enrollments between 801 and 1100.

**About Your Beliefs for Teaching Career Education**

The purpose of section III of the questionnaire was to discover the beliefs of Oregon home economics teachers concerning career education in home economics. In order to obtain this information, section III was divided into seven different parts. The headings of each of the seven parts began with the following questions:
<table>
<thead>
<tr>
<th>Total Years of Teaching Occupational Home Economics</th>
<th>Degrees</th>
<th>Bachelor's</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year (Fall 1970)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5. Size of 14 Schools Where 20 Respondents Taught

<table>
<thead>
<tr>
<th>Size of School</th>
<th>High School</th>
<th>Junior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-300</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>301-500</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>501-800</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>801-1100</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1101-1400</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1401-1700</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1701-2000</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2001-2300</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2301-2900</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
A. Who needs career education?

B. What facilities are needed for teaching career education in home economics?

C. What schools should teach career education?

D. What should be the teachers' preparation for teaching career education in home economics?

E. How should career education be taught?

F. What should be the secondary home economics curriculum emphasis in the 1970's?

G. What are some of the feelings of home economics teachers about teaching career education in contrast to consumer and homemaking education?

The directions indicated that the respondent was to place "A," "D," "U," "?," or "N" in the space before each of the statements. An "A" indicated that the respondent agreed with the statement; a "D" meant the respondent disagreed with it; a "U" indicated that the respondent was uncertain about her beliefs regarding this statement; a question mark indicated that the respondent did not understand it and an "N" indicated that the respondent believed the statement was "nice but not necessary." After each of the five parts space was provided for the respondent to write comments.
Need for Career Education

Part A of section III was designed to reveal the beliefs Oregon home economics teachers had concerning which students should take career education courses. The responses to this section are reported in Table 6. The majority of the respondents agreed with the statements in this section. None were unable to understand the statements given in this section. The majority believed students of above-average intelligence, average intelligence and less-than-average intelligence should be exposed to career education. One respondent believed intelligence should not be the only criterion for deciding who needs career education but that the individual's goals and interests should also be taken into consideration. Only five respondents believed that "every high school student should be exposed to at least one career and have work experience related to this career." Of the other 15 respondents, three disagreed with the statement, eight believed it was "nice but not necessary" and three were uncertain about their beliefs concerning this statement.

From the responses reported in Table 6 it can be assumed that the majority of home economics teachers are in favor of career education for most high school students. The response indicated that the majority of the respondents believed that career education would cut down the number of high school dropouts.
Table 6. 20 Respondents' Beliefs Concerning Who Needs Career Education

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not necessary</th>
<th>Uncertain</th>
<th>Not understandable</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every student should have a salable skill when he leaves high school.</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Every student should have had a course in which he explored the world of work.</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Every high school student should be exposed to at least one career and have work experience related to this career.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. All students should have the opportunity to select a career cluster goal appropriate to their aptitudes, interests and abilities as a focal point of their high school curriculum.</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Students who should be exposed to career education are those of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than average intelligence</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average intelligence</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Above average intelligence</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Career education could cut down on the number of high school dropouts.</td>
<td>18</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Facilities Needed for Teaching Career Education in Home Economics

The respondents were asked to indicate their beliefs concerning the facilities needed in order to teach career education in the secondary schools. Table 7 indicates that 11 of the 20 respondents believed it is necessary to have special facilities for teaching career education. The majority indicated that they believed this could be done with minor changes in the homemaking department. Comments were made by seven of the 20 respondents and five of these comments indicated that the respondent believed major changes in facilities were necessary for teaching career courses such as food services or child services.

Schools Which Should Teach Career Education

The statements concerning which schools should teach career education were intended to reflect the respondents' beliefs on whether secondary schools, community colleges, or a combination of the two should be responsible for teaching career education. Statements were also included to find out whether the respondents believed that career education depended upon the size of the school, and the number of jobs available in the area where the school was located. Table 8 shows the results.
Table 7. 20 Respondents' Beliefs Concerning What Facilities are Needed for Teaching Career Education in Home Economics

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not necess.</th>
<th>Uncertain</th>
<th>Not understandable</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There needs to be special facilities for teaching career education in the secondary schools.</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2. Most career classes in home economics in the secondary schools can be taught:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With no changes in the department</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>With minor changes in the department</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 8. 20 Respondents' Beliefs Concerning Which Schools Should Teach Career Education

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not necess.</th>
<th>Uncertain</th>
<th>Not understandable</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every secondary school should be having units or courses to emphasize the exploration of the world of work.</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. The occupational education entry classes should be based on the need for workers in these areas in Oregon.</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Small schools may need to consolidate their resources and send their students to each others' schools.</td>
<td>18</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Advanced occupational classes should be left to the community colleges.</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Career education should be left entirely to the community college.</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Career education should only be taught in large cities where many jobs are available.</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
All 20 of the respondents indicated that they believed "every secondary school should offer units or courses to emphasize the exploration of the world of work." The respondents were also unanimous in disagreeing with the statement that "career education should be left entirely to the community colleges." One of the respondents mentioned the fact that community colleges are not always readily available to all high schools. Another respondent believed high school students should be released to the community college when they were ready for advanced training. One person failed to respond to the statement reading "career education should only be taught in large cities where many jobs are available." The other 19 respondents indicated that they disagreed with the statement. Of the 20 respondents 18 agreed that "small schools may need to consolidate their resources and send their students to each others' schools." One of the other two respondents disagreed with the statement and the other one believed it was "nice but not necessary." One commented that large schools should also consolidate in order to have better career education courses within a given area.

The Teacher's Preparation for Teaching Career Education in Home Economics

Since the teaching of career education in home economics is a fairly new trend, it was necessary to discover how teachers
believed they should be prepared to teach such classes. From this study, it was learned that the majority of home economics teachers were teaching an occupational course for the first time this year or had taught one for the first time last year. Table 9 summarizes home economics teachers' beliefs concerning the background necessary for teaching occupational courses. There was a total of eight items in this part. The majority agreed that "homemaking teachers need to make some detailed observations and analysis of the job before teaching a career related course" since 13 of the 20 respondents agreed with this statement. Of the 20 respondents 18 disagreed with the statement that "college subject matter courses adequately prepared homemaking teachers for teaching specific entry skills into the world of work." One of the respondents commented that college courses could be more helpful if they were organized around and focused upon career education. Seventeen of the respondents disagreed that with the help of a detailed curriculum guide every homemaking teacher should be able to teach a specific career course without further preparation. "I'm doing it in food services," commented one of the respondents while another wrote that she strongly disagreed with the statement.

