

EDUCATIONAL PROFILE OF
MALE HOME ECONOMISTS

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CHAPTER I

INTRODUCTION

A considerable amount of attention has recently been given to women who are assuming non-traditional roles. Less attention has been given to males who have been employed in positions which had traditionally been held by women. This study focused on males who, by their membership in the American Home Economics Association, indicated they do not consider the field of home economics to be a female profession.

Early leaders of home economics stressed the importance of the inclusion of males from its beginning; however, society has not encouraged men to enter the home economics profession. "A field dominated by women is thought to be feminine. And if it is thought to be so, it attracts more women than men" (East, 1980, p. 135). Recently the changing climate of American society has brought about many social alternations including the expanding roles of men and women. Kennedy (1977) suggested that because home economics is concerned with so many aspects of family life, it is important for members of society to be open-minded about changing roles and be more receptive to show an acceptance of males in home economics. The many changes home economists must face today bring new demands for meeting the needs of society. It is especially important that good role models be provided which illustrate the importance of both males and females in dealing with family responsibilities and constructive change.

Kennedy (1977) stated that because home economics has the family as its central focus, there should be a proportionate representation of men and women in its membership to give leadership to the study and service of families. He added that members of the home economics profession can serve as individuals who bring together groups in the community to maintain a continuing study of the community services for families. Both men and women are needed for this important task.

During the past decade, the issues of sex-role stereotyping and liberation have received much attention. As society moves toward equity between the sexes, home economists have had to defend themselves at times against sex stereotyping. Pierce ("Pierce Puts Home Ec," 1976) suggested that members of the home economics profession are on the front line of the liberation movement and are especially vulnerable to charges of sex stereotyping. However, as women are liberated from sex stereotyping, men will be liberated also. There has been no room for sex discrimination in a profession whose primary goal is to improve family life and society.

Even though there has been a small but steady increase in the number of males in the home economics profession and membership of the American Home Economics Association (AHEA) in the last decade, the proportion of males to females is relatively low. One of the factors Hillestad (1977) identified which discouraged males from entering the home economics profession involved the lack of emphasis on attracting males to college and university home economics programs by recruitment teams. A profile of male home economists would provide information useful in the recruitment process. This information could also be used to facilitate program planning and aid in advisement and retention.

Purpose and Objectives

The purpose of this study was to prepare an educational profile of male home economists based on the 1979 AHEA membership survey. The aim was to develop a profile including a verbal and graphic summary of the educational status of male members of AHEA. Specifically, this study sought to accomplish the following objectives:

1. To describe male professional members of AHEA in terms of demographic characteristics,
2. To describe educational characteristics of male AHEA members,
3. To determine associations among highest degree earned and educational, demographic, and employment characteristics.

Hypotheses

Hypotheses were set up as a part of examining the data on a qualitative basis. With one exception, no statistical tests were used because the type of information desired did not lend itself to statistical analysis. It was the researcher's judgment that collapsing the categories of data as would have been required for statistical analyses would have destroyed meaningfulness of the results. The following tentative hypotheses formulated in relation to the third objective were set up to provide guidelines for analytical processes involved in the research.

1. There is an association between the highest degree earned by male AHEA respondents and each of the following demographic characteristics:
 - a. Current age
 - b. Racial or ethnic group

- c. Current marital status
 - d. Individual contribution to household's income
 - e. Size of community of residence
 - f. Annual personal income from employment.
2. There is an association between the highest degree earned by male AHEA respondents and their educational, demographic, and employment characteristics including the following variables:
- a. Current age and age when bachelor's degree received
 - b. Current age and year highest degree received
 - c. Current age and plans for advanced degree
 - d. Current student status and size of community of residence
 - e. Major emphasis of bachelor's, master's, and doctor's degrees and racial or ethnic group
 - f. Major emphasis of highest degree and content area in which currently proficient
 - g. Major emphasis of highest degree and focus area in which currently knowledgeable
 - h. Major emphasis of highest degree and professional section affiliation in AHEA
 - i. Major emphasis of highest degree and subject matter section affiliation in AHEA
 - j. Major emphasis of bachelor's degree and type of institution from which bachelor's degree was received.

Assumptions

The following assumptions provided a basis for planning and

conducting this study:

1. Answers to the questionnaire reflected honesty, openness, and accuracy.
2. A representative sample of male AHEA members responded to the questionnaire.
3. Opinions of respondents concerning content areas of proficiency and focus areas in which knowledgeable were reliable and accurate.

Limitations of the Study

The following limitations were recognized in the analysis of the data:

1. Only specific variables were selected which were judged by the researcher to have a possible association with educational characteristics of the male members of AHEA.
2. Available information was limited to that obtained by the questionnaire mailed to members of the American Home Economics Association.
3. Characteristics of male nonrespondents were not known.

Definition of Terms

The following terms were defined as used in the study because their definitions are not universally consistent.

American Home Economics Association - the official association of all home economists, irrespective of their field of specialization. Membership in this association requires a college major in home economics or a related field. The Encyclopedia of Associations

("National Organizations of the United States," 1970) stated the purpose of the association is to provide opportunities for professional home economists and members from other fields to cooperate in the attainment of the well-being of individuals and of families, the improvement of homes, and the preservation of values significant in home life. East (1980) said the association also provides public relations and image building among the various publics interested in individual and family life. The members participate in teaching, research, extension, business, dietetics, human services, journalism, and voluntary community and professional service (AHEA, 1981).

Higher Degrees - master's and doctor's degrees as opposed to bachelor's degrees.

Home Economics - the body of knowledge concerned with individual and family life interactions with other social institutions and the physical environment (Bivins, Fitch, Newkirk, Paolucci, Riggs, St. Marie, and Vaughn, 1975). It is a professional field of knowledge and service "concerned with helping families shape both the parts and the whole of the pattern of daily living" (AHEA, 1959, p. 5).

Professional Home Economists - AHEA members in one of the following groups:

1. Active Member--individuals with a bachelor's or higher degree with a major or specialized area of home economics from an accredited college or university in the United States or Canada.
2. Reserve Member--individuals qualifying for active membership but who are employed less than 20 hours per week.
3. Associate Member--individuals not eligible for active or

reserve membership, but currently involved with home economics programs in the United States (AHEA, 1980).

Summary

The general background for this study, the significance of the study, a statement of the problem investigated, and the purpose of the study were presented in Chapter I. Assumptions and limitations were identified, and terms were defined. The review of literature and conceptual framework including summary of previous research and related writings of experts in the field are presented in Chapter II. A description of the instrument used in the study and the procedure involved in its use are discussed in Chapter III. Analysis of the data collected in the study, findings, and discussion are reported in Chapter IV. The entire study, conclusions, and recommendations of areas for further research are summarized in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Home economics is viewed as primarily a female field. East (1980) stated that the subject matter content of home economics is more in keeping with the traditional interests of women than those of men. The femaleness is responsible for many of its characteristics and since it is female, it attracts females. This is not the way it has always been since the beginning of the home economics movement and it is not necessarily the way it should be.

Much has been written on sex-typing of occupations. Certain occupations have been defined as female from the start, while others have evolved from male-dominated to female-dominated professions. Viewpoints of which occupations are defined as female or male may vary in some countries or societies.

Feldman (1974) examined 45 academic disciplines to determine which are viewed as feminine or masculine in the United States and the characteristics associated with those viewpoints. Respondents of the study were undergraduates from six universities. The undergraduates were asked to rank each field on a seven-point semantic differential rating scale. The use of a seven-point scale allowed respondents the option of not stereotyping by placing responses in the neutral category. Fields were scored from 1 to 7, with 1 given the end of the

continuum closest to "masculine" and 7 given to the end of the continuum closest to "feminine." For descriptive purposes, all fields with a mean score of 1 to 3 were deemed masculine, those with a mean of between 3 and 4 neutral, and those with a mean of 4 to 7 were described as feminine. The results of this study showed that nursing and home economics were viewed as the most feminine disciplines. Home economics received a mean score of 6.51.

Characteristics of female-dominated academic disciplines identified by Feldman (1974) were being low in prestige, low in economic rewards, and low in power. Feldman assessed which disciplines would be considered low in prestige by use of a graduate study questionnaire. A total of 5,356 graduate students in the field of home economics were asked to measure the prestige of their own disciplines. When asked if exciting developments were taking place in the field of home economics, 61.2 percent said yes. However, only 4.8 percent agreed that home economics is among the most respected academic disciplines and only 7.7 percent agreed that this field gets a good share of the best students.

By examining faculty data, Feldman (1974) determined which of the 45 disciplines were lowest in economic rewards. Two measures of financial rewards were used: (1) the percentage of faculty who had done paid consulting in the past year and (2) the percentage of faculty whose academic (institutional) salary was over \$20,000 per year. The study revealed that salaries were lowest for those fields which were viewed as feminine. There was not one of these feminine fields, including home economics, in which 8 percent (1974 national average) of the faculty earned over \$20,000. Not only were the female-

dominated fields the lowest paid, they were also less likely to be fields where knowledge may be used for consulting.

Probably the major reason home economics is viewed as a feminine discipline is because it is a field dominated by women. Women have always constituted the majority of students of home economics since its appearance in universities in 1875.

A review of Earned Degrees Conferred (U. S. Department of Health, Education, and Welfare, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1972, 1973, 1975, 1976a, 1976b, 1977, 1978, 1979, 1980, 1981) for a 21 year period provided the number of home economics degrees conferred to males in the United States and Puerto Rico. The percentages of home economics degrees granted at all levels to men from 1949 to 1979 are shown in Figure 1. Since 1959, little increase in percentage of home economics degrees awarded to men occurred at the bachelor's and master's degree level. For the year 1979, less than 5 percent of all undergraduate degrees granted in home economics were granted to men; less than 9 percent of the master's degrees were awarded to men. The percentage of men awarded doctorates (approximately 32 percent) was higher than for the other degree levels, but the majority of recipients were female.

According to the 1979-80 AAHE Salary Survey (Association of Administrators of Home Economics, 1980), a high percentage of college faculty in home economics (approximately 78 percent) were women. The enrollment of females in secondary home economics programs was about 80 percent female (Carr and Ellis, 1981), and the enrollment of adult and postsecondary classes in home economics was about 75 percent females (Carr and Ellis, 1981).

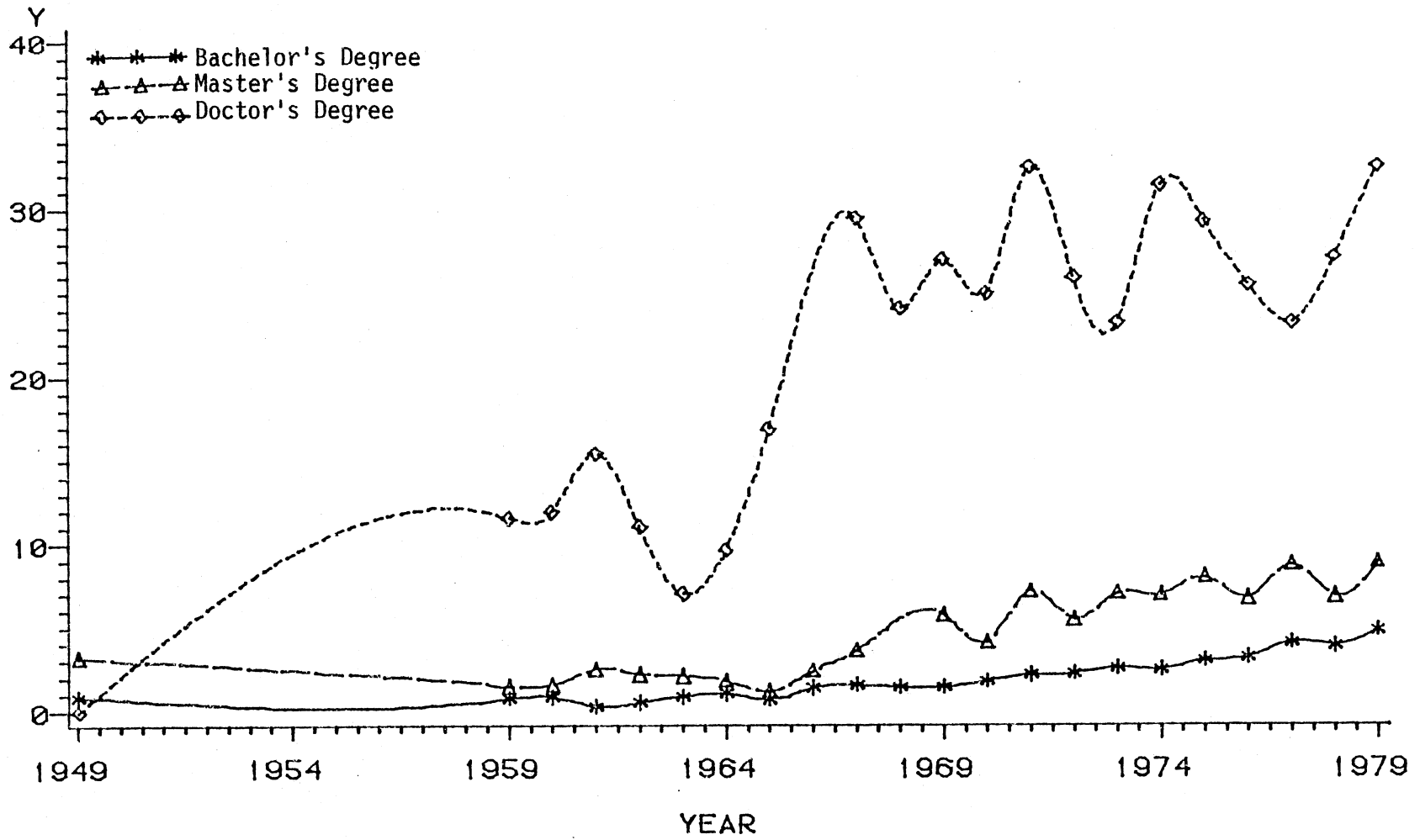


Figure 1. Percentages of Bachelor's, Master's, and Doctor's Degrees in Home Economics Awarded to Males

These percentages of female participants in home economics show that the field of home economics attracts many more women than men. A historical review provides insight into factors which may have influenced women to enter the home economics profession and, at the same time, discouraged men from doing so.

Historical Review

Early Male Leaders

The field of home economics came about through the cooperative efforts of many people. Contributions were made by leaders throughout the years and many of its early pioneers were men. It would be impossible to recognize all of these men individually, but some deserve mention because of outstanding contributions during the formation of this new field of study.

Two outstanding male pioneers in areas later encompassed in the field of home economics prior to the Lake Placid Conferences were Count Rumford and Edward L. Youmans. Count Rumford was an American, born in Woburn, Massachusetts in 1753. He was the first of the great scientists to study domestic problems of food and nutrition, heat and economy of fuels, lighting and heating houses, and institution administration. His work was a stimulus to Dr. Youmans who, 75 years later, carried on the movement for a specialized education of the home (Bevier, 1924).

Edward L. Youmans was born in Coeymans, New York in 1821. He contributed much to what would become the home economics movement by writing the book Household Science published in 1857 in which he presented a scientific study of food, air, heat, and light from the

standpoint of the home worker. In 1872, Youmans established the Popular Science Monthly. This magazine contained frequent articles about household topics. He supported household education as a parallel to agricultural education (Andrews, 1948).

Melvil Dewey is perhaps best known by home economists for the role he played in organizing the first Lake Placid Conference to consider home problems (Lake Placid Conference on Home Economics Proceedings, 1901). Prior to this conference, he and his wife, Annie, influenced the Board of Regents of the University of the State of New York to include the subject of household science in examination tests for college entrance (Dawe, 1932).

Benjamin Andrews was also a Lake Placid Conference participant (Lake Placid Conference on Home Economics Proceedings, 1907, 1908). In addition to serving as secretary of the committee to plan for the formation of the American Home Economics Association, he was a faculty member of Teachers College, Columbia University, for some 40 years. The Ninth Lake Placid Conference focused on the awareness of the psychological and qualitative concerns of home economics. In a presentation entitled "Psychic Factors in Home Economics," Andrews (1907) provided insight into his humanistic qualities and his awareness that home economics should extend beyond technical factors. He predicted at least 30 years ahead the relationship between psychology and home economics which would lead to the development of family relationships and child development as areas of home economics. Andrews also served as secretary and vice-president of AHEA and was the first editor of the Journal of Home Economics with the first issue published in February, 1909. The many books which he authored or edited were an invaluable

source of information and inspiration to early home economists. His benchmark study of home economics in higher education, Education for the Home, Part III, Colleges and Universities was published in 1914. A standard college textbook for many years was Economics of the Household (Andrews, 1935) originally published in 1923. While acting as home economics editor for J. B. Lippincott, he edited more than 50 textbooks which influenced what every home economics student learned for years ("Benjamin R. Andrews," 1963).

Two other men whom Bevier (1924) identified as leaders in the early development of home economics included Wilber O. Atwater and Alfred C. True. Professor Atwater worked with Carroll D. Wright, Commissioner of Labor for Massachusetts in the study of costs of living for working men's families. He contributed a great deal to the field of human nutrition. Through the efforts of Atwater, Congress in 1894 voted a special fund to initiate nutrition investigations in the Department of Agriculture. The Office of Experiment Stations was entrusted with the supervision of the appropriations for the nutrition investigations. Atwater was appointed special agent in charge, with headquarters at Middletown, Connecticut. He served in this capacity until his retirement in 1906 (Adams, 1959). Atwater worked closely with other home economics pioneers both at the fourth Lake Placid Conference (Lake Placid Conference on Home Economics Proceedings, 1902) and in his work at the United States Department of Agriculture.

Bevier (1924) called Dr. A. C. True, Director of the States Relations Service of the United States Department of Agriculture, the "unfailing friend, the wise counsellor, and general benefactor of home economics" (p. 146). He supervised the Office of Home Economics until

a separate bureau was established in 1923. The studies and publications developed under his direction were used by countless teachers of home economics. Of these two men, Bevier (1924) said, "only the pioneers in home economics can appreciate what the support of such men as Professor Atwater and Doctor True meant to the new enterprise in those early days" (p. 208).

A historical review of home economics could not be complete without a discussion of the significant contribution of the Lake Placid Conferences. The next section contains a discussion of these conferences and the role men played in them.

The Lake Placid Conferences

The first Lake Placid Conference was held in 1899. McGrath and Johnson (1968) stated the purpose of the first conference was to enlarge the scope of home economics beyond domestic science which had been limited primarily to cooking and sewing. The early leaders were concerned with the disintegration of the family unit and believed home economics education would help eliminate the deteriorating social situation.

Representatives, both men and women, of the many lay and professional movements working to improve family life were invited to attend the conferences. Those who came to the first few conferences represented magazines, cooking schools, public libraries, the New York State Household Economics Association, public schools, technical institutes, small colleges and state universities, agricultural foods research laboratories, hospitals, and social agencies (Henderson, 1954).

Melvil Dewey welcomed the participants of the first conference for discussion of this sociological subject and stated that there was no more important question before the American people than home science (Lake Placid Conference on Home Economics Proceedings, 1901). After long discussion, the name "Home Economics" was given to the new field. At later meetings, a statement of the nature of the field and its purposes was adopted.

At the tenth annual meeting, the American Home Economics Association was formed (Lake Placid Conference on Home Economics Proceedings, 1908). This organization has continued to be the major professional home economics organization. AHEA encompasses all disciplines concerned with strengthening the American home.

Although the percentages of males attending the Lake Placid Conferences were small, they were included in the formation of this new field from its beginning. A review of all issues of the Lake Placid Conference on Home Economics Proceedings (1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908) for the years 1899-1908 revealed the identity of participants of the Lake Placid Conferences. Table I presents the number of these participants by the year the conference was held and by the sex of the participant. A complete list of male participants is listed in Appendix A.

Contributions to AHEA

Not only were Benjamin Andrews and C. F. Langworthy present at the Lake Placid beginnings of home economics, they were also AHEA officers for many years. Men elected as officers of AHEA including Andrews and Langworthy were listed by East (1980). They were:

Vice President	C. F. Langworthy, 1909-12, 1918-21 Benjamin R. Andrews, 1913-16 Ronald Powers, 1974-75
Secretary	Benjamin R. Andrews, 1909-12 Thomas M. Brooks, 1976-78
Treasurer	Benjamin R. Andrews, 1909-11 Howard Knight, 1912 C. F. Langworthy, 1913-14 William Morse Cole, 1914-17 H. Gale Turpin, 1917-36 Richard L. D. Morse, 1978-80 (p. 79).

TABLE I

NUMBER OF PARTICIPANTS OF LAKE PLACID CONFERENCES
BY YEAR OF CONFERENCE AND SEX^a

Year	Attending Members		Additional Members		Sustaining		Corresponding	
	Men	Women	Men	Women	Men	Women	Men	Women
1899	1	10						
1900	1	29						
1901	2	48		6				
1902	4	35		17				
1903	1	66		13				
1904	2	23		30		2		1
1905	8	44		81		9		1
1906	1 ^b	26	4	103	2	4		1
1907	6	44	4	99	2	3		1
1908	5	69	11	103	1	4		1
1973	14	309						

^aLake Placid Conference on Home Economics Proceedings, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1973.

^bDewey attended but was not listed as a member. Longworthy was listed.

Men have also made contributions to AHEA through the articles and editorials they have published in the Journal of Home Economics. A review of all issues of the Journal of Home Economics for the year 1910 and every tenth year thereafter revealed the number of contributions by male and female authors. Numbers and percentages of contributions to the Journal of Home Economics by sex and year are shown in Table II.

TABLE II
DISTRIBUTION OF CONTRIBUTIONS TO JOURNAL OF
HOME ECONOMICS BY YEAR AND SEX OF AUTHOR^a

Year	Men		Women		Total Number
	Number	Percent	Number	Percent	
1910	28	28.57	70	71.43	98
1920	25	29.41	60	70.59	85
1930	37	26.06	105	73.94	142
1940	23	16.91	113	83.09	136
1950	25	17.60	117	82.39	142
1960	35	19.66	143	80.34	178
1970	24	20.00	96	80.00	120
1980	9	15.00	51	85.00	60

^aSources of data were volumes 2, 12, 22, 32, 42, 52, 62, and 72 of the Journal of Home Economics.

An examination of Table II revealed that the percentage of contributions by men has decreased somewhat through the years. Although all articles are not contributed by members of AHEA, the percentages of contributions to the Journal of Home Economics made by men far exceed the total percentage of the membership of AHEA made up of men.

Viewpoints of Early Leaders on Male Participation

An examination of the Lake Placid Conferences on Home Economics Proceedings (1901-1908) revealed that many of the early leaders encouraged male participation in this new field of study. At the third Lake Placid Conference, the question of including boys in home economics classes was raised in the Report of Special Committee (Lake Placid Conference on Home Economics Proceedings, 1901). The committee concluded, "It seems necessary that boys as well as girls should understand hygiene and food values and their practical application" (p. 15). The report also stated that some provision should be made in the boys' studies for household economic work.

The fourth annual Lake Placid Conference minutes (Lake Placid Conference on Home Economics Proceedings, 1902) expressed the belief that, "Man and woman should be equally interested in the home, therefore it seems right that they should have the same courses" (p. 23). Also at the fourth annual Lake Placid Conference, Martha Van Rensselaer said, "Men as well as women should have training for home and family life" (p. 99).

Encouragement of participation by males continued throughout the remaining Lake Placid Conferences. At the sixth annual conference (Lake Placid Conference on Home Economics Proceedings, 1904), Helen Kinne asked the question, "Why should the boys be deprived of participation in the home industries" (p. 14). At the tenth annual conference (Lake Placid Conference on Home Economics Proceedings, 1908) Caroline Hunt said, "Give home economics to boys and girls alike" (p. 100), while Benjamin Andrews emphasized the importance of training boys and girls in all aspects of home life.

