THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF OPINIONS CONCERNING SELECTED CONCEPTS OF HOME ECONOMICS EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

BONNIE BELL BUCHANAN

Norman, Oklahoma

1959

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/1395

AN ANALYSIS OF OPINIONS CONCERNING SELECTED CONCEPTS OF HOME ECONOMICS EDUCATION

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to the chairman of her doctoral committee, Dr. Gail Shannon, for the inspiration and guidance which he has gratuitously given for conducting the research and the writing of this dissertation.

Thanks are also extended to the members of the committee, Miss Mary A. Warren, Dr. William R. Fulton, Dr. Funston F. Gaither, and Dr. Chester S. Williams, for their kind criticisms and helpful suggestions.

Gratitude is expressed to the author's husband, H. G. Buchanan, for his practical concept of home and family living which made this undertaking possible.

TABLE OF CONTENTS

		Page
LIST OF TABLES		vi
Chapter		
I.	INTRODUCTION	1
	Statement of Problem and Purpose	4
	Review of Related Studies	6
	Limitations of the Study	10
	Definition of Terms	11
	Assumptions	11
	Sources of Data	12
	Research Design and Procedure	12
II.	THE RELATIONSHIP OF HOMEMAKING TO THE TOTAL SCHOOL PROGRAM	22
	Summary	60
III.	CONCEPTS RELATING TO THE DEMOCRATIC PROCESS	62
	Summary	77
IV.	CONCEPTS CONCERNING EDUCATION FOR HOME AND FAMILY LIVING	79
	Summary	106
V.	CONCEPTS CONCERNING THE PERSONAL ADJUSTMENT OF THE HOMEMAKING TEACHER	108
	Summary	125
VI.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	127
	Summary	129
	Conclusions	137
	Recommendations for Further Research	139

Page

BIBLIOGRAPHY 140

APPENDIX

A. SELECTION OF THE JURY 150

B. THE OPINIONNAIRE 155

C. CONCEPTS CONCERNING THE RELATIONSHIP OF HOMEMAKING TO THE TOTAL SCHOOL PROGRAM WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT 172

D. CONCEPTS RELATING TO THE DEMOCRATIC PROCESS WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT OR MAJORITY DISAGREEMENT 181

E. CONCEPTS RELATING TO EDUCATION FOR HOME AND FAMILY LIVING WHICH RECEIVED ABOUT 75 PER CENT AGREEMENT 197

F. CONCEPTS RELATING TO THE PERSONAL ADJUSTMENT OF THE HOMEMAKING TEACHER WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT 214

LIST OF TABLES

Table		Page
1.	Distribution of Personnel	18
2.	Status of Participation	19
3.	Distribution of Total Responses relating to Concept 1	25
4.	Distribution of Total Responses relating to Concept 5	28
5.	Distribution of Total Responses relating to Concept 8	31
6.	Distribution of Total Responses relating to Concept 10	33
7.	Distribution of Total Responses relating to Concept 13	36
8.	Distribution of Total Responses relating to Concept 15	37
9.	Distribution of Total Responses relating to Concept 16	39
10.	Distribution of Total Responses relating to Concept 19	41
11.	Distribution of Total Responses relating to Concept 24	44
12.	Distribution of Total Responses relating to Concept 32	45
13.	Distribution of Total Responses relating to Concept 43	48
14.	Distribution of Total Responses relating to Concept 45	50

Table		Page
15.	Distribution of Total Responses relating to Concept 74	52
16.	Distribution of Total Responses relating to Concept 76	54
17.	Distribution of Total Responses relating to Concept 77	56
18.	Distribution of Total Responses relating to Concept 78	58
19.	Distribution of Total Responses relating to Concept 36	64
20.	Distribution of Total Responses relating to Concept 47	66
21.	Distribution of Total Responses relating to Concept 54	68
22.	Distribution of Total Responses relating to Concept 66	70
23.	Distribution of Total Responses relating to Concept 72	72
24.	Distribution of Total Responses relating to Concept 73	74
25.	Distribution of Total Responses relating to Concept 3	82
26.	Distribution of Total Responses relating to Concept 7	83
27.	Distribution of Total Responses relating to Concept 12	85
28.	Distribution of Total Responses relating to Concept 18	87
29.	Distribution of Total Responses relating to Concept 29	89
30.	Distribution of Total Responses relating to Concept 35	91

Table		Page
31.	Distribution of Total Responses relating to Concept 37	93
32.	Distribution of Total Responses relating to Concept 48	95
33.	Distribution of Total Responses relating to Concept 52	97
34.	Distribution of Total Responses relating to Concept 64	99
35.	Distribution of Total Responses relating to Concept 68	100
36.	Distribution of Total Responses relating to Concept 75	102
37.	Distribution of Total Responses relating to Concept 79	104
38.	Distribution of Total Responses relating to Concept 25	111
39.	Distribution of Total Responses relating to Concept 28	113
40.	Distribution of Total Responses relating to Concept 41	115
41.	Distribution of Total Responses relating to Concept 44	117
42.	Distribution of Total Responses relating to Concept 49	118
43.	Distribution of Total Responses relating to Concept 55	121
44.	Distribution of Total Responses relating to Concept 93	123

AN ANALYSIS OF OPINIONS CONCERNING SELECTED CONCEPTS OF HOME ECONOMICS EDUCATION

CHAPTER I

INTRODUCTION

Homemaking education has made great strides since it has become an integral part of the total school program. The support that was gained for homemaking from the Smith-Hughes Act of 1917[1] and the general acceptance which it has received on its own merits have contributed much to school curricula. The home economics course has grown from the original study of cooking and sewing to include: provision of food for the family; selection, care, and construction of clothing; care and guidance of children; selection, furnishing, and care of the house; maintenance of health; home care of the sick; consumer buying; management of all material and human resources available to the home; maintenance of satisfactory family relationships; application of the arts and sciences to the home; and vocational guidance.

---

[1]Public Law 347 passed in 1917 by the 64th Congress, implemented July 1, 1918.

These areas of instruction have become incorporated into a family-centered program in home and family living, planned to meet the social, the physical, and the emotional needs of families. Such emphasis does not mean a failure to recognize the importance of problems of pupils, which are largely personal, but rather to deal with these in relation to family and community concerns. The Home Economics Committee on Research of the American Vocational Association has proposed the following concepts as a help for teachers to go further in making their homemaking programs realistic in terms of the conditions and needs of families:[1]

> For this reason, we need
> (1) to think in the terms of values and practices of different families in our own communities, and not families in general;
> (2) to recognize the dignity and the worth of each individual in the family;
> (3) to believe in the importance of cooperative effort in solving family problems;
> (4) to deal with all phases of the subject matter, not in isolation, but to use problems in teaching which cut across several areas of family living; and
> (5) to believe in the importance of choice making because individuals and families face and solve problems in different ways.

The report sets forth three basic concepts of teaching which focus attention on family living:[2]

> I. Education for homemaking becomes effective when teaching enables a pupil to understand herself in relation to:

---

[1]Home Economics Committee on Research, Family Focus in Home Economics Teaching, Bulletin, American Vocational Association, Inc., Washington, D. C., 1956, pp. 4-5.

[2]Ibid.

A. Her family: its background, present day living practices, ideals, and concern for the future.
B. All individuals and groups with which she is associated.

II. Education for homemaking becomes effective when teaching helps a pupil to understand herself in relation to her own goals as a person, a marriage partner, and a parent.

III. Education for homemaking becomes effective when teaching helps a pupil to
A. Recognize the reality of family living in the various stages through which a family goes (for example, the new family; family with young children, with teen-age children, and with married children; retired adults; and with more than two generations in the same home).
B. Make choices in the terms of family practices, values, income, and use of energy, time, and ability.

Accepting the above concepts as fundamental for a functional homemaking program, the writer became concerned for the college curriculum which trains homemaking teachers. Having witnessed, as a teacher, the evolvement toward broader areas of instruction, with a shift of emphasis from the manipulative skills to relationships and personal satisfactions, it seemed imperative that teachers be trained to cope with this type of instruction.

Greater emphasis is now being placed upon "family-centered" teaching; therefore, many home economists are attempting to identify basic understandings which they may develop to further this concept. By the use of present educational methods based upon steps for concept formation to produce generalizations, principles, theories, and abstractions, home economics education can meet this need.

Psychological research has much to suggest concerning

the definition and the formation of concepts. Concept development offers economy in learning by epitomizing important common features of a large number of particular ideas. Phenix[1] pointed out:

> Concepts are basic central ideas, an understanding of which opens whole fields of knowledge. . . . Particular items of knowledge should be selected and used with an idea to their exemplification of the basic concepts of the field.
>
> Concepts define a field of knowledge. Ineffective learning will result from using the wrong key concepts and never will there be agreement among authorities as to which are the 'key' concepts.

Realizing that concept formation can assist in bringing order to the confusing multiplicities of experience, it becomes worthwhile to organize basic beliefs and understandings into acceptable concepts.

Teachers of homemaking have a moral responsibility for the training of boys and girls to be well-adjusted citizens of the home and community. The teacher herself must have well defined understandings and beliefs in order to utilize the resources represented by her. An identification of concepts will offer an economy in time and effort needed for gaining understandings to be used for enriching student experiences in home and family living.

Statement of Problem and Purpose

The need for well defined concepts for teachers of

---

[1]Philip H. Phenix, "Key Concepts and the Crisis in Learning," Teachers College Record, LVIII (December, 1956), pp. 137-43.

homemaking presents the problem: What are the degrees of agreement and disagreement existing among selected groups of professional educators relative to 93 selected concepts in home economics education? Questions to be considered are:

1. What are some of the basic concepts in home economics education?

2. To what extent do educators concur upon these concepts?

3. Do home economics educators have the same concept of homemaking education as do school administrators?

4. Do educators tend to agree upon stated concepts concerning the relationship of the homemaking curriculum to the total school program, the democratic process, education for home and family living, and the personal adjustment of the homemaking teacher?

The purpose of this study is to determine the degree of concurrence among state supervisors of home economics education, college teachers of home economics education, school administrators, and secondary homemaking teachers relative to selected concepts in home economics education. Opinions held by teachers and administrators in schools from five different population groups, held by teachers of different marital status concerning personal adjustment, and held by educators having bachelor's and advanced degrees will also be reported.

Data obtained purport to assist in the identification of concepts (a) which seem desirable, (b) which are contro-

versial and need clarification, and (c) which should be rejected. It is expected that these findings will contribute to the improvement of home economics education by stressing concept development as an approach to the building of functional homemaking programs. Such development should encourage teachers to attain a working philosophy of education which in turn would cause them to improve their own knowledge and skills.

Review of Related Studies

Various studies have been made in attempting to improve the curriculum for the training of teachers of homemaking. These include: methods of evaluation, attitude and aptitude testing, analyses of teaching responsibilities, and analyses of teaching methods. Such investigations have not identified concepts desirable for teachers, though this would appear to be the first step in curriculum planning.

A study completed by Brown[1] in the field of home economics concerning understandings and beliefs was reported with research conducted in thirteen colleges in Texas to determine the contribution of home economics education to specific understandings in home and family living and to determine some of the understandings being promoted through the college home economics curriculum. Findings of this study

---

[1]Ilene Brown, "Basic Understandings of Family Living Developed through the Home Economics Curriculum" (unpublished Doctor's dissertation, The Ohio State University, 1952).

indicated that home economics students did not tend to develop a better understanding of families and how they live at different socio-economic levels than did non-home economics majors. Evidence pointed to a systematic relationship between the importance home economics faculties placed upon the knowledge and the understanding of homes and families and the students' development of such knowledge and understandings.

Barkley's[1] investigation to determine the synthesized concept high school students have of the homemaking teacher used concepts for research purposes but did not attempt to evaluate them. She found, from the responses of 796 high school students from 25 different schools, that boys and girls viewed the homemaking teacher as enjoying in-class and out-of-class relationships with the students, letting students plan some of their own activities, and being a confidante for personal problems. They pictured her as wanting her own methods used in class. Approximately two-thirds of the students believed that she would rather be a homemaker than a teacher. Boys saw her teaching only sewing and cooking while girls pictured her teaching a broad, well-rounded program of family living. Students from small schools had slightly clearer concepts about the teacher than did students from larger schools. There were no appreciable differences

---

[1]Margaret K. Barkley, "The Concept of the Home Economics Teacher Held by High School Students" (unpublished Doctor's dissertation, University of Illinois, 1956).

between students who had and had not had the home economics teacher for a class. The study had implications for the selection of students for the professions, for college curricula, and for in-service training.

Those studies made for determining the problems of first year teachers pointed out the strengths and the weaknesses of the home economics curriculum and gave indications for the need of a study of concepts in this field. Coleman,[1] analyzing a random sampling of 1,139 class periods, found that teachers felt inadequately prepared to handle guidance responsibilities, and that 52 per cent experienced perplexing conduct situations. One-third of the teachers felt inadequately prepared to advise FHA chapters. Grant's[2] survey of 122 homemaking teachers and 113 administrators in New York state showed that supervision of the school lunch handicapped teachers insofar as effectiveness in teaching was concerned. She reported that teachers felt insecurity in teaching family relationships and management and that their greatest security came in using discussion and laboratory methods.

---

[1]Margaret A. Coleman, "An Analysis of the Responsibilities of the First Year Homemaking Teacher with Implications for Teacher Education" (unpublished Doctor's dissertation, Teachers College, Columbia University, 1951).

[2]Margaret A. Grant, "The Preparation of Homemaking Teachers: Ten Years of Experience at the New York State College for Teachers at Buffalo, New York" (unpublished Doctor's dissertation, University of Buffalo, 1951).

Roskie,[1] reporting from a sampling of 516 persons concerned with the high school homemaking program in the Pacific region, found that the phases in which the beginning teachers were not successful were those involved in the understanding of the social and economic problems in communities, in working cooperatively with the parents in the homes, and in helping to extend the homemaking program to elementary pupils, boys, and adults. Reasons given for lack of success in these phases were lack of time because of student activities unrelated to homemaking and to too much time spent in preparation for classwork.

It was found in research developed by Jones[2] that 20 beginning teachers graduated from the University of Wisconsin felt that:

1. There is too much repetition of subject matter in college home economics classes.
2. There is need for evaluation of what a student already knows before requiring some college subject matter.
3. There is a need for smaller and more laboratory classes.
4. There is a need for more demonstrations and less lecturing.
5. There should be more concentrated material and more detail in college classes.

A summary of the findings of research previously

---

[1]Gertrude Roskie, "The Homemaking Program for Beginning Teachers" (unpublished Doctor's dissertation, Stanford University, 1953).

[2]Agnes A. Jones, "A Follow-up Study of Beginning Teachers Graduated from the University of Wisconsin" (unpublished Doctor's dissertation, University of Wisconsin, 1954).

reviewed indicates that the development of well defined concepts would facilitate teaching and provide a teacher training program which would be more economical in time and effort. Many of the problems listed by teachers could be alleviated if the development of constructive beliefs and understandings were recognized as an important objective of the teacher education program.

Limitations of the Study

The following limitations were made for the problem:

1. The study was confined to the states of Oklahoma, Kansas, Texas, and Arkansas.

2. Consideration was given to teacher education in home economics, and only those institutions involved in the Smith-Hughes vocational program were represented.

3. Information was sought from teacher-educators, state supervisors of home economics education, vocational homemaking teachers with one year of teaching experience, administrators of secondary schools, and from a jury of home economics educators selected from throughout the United States.

4. Concepts used in the instrument were only those which pertain to the following four basic areas of home economics: (a) understandings concerning the relationship of homemaking to the total school program, (b) understandings concerning the democratic process, (c) understandings

concerning education for home and family living, and (d) understandings concerning the personal adjustment of the homemaking teacher.

Definition of Terms

Concepts are generalized beliefs or understandings evolved through experience. They lack the dynamic qualities of attitudes or values.

Home Economics Education denotes training on the college level for the teachers of homemaking.

Homemaking is used to indicate home economics training on the secondary school level.

Vocational homemaking teachers are those who have satisfied requirements and qualifications for vocational education and who are teaching in reimbursed homemaking programs.

Reimbursed vocational homemaking programs are those public secondary schools which meet requirements for vocational education and which receive reimbursement of state and federal funds by authority of the Federal Vocational Acts.

Assumptions

The following assumptions were made before undertaking the study:

1. Concept formation offers a desirable method for organizing fields of knowledge into basic beliefs and understandings.

2. There is a need for identifying levels of agreement for concepts in the field of home economics education.

3. Homes in the same geographical area tend to have similar characteristics.

4. First year homemaking teachers are more likely to have concepts which were gained in college than those gained from teaching experience.