The results indicate also that the majority agreed that "before teaching a career education course a teacher should be required to take a two week workshop" but they did not believe an eight week
Table 9. 20 Respondents' Beliefs Concerning the Teacher's Preparation for Teaching Career Education in Home Economics

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not necess.</th>
<th>Uncertain</th>
<th>Not understandable</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Homemaking teachers need to make some detailed observations and analysis of the job before teaching a career related course.
2. Before teaching a career course the homemaking teacher should actually experience work in the area she is teaching.
3. With the help of a detailed curriculum guide every homemaking teacher should be able to teach a specific career course without further preparation.
4. Before teaching a career course the teacher should be required to take at least a two week workshop related to the occupation and the teaching of it.
5. Before teaching a career course teachers should be required to take an eight week course related to the specific career course they will teach.
6. A home economics teacher is adequately prepared to teach a course in exploring the world of work.
7. College subject matter courses adequately prepare homemaking teachers for teaching specific entry skills into the world of work.
8. Beginning homemaking teachers should be preparing themselves for teaching consumer homemaking rather than career education.
course was necessary. Some believed the necessity of such a workshop depends upon the personal qualifications of the individual teacher and one commented that work experience could be just as valuable as an eight week course.

Ways Career Education Should be Taught

The purpose of this section was to discover how homemaking teachers believed career home economics should be taught in relation to other subject matter areas. The results shown in Table 10 indicate 12 of the 20 respondents believed that "in career education at the secondary level the home economics program should be part of a variety of occupational courses taught on an interdisciplinary basis with agricultural education, business education, distributive education or industrial education." However, two disagreed with this statement, five were uncertain and one indicated that she did not understand the question.

The statement in this section which the respondents disagreed with the most was that "home economics in the area of career education should consider its major function to serve all other vocational areas in preparing their students for their role of homemakers while the other occupational areas (agriculture, business and industrial education) are preparing their students for gainful careers." There were only two respondents who agreed with this statement while the
Table 10. 20 Respondents' Beliefs Concerning How Career Education Should be Taught

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but Not Necess.</th>
<th>Uncertain</th>
<th>Not Understandable</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In career education at the secondary level the home economics program should be part of a variety of occupational courses taught on an interdisciplinary basis with agricultural education, business education, distributive education or industrial education.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Career education in home economics should be team taught with such areas as mathematics and English in order to make it more realistic</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Home economics in the area of career education should consider its major function to serve all other vocational areas in preparing their students for their role of homemakers while the other occupational areas (agriculture, business and industrial education) are preparing their students for gainful careers.</td>
<td>2</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Students should be generally oriented to the world of work rather than prepared for a cluster of occupations.</td>
<td>1</td>
<td>16</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
other 18 disagreed. One teacher commented that this would be "great" under ideal conditions but she did not believe it was always practical. Another respondent believed it would be too expensive.

Of the 20 respondents 17 disagreed with the statement that "students should be generally oriented to the world of work rather than prepared for a cluster of occupations." Of the remaining respondents two agreed with the statement, two were uncertain and one indicated that she did not understand the question. One teacher commented that the orientation depends upon the individual student while another supported her statement by commenting that some students need only orientation while others need to be prepared for a cluster of occupations.

**Emphasis in Secondary Home Economics Curriculum for the 1970's**

To discover the beliefs of home economics teachers concerning the emphasis of home economics and career education in the 1970's the 20 respondents were asked to react to a number of curriculum trends. The results of this part are given in Table 11.

The statement in this section which the majority agreed with was that "one emphasis for home economics education in the 1970's should be education related to the consumer and the homemaker." Of the 20 respondents 18 agreed with this statement, only one
Table 11. 20 Respondents' Beliefs Concerning What Should be the Secondary Home Economics Curriculum Emphasis in the 1970's

<table>
<thead>
<tr>
<th>Belief</th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not neces.</th>
<th>Uncertain</th>
<th>Not understandable</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career education should begin in the elementary schools.</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Career education should be a part of every home economics program today but consumer and homemaking education will always have the dominant place in this curriculum.</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. One emphasis for home economics education in the 1970's should be education related to the careers in home economics.</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. One emphasis for home economics education in the 1970's should be education related to the consumer and the homemaker.</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. One emphasis for home economics education in the 1970's should be related to the development of leadership in youth organizations and in professional home economics.</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Preparing for a single cluster of home economics occupations is more important than exploring the general world of work in home economics.</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>7. Students should be generally oriented to the world of work rather than prepared for a cluster of occupations.</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8. It is more important for students to learn entry skills than to generally explore the world of work.</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
disagreed and one believed it was "nice but not necessary."

Of the 20 respondents 14 indicated that they believed "career education should be a part of every home economics program today but consumer and homemaking education will always have the dominant place in this curriculum." "One emphasis for home economics education in the 1970's should be education related to the careers in home economics" was agreed upon by 15 of the respondents.

The statement which the majority disagreed with was that "preparing for a single cluster of home economics occupations is more important than exploring the general world of work in home economics." Only three agreed with this statement, 12 disagreed, two were uncertain and three did not answer. Two of the respondents commented that students need both while another believed that too much emphasis on entry skills could limit important general exploration.

Feelings of Home Economics Teachers about Teaching Career Education in Contrast to Consumer and Homemaking Education

When the 20 respondents were asked about their beliefs concerning which homemaking teachers were prepared to teach occupational home economics or whether they believed help should be received from others more specialized in the field, there was a wide diversity of answers as shown in Table 12.
Table 12. Feelings of 20 Home Economics Teachers about Teaching Career Education in Contrast to Consumer and Homemaking Education.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Nice but not certain</th>
<th>Not understandable answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workers in the special clusters should teach career education rather than a classroom teacher.</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Home economics teachers who are specialists in career education should teach career education rather than consumer and homemaking teachers.</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Homemaking teachers should be willing to try to teach career education even though they need more knowledge of and work experience in the subject.</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Homemaking teachers should be willing to work on committees and help write curriculum guides for specific areas of career education.</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5. Home economics teachers should be willing to prepare to teach exploring the world of work or an entry occupation.</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. More information on career education should be available to home economics teachers.</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The respondents were in unanimous agreement that "more information on career education should be available to home economics teachers." Of the 20 respondents 16 agreed that "home economics teachers should be willing to prepare to teach exploring the world of work or an entry occupation." Only six of the respondents believed "workers in the special clusters should teach career education rather than a classroom teacher," but only seven of the respondents disagreed with the statement. Of the remaining respondents one believed it was "nice but not necessary," two were uncertain, one did not understand the question and three left the choices blank.