At the same time these leaders were encouraging males to study home economics, other leaders were expressing the viewpoint that home economics was primarily for women. Others were not sure exactly which it should be. At the seventh annual conference (Lake Placid Conference on Home Economics Proceedings, 1905), W. A. Baldwin, a principal at the Hyannis Normal School said, "We are not sure how far this separation of the kinds of work ought to be carried" (p. 27). In 1906 at the eighth Lake Placid Conference (Lake Placid Conference on Home Economics Proceedings, 1906) Melvil Dewey explained why house-keeping would naturally be the last to attain the dignity of a profession when he said, "It is the feminine gender of farming" (p. 13).

Jeannie Barlow, at the ninth Lake Placid Conference (Lake Placid Conference on Home Economics Proceedings, 1907) said, "The girls ought to have as liberal and strong an education as the boys, but it should differ somewhat from that of boys because a girl's work in life is different" (p. 83). At the tenth annual conference (Lake Placid Conference on Home Economics Proceedings, 1908), at the time Benjamin Andrews was emphasizing the need for home economics training for boys, C. F. Langworthy said, "I want a woman to have as much education as a man, but I do think that she is going to make a different use of her knowledge and we should give her the things that she will need most" (p. 67).

By the time the AHEA had its fourth annual meeting in Washington, D.C. in 1912, the viewpoint seemed to be more or less accepted that home economics was a field primarily for women. In addressing the assemblage, President Isabel Bevier (1912) spoke of home economics as a field that had come to stay. She realized that people had varying

viewpoints and expressed the belief,

Whether you interpret it in terms of vocational training, industrial training, or as neither of these, but as rational education for women, some form of it is making a place for itself in the school and the home and in the thought and life of the people. (p. 91)

In 1914, the Journal of Home Economics contained an editorial on the Smith-Lever Bill. This editorial referred to the use of the term home economics as a recognition of the American homemaker and the vocation "she" represents.

Early Home Economics Curriculums

The overall purpose of home economics as education for family life for all members of the family was clearly stated by many of the early leaders. However, in the period immediately following its birth, the ideals of the early leaders of home economics sometimes dropped from view. Henderson (1954) stated that the overall purpose was lost for many home economists during the second decade of this century. One of the factors contributing to the resulting confusion of purpose was:

Society was finally demanding college programs appropriate for women; and Home Economics, originally conceived for all members of the family, fell into the easy trap of concentrating on the needs of women, often to the detriment of its original purpose. (Henderson, 1954, p. 8)

McGrath and Johnson (1968) identified the primary purpose of home economics instruction in college during this period as that of preparing women for work in the home. The first record of such college instruction came from Iowa State College in 1869. By 1871, the Iowa "Ladies Course" listed "Domestic Economy" as a subject for women students. In 1875, Mrs. Mary B. Welch convinced the trustees to open

a department of cookery and household arts. The course was extended in 1879 to include sewing and laundry work (Eppright and Ferguson, 1971). Kansas began a similar "Domestic Economy" program in 1873 with lessons in sewing and foods and Illinois followed in 1874 (McGrath and Johnson, 1968).

Bevier and Usher (1912) said that a certain stigma had been attached to home economics since it was introduced into the college curriculum. At the beginning of this century, home economics was viewed by many as primarily a field of "baking and millinery."

Bevier and Usher (1912) quoted the president of Bryn Mawr College as saying, "there are, however, not enough elements of intellectual growth in cooking or housekeeping to furnish a serious or profound course of training for really intelligent women" (p. 15). Such statements not only discouraged men from entering home economics but must have discouraged many women as well.

Secondary Level Education

The inclusion of males in the secondary home economics classes is not a new development. The first record of this was an exchange class between shop and home economics in 1907 (Lawson, 1977). Some of the first types of classes of home economics for boys were cooking or "camp cookery" classes and were held on college campuses during the 1910's (Langworthy, 1913). During the 1920's, exchange classes were popular. Central High School in Tuisa, Oklahoma, was the first school to require home economics classes for boys (Kauffman, 1930).

By the middle of the 1920's, the idea of teaching boys some of the aspects of homemaking and family life had been gaining more and

more attention. An increasing number of schools were offering it, sometimes as an elective, sometimes as a required course, and sometimes under another name. A number of articles on home economics for boys appeared in the Journal of Home Economics during the late 1920's and early 1930's (Brinkley, 1928; Funicane, 1929; Bales, 1929; Popenoe, 1930; Starrak, 1930; Stocking, 1930; Hollenback, 1930; Dunn, 1931).

By 1936, male students in home economics had become so common that the American Home Economics Association formed the "Committee on Home Economics for Boys" (Straub, 1936). A study done by the committee in 1938 revealed that there were 200 home economics classes for boys with an enrollment of 6,000 (Straub, 1938).

A small growth in male home economics students continued into the 1940's and 1950's. However, even by the 1960's the total percentage of male students was still low. A comprehensive national study of home economics in the public schools conducted by Coon (1962) revealed only about one percent of all the boys were enrolled in home economics in the secondary schools.

The greatest growth period for male participation in secondary home economics classes was during the 1960's and 1970's. In 1970, Hurt (1972) reported 13 percent of the total enrollment in vocational home economics classes were male. By the 1975-76 academic school year, this percentage had grown to 15 percent (Lawson, 1977). By 1981, this percentage was reported by Carr and Ellis (1981) to be 20 percent.

Present Involvement of Men in Home Economics

Recent Viewpoints of Leaders

There has recently been concern about the need for more male involvement in home economics. This concern has been heightened by focused attention on issues such as dual sex roles, sex stereotyping, and the women's liberation movement. Marshall (1973) expressed the belief that such focused attention on fields traditionally known as women's is desirable. One benefit was that this focused attention would help home economists make needed changes in expected role behaviors.

In 1973 at the eleventh Lake Placid Conference, (Lake Placid Conference on Home Economics Proceedings, 1973) this concern about sex stereotyping was a topic of group discussions. The summary of the group discussions included the recommendation that universities should plan exciting courses for nonsexist roles and develop materials for this type of teaching. "Sending boys to 'shop' and girls to 'home ec' is imagery that should be eliminated" (p. 10).

At the same conference (Lake Placid Conference on Home Economics Proceedings, 1973), Montgomery stated:

Home economics should become more nearly "co-sexual." It has been said that health is too important to be left to physicians. By the same token, the family is too important to be entrusted to women or men. I believe home economics will wax in stature as it makes and implements plans to attract male as well as female students and as it gives more consideration to the needs of recruiting male as well as female instructors. As women find it easier to enter such positions as medicine, the law, engineering, government, industry, and the teaching of philosophy and physics, hopefully men will increasingly feel at home as specialists in the many and complex areas of the family. (p. 29)

Harriman (1977) asked the question, "and shouldn't both male and female students have the opportunity to prepare for dual roles" (p. 13). The multiple roles of marital partner, parent, homemaker, and employee should be viewed as person roles rather than as roles appropriate only for males or only for females.

In discussing the subject of men, the future, and home economics, Kennedy (1977) stated that home economics professions must have a proportionate representation of men and women in its membership. This representation is needed because home economics is the one profession that has family as its central focus and both men and women are needed to give leadership to the study and service of families. Marshall (1977) stated, "For added perspective and role model effect we must have both male and female high school home economics teachers" (p. 10).

As a teacher of home economics, Butts (1977) expressed the hope that sex labeling of jobs and professions will become a thing of the past in fields that have been traditionally viewed as either "feminine" or "masculine." The viewpoint expressed by Butts is that men have a place in the family so they must have a place in home economics.

Busching (1977) believed the field of home economics will attract more men and boys in the future if home economists support the present social trend of viewing people from the standpoint of "human roles" rather than that of "sex roles." However, Marshall (1977) stated that he could see little if any significant difference over the past 10 to 15 years in the percentage of men receiving home economics degrees and he did not foresee the situation changing in the future.

During the past several years, the scope of home economics has widened. Problems within society threaten the quality of family life. Home economists have been challenged with implementing strategies to strengthen the family unit. Hillestad (1977) stated that in this process of identifying problems and proposing solutions, the diverse talents of both men and women are needed.

Brown (1980) summarized the need for home economics training for both sexes when she stated, "Students of all 'types' and of both sexes need to be involved in developing a system of conceptual understanding, of value consciousness, and of critical awareness of social conditions and ideologies bearing on the family" (p. 115). Because the field of home economics is based on the philosophy of meeting the needs of individuals and families, there is a place for both sexes in this profession.

Dealing with the Stigma

The stigma attached to home economics was described by Bevier and Usher (1912) as being the idea held by many that home economics was primarily a field of "baking and millinery." Butts (1977) described the present stereotype by saying that many thought ". . . cooking and sewing were the primary if not the only things one learned in home economics" (p. 207).

Because of this stigma, some home economists, including some men, believed the name "home economics" should be changed. Ramsey (1977) stated, "I think the fact that some schools of higher learning have not renamed the Home Economics Department probably has kept many men out of the field" (p. 208).

Busching (1977) also identified the name, home economics, as one of the factors which was responsible for the small numbers of males in the home economics field. He stated:

If Home Economics clutches fast to its name, with almost paranoia, holds fast to its female image even while deploring it, and continues its skills orientation even while conducting endless evaluations aimed at revitalization - if this happens in the future, then we shall not be a very exciting science. We shall not gain males, and we are likely to lose females. (p. 209)

Weis, East, and Manning (1974) stated that an increase of male students in home economics is larger in those institutions which have changed their name from home economics to some other title. Results of a study conducted by AHEA in 1973 to assess certain changes in home economics units of colleges and universities during a 10 year period from 1962 to 1972 showed, of 214 units responding, 90 percent of the units had not changed their name from home economics. Of the 30 units reporting a name change, only 12 reported increases or improvements in image, status, number of men majoring in home economics, number of nonmajor students, student attitudes, and faculty attitudes. All these factors except one were mentioned by most other units reporting improvements during the 10 year period regardless of the name. The one factor, according to Weis et al. seemed to be an increased number of males as majors.

While some people may criticize and interpret changes in the name of home economics as a forward step, Armstrong (1976) believed that "such name changes have little to do with the inherent strengths or growth potential of a profession" (p. 17). The need for home economics education remains the same regardless of the name.

In spite of recent name controversies and growing separation of

specialties, Armstrong (1976) stated the important issue of home economics professionals is that "we still retain the same primary objectives of almost a century ago: improving the life conditions of individuals and families and stimulating the optimal use of human and family resources" (p. 17). Armstrong (1976) further stated that it makes little real difference in what home economics is called as long as the profession fulfills its true purpose.

Male Home Economics Faculty Members

Harris (1972) reported that in 1963, there were 503,000 faculty positions in all fields of specialization at four-year institutions in the United States. He found that men and women in faculty differed in, among other things, absolute numbers, fields of specialization, highest degree held, and marital status. In 1963, men outnumbered women as much as four and a half to one on the average for all teaching areas. The only areas in which women faculty predominated were nursing, home economics, library science, business education, and social work. In home economics, the percentage of male faculty members was 3.8 compared to 96.2 women. This percentage has grown significantly in the past two decades.

The 1979-80 AAHE Salary Survey (AAHE, 1980) reported data gathered from responses of 87 land grant colleges and state universities which offer home economics programs of study. The study revealed that 22 percent of the 2,213 home economics faculty members were men. The average age of men on these home economics faculties was 44 years. Only eight percent of these males were members of a racial minority group.

The tenured home economics faculty members in those institutions surveyed were 22 percent male. The majority (66%) of the male home economics faculty members had doctoral degrees. Of those males with doctorates, 64 percent received their doctorates in home economics areas. Table III shows the distribution by rank and sex of the faculty members surveyed.

TABLE III
PERCENTAGE DISTRIBUTION OF HOME ECONOMICS
FACULTY MEMBERS BY RANK AND SEX^a

Rank	Male	Female
Professors	30	70
Associate Professors	28	72
Assistant Professors	21	79
Instructors	10	90
Unranked Extension Specialists	5	95

^a1979-80 AAHE Salary Survey (AAHE, 1980)

A comparison of the percentage of all degrees in home economics awarded to men and the percentages of male faculty shows that, proportionally, the percentage of male faculty is by far the higher. While only 5.59 percent of all home economics degrees were awarded to men in 1978-79 (U. S. Department of Health, Education, and Welfare,

1981), 22 percent of home economics faculty members included in this survey were men. The composition by sex of the faculties in the home economics areas is given in Appendix B.

The attitudes of home economics college and university professionals toward males entering the field were analyzed by Bentivegna (1974). This study showed that men were welcomed by professionals because they thought male faculty would attract more male students. They also believed more male faculty members would improve the academic image and help to broaden the subject matter. Baragar (1960) viewed this invasion of men into the teaching and research areas of home economics as an interesting and encouraging endorsement of the home economics profession.

Feldman (1974) reported the attitude of male faculty members toward male home economics graduate students was much more favorable than toward women graduate students. His study reported that 30 percent of the male faculty members in home economics said female graduate students were not as serious as male graduate students; only 10 percent of the female faculty members in home economics said the female graduate students were not as serious.

Salaries

Townsley (1981) conducted a study of income of full-time employed AHEA members using data collected in the 1979 AHEA Membership Survey. This study revealed that, overall, the annual incomes for males were higher than for females.

The median annual income for bachelor's degree males was \$20,832 and for females, it was \$13,547. For those males with master's degrees

as the highest degree, the median annual income was \$20,000, while it was \$17,574 for females with the same degree. Males with the doctor's degree received a median annual income of \$27,321 and females with the doctor's degree received \$23,614.

Plans for an Advanced Degree

A study conducted by Bierbower (1981) used data collected in the 1979 AHEA Membership Survey to describe plans for an advanced degree of all respondents in the survey. This study revealed that a higher percentage of men who responded to the survey had plans for an advanced degree than women. About 43 percent of the male respondents had plans for advanced degrees as compared to a little over three percent of the women.

About 33 percent of the male AHEA members who had earned a bachelor's degree as the highest degree were working on an advanced degree and about 53 percent planned to begin work for an advanced degree in the future. Of the three males who had received the education specialist degree, one male was working on an advanced degree at the time of the study.

Comparison with Other Female- Dominated Professions

Bachelor's Degree

Figure 2 shows the percentage of bachelor's degrees earned by males for the fields of elementary education, home economics, library science, and nursing, according to the U.S. Department of Health, Education, and Welfare (1959, 1960, 1961, 1962, 1963, 1964, 1965,

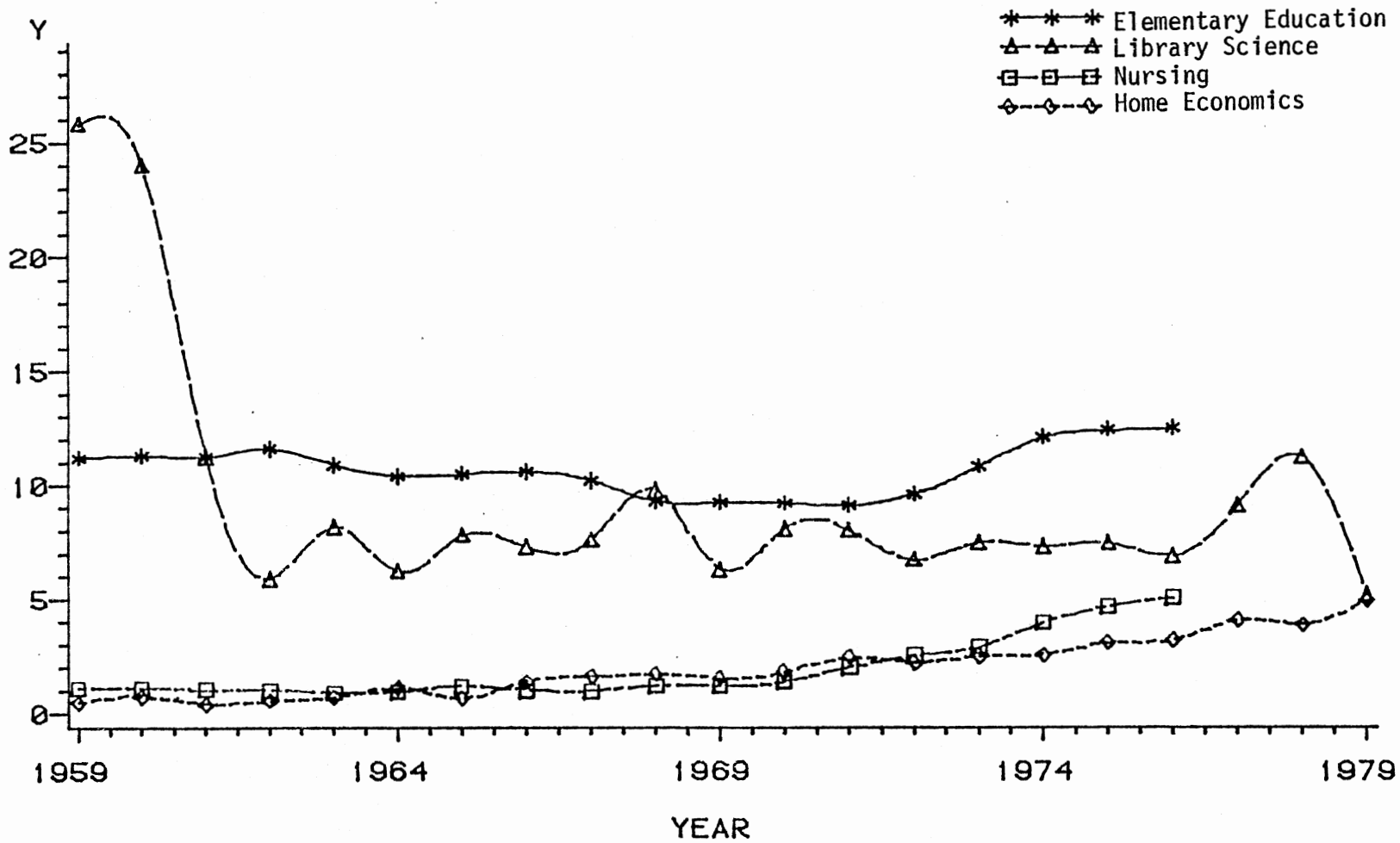


Figure 2. Percentages of Bachelor's Degrees in Elementary Education, Library Science, Nursing, and Home Economics Awarded to Males

1966, 1967, 1968, 1969, 1972, 1973, 1975, 1976a, 1976b, 1977, 1978, 1979, 1980, 1981). The years 1959-71 showed a slight decline in the percentage of bachelor's degrees in elementary education received by males. The years from 1972-76 showed a slight increase when the highest percentage of approximately 13 percent was reached in 1976. A slight drop is shown for 1978, which was the next year information was available.

The field of library science showed a dramatic decline in the percentage of bachelor's degrees earned by males in the years 1959-61. From 1961 until 1976, the percentage remained fairly stable. A slight increase was shown from 1976 until the percentage peaked in 1978. In 1979, the percentage of bachelor's degrees in library science received by males dropped to an all-time low of 5.37 percent.

The percentage of bachelor's degrees in nursing earned by males remained relatively stable from 1959 to 1969. In 1969 the percentage began to increase and has steadily shown a slight increase until 1978. The highest percentage was for the year 1978 with 5.43 percent of bachelor's degrees in nursing received by males. There was missing information for the years 1976-77 and 1978-79 when the information for nursing degrees was included with all other health professions.

The percentages of bachelor's degrees in home economics received by males was lower than the other three fields which have been considered "female fields." At only one point, from 1966-72, did the percentage of bachelor's degrees in home economics earned by males move above the percentages in any of the other fields and this field was nursing. After 1972 the percentage dropped below that of nursing again and has stayed below the other three fields since.

The total percentage of bachelor's degrees in home economics earned by males has shown little increase in the past 20 years. The highest percentage shown was in 1979 and it was then less than five percent of the total number of bachelor's degrees conferred in home economics.

Master's Degree

The percentage of master's degrees in elementary education, library science, home economics, and nursing earned by males is shown in Figure 3 according to data from the U.S. Department of Health, Education, and Welfare (1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1972, 1973, 1975, 1976a, 1976b, 1977, 1978, 1979, 1980, 1981). An examination of this chart reveals that the percentage of master's degrees received by males was larger for the field of elementary education from 1959-65 than for the other fields examined. In 1965 the percentage of master's degrees in elementary education received by males fell below the percentage of master's degrees received by males in the field of library science. Although the percentage of master's degrees received by males in elementary education showed only a small increase, a drop in the percentage received in library science in 1969 allowed the percentage in elementary education to again be the highest of the four fields. The percentage of master's degrees in elementary education earned by males has steadily declined for the past 20 years. The lowest percentage of 13.29 was reached in 1978.

The percentage of master's degrees in library science earned by males has shown an overall increase, but this increase has been rather

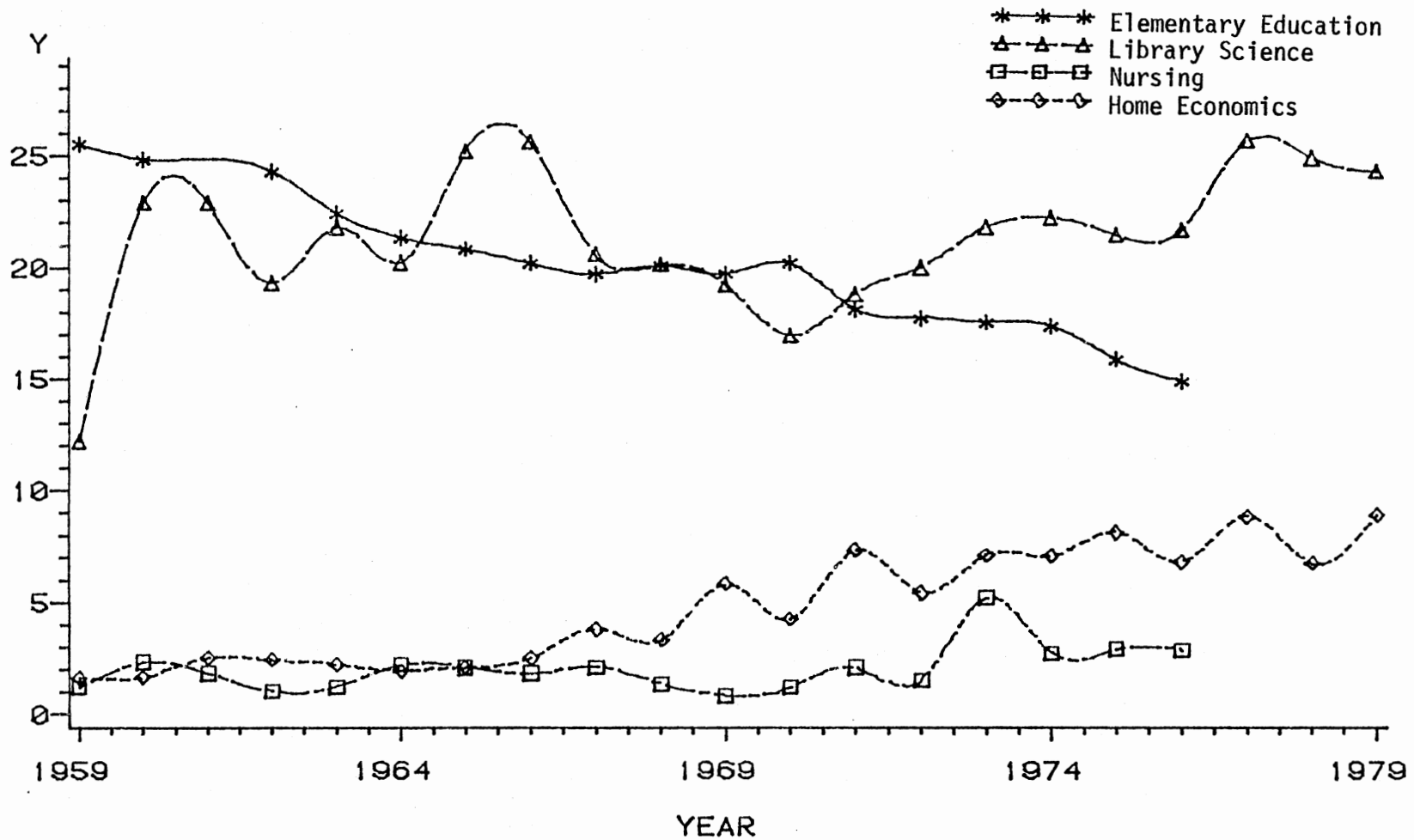


Figure 3. Percentages of Master's Degrees in Elementary Education, Library Science, Nursing, and Home Economics Awarded to Males

erratic. There was no definite trend until 1970. After 1970 the percentage showed a slight increase until 1977. The highest percentage of master's degrees in library science received by males was 25.58 in 1966.