Sources of Data

Data used were obtained through the use of an instrument designed to find the opinions of home economics educators and school administrators concerning concepts pertaining to home economics education.

Secondary data used for the construction of the instrument were taken from professional literature, from teaching guides, and from reports of previous research. Statements were taken from administrators, teachers, and supervisors who were interviewed. Group discussions and speeches at professional meetings also provided many items which seemed to be significant for research.

Research Design and Procedure

The normative-survey was determined to be the method of research most appropriate for obtaining the needed data. Good, Barr, and Scates[1] recommend this method for ascertaining

---

[1]Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Co., 1941), p. 289.

prevailing conditions. "Survey" indicates the gathering of data regarding current conditions, while "normative" infers the normal or typical condition or practice. This method was practicable for obtaining the type of data necessary for the solution of this problem since it lends itself to geographical distribution, discovery of a cross-section of thought, and a propitious method of classification and analysis of findings.

Construction of the Instrument

Statements of basic beliefs and understandings were selected from articles found in professional literature, from teaching guides and from reports of previous research. Concepts were also developed from interviews with administrators, teachers, and supervisors. These interviews consisted of discussions concerning the strengths and the weaknesses of the vocational homemaking program as practiced in high schools as well as the college programs for the preparation of teachers of homemaking. Ideas presented in professional meetings were also recorded for use in the instrument.

One hundred fifty statements which were believed to be concepts were developed. These statements were discussed and evaluated by twelve experienced teachers of homemaking, in private interviews. Upon compilation those statements found to be repetitious, to reflect bearing only upon a specific situation, and to have no significance as a basic understanding valuable for teachers were eliminated. Ninety-

three statements considered to be appropriate remained to be included in an opinionaire.

Concepts used were grouped into the following four categories as determined by investigating the areas most commonly designated in courses of study for teacher education:

1. Understandings concerning the relationship of homemaking to the total school program.

2. Understandings concerning the democratic process.

3. Understandings concerning education for home and family living.

4. Understandings concerning the personal adjustment of the homemaking teacher.

Throughout the opinionaire consideration was given to stating each concept in such a manner that it would lend itself to different degrees of agreement or disagreement. A sincere attempt was made to convey a common meaning to all those participating in the study. A five point scale for degrees of agreement and disagreement was used for recording responses.

The statements were then distributed at random to disguise the identity of the four categories. Thus the persons checking had no clue as to the areas being investigated, identity of items which could be used for comparisons, or recognition of the pattern or design by which the instrument was constructed.

Information requested concerning personal data was that which might be significant for influencing opinions and could be used for making comparisons in the final analysis. Items were presented in a manner which would enable the respondent to remain anonymous, yet give data which might be pertinent to the interpretation of the responses or the reasoning which prompted such responses.

The position held by the home economics educators was included for comparing opinions of those in the secondary classroom with those who are supervising or training homemaking teachers. It is often thought that those removed from the classroom become idealistic and less practical than those actually working with boys and girls, or that they may have a broader and more objective view of the whole situation.

The size of the school and the community was considered important in that this item often influences opinions concerning the four areas which were investigated. College training has been criticized for failing to prepare teachers for coping with rural problems and problems arising from inadequate facilities as well as with urban problems of varied economic, social, and cultural backgrounds found in its students.

It was felt also that there could be a significant difference in opinions held by participants from different educational levels, and that marital status of the home economists could influence opinions regarding certain items

pertaining to the personal adjustment of the teacher.

Selection of Personnel

Personnel to be used for conducting the research were selected by position and geographical area. Teachers of homemaking who had taught one year in the secondary schools, state supervisors of home economics education, and teachers of home economics in colleges which grant degrees in vocational home economics education were asked to participate in the study.

The opinions of school administrators who have vocational homemaking programs in their schools seemed significant since they are in a position to observe and evaluate the program from an objective point of view. School superintendents who were asked to participate were selected by

1. Matching communities of the same size in the same states having vocational homemaking programs with those represented by the first year homemaking teachers.

2. Choosing administrators to represent schools similar, insofar as possible, to those of the homemaking teacher.

A jury of home economics educators was selected for the purpose of obtaining opinions to be used in comparison with the other groups participating. Comments by the jury members gave clues to the various interpretations which might be given to each of the statements. A home economist

from the United States Department of Health, Education, and Welfare was asked to submit the names and the addresses of twelve persons who could be considered suitable to serve on the jury. A member of the headquarters staff of the American Home Economics Association also submitted a similar list.

After eliminating those who resided in the area to be investigated, the writer contacted sixteen home economics educators, explained the study, and invited them to serve as jurors. A printed postal card was enclosed with the letter to permit an easy reply as to their willingness to serve. One refused and two others did not reply, leaving thirteen jurors who were subsequently sent the opinionaire and who returned their opinions and comments.

All personnel except the jury came from the same geographical area. Homes, families, and schools tend to have similar characteristics in the same area. The number of states used was determined by investigating the number of persons in each of the aforementioned groups in Oklahoma and adjoining states. By using Kansas, Arkansas, Texas, and Oklahoma it was found that there would be 321 individuals available for participation. This number was believed to be an adequate sampling for research purposes. The distribution of personnel which resulted is revealed in Table 1.

Methods of Procedure

The names and the addresses of the persons selected to participate in the study were furnished by the state

TABLE 1

DISTRIBUTION OF PERSONNEL

State	Teachers	State Supervisors	Professors	Administrators	Jury	Total
Texas	43	14	35	43		135
Oklahoma	28	6	11	28		73
Kansas	15	3	5	15		38
Arkansas	33	5	4	33		75
Total	119	28	55	119	13	334

supervisors in the states to be investigated. The instrument along with a cover letter explaining the study and a request for cooperation was mailed to each person, with a return envelope enclosed. In three weeks a follow-up was made with a double postal card asking for a check mark to determine the status of participation. The status of participation is summarized in Table 2.

Ten weeks elapsed from the time the opinionaires were sent until the compilation of the data was begun. All data were placed on IBM cards and tabulated by the IBM process. The following tabulations were made:

1. Totals for each of the participating groups for each degree of agreement on each of the 93 items.

2. Totals for each degree of agreement for each item from administrators and teachers representing five population

TABLE 2

STATUS OF PARTICIPATION

State	Teachers			State Supervisors			Professors			Administrators		
	No. Sent	No. Rec'd.	Per Cent	No. Sent	No. Rec'd.	Per Cent	No. Sent	No. Rec'd.	Per Cent	No. Sent	No. Rec'd.	Per Cent
Texas	43	26	60	14	11	78	35	12	34	43	14	32
Oklahoma	28	20	71	6	5	83	11	7	64	28	20	71
Kansas	15	12	80	3	3	100	5	5	100	15	8	53
Arkansas	33	21	64	5	5	100	4	3	75	33	12	36
Total	119	79	66	28	24	86	55	27	50	119	54	45

Total sent: 321 + 13 to the jury

Total received: 184 + 13 from the jury

Per cent of total return: 59

groups: Over 10,000; between 5,000 and 10,000; between 1,500 and 4,999; between 500 and 1,499; under 500.

3. Totals for each degree of agreement on each item from three educational levels (Bachelor's, Master's, and Doctor's degrees).

4. Totals for each degree of agreement on each item from home economists according to marital status (married and single). Those who were widowed or divorced were so few that the sampling seemed inadequate for research purposes.

5. All totals were converted to percentages to permit comparisons and facilitate the presentation of data.

The comments given by the respondents were recorded and those which were significant or which presented a trend of criticism or interpretation were given consideration when presenting the findings. The comments by the jury were tabulated for each item and have been presented in the analysis of the data.

After tabulations of data were made the statements were sorted into the original four categories to be investigated. The following chapters will present the findings concerning each category according to the items included in that particular area: Chapter II, the data relative to the concepts concerning the relationships of homemaking to the total school program; Chapter III, the findings relating to the democratic process; Chapter IV, an examination of those concepts which pertain to education for home and family

living; Chapter V, the responses to those concepts concerned with the personal adjustment of the homemaking teacher. Chapter VI summarizes, draws conclusions and implications, and presents suggestions for further research.

CHAPTER II

THE RELATIONSHIP OF HOMEMAKING TO THE TOTAL SCHOOL PROGRAM

School administrators and teachers other than vocational teachers have directed criticism to some homemaking teachers for their lack of cooperation in the total school program. The following statement of policy by the State Board for Vocational Education may justify, however, the attitude of the homemaking teachers:

> Other In-School Responsibilities--The homemaking teacher may assist with activities related to the homemaking program such as health and nutrition education in the elementary grades in connection with school lunch, and the preparation and serving of the Junior-Senior Banquet. Other activities not related to the program are time consuming and may prevent the development of an effective homemaking program. It is recommended that when the homemaking teacher is requested to serve as class sponsor, she assist with classes other than the junior and senior classes.[1]

Because she sponsors a Future Homemakers chapter with its varied activities, the homemaking teacher often can not sponsor other school organizations. The extra duties entailed by home visitation, supervision of home projects,

---

[1]State Board for Vocational Education, "Policies for Reimbursement for Vocational Homemaking Programs" (Oklahoma City, Okla.: 1958), p. 5.

and individual conferences also leave little time for other school responsibilities. Preparation for laboratory classes, adult classes, and activities related to regular class projects, such as style shows, nursery school, special meals, school cafeteria, and consultation for elementary school home and family living projects, also provide legitimate reasons for lack of time and energy for participation in other phases of the total school program.

The fact that some homemaking departments are situated outside the main school plant tends to isolate the homemaking teacher and to eliminate her from other duties usually assumed by teachers, such as hall duty, restroom supervision, and related discipline problems outside her own classroom. The scheduling of a regular period for individual conferences often arouses jealousy in other teachers, because they too could profit immeasurably by such an arrangement.

Since the above criticisms are not wholly unfounded, the question remains, "What are some of the understandings which should be developed by the homemaking teacher concerning the relationship of homemaking to the total school program?"

Twenty-five concepts in the instrument were designed to gain insight into this question. Items pertained to the integration of the homemaking program into the total school curriculum, teacher responsibilities for the total school program, and problems of relationships. Data will be pre-

sented in tables showing the frequency and the percentages of responses given by each professional class, by each of the five population groups, and by each of the educational levels. Totals are given for each group of responses. It will be noted that frequencies and responses do not always total 100 per cent due to the fact that those not responding to specific items are not included in the tables. Percentages were figured to the nearest whole number which also influenced discrepancies in the 100 per cent total.

The following abbreviations have been used in all tables:

SA - Strongly Agree

A - Agree

U - Uncertain

D - Disagree

SD - Strongly Disagree

Each concept has been given the same number in the discussion as the one which it was given in the instrument. By coincidence Concept 1 is the first to be discussed since it pertains to homemaking in the total school program.

1. <u>The integration of home and family living education into the total school program is the responsibility of the homemaking teacher</u>.

The importance of home and family living education has long been a concern of the homemaking teacher. Opinions regarding the extent of agreement concerning her responsibilities for integrating homemaking into the total school program

TABLE 3

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 1*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	15	19	41	51	10	13	12	15		
State Suprv. (N=24)	7	29	8	33	2	8	13	4	1	4
Professors (N=27)	7	25	11	41	4	15	5	19		
Administrators (N=54)	13	24	25	46	4	8	10	18	2	4
Jury (N=13)					1	8	3	23		
Total (N=197)	42	21	85	43	21	11	33	17	3	2
Population Groups										
Over 10,000 (N=15)	1	7	8	51	2	13	3	20	1	7
5,000 - 10,000 (N=17)	3	17	6	35	4	23	3	17	1	5
1,500 - 4,999 (N=41)	11	27	18	44	3	7	8	2		
500 - 1,499 (N=30)	7	23	18	60	2	7	3	10		
Under 500 (N=14)	2	14	8	57	1	7	3	21		
Total (N=117)	24	20	58	50	12	10	20	12	2	2
Educational Level										
Bachelor's (N=94)	18	19	45	48	11	11	18	19		
Master's (N=83)	20	23	37	44	9	10	11	13	2	2
Doctor's (N=17)	5	29	5	29	1	6	4	23		
Total (N=194)	43	22	87	44	21	10	33	17	2	1

*Concept 1: The integration of home and family living education into the total school program is the responsibility of the homemaking teacher.

are presented in Table 3.

Of the total personnel reporting, 21 per cent strongly agreed and 43 per cent agreed to this statement, as compared to 17 per cent disagreement and 2 per cent strong disagreement. Administrators and teachers expressed the strongest

agreement with 70 per cent of each group either agreeing or strongly agreeing. State supervisors and teacher educators showed slightly more disagreement and uncertainty. Only four jury members checked the item and they showed disagreement. The remaining jurors and many of the 11 per cent who marked this item as "uncertain" made comments to the effect that the teacher should be a leader for the integration of homemaking into the total school program, or that it should be done by cooperative effort, or that it is impossible for her to do it alone. These findings indicate that the homemaking teacher does have a responsibility for integrating homemaking into the total school program. Whether she does it through leadership, cooperation, or launching the movement will depend upon her own resources and circumstances.

The size of the community made some differences in the extent of agreement on this item. Teachers and administrators from smaller communities showed less uncertainty, fewer disagreements, and a higher percentage of agreement than did those from communities of over 5,000 population. This suggests that perhaps total school integration seems less important in a large school than it does in a small school where there are limited subject matter areas, or that the solution of this problem may not be the responsibility of the homemaking teacher in a larger school.

Those with Doctor's degrees indicated only 29 per cent strong agreement and 29 per cent agreement while those

with Bachelor's degrees showed 19 per cent strong agreement and 48 per cent agreement and those with Master's 23 per cent strong agreement and 44 per cent agreement.

5. The homemaking teacher should participate in all school activities as well as attending her duties as a vocational home economist.

Homemaking teachers have often felt that the duties outlined by the vocational program were sufficient, without additional responsibilities from the regular school activities. This attitude has aroused resentment among other teachers and often presents a problem for administrators. Opinions given concerning this problem will be found in Table 4.

The statement in Concept 5 received acceptance with total responses indicating 25 per cent strong agreement and 35 per cent agreement, while 23 per cent registered disagreement and 5 per cent strong disagreement. Divergence of opinion will be noted particularly between the 80 per cent of the administrators who showed strong agreement as opposed to the 11 per cent strong agreement indicated by the college professors. State supervisors and the jury registered more uncertainty on this item than did the other groups. Teachers and state supervisors each checked 61 per cent agreement but there was a higher per cent of strong agreement by the supervisors. This is one of the instances where teacher educators tend to try to approach the ideal situation while those more

TABLE 4

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 5*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	17	22	31	39	5	6	24	30	2	3
State Suprv. (N=24)	7	29	8	33	5	21	4	7		
Professors (N=27)	3	11	6	22	4	15	8	30	6	22
Administrators (N=54)	21	38	23	42	4	8	4	8	2	4
Jury (N=13)	1	8			3	23	5	38	1	8
Total (N=197)	49	25	68	35	21	11	45	23	11	5
Population Groups										
Over 10,000 (N=15)	3	20	4	26	2	13	4	26	2	13
5,000 - 10,000 (N=17)	6	35	10	59	1	5				
1,500 - 4,999 (N=41)	8	20	18	44	2	5	12	29	1	2
500 - 1,499 (N=30)	12	40	13	43	3	10	1	3	1	3
Under 500 (N=14)	2	14	7	50	1	7	4	29		
Total (N=117)	31	26	52	45	9	7	21	17	4	3
Educational Levels										
Bachelor's (N=94)	22	23	36	38	8	8	35	37	3	3
Master's (N=83)	22	27	30	36	12	14	12	14	7	8
Doctor's (N=17)	4	23	4	23	1	6	6	35	1	6
Total (N=194)	48	25	64	33	21	10	43	22	11	6

*Concept 5: The homemaking teacher should participate in all school activities as well as attending her duties as a vocational home economist.

closely associated with the schools recognize the need for all teachers to take part in all school activities. Comments made by the jury and others objected to the word "all" in the statement and suggested that "some," "many," or "other" be substituted to provide a better basis for agreement.

Contrary to expectations the smallest schools where there are expected to be fewer extra-curricular activities indicated more disagreement than did the schools from the 5,000 to 10,000 or the 500 to 1,499 population groups. The largest schools showed almost equal agreement and disagreement even though the greater number of activities there could make "all" almost impossible. The largest sampling came from the communities with 1,500 to 4,999 population with 20 per cent strong agreement and 44 per cent agreement. The population groups of 5,000 to 10,000 and 500 to 1,499 presented almost total agreement.