Comments were made by eight of the respondents in this section. Two of the respondents remarked that this was a difficult set of statements to respond to. They did not agree or disagree entirely with some of the statements. Some believed special clusters should be taught by classroom teachers and those who are more specialized in the field.

**Courses Taught in Occupational Home Economics**

One section of the questionnaire emphasized what specific courses have been taught or are currently being taught in occupational home economics. Only one of the 20 respondents was teaching more than one occupational or career course. The specific courses included food services (one of which was a FEAST program), child services, exploration of home economics occupations, clothing and
textiles services and "homemaker assistant." Of the 21 courses taught by the 20 teachers, there were nine courses in food services (including one in FEAST), seven in child services, three in exploration of home economics occupations, one in clothing and textiles services and one in "homemaker's assistant."

In order to obtain an accurate description of the occupational courses being taught, the respondents were asked to name the course, to give the number of students enrolled in the course, to indicate the grade level of students in the course, to indicate the length of the course in weeks, to describe the facilities where the course was taught, to record the average number of hours students worked per week in related jobs and the number of weeks worked, to indicate who obtained the jobs for students who worked and who supervised them on the job. Four "yes" or "no" questions were also asked about the career course. These included:

- Do students observe people in actual occupations?
- Do students take field trips?
- Do students work outside the school setting?
- Was pay received?

**Food Services**

Of the 20 occupational home economics courses described in this study, nine were in food services including one in FEAST. The
size of the food service courses ranged from 11 to 28 students per class. Only one of these courses was offered exclusively to twelfth grade students and none were offered to ninth grade students. Of the eight food service courses offered three were open to only eleventh and twelfth graders, three to tenth, eleventh, and twelfth graders and one course was being planned for the future, and it had not been decided how many students were to be enrolled in the class. All of the food service courses were taught for 36 weeks.

Reports on the facilities used included five indicating that the homemaking room was the only facility used, one indicating that the homemaking room was the only facility used, one indicating that the homemaking room was not used at all and three indicating the homemaking room was used as well as facilities which were located outside of the homemaking room.

All of the food service courses included observations, field trips, and outside work.

Of the total food service courses the range of hours worked was two to 20 per week. Excluding students involved in the FEAST program the range was from two to ten hours. The number of weeks students worked ranged from nine to 36. Times for these courses included: 18 weeks for three classes, 27 weeks for one, nine weeks for one, 36 weeks for two and two did not indicate how long the students worked.
Remuneration was received by students in two of the food service courses. Table 13 summarizes the description of the food service courses.

Specific places of employment for students who worked in large quantity cooking included hospitals, homes for the elderly, a university, and a camp. Restaurants were mentioned as a second general place of employment. Specialty shops provided work for four out of the eight classes and included quick service shops, fountains, and small cafes. School cafeterias, frozen food plants and bakeries provided work experience for a very few food service classes.

Child Services

Child service courses were taught by seven of the 20 respondents. Table 14 provides a description of the child service courses.

The number of students enrolled in child service courses ranged from 10 to 100. The course which accommodated 100 students was taught at the occupational skills center and was a two-year program. These 100 students are not all doing the same thing. Some of them would be receiving instructions from a teacher while others are participating in nursery school experiences. Excluding this large enrollment the range was from 10 to 40 students per course. None of the child service courses were offered to students below the
Table 13. Food Service Courses Taught by Nine out of 20 Respondents

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Grade Level</th>
<th>Weeks Taught</th>
<th>Facilities</th>
<th>Observe</th>
<th>Field Trips Taken</th>
<th>Outside School</th>
<th>Worked Per Week</th>
<th>Weeks Worked</th>
<th>Received Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>5</td>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>12</td>
<td>10-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>2</td>
<td>27</td>
<td>x</td>
</tr>
<tr>
<td>18</td>
<td>10-12</td>
<td>32</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>varies</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>6</td>
<td>36</td>
<td>x</td>
</tr>
<tr>
<td>28</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>?</td>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>12</td>
<td>10-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>4</td>
<td>9</td>
<td>x</td>
</tr>
<tr>
<td>New* New*</td>
<td></td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
<td>New*</td>
<td>New*</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>z</td>
<td>x</td>
<td>10</td>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>FEAST</td>
<td>20</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>20</td>
<td>36</td>
<td>x</td>
</tr>
</tbody>
</table>

*Not yet in operation
### Table 14. Child Service Courses Taught by Seven out of 20 Respondents

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Grade Level</th>
<th>Length in Weeks</th>
<th>Facilities</th>
<th>Observe</th>
<th>Field Trips-Taken</th>
<th>Hours Worked</th>
<th>Weeks Worked</th>
<th>Received Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class-room</td>
<td>Else-where</td>
<td>Yes</td>
<td>No</td>
<td>Per Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-18</td>
<td>12</td>
<td>18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>3</td>
<td>9</td>
<td>x</td>
</tr>
<tr>
<td>10</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>8</td>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>Double per 18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>4</td>
<td>9</td>
<td>x</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td>11-12</td>
<td>72</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>?</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>30</td>
<td>11-12</td>
<td>36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>New Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>11-12</td>
<td>18-36</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>4</td>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>24</td>
<td>11-12</td>
<td>18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**Occupational Skills Center - Two Year Course**
eleventh grade. Of the seven child service courses offered five were offered to both eleventh and twelfth graders and two were open only to twelfth graders.

The length of the child service courses ranged from 18 to 72 weeks. The occupational skills center had the two year program. Of the other six child service courses two were 36 weeks in length, one indicated the number of weeks ranged from 18-36 weeks, and three indicated the course was taught for 18 weeks.