The field of nursing had the lowest percentage of master's degrees received by men of the four fields described except for the years 1960 and 1964. For these two years, the percentage of master's degrees in nursing received by men exceeded only the percentage of master's degrees in home economics received by men. In only one year did the total percentage of master's degrees in nursing earned by men exceed five percent. Throughout the 20 year period, the percentages of master's degrees in nursing earned by men remained relatively stable.

The field of home economics was the only one of the four fields to show a distinct upward trend throughout the 20 year period. Among percentages of earned master's degrees in home economics granted to men, the highest occurred in 1979 with almost nine percent.

Doctor's Degree

Figure 4 shows the percentage of doctor's degrees in elementary education, home economics, library science, and nursing awarded to men according to the U.S. Department of Health, Education, and Welfare (1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1972, 1973, 1975, 1976a, 1976b, 1977, 1978, 1979, 1980, 1981).

Doctor's degrees in elementary education followed the same pattern as for the master's degrees. There was a steady decline in percentage of degrees earned by males with an exceptionally low point in 1978 of 29 percent. The high point was in 1960 with 73 percent.

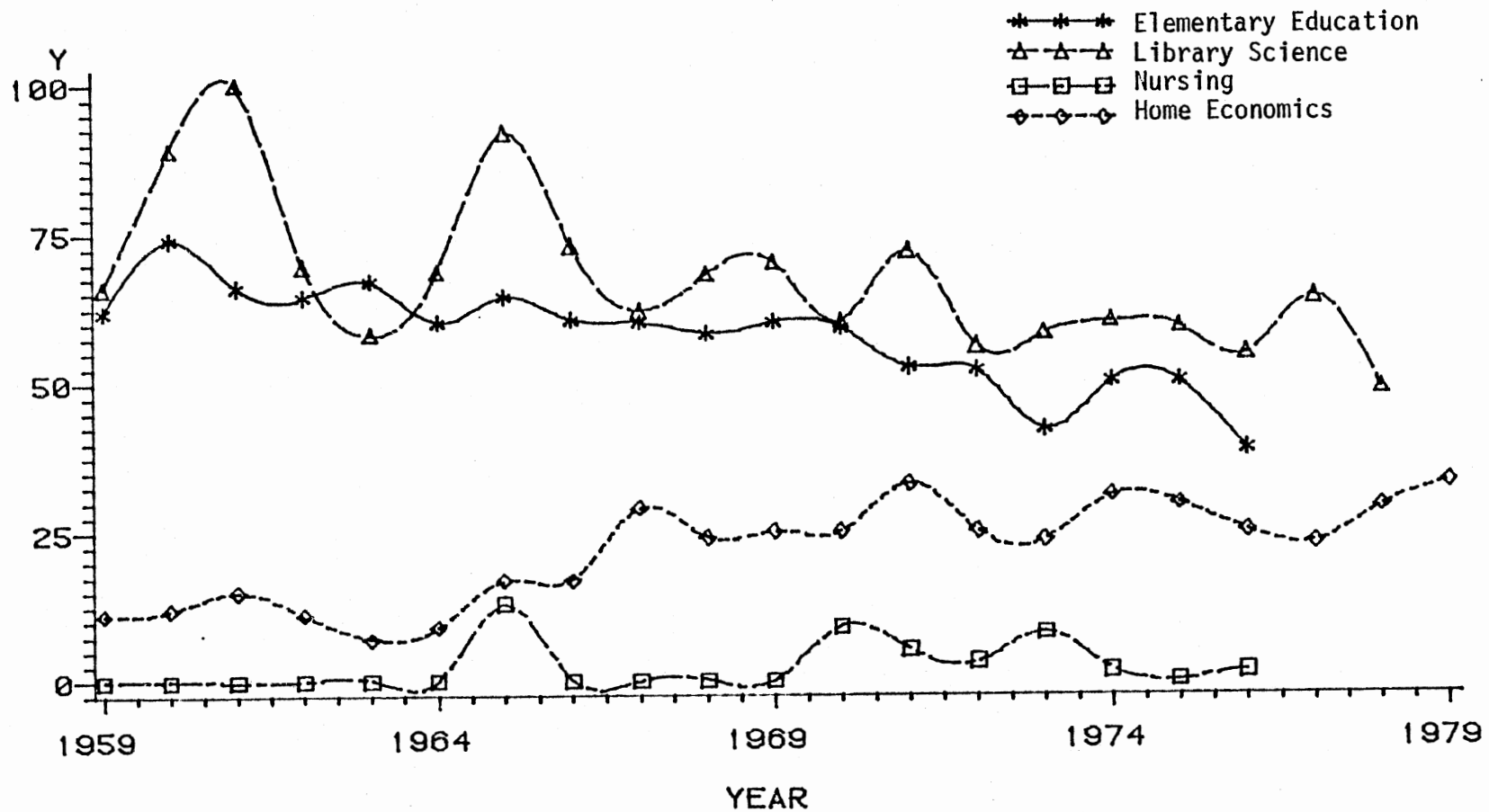


Figure 4. Percentage of Doctor's Degrees Granted to Men in Each of Four Fields in the United States from 1959 Through 1979

An examination of the percentage of doctor's degrees in library science awarded to males revealed a peak in 1961 of 100 percent. There was a decline to 58 percent in 1963, rising to 92 percent in 1965. From 1965 until 1978 there was a steady decline with the lowest point reached in 1978. The entire 20 year period showed the percentage of doctorates in library science earned by males to be above the other three fields described except for 1963.

Males receiving doctor's degrees in nursing stayed basically static for the 20 year period in terms of percentage of degrees earned. There was only one year from 1959 until 1969 when any doctor's degrees were received by men. In 1969, only one male received a doctor's degree but because such a small number of doctor's degrees was conferred that year, the percentage was high (12.5 percent). After 1969, there were still very few doctor's degrees in nursing received by men.

The percentage of doctor's degrees in home economics earned by males showed a slight increase over the 20 year period. The year 1979 had the highest percentage, 32.42 percent. All other fields showed a decline in the percentage of doctor's degrees earned by males.

At all degree levels, the percentage of degrees in home economics earned by males has increased. There was a slight increase in percentage of bachelor's degrees awarded to men in nursing, home economics, and elementary education. At the master's and doctor's degree level, a marked increase was shown only in the field of home economics.

The previous discussion reflects percentages of males receiving degrees rather than actual numbers. Graphing of percentages may not be a true representation of whether actual numbers of degrees received

by men were increasing or decreasing. The actual number of degrees received by men may not have decreased during the years the percentages were lower. There may have been more actual numbers of men receiving degrees during those years, but when the overall total increased, the number of women receiving degrees was proportionally higher.

There were some years with missing data in the fields of elementary education and nursing. This is because elementary education was grouped with all education degrees in some years and nursing degrees were grouped with health professions.

Summary

Chapter II discussed literature related to male involvement in home economics. The historical involvement of men was traced and factors influencing this involvement were discussed. A description of the present involvement and status of men in home economics was given. Finally, male involvement in home economics was compared with other professions traditionally viewed as feminine.

CHAPTER III

PROCEDURE

Chapter III describes the procedures used in conducting the study. Data were from home economists who were members of the American Home Economics Association and who responded to the 1979 AHEA Membership Survey Questionnaire (AHEA, 1978) reproduced in Appendix C. Included in this chapter are descriptions of the population, the survey instrument, collection of the data, selection of variables from the instrument, preparation of data for analysis, a study of nonrespondents, and analytical procedures.

Objectives and Hypotheses

This study sought to develop an educational profile of male home economists through achievement of the following objectives:

1. To describe male professional members of AHEA in terms of the following demographic characteristics:
 - a. Current age
 - b. Racial or ethnic group
 - c. Current marital status
 - d. Individual contribution to household's income
 - e. Size of community of residence
 - f. Annual personal income from employment

2. To describe educational characteristics of male AHEA members categorized by highest degree earned including:
 - a. Major of bachelor's, master's, and doctor's degree
 - b. Year highest degree received
 - c. Age when bachelor's degree received
 - d. Type of institution from which bachelor's degree received
 - e. Plans for an advanced degree
 - f. Current student status
 - (1) whether enrolled as a student
 - (2) if enrolled, whether holding an assistantship
 - g. Content areas in which proficient
 - h. Focus areas in which knowledgeable
 - i. Patterns of majors for individuals with two or more degrees
3. To determine associations among educational, demographic, and employment characteristics including highest degree earned and:
 - a. Current age and age when bachelor's degree received
 - b. Current age and year highest degree received
 - c. Current age and plans for advanced degree
 - d. Current student status and size of community of residence
 - e. Major emphasis of bachelor's, master's, doctor's degree and racial or ethnic group
 - f. Major emphasis of highest degree and content area in which currently proficient
 - g. Major emphasis of highest degree and focus area in which currently knowledgeable

- h. Major emphasis of highest degree and professional section affiliation in AHEA
- i. Major emphasis of highest degree and subject matter section affiliation in AHEA
- j. Major emphasis of bachelor's degree and type of institution from which bachelor's degree received

The analysis of data was structured according to tentative hypotheses stated in Chapter I. These hypotheses were as follows:

1. There is an association between the highest degree earned by male AHEA respondents and each of the following demographic characteristics:
 - a. Current age
 - b. Racial or ethnic group
 - c. Current marital status
 - d. Individual contribution to household's income
 - e. Size of community of residence
 - f. Annual personal income from employment
2. There is an association between the highest degree earned by male AHEA respondents and their educational, demographic and employment characteristics including:
 - a. Current age and age when bachelor's degree received
 - b. Current age and year highest degree received
 - c. Current age and plans for advanced degree
 - d. Current student status and size of community of residence
 - e. Major emphasis of bachelor's, master's, doctor's degree and racial or ethnic group
 - f. Major emphasis of highest degree and content area in which currently proficient

- g. Major emphasis of highest degree and focus area in which currently knowledgeable
- h. Major emphasis of highest degree and professional section affiliation in AHEA
- i. Major emphasis of highest degree and subject matter section affiliation in AHEA
- j. Major emphasis of bachelor's degree and type of institution from which the bachelor's degree was received

Population

In the 1979 AHEA membership survey, questionnaires were sent to the population of 34,562 professional members by AHEA headquarters asking them to participate. Honorary members and undergraduate students were not included in the survey. There were 17,107 nonrespondents to the survey. The 17,455 completed questionnaires returned as of September 5, 1979, represented a 51 percent response rate. Of these completed questionnaires, 16,894 (150 from men and 16,744 from women) were usable. These usable responses represent 49 percent of the total AHEA professional membership as of June 1, 1979 (Fanslow, Andrews, Scruggs, and Vaughn, 1980). The population of concern to this study was all male professional members of AHEA at the time of the AHEA membership survey. The sample was the 150 male members who responded. Although this number is inconsistent with the total number originally reported in the 1979 AHEA Membership Survey Databook (Fanslow et al., 1980), the correct number of males from which usable data were obtained is 150. Corrections were made in the 1979 AHEA Membership Survey Databook prior to analysis for this study. The corrected number of males

responding to the questionnaire represented 0.9 percent of the total number of usable response forms.

Instrument Construction by AHEA

In October, 1977, AHEA President Beverly Crabtree appointed the AHEA Membership Survey Advisory Committee to develop a study for describing characteristics of AHEA members. The committee was made up of Alyce M. Fanslow, chairperson, Mary L. Andrews, Marguerite Scruggs, and Gladys Gary Vaughn. Fanslow et al. (1980) identified the following purposes of the 1979 AHEA membership survey:

- (1) Establish benchmark data from which to measure Association trends and mark points of significant change
- (2) Provide data for supporting systematic and long-range planning of state and national Association programs, priorities, and goals based on member characteristics and needs, as well as societal trends
- (3) Contribute to the research dimension of the Association's programs
- (4) Develop a master computerized resource bank of selected information about Association members
- (5) Obtain a description of the nature and extent of the home economics outreach. (p. 1)

After formulating objectives for the survey, the committee determined three major areas which were to be covered in the questionnaire. These areas were: (1) General Information, (2) Areas of Knowledge and Experience, and (3) Professional and Service Involvement. A total of 68 questions were developed to sample these areas (Fanslow et al., 1980, pp. 1-2).

Suggestions for the content of the questionnaire were solicited through columns placed in the AHEA Action (AHEA, 1978) and many state home economics association newsletters during the winter and spring of 1979. Input from the members was also received by the AHEA Board of Directors at the 1978 AHEA Meeting and Exposition in New Orleans,

Louisiana. Member's suggestions were incorporated into the revised questionnaire where possible.

The questionnaire was pretested by 75 AHEA members and headquarters staff in July and August of 1978 to determine clarity of questions, ease of response, and response time. Final revisions to the questionnaire were made in the fall of 1978 and the questionnaire booklet and machine-scorable response forms were designed, printed, and made available for distribution (Appendix C). These comprehensive membership data were needed for descriptive and analytical study.

An added concern of the AHEA was to be able to identify members with special expertise or characteristics. For this reason, selected items on the questionnaire were marked with asterisks and members were asked to indicate by their signature the purposes for which the data could be used. Responses to items marked with an asterisk would be associated with the members' name and address and were to be placed in a Human Resource File at AHEA headquarters only for members who granted permission. All responses were recorded anonymously for research purposes (Fanslow et al., 1980, p. 3).

Collection of Data by AHEA

On January 26, 1979, the Survey Questionnaire was mailed to 33,601 professional members of the American Home Economics Association. Two follow-up procedures were used: a letter to all members from their 1978-79 state association urging them to respond and a double postcard sent to 19,046 nonrespondents (see Appendix D). Because mail loss occurred, as indicated by a return of the postcards, new questionnaires were sent to 2,183 members at their request. There were 1,430

additional questionnaires sent to new members who joined AHEA after January, 1979. As of September 5, 1979, a total of 17,455 questionnaires had been returned (Fanslow et al., 1980, p. 2).

Aggregate data were recorded on a 9-track 1600 BPI, non-labeled tape and were made available for research purposes. Information collected from those items marked with an asterisk was placed in a separate Human Resource File. Those data are available to AHEA for use in identifying characteristics or expertise of individual members (Fanslow et al., 1980, p. 3).

The American Home Economics Association provided a copy of the data tape to each member of the AHEA Membership Survey Advisory Committee for use in conducting studies that had been approved. This research project is a part of one of the approved studies.

A Study of Nonrespondents

To determine whether bias was present in this survey in terms of whether respondents were different from nonrespondents, a telephone interview was conducted with 110 randomly selected nonrespondents. These interviews, conducted by nine graduate students enrolled in a research methods techniques class at Iowa State University under the direction of Alyce Fanslow, Membership Survey Committee Chairman, included 11 major questions from the questionnaire. To determine if the responses of these 110 nonrespondents differed significantly from the original respondents, the Chi square technique was used to analyze responses to each question.

The results of the analysis showed eight of the nine variables used in this study revealed no significant differences. Only one

variable showed that nonrespondents were significantly different from respondents at the .05 probability level. This item was the racial or ethnic group (Question 4) (Fanslow et al., 1980, pp. 9-13). These findings suggest that minority groups may be slightly underrepresented among the respondents. The random sample of nonrespondents did not include any men. This result was not surprising since only .9 percent of the respondents were men.

Selection of Variables from the Instrument

The following variables from the 1979 AHEA Membership Survey Questionnaire (Appendix C) were selected by the researcher to achieve the objectives of this study:

	<u>Instrument Item Number</u>
I. Demographic Characteristics	
a. Current age	2
b. Racial or ethnic group	4
c. Current marital status	5
d. Individual contribution to household's income	8
e. Size of community of residence	11
II. Educational Characteristics	
a. Highest degree earned	13
b. Major emphasis of bachelor's, master's, and doctor's degrees	15,16,17
c. Age when bachelor's degree received	18
d. Year highest degree received	19
e. Type of institution from which bachelor's degree received	20
f. Plans for an advanced degree	21

	<u>Instrument Item Number</u>
g. Current student status	22
h. Content areas in which proficient	37
i. Focus areas in which knowledgeable	38
III. Employment and Professional Characteristics	
a. Annual personal income from employment	32
b. Professional section affiliation in AHEA	NA
c. Subject matter section affiliation in AHEA	NA

The last two variables were not included in the questionnaire.

Preparation of Data for Analysis

Data were recorded on tape in two forms. First, the raw form of data was a record of whether each individual checked each possible response to an item. The data used in raw form in this study were responses to the following:

	<u>Instrument Item Number</u>
a. Highest degree earned	13
b. Major emphasis of bachelor's degree	15*,16*,17*
c. Content areas in which proficient	37
d. Focus areas in which knowledgeable	38

Secondly, the condensed form of data was a record of responses to items requesting only one response. The response to each item was coded as follows: 1-response a, 2-response b, and continuing in the order they appeared on the questionnaire. Those data used in this study in the condensed form were responses to the following:

	<u>Instrument Item Number</u>
a. Current age	2

	<u>Instrument Item Number</u>
b. Racial or ethnic group	4
c. Current marital status	5
d. Individual contribution to household's income	8*
e. Size of community of residence	11*
f. Age when bachelor's degree received	18
g. Year highest degree earned	19
h. Type of institution from which bachelor's degree received	20
i. Plans for an advanced degree	21*
j. Current student status	22
k. Annual personal income from employment	32*

The next step was to recode specific items to provide a continuum of responses or categorize responses to facilitate analysis. Those items which were recoded are identified in the two preceding lists with an asterisk. Information about the following two variables was obtained from the separate Human Resource File:

- a. Professional section affiliation in AHEA
- b. Subject matter section affiliation in AHEA.

Detailed descriptions of the coding of these two variables and all recoding are listed in Appendix E. An explanation of the Human Resource File was given earlier in this chapter.

Analytical Procedures

A program was written by Dr. William Warde, Oklahoma State University, consulting statistician, to obtain printouts of data from chosen variables from the aggregate data of the 1979 AHEA Membership

Survey. The processing of these variables included frequency of response, response percentages, and three- and four-way cross tabulations. The Chi square technique was used to transfer the data to tables. However, a number of cell frequencies were so sparse that Chi square could not be considered a valid test. Collapsing of the tables to obtain sufficient frequencies would have destroyed meaningfulness of the results. Data from printouts were then transferred to tables included in this study.

The problem of sampling error was eliminated because data from all eligible male respondents were used. The use of interviews to determine problems of bias because of nonresponse has previously been discussed in this chapter.

In most instances, results of the analyses of data were reported in the form of frequencies and percentages in multiple classification tables. Associations among variables were determined by visual examination of the frequency distributions. As frequency distributions reported on the multiple-classification tables were visually inspected, the following types of questions were considered in deciding about possible associations between variables. Where do the largest numbers of respondents fall within each highest-degree group in relation to the other variable(s) in the table? Where is the median located within each highest-degree group and how do the medians compare across highest-degree groups on the other variable(s)? Do the ranges of the distributions on the variable(s) differ across the highest-degree groups? Do the patterns of the frequencies shown on the two-way tables, which can be considered as scatter diagrams, portray a correlation between the two variables? The extent of association was judged in terms of the

consistency of evidence across highest-degree groups or the extent to which a linear pattern was shown on the tables and the position of any linear pattern. The researcher's conclusions based on visual examination of the data were confirmed by members of her committee.

Item number 20 of the 1979 AHEA Membership Questionnaire, "Type of institution from which bachelor's degree received" (AHEA, 1978, p. 4), contained sufficient frequencies with minor collapsing to compute Chi square. The following formula was used:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

For this formula, f_o represented observed frequencies and f_e represented expected frequencies.

Summary

This chapter presents the overall procedures of the study. Objectives and hypotheses, survey population, instrument by AHEA, data collection by AHEA, a study of nonrespondents, selection of variables from the instrument, preparation of data for analysis and analytical procedures are discussed. In the following chapter, results of the study are presented and discussed.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

Chapter IV provides a description of the sample and results of the analyses of the data obtained from the investigative procedures described in Chapter III. Findings are discussed.

The sample of this study was the 150 males throughout the United States who were members of the American Home Economics Association at the time of the 1979 membership survey and who voluntarily responded to the survey. Males constituted .9 percent of the respondents in the 1979 AHEA study.

The variable, highest degree earned, was used to categorize the sample as the basis for examination of other variables. These other variables used to describe the sample were classified as (1) demographic characteristics, (2) educational characteristics, or (3) employment characteristics. For a complete list of these variables, see Chapter III, Selection of Variables from the Instrument.

The first portion of this chapter summarizes the demographic data of the participants. These data were analyzed by visual examination and no statistical tests were conducted. The second portion of this chapter examines data on educational characteristics. The final portion examines the association between highest degree earned and educational, demographic, and employment characteristics of the respondents.

Highest Degree Earned

Table IV presents male respondents by highest degree earned. An examination of this table revealed that approximately two-thirds of the men held doctor's degrees. The smallest group, whose who had received the specialist's degree, made up only two percent of the sample. Over twice as many men had earned the master's degree as had earned only a bachelor's degree. Three times as many men had doctor's degrees as had master's degrees.

TABLE IV
DISTRIBUTION OF MALE RESPONDENTS
BY HIGHEST DEGREE

Highest Degree	Number	Percent
Bachelor's	15	10.00
Master's	33	22.00
Specialist's	3	2.00
Doctor's	<u>99</u>	<u>66.00</u>
Total	150	100.00

These findings support the conclusion that male members of AHEA tend to have doctor's degrees. It appears that few men belong to AHEA prior to earning the doctorate.

Association Between Highest Degree and Demographic Characteristics

In order to determine if there was an association between highest degree and selected demographic characteristics of male AHEA respondents, a visual inspection of frequency distributions was utilized. Results of this inspection are discussed in the following section. The first tentative hypothesis was as follows: There is an association between the highest degree earned by male AHEA respondents and each of the following demographic characteristics:

- a. Current age
- b. Racial or ethnic group
- c. Current marital status
- d. Individual contribution to household's income
- e. Size of community of residence
- f. Annual personal income from employment.

Current Age

Table V presents the distribution of male respondents by highest degree and age. Approximately 40 percent of the men were 35 years of age or under. Almost three-fourths of those with bachelor's degrees as the highest degree and one-half of those with master's degrees as the highest degree were no more than 30 years of age. A majority (approximately 52%) of those respondents with doctor's degrees were 45 years or under. All eight men over 60 years of age had doctor's degrees.

Results of this inspection determined there was an association between current age and highest degree. The age of respondents increased

TABLE V
DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
ACCORDING TO CURRENT AGE

Age Range	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
25 years or under	4	2			6	4.00
26-30 years	7	14	1	4	26	17.33
31-35 years	2	4		22	28	18.67
36-40 years	1	3	2	15	21	14.00
41-45 years		2		10	12	8.00
46-50 years		4		12	16	10.67
51-55 years		1		16	17	11.33
56-60 years	1	1		12	14	9.33
61-65 years				5	5	3.33
66-70 years				2	2	1.33
71-75 years				1	1	.67
Unusable response ^a		2			2	1.33
Total	15	33	3	99	150	99.99 ^b

^aIn this and in subsequent tables responses are categorized as unusable if they are incomplete or represent obvious errors such as providing multiple responses to a single response item or obviously contradictory information (e.g., currently 25 years of age or under and earned doctor's degree in 1939 or earlier).

^bIn this and in subsequent tables the percentage may not be 100 percent because of rounding discrepancies.

proportionately with the level of degree. Those males with a doctor's degree as the highest degree were somewhat older than those males with either the bachelor's or master's degree as the highest degree.