These data could be interpreted to mean that teachers are expected to participate in all other school activities insofar as humanly possible. The school administrators evidently expect more participation than do the home economists, though when accepting federal reimbursement for the homemaking program, these administrators have accepted the "policies" concerning teachers' responsibilities as set forth by the Board of Vocational Education. Thus this seems to be an area where there should be democratic planning by administrators, other teachers, and the homemaking teacher in order to establish equitable teaching loads. There is also need for a better interpretation of the homemaking program and the teacher's duties and responsibilities.

Those with Bachelor's and Master's degrees agree similarly to this concept while those with Doctor's degrees

showed much less agreement. Since those with Doctor's degrees are the college professors and the jury, this is consistent with the other findings.

8. The homemaking teacher should be first a teacher and second a home economist.

Training in home economics prepares girls for many vocations. Because of this fact, some who have become teachers have been criticized for their proficiency and emphasis in home economics with a weakness in the psychology and the techniques of teaching. Table 5 shows the opinions relative to this criticism.

Total responses revealed 24 per cent strong agreement, 36 per cent agreement, 16 per cent disagreement, and 4 per cent strong disagreement. The teachers were the most uncertain on this item with a marking of 21 per cent. State supervisors showed a larger percentage of agreement (25% strongly agree, 42% agree) than did professors (25% strongly agree, 30% agree). Since these are first-year teachers, it could be assumed that they are still home economists first and will feel more like teachers after more teaching experience. The jury indicated no disagreement on this concept. This statement, too, provoked the greatest agreement among administrators (44% strongly agree, 31% agree), which could mean that they are more interested in having a good teacher, proficient in all aspects of classroom management as well as sponsorship of extra activities, with less emphasis on the

TABLE 5

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 8*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	26	33	17	21	21	27	3	4
State Suprv. (N=24)	6	25	11	42	3	13	4	17		
Professors (N=27)	7	25	8	30	2	7	5	19	3	11
Administrators (N=54)	24	44	17	31	4	8	5	9	2	4
Jury (N=13)	1	8	7	54	4	31				
Total (N=197)	48	24	69	36	30	15	32	16	8	4
Population Group										
Over 10,000 (N=15)	2	13	3	20	7	47	2	13		
5,000 - 10,000 (N=17)	4	23	8	47	3	17	2	11		
1,500 - 4,999 (N=41)	14	34	13	31	4	10	6	15	1	2
500 - 1,499 (N=30)	6	20	11	37	6	20	6	20	1	3
Under 500 (N=14)	2	14	4	29	4	29	3	31		
Total (N=117)	28	24	39	33	24	20	19	16	2	2
Educational Level										
Bachelor's (N=94)	15	16	32	34	19	20	22	23	3	3
Master's (N=83)	27	33	30	36	9	10	8	9	3	4
Doctor's (N=17)	3	18	6	35	2	12	1	6	2	12
Total (N=194)	45	23	68	35	30	15	31	16	8	4

*Concept 8: The homemaking teacher should be first a teacher and second a home economist.

subject matter area.

Forty-seven per cent of the persons in the largest communities were "uncertain" on this concept with this group also showing the least agreement (33%) of all population categories. The communities with the next largest population

were represented with 23 per cent strong agreement and 47 per cent agreement. The smallest communities showed 14 per cent strong agreement and 29 per cent agreement with no appreciable differences shown in the communities ranging from 500 to 4,999 population.

The personnel with Master's degrees agreed to this concept with 33 per cent strongly agreeing and 36 per cent agreeing while those with Bachelor's and Doctor's degrees indicated only 16 and 18 per cent, respectively, strongly agreeing and 34 and 35 per cent agreeing. Those with Bachelor's degrees showed the greatest uncertainty (20%) which is consistent with the opinions given by the teachers since they all have Bachelor's degrees. Such uncertainty may be caused by teachers who are contemplating marriage or who are considering other careers open to home economists.

10. The regular duties of the homemaking teacher should relieve her of sponsorship of co-curricular activities outside of her field.

Concept 10 with data shown in Table 6 has about the same implications as Concept 5 though there was not a consistency in the percentages represented in the opinions. Participating personnel tended to disagree with Concept 10 as evidenced by the 40 per cent disagreement and 9 per cent strong disagreement as compared to the 19 per cent agreement and 18 per cent strong agreement.

TABLE 6

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 10*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	23	29	20	25	14	17	21	27	1	1
State Suprv. (N=24)			6	25	1	4	15	63	2	8
Professors (N=27)	5	19	2	7	5	19	12	44	2	7
Administrators (N=54)	6	11	9	17	3	6	24	44	11	20
Jury (N=13)					3	23	8	62	2	15
Total (N=197)	34	18	37	19	26	12	80	40	18	9
Population Group										
Over 10,000 (N=15)	3	20	2	13	3	20	4	26	3	20
5,000 - 10,000 (N=17)	1	5	4	23	2	11	8	47	1	5
1,500 - 4,999 (N=41)	14	34	7	17	4	10	14	34	2	5
500 - 1,499 (N=30)	4	13	8	27	2	7	12	40	4	13
Under 500 (N=14)	3	21	4	29	3	21	4	29		
Total (N=117)	25	21	25	21	14	12	42	36	10	9
Educational Level										
Bachelor's (N=94)	23	24	24	27	16	17	27	28	4	4
Master's (N=83)	9	10	11	13	8	9	43	51	9	10
Doctor's (N=17)	1	6	1	6	2	12	10	59	3	18
Total (N=194)	33	17	36	19	26	13	80	41	16	8

*Concept 10: The regular duties of the homemaking teacher should relieve her of sponsorship of co-curricular activities outside of her field.

Eighty per cent of the administrators indicated that teachers should participate in all school activities while only 44 per cent disagreed and 20 per cent strongly disagreed indicating that the teacher should not be relieved of sponsorship of school activities. Sixty-one per cent of the

teachers indicated that the teacher should participate in all school activities yet 29 per cent strongly agreed and 25 per cent agreed that she should be relieved of co-curricular activities. Teachers and teacher educators indicated 17 and 19 per cent, respectively, as uncertain. The state supervisors indicated the greatest disagreement to this concept with 63 per cent checking disagree and 8 per cent strongly disagree. Forty-four per cent of the college professors disagreed and 20 per cent strongly disagreed while 19 per cent strongly agreed and 7 per cent agreed. None of the jurors agreed to this concept.

The size of the community had little effect upon the percentage distribution on this item. The largest and the smallest communities indicated the most uncertainty.

Those with Bachelor's degrees gave 24 per cent strongly agree and 27 per cent agree to this concept. The Doctor's degree group tallied 59 per cent disagreement and 18 per cent strong disagreement while the group with Master's degrees registered 51 per cent disagreement and 10 per cent strong disagreement. Here again the Bachelor's degree group showed a consistency with the opinions of teachers in the above analysis.

Administrators seem to expect teachers to accept sponsorship of co-curricular activities though the teachers indicate that their regular duties do not permit time and energy for this extra duty. Perhaps since both the super-

visors and professors concur with the administrators on this opinion, the regular duties of the teacher should be reduced to permit sponsorship of other activities.

13. The homemaking teacher is a liaison between the school administrator and the state supervisor of home economics education.

The homemaking teacher is often placed in a situation which demands that she carry out requirements for the vocational program which are dictated by the state supervisor as well as fit these requirements to the financial and philosophical aspects of the total school program represented by the school administrator. The problem of resolving these difficulties becomes one of relationships that require someone as a mediator. Concept 13 given in Table 7 presents the opinions regarding the position of the teacher as this liaison person.

All groups tended to agree with this statement (45% agreement, 14% strong agreement) though the state supervisors gave only 13 per cent strong agreement and 33 per cent agreement with 41 per cent disagreement. The teacher educators showed the highest per cent of agreement with the teachers giving higher agreement than the administrators. The jurors listed the least agreement of all groups.

The larger schools appeared to depend upon the homemaking teacher more as a liaison than did the middle group; however, the population group of under 500 gave a higher per cent of agreement than did those from the next two higher

TABLE 7

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 13*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	44	55	10	13	12	15	1	1
State Suprv. (N=24)	3	13	8	33	3	13	10	41		
Professors (N=27)	9	33	10	37	2	7	4	15	2	7
Administrators (N=54)	5	9	26	48	10	18	11	20	1	2
Jury (N=13)			4	31	3	23	4	31	2	15
Total (N=197)	27	14	88	45	28	14	39	19	6	3
Population Group										
Over 10,000 (N=15)	2	13	10	67	2	13	1	7		
5,000 - 10,000 (N=17)			12	71	1	5	3	17		
1,500 - 4,999 (N=41)	6	15	18	44	7	17	8	20	1	2
500 - 1,499 (N=30)	1	2	17	56	6	26	4	13	1	3
Under 500 (N=14)	4	29	5	35			5	35		
Total (N=117)	13	11	63	54	16	13	21	17	2	2
Educational Level										
Bachelor's (N=94)	15	16	47	50	14	15	15	16	1	1
Master's (N=83)	9	10	38	46	9	10	23	28	2	2
Doctor's (N=17)	3	18	6	35	4	23	1	6	3	18
Total (N=194)	27	14	91	47	27	14	39	20	6	3

*Concept 13: The homemaking teacher is a liaison between the administrator and the state supervisor of home economics education.

population groups.

Those with Bachelor's degrees indicated a stronger agreement than the other groups while those with Doctor's degrees gave the most uncertainty and strong disagreement.

15. Vocational homemaking teachers should be prepared to face problems of professional jealousy arising from higher salary and the regularly scheduled school period during which she has no classes.

Table 8 presents the opinions given concerning Concept 15 which pertains to a common problem faced by homemaking teachers in their relationships with co-workers.

TABLE 8

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 15*

	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	20	25	30	38	14	17	8	10	1	1
State Suprv. (N=24)	3	13	14	58	5	21				
Professors (N=27)	7	25	12	44	5	19	1	4		
Administrators (N=54)	10	18	33	61	2	4	6	11	1	2
Jury (N=13)			6	46	3	23	2	15	1	8
Total (N=197)	40	20	95	48	29	15	17	8	3	2
Population Group										
Over 10,000 (N=15)	4	26	5	33	2	13	4	26		
5,000 - 10,000 (N=17)	1	5	6	35	5	29	3	17		
1,500 - 4,999 (N=41)	8	20	21	56	3	7	6	15	1	2
500 - 1,499 (N=30)	7	23	20	67	1	2				
Under 500 (N=14)	3	21	7	50	3	21				
Total (N=117)	23	20	59	50	14	12	13	11	1	1
Educational Level										
Bachelor's (N=94)	23	24	39	41	14	15	10	10	2	2
Master's (N=83)	12	14	46	55	14	17	4	5	1	1
Doctor's (N=17)	4	23	8	48	1	6	3	18	1	6
Total (N=194)	39	20	93	48	29	15	17	9	4	2

Concept 15: Vocational homemaking teachers should be prepared to face problems of professional jealousy arising from higher salary and the regularly scheduled class period during which she has no class.

All professional groups agreed (20% strongly agree, 48% agree) with this statement though 15 per cent uncertainty was marked. The jurors showed the least agreement, but their comments revealed the fact that this situation does not hold true in all states. Since they represented all sections of the United States, it could be expected that they would be uncertain. One juror emphasized that "teachers should be prepared to face with facts." The fact that administrators agreed by a higher percentage than other groups makes it seem reasonable that they are the ones who hear the complaints from the other teachers.

As the size of the community increased, the percentage of disagreement increased. This may be explained by the fact that larger schools tend to have more teachers who receive higher salaries in specialized subject matter fields; thus, this problem does not arise as often as it does in the schools where other teachers are paid state scheduled salaries and the vocational teachers receive more by reason of federal reimbursement.

Those with Doctor's degrees showed more agreement, more disagreement, and less uncertainty than those with Master's or Bachelor's degrees.

16. The loyalty of the homemaking teacher is first to the school administration and second to the vocational program.

Concept 16, presented in Table 9, substantiates the opinions shown in Table 7 concerning Concept 13 (page 36).

TABLE 9

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 16*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	8	10	26	33	18	25	22	28	4	5
State Suprv. (N=24)	6	25	4	17	5	21	4	17	2	8
Professors (N=27)	5	19	6	22	5	19	9	33		
Administrators (N=54)	22	41	16	29	9	17	5	9	2	4
Jury (N=13)	1	8	4	31	2	15	2	15	1	8
Total (N=197)	42	21	56	28	39	19	42	21	9	5
Population Group										
Over 10,000 (N=15)	5	33	3	20	3	20	2	13	2	13
5,000 - 10,000 (N=17)	4	23	6	35	1	5	5	29	1	5
1,500 - 4,999 (N=41)	9	22	15	36	9	22	8	20		
500 - 1,499 (N=30)	7	23	7	23	7	23	7	23	2	7
Under 500 (N=14)	2	14	5	35	2	14	4	29	1	7
Total (N=117)	27	23	36	30	22	19	26	22	6	5
Educational Level										
Bachelor's (N=94)	14	15	29	30	24	26	21	22	5	5
Master's (N=83)	21	25	21	25	12	14	16	19	3	3
Doctor's (N=17)	4	23	4	23	1	6	4	23		
Total (N=194)	39	20	54	28	37	18	41	21	8	4

*Concept 16: The loyalty of the homemaking teacher is first to the school administrator and second to the vocational program.

This serves to verify the homemaking teacher's position in her relationships with the school administrator and the state supervisor.

This concept received 21 per cent strong agreement, 28 per cent agreement, 21 per cent disagreement, and 5 per

cent strong disagreement. The amount of uncertainty checked may have been due to reasons suggested by the jury, who maintained that this was not an "either - or" situation and that the teacher owed equal loyalty to both. The administrators showed the strongest agreement, and rightly so, because of their concern for the total school situation rather than for one particular subject matter field.

The survey by population groups indicated no significance except for the 5,000 to 10,000 group where there were only 5 per cent marked uncertain, thus affording a more decisive opinion on agreement (23% strongly agree, 35% agree) and disagreement (29% disagree, 5% strongly disagree).

The opinions given by the different educational levels showed no significant differences, with more agreement than disagreement indicated and the highest percentage of uncertainty existing at the Bachelor's degree level.

These findings would suggest that if this is an "either - or" situation, the teacher should place her loyalty to the school administrator above her loyalty to the vocational program.

19. <u>It is sometimes expedient for the homemaking teacher to relax her standards to maintain good relationships</u>.

The homemaking teacher has always had a problem of adjusting standards for equipping the homemaking department, for the quality of workmanship required from students, for gearing instruction to a particular socio-economic level,

and for conducting her personal life in such a manner as to gain approval in the school and community. Concept 19 was designed to obtain opinions on aspects of this problem which are presented in Table 10.

TABLE 10

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 19*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	8	10	31	39	12	15	21	27	7	8
State Suprv. (N=24)	4	17	13	54	3	13	4	17		
Professors (N=27)	4	15	14	52	4	15	3	11	1	4
Administrators (N=54)	1	2	21	39	5	9	24	44	3	6
Jury (N=13)	3	23	4	31	5	38			1	8
Total (N=197)	20	10	83	42	29	15	52	26	12	6
Population Group										
Over 10,000 (N=15)	1	7	7	47	2	13	5	33		
5,000 - 10,000 (N=17)			7	41	3	17	5	29	2	11
1,500 - 4,999 (N=41)	3	7	17	41	5	12	12	29	4	10
500 - 1,499 (N=30)	2	7	12	40	4	13	10	33	2	7
Under 500 (N=14)	2	14	5	35			5	35	2	14
Total (N=117)	8	7	48	41	14	12	37	31	10	9
Educational Level										
Bachelor's (N=94)	9	9	35	37	15	16	27	28	7	7
Master's (N=83)	6	7	42	50	10	12	22	26	1	1
Doctor's (N=17)	5	29	7	41	2	12	1	6	2	12
Total (N=194)	20	10	84	43	27	14	50	25	10	5

Concept 19: It is sometimes expedient for the homemaking teacher to relax her standards to maintain good relationships.

Total personnel reported 10 per cent strong agreement, 42 per cent agreement, 26 per cent disagreement and 6 per cent strong disagreement. The state supervisors (17% strongly agree, 54% agree) and teacher educators (15% strongly agree, 52% agree) agreed to this statement by the largest percentages. It is significant that the administrators showed the least agreement with 39 per cent and 2 per cent strongly agree, while the jury was most uncertain with 38 per cent.