The occupational skills center was the only school which indicated that the facilities used were all outside of the classroom. This particular skills center has its own child care facility which is its classroom but in no way a homemaking room. The other six courses utilized the homemaking facilities as well as facilities outside of the homemaking department. All of the child service courses included observations, and field trips. Work experience was provided in all but one of the child service courses. The average number of hours the students worked outside of the classroom ranged from three to eight hours per week. Three of the seven respondents did not indicate the number of hours students worked for the course. Students received pay in only two of the seven programs.

Nursery schools, cooperative nursery schools and kindergartens provided work experience for most programs. Day care centers were also widely used in child service programs. Other places
where students were placed included public schools, Campfire organizations and a school for the retarded.

**Courses in Exploration of Home Economics Occupations**

The results of the questionnaire indicated that three of the 20 respondents were teaching a course in exploring the world of work in home economics occupations. Table 15 helps summarize a description of the courses in exploration of home economics occupations.

The courses taught in exploration of home economics occupations ranged in size from eight to 15 students. One of the courses was taught exclusively at the ninth grade level, one course included grades ten through twelve and one was taught exclusively to twelfth grade students. All of these courses were taught for 18 weeks. All three of the courses taught in exploration of home economics occupations used only the facilities within the homemaking department and included observations and field trips. None of the courses included work experience.

**Clothing and Textiles Services**

Only one of the 20 respondents indicated that a course was offered in their school in clothing and textiles services. This one course was made up of 15 students from the tenth, eleventh and
Table 15. Courses Taught in Exploration of Home Economics Occupations by three of the 20 Respondents

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Level/Grade</th>
<th>Length in Weeks</th>
<th>Classroom Facilities</th>
<th>Field Trips Taken</th>
<th>Outside Work Taken</th>
<th>Hours Worked Per Week</th>
<th>Weeks Worked</th>
<th>Pay Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10-12</td>
<td>18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>18</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
twelfth grades and it was 36 weeks in length. The facilities used were within the homemaking department and the courses included observations, field trips, and some outside work experience. The respondent did not indicate the number of hours the students worked per week but the course did include nine weeks of work for at least some of the students. No pay was received for their services. Those students who worked outside the classroom gained their experience in a local dry goods store.

Homemaker's Assistant

The homemaker's assistant course was taught by one of the 20 respondents. This course was made up of 16 students who were mostly seniors, but some juniors were also enrolled in the class. The course was taught for 18 weeks for two periods a day using the facilities within the homemaking department. The course included both observations and field trips but none of the students worked outside the school setting. The respondent did indicate that students observed and worked within their own homes.

Obtaining and Supervising Jobs in Home Economics Occupational Courses

If the course taught by the respondent included work experience she was to indicate who obtained the job for the students and who from the school supervised their work experiences. The instructions
were to circle the letter of the item which identified the person who obtained the job for the students. The choices include:

A. Students  
B. Teacher  
C. Vocational coordinator or director  
D. Parents  
E. None of the above  

Of the 21 courses taught in career home economics 16 of the courses included work experience outside the school setting. The classroom teacher was the person who was responsible for obtaining jobs in five of the 16 courses, and the vocational coordinator or director obtained jobs for four of the 16 courses. None of the jobs were obtained by students or parents alone. Many of the respondents indicated that various combinations of approaches were used in order to find jobs for the students. Of the 16 who provided work experience for the students a combination of students and the teacher were used for two courses. The teacher and vocational coordinator obtained jobs in two of the 16 courses. Other combinations included the student, teacher and vocational coordinator who obtained jobs in two of the 16 courses and one course combined the efforts of the students and the vocational coordinator in order to obtain work experience.

The respondent was again instructed to indicate by circling
the letter of the choice which identified the school personnel who supervised the outside work. The choices included:

A. Teacher
B. Vocational coordinator or director
C. Others; please identify by position
D. No school supervision

In the majority of the programs the work experience was supervised by the classroom teacher. This included seven of the 16 courses where students worked outside the school setting. The teacher and the vocational coordinator supervised in four of the 16 courses, and the vice principal helped in one class. In four of the courses the vocational coordinator was the only supervisor. Others not on the school staff who helped supervise included the managers of the work stations and managers of the establishments.

Teacher Preparation for Career Education

There were four main parts in section V. The following directions were given for the various parts:

1. List college courses which you feel would be or have been beneficial for teachers who expect to teach occupational home economics courses.
2. List experiences other than college courses which you feel have been or would be beneficial for teaching this course.
3. List any books, companies or people (name his or her position or title) which you found helpful when teaching this course.

4. List suggestions you have for preparing teachers to teach this course.

Teacher Preparation for Teaching Food Service Courses

Of the nine teachers who were teaching courses in food services four listed quantity cookery as a college course which they believed would be or had been beneficial for teachers who expect to teach food service courses. Institution management was listed by two of the nine teachers. Other home economics courses which were mentioned by at least one of the nine teachers teaching food service courses included home management, advanced foods, food buying, equipment buying, food demonstration and nutrition. Special workshops listed included the FEAST teacher preparation workshop and team teaching food services. Home economics education courses listed as beneficial for teaching food services included Special Secondary Methods and Organization and Administration of Homemaking Education. Accounting, record keeping, and psychology courses were the three courses other than home economics courses listed as being beneficial.

When the respondents were asked to list experiences other than college courses which they believed would be beneficial for teaching
food service courses, work experience was listed by all eight of the teachers involved. Some of the jobs which they had had included manager of a drive-in restaurant, sales clerk, cook, tray line worker, cashier, hostess, and waitress. One of the respondents believed it was beneficial to observe jobs and another believed team teaching would be beneficial.

Textbooks were listed most often as helpful resources when teaching food service courses. Other beneficial resources listed included local restaurant operators, caterers, and representatives from various equipment companies.

Suggestions for experiences which would be helpful in preparing teachers to teach food service courses included work experience, special workshops such as the FEAST teacher preparation workshop and more emphasis on teaching food service in college.