Racial or Ethnic Group

The distribution of male respondents by highest degree and racial or ethnic group is shown in Table VI. The largest racial group is white (about 95 percent). The largest minority group, the American Indian, accounts for only two percent of the total group. The percentage of minority groups decreases with the highest degree. Minority groups represented 13 percent of those respondents with the bachelor's degree as the highest degree, 6 percent of those with the master's degree, and only 3 percent of those with the doctor's degree.

Results of an inspection of Table VI determined there was an association between racial or ethnic group and highest degree. The percentage of minority groups decrease with both the master's and doctor's degree. These findings may not be conclusive because a separate study (Fanslow et al., 1980) revealed that minorities may be underrepresented among the respondents in this study and because the number of minority males is small.

Current Marital Status

Table VII presents the distribution of male respondents by highest degree and marital status. The majority of the total respondents (70%) were married. However, slightly more than half (55%) of those males with the bachelor's degree as the highest degree were single. Approximately 80 percent of males with doctor's degrees were married.

TABLE VI
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO RACIAL OR ETHNIC GROUP

Racial/Ethnic Group	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Alaskan Native						
American Indian		1		2	3	2.00
Asian or Pacific Islander		1		1	2	1.33
Black	1				1	.67
Spanish or Mexican heritage	1				1	.67
White (other than Spanish heritage)	13	31	3	96	143	95.33
Total	15	33	3	99	150	100.00

TABLE VII
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO CURRENT MARITAL STATUS

Marital Status	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Single, never married	8	10	1	7	26	17.33
Married	6	19	1	79	105	70.00
Divorced	1	2	1	4	8	5.33
Widowed				2	2	1.33
Separated		1		2	3	2.00
Unusable response		1		5	6	4.00
Total	15	33	3	99	150	99.99

More than half of those with the master's degree were married.

Results of this visual inspection revealed there was an association between marital status and highest degree. The proportion of married males increased with the level of degree.

Individual Contribution to Household's Income

The distribution of male respondents by highest degree and individual contribution to the immediate household's money income is shown in Table VIII. An examination of the table revealed that, at every degree level, the majority of male respondents were either the major source or sole source of the immediate household's income. However, those with doctor's degrees had the largest proportion (75%) falling into one of these two categories. Only slightly more than seven percent of all male respondents contributed 40 percent or less to the household's income.

Results of a visual inspection revealed there was a slight association between individual contribution to household's income and degree level. Although there was little difference between the bachelor's and master's degree levels, those males with doctor's degrees contributed a larger portion to the household income. About 67 percent of those males with only a bachelor's degree were the sole/major source of household income while 62.5 percent of those males with master's degrees as the highest degree were the major or sole source.

Size of Community of Residence

Table IX presents the distribution of male respondents by highest

TABLE VIII
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO THE INDIVIDUAL CONTRIBUTION TO THE
 HOUSEHOLD'S INCOME

Contribution	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Minor source ^a	2	3		1	6	4.00
Contributing source ^b		2		3	5	3.33
Co-equal source ^c	3	7	1	13	24	16.00
Major source ^d	2	10	2	40	54	36.00
Sole source ^e	8	10		35	53	35.33
Unusable response		1		7	8	5.33
Total	15	33	3	99	150	99.99

^aMinor or non-contributing source of income (less than 10%)

^bContributing source of income (10-40%)

^cCo-equal source of income (approximately 40-60%)

^dMajor source of income (more than 60%)

^eSole source of income

TABLE IX
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO SIZE OF THE COMMUNITY OF RESIDENCE

Community Size	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
In rural area ^a				5	5	3.33
In or near town ^b		2		4	6	4.00
In or near city ^c	2	6		13	21	14.00
In urban area ^d	2	9	2	33	46	30.67
In metropolitan area of 50,000-499,999 ^e	3	9	1	29	42	28.00
In metropolitan area of 500,000 or more ^f	6	4		10	20	13.33
Unusable response	2	3		5	10	6.67
Total	15	33	3	99	150	100.00

^aIn rural area with no population center as large as 2,500

^bIn or near town of 2,500-9,999

^cIn or near city of 10,000-24,999

^dIn urban area of 25,000-49,999

^eIn metropolitan area of 50,000-499,999

^fIn metropolitan area of 500,000 or more

degree and the size of the community in which they resided. Almost 60 percent of all male respondents resided in either urban areas with population of 25,000-49,000 or in metropolitan areas with population of 50,000-499,999. About 23 percent lived in smaller communities than these while about 14 percent lived in communities larger than these areas. A larger percentage of those with bachelor's degrees as the highest degree (40%) resided in metropolitan areas than did those with master's, specialist's, or doctor's degrees as the highest degree. The smallest percentage (about 3%) resided in rural areas and all those respondents had earned a doctor's degree.

This inspection of Table IX revealed a slight association between size of community of residence and highest degree. Those males with the bachelor's degree as the highest degree tended to live in larger communities than those males who had received higher degrees.

Annual Personal Income from Employment

A distribution of male respondents by highest degree and estimated annual personal income from all sources of employment is shown in Table X. The median income range for all male respondents is \$20,000 to \$24,999. The estimated annual personal income increased with the level of degree in the majority of responses. Over 50 percent of those males with doctor's degrees made \$25,000 or over while approximately 23 percent of those with the master's degree as the highest degree made \$25,000 or over. Only about 17 percent of those males with the bachelor's degree as the highest degree made \$25,000 or over per year.

The median annual income for those males with bachelor's degree as

TABLE X
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO ESTIMATED ANNUAL PERSONAL INCOME
 FROM ALL SOURCES OF EMPLOYMENT

Income	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
\$ 4,999 or under		5		2	7	4.67
5,000 - 9,999	2	1		1	4	2.67
10,000 - 14,999	4	7	1	1	13	8.67
15,000 - 19,999	1	7		10	18	12.00
20,000 - 24,999	3	3	1	26	33	22.00
25,000 - 29,999	1	2	1	15	19	12.67
30,000 - 39,999	1	5		21	27	18.00
40,000 - 49,999				10	10	6.67
50,000 - 59,999				4	4	2.67
60,000 - 69,999				1	1	.67
70,000 or over						
Unusable response	3	3		8	14	9.33
Total	15	33	3	99	150	99.95

the highest degree was \$14,999. For those males with the master's degree as the highest degree, the median annual income range was \$15,000-\$19,999. The median annual income range for males with the doctor's degree as the highest degree was \$25,000-\$29,000.

This inspection revealed that an association does exist between income and highest degree. Based on medians, as the degree level increased the income increased.

Educational Characteristics

The following portion of the chapter provides data on educational characteristics of the respondents. A visual examination provided an educational profile of male respondents. These data were analyzed for relationships. No hypotheses were formulated and no statistical tests were conducted.

Major of Bachelor's Degree

A distribution of male respondents by highest degree and major emphasis of the bachelor's degree is presented in Table XI. A complete listing of all areas included in each major is included in Appendix E.

In general each major included the following areas:

1. Consumer Studies, Family Economics/Management
 - a. Consumer studies
 - b. Family economics/management
2. Family Relations and Child Development
 - a. Family relations and child development
 - b. Social sciences
 - c. Humanities

TABLE XI
DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
ACCORDING TO MAJOR OF BACHELOR'S DEGREE

Major	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist	Doctor's		
Consumer Economics ^a		2			2	1.33
Family Relations ^b	1	9	1	43	54	36.00
Foods and Nutrition ^c	11	5		20	36	24.00
Housing, Equipment ^d		8	1	18	27	18.00
Textiles, Clothing ^e	2	6		11	19	12.67
Home Economics Education ^f	1	3	1	7	12	8.00
Total	15	33	3	99	150	100.00

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFoods and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, Home Economics Education

3. Food and Nutrition, Institutional Management
 - a. Foods and nutrition
 - b. Institutional management
 - c. Agriculture
 - d. Biological sciences
4. Household Equipment, Housing and Design
 - a. Household equipment
 - b. Housing and design
 - c. Art and design
 - d. Physical sciences
 - e. Urban studies
5. Textiles, Clothing, and Merchandising
 - a. Textiles, clothing, merchandising
 - b. Business
6. Home Economics Education
 - a. Home economics education
 - b. General home economics
 - c. Home economics communications
 - d. Home economics community services
 - e. Education

This system of categorization had its limitations as can be seen from examining the precise coding plan explained in Appendix E. For example, an individual who marked none of the home economics areas identified as a. through l. on item 15, 16, or 17 of the questionnaire and who marked more than one of the related areas identified as m. through u. for that same item, was not included in any of the five categories of majors. In this study majors of such individuals were

identified as "none of the above" and included with unusable responses in the tables.

As a means of assessing the adequacy of the categorization system, two-way distributions of major by subject matter section of AHEA and of major by professional section of AHEA were examined. Based on these examinations, the researcher judged that most individuals were appropriately classified.

An examination of the Table XI revealed that almost three-fourths of all respondents with a bachelor's degree as the highest degree had a major in foods and nutrition. Slightly less than one-fourth of the total group had this major for the bachelor's degree.

Approximately 27 percent of those respondents with the master's degree as the highest degree majored in the area of family relations and child development at the bachelor's degree level. About the same percentage (24%) majored in the area of household equipment, housing or design. The remainder of males with master's degrees as the highest degree were scattered among other areas of concentration.

Those males with doctor's degrees as the highest degree clustered predominantly in the area of family relations and child development as the major emphasis of the bachelor's degree. The next two areas most frequently chosen were food and nutrition (about 20%) and household equipment, housing and design (approximately 18%).

Major of Master's Degree

Table XII shows the distribution of male respondents by highest degree and major emphasis of the master's degree. The majority (approximately 45%) of those respondents with the master's degree as

TABLE XII
DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
ACCORDING TO MAJOR OF MASTER'S DEGREE

Major	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Consumer Economics ^a		2	1	3	6	4.00
Family Relations ^b		15		42	57	38.00
Foods and Nutrition ^c	1	7		19	27	18.00
Housing, Equipment ^d		3	1	4	8	5.33
Textiles, Clothing ^e		2		9	11	7.33
Home Economics Education ^f		4		8	12	8.00
Not applicable ^g	10		1	10	21	14.00
Unusable response	4			4	8	5.33
Total	15	33	3	99	150	99.99

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFoods and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, Home Economics Education

^gIn this and subsequent tables the term, not applicable, refers to an actual response option provided on the questionnaire.

the highest degree chose family relations and child development as the major emphasis of the master's degree. The area of food and nutrition accounted for approximately 21 percent of the respondents' majors at the master's degree, and the remainder were scattered throughout the other areas of concentration.

For those males with the doctor's degree as the highest degree, over two-fifths (42%) majored in family relations and child development for the master's degree. A little less than one-fifth (approximately 19%) majored in food and nutrition or institutional administration at the master's degree level. The area chosen the least was consumer studies, family economics/management. Only about 3 percent of those with the doctor's degree chose this area at the master's level. The one respondent with only a bachelor's degree who checked a major for the master's degree was possibly a student at the time of this survey.

Major of Doctor's Degree

A distribution of male respondents and major emphasis of the doctor's degree is shown in Table XIII. Those respondents with the master's degree as the highest degree who checked a major of the doctor's degree were evidently students enrolled in a doctorate program. For this group of respondents, the highest percent (33% of those checking a major) chose the area of family relations and child development as the major of the doctor's degree.

For those respondents who had a doctor's degree, the largest group (approximately 42%) majored in family relations and child development at the doctor's level. The second largest group majored in food

TABLE XIII

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO MAJOR OF DOCTOR'S DEGREE

Major	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Consumer Economics ^a		1		7	8	5.33
Family Relations ^b		3		42	45	30.00
Foods and Nutrition ^c		2		18	20	13.33
Housing, Equipment ^d			1	7	8	5.33
Textiles, Clothing ^e		1		6	7	4.67
Home Economics Education ^f		2		9	11	7.33
Not applicable	5	2	2		9	6.00
Unusable Response	10	22		10	42	28.00
Total	15	33	3	99	150	99.99

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFoods and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, Home Economics Education

and nutrition and institutional administration. This area accounted for 18 percent of the respondents with a doctor's degree.

Year Highest Degree Received

Table XIV presents the distribution of male respondents by highest degree according to the year the highest degree was received. The largest group of respondents (32%) received their highest degrees in the years of 1970-1975. Approximately 29 percent of those with doctor's degrees received this degree during the same time period, 1970-1975. Only 2 percent of the total number of degrees were received in 1939 or earlier. From 1939 until 1975, the number earning doctor's degrees increased although the number in the 1950's and 1960's was the same.

The largest percentage (60%) of bachelor's degrees as the highest degree were received in 1976 or later. Of those with master's degree as the highest degree, approximately 42 percent were received between 1970 and 1975 while about 36 percent received the master's degree in 1976 or later.

Age When Bachelor's Degree Received

A distribution of male respondents by highest degree according to the age range when bachelor's degree received is shown in Table XV. The majority of all respondents (approximately 83%) received the bachelor's degree at 25 years or under. Only about 1 percent received the bachelor's degree above the age of 30. Approximately 13 percent received the bachelor's degree between the ages of 26 and 30 years.

TABLE XIV
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO YEAR HIGHEST DEGREE RECEIVED

Year	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
1939 or earlier				3	3	2.00
1940-1949				5	5	3.33
1950-1959		4		20	24	16.00
1960-1969	1	3	2	20	26	17.33
1970-1975	4	14	1	29	48	32.00
1976 or later	9	12		20	41	27.33
Unusable response	1			2	3	2.00
Total	15	33	3	99	150	99.99

TABLE XV

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST
DEGREE ACCORDING TO AGE RANGE WHEN
BACHELOR'S DEGREE RECEIVED

Age Range	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
25 years or under	11	28	3	82	124	82.67
26-30 years	2	4		13	19	12.67
31-35 years	1				1	.67
36-40 years				1	1	.67
41-45 years						
46-50 years						
51 years or over						
Unusable response	1	1		3	5	3.33
Total	15	33	3	99	150	100.01

Type of Institution

Table XVI shows the distribution of male respondents according to the type of institution from which the bachelor's degree was received. The largest percentage (about 41%) of the total respondents received the bachelor's degree from land-grant institutions. Private colleges or universities accounted for about 29 percent of the institutions from which the bachelor's degree was received, while state colleges or universities accounted for approximately 21 percent. Only about 3 percent of the bachelor's degrees were received outside the United States.

While the majority of respondents with both the bachelor's degree and master's degree as highest degrees received the bachelor's at land-grant universities, those respondents with a doctor's degree differed somewhat. Almost equal numbers of those with doctor's degrees received the bachelor's degree at land-grant institutions or private colleges or universities (34%). Those respondents with doctor's degrees who received the bachelor's degree at state colleges or universities accounted for 18 percent.

Plans for an Advanced Degree

The distribution of male respondents by highest degree according to plans for an advanced degree is shown in Table XVII. The majority (about 87%) of those respondents with the bachelor's degree as the highest degree were planning to begin a degree program (about 53%) or were enrolled in a degree program (approximately 33%).

Of those respondents with the master's degree, only about 12 percent had no plans for an advanced degree. Over one-third

TABLE XVI

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO TYPE OF INSTITUTION FROM WHICH
 BACHELOR'S DEGREE RECEIVED

Type of Institution	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Land-grant institution	9	17	1	35	62	41.33
State college or university (not land-grant)	5	6	2	18	31	20.67
Private college or university	1	9		34	44	29.33
Institution outside USA				5	5	3.33
Unusable response		1		7	8	5.33
Total	15	33	3	99	150	99.99

TABLE XVII
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO PLANS FOR ADVANCED DEGREE

Plans for Advanced Degree	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
No plans ^a	1	4		6	11	7.33
Planning in unspecified future ^b	3	7			10	6.67
Planning within 2-3 years ^c	5	5	1	1	12	8.00
Presently in program; complete in more than 12 months ^d	3	7	1		11	7.33
Presently in program; complete within 9-12 months ^e	2	9		2	13	8.67
None; completed highest degree ^f		1	1	86	88	58.67
Unusable response	1			4	5	3.33
Total	15	33	3	99	150	100.00

^aNo plans for another degree

^bPlanning to begin a degree program in the unspecified future

^cPlanning to begin a degree program within 2-3 years

^dPresently in a degree program, completion date more than 12 months

^ePresently in a degree program, to be completed within 9-12 months

^fNone; completed highest degree available in my field

(approximately 36%) were planning to enter a degree program. Almost half (about 48%) were enrolled in a degree program and about 27 percent of those men with a master's degree were to complete the program within 9 to 12 months. The association between highest degree and plans for advanced degree was discussed extensively by Bierbower (1981).

Current Student Status

Table XVIII shows the distribution of male respondents by highest degree according to current student status. Over three-fourths (about 79%) were not currently enrolled as students. Almost half (about 40%) of those respondents with a bachelor's degree as the highest degree were enrolled in a program and none of these students had an assistantship.

Of those respondents with a master's degree as the highest degree, about 49 percent were currently students. The same percentage (about 24%) have an assistantship as the ones who were students without an assistantship.

Content Areas in Which Proficient

Table XIX shows the distribution of male respondents by highest degree according to the content areas in which respondents felt currently proficient. Respondents could mark no more than three responses to this item. For the total 150 respondents, the areas in which the most respondents felt proficient were family relations (about 35%), child development (about 31%), human nutrition/dietetics (approximately 19%), and institutional administration (14%).

TABLE XVIII
 DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO CURRENT STUDENT STATUS

Student Status	Highest Degree				Total	Percent
	Bachelor's	Master's	Specialist's	Doctor's		
Not enrolled as student	8	15	2	93	118	78.67
Student without assistantship	6	8	1	2	17	11.33
Student with assistantship		8	0	1	9	6.00
Unusable response	1	2	0	3	6	4.00
Total	15	33	3	99	150	100.00

TABLE XIX

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE
 ACCORDING TO CONTENT AREAS IN WHICH
 CURRENTLY PROFICIENT

Proficiencies	Highest Degree				Total
	Bachelor's	Master's	Specialist's	Doctor's	
Adult Education	3	8	1	8	20
Communications	1	3		8	12
Community Services		1		8	9
General Home Economics	1	3	1	5	10
Home Economics Teacher Education	1		1		2
Professional Development		4		7	11
Art and Design	2	2	1	3	8
Household Equipment	1			2	3
Housing		2		7	9
Interior Design		3		2	5
Child Development	1	11		34	46
Family Relationships	1	11	2	38	52
Rehabilitation		1		1	2
Clothing	1	2		5	8
Merchandising	2	4		6	12
Textiles				7	7
Consumer Services	3	2		11	16
Family Economics/Family Resource Management	1	2		14	17
Food Science	4	4		10	18
Human Nutrition/Dietetics	6	3		19	28
Institutional Administration	7	9		5	21
Total	35	75	6	200	316

For the total 150 respondents, those content areas in which the least respondents felt proficient were home economics teacher education (about 1%), rehabilitation (about 1%), household equipment (approximately 2.7%), and interior design (about 3%).

A grouping of the content areas as they are related to major emphasis of degrees provided a clue to the specializations of respondents within majors. The content areas related to home economics education were adult education, communications, community services, general home economics, home economics teacher education, and professional development. Home economics education was the major emphasis of at least one degree for 14 respondents. For those proficiencies related to home economics education, 20 were proficient in adult education. Only two of the respondents felt proficient in home economics teacher education.

Content areas related to the major of housing and equipment were art and design, household equipment, and interior design. There were 20 respondents who received at least one degree with a major in housing or household equipment. A total of nine respondents were proficient in housing. This content area was checked more times than the other two areas related to housing and equipment.

Child development, family relationships, and rehabilitation were considered to be content areas most related to the major of family relations. Family relations and child development was the major emphasis of at least one degree for 57 of the respondents. The area of family relationships was checked by 52 of the respondents as a proficiency. More of the respondents felt proficient in this content area than the other areas related to this major, but almost as many

were proficient in child development. Only two of the respondents were proficient in rehabilitation.

Clothing, merchandising, and textiles were content areas related to the major of textiles and clothing. A total of 12 respondents majored in textiles and clothing for at least one degree. The content area checked by more of the respondents was merchandising. A total of 12 respondents were proficient in merchandising.

Only two content areas were closely related to the consumer economics major. They were consumer services and family economics/family resource management. Although only nine respondents majored in consumer economics for at least one degree, 16 respondents were proficient in consumer services and 17 respondents were proficient in family economics/family resource management.

Content areas related to food and nutrition were food science, human nutrition/dietetics, and institutional administration. Of the total 150 respondents, food and nutrition was the major emphasis of at least one degree of 30 of the respondents. A total of 28 respondents were proficient in human nutrition/dietetics. This content area proficiency was checked more times than the other two content areas related to food and nutrition.

Focus Areas in Which Knowledgeable

The distribution of male respondents by highest degree according to the focus areas in which respondents were currently knowledgeable is shown in Table XX. Respondents were instructed to mark all that applied. Of the total 150 respondents, more respondents felt they were knowledgeable in the following focus areas: parenting education

TABLE XX

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE ACCORDING TO
FOCUS AREA IN WHICH CURRENTLY KNOWLEDGEABLE

Focus	Highest Degree				Total ^a
	Bachelor's	Master's	Specialist's	Doctor's	
Parenting Education	1	10	1	41	53
Consumer Education and/or Protection	2	11	2	29	44
Care and Services for Youth	2	9		26	37
Nutrition Education	6	7		24	37
Sex Education and Family Planning	1	8	1	24	34
Care and Service for the Elderly	2	6		25	33
Career Education	2	12		18	32
Teen-age Pregnancy		8		20	28
World Food Policy	2	3		19	24
Effects of Employment Pattern Practices on Family		3		21	24
Community Development (Rural/Urban)		7		17	24
Management of Energy Resources	2	4	1	16	23
Equality for Women and/or Minorities		3	1	17	21
Domestic Violence	1	3		16	20
Employment Training	2	10		7	19
Housing Policy	1	3		14	18
Services to Limited/Income Families	1	4		13	18
Health Services		3	1	13	17
Environmental Protection	1	4		10	15
Displaced Homemakers	1	5		9	15
International Development		4		9	13
Care and Services for Handicapped	1	4		8	13
Drug and Alcohol Use		5	1	6	12
Effects of Television on Families			1	11	12
Crime, Delinquency, and Rehabilitation		2		3	5
Total	28	138	9	416	591

^aRespondents could mark all that applied.

(about 35%), consumer education and/or protection (about 29%), care and services for youth and nutrition education were checked by about 25 percent of the total respondents. A little over one-fifth of the respondents checked sex education and family planning and care and services for the elderly.

Crime, delinquency, and rehabilitation was the focus area in which fewest respondents felt knowledgeable. Only about 3 percent checked this area. Only 8 percent felt knowledgeable in the areas of drug and alcohol use and the effects of television on families.

Patterns of Majors-Master's Degree

Tables XXI and XXII show the patterns of the major emphases of the bachelor's and master's degree for those male respondents who had received the master's degree as the highest degree. The list showing what areas are grouped in each area is shown in Appendix E. A visual examination revealed that the major emphasis of the bachelor's and master's degree was the same for 18 of the 33 respondents (approximately 54%).

A total of 15 respondents changed the major emphasis from the bachelor's to the master's degree. Table XXI focuses on the major emphasis of the master's degree and the major emphasis from which they came at the bachelor's level. Both of the respondents who majored in consumer economics at the master's level came from the area of family relations. The area of family relations gained eight degree recipients at the master's degree level who majored in another area at the bachelor's level. One had received a bachelor's degree in consumer economics, one in home economics education, four in housing and equipment, and one in textiles and clothing.