It is interesting to note that the population group from communities under 500 showed equal agreement and disagreement. Those from communities over 10,000 gave the greatest agreement with 47 per cent and 7 per cent strong agreement, with no significant changes in opinions among the other population groups. Those from communities of less than 500 population indicated no uncertainty and the highest percentage of disagreement.

Those holding Master's degrees showed 7 per cent strong agreement and 50 per cent agreement to this concept, those with Doctor's degrees 29 per cent strong agreement and 41 per cent agreement, and those with Bachelor's degrees 9 per cent strong agreement and 37 per cent agreement as well as the most uncertainty (16%). This points out again the similarity between the opinions of the Bachelor's degree group and the secondary teachers.

This concept was included in the instrument because

some of the administrators interviewed stated that often the homemaking teacher held such high standards of perfection that the administration could not financially afford to keep her satisfied, maintain good relationships with her, or between her and her students. It is interesting to note that the administrators showed the least agreement to this concept; therefore, perhaps this criticism is unfounded. The extent to which the homemaking teacher should relax her standards remains a matter of concern.

24. Homemaking loses status in schools where it is an elective subject.

It has been suggested that homemaking can never become an integral part of the total school program as long as it remains an elective subject. The strong disagreement shown in Table 11 concerning Concept 24 may serve to refute this suggestion.

All professional groups disagreed with this statement. Total disagreement was 50 per cent, strong disagreement 18 per cent, and uncertainty 15 per cent, while only 5 per cent strongly agreed and 9 per cent agreed.

Those in the population group of under 500 showed 35 per cent "uncertain" which may be accounted for by the fact that these schools do not have as many elective subjects and these persons feel, perhaps, that they are not in a position to know.

The Master's degree group gave a much higher

TABLE 11

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 24*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teacher (N=79)	6	8	6	8	14	17	35	44	15	18
State Suprv. (N=24)			2	8	1	4	15	63	6	25
Professors(N=27)			2	7	5	19	14	52	6	22
Administrators (N=54)	3	6	9	17	9	17	27	50	6	10
Jury (N=13)					1	8	7	54	5	38
Total (N=197)	9	5	19	9	30	15	98	50	38	18
Population Group										
Over 10,000 (N=15)	2	13	2	13	1	7	7	47	3	20
5,000 - 10,000 (N=17)			1	5	2	11	11	65	2	11
1,500 - 4,999 (N=41)	3	7	2	2	9	22	18	44	8	20
500 - 1,499 (N=30)	1	3	6	20	5	17	13	43	5	17
Under 500 (N=14)			1	7	5	35	6	43	2	14
Total (N=117)	6	5	12	10	22	19	55	47	20	12
Educational Level										
Bachelor's (N=94)	8	8	9	9	19	20	40	42	15	16
Master's (N=83)	1	1	7	8	9	10	48	58	17	20
Doctor's (N=17)			5	29	2	12	5	29	5	29
Total (N=194)	9	4	21	10	30	15	93	48	37	19

*Concept 24: Homemaking loses status in schools where it is an elective subject.

disagreement than did the other groups.

32. The college program for the training of homemaking teachers prepares them for sponsorship of co-curricular activities.

The reluctance of homemaking teachers to accept sponsorship of co-curricular activities has been attributed to

many causes. Concept 32 offers lack of preparation as one of these causes and Table 12 shows the opinions relating to this concept.

TABLE 12

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 32*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	23	29	8	10	37	47	9	11
State Suprv. (N=24)			6	25	8	33	8	33	1	4
Professors (N=27)			9	33	8	30	7	25	2	7
Administrators (N=54)	4	8	15	27	18	33	12	22	5	9
Jury (N=13)			7	54	5	38				
Total (N=197)	5	3	60	30	47	24	64	33	17	8
Population Group										
Over 10,000 (N=15)	1	7	6	40	3	20	5	33		
5,000 - 10,000 (N=17)			5	29	5	29	6	35		
1,500 - 4,999 (N=41)	2	2	9	22	7	17	16	39	7	17
500 - 1,499 (N=30)	1	3	9	30	6	20	12	40	2	7
Under 500 (N=14)			4	29	3	21	5	35	1	7
Total (N=117)	4	3	33	28	24	20	44	37	8	7
Educational Level										
Bachelor's (N=94)	1	1	28	30	14	15	37	39	13	14
Master's (N=83)	3	4	25	30	26	31	23	27	3	4
Doctor's (N=17)			7	41	7	41	2	12	1	6
Total (N=194)	4	2	60	30	47	24	62	32	17	9

*Concept 32: The college program for the training of homemaking teachers prepares them for sponsorship of co-curricular activities.

Total responses according to professional class indicated slight disagreement to this concept, 33 per cent disagreement and 8 per cent strong disagreement as opposed to 30 per cent agreement and 3 per cent strong agreement. The teachers seemed to be aware of a definite need for help in this area as evidenced by the 47 per cent disagreement and 11 per cent strong disagreement, though the other participating groups were more uncertain as to the adequacy of the teacher training program for preparation for sponsorship of co-curricular activities. An equal number of teacher educators agreed and disagreed with the statement. The state supervisors concurred with the teachers by disagreeing 33 per cent and agreeing by only 25 per cent. The administrators gave only slightly more agreement than disagreement. The jury showed 54 per cent agreement but many of them inserted the word "should" before agreeing.

The only population group which did not reflect disagreement was the over 10,000 classification where 7 per cent strongly agreed and 40 per cent agreed, with only 33 per cent disagreeing. All other population groups were thus consistent with opinions of teachers and administrators.

Those with Doctor's degrees showed the greatest uncertainty on this statement as well as the greatest percentage of agreement. Those with Bachelor's degrees indicated the greatest disagreement and least uncertainty while the persons with Master's degrees were equally divided between

agree and disagree. Again the consistency between the teachers and the Bachelor's degree group may be noted.

This evidence shows a need for more teacher training for the extra-curricular program and may help to explain the teachers' reactions previously noted in the discussion of Concept 10. Perhaps their reason for asking to be relieved of sponsorship of extra-curricular activities is their feeling of inadequacy for doing this job.

43. The teacher's concepts concerning the homemaking program are those which will be perpetuated in the local community.

The assumption that it is desirable for the teacher training program to help prospective teachers to develop desirable concepts would lead one to believe that the teacher would in turn try to perpetuate these concepts in the community where she teaches. The diversity of opinions given for Concept 43 in Table 13 reflects some fallacies in this belief.

Total personnel participating agreed to this statement (12% strongly agree, 56% agree) with only slight disagreement (2% strongly disagree, 10% disagree). This concept met with a great deal of uncertainty by the jury which also showed greater disagreement than agreement. Their comments pointed to the fact that the rapid turn-over of teachers provided little opportunity for any one teacher to influence a community to a very great extent. State supervisors and professors showed less agreement than the two remaining

TABLE 13

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 43*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	7	9	57	72	9	11	6	8		
State Suprv. (N=24)	4	17	10	41	5	21	2	8	2	8
Professors (N=27)	5	19	10	37	6	22	2	7	2	9
Administrators (N=54)	6	10	31	58	12	22	5	9		
Jury (N=13)	1	8	2	15	5	38	5	38		
Total (N=197)	23	12	110	56	37	17	20	10	4	2
Population Group										
Over 10,000 (N=15)	2	13	6	40	4	26	3	20		
5,000 - 10,000 (N=17)			11	66	5	29	1	5		
1,500 - 4,999 (N=41)	3	7	31	76	5	12	2	5		
500 - 1,499 (N=30)	3	10	22	73	1	3	4	13		
Under 500 (N=14)	4	29	7	50	3	21			1	7
Total (N=117)	12	10	77	66	18	15	10	18	1	1
Educational Level										
Bachelor's (N=94)	11	11	65	69	10	10	7	6	1	1
Master's (N=83)	9	10	40	48	19	23	8	9	3	3
Doctor's (N=17)	2	12	4	23	7	41	4	23		
Total (N=194)	22	11	109	56	36	19	19	10	4	2

*Concept 43: The teacher's concepts concerning the homemaking program are those which will be perpetuated in the local community.

professional groups, while teachers showed the least uncertainty and the highest agreement (9% strongly agree, 72% agree). This appears to be a desirable situation; for if a teacher did not feel that she was leaving some concepts of homemaking to be perpetuated in the community, hers would be

an unrewarding position. The administrators tended to agree with the teachers by a large percentage.

The greatest disagreement to this concept came from the group with the highest population. This seems reasonable as a teacher in a community of the over 10,000 classification does not have opportunity to make herself felt as strongly as does one in a smaller community. All groups showed a strong agreement to the concept ranging from 53 per cent to 83 per cent.

Those with Bachelor's degrees again reflected the same trend as the teacher group with much higher agreement and less uncertainty than the other educational groups.

45. The homemaking teacher who is concerned with all aspects of the growth of the individual is undertaking more than can reasonably be expected of one person.

The homemaking teacher who understands the total school program and its demands upon the student may adjust her program as well as supplement the training which the student may be getting elsewhere. Her understanding of the home background of pupils will also affect her relationship with them. Table 14 shows opinions given for Concept 45, which presents this aspect of the homemaking teacher's responsibility.

Total responses presented 65 per cent disagreement and 9 per cent strong disagreement with only 2 per cent strong agreement and 10 per cent agreement. One of the popular concepts in education shows concern for the "whole child,"

TABLE 14

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 45*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	11	14	14	17	48	61	4	5
State Suprv. (N=24)	1	4	2	8	1	4	17	71	3	13
Professors (N=27)	1	4	1	4	2	7	17	63	5	19
Administrators (N=54)	1	2	5	9	6	11	36	66	6	11
Jury (N=13)			1	8			11	84	1	8
Total (N=197)	4	2	20	10	23	12	129	65	19	9
Population Group										
Over 10,000 (N=15)	1	7			1	7	12	80	1	1
5,000 - 10,000 (N=17)			4	23			11	66	2	11
1,500 - 4,999 (N=41)			8	20	6	15	24	58	2	5
500 - 1,499 (N=30)	1	3	2	7	4	13	19	64	4	13
Under 500 (N=14)			1	7	6	43	6	43	1	7
Total (N=117)	2	2	15	12	17	16	72	61	10	9
Educational Level										
Bachelor's (N=94)	1	1	14	15	17	18	57	60	4	4
Master's (N=83)	3	4	5	6	6	7	56	66	11	13
Doctor's (N=13)			1	6			12	71	4	23
Total (N=194)	4	2	20	10	23	12	125	64	19	10

*Concept 45: The homemaking teacher who is concerned with all aspects of the growth of the individual is undertaking more than can reasonably be expected of one person.

yet 17 per cent of the homemaking teachers were uncertain on this statement and 14 per cent showed agreement. This may have some bearing on the teacher's reaction to Concept 8 where she indicated that she was first a home economist and second a teacher. (See page 31.)

There was no significant change in the trend of reaction in the various population groups except for the high percentage of uncertainty in the smallest communities (43%). The responses given by educational levels were consistent with the above findings.

The large percentage of disagreement to this item would lead one to reject the concept as presented and to accept the statement, "The homemaking teacher should be concerned with all aspects of the growth of the individual," as a worthwhile concept in home economics education.

74. Many students do not elect homemaking because its vocational aspects for immediate financial gain are not emphasized.

Concept 74 was included as a result of complaints made by many teachers and administrators who were interviewed. They felt that distributive education, typing, cosmetology, and other vocational subjects were elected by girls because these subjects offer job opportunities for making money while in high school, working in college, or for a livelihood until marriage. Some administrators even accused the homemaking program of contributing to early marriages because girls became enthusiastic over homemaking and had no means of self-support between high school and marriage.

According to Table 15, no acceptance or rejection of this statement can be made as a result of opinions recorded in the total responses; 4 per cent strongly agreed and the same per cent strongly disagreed while 28 per cent agreed and

TABLE 15

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 74*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	2	3	21	27	20	25	33	42	2	3
State Suprv. (N=24)	1	4	8	33	26	25	7	30	2	8
Professors (N=27)	1	4	7	25	8	30	10	37		
Administrators (N=54)	3	6	19	35	11	20	18	33	2	4
Jury (N=13)	1	8	1	8	4	31	6	46	1	8
Total (N=197)	8	4	56	28	49	25	74	38	7	4
Population Groups										
Over 10,000 (N=15)	1	7	3	20	4	26	4	26	2	13
5,000 - 10,000 (N=17)			7	41	6	35	4	23		
1,500 - 4,999 (N=41)	2	5	8	20	9	22	21	51	1	2
500 - 1,499 (N=30)	1	3	11	37	7	23	11	37		
Under 500 (N=14)			5	35	2	14	6	43	1	7
Total (N=117)	4	3	34	29	28	24	46	39	4	3
Educational Level										
Bachelor's (N=94)	4	4	27	28	22	23	38	40	2	2
Master's (N=83)	4	5	25	36	21	25	27	33	2	2
Doctor's (N=17)	1	6	3	18	6	35	6	35	1	6
Total (N=194)	9	4	55	28	49	25	71	37	5	3

*Concept 74: Many students do not elect homemaking because its vocational aspects for immediate financial gain are not emphasized.

38 per cent disagreed. Twenty-five per cent of all groups were uncertain on this statement. The administrators were the only ones who gave more agreement than disagreement though other groups did not show an overwhelming consensus for disagreement. This information reveals a trend for

emphasis on job training for high school students as well as the homemaking skills. Since these skills do offer job opportunities, it might be well to emphasize this fact in teaching. The higher percentage of agreement shown by the administrators may indicate that the home economists are slow to realize this fact.

The population groups of 500 to 1,499 and 5,000 to 10,000 showed more agreement than disagreement with the other groups showing more disagreement. The size of the community thus did not seem to have any bearing on opinions concerning this concept.

Those with Master's degrees were the only educational group which indicated more agreement than disagreement, while those with Doctor's degrees were the most uncertain.

76. Home economics teacher educators should have a greater background in methods of education than in home economics subject matter.

Concept 76 was offered as a comparison with Concept 8 --the homemaking teacher should be first a teacher and second a home economist--and findings are reported in Table 16. Total responses presented for Concept 76 showed more disagreement than agreement with 3 per cent strongly agreeing, 14 per cent agreeing, 21 per cent uncertain, 48 per cent disagreeing, and 15 per cent strongly disagreeing. It could have been suggested by the great number (75%) of administrators who agreed with Concept 8 (see page 30 above, also Table 5, page 31) that the teacher should major in education

TABLE 16

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 76*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	2	3	9	11	12	15	43	55	12	15
State Suprv. (N=24)	1	4	4	17	5	21	13	54	1	4
Professors (N=27)			3	11	4	15	13	48	6	22
Administrators (N=54)	3	6	7	13	18	33	20	39	5	9
Jury (N=13)			2	15	3	23	6	48	2	15
Total (N=197)	6	3	25	14	42	21	95	48	26	15
Population Groups										
Over 10,000 (N=15)			3	20	2	13	6	40	3	20
5,000 - 10,000 (N=17)			2	11	5	29	7	41	2	11
1,500 - 4,999 (N=41)	3	7	3	7	9	22	21	50	5	12
500 - 1,499 (N=30)	1	3	3	10	8	27	14	46	4	13
Under 500 (N=14)			2	14	2	14	7	50	3	21
Total (N=117)	4	3	13	11	26	22	55	47	17	16
Educational Level										
Bachelor's (N=94)	4	4	13	14	17	16	49	51	10	9
Master's (N=83)	1	1	10	10	20	24	36	43	13	14
Doctor's (N=17)			1	6	4	23	9	53	3	18
Total (N=194)	5	2	24	13	41	21	94	48	26	14

Concept 76: Home economics teacher educators should have a greater background in methods of education than in home economics subject matter.

and minor in home economics. However, the administrators indicated only 6 per cent strong agreement and 13 per cent agreement that the teacher educators should have a greater background in education than in home economics subject matter, but this group did show 33 per cent uncertainty. All

other professional groups showed a high percentage of disagreement with Concept 76 (58% to 70%).

The size of the community or the educational level had little influence on opinions with all groups showing a general disagreement to this concept. Thus, it can not be accepted as agreeable for home economics teacher training.

77. Present teacher education methods have failed to prepare the teacher for coping with the larger classes which are prevalent in today's schools.

Concern has been expressed in all areas of education for the problems arising from large classes resulting from population increase, shortage of teachers, and lack of physical facilities for accomodating many smaller classes. Concept 77 gives an opportunity for an expression of opinions regarding the homemaking teachers' preparation for teaching large classes. Findings are reported in Table 17.