Teacher Preparation for Teaching Child Service Courses

Child Service courses were taught by seven of the 20 respondents. College courses which were listed most often as being beneficial for teaching child service courses include all of the child development and nursery school courses. Of the seven teachers who were teaching child development courses, four mentioned child development courses and two mentioned nursery school courses. Other home economics courses listed as being beneficial included
family life, current readings in marriage, introduction to home economics and a child study summer workshop. Courses other than those offered by home economics departments which were mentioned as being beneficial included psychology, group processes and counseling, and art.

Work experience in nursery schools and raising families were mentioned most often as experiences other than college courses which have been or would be beneficial when teaching child service courses. Common responses from the respondents who were teaching child service courses included,

I worked as a parent coordinator for Head Start for a year. Not until then did I understand the problems connected with home and family living situations of low income families and extremely upset and disorganized families. This understanding is essential in order to realistically work with these students in high school.

Another respondent remarked, "My own practical experiences in family living have been of more value than any of my college classes."

Of the seven respondents who were teaching child service courses six mentioned work experience as being beneficial and the other respondent had no comments concerning experiences other than college courses which were beneficial when teaching child service courses.

Several of the respondents listed reference books as helpful resources when teaching child service courses. One of the
respondents remarked that the usual high school home economics text was not adequate for this type of course. Films were mentioned in general although none of the respondents listed any names of films. Only one of the seven respondents listed a resource person and this was the marriage and family counselor.

Suggestions for preparing teachers to teach a child service course included work experience in day care centers or nursery schools and contact with nursery school and day care directors. Several of the respondents expressed a lack of adequate preparation through college courses. One common remark was, "Teachers need a more thorough curriculum on every child care area and a practical attitude toward life. (You can't always learn this in school!)." Another respondent suggested, "Teachers should teach in a preschool program for several years as the head teacher or person responsible for preschooler's curriculum."

Teacher Preparation for Teaching Exploration of Home Economics Occupations

Of the 20 respondents who indicated that they were teaching courses in occupational home economics, three were teaching a specific course in exploration of home economics occupations. Since exploration of home economics occupations is a broad course of study, a variety of home economics courses were listed as being
beneficial for those who expect to teach such a course. Nursery school courses and foods courses were mentioned as being the most beneficial.

The three respondents listed many experiences other than college courses which were beneficial when teaching exploration of home economics occupations: Work experience was listed most often. The work experience respondents listed included work in food service, nursery schools, kindergartens, hotels and the clothing industry. One of the respondents believed that being house manager of a living group was a beneficial experience for teaching such a course and two of the respondents listed meeting people who are employed in various home economics occupations as being beneficial. One of the respondents listed homemaking as a beneficial experience and another listed two Red Cross courses as worthwhile preparation for teaching exploration of home economics occupations. These Red Cross courses included mother baby care and home nursing.

Resources listed as being beneficial to those who teach exploration of home economics courses included books, pamphlets and the Illinois Teacher of Contemporary Roles (formerly Illinois Teacher of Home Economics).

The respondents suggested that teachers have a basic foundation in all of the areas of home economics in order to successfully teach exploration of home economics occupations. Work experience
or at least work observations were suggested by two of the three respondents. One of the respondents expressed the need for more summer workshops to help prepare teachers to teach exploration of home economics occupations. "Teachers need special workshop experience such as FEAST (teacher preparation workshop) where teachers get production experience."

Teacher Preparation for Clothing and Textiles Services

The one respondent who taught clothing and textiles services did not list any college courses as being beneficial in relation to teaching this course.

Field trips and observations of the jobs were believed to be beneficial experiences outside of college which helped prepare her to teach clothing and textiles services. Helpful resources included various clothing companies which provided brochures and filmstrips and allowed the class to take field trips through their establishments. The respondent's suggestions for preparing teachers to teach clothing and textiles services included actual work experience, observations and a good background in all of the areas of home economics.

Teacher Preparation for Homemaker's Assistant

Among the 20 respondents who were teaching occupational home economics courses only one was teaching a course in "homemaker's
assistant." The respondent listed psychology, guidance and vocational guidance, and introduction to home economics as college courses which were beneficial to those who expect to teach a course in "homemaker's assistant."

The respondent believed the experiences which best helped to prepare her for teaching the course were work in the dormitory cafeteria washing dishes, baby sitting, cleaning house for others, clerking in a grocery and variety store, picking berries and her own marriage and family life. She indicated that these experiences were more beneficial than any college courses. The respondent listed a variety of resources which were beneficial including books, and community resources.

When asked to list suggestions for preparing teachers to teach homemaker's assistant the respondent made the following comment. "I think the person, their feelings of accepting other people--non-professionals, maids, laundry workers, etc.--is more important, perhaps, than background and preparation." She went on to say, "Attitude is very important. You have to be able to accept and care about others and the situations that you couldn't accept for yourself or your family. Being able to build self-confidence is one of the most important things for students."
IV. SUMMARY AND RECOMMENDATIONS

The purpose of this study was to survey Oregon home economics teachers in order to gain insight concerning:

1. What courses were taught in career home economics.
2. What experiences home economics teachers believed would be beneficial in preparing them to teach career home economics courses.
3. The preparation home economics teachers believed they needed in order to be prepared to teach career courses.
4. What resources home economics teachers had found to teach career courses.
5. In the light of their experiences what suggestions home economics teachers had for preparing teachers to teach career courses.
6. What were the beliefs of the Oregon home economics teachers concerning career education in home economics.

In order to obtain information related to the above statements postcards were sent to all home economics departments in Oregon Public Schools except those in Portland. Postcards were returned identifying 50 teachers who had taught or were currently teaching a vocational home economics course. A questionnaire seeking more specific information was sent to these 50 teachers. Before
distributing the questionnaire it was validated by 25 individuals who were either home economics teachers, graduate students or were on the staff at Oregon State University. A total of 38 questionnaires were returned and 20 of these were usable for the study.

Respondents were asked to describe their educational backgrounds, schools where they taught the occupational course, their beliefs for teaching career education, the career education course they taught and their preparation for teaching this course.