TABLE XXI

DISTRIBUTION OF MASTER'S DEGREE MALE RESPONDENTS
BY MAJOR EMPHASIS OF MASTER'S DEGREE AND THE
MAJOR EMPHASIS FROM WHICH THEY CAME AT THE
BACHELOR'S LEVEL

Category	Major Emphasis of Degrees		No.
	Master's	Bachelor's	
Same major for both degrees	Consumer Economics	Consumer Economics	0
	Family Relations	Family Relations	7
	Food and Nutrition	Food and Nutrition	4
	Home Economics Education	Home Economics Education	2
	Housing, Equipment	Housing, Equipment	3
	Textiles, Clothing	Textiles, Clothing	2
Different majors for the two degrees	Consumer Economics	Family Relations	2
	Consumer Economics	Food and Nutrition	0
	Consumer Economics	Home Economics Education	0
	Consumer Economics	Housing, Equipment	0
	Consumer Economics	Textiles, Clothing	0
	Family Relations	Consumer Economics	1
	Family Relations	Food and Nutrition	1
	Family Relations	Home Economics Education	1
	Family Relations	Housing, Equipment	4
	Family Relations	Textiles, Clothing	1
	Food and Nutrition	Consumer Economics	1
	Food and Nutrition	Family Relations	0
	Food and Nutrition	Home Economics Education	0
	Food and Nutrition	Housing, Equipment	1
	Food and Nutrition	Textiles, Clothing	1
	Home Economics Education	Consumer Economics	0
	Home Economics Education	Family Relations	0
	Home Economics Education	Food and Nutrition	0
	Home Economics Education	Housing, Equipment	0
	Home Economics Education	Textiles, Clothing	2
	Housing, Equipment	Consumer Economics	0
	Housing, Equipment	Family Relations	0
	Housing, Equipment	Food and Nutrition	0
Housing, Equipment	Home Economics Education	0	
Housing, Equipment	Textiles, Clothing	0	
Textiles, Clothing	Consumer Economics	0	
Textiles, Clothing	Family Relations	0	
Textiles, Clothing	Food and Nutrition	0	
Textiles, Clothing	Home Economics Education	0	
Textiles, Clothing	Housing, Equipment	0	

TABLE XXII
 PATTERNS OF MAJOR EMPHASIS FOR TWO DEGREES
 ORGANIZED BY MAJOR EMPHASIS AT THE
 BACHELOR'S DEGREE

Major Emphasis of Degree		No.
Master's	Bachelor's	
Consumer Economics	Consumer Economics	0
Family Relations	Consumer Economics	1
Food and Nutrition	Consumer Economics	1
Home Economics Education	Consumer Economics	0
Housing, Equipment	Consumer Economics	0
Textiles, Clothing	Consumer Economics	0
Family Relations	Family Relations	7
Consumer Economics	Family Relations	2
Food and Nutrition	Family Relations	0
Home Economics Education	Family Relations	0
Housing, Equipment	Family Relations	0
Textiles, Clothing	Family Relations	0
Food and Nutrition	Food and Nutrition	4
Consumer Economics	Food and Nutrition	0
Family Relations	Food and Nutrition	1
Home Economics Education	Food and Nutrition	0
Housing, Equipment	Food and Nutrition	0
Textiles, Clothing	Food and Nutrition	0
Home Economics Education	Home Economics Education	2
Consumer Economics	Home Economics Education	0
Family Relations	Home Economics Education	1
Food and Nutrition	Home Economics Education	0
Housing, Equipment	Home Economics Education	0
Textiles, Clothing	Home Economics Education	0
Housing, Equipment	Housing, Equipment	3
Consumer Economics	Housing, Equipment	0
Family Relations	Housing, Equipment	4
Food and Nutrition	Housing, Equipment	1
Home Economics Education	Housing, Equipment	0
Textiles, Clothing	Housing, Equipment	0
Textiles, Clothing	Textiles, Clothing	2
Consumer Economics	Textiles, Clothing	0
Family Relations	Textiles, Clothing	1
Food and Nutrition	Textiles, Clothing	1
Home Economics Education	Textiles, Clothing	2
Housing, Equipment	Textiles, Clothing	0

Three respondents who majored at the master's degree level in food and nutrition had received the bachelor's degree in another area. Of these three respondents, one had majored in consumer economics at the bachelor's degree level, one had majored in housing and equipment, and one had majored in textiles and clothing.

The major emphasis at the master's degree level of food and nutrition gained three of the respondents who had majored in another area at the bachelor's degree level. Of these three respondents who had changed majors, one came from the area of consumer economics, one from housing and equipment, and one from the area of textiles and clothing.

Table XXII focuses on the major of the master's and bachelor's degrees organized by emphasis of the bachelor's degrees. This table more clearly represents into what area at the master's degree level the respondents went if the major was different from that of the bachelor's degree. The two respondents who received the bachelor's degree in the area of consumer economics who changed majors at the master's degree level went to the areas of family relations and food and nutrition.

A total of two respondents also changed majors from the area of family relations at the bachelor's degree level. Both of these respondents went to the area of consumer economics.

The area of food and nutrition had only one respondent who changed majors from the bachelor's to the master's degree level. That respondent went to the area of family relations.

Only one respondent changed the major between the two degree levels in the area of home economics education. That respondent received his master's degree in the area of family relations.

The area of housing and equipment had five respondents who changed majors. Four received the master's degree in family relations and one went to the area of food and nutrition.

Of the six respondents who received the bachelor's degree with a major in textiles and clothing, four received the master's degree in another area. One of these respondents received the master's degree in family relations, one in food and nutrition, and two in home economics education.

Of the 16 respondents currently enrolled in a degree program, nine respondents with the master's degree as the highest degree listed the major emphasis of the doctor's degree. For those nine males, two listed the same major emphasis for only the master's and doctor's degrees. The same major emphasis for all three degrees was listed by three of the respondents. After adding these nine respondents identifying a major for the doctor's degree, the total number of respondents who listed at least two degrees with the same major emphasis was 20. The total number of respondents who changed the major emphasis from the bachelor's to master's degree level was 15 (about 45%).

Patterns of Majors-Doctor's Degree

The patterns of the major emphasis of the bachelor's, master's, and doctor's degrees for those respondents with the doctor's degree as the highest degree are shown in Table XXIII. Table XXIII shows the response of 0 or NA for eight of the respondents. Possibly the respondents responding "not applicable" received a doctor's degree after the bachelor's without receiving a master's degree. If the

TABLE XXIII

PATTERNS OF MAJOR EMPHASIS FOR THREE DEGREES
 ORGANIZED BY MAJOR EMPHASIS
 AT THE MASTER'S DEGREE

Major Emphasis of Degree ^a			
Doctor's	Master's	Bachelor's	Number
Family Relations	Family Relations	Family Relations	26
-	Family Relations	Family Relations	3
Consumer Economics	Family Relations	Family Relations	1
Household Equipment	Family Relations	Family Relations	2
Family Relations	Family Relations	Food and Nutrition	4
Family Relations	Family Relations	Household Equipment	3
Family Relations	Family Relations	Home Economics Education	1
-	Family Relations	Household Equipment	1
Consumer Economics	Family Relations	Food and Nutrition	1
Food and Nutrition	Food and Nutrition	Food and Nutrition	8
-	Food and Nutrition	Food and Nutrition	1
Family Relations	Food and Nutrition	Food and Nutrition	1
Food and Nutrition	Food and Nutrition	Family Relations	1
Food and Nutrition	Food and Nutrition	Housing, Equipment	5
Food and Nutrition	Food and Nutrition	Home Economics Education	1
Family Relations	Food and Nutrition	Family Relations	1
Consumer Economics	Food and Nutrition	Food and Nutrition	1
Home Economics Education	Home Economics Education	Home Economics Education	3
Family Relations	Home Economics Education	Home Economics Education	1
Home Economics Education	Home Economics Education	Family Relations	1
Home Economics Education	Home Economics Education	Food and Nutrition	1
Home Economics Education	Home Economics Education	Housing, Equipment	1
Family Relations	Home Economics Education	Housing, Equipment	1
Housing, Equipment	Housing, Equipment	Housing, Equipment	4
Textiles, Clothing	Textiles, Clothing	Textiles, Clothing	6
Consumer Economics	Textiles, Clothing	Textiles, Clothing	1
Home Economics Education	Textiles, Clothing	Textiles, Clothing	1
Housing, Equipment	Textiles, Clothing	Housing, Equipment	1
-	Consumer Economics	Textiles, Clothing	1
Consumer Economics	Consumer Economics	Family Relations	1
Home Economics Education	Consumer Economics	Family Relations	1
Consumer Economics	-	Family Relations	1
Consumer Economics	-	Textiles, Clothing	1
Family Relations	NA	Family Relations	2
Family Relations	0	Family Relations	1
Family Relations	0	Home Economics Education	1
Food and Nutrition	NA	Food and Nutrition	1
Food and Nutrition	0	Food and Nutrition	1
Food and Nutrition	NA	Housing, Equipment	1
Home Economics Education	0	Textiles, Clothing	1
		Family Relations	1
		Food and Nutrition	2
		Housing, Equipment	1

^aCode: Family Relations and Child Development; Consumer Studies, Family Economics/Management; Household Equipment, Housing and Design; Food and Nutrition and Institutional Management; General Home Economics, Home Economics Communication, Home Economics Community Services; Textiles, Clothing, and Merchandising; NA-not applicable; and 0-none of the above majors.

response was 0, the respondent indicated a major not meeting criteria for inclusion in any of the five categories of majors used as explained in Appendix E. Four of the respondents did not indicate a major for either the master's or doctor's degree. These four responses are listed at the bottom of the table.

Over four-fifths, or about 82 percent, of those respondents received at least two degrees with the same major emphasis. Those respondents were as follows: eight listed the same major emphasis for only the bachelor's and master's degree, seven listed the same major emphasis for only the bachelor's and doctor's degrees, and 19 listed the same major emphasis for only the master's and doctor's degrees.

Those respondents who listed the same major emphasis for all three of the degrees accounted for about 47 percent of the total male respondents with the doctor's degree. The largest number of these respondents (26) majored in the area of family relations and child development for all three degrees. Three of the respondents who listed only the bachelor's and doctor's degrees listed family relations and child development for both degrees.

An examination of Table XXIII revealed that of the 32 respondents receiving both the bachelor's and master's degree in family relations, 26 also received the doctor's degree in the same area. The major emphasis of the doctor's degree was not identified by three of the respondents. For the two respondents receiving the bachelor's and doctor's degrees in family relations, one changed to the area of consumer economics at the doctor's level and one received the doctor's degree in the area of household equipment.

Family relations was the major emphasis of both the master's degree and doctor's degree for eight of the respondents. Of these respondents, four received the bachelor's degree in the area of food and nutrition, three in household equipment, and one in home economics education. Only one respondent with a master's degree in family relations and a bachelor's degree with an emphasis in household equipment did not identify a major emphasis of the doctor's degree. The one respondent who listed three degrees with a different major at each level received the bachelor's degree in food and nutrition, the master's degree in family relations, and the doctor's degree in consumer economics.

The area of food and nutrition was identified as the major emphasis for all three degrees by eight of the 19 respondents who majored in food and nutrition at the master's degree level. The major emphasis of the doctor's degree was not identified by one respondent who majored in food and nutrition at the bachelor's and master's degree level.

Eight of the respondents majored in food and nutrition at two degree levels and had a different major for the third degree. Only one of these respondents switched degree majors at the doctor's level and this respondent received the doctor's degree with a major in family living. Of the seven respondents with the two higher degrees in the area of food and nutrition, one respondent had received the bachelor's degree in family relations, five in housing and equipment, and one in home economics education. Only one respondent who had majored in food and nutrition at the master's degree level received the other two degrees in the same area and this area was family

relations. One respondent majored in three different majors at each degree level. This respondent majored in family relations at the bachelor's degree level, food and nutrition at the master's, and consumer economics at the doctor's.

Of the 99 respondents who had received doctor's degrees, eight received the master's degree in home economics education. The total number of respondents who listed home economics education as the major emphasis of all three degrees was three. Of the four respondents who majored in home economics at the two degree levels, three majored in this area at the master's and doctor's degree level and one at the bachelor's and master's degree level. The one respondent who changed the major emphasis at the doctor's degree level went to the area of family relations. For the three respondents receiving the two higher degrees in home economics education, one majored in family relations at the bachelor's degree level, one majored in food and nutrition, and one majored in housing and equipment.

Only one respondent who majored in home economics education at the master's degree level had three degrees with different major emphasis. That respondent majored in housing and equipment at the bachelor's degree level and family relations at the doctor's degree level.

There were four respondents who majored in housing and equipment at the master's degree level. All four respondents received all three degrees with the same major emphasis.

There were nine respondents whose major emphasis at the master's degree level was textiles and clothing. The majority of these respondents (6) had the same major emphasis for all three degrees.

Of the two respondents receiving both the bachelor's and master's degree with a major emphasis in textiles and clothing, one changed to the major of consumer economics at the doctor's degree level and one changed to home economics education. The other respondent who majored in textiles and clothing at the master's degree level majored in housing and equipment at both the bachelor's and doctor's degree level.

Only three of the respondents who had received the doctor's degree majored in consumer economics at the master's degree level. None of the three listed consumer economics as the major of all three degrees. There was one respondent who did not indicate a major at the doctor's degree level who had majored in textiles and clothing at the bachelor's level. The one respondent who had majored in consumer economics at both higher degree levels majored in family relations at the bachelor's degree level. The respondent who listed different majors for all three degrees majored in family relations at the bachelor's degree level and home economics education at the doctor's.

Of the 99 respondents with doctor's degrees, 14 (about 14.14%) did not list a major for the master's degree. Of these 14 respondents, three majored in family relations at the bachelor's and doctor's degree level, two received both degrees with a major in food and nutrition. Of the remaining ten respondents, ten listed different majors at the bachelor's and doctor's degree levels and four listed only the major emphasis of the bachelor's degree.

Association Between Highest Degree and Selected Characteristics

In order to examine the second hypothesis regarding an association

between highest degree and selected variables of male AHEA respondents, visual inspections of frequency distributions were utilized. Results of these inspections are explained in regard to the association between highest degree and the following: current age and age when bachelor's degree received, current age and year highest degree received, current age and plans for advanced degree, current student status and size of community of residence, and major emphasis of degrees and racial or ethnic group. Results are also presented for associations between major emphasis of highest degree and each of the following: content area in which currently proficient, focus area in which currently knowledgeable, professional section affiliation in AHEA, and subject matter section affiliation in AHEA. Also of major concern was the association between highest degree, emphasis of bachelor's degree, and type of institution from which the bachelor's degree was received.

Current Age and Age When Bachelor's Degree Received

Table XXIV shows the distribution of respondents by highest degree, current age, and age when bachelor's degree was received. There were 96 respondents with the doctor's degree who had usable responses. About 85 percent of those respondents received the bachelor's degree at age 25 or less. Of the remaining 14 respondents, 13 received the bachelor's degree between the ages of 26 and 30 years. Only one respondent received the bachelor's degree between the ages of 36 and 40 years.

Of the 33 respondents with the master's degree as the highest degree, there were 32 usable responses. The majority of those

TABLE XXIV

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, CURRENT AGE,
AND AGE WHEN BACHELOR'S DEGREE RECEIVED

Age	Age Range When Bachelor's Degree Received/Highest Degree																												Total	Percent				
	25 Years or Less				26-30 Years				31-35 Years				36-40 Years				41-45 Years				46-50 Years				50 Years or Less						Unusable Response			
	B ^a	M ^b	S ^c	D ^d	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D						
25 years or under	4	2						1																						7	4.67			
26-30 years	5	13	1	4	2	1																								26	17.33			
31-35 years	1	4		19				1	1																			2	28	18.67				
36-40 years		2	2	13		1		2																				1	1	22	14.67			
41-45 years		2		7				2					1																	12	8.00			
46-50 years		2		10		1		2																					1	16	10.67			
51-55 years		1		12				4																						17	11.33			
56-60 years	1	1		10																										12	8.00			
61-65 years				4				1																						5	3.33			
66-70 years				2																										2	1.33			
71-75 years				1																										1	.67			
76 years or older																																		
Unusable response		1				1																								2	1.33			
Total	11	28	3	82	2	4		13	1				1															1	1	3	150	100.00		

^aIn this and subsequent tables B = Bachelor's degree.

^bIn this and subsequent tables M = Master's degree.

^cIn this and subsequent tables S = Specialist's degree.

^dIn this and subsequent tables D = Doctor's degree.

respondents (about 88%) received the bachelor's degree at age 25 or less. The remaining four respondents (about 13%) received the bachelor's degree between the ages of 26 and 30.

There was one unusable response of the 15 males who had received the bachelor's degree as the highest degree. Those who received the bachelor's degree at 25 years or less accounted for about 79 percent of the total 14 respondents. There were two respondents (about 14%) who received the bachelor's degree between the ages of 26 and 30. Only one respondent received the bachelor's degree between the ages of 31 and 35.

Irrespective of degree level and current age, the majority of all respondents received the bachelor's degree at 25 years or under. There was no association between the highest degree and age when the bachelor's degree was received or current age and age when the bachelor's degree was received. However, there was a positive association between current age and highest degree. The age of respondents increased proportionately with the level of degree.

Current Age and Year Highest Degree Received

The distribution of male respondents by highest degree, current age, and year the highest degree was received is shown in Table XXV. In this section, there is a discrepancy in range of years in which the highest degree was received. The range included: 1939 or earlier; 1940 to 1949; 1950 to 1959; 1960 to 1969 (all except one were 10 year periods); 1970 to 1975 (only 5 years); and 1976 or later (3 to 3-1/2 years depending on date of response in 1979).

TABLE XXV

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, CURRENT AGE,
AND YEAR HIGHEST DEGREE RECEIVED

Highest Degree	Age	Year Highest Degree Received						Unusable	Total	Percent
		1939 or earlier	1940-49	1950-59	1960-69	1970-75	1976 or later			
Bachelor's	25 or under						4		4	2.67
	26-30					4	3		7	4.67
	31-35				1		1		2	1.33
	36-40						1		1	.67
	41-45									
	46-50									
	51-55									
	56-60		1						1	.67
	61-65									
	66-70									
71-75										
Master's	25 or under						2		2	1.33
	26-30					6	8		14	10.00
	31-35					2	2		4	2.67
	36-40				1	2			3	2.00
	41-45					2			2	1.33
	46-50			2	2				4	2.67
	51-55			1					1	.67
	56-60			1					1	.67
	61-65									
	66-70									
	71-75									
Unusable						2		2	1.33	
Specialist's	25 or under									
	26-30					1			1	.67
	31-35									
	36-40				2				2	1.33
	41-45									
	46-50									
	51-55									
	56-60									
	61-65									
	66-70									
71-75										

TABLE XXV (Continued)

Highest Degree	Age	Year Highest Degree Received						Unusable	Total	Percent
		1939 or earlier	1940-49	1950-59	1960-69	1970-75	1976 or later			
Doctor's	25 or under									
	26-30					1			4	2.67
	31-35				1	8			22	14.67
	36-40				4	9		1	15	10.00
	41-45				3	7			10	6.67
	46-50			1	5	3		1	12	8.00
	51-55			10	4			1	16	10.67
	56-60			8	3	1			12	8.00
	61-65		4	1					5	3.33
	66-70	1	1						2	1.33
	71-75	1							1	.67
Total										100.69

Of the 96 usable responses from males with doctor's degrees, 20 received the highest degree in 1976 or later. The majority of those males were between the ages of 31 and 35 at the time of this study. There were 29 (about 30%) of those males with usable responses who received the highest degree between 1970 and 1975. Of this group of 29 respondents, eight were between the ages of 31 and 35 years, nine were between 36 and 40, and seven were between 41 and 45. The seven respondents receiving the doctor's degree prior to 1950 were over 60 years of age at the time of this study.

Over one-half of the 96 males with doctor's degrees and usable responses received the doctor's degree in 1970 or later. During the previous two decades (1950-59 and 1960-69), 20 males received the doctor's degree in each 10-year span. Before 1950, only seven males had received the doctor's degree.

Of the 33 males with the master's degree as the highest degree, 12 (about 36%) received that degree between 1970 and 1975. Of these 12 respondents, six were between 26 and 30 years of age. About 36 percent of the males with master's degrees as the highest degree received the degree between 1976 and 1979. The majority of these 12 men (approximately 67%) were between 26 and 30 years of age at the time of this study. None of the males with the master's degree received this degree before 1950 and none was over 60 years of age.

Of the 15 males with the bachelor's degree, 11 were 30 years of age or younger at the time of this study. The majority of these degrees were received recently. However, there were not enough respondents in this group to determine if an association existed.

In general, at both the master's and doctor's degree levels,

visual inspection revealed a positive correlation between age and year of receiving the highest degree. The younger the respondent, the more recently the highest degree was received.

Current Age and Plans For
an Advanced Degree

Table XXVI presents the distribution of male respondents by highest degree, current age, and plans for an advanced degree. Data for this table were obtained by combining the groups of respondents planning to begin a degree program in the unspecified future and in two or three years. Also combined were the groups of respondents presently enrolled in a degree program to be completed within 9 to 12 months and those presently enrolled in a program to be completed in more than 12 months. Males with bachelor's and specialist's degrees as the highest degree were eliminated from this analysis due to scarcity of the number of respondents.

A visual inspection of Table XXVI revealed that 29 of the 33 (about 88%) male respondents with the master's degree were 50 years old or younger. About half (approximately 48%) of the males at the master's degree level were presently enrolled in degree programs and only one of them was over 50 years of age. There were 12 men (about 36%) with the master's degree who planned to begin a degree program. Only four of the male respondents with the master's degree and one with the bachelor's degree had no plans for an advanced degree.

There was no association between age and plans for an advanced degree for men with the master's degree. In contrast, Bierbower (1981) found that a strong negative association did exist between age

TABLE XXVI

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, CURRENT AGE,
AND PLANS FOR ADVANCED DEGREE

Age	Plans for Advanced Degree/Highest Degree																Total	Percent				
	No Plans ^a				Planning to Begin ^b				Presently Enrolled ^c				None; Completed Highest Degree ^d						Unusable Response			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D			B	M	S	D
25 years or less					3	1			1	1											6	4.00
26-30 years					5	4	1		2	10						4					26	17.33
31-35 years	1	1				1		1	1	2		1				20					28	18.67
36-40 years						2			1	1	1	1			1	13				1	21	14.00
41-45 years		1				1										9				1	12	8.00
46-50 years		2				1				1						11				1	16	10.67
51-55 years													1			15				1	17	11.33
56-60 years									1							12		1			14	9.33
61-65 years																5					5	3.33
66-70 years																2					2	1.33
71-75 years																						
Over 76 years																						
Unusable response						2										1					3	2.00
Totals	1	4			8	12	1	1	5	16	1	2	1	1	92	1			4		150	97.99

^aNo plans for another degree.

^bPlanning to begin a degree program in the unspecified future or planning to begin a degree program within 2-3 years.

^cPresently in a degree program, completion date more than 12 months, or presently in a degree program, to be completed within 9-12 months.

^dNone; completed highest degree available in my field.

and plans for an advanced degree for women at both the bachelor's and master's degree levels. Of the women with a master's degree who participated in the national survey, about 59 percent had no plans for an advanced degree. The percentage of women planning to enroll in a degree program declined sharply after the age of 40.

Of the 99 men who had received the doctor's degree, only three were planning or presently working toward another degree. The largest group (about 22%) with doctor's degrees were between 31 and 35 years of age. Bierbower (1981) reported that men with the doctor's degree were generally younger than the women with the doctor's degree. While about 80 percent of all women respondents were evenly distributed across a 30 year age span, approximately 37 percent of the males with doctor's degrees were concentrated in a 10 year age span between 31 and 40 years of age.

Current Student Status and Size of Community

Table XXVII presents the distribution of male respondents by highest degree, size of community of residence and current student status. A visual examination of this table revealed that about 45 percent of the males with master's degrees as the highest degree were not enrolled as students. An even larger percentage of male respondents (about 48%) were currently enrolled as students.

Over one-half (about 53%) of those not enrolled as students lived either in urban areas with populations of 25,000 to 49,999 or in metropolitan areas with populations of 50,000 to 499,999. The largest groups of those males enrolled as students also resided in urban areas or metropolitan areas.