Total responses do not indicate a conclusive acceptance or rejection of this statement. The 9 per cent strong agreement, 36 per cent agreement and 26 per cent disagreement with 2 per cent strong disagreement do not permit a conclusion. The jury suggested that larger classes were just an assumption since many classes have a limited enrollment set before vocational reimbursement is given. However, all other groups reporting tended to agree with the concept at less than the 50 per cent level.

The two highest population groups showed a greater

TABLE 17

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 77*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	5	6	29	37	21	27	24	30		
State Suprv. (N=24)	3	12	9	37	4	17	7	30	1	4
Professors (N=27)	3	11	9	33	6	22	7	25	2	7
Administrators (N=54)	6	11	17	31	18	33	12	22		
Jury (N=13)	2	15	3	23	5	38	2	15		
Total (N=197)	19	9	67	36	54	28	58	26	3	2
Population Groups										
Over 10,000 (N=15)	1	7	4	47	3	20	3	20		
5,000 - 10,000 (N=17)	4	23	6	35	5	29	2	11		
1,500 - 4,999 (N=41)	3	7	14	34	9	22	15	36		
500 - 1,499 (N=30)	1	3	11	37	8	27	10	33		
Under 500 (N=14)			4	29	8	57	2	14		
Total (N=117)	9	7	39	33	33	28	32	27		
Educational Level										
Bachelor's (N=94)	7	7	34	36	25	28	28	30		
Master's (N=83)	9	10	27	33	23	27	19	23	3	4
Doctor's (N=17)	2	12	5	29	5	29	4	23		
Total (N=194)	18	9	66	34	53	27	51	26	3	1

*Concept 77: Present teacher education methods have failed to prepare teachers for coping with the larger classes which are prevalent in today's schools.

agreement to this concept than all other reporting groups, thus indicating that the larger schools may have more problems with large classes than do the smaller schools.

There were no significant differences of opinion presented by educational levels.

78. Homemaking classes offer more opportunity for the slow learner than most school subjects.

Many homemaking teachers have expressed the belief that their classes have become a resort for slow learners. Specialists in the field of education for the exceptional child believe that some of the manipulative skills of homemaking can be mastered by the slow learner who can not achieve in some subjects usually considered academic. Administrators who were interviewed held with this opinion and suggested that slow learners need this training desperately in order to become acceptable members of society. If it is true that homemaking classes are limited as to size, this situation does provide more opportunity for the individual attention required by the slow learner. These feelings were substantiated in the opinions given to Concept 78 with data presented in Table 18.

Total responses substantiate the supposition that slow learners do gain more from homemaking classes than from many other school classes; nine per cent strongly agreed, 60 per cent agreed, 14 per cent were uncertain, 14 per cent disagreed, and only 3 per cent strongly disagreed. Eleven per cent of the administrators strongly agreed and 72 per cent agreed with only 6 per cent uncertain; 9 per cent disagreed and 2 per cent strongly disagreed. The state supervisors showed the least agreement (40% disagree, 8% strongly disagree). The professors and jury marked the greatest uncertainty.

TABLE 18

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 78*

Grades	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	9	11	48	61	11	14	10	13	1	1
State Suprv. (N=24)	2	8	10	40	3	12	8	33	2	8
Professors (N=27)			14	52	7	25	4	15	2	7
Administrators (N=54)	6	11	38	72	3	6	5	9	1	2
Jury (N=13)	2	15	6	46	3	23	1	8		
Total (N=197)	19	9	11	60	27	14	28	14	6	3
Population Groups										
Over 10,000 (N=15)	1	7	9	60	2	13	2	13		
5,000 - 10,000 (N=17)			10	59	4	23	3	17		
1,500 - 4,999 (N=41)	5	12	27	67	5	12	3	7	1	2
500 - 1,499 (N=30)	5	17	22	73	2	7	1	3		
Under 500 (N=14)	2	14	9	64	1	7	2	14		
Total (N=117)	13	11	77	66	14	12	11	9	1	1
Educational Level										
Bachelor's (N=94)	12	12	60	57	11	11	10	10	1	1
Master's (N=83)	6	7	48	57	11	13	14	18	3	4
Doctor's (N=17)	1	6	8	46	4	23	2	12	1	6
Total (N=194)	19	10	116	60	26	13	26	13	5	3

*Concept 78: Homemaking classes offer more opportunity for the slow learner than most school subjects.

The smaller schools showed a much higher percentage of agreement than those from the two higher population groups. It is possible that the larger schools have special education classes making it unnecessary to search for a place for the slow learner.

Those with Bachelor's and Master's degrees indicated about equal agreement, while those with Doctor's degrees showed much less agreement.

These findings would suggest that the homemaking teacher be prepared to cope with some slow learners by taking courses in special education.

The following concepts met with 75 per cent or more agreement by all groups in all areas of investigation and should be included as concepts acceptable for teacher education in home economics:

Concept 22: The homemaking program is an integral part of the total school program.

Concept 34: Misuse of the conference period causes criticism from co-workers who have regularly scheduled classes all day.

Concept 42: Home economists have and will continue to have need for a strong and broad foundation of liberal education.

Concept 60: A concern for the total school is imperative for the successful homemaking teacher.

Concept 67: Guidance activities should be among the primary functions of the homemaking teacher.

Concept 84: The administrator's concept of the homemaking teacher will consciously or unconsciously affect the teacher's concept of herself and her adjustment to her profession.

Concept 86: Home visiting provides an excellent opportunity for the homemaking teacher to evaluate classroom instruction.

Concept 89: Home visiting offers opportunities for pupils and teachers to know each other as friends in situations away from the classroom.

Concepts relating to home visitation were included in the area concerning the total school program because some administrators interviewed felt that the homemaking teacher's contact with the home contributed more to school-community relationships than any other one activity. Since the vocational teachers are the only ones who have time allotted for home visiting, they are often the ambassadors for the school.

Tabular data relating to the above acceptable concepts may be found in Appendix C.

Summary

This chapter has presented opinions and comments which home economics educators and administrators have given concerning twenty-four selected concepts pertaining to the relationships of homemaking education to the total school program.

One-third of the concepts were agreeable to at least 75 per cent of the personnel investigated and were thus considered acceptable for teacher education in home economics. Areas included in these concepts were home visiting, use of the conference hour and guidance activities, the need for a liberal education, and the administrator's influence upon the homemaking teacher.

Eight concepts received more than 50 per cent total agreement, five concepts received no clear majority of either agreement or disagreement, and three concepts received more than 60 per cent total disagreement and thus are rejected as desirable for home economics teacher education. The five concepts which are controversial may be considered problems for additional investigation.

The data presented in this chapter pointed out and identified degrees of agreement, uncertainty, and disagreement existing among personnel included in the study, according to professional classes, population variations, and educational levels, pertaining to certain stated concepts. These opinions should influence the development of concepts valuable for homemaking teachers in furthering homemaking education as an integral part of the total school program.

CHAPTER III

CONCEPTS RELATING TO THE DEMOCRATIC PROCESS

Democracy is a concept which is developed by co-operative participation. It is the responsibility of the school to provide experiences which will further this concept by encouraging a respect for the individual, co-operation among individuals, responsible participation by all individuals, and the free functioning of intelligence directed toward the solution of problems of group living.

Home economics education has endeavored to foster this concept by advancing methods for teaching which will encourage individual and group planning, participation, and responsibility. In spite of the philosophy which underlies teacher education to perpetuate the democratic way of life, many students and adults have criticized the homemaking teacher for imposing upon them standards which they were incapable of reaching, particularly in the field of sewing. Some students and homemakers have expressed a dislike for sewing because they were required to reach certain standards of perfection in the construction of garments. Barkley's research has shown that the students feel that the homemaking teacher

wishes to do things too much her own way.[1]

The concepts discussed in this chapter relate to the understanding of the democratic process as it applies to home economics education. A philosophical concept of democracy may differ from a practical application of the concept. The statements in this area were designed to discover common practices in teaching which might reflect the use of democratic procedure as well as beliefs concerning the contribution of home economics education to living in a democratic society. Data and discussion will be presented for those statements which provoked a wide diversity of opinion while those which received more than 75 per cent agreement or disagreement will be listed only.

36. Home economics training should not attempt to raise living standards to the extent of destroying the present social structure.

Sociologists have emphasized the importance of social class distinction as a method for accomplishing the various tasks necessary to maintain our present economic structure. Home economists have been criticized for trying to raise living standards beyond the capabilities of some socio-economic groups. Hurt[2] reported that lower class values and practices were more practical for teaching some areas of

---

[1]Barkley, op. cit., p. 95.

[2]Hurt, op. cit., p. 101.

TABLE 19

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 36*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	9	11	37	47	21	27	9	11	1	1
State Suprv. (N=24)	6	25	16	67	2	8				
Professors (N=27)	6	23	15	55	3	11	3	11		
Administrators (N=54)	2	4	32	59	8	14	11	20	1	2
Jury (N=13)	1	8	7	54	3	23	1	8	1	8
Total (N=197)	24	12	107	54	37	19	24	12	3	2
Population Group										
Over 10,000 (N=15)	3	20	9	60	1	7	2	13		
5,000 - 10,000 (N=17)	2	11	8	47	3	21	3	21		
1,500 - 4,999 (N=41)	2	5	18	44	14	34	6	15		
500 - 1,499 (N=30)	1	3	17	57	7	23	4	13	1	3
Under 500 (N=14)	2	14	8	57	2	14	2	14	1	7
Total (N=117)	10	8	60	51	27	23	15	13	2	2
Educational Level										
Bachelor's (N=94)	8	8	49	52	23	24	10	10	2	2
Master's (N=83)	12	14	50	60	9	10	11	12	2	2
Doctor's (N=17)	4	23	6	35	4	23	1	6	1	6
Total (N=194)	24	12	105	54	36	19	22	11	5	2

*Concept 36: Home economics training should not attempt to raise living standards to the extent of destroying the present social structure.

homemaking while middle class values and practices were more practical for teaching other areas. Concept 36 pertains to this problem with findings shown in Table 19.

Total responses show 12 per cent strong agreement, 54 per cent agreement, 19 per cent uncertain, 12 per cent

disagreement, and 2 per cent strong disagreement. State supervisors were in greatest agreement concerning this concept (25% strongly agree, 67% agree) followed in rank order by college professors, administrators, jury, and teachers. One of the jurors stated that we should encourage social mobility. Perhaps this statement could account for the thinking of those who disapproved of the concept.

The group with the highest population showed the greatest agreement and the least uncertainty to this concept. It might appear that this could be more of a problem in a community where there are more pronounced socio-economic levels. However, the next highest agreement came from the group with the least population, and thus tends to refute this supposition. The size of the community thus did not seem to influence opinions consistently enough to make a deduction.

Those with Master's degrees showed much greater agreement than those with Bachelor's or Doctor's degrees, with the Master's degree group also indicating much less uncertainty than those from the other educational levels.

47. Because of her education and experience the teacher should set the goals and objectives for classroom instruction.

Exponents of democratic planning have long met with the argument that teachers should set the goals and the objectives for classroom instruction because of their greater training and experience. Table 20 presents opinions on this

TABLE 20

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 47*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	3	4	14	18	9	11	48	61	5	6
State Suprv. (N=24)	3	13	5	21			11	46	5	21
Professors (N=27)			2	7	1	4	16	59	8	30
Administrators (N=54)	1	2	28	52	9	17	10	18	6	11
Jury (N=13)			2	15			9	69	1	8
Total (N=197)	7	4	51	26	19	9	94	48	25	13
Population Group										
Over 10,000 (N=15)			5	33	2	13	5	33	3	20
5,000 - 10,000 (N=17)			6	36	2	11	7	42	2	11
1,500 - 4,999 (N=41)	1	2	14	34	5	12	19	46	2	5
500 - 1,499 (N=30)	1	3	10	33	5	17	12	40	2	7
Under 500 (N=14)			2	15			9	69	1	8
Total (N=117)	2	2	37	31	14	12	52	44	10	8
Educational Level										
Bachelor's (N=94)	3	3	15	16	15	16	53	56	9	9
Master's (N=83)	3	4	26	31	3	4	35	42	15	18
Doctor's (N=17)			2	12	2	12	9	53	4	23
Total (N=194)	6	3	43	22	20	10	97	50	29	15

*Concept 47: Because of her education and experience the teacher should set the goals and objectives for classroom instruction.

question and represents the responses to Concept 47.

Total responses showed majority disagreement to this statement. Only four per cent strongly agreed, 26 per cent agreed, 9 per cent were uncertain, 48 per cent disagreed, and 13 per cent strongly disagreed. From the overwhelming

agreement to Concept 20 (Appendix D) in favor of teacher-pupil-parent planning, one could hardly expect as much agreement as Concept 47 received. The college professors and jury showed the greatest disagreement to this concept while the administrators were the only group which indicated more agreement than disagreement. This is one of the few instances where the home economists tended to disagree with the administrators relative to a stated concept.

There were no significant differences of opinion among the population groups except those from communities of under 500. This group gave no uncertainties, only 15 per cent agreement, and showed 69 per cent disagreement with 8 per cent strong disagreement.

Those with Master's degrees indicated the greatest agreement, and those with Doctor's degrees showed the greatest disagreement.

54. Short laboratory periods justify a predominance of teacher planning.

Frequently educators agree to a concept but actual practice proves difficult. Concept 54 was included to point out this fact. Table 21 reveals the opinions which were given indicating that co-operative planning may become more difficult than merely believing in it. Eleven per cent strongly agreed with this concept, 38 per cent agreed, 30 per cent disagreed, and 5 per cent strongly disagreed.

State supervisors were almost equally divided on this

TABLE 21

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 54*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	34	44	13	18	21	27		
State Suprv. (N=24)	4	17	7	29	3	13	7	29	3	13
Professors (N=27)	1	4	5	19	1	4	15	55	3	11
Administrators (N=54)	7	13	27	50	9	17	10	18	1	2
Jury (N=13)	1	8			1	8	6	46	3	23
Total (N=197)	23	11	73	38	27	12	59	30	10	5
Population Group										
Over 10,000 (N=15)	3	20	4	26	2	13	5	33	1	7
5,000 - 10,000 (N=17)	1	5	9	50	3	21	4	23		
1,500 - 4,999 (N=41)	6	15	18	44	8	19	9	22		
500 - 1,499 (N=30)	3	10	18	60	3	10	6	20		
Under 500 (N=14)	2	14	11	79	1	7				
Total (N=117)	15	12	60	51	17	14	24	21	1	2
Educational Level										
Bachelor's (N=94)	12	12	43	45	14	15	24	25		
Master's (N=83)	9	10	25	30	13	15	28	30	6	7
Doctor's (N=17)	2	12	2	12			7	41	4	23
Total (N=194)	23	12	70	36	27	14	59	30	10	5

*Concept 54: Short laboratory periods justify a predominance of teacher planning.

concept, with administrators and teachers showing a pronounced agreement, and the jury and the college professors indicating a definite disagreement. Those who agreed to this statement did so almost in direct opposition to their responses on other items pertaining to co-operative planning (Concepts 20, 39, and 47) although the administrators were consistent with their responses to Concept 47. One juror offered the

suggestion that this situation should be capitalized upon for helping students to learn to plan. This is another one of the instances where supervisory personnel tend to become more idealistic than those in the classroom and probably see means of deriving benefit from the situation that classroom teachers have failed to realize.

As population decreased agreement increased until there was no disagreement shown by the group of less than 500 population. As educational level increased, agreement decreased.

66. The homemaking teacher's standard of perfection when imposed upon the student makes homemaking an unpopular subject.

The homemaking teacher has been criticized on occasions for imposing standards upon students which they are incapable of reaching either physically or financially. The determination of standards of workmanship should be a co-operative matter and reached by democratic methods. Concept 66 presented in Table 22 shows the opinions given relating to this problem.