**Background of Respondents**

Of the 20 teachers included in this study, four had master's degrees and the other 16 had bachelor's degrees. The majority of the respondents had received their last degree from Oregon State University, one from Portland State University and six from other institutions. Of the four home economics teachers in this study who held master's degrees, two had been teaching between eight and 11 years, one had been teaching between 16 and 20 years and one had been teaching for over 20 years. Of the 16 teachers who held bachelor's degrees, five were first year teachers, none had taught for more than 15 years and the majority had had no more than three years of teaching experience. Most of the respondents were teaching occupational home economics courses for the first time this year although one had been teaching for five years.
Background of the Schools

There was a total of 14 schools represented in this study. Of the 20 teachers included in the study, 18 were high school teachers, and two were teaching in junior high schools. There were respondents from three schools with enrollments between 501 and 800, and three respondents were teaching in schools with enrollments between 801 and 1100.

Beliefs of the Respondents for Teaching Career Education

The majority of the 20 respondents believed that career education was necessary for all secondary students regardless of their intellectual abilities and that in some cases inclusion of such a course could even cut down on the number of high school dropouts. They also believed the courses could be taught with only minor physical changes in the homemaking department although it would probably be necessary to make more changes when teaching child care or food service courses.

"Every secondary school should be having units or courses to emphasize the exploration of the world of work," was a statement which was positively supported by all 20 of the respondents and none believed career education should be left entirely to community colleges or taught only in large cities. Twelve of the 20 respondents believed
the courses taught should be related to the need for workers in the area.

In order to be adequately prepared to teach occupational home economics courses, the majority of the respondents believed homemaking teachers should make detailed observations of the job and take at least a two week workshop related to the course. The majority did not believe a detailed curriculum guide adequately prepared the vocational home economics teacher for teaching career education and 18 of the 20 did not believe that "college subject matter courses adequately prepare homemaking teachers for teaching specific entry skills into the world of work."

Ways Career Education Should Be Taught

"In career education at the secondary level the home economics program should be part of a variety of occupational courses taught on an interdisciplinary basis with agricultural education, business education, distributive education or industrial education" was supported by 12 of the 20 respondents. The majority, however, did not believe, "Home economics in the area of career education should consider its major function to serve all other vocational areas in preparing their students for their role of homemakers while the other occupational areas (agriculture, business and industrial education) are preparing their students for gainful careers."
Emphasis in Secondary Home Economics Curriculum for the 1970's

According to the 20 respondents in this study the secondary home economics curriculum for the 70's should focus on the consumer and the homemaker and careers related to home economics. When teaching career education they did not believe a general orientation to the world of work was more important than preparing for a single cluster of occupations. The results seem to indicate that the majority of the respondents believed students need a general orientation as well as preparation for a single cluster.

Feelings of Home Economics Teachers about Teaching Career Education in Contrast to Consumer and Homemaking Education

There was a wide diversity of answers when the respondents were asked who should teach career home economics in contrast to who should teach consumer homemaking. The majority did believe "homemaking teachers should be willing to work on committees and help write curriculum guides for specific areas of career education," and "should be willing to prepare to teach exploring the world of work or an entry occupation." The home economics teachers in this study were in unanimous agreement that "more information on career education should be available to home economics teachers."
Courses Taught in Occupational Home Economics

The specific courses which the 20 respondents were teaching in occupational home economics included nine in food services (one was in FEAST), seven in child services, three in exploration of home economics occupations, one in clothing and textiles services and one in "homemaker's assistant." The number of students in each of these occupational courses ranged from 11-28 in food services; 10 to 100 in child services; 8-15 in exploration of home economics occupations, 15 in the clothing and textiles course; and 16 in the homemakers "assistant" course. The length of the courses in weeks also varied. All of the food service courses were taught for 36 weeks. The child service courses ranged from 18 to 72 weeks. (The occupational skills center has a two year program which accounts for the 72 weeks.) Excluding the skills center the child service courses range from 18 to 36 weeks in length. The courses in exploration of home economics occupations were for 18 weeks, the one clothing and textiles service course was for 36 weeks and the "homemaker's assistant" course was for 18 weeks. All of the occupational home economics courses included field trips and observations. Work experience was provided for all of the students enrolled in food service courses. The number of hours the students worked per week ranged from two to 20 hours.
Students in the FEAST program worked 20 hours per week. Pay was received for their services in two of the courses in food services. All but one of the child service courses provided work experience outside the school setting and these experiences varied from three to eight hours per week. Pay was received in two of the seven child service courses. The course in exploration of home economics occupations did not provide any work experiences. Some of the students enrolled in the clothing and textiles service course worked for nine weeks and none of the students in the "homemaker's assistant" course had work experience outside the school setting.

A variety of places provided work experience for the students depending upon the nature of the course. Frequently mentioned work stations for students in the food service courses included places such as hospitals, homes for the elderly, a university and a camp. All of these places provided experience in quantity cookery. Other places of work for these students included restaurants, specialty shops, cafeterias, a frozen food plant and a bakery.

Nursery schools, cooperative nursery schools and kindergartens offered work experience for the largest number of programs in child service. Other work experience stations were public schools, private organizations and schools for the retarded.
Who Obtained and Supervised Jobs in Home Economics Occupational Courses

Of the 16 courses which provided work experience for the students, the classroom teacher was the person who was responsible for obtaining the jobs in five of the courses. The vocational coordinator or director obtained jobs for four of the 16 courses. Two of the courses combined the efforts of the students and the teacher in order to obtain jobs for students, and combinations of the teacher and vocational coordinator also obtained jobs in two of the courses. Other combinations included the student, teacher and vocational coordinator; and students and the vocational coordinator. The majority of the work experience was supervised by the classroom teacher although the vocational coordinator and a vice-principal were also supervisors in some cases.

Teacher Preparation for Career Education

When asked to indicate the preparation they had received for teaching home economics career courses there was a diversity in answers depending upon the subject being taught. College subject matter courses such as quantity foods, meal management, nursery school, and child development, were frequently mentioned by those teaching in these related areas. Some of the respondents expressed the need for more workshops (such as the one which prepares teachers to initiate FEAST) in the various areas to help with inservice preparation. Psychology, accounting, home economics education methods,
art, group processes and counseling were college courses other than those in home economics subject matter which were listed as being beneficial.

Work experience was listed most often as being beneficial preparation for teaching work-orientated courses. Helpful resources listed included a variety of books, filmstrips, business information pamphlets, periodicals and the help of individuals who were more experienced in the particular field.