TABLE XXVII

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, SIZE OF COMMUNITY IN WHICH THEY RESIDE AND CURRENT STUDENT STATUS

Size of Community	Current Student Status/Highest Degree												Total	Percent				
	Not Enrolled As Student				Student Without Assistantship				Student With Assistantship						Unusable Response			
	B	M	S	D	B	M	S	D	B	M	S	D			B	M	S	D
Rural area less than 2,500 population ^a				5													5	3.33
In or near a town of 2,500-9,999 ^b		1		4		1											6	4.00
In or near a city of 10,000-24,999 ^c	1	3		13	1					3				1			22	14.67
In urban area of 25,000-49,999 ^d	2	4	1	31		4	1	1		1		1		1		1	48	32.00
In metropolitan area of 50,000-499,999 ^e	2	4	1	28	1	2		1		3				1		1	44	29.33
In metropolitan area of 500,000 or more ^f	3	2		10	3	1				1						1	21	14.00
Unusable response		1		2	1												4	2.67
Total	8	15	2	93	6	8	1	2		8		1		1	2	3	150	100.00

^aReside in rural area with no population center as large as 2,500

^bReside in or near town of 2,500-9,999

^cReside in or near city of 10,000-24,999

^dReside in urban area of 25,000-49,999

^eReside in metropolitan area of 50,000-499,999

^fReside in metropolitan area of 500,000 or more

About 93 percent of those males with the doctor's degree indicated they were not enrolled as students. About one-third of those males resided in urban areas and about 30 percent in metropolitan areas.

There were three males with the doctor's degree who indicated enrollment as students. It was assumed those respondents were either doctoral candidates or were reporting a post-doctoral appointment at the time of the study.

Regardless of student status, the majority of male respondents at all degree levels resided in either urban areas with populations of 25,000 to 49,999 or in metropolitan areas with populations of 50,000 to 499,999. Little association was shown between student status and size of community of residence.

Major Emphasis of Degrees and Racial or Ethnic Group

Tables XXVIII, XXIX, and XXX present the distribution of male respondents by highest degree, major emphasis of each degree, and racial or ethnic group. The minority groups included in the study were: Alaskan Native, American Indian, Asian or Pacific Islander, Black, and Spanish or Mexican heritage. Because no male Alaskan Native responded to the survey, this minority group has been deleted from the tables.

All but two of the 15 male respondents with the bachelor's degree as the highest degree were white. Of the two respondents representing minority groups, one was Black and one was of Spanish or Mexican heritage. The Black male majored in food and nutrition and the male of Spanish heritage majored in family relations.

TABLE XXVIII

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, MAJOR EMPHASIS
OF BACHELOR'S DEGREE, AND RACIAL OR ETHNIC GROUP

Major	Racial or Ethnic Group/Highest Degree																				Total	Percent									
	American Indian				Asian or Pacific Islander				Black				Spanish or Mexican				White														
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D											
Consumer Economics ^a																					2	2	1.33								
Family Relations ^b																					1	9	1	43	54	36.00					
Food and Nutrition ^c																					1	10	4	20	36	24.00					
Housing, Equipment ^d																					1	1	7	1	17	27	18.00				
Textiles, Clothing ^e																					1	2	6	9	19	12.67					
Home Economics Education ^f																					1	1	3	1	7	12	8.00				
Total																					1	2	1	1	1	13	31	3	96	150	100.00

^aConsumer Studies, Family Economics/Management^bFamily Relations and Child Development^cFood and Nutrition, Institutional Management^dHousehold Equipment, Housing and Design^eTextiles, Clothing, Merchandising^fHome Economics Education, General Home Economics, Home Economics Communication, Home Economics Community Services

TABLE XXIX

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, MAJOR EMPHASIS
OF MASTER'S DEGREE, AND RACIAL OR ETHNIC GROUP

Major	Racial or Ethnic Group/Highest Degree																Total	Percent				
	American Indian				Asian or Pacific Islander				Black				Spanish or Mexican						White			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D			B	M	S	D
Consumer Economics ^a																	2	1	1		6	4.00
Family Relations ^b		1		1													14		41		57	38.00
Food and Nutrition ^c						1											6		19		26	17.33
Housing, Equipment ^d																	3	1	4		8	5.33
Textiles, Clothing ^e								1									2		8		11	7.33
Home Economics Education ^f																	4		8		12	8.00
Not Applicable									1					1			8		1	4	15	10.00
Unusable Response				1													5			9	15	10.00
Total		1		2		1		1	1					1			13	31	3	96	150	99.99

^aConsumer Studies, Family Economics/Management^bFamily Relations and Child Development^cFood and Nutrition, Institutional Management^dHousehold Equipment, Housing and Design^eTextiles, Clothing, Merchandising^fHome Economics Education, General Home Economics, Home Economics Communication, Home Economics Community Services

TABLE XXX

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, MAJOR EMPHASIS
OF DOCTOR'S DEGREE, AND RACIAL OR ETHNIC GROUP

Major	Racial or Ethnic Group/Highest Degree																Total	Percent				
	American Indian				Asian or Pacific Islander				Black				Spanish or Mexican						White			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D			B	M	S	D
Consumer Economics ^a				1													1		6		8	5.33
Family Relations ^b				1													3		41		45	30.00
Food and Nutrition ^c								1									1		18		20	13.33
Housing, Equipment ^d																		1	7		8	5.33
Textiles, Clothing ^e												1					1		5		7	4.67
Home Economics Education ^f																	2		9		11	7.33
Not Applicable		1								1						1	3	21	2		29	19.33
Unusable Response																	10	2		10	22	14.67
Total		1		2		1		1		1						1	13	31	3	96	150	99.99

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFood and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fHome Economics Education, General Home Economics, Home Economics Communication, Home Economics Community Services

An examination of Table XXIX shows that about 94 percent of the males with the master's degree as the highest degree were white. Those males in the largest group (about 45% of white males with master's degrees) listed the area of family relations and child development as the major emphasis of the master's degree. About 17 percent of the males majored in foods and nutrition at the master's level.

Table XXX shows that 96 of the 99 male respondents with the doctor's degree were white. The largest group of white males with the doctor's degree (about 43%) clustered predominantly in the area of family relations and child development as major emphasis at the doctor's degree level.

There were three males from the minority groups who had received the doctor's degree. Minority groups were represented by two American Indians and one Asian or Pacific Islander. The major emphases of the doctor's degree listed by minority males were as follows: one majored in consumer economics, one in family relations and child development, and one in textiles and clothing.

These data indicate that few minority males major in home economics. However, there was no evidence of an association between highest degree, major emphasis of each degree, and racial or ethnic group because there were not enough from minority groups to determine an association.

Major of Highest Degree and Proficiency in Content Areas

Table XXXI shows the distribution of male respondents by highest degree, proficiency in content areas, and major emphasis of the highest

TABLE XXXI

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, PROFICIENCY
IN CONTENT AREAS, AND MAJOR OF HIGHEST DEGREE

Content Areas	Major at Highest Degree/Highest Degree															Total ^g						
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d			Textiles, Clothing ^e				Home Economics Education ^f			Unusable		
	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D		B	M	D	B	M	D
Adult Education				5	6		2	2					1			1	2					19
Communications				3	2		1		1					1			1			3		12
Community Services				1	5				1								1			1		9
General Home Economics		1		1	2		1		2							1	1					9
Home Economics Teacher Education																1						1
Professional Development			1	2	3				1							1	3					11
Household Equipment					1		1													1		3
Art and Design										2	2		2	1								7
Housing			2	1	2					1	3											9
Interior Design				1						2	2											5
Child Development			1	1	10	29										1	2			2		46
Family Relationships			1	1	11	30			1			1					2			3		50
Rehabilitation				1													1					2
Clothing			1							1	1		1	1	2					1		8
Merchandising			2	1			1			1	1		1	1	1	1	1			1		12
Textiles											2			5								7

TABLE XXXI (Continued)

Content Areas	Major at Highest Degree/Highest Degree															Total ^g									
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d			Textiles, Clothing ^e				Home Economics Education ^f			Unusable					
	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D		B	M	D	B	M	D			
Consumer Services			3			4	1								2	1			1	3			1	16	
Family Economics/Family Resource Management		2	5			4	1												3				2	17	
Food Services							4	3	10										1					18	
Human Nutrition/Dietetics							6	3	16														3	28	
Institutional Administration					2	2	7	6	2										1				1	21	
Total Responses	-	3	16	2	39	90	25	15	33	-	7	12	7	3	10	1	8	20	-	-	19				310
Total Respondents	-	2	7	1	15	42	11	7	18	-	3	7	2	2	6	1	4	9	-	-	10				147

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFood and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, and Home Economics Education

^gRespondents could mark no more than three content areas.

degree. All respondents were instructed to mark no more than three content areas in which they were proficient. The content areas in Table XXXI were reorganized to make the extent of any association between majors and content areas more readily visible. Content areas were grouped under majors to which they were considered to be related. The majors and groupings of content areas were as follows: home economics education--adult education, communication, community services, general home economics, home economics teacher education, and professional development; housing, equipment--household equipment, art and design, housing and interior design; family relations and child development--family relations and rehabilitation; textiles and clothing--clothing, merchandising, and textiles; consumer economics--consumer services and family economics/family resource management; and food and nutrition, food services, human nutrition/dietetics, and institutional administration.

An examination of Table XXXI revealed that more respondents generally checked content areas associated with the major of the highest degree than was true for other content areas. There were nine respondents who majored in consumer economics for their highest degree. Of the 19 responses by those nine respondents, 10 (about 53%) were in those content areas associated with consumer economics.

The majority (about 63%) of the responses of 58 male respondents majoring in family relations and child development for their highest degree also checked content areas judged to be closely associated with that major. The remaining responses from males majoring in family relations and child development were scattered among 12 other content areas. The content area not categorized with family relations most

often checked was adult education. About 19 percent of males majoring in family relations checked adult education as a content area proficiency.

About 78 percent of all responses checked by respondents majoring in food and nutrition were in the content areas associated with food and nutrition. There were 12 other content areas checked by food and nutrition majors and about 11 percent of the 36 males majoring in this area also indicated a proficiency in adult education.

There were 10 males who majored in housing and equipment at their highest degree level. Of the 19 responses checked by those males, approximately 63 percent were content areas associated with housing and equipment. All but one of the remaining seven responses were in those content areas considered to be associated with textiles and clothing.

Three-fourths of all respondents majoring in the area of textiles and clothing for the highest degree indicated a proficiency in content areas associated with that major. Only three other content areas were indicated by male respondents majoring in textiles and clothing.

There was a difference in content area proficiencies checked by the 14 males majoring in home economics education at the highest degree and respondents majoring in other areas. Only about 41 percent indicated a proficiency in content areas judged to be associated with that major.

The majority (about 59%) checked among six other content areas not considered directly associated with home economics education. This seems to indicate a wider spread of professional concentration among home economics education majors than other areas. It may be because home economics education has not been considered to be as

specialized as other areas in home economics. Other possible reasons for this spread over other content areas could be the recoding of majors for purposes of analyses (see Appendix E) or the change of major from one degree level to another. This visual examination revealed an association between proficiency in content area and major emphasis of the highest degree at every degree level except in the area of home economics education.

Major of Highest Degree and Current Focus Areas

Table XXXII shows the distribution of male respondents by highest degree, current focus area in which the respondent was knowledgeable enough to contribute to national, state, or local projects, and major emphasis of the highest degree. Respondents were instructed to mark all focus areas that applied. An examination of the table revealed that fewer of the respondents with the bachelor's degree as the highest degree were knowledgeable in current focus areas than the males who had received the master's and doctor's degree. However, there were too few males with only the bachelor's degree to form conclusions.

The males with the bachelor's degree as the highest degree checked an average of 1.87 focus areas per respondent. The males with the master's degree as the highest degree checked a total of 4.36 and those with doctor's degrees checked a total of 4.13 per respondent.

There were some differences in the average number of focus areas checked by males with the bachelor's degree according to the major of the bachelor's degree. The average number of focus areas checked by the 15 males with the bachelor's degree according to major emphasis

TABLE XXXII

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE,
CURRENT FOCUS AREA, AND MAJOR OF HIGHEST DEGREE

Focus Area	Major of Highest Degree/Highest Degree												Total ⁹									
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d				Textiles, Clothing ^e			Home Economics Education ^f			Unusable		
	B	M	D	B	M	D	B	M	D	B	M	D		B	M	D	B	M	D	B	M	D
Care and Service for Elderly	1	2		3	12		2	2	5			3						1			2	33
Care and Services for Handicapped				3	3		1	1	1			2						1			1	13
Care and Services for Youth		1		1	8	21	1		1						1						3	37
Career Education				4	5		2	3	2	1	1		2	2				2	5		3	32
Community Development	1	2		5	8				1	1	3							1			2	24
Consumer Education and/or Protection	1	6		4	6		1	1	5	1	4		1	1		1	3	5			2	42
Crime, Delinquency, and Rehabilitation				2	2																1	5
Displaced Homemakers	1	2		3	4					1						1		1			2	15
Domestic Violence				3	12				1							1		1			2	20
Drug and Alcohol Use					3				2	4	1							1				11
Effects of Employment Patterns/Practices on Families	1	1		2	16						1							1			2	24
Effects of Television on Families					11																	11
Employment Training				3	1		2	4	1				1	1				2	1		3	19
Environmental Protection	1				2			1	4	1	1			1		1	1	1			1	15
Equity for Women and/or Minorities				2	11			1	1		2							1			2	20
Health Services		1		2	4			1	5												3	16
Housing Policy	4				4			3	4									1			1	18
Instructional Development					4			3	1	1	1							2			1	13
Management of Energy Resources					2	4	1	2	1				2			1		2			3	22
Nutrition Education	1			1	3		6	5	17								1				2	37
Parenting Education	1			10	31					1						1		3			5	52
Services to Limited-Income Families	1			1	3	8			1	1			1								2	18

TABLE XXXII (Continued)

Focus Area	Major of Highest Degree/Highest Degree												Total ^g											
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d				Textiles, Clothing ^e			Home Economics Education ^f			Unusable				
	B	M	D	B	M	D	B	M	D	B	M	D		B	M	D	B	M	D	B	M	D		
Sex Education and Family Planning				8	21			1			1										2		33	
Teen-Aged Pregnancy				8	17			1			1										2		28	
World Food Policy			2		2	2	3	13			1										1		24	
Total Responses	-	6	27	2	76	215	19	30	67	-	10	25	-	5	7	7	11	27	-	-	48			582
Total Respondents	-	2	7	1	15	42	11	7	18	-	3	7	2	2	6	1	4	9	-	-	10			147

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFood and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, and Home Economics Education

^gRespondents were instructed to mark all that applied.

were: family relations and child development - 2.00; foods and nutrition, institutional management - 1.73; textiles, clothing and merchandising - 1.20; general home economics, home economics communications, community services, and education - 7.00.

Some difference was revealed between the number of focus areas checked by respondents with the master's degree according to the major of the master's degree. The average number of focus areas checked per respondent with the master's degree as the highest degree according to major emphasis were: consumer studies, family economics/management - 3.00; family relations and child development - 5.07; foods and nutrition, institutional management - 4.29; household equipment, housing and design - 3.33; textiles, clothing, merchandising - 2.50; general home economics, home economics communication, community services, and education - 4.25.

The average number of focus areas checked per respondent with the doctor's degree were: consumer studies, family economics/management - 3.86; family relations and child development - 5.12; foods and nutrition, institutional management - 3.72; household equipment, housing and design - 3.57; textiles, clothing and merchandising - 1.17; general home economics, home economics communication, community services and education - 3.00.

Those males majoring in the area of family relations and child development were knowledgeable in more focus areas than any other group of males majoring in other areas. Males majoring in clothing and textiles checked fewer focus areas in which they were knowledgeable than did any other group. These findings seem to indicate that those males majoring in areas more closely connected with the social sciences

tend to show more overall competence related to specific social issues. The examination of Table XXXII revealed that some association did exist between highest degree, current focus areas in which respondent was knowledgeable, and the major emphasis of the highest degree.

Major of Highest Degree and
AHEA Professional Section

Table XXXIII presents the distribution of male respondents by highest degree, AHEA professional section and major emphasis of the highest degree. Among the 15 respondents with the bachelor's degree as the highest degree, there were seven usable responses. Three of the seven respondents listed colleges and universities as the AHEA professional section and two listed elementary, secondary, and adult education. Only one was in extension services and one in the section of home economists in human services.

There were 32 usable responses from respondents with the master's degrees as the highest degree. The largest group of these respondents (50%) was in the colleges and universities section. The extension services section had the second largest group with five persons (16%). The only male in the home economists in business section had a major in food and nutrition.

There were 88 usable responses from respondents with the doctor's degree. About 76 percent of those males were in the colleges and universities section. Regardless of the major emphasis of the doctor's degree, the majority of the respondents were listed in this section. The research professional section had the second highest number of respondents (9) with the extension services following closely with eight.

TABLE XXXIII

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE,
 AHEA PROFESSIONAL SECTION, AND
 MAJOR OF HIGHEST DEGREE

Professional Section	Major of Highest Degree/Highest Degree																		Total	Percent			
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d			Textiles, Clothing ^e			Home Economics Education ^f					Unusable Responses		
	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D			B	M	D
Colleges and Universities																						94	63.95
Elementary, Secondary and	1	6		6	30		2	4	14	3	5		1	1	5							8	
Adult Education				1			1	1								1	1	2				7	4.76
Extension Service				5	6		1	1	1		1											14	9.52
Home Economists in																							
Human Services	1			2	1		1	1	1													7	4.76
Home Economists in																							
Business							1															1	.68
Home Economists in																							
Homemaking																1						1	.68
Research			1	1	5				2		1					1				1		12	8.16
Unusable Responses				1			6						1	1	1						1	11	7.48
Total	2	7		1	15	42	11	7	18	3	7		2	2	6	1	4	9			10	147	99.99

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFood and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, and Home Economics Education

A close association was noted between major and professional section within degree groups. Differences were observed in the variability of professional sections chosen by majors--males with majors in family relations and child development and foods and nutrition were found in the majority of the professional sections, six and five sections respectively. Majors in home economics education were found in four of the seven professional sections while majors in both consumer economics and housing and equipment were in three professional sections. Choice of professional section was probably reflective of type of position.

Males with master's degrees in family relations and child development were distributed differently among professional sections. There were equal numbers of them in colleges and universities and extension service sections.

Major of Highest Degree and AHEA

Subject Matter Section

The distribution of male respondents by highest degree, AHEA subject matter section, and the major emphasis of highest degree is shown in Table XXXIV. Of the 15 males with bachelor's degrees as the highest degree, 11 had a major emphasis in food and nutrition. Six of those 11 males were in the food and nutrition subject matter section. Of the other five males who majored in food and nutrition, three (27%) were in institutional management and home economics teacher education and communication had one each (7%).

Two males with bachelor's degree as the highest degree (13% of the total 15) majored in textiles and clothing. Both were listed in

TABLE XXXIV

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, AEA SUBJECT MATTER SECTION, AND MAJOR OF HIGHEST DEGREE

Subject Matter	Major of Highest Degree/Highest Degree																		Total	Percent				
	Consumer Economics ^a			Family Relations ^b			Food and Nutrition ^c			Housing, Equipment ^d			Textiles, Clothing ^e			Home Economics Education ^f					Unusable Responses			
	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D	B	M	D			B	M	D	
Art									1	1			1									3	2.04	
Family Economics and Home Management	2	5			3								1		3						1	16	10.88	
Family Relations and Child Development			1	1	12	36					1				1	2					5	59	40.14	
Food and Nutrition							6	6	16							1					2	31	21.09	
Housing, Equipment and Furnishings					1	1					1	3										1	7	4.76
Textiles and Clothing			1		1					1	2	2	1	5			1						14	9.52
Home Economics Teacher Education					1	1	1									1	2					6	4.08	
Institutional Administration					1	3	1	2													1	8	5.44	
Home Economics Communication						1										1						2	1.36	
Unusable Response																	1					1		.68
Total	2	7	1	15	42	11	7	18	3	7	2	2	6	1	4	9	10	147	99.99					

^aConsumer Studies, Family Economics/Management^bFamily Relations and Child Development^cFood and Nutrition, Institutional Management^dHousehold Equipment, Housing and Design^eTextiles, Clothing, Merchandising^fGeneral Home Economics, Home Economics Communication, Home Economics Community Services, and Home Economics Education

the textiles and clothing subject matter section. One remaining respondent majored in home economics education and was in the teacher education subject matter section, the other majored in family relations and child development and was in that subject matter section.

Of the 33 respondents with the master's degree as the highest degree, 15 (about 45%) majored in the area of family relations and child development. Twelve of these 15 respondents (about 36% of the total 33) were in the family relations and child development subject matter section. The three remaining respondents were in the housing, furnishings, and equipment; the textiles and clothing; and the home economics teacher education sections.

Seven (approximately 21%) of the respondents with the master's degree as the highest degree were in the food and nutrition section. Six of these respondents had majored in foods and nutrition at the master's degree level and one majored in home economics education.

Four males (approximately 12%) were in the family economics and home management subject matter section; two of them majored in consumer economics, one in textiles and clothing, and one in home economics education.

There were 99 respondents with the doctor's degree as the highest degree with 88 usable responses from this group. About 45 percent of these respondents were in the family relations and child development subject matter section. Some 90 percent of the doctoral people in this section majored in the area of family relations and child development.

The second largest subject matter section was the food and nutrition section. All 16 of the doctoral members of this section majored in foods and nutrition.

There were 11 respondents in the family economics and home management subject matter section. This accounted for over 12 percent of the 88 respondents with the doctor's degree. The major emphases of their doctor's degrees were consumer economics, family relations, and home economics education.

Nine of the 88 respondents (about 10%) were in the textiles and clothing subject matter section. The major emphasis of the doctor's degree for five of the nine respondents was textiles and clothing. Others majored in housing and equipment, consumer economics, and home economics education.

The four respondents (about 5% of the 88) in the housing, furnishings, and equipment subject matter section included three with majors in housing and equipment and one in family relations.

There were three doctoral respondents in the home economics teacher education subject matter section. Two majored in home economics education and one in family relations.

Three doctoral respondents were in the institutional administration subject matter section. Of these respondents, two majored in foods and nutrition which included institutional management and one majored in family relations and child development.

Two respondents were in the art subject matter section. One of them majored in housing and equipment at the doctor's degree and one majored in textiles and clothing.

There is a strong association between major and choice of subject matter section except for the major of home economics education. Irrespective of whether highest degree is master's or doctor's, majors in consumer economics tended to affiliate with the family economics and

home management subject matter section; family relations and child development majors generally affiliated with the family relations and child development section; foods and nutrition majors tended to affiliate with food and nutrition or institutional administration; majors in housing and equipment tended to affiliate in housing, furnishings, and equipment and textiles and clothing subject matter sections; and textiles and clothing majors were found in the textiles and clothing subject matter section. Majors in home economics education were distributed among six of the nine subject matter sections.

Major Emphasis of Bachelor's Degree
and Type of Institution

Table XXXV presents the distribution of male respondents by highest degree, major emphasis of the bachelor's degree, and type of institution from which the bachelor's degree was received. A visual inspection of the table revealed that the majority of males (about 52%) with the master's degree received their bachelor's degree from a land-grant institution. Private colleges or universities ranked second, and state colleges ranked third. Only one male with the master's degree received the bachelor's degree outside the U.S.A. A larger percentage (about 27%) of these males with master's degrees majored in family relations and child development at the bachelor's degree level than in any other area. Housing and equipment ranked second, and textiles and clothing ranked third.