Thirteen per cent of the total responses strongly agreed with this concept, 41 per cent agreed, 26 per cent disagreed, and 3 per cent strongly disagreed. The homemaking teachers were the only ones who showed a greater disagreement than agreement on this concept. The jury gave total agreement, all groups indicated 15 per cent uncertainty, and state

TABLE 22

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 66*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	21	27	12	15	32	40	4	5
State Suprv. (N=24)	4	17	17	70			2	8		
Professors (N=27)	6	23	13	48	4	15	2	7	1	4
Administrators (N=54)	5	9	23	43	8	15	18	33		
Jury (N=13)	3	23	8	62	2	15				
Total (N=197)	28	13	82	41	26	12	54	26	5	3
Population Group										
Over 10,000 (N=15)	3	20	6	40			5	33	1	7
5,000 - 10,000 (N=17)	2	11	7	41	3	21	5	29		
1,500 - 4,999 (N=41)	3	7	12	30	6	15	17	41	3	7
500 - 1,499 (N=30)	4	13	11	37	5	17	10	33		
Under 500 (N=14)	2	14	4	29	2	14	6	43		
Total (N=117)	14	12	40	34	16	13	43	36	4	3
Educational Level										
Bachelor's (N=94)	14	15	25	26	15	16	36	38	4	4
Master's (N=83)	9	10	46	55	8	10	17	20		
Doctor's (N=17)	6	35	7	41	3	19				
Total (N=194)	29	15	78	40	26	13	53	27	4	2

*Concept 66: The homemaking teacher's standards of perfection when imposed upon the student make homemaking an unpopular subject.

supervisors had only 8 per cent disagreement. Here again the homemaking teachers and administrators gave similar responses though the administrators were more agreeable than the teachers.

As the population decreased agreement increased, except for the group of 1,500 to 4,999, which gave the least agreement of all. This discrepancy does not permit one to assume that the teacher in a small school may be able to impose her standards on the student because that student may have no choice but to remain in the homemaking class; in a larger school the student may elect another subject if she does not like homemaking.

Those with Bachelor's degrees showed almost equal agreement and disagreement, those with Master's degrees indicated only 20 per cent disagreement and those with Doctor's degrees gave the largest percentage of agreement, more uncertainty, and no disagreement.

These data imply that democratic practice in determining standards may not always be applied in the secondary school. This is an area to be strengthened in teacher education.

72. <u>As students learn about satisfactory home living, it is very easy for them to become over-critical of their own homes</u>.

Many educators contend that no learning is done unless dissatisfaction is aroused in students. Home economists have a real problem for determining the extent of dissatisfaction which may develop before students become too critical of their own homes. Home improvement seems desirable but must be attained by democratic family living, thereby

justifying the inclusion of Concept 72 with data presented in Table 23.

TABLE 23

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 72*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	7	9	47	59	7	9	17	21		
State Suprv. (N=24)	2	8	13	54	2	8	7	29		
Professors (N=27)	3	11	16	59	3	11	4	15		
Administrators (N=54)	2	4	30	54	8	14	13	24		
Jury (N=13)	2	15	6	46	1	8	3	23		
Total (N=197)	16	8	112	57	21	10	44	22		
Population Groups										
Over 10,000 (N=15)	1	7	7	48	3	2	3	20		
5,000 - 10,000 (N=17)	1	5	12	70	1	5	3	21		
1,500 - 4,999 (N=41)			25	61	4	10	11	27		
500 - 1,499 (N=30)	2	7	15	50	5	17	8	27		
Under 500 (N=14)	3	21	7	50	1	7	3	21		
Total (N=117)	7	6	66	56	14	12	28	24		
Educational Level										
Bachelor's (N=94)	7	7	56	59	10	10	20	21		
Master's (N=83)	6	7	47	56	7	8	20	24		
Doctor's (N=17)	3	19	6	35	3	19	3	19	2	12
Total (N=194)	16	8	109	56	20	10	43	22	2	1

*Concept 72: As students learn about satisfactory home living, it is very easy for them to become over critical of their own homes.

The agreement to this concept was not as high as to Concept 63 which stated that teachers had a responsibility to keep students from becoming dissatisfied with their own homes. However, there were 8 per cent strong agreement, 57 per cent agreement, and only 22 per cent disagreement to Concept 72, with the college professors giving the highest percentage of agreement. One juror stated that students should become over critical of their own homes. Perhaps this thinking calls for a definition of some of the goals of homemaking education: How much dissatisfaction should be created to arouse action for home improvement and yet encourage satisfactory adjustment and peaceful relations?

Community size had no influence on opinions relating to this concept. Those with Doctor's degrees showed more disagreement than those in other educational levels.

73. Laboratory experiences are less important as homemaking education becomes more concerned with problems of adjustment and relationships.

Recent trends in homemaking education have placed emphasis on democratic family living. This has been done by family centered teaching, classroom experiences based upon relationships, and units built around personality development and social adjustment. Some educators feel that this emphasis has lessened the need for laboratory experiences in sewing and cooking and other skills usually taught in the homemaking course. Opinions concerning this trend will be found in Table 24 pertaining to Concept 73.

TABLE 24

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 73*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	7	9	10	13	48	61	13	17
State Suprv. (N=24)	1	4	5	21	2	8	14	59	2	8
Professors (N=27)	3	11	4	15	2	7	16	59	2	7
Administrators (N=54)			18	33	8	14	22	41	5	9
Jury (N=13)			4	31	3	23	6	46		
Total (N=197)	5	3	38	19	25	12	106	54	22	11
Population Group										
Over 10,000 (N=15)			2	13			9	60	3	20
5,000 - 10,000 (N=17)			4	23	2	11	10	59	1	5
1,500 - 4,999 (N=41)			11	27	9	22	16	39	5	12
500 - 1,499 (N=30)			15	17	4	13	18	60	3	10
Under 500 (N=14)	1	7	1	7	2	14	8	57	2	14
Total (N=117)	1	1	23	19	17	14	63	53	14	12
Educational Level										
Bachelor's (N=94)	1	1	12	12	11	12	56	59	14	15
Master's (N=83)	2	2	21	25	11	13	39	47	8	9
Doctor's (N=17)	2	12	4	23	3	18	8	48		
Total (N=194)	5	2	37	20	25	13	103	53	22	11

*Concept 73: Laboratory experiences are less important as homemaking education becomes more concerned with adjustments and relationships.

Total responses indicated a decided disagreement with this statement. Three per cent strongly agreed, 19 per cent agreed, while 54 per cent disagreed, and 11 per cent strongly disagreed. The homemaking teachers showed the greatest disagreement to this concept with the administrators showing the

most agreement. All groups tended to show more disagreement than agreement. The size of the community did not influence opinions on this item.

Percentage of disagreement decreased as the educational level increased. This, along with the responses of the homemaking teachers, would indicate that teachers believe that laboratory experiences are more important than do the supervisors and teacher educators.

The following concepts were found to be agreeable by more than 75 per cent of the persons participating in the study:

Concept 4: Regular attendance in adult classes is encouraged if course content is planned around the participants' problems.

Concept 11: Homemaking education is a co-operative enterprise in which the home and school must work together.

Concept 20: Pupil-parent-teacher planning for content in homemaking courses is the most beneficial approach for meeting the needs of students.

Concept 26: Group activity tends to provide "family-like" situations which are conducive to the carry-over of home economics into the home.

Concept 27: Student participation in the financial management of the homemaking department provides learning valuable for family economics.

Concept 30: Subject matter content for homemaking classes should be practical to the socio-economic level predominating in the community.

Concept 38: The variety of backgrounds represented by the students and the teacher is a valuable teaching aid.

Concept 39: The home visit which is made for the purpose of establishing good relationships and interpreting the program can set the stage for co-operative planning.

Concept 50: Co-operative endeavor with other home economists in the community will facilitate reaching goals in home economics education.

Concept 59: Family centered teaching increases the confidence of the students in making decisions and planning a course of action for carrying them out.

Concept 63: The homemaking teacher has great responsibility to prevent dissatisfaction with present home conditions from arising within her students.

Concept 81: Married students should be encouraged to remain in school.

Concept 90: Home experiences are most effective when integrated with the total homemaking program and planned by the whole family with the teacher.

It is significant to note that the only disagreement to Concept 81 came from the administrators and from the three lower population groups.

The two concepts listed below met with majority disagreement. The high percentage of uncertainty given on Concept 23 caused only 67 per cent disagreement to this item but there was only 12 per cent agreement by all groups. The homemaking teachers indicated the most agreement (19%). The percent of disagreement was least among teachers and administrators which may indicate that there is an inclination

for giving techniques and formulas rather than promoting problem solving which is the ideal reflected by the supervisors, college professors, and jury members.

Concept 23: Vocational homemaking places undue emphasis upon techniques and formulas for successful living.

Concept 46: Inter-action of the family and community life has little influence upon the development of values in home and family living.

Tables presenting data for these concepts may be found in Appendix D.

Summary

Data presented in this chapter have attempted to substantiate concepts which might be agreeable for democratic procedure in the homemaking education program. These findings show a consistency of opinions favorable by all groups for the democratic ideal. Seventy-six per cent of all the concepts were found to be agreeable above the 50 per cent level by total participants, 19 per cent were disagreeable above the 50 per cent level and 5 per cent were found to receive no agreement or disagreement majority.

Of the twenty-one concepts presented, thirteen met with 75 per cent or more agreement by all groups. These concepts related to co-operative planning, group participation, family-centered teaching, home visiting, and consideration for the different socio-economic levels. Three concepts relating to the setting of standards were found to be

agreeable above the 50 per cent level.

Two of the concepts pertaining to emphasis on techniques and formulas and the inter-action of the home and the community were found to be disagreeable to more than 75 per cent of the participants and were thus rejected. Two concepts relative to classroom procedure were rejected because of disagreement above the 60 per cent level.

The concept which suggested a predominance of teacher planning to make fullest use of short laboratory periods remains controversial with no majority agreement or disagreement presented.

It is important to emphasize the fact that these are "understandings" and that no attempt has been made to discover prevalent practices. These data do not attempt to prove that because of the high per cent of agreement for democratic practice that there is a high per cent of democratic procedure in the homemaking classroom. This problem presents another area for further research.

CHAPTER IV

CONCEPTS CONCERNING EDUCATION FOR HOME AND FAMILY LIVING

As early as 1918 the Commission on the Reorganization of Secondary Education[1] recognized "worthy home membership" as one of the seven cardinal principles of education. Home economics made the first systematic approach to this area; now it is emphasized in physical and biological sciences, social sciences, psychology, and philosophy.

Education for home and family living is fundamental to the growth and the development of American youth. Every boy and girl needs to understand and appreciate the contributions that the home and the family make to society; the significance of home and family living for the individual; and the importance of skill in the ways of successful family living. Students must be helped to develop attitudes, knowledge, and judgment for the establishment of stable, happy, well-managed homes.

---

[1]Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education (Bureau of Education, Bulletin No. 35; Washington, D. C.: U. S. Government Printing Office, 1918.

The very foundation of our society is being threatened by high divorce rates, neuroses among many of our citizens, juvenile delinquency, and general unhappiness as evidenced by the unrest and the instability of our population. To improve our social health there is a practical need for education for effective family living. Since some educational trends are toward the practical, home and family living courses can make a great contribution toward meeting this need. Youth are marrying and assuming the responsibilities of parenthood at an increasingly early age, while schools have done little to provide intelligent guidance for this phase of living. Effective family living can not be left to chance. To deprive boys and girls of the fullest opportunity to learn what they need to know in order to assume their roles as members of the homes of their parents and later their own families is to jeopardize national security at a time when this country needs strong and secure citizens.

In order for the homemaking teacher to fulfill her obligation for this important phase of teaching, she must have developed understandings for education for family living. There has been much concern for her practical experiences as well as the educational experiences which may influence her concepts of home and family living. The emphasis upon family-centered teaching has created new problems for integrating family living into all phases of the homemaking program.

The concepts discussed in this chapter relate to the understandings and beliefs concerning education for home and family living and embrace problems of curriculum, course content, method, and teacher education.

3. Home economics education tends to weaken its curriculum by attempting to encompass all phases of home and family living.

Home economists have been accused of trying to broaden their program to include areas which are found in other phases of education. Critics have suggested that home economics should "stick to cooking and sewing." Table 25 presents data denying this accusation and shows the opinions of the various groups sampled in the study.

The total 44 per cent disagreement and 19 per cent strong disagreement as opposed to the 3 per cent strong agreement and 19 per cent agreement (16% uncertainty) would indicate that this is one area where curriculum practices should be evaluated. The fact that secondary teachers and administrators gave more agreement than other professional groups indicates that those in the secondary schools may be more aware of limitations or unaware of the possibilities furnished by all areas of home economics education.

There was no consistent trend indicating that responses were affected by community size.

Those with Bachelor's degrees were much more agreeable to this concept. Those with Doctor's degrees showed no agreement but much more uncertainty than the other groups.

TABLE 25

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 3*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	3	4	18	25	13	16	34	43	10	12
State Suprv. (N=24)			3	13	2	8	11	46	8	35
Professors (N=27)			4	15	5	19	11	41	8	35
Administrators (N=54)	3	6	10	18	10	18	21	39	9	7
Jury (N=13)					1	8	9	69	3	23
Total (N=197)	6	3	35	19	31	16	86	44	37	19
Population Groups										
Over 10,000 (N=15)	1	7	2	13			8	53	4	26
5,000 - 10,000 (N=17)			6	35	2	11	7	41	1	5
1,500 - 4,999 (N=41)	2	5	9	22	7	17	17	41	5	12
500 - 1,499 (N=30)	1	3	6	20	7	23	13	43	3	10
Under 500 (N=14)			4	29	3	21	4	29	1	7
Total (N=117)	4	3	27	23	19	16	49	42	14	12
Educational Level										
Bachelor's (N=94)	4	4	25	26	14	15	39	41	10	10
Master's (N=83)	2	2	9	10	11	13	35	42	11	13
Doctor's (N=17)					4	23	7	41	5	29
Total (N=194)	6	3	34	17	29	15	81	43	26	13

*Concept 3: Home economics tends to weaken its curriculum by attempting to encompass all phases of home and family living.

7. Home economics taught in subject matter units tends to emphasize the scope of the program.

Those who advocate family-centered teaching have proposed the theory that family living is not done in units; therefore, homemaking education can not be broken into subject matter units. Data for Concept 7 in Table 26 shows that

TABLE 26

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 7*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	19	24	44	55	11	14	4	5		
State Suprv. (N=24)	4	17	12	50	4	17	2	8		
Professors (N=27)	1	4	10	37	7	25	2	22	2	7
Administrators (N=54)	7	13	28	52	9	17	6	11	2	4
Jury (N=13)	1	8	4	31	1	8	5	38	2	15
Total (N=197)	31	16	98	49	32	16	19	9	6	3
Population Group										
Over 10,000 (N=15)	4	26	5	33	1	7	3	20	1	7
5,000 - 10,000 (N=17)	2	11	10	59	2	11	1	7	1	7
1,500 - 4,999 (N=41)	5	12	29	71	7	17				
500 - 1,499 (N=30)	6	20	15	50	4	13	4	13		
Under 500 (N=14)	5	36	4	29	5	36	3	21		
Total (N=117)	22	18	63	53	19	16	11	9	2	2
Educational Level										
Bachelor's (N=94)	22	23	51	54	13	13	7	7		
Master's (N=83)	7	8	43	52	15	18	9	10	3	4
Doctor's (N=17)	2	12	1	6	4	23	6	35	2	12
Total (N=194)	31	16	95	49	32	16	22	11	5	2

*Concept 7: Home economics taught in subject matter units tends to emphasize the scope of the program.

all groups except the jury indicated a decided agreement for teaching in subject matter units if emphasis is to be made upon the scope of the homemaking program. Total responses revealed 16 per cent strong agreement, 49 per cent agreement, 16 per cent uncertainty, 9 per cent disagreement, and 3 per

cent strong disagreement. The teachers were in greatest agreement (79%) with the college professors indicating more uncertainty and less agreement (41%) than the remaining groups.

The lowest and the highest population groups gave much lower percentages of agreement than did the middle groups.

As the educational level rose, percentage of agreement dropped regarding this concept.

12. Teacher training in family economics, relationships, child care, housing and nursing may be most effectively dealt with in the schools of economics, sociology, psychology, architecture, and medicine, respectively.

The numerous areas of living embraced by the present-day homemaking program have presented problems connected with the adequate training of teachers for these phases of learning. It has been suggested that preparation could be strengthened if the student went outside the school of home economics to gain such training. Concept 12 pertains to this idea, and opinions on this statement are given in Table 27.

Total responses did not suggest a conclusive acceptance or rejection of this concept; 2 per cent strongly agreed, 24 per cent agreed, 26 per cent were uncertain, 26 per cent disagreed, and 18 per cent strongly disagreed. The uncertainty provoked by this item indicates a need for further study of the various disciplines involved in this area. The jury was the only group which gave no agreement; the homemaking

teachers were almost equally divided and the administrators indicated a much greater agreement than disagreement.

There was great diversity of opinion in the different population groups with no indication that the size of the community could affect opinions on this concept.