Conclusions

From this study based on the responses of 20 home economics teachers in Oregon the following conclusions can be made:

1. The respondents who were teaching career home economics courses believe that "every secondary school should be having units or courses to emphasize the exploration of the world of work." This would provide exposure to career education to all individuals regardless of their intellectual ability. Some believed career education could cut down on the number of high school dropouts although this is not a proven fact. Career education should not be left until after high school graduation.

2. Home economics teachers need to make detailed observations and analyses of the job before teaching a career related course. Some individuals believe teachers should experience the work itself.
3. College subject matter courses are helpful in teaching career education courses but other preparation is also necessary. Some of the respondents listed various college courses as being beneficial, depending upon the occupational course being taught, but mentioned actual work experience as a necessary supplement. Varied experiences in college could help prepare home economics teachers to teach occupational courses.

4. Home economics has a definite part to contribute in preparing individuals for the world of work but this should not be its only purpose. While all of the respondents believed schools should have courses orientated towards the world of work and home economics should be a part of it, they did not believe this was the only function of home economics in the school system. Home economics education in the 70's should emphasize both consumer homemaking and career orientated courses.

5. It is just as important to orientate individuals towards the general world of work as it is to prepare them for a cluster of occupations.

6. Home economics teachers need more information on career education. All of the respondents in this study indicated that more information should be available to homemaking teachers in order for them to do an adequate job of preparing students for the various occupations. This could be done in a number
of ways. At the present time food services is the only area in career home economics which has a curriculum guide prepared by the Oregon Board of Education. More information could be communicated to home economics teachers through summer workshops in each of the various areas of career home economics. Many of the respondents indicated that they believed workshops would be helpful and desired more variety.

7. Home Economics teachers in Oregon need to be educated as to the meaning of career and occupational education. Many of the postcards which were returned indicated that occupational homemaking courses were being taught. However, when teachers filled out the questionnaire some of them described courses in baby sitting or consumer education. Other home economics teachers indicated that career courses were being taught in their departments but did not respond to the questionnaire. Not all of the home economics teachers involved in career education are willing to share their knowledge or teaching experiences.

Recommendations

The respondents in this study have indicated that they believe career education is very important for the 70's. Many home economics departments are currently offering career orientated courses
and others are in the planning stage. The Oregon Board of Education has published a bulletin which is designed to promote career education in various subject matter areas including home economics. In order to do an adequate job in teaching career education home economics teachers need educational opportunities, support and information from colleges and universities and other educational services. As a result of this study it appears that the following are some of the areas where more information is needed:

1. Pre-service home economics teachers need more experience and knowledge of entry level jobs in home economics.

2. Pre-service and in-service home economics teachers should have opportunities to make a variety of job observations and analyses in order to be better prepared to orientate students to these jobs.

3. When at all possible home economics teachers should take advantages of opportunities to actually experience the work itself. This could be done through a variety of mini-experiences which could possibly substitute or supplement the present home experience which is required for home economics students in education at Oregon State University.

4. New information and trends in career education need to be communicated to home economics teachers since many of the respondents were unsure of the meaning of career education and
were not sure if they were teaching a career orientated course or not.

5. Colleges need to offer workshops such as the FEAST teacher preparation workshop in other areas of home economics in order to prepare interdisciplinary teams of teachers to initiate and carry out occupational programs. There should also be teacher preparation workshops in career home economics for individual teachers as well as teams.

6. Detailed guidelines need to be available to help home economics teachers set up programs in career education. This should include techniques for setting up an advisory committee, applying for financial support, physically arranging the department to accommodate such a course, and initiating an interdisciplinary approach.

7. Curriculum guides need to be prepared, publicized and made available in the various areas of career home economics.

Further studies could be done in order to promote career home economics and to help teachers to be better prepared to teach. The following are some ideas for further study:

1. Studies could be done relating occupational home economics to various types of communities, sizes of schools, special groups of people such as minority groups, physically handicapped, deaf, blind, crippled, low income groups, and those
of less than average intelligence and above average ability.

2. Survey career education awareness programs in elementary schools.

3. Development of learning experiences for pre-service homemaking teachers which would help prepare them for teaching occupational courses in home economics.

4. A follow-up study on students who have been involved in occupational home economics courses in order to discover who has entered the field studied in class, what skills or information learned in class were used on the job and what skills and knowledges they believe should have been provided that were not.

5. A survey of places of business which could use individuals from home economics occupational courses in order to discover what preparation individuals need in their particular area.

BIBLIOGRAPHY


Terlin, Rose. 1966. Understanding the changing urban society. In: A program developed for occupational education, ed. by Sylvia Lee, Columbus, Ohio, Center for Vocational and Technical Education. p. 8-11.


APPENDIX
Your assistance is earnestly sought! Postcards were recently sent to one home economics teacher in each of the junior and senior high schools in Oregon asking her for the names of teachers who have or are now teaching a course* on exploring the world of work or a course* on occupational education related to home economics. Will you please fill out the enclosed questionnaire and return it within the next ten days? A stamped envelope is enclosed. Allow approximately 30 minutes to complete the questionnaire.

Your help will be greatly appreciated. This questionnaire is to become the basis for my Master's of Science Thesis at Oregon State University, under the supervision of Dr. May DuBois.

Thank you very much!

*Course is defined as of at least one semester duration.

DIRECTIONS: Please fill in the blanks.

I. ABOUT YOU

1. Degrees Granted

Institutions

Dates Granted

2. Approximate hours beyond last degree

3. Total years of teaching experience

4. Total years of teaching secondary home economics

5. Total years of teaching occupational home economics courses

II. ABOUT YOUR SCHOOL

1. Name of the school

2. Approximate number of students enrolled in the school
III. ABOUT YOUR BELIEFS FOR TEACHING CAREER EDUCATION*

*Career and/or occupational education refers to preparation for the "families" of jobs which require home economics skills and knowledges.
Examples: child care and food services.

Exploration of the world of work in home economics provides for learning experiences 1) for getting and keeping any occupation and 2) for those occupations related to home economics.

Listed below are groups of statements about career education in home economics. Respond to each statement according to how YOU personally feel.

DIRECTIONS: Place A, U, D, ?, or N in the space before each of the following statements. Space is also left for you to add other practices and beliefs.