While more males with the doctor's degree received the bachelor's degree from a land-grant institution than from any other type, the percentage was much lower than for those with master's degrees. About

TABLE XXXV

DISTRIBUTION OF MALE RESPONDENTS BY HIGHEST DEGREE, MAJOR EMPHASIS OF BACHELOR'S DEGREE, AND TYPE OF INSTITUTION FROM WHICH BACHELOR'S DEGREE RECEIVED

Major	Type of Institution/Highest Degree																Total	Percent					
	Land-Grant Institution				State College or Institution				Private College or Institution				Institution Outside USA						Unusable Response				
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D			B	M	S	D	
Consumer Economics ^a		2																			2	1.34	
Family Relations ^b		4		11	1	1	1	8		4		20			1						3	54	36.00
Foods and Nutrition ^c	6	3		11	4	1		1	1	1	4			2							2	36	24.00
Housing, Equipment ^d		5		5		1	1	5		2	6			1							1	27	18.00
Textiles, Clothing ^e	2	1		6		2		1		2	2			1			1			1	19	12.67	
Home Economics Education ^f	1	2	1	2		1		3			2											12	8.00
Total	9	17	1	35	5	6	2	18	1	9	34			5			1		7	160	100.01		

^aConsumer Studies, Family Economics/Management

^bFamily Relations and Child Development

^cFood and Nutrition, Institutional Management

^dHousehold Equipment, Housing and Design

^eTextiles, Clothing, Merchandising

^fHome Economics Education, General Home Economics, Home Economics Communication, Home Economics Community Services

35 percent received the bachelor's degree from land-grant institutions, while an almost equal proportion received that degree from private colleges or universities. The largest group (about 43%) of those males with doctor's degrees majored in family relations and child development at the bachelor's degree level.

Minor collapsing of the cells shown in Table XXXV provided sufficient cell frequencies for the Chi square technique to be used for analyzing association between distributions. For the Chi square analysis, data for the major of consumer economics, the institutions outside the United States, and unusable responses were omitted and all degree levels were combined. The Chi square approach deals with the use of frequencies to test the departure of two or more observed distributions from one another. The formula used for this computation was described in Chapter III. For the data as selected from Table XXXV, a Chi square of 15.51 was required for the .05 level of significance with 8 degrees of freedom. The computed Chi square of 13.32 was not significant at the .05 level. The null hypothesis of no association between major for bachelor's degree and type of institution granting the bachelor's degree was not rejected at the .05 level of significance. Thus, any apparent association between major and type of institution shown by data in Table XXXV was not significant.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose

The purpose of this study was to prepare an educational profile of male home economists based on the 1979 AHEA membership survey. The analysis of the AHEA data identified associations among educational characteristics and selected variables. This information can be used to facilitate program planning and aid in advisement, recruitment and retention in higher education and the profession.

Objectives and Hypotheses

This study sought to accomplish the following objectives: (1) to describe male professional members of AHEA in terms of the following demographic characteristics: current age, racial or ethnic group, current marital status, individual contribution to household's income, size of community of residence, and annual personal income from employment; (2) to describe educational characteristics of male AHEA members categorized by highest degree earned including: major of bachelor's, master's, and doctor's degree, year highest degree received, age when bachelor's degree received, type of institution from which bachelor's degree received, plans for an advanced degree, current student status as to whether enrolled as a student and, if enrolled, whether holding an assistantship, content areas in which proficient,

focus areas in which knowledgeable, and patterns of majors for individuals with two or more degrees; (3) to determine associations among educational, demographic, and employment characteristics including highest degree earned and the following: current age and age when bachelor's degree received; current age and year highest degree received; current age and plans for an advanced degree; current student status and size of community of residence; major emphasis of bachelor's, master's, doctor's degree and racial or ethnic group; major emphasis of highest degree and content area in which currently proficient; major emphasis of highest degree and focus area in which currently knowledgeable; major emphasis of highest degree and professional section affiliation in AHEA; major emphasis of highest degree and subject matter section affiliation in AHEA; and major emphasis of bachelor's degree and type of institution from which bachelor's degree received.

Tentative hypotheses were the following:

1. There is an association between the highest degree earned by male AHEA respondents and each of the following demographic characteristics: current age, racial or ethnic group, current marital status, individual contribution to household's income, size of community of residence, and annual personal income from employment.
2. There is an association between the highest degree earned by male AHEA respondents and their demographic, educational, and employment characteristics including: current age and age when bachelor's degree received; current age and year highest degree received; current age and plans for advanced degree;

current student status and size of community of residence; major emphasis of highest degree and racial or ethnic group; major emphasis of highest degree and content area in which proficient; major emphasis of highest degree and focus area in which knowledgeable; major emphasis of highest degree and professional section affiliation in AHEA; major emphasis of highest degree and subject matter section affiliation in AHEA; and type of institution from which bachelor's degree was received and major emphasis of bachelor's degree.

Selection of Population

In 1979, 34,562 professional members of AHEA were asked by AHEA to participate in a membership survey. There were 17,455 completed questionnaires returned as of September 5, 1979. The population of concern to this study was all male professional members of AHEA at the time of the survey. The sample was the 150 males who responded. Males constituted .9 percent of the total respondents of the AHEA survey.

Collection of Data

The questionnaire used in data collection was developed by an AHEA committee. The first mailing of questionnaires by AHEA occurred January 26, 1979. As of September 5, 1979, 17,455 responses had been received. Responses were recorded on a 9-track 1600 BPI, non-labeled tape made available to this researcher.

Selection of Variables from the Instrument

The variable, highest degree earned, was used to categorize the sample as the basis for examination of other selected variables. Other variables used to describe the sample were classified as (1) demographic characteristics, (2) educational characteristics, and (3) employment characteristics as identified in the objectives and hypotheses.

Analytical Procedure

By computer, data were organized in the form of frequencies and percentages in multiple classification tables. Associations among variables were determined by visual examination of the data. The researcher's judgments were confirmed by committee members. There was one Chi square computed because minor adjustments in data categorization provided sufficient cell frequencies. Sampling error was avoided because data from all eligible male respondents were used. A previous study of non-respondents provided evidence that little or no bias was associated with non-respondents although the random sample of non-respondents included no males.

Findings and Discussion

Participants were organized into four groups according to highest degree earned as follows: bachelor's degree, master's degree, specialist's degree, and doctor's degree. Because of insufficient numbers ($n=3$), those males with the specialist's degree were eliminated from the analysis. A summary of the findings is presented in the following sections.

Highest Degree Earned

Two-thirds of the male respondents had doctor's degrees. Three times as many men had doctor's degrees as had master's degrees. Over twice as many men (n=33) had earned the master's degree as the highest degree as had earned only a bachelor's degree (n=15).

Association Between Highest Degree and Demographic Characteristics

Approximately 40 percent of all male respondents were 35 years of age or under. A majority of those respondents with doctor's degrees were 45 years or under.

The largest racial group at all degree levels was white (about 95%). The largest minority group, the American Indian, accounted for only two percent of the total group.

The majority of the total respondents (70%) were married but slightly more than half (55%) of those males with the bachelor's degree as the highest degree were single.

The majority of the total respondents (about 71%) were either the major source or sole source of the immediate family's income.

Almost 60 percent of all male respondents resided in either urban areas with populations of 25,000 to 49,999 or in metropolitan areas with populations of 50,000 to 499,999. A larger percentage of those with the bachelor's degree as the highest degree lived in metropolitan areas than those males with the master's or doctor's degrees.

The median income range for all male respondents was \$20,000 to \$24,999. The median income for the bachelor's degree group was \$14,999. For the master's degree, the median annual income range was

between \$15,000 and \$19,999, and for the doctor's degree, the range was between \$25,000 and \$29,000.

Educational Profile

Three-fourths of all respondents with a bachelor's degree as the highest degree had a major in foods and nutrition.

The largest group (approximately 45%) of those respondents with the master's degree as the highest degree chose family relations and child development as the major emphasis of the master's degree.

The largest group (about 42%) of those respondents with the doctor's degree as the highest degree majored in family relations and child development at the doctor's level.

The largest group of respondents (about 32%) received the highest degrees during the years 1970-1975. However, the largest percentage (60%) of those respondents with only the bachelor's degree received that degree in 1976 or later.

The majority of all respondents (approximately 83%) received the bachelor's degree at 25 years of age or under.

The largest percentage (about 41%) of the total respondents received the bachelor's degree from land-grant institutions. However, an almost equal number of respondents with doctor's degrees received the bachelor's degree at land-grant institutions and at private universities.

The majority (about 87%) of those respondents with the bachelor's degree were planning to begin an advanced degree program or were enrolled in such a program. Over one-third of those males with the master's degree were planning to enroll in an advanced degree program

while almost one-half (about 48%) were enrolled in a degree program.

Over three-fourths of all male respondents were not currently enrolled as students. However, about 40 percent of those respondents with a bachelor's degree and about 49 percent of those respondents with a master's degree were currently enrolled as students. Of the 26 respondents who were currently enrolled, about 65 percent were students without assistantships.

The content areas in which the largest number of respondents felt proficient were family relationships (about 34%) and child development (about 31%).

The focus areas in which the largest number of the total respondents were knowledgeable were parenting education (about 35%) and consumer education and/or protection (about 29%).

The major emphasis of the bachelor's and the master's degrees was the same for 18 of the 33 respondents with the master's degree as the highest degree.

Over four-fifths, or about 82 percent, of those respondents with the bachelor's, master's, and doctor's degrees received at least two degrees with the same major emphasis. About four percent of those males with doctor's degrees listed the same major emphasis for all three degrees.

Association Between Highest Degree and Selected Characteristics

No association was shown between highest degree and age when the bachelor's degree was received or current age and age when the bachelor's degree was received.

A positive association existed between current age and highest degree. The age of respondents increased proportionately with the level of the degree.

An association existed between age and year of receiving the highest degree at the master's and doctor's degree level. The younger the respondent, the more recently the highest degree was received.

There was no association between age and plans for an advanced degree. Most had either earned a doctor's degree or were enrolled in degree programs.

There was little association between student status and size of community of residence.

Few minority males were included among these home economists. There were not enough minority males represented to determine an association between highest degree, major emphasis of each degree, and racial or ethnic group.

There was an association between proficiency in content area and major emphasis of the highest degree at every degree level. Respondents generally perceived more proficiency in those content areas associated with the major emphasis of the highest degree.

Some association did exist between highest degree, current focus areas in which respondent perceived himself to be knowledgeable, and the major emphasis of the highest degree. Although respondents expressed some competence regarding social issues, those who majored in focus areas more closely connected with the social sciences tended to report more overall competence in social issues.

Irregardless of major emphasis of highest degree, the largest percentage of males were members of the AHEA professional section, colleges and universities.

An association was observed between the major emphasis of the highest degree and the AHEA subject matter section chosen by respondents.

There was no association between the type of institution from which the bachelor's degree was received and the major emphasis of the bachelor's degree.

Conclusions and Interpretations

The following general conclusions are based on the findings of this study. These conclusions pertain only to the sample of 150 male AHEA members who responded to the 1979 AHEA membership survey.

Proportionately, few males major in home economics. Males represented .9 percent of the home economists responding to the AHEA survey. Recent literature indicated the highest percentage of males earning degrees in home economics was in 1979, and males received less than five percent of the total number of bachelor's degrees conferred in home economics. Less than nine percent of the master's degrees were awarded to men in 1979, and the proportion of doctor's degrees in home economics awarded to men for that year was about 32 percent.

Proportionately, few males representing minority groups major in home economics or receive higher degrees in home economics. About 95 percent of all male respondents were white. The largest minority group, American Indian, accounted for only two percent of all male respondents. The percentage of minority group representation decreased at the higher degree levels. Minority groups represented about 13 percent of those respondents with the bachelor's degree as the highest degree, about 6 percent of those with the master's degree, and only

about 3 percent of those with the doctor's degree. However, a study of nonrespondents (Fanslow et al., 1980) found that minorities may be under represented in this study.

Male AHEA members are predominantly young. About 40 percent of all respondents were 35 years of age or younger. Approximately 73 percent of all respondents with the bachelor's degree as the highest degree and about 48 percent of those with master's degrees were 30 years or under. These findings seem to indicate that the viewpoint of home economics as a female profession may be changing among younger males. Another explanation might be that more younger male home economists join AHEA than do older ones.

Proportionately, men are more likely than women to receive advanced degrees. Ninety percent of male respondents had received degrees beyond the bachelor's, compared with about one-half of the women (Beirbower, 1981). One possible explanation may be financial need. Townsley (1981) found that men as a group contributed higher proportions of household income than did women.

More males majored in the area of family relations and child development than any other area. Approximately 45 percent of those respondents with a master's degree as the highest degree and about 42 percent of those with a doctor's degree majored in the area of family relations and child development. Possibly there are more job opportunities for males in this area than others. Another possible explanation might be that males have been encouraged to give leadership to the study of and services to families.

The majority of males do not change the major emphasis of concentration from one degree level to another. The major area of

concentration of the bachelor's and master's degree was the same for 18 of the 33 respondents with the master's degree. The majority of respondents with doctor's degrees had two degrees with the same major, and 47 percent had the same major for all three degrees. These findings seem to indicate that males majoring in home economics are somewhat satisfied with the original choice of a major emphasis of concentration.

Recommendations

Based on the review of literature and the findings of this study, the following recommendations are made to provide information to career counselors, home economics faculties and administrators, and AHEA members.

1. Utilize findings of this study to make and implement plans to attract more males to the field of home economics.
2. Focus attention on males in home economics through articles, pamphlets, and monologues.
3. Encourage career counselors to utilize findings in advisement, recruitment, and retention in higher education and in the profession.
4. Analyze career opportunities for male home economists.
5. Conduct further studies of attitudes toward males entering the field of home economics.
6. Encourage further studies to update and broaden information about male home economists.
7. Utilize findings to aid in elimination of sex-stereotyping of the home economics profession.

8. Concentrate on viewing people from the standpoint of "human roles" rather than "sex roles."

9. As suggested at the 1973 Lake Placid Conference, plan existing courses for nonsexist roles and develop materials for this type of teaching.

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APPENDIXES

APPENDIX A

MALE PARTICIPANTS: LAKE PLACID CONFERENCES
(1899-1908)

Male Participants: Lake Placid Conferences (1899-1908)^a

	<u>Attending Members</u>	<u>Additional Members</u>	<u>Sustaining Members</u>
1899	Dewey, Melvil		
1900	Dewey, Melvil		
1901	Atwater, W. O. Dewey, Melvil		
1902	Atwater, W. O. Dewey, Melvil Tower, James E. Wood, Thomas D.		
1903	Wood, Thomas D.		
1904	Dewey, Melvil LeBosquet, Maurice		
1905	Baldwin, W. A. Blackwell, H. L. Brooks, L. R. Folin, Otto Langworthy, C. F. LeBosquet, Maurice Stillman, W. O. True, A. C.		
1906	Langworthy, C. F.	Baldwin, W. A. LeBosquet, Maurice Whitcomb, Frank Wood, Thomas	Brooks, L. R. Carey, Arthur
1907	Andrews, Benjamin Howe, Frederick Kellogg, J. H. LeBosquet, Maurice Sherman, H. O. Whittemore, Henry	Baldwin, W. A. Snedden, David Whitcomb, Frank Wood, Thomas	Carey, Arthur Langworthy, C. F.
1908	Andrews, Benjamin Dewey, Melvil Huckel, B. E. Langworthy, C. F. LeBosquet, Maurice	Abbott, L. R. Baldwin, W. A. Howe, Frederick Kellogg, J. H. Mauck, Joseph Nesbit, A. J. Putnam, George Sherman, Henry Snedden, David Whitcomb, Frank Wood, Thomas	Carey, Arthur

^aSource: Lake Placid Conferences on Home Economics Proceedings, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908.

APPENDIX B

PERCENTAGE DISTRIBUTION OF COLLEGE AND UNIVERSITY
FACULTY MEMBERS IN HOME ECONOMICS
BY AREA AND SEX

TABLE XXXVI
 PERCENTAGE DISTRIBUTION OF COLLEGE AND UNIVERSITY
 FACULTY MEMBERS IN HOME ECONOMICS
 BY AREA AND SEX^a

Content Area	Male	Female
Child Development	29	71
Early Childhood Development	12	88
Family Relations	54	46
Dietetics/Nutrition	25	75
Food Science	28	72
Home Economics Education	0	100
Consumer Economics	31	69
Home Management	4	96
Equipment	5	95
Housing	17	83
Food Service/Hotel Management	27	73
Home Furnishings	0	100
Interior Design	42	58
Related Art	41	59
Behavioral Aspects of Clothing	0	100
Clothing Construction	1	99
Fashion Merchandising	9	91
Textile Science	37	63
Other Multi-Subject Areas	15	85
Other Subject Areas Not Mentioned	31	69

^aSource: 1979-80 AAHE Salary Survey (AAHE, 1980)

APPENDIX C

1979 AHEA MEMBERSHIP SURVEY
QUESTIONNAIRE

PART I: GENERAL INFORMATION

The following information will be used to describe AHEA members' general and professional characteristics. Only those items marked with an asterisk (*) will be a part of the human resource file.

Directions: Blacken the space in front of the most appropriate response (on the response form). Choose one response per item unless specified otherwise. Use a soft lead pencil (No. 2).
When asked to specify, please do so at corresponding number space on the back page (page 4) of the response form. Please respond to every item.

Personal Data

- | | | | |
|---|---|---|----|
| *1. Sex: | 1 | 8. Your individual contribution to your immediate household's money income: | 8 |
| a. Male | a | a. Sole source of income | a |
| b. Female | b | b. Major source of income (more than 60%) | b |
| *2. Age range: | 2 | c. Co-equal source of income (approximately 40-60%) | c |
| a. 25 years or under | a | d. Contributing source of income (10-40%) | d |
| b. 26-30 years | b | e. Minor non-contributing source of income (less than 10%) | e |
| c. 31-35 years | c | 9. Provided major financial support from your individual income during the past year to person(s) outside your immediate household: | 9 |
| d. 36-40 years | d | a. Yes | a |
| e. 41-45 years | e | b. No | b |
| f. 46-50 years | f | 10. Type of residence: | |
| g. 51-55 years | g | a. Detached, single family dwelling | a |
| h. 56-60 years | h | b. Detached, multiple family dwelling (e.g., duplex, townhouse) | b |
| i. 61-65 years | i | c. Apartment or multiple unit building (e.g., condominium, row house, garden apartment) | c |
| j. 66-70 years | j | d. Mobile home | d |
| k. 71-75 years | k | e. Rented room | e |
| l. 76 years or over | l | f. Other | f |
| *3. Birthplace: | 3 | *11. Size of community in which you reside: | 11 |
| a. In USA | a | a. In metropolitan area of 500,000 or more | a |
| b. In USA Territories | b | b. In metropolitan area of 50,000-499,999 | b |
| c. Outside USA or Territories | c | c. In urban area of 25,000-49,999 | c |
| *4. Racial or ethnic group: | 4 | d. In or near city of 10,000-24,999 | d |
| a. Alaskan Native | a | e. In or near town of 2,500-9,999 | e |
| b. American Indian | b | f. In rural area with no population center as large as 2,500 | f |
| c. Asian or Pacific Islander | c | *12. Ability to read or speak foreign language(s) (mark all that apply): | 12 |
| d. Black | d | a. None | a |
| e. Spanish or Mexican heritage | e | b. Arabic | b |
| f. White (Other than of Spanish heritage) | f | c. Chinese | c |
| 5. Current marital status: | 5 | d. French | d |
| a. Single, never married | a | e. German | e |
| b. Married | b | f. Japanese | f |
| c. Divorced | c | g. Portuguese | g |
| d. Widowed | d | h. Russian | h |
| e. Separated | e | i. Spanish | i |
| 6. Number of children (adoption, biological and/or guardianship): | 6 | j. Other | j |
| a. None | a | Education Data | |
| b. 1-2 | b | *13. Degrees earned (mark all that apply): | 13 |
| c. 3-4 | c | a. Bachelor's degree | a |
| d. 5-6 | d | b. Master's degree | b |
| e. 7 or more | e | c. Education specialist's degree or professional diploma based on at least six years of college | c |
| 7. Age ranges of children, regardless of residence (mark all that apply): | 7 | d. Doctoral degree (e.g., Ph.D., Ed.D.) | d |
| a. 5 years or under | a | e. Other professional degree; please specify (13, page 4 of response form) | e |
| b. 6-12 years | b | | |
| c. 13-17 years | c | | |
| d. 18-24 years | d | | |
| e. 25-30 years | e | | |
| f. 31 years or over | f | | |
| g. does not apply | g | | |

- *14. Current certificates and licenses held: 14
 a. None a
 b. Specify (#14, page 4 of response form) b
- *15. Major emphasis of bachelor's degree (mark two only if co-majors): 15
 a. Consumer studies a
 b. Family economics/management b
 c. Family relations & child development c
 d. Foods & nutrition d
 e. General home economics e
 f. Home economics communications f
 g. Home economics community services g
 h. Home economics education h
 i. Household equipment i
 j. Housing and design j
 k. Institutional management k
 l. Textiles, clothing, merchandising l
 m. Agriculture m
 n. Art and design n
 o. Biological sciences o
 p. Business p
 q. Education q
 r. Humanities r
 s. Physical sciences s
 t. Social sciences t
 u. Urban studies u
 v. Other, please specify (#17, page 4 of response form) v
 w. Not applicable w
- *16. Major emphasis of master's degree (mark two if co-majors): 16
 a. Consumer studies a
 b. Family economics/management b
 c. Family relations & child development c
 d. Foods & nutrition d
 e. General home economics e
 f. Home economics communications f
 g. Home economics community services g
 h. Home economics education h
 i. Household equipment i
 j. Housing and design j
 k. Institutional management k
 l. Textiles, clothing, merchandising l
 m. Agriculture m
 n. Art and design n
 o. Biological sciences o
 p. Business p
 q. Education q
 r. Humanities r
 s. Physical sciences s
 t. Social sciences t
 u. Urban studies u
 v. Other, please specify (#16, page 4 of response form) v
 w. Not applicable w
- *17. Major emphasis of doctoral degree: 17
 a. Consumer studies a
 b. Family economics/management b
 c. Family relations & child development c
 d. Foods & nutrition d
 e. General home economics e
 f. Home economics communications f
 g. Home economics community services g
 h. Home economics education h
 i. Household equipment i
 j. Housing and design j
 k. Institutional management k
 l. Textiles, clothing, merchandising l
 m. Agriculture m
 n. Art and design n
 o. Biological sciences o
 p. Business p
 q. Education q
 r. Humanities r
 s. Physical sciences s
 t. Social sciences t
 u. Urban studies u
 v. Other, please specify (#17, page 4 of response form) v
 w. Not applicable w
- *18. Age range when bachelor's degree received: 18
 a. 25-years or under a
 b. 26-30 years b
 c. 31-35 years c
 d. 36-40 years d
 e. 41-45 years e
 f. 46-50 years f
 g. 51 years or over g
- *19. Year highest degree received: 19
 a. 1939 or earlier a
 b. 1940-49 b
 c. 1950-59 c
 d. 1960-69 d
 e. 1970-75 e
 f. 1976 or later f
- *20. Type of institution from which bachelor's degree received: 20
 a. Land-grant institution a
 b. State college or university (not land-grant) b
 c. Private college or university c
 d. Institution outside USA d
- *21. Plans for an advanced degree: 21
 a. None; completed highest degree available in my field a
 b. No plans for another degree b
 c. Presently in a degree program, to be completed within 9-12 months c
 d. Presently in a degree program, completion date more than 12 months d
 e. Planning to begin a degree program within 2-3 years e
 f. Planning to begin a degree program in the unspecified future f
- *22. Current student status: 22
 a. Not enrolled as student a
 b. Student without assistantship b
 c. Student with assistantship c
- Employment Information
- *23. Current employment status: 23
 a. Employed a
 b. Non-employed b
 c. Retired c

- *24. Employment period of current position(s) including paid vacations: 24
a. Not applicable a
b. 12 months b
c. 11 months c
d. 10 months d
e. 9 months e
f. 7-8 months f
g. 6 months or fewer g
- *25. Hours worked per week in current position(s) (mark response most descriptive of your situation): 25
a. Not applicable a
b. full-time (36 hours or more per week) b
c. three-fourths time c
d. half-time d
e. quarter-time e
f. less than quarter-time f
- *26. Nature of primary employer (mark all that apply):26
a. Not applicable a
b. Business b
c. Cooperative Extension c
d. Educational institution or system d
e. Government e
f. Industry f
g. Non-profit organization g
h. Self-employed h
i. Other, please specify (#26, page 4 of response form) i
- *27. Classification of current position as career opportunity for persons prepared in home economics area(s): 27
a. Long-time and continuing career opportunity a
b. New career opportunity for persons with home economics preparation b
c. New career opportunity for persons without home economics preparation c
d. Not recommended as a career opportunity (e.g., under-utilizes home economics preparation) d
- *28. Major functions performed in current job (mark no more than three): 28
a. Not applicable a
b. Administration b
c. Counseling or advising c
d. Food service delivery d
e. Health care delivery e
f. Information dissemination f
g. Instruction (formal or informal groups) g
h. Management h
i. Marketing i
j. Product development/texting j
k. Research k
l. Technical delivery l
m. Other, please specify (#28, page 4 of response form) m
29. Your current position-briefly describe your primary position including nature and setting of work (e.g., Director of Consumer Affairs for public utility company; Rehabilitation Therapist for private health care service; Day Care Service Consultant for public agency)(#29, page 4 of response form):
30. Geographic scope of primary audience reached in current position(s): 30
a. Not applicable a
b. Local area or community b
c. County or region within state c
d. State d
e. Multi-state regions e
f. National but not international f
g. National and international g
h. International h
31. Age range of primary audience reached in current position(s) (mark all that apply): 31
a. Not applicable a
b. Children (under 6 years old) b
c. Children (6-11) c
d. Youth (12-17) d
e. Young adults (18-24) e
f. Adults (25-59) f
g. Older adults (60 and over) g
32. Estimated annual personal income from all sources of employment: 32
a. Not applicable a
b. \$4,999 or under b
c. \$5,000-\$9,999 c
d. \$10,000-\$14,999 d
e. \$15,000-\$19,999 e
f. \$20,000-\$24,999 f
g. \$25,000-\$29,999 g
h. \$30,000-\$39,999 h
i. \$40,000-\$44,999 i
j. \$45,000-\$49,999 j
k. \$50,000-\$59,999 k
l. \$60,000-\$69,999 l
m. \$70,000 or over m
33. Plans for seeking or changing employment: 33
a. Not planning to seek or change employment a
b. Presently seeking employment b
c. Planning to seek employment within next 2-3 years c
34. Number of different times that you have entered the work force since receiving bachelor's degree (e.g., accepting employment after being non-employed for at least six months): 34
a. None a
b. 1-2 times b
c. 3-4 times c
d. 5-6 times d
e. 7-8 times e
f. 9 times or more f
35. Number of different types of positions held since bachelor's degree (consider only those involving major differences in job responsibilities; change in employer does not necessarily involve a change in type of position): 35
a. None a
b. 1-2 types b
c. 3-5 types c
d. 6-10 types d
e. 11 types or more e

- *36. Total number of years of professional employment, counting part- and full-time employment since receiving bachelor's degree: 36
 - a. None a
 - b. 1-2 years b
 - c. 3-5 years c
 - d. 6-10 years d
 - e. 11-15 years e
 - f. 16-20 years f
 - g. 21-25 years g
 - h. 26-30 years h
 - i. 31-35 years i
 - j. 36 years or more j

Part II: Areas of Knowledge and Experience

The items in Part II are not comprehensive but include those designated as current priority concerns to AHEA as determined by the Board of Directors.