TABLE 27

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 12*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Groups										
Teachers (N=79)	1	1	25	31	25	31	22	28	5	6
State Suprv. (N=24)	1	4	4	17	4	17	9	37	6	25
Professors (N=27)			2	7	6	22	9	33	9	33
Administrators (N=54)	2	4	17	31	18	33	10	18	4	8
Jury (N=13)					1	8	4	31	8	62
Total (N=197)	4	2	48	24	54	26	54	26	32	18
Population Groups										
Over 10,000 (N=15)			3	20	5	33	5	33	2	13
5,000 - 10,000 (N=17)			7	41	5	29	4	23	1	7
1,500 - 4,999 (N=41)			12	30	13	31	12	30	4	10
500 - 1,499 (N=30)			11	37	10	33	7	23	1	3
Under 500 (N=14)	2	14	4	29	5	36	3	21		
Total (N=117)	2	2	37	31	38	32	31	26	8	7
Educational Level										
Bachelor's (N=94)	2	2	30	33	26	27	25	26	7	7
Master's (N=83)	1	1	18	21	25	30	25	30	13	15
Doctor's (N=17)					1	6	5	29	11	65
Total (N=194)	3	1	48	24	52	27	55	28	31	16

*Concept 12: Teacher training in family economics, relationships, child care, housing, and nursing may be most effectively dealt with in the schools of economics, sociology, psychology, architecture, and medicine, respectively.

Those with Doctor's degrees all registered disagreement while those with Bachelor's degrees were almost equally divided between agreement and disagreement. Those with Master's degrees showed more disagreement than agreement.

18. In their efforts to keep abreast with modern methods and equipment, home economists are prone to become impractical in their teaching for living in the average home.

Homemaking teachers have always been faced with the problem of keeping abreast of the times in household practices and equipment and at the same time keeping homemaking education practical for the homes in the communities in which they serve. Striking the "happy median" seems almost impossible as is shown in Table 28 which presents the data concerning Concept 18.

Total responses from the professional classes show a majority disagreement to this concept, with distribution as follows: 7 per cent, strongly agree; 24 per cent, agree; 15 per cent, uncertain; 46 per cent, disagree; and 10 per cent, strongly disagree.

The teacher educators by their majority agreement were the most severe critics of the homemaking teachers on this concept. All other groups disagreed with the statement with teachers and administrators giving almost like responses indicating by their 30 per cent agreement that this might be a common criticism. The jury strongly disagreed with this concept (76%).

TABLE 28

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 18*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	4	5	18	25	13	15	40	50	4	5
State Suprv. (N=24)			6	25	4	17	11	42	3	13
Professors (N=27)	1	4	13	49	5	19	7	25	1	4
Administrators (N=54)	7	13	10	18	6	11	29	54	2	4
Jury (N=13)	1	8	1	8	1	8			10	76
Total (N=197)	13	7	48	24	29	15	87	46	20	10
Population Group										
Over 10,000 (N=15)	1	7	1	7	2	13	9	60	2	13
5,000 - 10,000 (N=17)			3	18	1	5	13	74		
1,500 - 4,999 (N=41)	2	5	9	22	10	24	17	41	3	7
500 - 1,499 (N=30)	4	13	9	30			16	53	1	3
Under 500 (N=14)	1	7	1	7	3	21	9	63		
Total (N=117)	8	7	23	20	16	13	64	55	6	5
Educational Level										
Bachelor's (N=94)	5	5	23	24	15	16	46	49	5	5
Master's (N=83)	7	8	19	23	12	14	39	46	1	1
Doctor's (N=17)	1	6	5	33	2	12	9	53		
Total (N=194)	13	7	47	24	29	14	94	48	6	3

*Concept 18: In their efforts to keep abreast with modern methods and equipment, home economists are prone to become impractical in their teaching for living in the average home.

The largest and the smallest communities gave the least agreement (14%). The middle groups reported more uncertainty and more agreement. The consensus of all population groups was majority disagreement to the statement.

As the educational level increased, agreement increased, but uncertainty decreased leaving no appreciable differences in the percentage of disagreement.

29. Vocational aspects other than homemaking should be emphasized in the homemaking curriculum to prepare girls for earning money.

Homemaking education offers many different approaches to its subject matter. Vocational homemaking has heretofore been interpreted to mean preparation for becoming a homemaker; now, however, many teachers feel that it should also emphasize vocational aspects for making money between high school and marriage. Concept 29 was included to obtain opinions concerning this question and findings are presented in Table 29.

Total personnel reported 7 per cent strong agreement, 49 per cent agreement, 18 per cent uncertainty, 19 per cent disagreement, and 4 per cent strong disagreement, indicating acceptance of the concept. Seventy per cent of the teachers agreed to this item with state supervisors and administrators giving an equal agreement of 58 per cent. The teacher educators were the only ones to indicate more disagreement than agreement. The jury registered the highest percentage of uncertainty (46%).

This diversity of opinion was reflected in Concept 74 in Chapter II: "Many students do not elect homemaking because its vocational aspects for immediate financial gain

TABLE 29

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 29*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	45	57	10	13	11	14	2	3
State Suprv. (N=24)	1	4	13	54	4	17	3	13	2	8
Professors (N=27)	2	7	8	30	5	19	10	37	1	4
Administrators (N=54)	3	6	29	52	9	16	12	22	2	4
Jury (N=13)			2	15	6	46	3	23	1	8
Total (N=197)	16	7	97	49	34	18	39	19	8	4
Population Group										
Over 10,000 (N=15)	2	13	8	53	3	20	2	13		
5,000 - 10,000 (N=17)	1	5	10	59	3	18	2	11	1	5
1,500 - 4,999 (N=41)	4	10	20	50	5	12	11	26	1	3
500 - 1,499 (N=30)	2	7	18	60	5	17	3	10	1	3
Under 500 (N=14)	2	14	6	43	2	14	3	21	1	7
Total (N=117)	11	9	62	53	18	15	19	16	4	3
Educational Level										
Bachelor's (N=94)	12	12	50	53	12	12	16	17	3	3
Master's (N=83)	3	3	39	47	15	18	20	24	4	4
Doctor's (N=17)	1	6	4	23	4	23	8	48		
Total (N=194)	16	8	93	48	31	16	44	22	7	4

*Concept 29: Vocational aspects other than homemaking should be emphasized in the homemaking curriculum to prepare girls for earning money.

are not emphasized." Though teachers and supervisors did not agree with this concept, they did agree that emphasis should be placed on preparation for earning money in the homemaking curriculum (Concept 29). The other professional groups showed a consistency in their opinions regarding both

statements. There was no consistent trend for differences of opinions given by the various population groups.

There were great differences among educational levels with the Bachelor's degree group showing 63 per cent agreement and 12 per cent strong agreement, the Master's degrees 47 per cent agreement and 3 per cent strong agreement, and the Doctor's degrees 23 per cent agreement and 6 per cent strong agreement. These findings indicate that those working in the secondary schools are aware of this problem, whereas teacher educators and members of the jury are still adhering to the more fundamental purposes of homemaking education.

35. Inadequate college training for adult education is responsible for most problems in the teaching of adult classes.

Even though adult classes have always been an accepted part of the vocational homemaking program, most teachers interviewed gave this phase of their work as the one which presents the most problems. Other studies concerning beginning teachers also pointed out adult classes as being their greatest problem. One juror stated that she felt adult classes to be impractical. Concept 35 was included in this study to attempt to find a reason for difficulty in this area. Data concerning opinions are given in Table 30.

Inadequate college training for adult education could well be cause for concern as indicated by the responses of 18 per cent strongly agree, 37 per cent agree, 26 per cent

TABLE 30

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 35*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	14	17	25	31	21	27	16	20	1	1
State Suprv. (N=24)	6	25	9	37	7	29	1	4	1	4
Professors (N=27)	4	15	12	44	5	19	5	19		
Administrators (N=54)	9	17	21	39	15	27	8	14		
Jury (N=13)	1	8	7	54	3	23				
Total (N=197)	34	18	74	37	51	26	30	15	2	1
Population Group										
Over 10,000 (N=15)	3	20	7	47	2	13	3	20		
5,000 - 10,000 (N=17)	3	18	8	47	4	23	1	5		
1,500 - 4,999 (N=41)	4	10	13	31	16	39	7	17		
500 - 1,499 (N=30)	5	17	8	27	9	30	8	27		
Under 500 (N=14)	5	35	5	35	1	7	3	21		
Total (N=117)	20	16	41	35	32	27	22	19		
Educational Level										
Bachelor's (N=94)	17	17	30	32	25	26	19	20	1	1
Master's (N=83)	13	15	36	43	20	24	10	12	1	1
Doctor's (N=17)	2	12	7	41	5	29	3	18		
Total (N=194)	32	16	73	38	50	26	32	16	2	1

*Concept 35: Inadequate college training for adult education is responsible for most problems in the teaching of adult classes.

uncertain, 15 per cent disagree, and 1 per cent strongly disagree. These responses point out a need for strengthening teacher training in adult education if this continues to be a required part of the vocational homemaking program. All groups indicated a great deal of uncertainty on this statement

but clearly expressed a greater agreement than disagreement. The teachers evidently are not as critical of the college program in adult education as are the other groups since they did not agree by as large a percentage as did the other groups.

The size of the community did not affect responses to this statement. Those with Master's degrees gave the highest per cent of agreement, the least uncertainty, and the least disagreement.

37. The college training course in home economics education provides adequate experiences for dealing with boys in homemaking classes.

Homemaking classes for boys are becoming increasingly popular, yet many teachers have expressed feelings of inadequacy for dealing with boys and their problems--problems of subject matter areas and a need for a more masculine approach to excite interest and hold attention. Concept 37 presents this problem and the findings shown in Table 31 substantiate the feeling of weakness in the teacher training program for teaching boys' classes--2 per cent strongly agreed, 14 per cent agreed, 16 per cent were uncertain, 51 per cent disagreed, and 15 per cent strongly disagreed.

Homemaking teachers seemed to feel a great lack of preparation for dealing with boys in the homemaking classes evidenced by less uncertainty than any other group, 63 per cent disagreement, and 21 per cent strong disagreement.

TABLE 31

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 37*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	7	9	6	8	48	62	17	21
State Suprv. (N=24)	1	4	2	8	5	21	14	58	2	8
Professors (N=27)	1	4	3	11	5	19	12	44	4	15
Administrators (N=54)	1	2	10	18	17	31	20	37	6	11
Jury (N=13)			3	23	3	23	5	38	1	8
Total (N=197)	4	2	25	14	36	16	99	51	30	15
Population Groups										
Over 10,000 (N=15)			2	13	2	13	6	40	5	33
5,000 - 10,000 (N=17)			2	11	3	18	10	59	2	11
1,500 - 4,999 (N=41)			6	15	9	22	19	46	1	17
500 - 1,499 (N=30)	1	3	4	13	5	17	17	57	3	10
Under 500 (N=14)	1	7	1	7	2	14	7	50	3	21
Total (N=117)	2	2	15	12	21	20	59	50	14	12
Educational Level										
Bachelor's (N=94)	2	2	8	8	11	12	53	56	20	21
Master's (N=83)	2	2	13	15	20	24	38	46	7	8
Doctor's (N=17)	1	6	4	23	2	12	7	41	3	18
Total (N=194)	5	2	25	12	33	17	98	50	30	15

*Concept 37: The college training course in home economics education provides adequate experiences for dealing with boys in homemaking classes.

Administrators gave more agreement and more uncertainty than any other group. A juror pointed out that this condition would differ with the colleges, but judging from the responses given in this geographical area, the colleges here must be lacking in this phase of educational preparation.

All population groups disagreed with the statement by 62 per cent. All educational levels disagreed though those with Bachelor's degrees showed a much higher percentage (77%) of disagreement than did the other two groups.

48. Too much emphasis is placed upon gearing instruction to present living standards and meeting today's problems, with little thought for the future.

Concept 48 relates to a common problem in all education--how much should be done for preparation for the future and how much should be done to meet present problems of every-day living? Modern critics offer the solution by training for problem solving and by utilizing more fully the factual material currently available. Concept 48 presents this problem as it applies to home economics education and findings shown in Table 32 indicate a marked disagreement--2 per cent strongly agree, 15 per cent agree, 17 per cent are uncertain, 56 per cent disagree, and 7 per cent strongly disagree.

Though all groups disagreed with this concept, the agreement shown by teachers, state supervisors, and administrators seemed significant enough to establish the belief that this is an area for improvement. College professors showed the greatest disagreement (89%), with the jury next with 77 per cent.

Size of the community made no significant differences of opinions on this concept. Those with Doctor's degrees

TABLE 32

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 48*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	13	17	13	17	51	64	1	1
State Suprv. (N=24)	2	8	3	13	4	17	12	50	2	8
Professors (N=27)			2	7			19	70	5	19
Administrators (N=54)			11	20	15	27	25	46	3	6
Jury (N=13)			1	8	1	8	7	54	3	23
Total (N=197)	3	2	30	15	33	17	114	56	14	7
Population Groups										
Over 10,000 (N=15)			3	20	2	13	5	54	2	13
5,000 - 10,000 (N=17)					2	11	5	29	9	53
1,500 - 4,999 (N=41)	1	3			8	20	7	17	26	63
500 - 1,499 (N=30)			5	17	7	23	17	57	1	3
Under 500 (N=14)			2	14	3	21	9	63		
Total (N=117)	1	1	10	8	22	19	43	36	38	32
Educational Level										
Bachelor's (N=94)	1	1	15	16	17	18	59	62	2	2
Master's (N=83)	2	2	12	14	16	19	42	50	8	10
Doctor's (N=17)			2	12	1	6	11	64	3	18
Total (N=194)	3		29	15	34		112	58	13	6

Concept 48: Too much emphasis is placed upon gearing instruction to present living standards and meeting today's problems, with little thought for the future.

showed a much higher percentage of disagreement than those from the other two educational levels.

These findings refute the criticism sometimes directed to homemaking teachers suggesting that in their efforts to make homemaking courses practical, laboratories have been

equipped suitable for the present socio-economic level of a community; that instruction has been focused on present-day living in a "teen-age" world, and no emphasis has been placed on problem solving to equip a student for adult living.

52. The fragmentation of subject matter into discrete topics has become impractical for use in family-centered teaching.

Although homemaking teachers have become secure in teaching the typical subject matter units, authorities in the field have advanced the idea of abolishing the units and of developing learning experiences based upon family-centered problems. Concept 52 presents this theory with findings shown in Table 33.

The greatest per cent of responses (36%) to this item was "uncertain" while the "agree" (24%) and "disagree" 23%) were about equal in the total responses. The jury had the largest per cent of agreement, and the college professors had the greatest per cent of disagreement. These findings along with the data presented for Concept 7 (page 83) show that the jury was the only group which seemed to favor abolishing the practice of teaching in subject matter units. Clarification of teaching methods for a family-centered program appears to be needed for uniting theory and practice in this area.

The size of the community did not influence opinions though the 1,500 to 4,999 population group indicated slightly more agreement than disagreement while the others gave a

TABLE 33

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 52*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	19	24	31	39	24	30		
State Suprv. (N=24)	3	13	4	17	7	29	5	21	2	8
Professors (N=27)	2	7	4	15	9	33	9	33	1	4
Administrators (N=54)	1	2	15	27	19	35	17	31		
Jury (N=13)	3	23	5	38	4	31	1	8		
Total (N=197)	10	3	47	24	70	36	56	23	3	1
Population Group										
Over 10,000 (N=15)	1	7	4	26	4	26	5	33		
5,000 - 10,000 (N=17)			4	23	4	23	8	47		
1,500 - 4,999 (N=41)	1	3	8	20	21	51	9	22		
500 - 1,499 (N=30)			11	27	13	43	5	17		
Under 500 (N=14)			3	21	3	21	8	57		
Total (N=117)	2	2	30	26	45	38	35	30		
Educational Level										
Bachelor's (N=94)	1	1	23	24	38	40	26	27		
Master's (N=83)	6	7	18	20	23	27	28	33	2	2
Doctor's (N=17)	3	18	5	29	5	29	2	12	1	6
Total (N=194)	10	5	46	23	66	33	56	28	3	1

*Concept 52: The fragmentation of subject matter into discrete topics has become impractical for use in family-centered teaching.

predominance to disagreement.

Those with Doctor's degrees showed a much higher agreement than disagreement and agreed more than any other group. Those with Master's degrees showed more disagreement

than agreement, and the Bachelor's degree group was almost equally divided.

64. More interest may be stimulated in the study of child care if it is approached as a method for earning money now, rather than for prospective parenthood.