A. Who needs career education?
   ____ 1. Every student should have a salable skill when he leaves high school.
   ____ 2. Every student should have had a course in which he explored the world of work.
   ____ 3. Every high school student should be exposed to at least one career and have work experience related to this career.
   ____ 4. All students should have the opportunity to select a career cluster goal appropriate to their aptitudes, interests and abilities as a focal point of their high school curriculum.
   ____ 5. Students who should be exposed to career education are those of
                ____ Less than average intelligence
                ____ Average intelligence
                ____ Above average intelligence
   ____ 6. Career education could cut down on the number of high school dropouts.
   ____ 7. Other:

B. What facilities are needed for teaching career education in home economics?
   ____ 1. There needs to be special facilities for teaching career education in the secondary schools.
   ____ 2. Most career classes in home economics in the secondary schools can be taught:
                ____ With no changes in the department
                ____ With minor changes in the department
   ____ 3. Other:
C. **What schools should teach career education?**

1. Every secondary school should be having units or courses to emphasize the exploration of the world of work.
2. The occupational education entry classes should be based on the need for workers in these areas in Oregon.
3. Small schools may need to consolidate their resources and send their students to each others' schools.
4. Advanced occupational classes should be left to the community colleges.
5. Career education should be left entirely to the community college.
6. Career education should only be taught in large cities where many jobs are available.
7. Other:

D. **What should be the teachers' preparation for teaching career education in home economics?**

1. Homemaking teachers need to make some detailed observations and analysis of the job before teaching a career related course.
2. Before teaching a career course the homemaking teacher should actually experience work in the area she is teaching.
3. With the help of a detailed curriculum guide every homemaking teacher should be able to teach a specific career course without further preparation.
4. Before teaching a career course the teacher should be required to take at least a two week workshop related to the occupation and the teaching of it.
5. Before teaching a career course teachers should be required to take an eight week course related to the specific career course they will teach.
6. A home economics teacher is adequately prepared to teach a course in exploring the world of work.
7. College subject matter courses adequately prepare homemaking teachers for teaching specific entry skills into the world of work.
8. Beginning homemaking teachers should be preparing themselves for teaching consumer homemaking rather than career education.
9. Other:

E. **How should career education be taught?**

1. In career education at the secondary level the home economics program should be part of a variety of occupational courses taught on an interdisciplinary basis with agricultural education, business education, distributive education or industrial education.
2. Career education in home economics should be team taught with such areas as mathematics and English in order to make it more realistic.
E. (continued)

3. Home economics in the area of career education should consider its major function to serve all other vocational areas in preparing their students for their role of homemakers while the other occupational areas (agriculture, business and industrial education) are preparing their students for gainful careers.

4. Students should be generally oriented to the world or work rather than prepared for a cluster of occupations.

5. Others:

F. What should be the secondary home economics curriculum emphasis in the 1970's?

1. Career education should begin in the elementary schools.

2. Career education should be a part of every home economics program today but consumer and homemaking education will always have the dominant place in this curriculum.

3. One emphasis for home economics education in the 1970's should be education related to the careers in home economics.

4. One emphasis for home economics education in the 1970's should be education related to the consumer and the homemaker.

5. One emphasis for home economics education in the 1970's should be related to the development of leadership in youth organizations and in professional home economics.

6. Preparing for a single cluster of home economics occupations is more important than exploring the general world of work in home economics.

7. Students should be generally oriented to the world of work rather than prepared for a cluster of occupations.

8. It is more important for students to learn entry skills than to generally explore the world of work.

9. Other:

G. What are some of the feelings of home economics teachers about teaching career education in contrast to consumer and homemaking education?

1. Workers in the special clusters should teach career education rather than a classroom teacher.

2. Home economics teachers who are specialists in career education should teach career education rather than consumer and homemaking teachers.

3. Homemaking teachers should be willing to try to teach career education even though they need more knowledge of and work experience in the subject.

4. Homemaking teachers should be willing to work on committees and help write curriculum guides for specific areas of career education.
5. Home economics teachers should be willing to prepare to teach exploring the world of work or an entry occupation.
6. More information on career education should be available to home economics teachers.
7. Other:

IV. ABOUT YOUR CAREER EDUCATION COURSE

DIRECTIONS: Please fill out a separate sheet for each exploratory or occupational course you teach.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of course</td>
<td>2. Number of students</td>
<td>3. Grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Length of course in weeks</td>
<td>5. Facilities: Where did or do you teach this course?</td>
<td>6. Do students observe people in actual occupations?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>7. Do students take field trips?</td>
<td>8. Do students work outside the school setting?</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>10. Number of weeks worked</td>
<td>11. Was pay received?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>12. In what type of places do or did students work?</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>13. Jobs were obtained by (circle the letter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Vocational coordinator or director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. None of the above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. (continued)

14. School personnel who supervised outside work (circle the letter)
   A. Teacher
   B. Vocational coordinator or director
   C. Others: please identify by position ________________________________
   D. No school supervision

V. ABOUT YOUR PREPARATION FOR CAREER EDUCATION

1. List college courses which you feel would be or have been beneficial for teachers who expect to teach occupational home economics courses.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. List experiences other than college courses which you feel have been or would be beneficial for teaching this course.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
V. (continued)

3. List any books, companies or people (name his or her position or title) which you found helpful when teaching this course.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. List suggestions you have for preparing teachers to teach this course.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
September 28, 1970

Dear Homemaking Teacher:

In order to fulfill the requirements for a master's degree at Oregon State University I am surveying the occupational courses being taught in home economics departments in hopes of finding useful experiences for preparing home economics teachers to teach such courses. Will you please help me by checking the statements which best describe your occupational home economics courses and filling in the names of teachers who are involved or have been involved in the past year? Please return within two weeks.

Thank you very much!

Sincerely,

Diane Burke

1. In the past year or at the present time we have occupational courses or units being taught in our department that can be described as:

   ____Yes  ____No  Exploratory or Orientation to the World of Work
   ____Yes  ____No  Preparation in specific occupations (such as Food Service)

2. List the names of teachers and the number of occupational courses or units they have taught or are now teaching. Star those currently not teaching in your school and provide their mailing address if possible.

   Name     No. of courses     Address
   ____________________________
   ____________________________
   ____________________________

Signature ______________________
Name of school ______________________