- *37. Current content area proficiencies (mark no more than 3): 37
 - a. Adult education a
 - b. Art and design b
 - c. Child development c
 - d. Clothing d
 - e. Communications e
 - f. Community services f
 - g. Consumer services g
 - h. Family economics/family resource management. h
 - i. Family relationships i
 - j. Food science j
 - k. General home economics k
 - l. Home economics teacher education l
 - m. Household equipment m
 - n. Housing n
 - o. Human nutrition/dietetics o
 - p. Institutional administration p
 - q. Interior design q
 - r. Merchandising r
 - s. Professional development s
 - t. Rehabilitation t
 - u. Textiles u
 - v. Other, please specify (#37, page 4 of response form) v

- *38. Current focus area in which you feel knowledgeable enough to contribute to national, state, or local projects (mark all that apply): 38
 - a. Care and services for elderly a
 - b. Care and services for the handicapped b
 - c. Care and services for youth c
 - d. Career education d
 - e. Community development (rural/urban) e
 - f. Consumer education and/or protection f
 - g. Crime, delinquency, and rehabilitation g
 - h. Displaced homemaker h
 - i. Domestic violence i
 - j. Drug and alcohol use j
 - k. Effect of employment patterns/practices on family k
 - l. Effects of television on families l
 - m. Employment training m
 - n. Environmental protection n
 - o. Equity for women and/or minorities o
 - p. Health services p
 - q. Housing policy q
 - r. International development r
 - s. Management of energy resources s

- t. Nutrition education t
- u. Parenting education u
- v. Services to limited-income families v
- w. Sex education and family planning w
- x. Teen-aged pregnancy x
- y. World food policy y
- z. Other, please specify (#38, page 4 of response form) z

- *39. Processes in which you have had successful experiences and feel proficient to contribute to professional activities (mark all that apply): 39
 - a. Computer programming/use a
 - b. Data processing b
 - c. Editing publications c
 - d. Fund development d
 - e. Group dynamics e
 - f. Interdisciplinary problem solving f
 - g. Judging or refereeing creative works g
 - h. Media appearances h
 - i. Media production i
 - j. Membership promotion j
 - k. Personnel management k
 - l. Program budgeting/fiscal management l
 - m. Proposal writing and/or review m
 - n. Public policy advocacy n
 - o. Public relations o
 - p. Public speaking p
 - q. Training and/or supervising volunteers q
 - r. Writing for consumer or general audience publication r
 - s. Writing for technical publication s
 - t. Other, please specify (#39, page 4 of response form) t

- *40. Experience in working with minority groups (mark all that apply): 40
 - a. None a
 - b. American Indian b
 - c. Black American c
 - d. Mexican-American d
 - e. Puerto Rican e
 - f. Cuban-American f
 - g. Asian or Pacific Islander g

- *41. Source(s) of formal recognition or awards, exclusive of scholarships or fellowships, received for outstanding achievement or service since bachelor's degree (mark all that apply): 41
 - a. None a
 - b. Church and other religious groups b
 - c. Civic and community groups c
 - d. Colleges, universities, and alumni associations d
 - e. Employer e
 - f. Other professional associations or group f
 - g. State government officials or agencies g
 - h. State or American Home Economics Association h
 - i. Other, please specify (#41, page 4 of response form) i

Research

- *42. Research involvement in past five years (mark all that apply):
 - a. No involvement a
 - b. Subject or respondent in research b
 - c. Supervisor of graduate student research c
 - d. Assistant for research d

- e. Administrator of research program or unit. . . e
 - f. Director or co-director of research f
 - g. Conductor of thesis or dissertation research g
 - h. Reviewer or administrator for awarding research funds h
 - f. Other, please specify (#42, page 4 of response form) f
43. Percentage of current workload allocated to conducting research: 43
- a. None a
 - b. 10 percent or under b
 - c. 11-24 percent c
 - d. 25-49 percent d
 - e. 50-74 percent e
 - f. 75-100 percent f
- *44. Total number of contracts or grants from a source other than employer for research, demonstration, or training projects received as an individual or member of a team during the last five years: 44
- a. None a
 - b. 1-3 b
 - c. 4-6 c
 - d. 7-9 d
 - e. 10 or more e
- *45. Source of funding for above contracts and grants (mark all that apply): 45
- a. Not applicable a
 - b. Agricultural Experiment Station b
 - c. Business or industry c
 - d. Federal agency d
 - e. Foundation e
 - f. International agency f
 - g. State agency g
 - h. Trade or professional association h
 - i. Other, please specify (#45, page 4 of response form) i
- Part III: Professional and Service Involvement
- Professional Association Involvement
- *46. Participation in the American Home Economics Association within the past five years (mark all that apply): 46
- a. Attended annual meeting a
 - b. Delegate to Assembly b
 - c. Served as a national officer (AHEA or section) c
 - d. Served on national committee or commission d
 - e. Chaired a national committee, commission, or sponsored conference e
 - f. Served as a consultant f
 - g. Served on AHEA accreditation team g
 - h. Published article in Action, Journal of Home Economics, or Home Economics Research Journal h
 - i. Was on program at annual meeting i
 - j. Was a member only j
- *47. Participation in a state home economics association within the past five years (mark all that apply): 47
- a. Attended annual state meeting a
 - b. Attended district meeting b
 - c. Served as state officer c
 - d. Served as district or county officer d
 - e. Served on state committee, commission, or conference e
- f. Contributed article to state newsletter f
 - g. Was on program at annual state or district meeting g
 - h. Was a member only h
- *48. Estimated number of days of service contributed to AHEA and state home economics association in the past year, beginning August 1, 1977 and ending July 31, 1978: 48
- a. None a
 - b. 5 days or less b
 - c. 6-10 days c
 - d. 11-15 days d
 - e. 16-20 days e
 - f. 21 days or more f
- *49. Past leadership in AHEA or state association (provided more than five years ago): 49
- a. None a
 - b. Served as national officer b
 - c. Served as state officer c
 - d. Chaired national committee, commission, or conference d
50. The following is a list of reasons members give for belonging to AHEA. Mark the three most important reasons for your membership. 50
- a. Advancement of career a
 - b. Association with similar professionals b
 - c. Awareness and support of public policy issues c
 - d. Commitment to profession d
 - e. Involvement in national endeavors e
 - f. Obligation as a professional f
 - g. Opportunity to exchange information g
 - h. Receipt of organization's publications h
 - i. Support of organization's programs i
 - j. Updating of subject-matter knowledge j
- *51. Participation in other professional organizations within past five years (mark all that apply): 51
- a. Not applicable a
 - b. Attended annual national meeting b
 - c. Was on program at annual meeting c
 - d. Published article d
 - e. Chaired national committee, commission, or conference e
 - f. Served as national officer f
 - g. Served as state officer g
- *52. Professional organizations in which memberships are held (mark all that apply): 52
- a. None a
 - b. AAHE-American Association of Housing Educators b
 - c. AAHE-Association of Administrators of HE c
 - d. ACCI-American Council on Consumer Interests d
 - e. ACPT-Association of College Professors of Textiles and Clothing e
 - f. ADA-American Dietetic Association f
 - g. AFT-American Federation of Teachers g
 - h. ASFSP-Association of School Food Service Personnel h
 - i. AVA-American Vocational Association i
 - j. IFT-Institute of Food Technologists j
 - k. NAEHE-National Association of Extension Home Economists k
 - l. NAEYC-National Association for the Education of Young Children l
 - m. NCAHE-National Council of Administrators of Home Economics m

- n. NEA-National Education Association n
 - o. NNC-National Nutrition Consortium o
 - p. SNE-Society of Nutrition Education p
 - q. Other, please specify (#52, page 4 of response form) q
53. Number of national professional organizations/associations in which you hold membership (include AHEA but exclude professional honoraries): 53
- a. 1 a
 - b. 2-3 b
 - c. 4-6 c
 - d. 7 or more d
- *54. Number of honorary organization memberships: 54
- a. None a
 - b. 1-3 b
 - c. 4-6 c
 - d. 7 or more d
55. Estimated total annual dues paid by self to professional and/or honorary associations and organizations during past year (include local, state and national): 55
- a. \$100 per year or less a
 - b. \$101 to \$200 per year b
 - c. \$201 to \$300 per year c
 - d. \$301 to \$399 per year d
 - e. \$400 to \$499 per year e
 - f. \$500 or more per year f
- Professional Involvement
- *56. Professional presentations within the last five years (mark all that apply): 56
- a. Author or co-author of article(s) in refereed journal a
 - b. Author or co-author of book b
 - c. Author or co-author of chapter, monograph, or editor of book c
 - d. Author or co-author of scholarly, publication: article(non-refereed), bulletin, or report d
 - e. Author or co-author of popular publication: article, bulletin, or report e
 - f. Creator of work in juried exhibit f
 - g. None g
- *57. Professional or public service contributions during past five years either volunteer or through employment (mark all that apply): 57
- a. Participated in major projects, task forces, or drives which facilitated public or professional action a
 - b. Spearheaded major projects, task forces, or drives which facilitated public or professional action b
 - c. Organized a state, national, or international conference, workshop, or symposium c
 - d. Served on boards of directors, trustees for d
 - e. Local organizations or groups e
 - f. State or National business, religious, educational, or service organizations f
 - g. Served on an advisory council for g
 - h. Local organizations or groups h
 - i. State or National organizations or groups i
 - j. International organizations or groups j
- Served as editor for
- f. Publication for local distribution f
 - j. Publication for State or National distribution j
 - k. Publication for international distribution k
- Served as a writer for
- l. Consumer or general audience publication l
 - m. Special audience publication m
 - n. None n
- Readership
58. Degree to which you usually read the Journal of Home Economics 58
- a. Cover to cover a
 - b. Most sections b
 - c. Only special items of interest c
 - d. Not at all d
59. Degree to which you usually read AHEA Action: 59
- a. Cover to cover a
 - b. Most sections b
 - c. Only special items of interest c
 - d. Not at all d
60. Use of Washington Dateline: 60
- a. I subscribe and read many articles a
 - b. I subscribe and read some articles b
 - c. I subscribe but do not read c
 - d. I do not subscribe but read many articles d
 - e. I do not subscribe but read some articles e
 - f. I do not read nor subscribe f
61. Use of the Home Economics Research Journal 61
- a. I subscribe and read many articles a
 - b. I subscribe and read some articles b
 - c. I subscribe but do not read c
 - d. I do not subscribe but read many articles d
 - e. I do not subscribe but read a few articles e
 - f. I do not read nor subscribe f
 - g. It has not provided much in my area of interest g
- Public Affairs Involvement
- *62. Public affairs involvement within the past five years (mark all that apply): 62
- a. Registered as a member of a political party a
 - b. Voted in local, state, or national elections b
 - c. Served as a campaign worker for a candidate for public office c
 - d. Worked with organized group effort on public policy issues d
 - e. Ran for or held local public, state, or national office e
 - f. Contributed money for candidates, party, or issue campaigns f
 - g. Contributed money to national advocacy groups (e.g., Children's Defense Fund, Community Nutrition Institute, Southern Poverty Law Center) g
 - h. None h
63. Contributions to public policy formation within the past five years (mark all that apply): 63
- a. Made public a personal position on an issue (letters to editor or oral presentation, etc. a
 - b. Communicated with state or federal legislators or officials regarding issues b

- c. Attended hearings on public issues c
- d. Prepared or presented testimony or position papers d
- e. Received request for information in relation to public policy issues from state or federal officials, or professional organizations . . e
- f. Helped write proposed federal or state legislation f
- g. Helped write federal or state regulations. . . g
- h. Provided review(s) of proposed legislation or regulations h
- i. None i

International Service

- *64. Accumulated years of professional international service, either in other countries or from within the United States: 64
 - a. None a
 - b. Less than 1 year b
 - c. 1-4 years c
 - d. 5-12 years d
 - e. 13-20 years e
 - f. 21 years or more f

- *65. Types of professional international service (mark all that apply): 65
 - a. Not applicable a
 - b. Military (Department of Defense and Defense civilians) b
 - c. Business c
 - d. Church d
 - e. Federal civilian or employee (USAID, USDA, US Department of State, Peace Corps, etc.) . e
 - f. International civil service (FAO, UNESCO, UNICEF, WHO, etc.) f
 - g. Education (Fullbright, overseas university project personnel, exchange scholar, etc.) . g
 - h. Independent professional h
 - i. Private, non-profit agency (Ford Foundation, CARE, etc.) i
 - j. Other, please specify (#65, page 4 of response form) j

- *66. Areas lived in for one or more years (mark all that apply): 66
 - a. Not applicable a
 - b. Africa b
 - c. Canada c
 - d. West Europe d
 - e. Central America and Caribbean e
 - f. Latin America f
 - g. Russia and East Europe g
 - h. East Asia-Orient h
 - i. Middle South Asia i
 - j. Middle East j
 - k. Oceania k

- *67. Focus of volunteer service to the community (mark all that apply): 67
 - a. Not applicable a
 - b. Social/human service b
 - c. Church or religious c
 - d. School/education d
 - e. Public policy advocacy/political involvement . e
 - f. Other, please specify (#67, page 4 of response form) f

- *68. Average hours per week in volunteer service to the community during the past year: 68
 - a. None a
 - b. 5-8 hours b
 - c. 9-12 hours c
 - d. 13-16 hours d
 - e. 17-20 hours e
 - f. 21 hours or more f

Thank you for your response! Your information will help official groups within AHEA to better represent the voice of home economics.

Before placing the response form for this questionnaire in the return envelope, please check to see that you have () responded to each item, and () completed and signed the consent form.

Master File

- Professional Section
- Subject Matter Section
- Number Years Member (continuous)
- Subscription Codes - JNL - DATLN
- Zip Codes
- State Codes
- State Association District (28 states)
- HEIB Local
- IFHE
- ACPTC

APPENDIX D
CORRESPONDENCE

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

January 1979

Dear AHEA Member:

You can help strengthen Home Economics and the American Home Economics Association by completing and returning the enclosed 1978 AHEA Membership Survey. All members are being asked to contribute information so that a comprehensive profile of the AHEA Membership can be created. Information that only you can provide is required. We need your response by February 26, 1979.

The purpose of the survey is to supply information to help AHEA and State Associations more accurately describe characteristics of home economics professionals. By being cognizant of current membership characteristics and endeavors, the organization can more forcefully serve as a voice for the profession. Further, such information will be useful in making the concept of home economics held by our colleagues, and other individuals and groups with whom we make contact, a more accurate one.

The survey also gives you an opportunity to indicate your talents, interests, experiences, and specializations. By having such information available Association leaders can approach larger numbers of members to serve in various ways. Increased participation will strengthen our organization and the work we do.

Your responses will be kept confidential by use of special codes. Access to any information associated with an AHEA member will be strictly controlled: first by your instructions as indicated on the consent form, second by policies and procedures approved by the AHEA Board of Directors, and third by the screening of requests by the screening of requests by the Membership Survey Advisory Committee and the AHEA Executive Director.

The survey information, which will be periodically updated, will be accessible especially to home economics researchers and AHEA officers, sections and state associations, subject to these controls.

Your response to the 1978 AHEA Membership Survey can help AHEA and home economics have greater impact than ever before. Please return your survey in the enclosed envelope. May we receive it by February 26, 1979?

Sincerely,

(Signed) Mary Ann Parthum
AHEA President

(Signed) Beverly Crabtree
AHEA Immediate Past Pres.

We are awaiting your response to the 1978 AHEA Membership Survey recently sent to you.

We Need Your Response!!

Please return the attached postcard to indicate your participation in the 1978 AHEA Membership Survey, or to request a copy of the Questionnaire if needed.

Thank you for your prompt attention.

AHEA Membership Survey Advisory Committee



THE AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ATTENTION: AHEA Membership Survey Advisory Committee



- I have responded and returned the survey.
- I am responding and will return the survey questionnaire on _____ (date)
- I have not received the survey, please send a copy immediately.

PLEASE PRINT: _____
Name

Address

City State Zip

APPENDIX E

CODING PLANS

Recoding Plan for Major Emphasis of Bachelor's,
Master's, and Doctor's Degree

<u>Revised Code</u>	<u>Title</u>	<u>Instructions (What is included)</u>
1	Consumer Studies, Family Economics/ Management	Responded to either consumer studies (1) or family economics/management (2). If responded to any other item, ignore such responses.
2	Family Relations and Child Develop- ment	Responded to family relations and child development (3) but did not respond to consumer studies or family/economics/management. If responded to any other item, ignore such responses except include if responded only to humanities (18) or social science (20).
3	Food and Nutrition, Institutional Manage- ment	Responded to foods and nutrition (4), institutional management (11) but did not respond to consumer studies, family economics/management, or family relations and child development. If responded to any other item, ignore such responses except include if responded only to agriculture (13) or biological science (15).
4	Household Equip- ment, Housing and Design	Responded to household equipment (9), housing and design (10) but did not respond to consumer studies, family economics/management, family relations and child development, foods and nutrition, or institutional management. If responded to any other item, ignore such responses except include if responded only to art and design (14), physical science (19), or urban studies (21).
5	Textiles, Clothing, and Merchandising	Responded to textiles, clothing, and merchandising (12), but did not respond to consumer studies, family economics/management, family relations and child development, foods and nutrition, household equipment, housing and design, or institutional management. If responded to any other item, ignore such responses except include if responded only to business (16).

<u>Revised Code</u>	<u>Title</u>	<u>Instructions (What is included)</u>
6	Home Economics Education, General Home Economics, Home Economics Communication, Home Economics Community Services	Responded to general home economics (5), home economics communication (6), home economics community services (7), home economics education (8) but did not respond to consumer studies, family economics/management, family relations and child development, foods and nutrition, household equipment, housing and design, institutional management or textiles, clothing, and merchandising. If responded to any other item, ignore such responses except include if responded only to education (17).
7	Not applicable	Responded only to not applicable (22). Applies only to major of master's degree and major of doctor's degree.
0	None of above	Wrote in other (Item v) on the response form or responded only to two or more items in original items m through u: m. Agriculture n. Art and Design o. Biological sciences p. Business q. Education r. Humanities s. Physical sciences t. Social sciences u. Urban studies

Coding Plan for AHEA Professional Sections
and Subject Matter Sections

Code for Professional Sections:

0. No professional section indicated
 1. Colleges and Universities
 2. Elementary, Secondary, and Adult Education
 3. Extension Service
 4. Home Economists in Human Services
 5. Home Economists in Business (additional membership requirements and dues information available on request)
 6. Home Economists in Homemaking
 7. Research
 8. No professional section indicated
- Blank - No professional section indicated

Code for Subject Matter Sections:

0. International
1. Art
2. Family Economics and Home Management
3. Family Relations and Child Development
4. Food and Nutrition
5. Housing, Furnishings, and Equipment
6. Textiles and Clothing
7. Home Economics Teacher Education
8. Institution Administration
9. Home Economics Communication

VITA

Sylvia Gilbert Bivins

Candidate for the Degree of

Doctor of Education

Thesis: EDUCATIONAL PROFILE OF MALE HOME ECONOMISTS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Beech Creek, Kentucky, January 22, 1944, the daughter of James and Mary Gilbert.

Education: Graduated from Drakesboro Consolidated High School, Drakesboro, Kentucky, in May, 1961; received Bachelor of Science degree in Home Economics Education from Western Kentucky University, Bowling Green, Kentucky, in January, 1965; received Master of Arts degree in Home Economics Education from Western Kentucky University, Bowling Green, Kentucky, in August, 1971; enrolled and attended Murray State University, Murray, Kentucky from August, 1975 to May, 1979; enrolled in doctoral program at Oklahoma State University in August, 1979; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1982.

Professional Experience: Dietitian, Kentucky Resthaven, Madisonville, Kentucky, 1966; Chemistry and Science Teacher, Earlington High School, Earlington, Kentucky, 1967; Vocational Home Economics Teacher, South Hopkins High School, 1967-1971; County Extension Home Economist, University of Kentucky, 1971-1973; Vocational Home Economics Teacher, Earlington High School, Earlington, Kentucky, 1973-1975; Vocational Home Economics Teacher, West Hopkins and South Hopkins High Schools, 1975-1979; 1980-1982; Graduate Research Assistant, 1979-1980, and Graduate Teaching Assistant, 1981, Oklahoma State University.

Professional Organizations: American Home Economics Association, Kentucky Home Economics Association, American Vocational Association, Kentucky Vocational Association, National Education Association, Kentucky Education Association, Phi Delta Kappa, American Association of University Women.