Concept 64 presents another aspect of vocational emphasis in the homemaking program with the distribution of opinions given in Table 34. Child care has become an accepted part of the homemaking curriculum yet total responses indicated much disagreement concerning this concept (3% strongly agree, 32% agree, 23% uncertain, 36% disagree, and 5 per cent strongly disagree).

This item has the same implications as Concept 29 (page 89) but total responses showed a high agreement for Concept 29 and a disagreement with this concept. Teachers gave a high per cent of agreement for the former and indicated only 5 per cent more agreement than disagreement for the latter. State supervisors and administrators accorded a high agreement for Concept 29 and disagreed with Concept 64; college professors and the jury agreed with the latter and disagreed with the former. This inconsistency of opinions could mean that vocational aspects for earning money should be emphasized but child care is not one of these.

The scatter of opinions given would not indicate that the size of the community influenced thinking on this concept. Those with Doctor's degrees showed equal agreement

TABLE 34

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 64*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	4	5	30	38	15	19	28	35	1	1
State Suprv. (N=24)			5	21	10	41	6	25	2	8
Professors (N=27)			12	44	6	22	7	25	2	7
Administrators (N=54)	3	6	11	20	9	17	28	52	3	6
Jury (N=13)			4	31	5	38	2	15	1	8
Total (N=197)	7	3	62	32	45	23	71	36	9	5
Population Group										
Over 10,000 (N=15)	2	13	4	26	2	13	7	47		
5,000 - 10,000 (N=17)			3	18	5	29	9	53		
1,500 - 4,999 (N=41)	3	7	16	39	5	12	17	41		
500 - 1,499 (N=30)	2	7	9	30	5	17	12	49	2	7
Under 500 (N=14)			6	43	2	14	5	35	1	7
Total (N=117)	7	6	38	32	19	16	50	43	3	2
Educational Level										
Bachelor's (N=94)	5	5	35	37	17	18	34	36	2	2
Master's (N=83)	2	2	21	25	21	25	32	38	5	6
Doctor's (N=17)	1	6	5	29	6	35	3	18	1	6
Total (N=194)	8	4	61	32	44	22	69	35	8	4

*Concept 64: More interest may be stimulated in the study of child care if it is approached as a method for earning money now, rather than for prospective parenthood.

and uncertainty with much less disagreement; those with Master's degrees indicated more disagreement, and those with Bachelor's degrees gave slightly more agreement than disagreement.

68. The teaching of home economics below the college level must all be family-centered.

Another aspect of family-centered teaching is presented in Concept 68 with findings shown in Table 35.

TABLE 35

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 68*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	3	4	26	33	21	27	27	35	1	1
State Suprv. (N=24)	4	17	9	37	6	25	4	17		
Professors (N=27)	2	7	10	37	5	19	8	30		
Administrators (N=54)	3	6	11	20	18	33	21	39	1	2
Jury (N=13)	3	23	2	15	5	38	2	15	1	8
Total (N=197)	15	8	58	28	55	26	62	32	3	2
Population Group										
Over 10,000 (N=15)	2	13	5	33	3	20	4	26	1	7
5,000 - 10,000 (N=17)	2	11	2	11	7	41	6	35		
1,500 - 4,999 (N=41)	1	3	9	22	12	30	18	44		
500 - 1,499 (N=30)	1	3	9	30	11	27	9	30		
Under 500 (N=14)			4	29	4	29	6	43		
Total (N=117)	6	5	29	25	37	31	43	36	1	1
Educational Level										
Bachelor's (N=94)	3	3	30	32	28	30	31	33	1	1
Master's (N=83)	10	12	23	28	21	25	24	29	1	1
Doctor's (N=17)	2	12	6	35	4	23	2	12	1	6
Total (N=194)	15	8	59	30	53	27	57	29	3	2

*Concept 68: The teaching of home economics below the college level must all be family-centered.

This statement, like other concepts pertaining to family-centered teaching, provoked a high percentage of uncertainty (26%). Though total responses showed almost equal agreement (8% strongly agree, 28% agree) and disagreement (32% agree, 2% strongly agree), state supervisors, college professors, and jury indicated high agreement. The administrators gave much more disagreement than agreement and the homemaking teachers were almost equally divided between agreement and disagreement.

Those from communities of over 10,000 population were much more in agreement than those from other communities; however, other responses did not indicate that this was a trend establishing a pattern for differences of opinion according to size of community. As education increased, agreement increased, uncertainty decreased, and disagreement decreased.

75. The homemaking teacher should face the fact of the prevalence of teen-age marriages and prepare students for a successful marriage rather than try to discourage early marriages.

Homemaking teachers, by the nature of their subject-matter area are perhaps more aware of their responsibilities for training in preparation for marriage than other teachers. The fact that students do marry presents the problem of condoning early marriages and making the most of it or of discouraging the practice. Concept 75 pertains to this problem with data concerning opinions presented in Table 36.

TABLE 36

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 75*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	9	11	44	55	19	24	7	9		
State Suprv. (N=24)	6	25	9	37	3	12	3	12	1	4
Professors (N=27)	4	15	15	55	4	15	2	7		
Administrators (N=54)	5	9	23	42	11	20	13	24	1	2
Jury (N=13)	3	23	5	38	4	31	1	8		
Total (N=197)	27	14	96	49	41	21	26	12	2	1
Population Group										
Over 10,000 (N=15)	4	26	7	47			3	20		
5,000 - 10,000 (N=17)	2	11	10	59	4	23	1	5		
1,500 - 4,999 (N=41)	3	7	18	44	14	34	6	15		
500 - 1,499 (N=30)	4	13	12	49	7	23	7	23		
Under 500 (N=14)	1	7	12	86	1	7				
Total (N=117)	14	12	59	50	26	22	17	15		
Educational Level										
Bachelor's (N=94)	11	11	49	52	22	23	11	11	1	1
Master's (N=83)	13	16	36	42	13	16	14	17	1	1
Doctor's (N=17)	3	18	8	51	6	35				
Total (N=194)	27	14	91	47	41	21	25	12	2	1

Concept 75: The homemaking teachers should face the fact of the prevalence of teen-age marriages and prepare students for a successful marriage rather than try to discourage early marriages.

Although there was considerable uncertainty on this item (21%), all groups showed much more agreement (14% strongly agree, 49% agree) than disagreement (12% disagree, 1% strongly disagree). Administrators reported the most

disagreement as they did for Concept 81: "Married students should be encouraged to remain in school."

The communities of less than 500 population reported 91 per cent agreement and no disagreement, with the least percentage of uncertainty. Other population groups did not report in a manner that indicated that the size of the community affected opinions.

Those with Doctor's degrees showed the most uncertainty, no disagreement, and the greatest percentage of agreement. The group with Master's degrees gave the most disagreement and least agreement of the other educational levels.

79. The adolescent student has little concern for knowledge relating to marriage if he feels that he has no immediate need for it.

Course content and a presentation which appeals to the student are problems for all educators. Preparation for marriage is an important phase of the homemaking program, and teachers are aware of its importance though sometimes it is difficult to interest adolescents in this area. Concept 79 concerns this problem with opinions shown in Table 37.

Total responses indicated 3 per cent strong agreement, 32 per cent agreement, 44 per cent disagreement, and 5 per cent strong disagreement. Homemaking teachers were the only ones of the professional groups which showed more agreement than disagreement to this statement. Administrators

TABLE 37

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 79*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	7	9	26	33	9	11	32	31	5	6
State Suprv. (N=24)	1	4	5	21	3	12	11	46	2	8
Professors (N=27)	2	7	7	25	5	19	13	48		
Administrators (N=54)			22	41	6	11	24	44	1	2
Jury (N=13)			3	23	2	15	7	54	1	8
Total (N=197)	10	3	63	32	25	14	87	44	9	5
Population Group										
Over 10,000 (N=15)			4	26	1	7	9	60		
5,000 - 10,000 (N=17)			7	41	5	29	5	29		
1,500 - 4,999 (N=41)	1	3	19	46	3	7	15	36	3	7
500 - 1,499 (N=30)	2	7	11	27	5	17	12	49		
Under 500 (N=14)	3	21	4	29			5	36	2	14
Total (N=117)	6	5	45	38	14	12	36	30	5	4
Educational Level										
Bachelor's (N=94)	7	7	29	30	10	10	42	44	6	6
Master's (N=83)	2	2	27	32	13	15	35	42	2	2
Doctor's (N=17)	1	6	5	29	1	6	5	29		
Total (N=194)	10	5	61	34	24	12	82	42	8	4

*Concept 79: The adolescent student has little concern for knowledge relating to marriage if he feels that he has no immediate need for it.

gave the highest percentage of agreement which was only slightly less than their disagreement.

The communities of less than 500 population reported 50 per cent each for agreement and disagreement with no uncertainty. Other population groups gave varied responses,

so as to indicate that size of the community had no effect upon opinions. Those with Doctor's degrees gave more agreement than disagreement, while the other educational levels gave more disagreement than agreement.

The following concepts received more than 75 per cent agreement by all groups reporting:

Concept 2: Continuous effort must be made to improve the home economics program if it is to serve the needs of home and family living in the changing society of today.

Concept 6: The homemaking teacher is better trained than other teachers for teaching such courses as child care, family relationships, preparation for marriage and home-community relationships.

Concept 17: Homemaking education is based upon recognized needs, interests, and problems of the adolescent and his family in relation to personal development and family living.

Concept 21: Homemaking education involves teaching-learning methods which contribute to the goals of homemaking in the local community.

Concept 56: Family relations, family economics and home management are always a part of any problem of the family.

Concept 57: The home is the most satisfying institution which society has developed to satisfy the human need for affection and security, to develop personality, to provide for the nurture of children, and to develop the democratic ideal.

Concept 62: Boys' classes in homemaking should emphasize the male role as a family member.

Concept 65: Laboratory courses in college should include methods by which similar experiences may be utilized in a not-so-well equipped high school laboratory.

Concept 69: The teacher must recognize that homes differ greatly in material and human resources and their family goals.

Concept 71: Each home has fundamental needs and problems and there is no one pattern for solving them.

Concept 82: All courses in the "core" of required home economics should build on the understanding of homes.

Concept 87: The resourceful homemaking teacher can capitalize upon inadequate facilities to teach students economic values, use of improvised equipment and lessons in adjustment and human relations.

Concept 88: The home should give the individual security within a group of which he is an integral part.

Concept 91: The home is the foundation on which are built variations and differences which characterize our democracy.

Concepts 61 and 70 received slightly less than 75 per cent agreement because of the percentage of uncertainty and omission:

Concept 61: The impact of economic, social and governmental forces of society on the family is not receiving sufficient emphasis in our present curricula.

Concept 70: Family life education is moving away from the study of "things" toward a functional person-centered approach.

Tables in Appendix E present the data relating to the above stated concepts.

Summary

Changing homes in a changing society are a challenge for home economics educators. Data presented in this chapter

show some of the concepts which home economists and school administrators have developed with the hope of meeting this challenge. Sixty-seven per cent of the twenty-eight concepts relating to this area were found to be agreeable above the 50 per cent level, 14 per cent were disagreeable to more than 50 per cent of the participants, and 18 per cent were found to be controversial due to no majority agreement or disagreement.

Fifteen concepts pertaining to home and family life course content and teaching methods were found to be agreeable to more than 75 per cent of the personnel groups and thus should be perpetuated in education for home and family living. More than 50 per cent agreement was given for four concepts concerning vocational aspects other than homemaking, adult education, and the scope of the program.

Four concepts relative to home economics teacher education, course content, and the scope of the homemaking program were rejected because of more than 50 per cent disagreement by total responses.

Five concepts concerning family-centered teaching, teacher preparation, and courses concerning problems of marriage and child care did not meet with as much as 50 per cent agreement or disagreement. One concept which is a rather recent proposal in home economics education groups concerning the abolishment of discrete subject matter units for more effective family-centered teaching received more uncertainty than either agreement or disagreement.

CHAPTER V

CONCEPTS CONCERNING THE PERSONAL ADJUSTMENT OF THE HOMEMAKING TEACHER

The personal adjustment of the homemaking teacher is an important factor in determining her success or failure. Several investigations have pointed out characteristics of homemaking teachers which are desirable. Studies have been made pertaining to the students' concepts of the homemaking teacher, stereotypes of the homemaking teacher as held by administrators, and analyses of problems presented by homemakers returning to teaching as well as experiential background as it affects one's efficiency in educating for home and family living.

Because the homemaking teacher must not only meet the needs of adolescents in her daily teaching but also be prepared to teach adult classes, it is often thought she must have special qualities not required of the average teacher. Since the subject matter area with which she works deals primarily with personal adjustments, it is important that she personify the traits and characteristics which she emphasizes.

The experiential background of the teacher will determine the concepts which she may have concerning education for home and family living. It has been recommended that girls be evaluated according to these experiences before admission to the teacher training program in home economics. Teacher education courses have been adjusted to furnish experiences in which the candidate may show deficiencies.

Jones[1] reported that 25 per cent of the teachers whom she questioned listed personally adjusting to teaching as one of their major problems. She also found from the administrators' ratings of teachers that they considered the following personal qualities most valuable for the homemaking teacher: co-operation, emotional stability, drive, intelligence, resourcefulness, reliability, behavior control, good personality, competence, knowledge of subject matter, and interest in the school and community.

This chapter will present nineteen concepts which seem pertinent to the personal adjustment of the homemaking teacher. Data will be presented concerning opinions of these concepts in the same manner as in the previous chapters with the additions of opinions of home economists grouped according to marital status. Since home and family must necessarily compete with school responsibilities, it seemed significant that married teachers could have different concepts concerning personal adjustment than unmarried teachers.

---

[1]Jones, op. cit., p. 112.

Only three widows and six divorcees were found among the participants; therefore, the number was too small to be significant for sampling and was omitted.

25. Experiential background with homes and children should be required for the admission of prospective teachers into the professional curriculum in home economics education.

Teacher training programs for homemaking teachers include many experiences designed to broaden their background in home and family living. Some educators feel that girls should not be admitted into the teacher training course without adequate experiential background with homes and children. This concept is expressed in Concept 25, and opinions are presented in Table 38.

Although the total agreement was less than 50 per cent (7% strongly agree, 31% agree), it was greater than total disagreement (25% disagree, 8% strongly disagree), because 26 per cent indicated uncertainty. State supervisors made up the only group which showed a greater disagreement than agreement. The great diversity of opinions shown in the population groups did not fall into a pattern which indicated that community size influenced opinions.

An analysis of opinions according to educational levels revealed that as education increased, agreement likewise increased. The unmarried women indicated by their high per cent of agreement that they are sensitive to the lack of experience. Opinions from married teachers showed a failure

TABLE 38

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 25*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	3	4	30	38	21	27	18	25	5	6
State Suprv. (N=24)			1	4	6	25	13	54	3	13
Professors (N=27)	3	11	8	30	7	25	4	15	3	11
Administrators (N=54)	4	8	21	39	15	27	11	20	3	6
Jury (N=13)	4	31	2	15	2	15	4	31	1	8
Total (N=197)	14	7	62	31	51	26	49	25	15	8
Population Group										
Over 10,000 (N=15)	3	20	6	40	2	13	2	13	2	13
5,000 - 10,000 (N=17)			3	17	9	53	5	29		
1,500 - 4,999 (N=41)	1	2	11	27	12	30	14	34	2	5
500 - 1,499 (N=30)	2	7	17	57	7	23	2	7	2	7
Under 500 (N=14)	1	7	4	29	4	29	3	21	2	14
Total (N=117)	7	6	41	35	34	29	26	22	8	7
Educational Level										
Bachelor's (N=94)	4	4	35	37	26	27	21	22	6	6
Master's (N=83)	11	13	25	30	21	25	18	21	5	6
Doctor's (N=17)	7	41	6	35	1	6	1	6	1	6
Total (N=194)	22	11	66	34	48	24	40	20	12	6
Marital Status										
Married (N=68)	5	7	23	34	18	26	15	22	5	7
Single (N=52)	8	15	21	40	9	17	10	19	2	4
Total (N=120)	13	11	44	37	27	23	25	21	7	6

*Concept 25: Experiential background with homes and children should be required for the admission of prospective teachers into the professional curriculum in home economics education.

to realize the value of their practical experiences in homemaking.

28. A divorced teacher of homemaking is a poor example for students.

It is commonly believed that the homemaking teacher should exemplify the principles which she teaches. A divorced teacher may sometimes have difficulty in teaching home and family living, if this is true. Opinions for Concept 28, which presents this problem, are found in Table 39.

All groups gave more disagreement (40% disagree, 11% strongly disagree) than agreement (8% strongly agree, 16% agree). There was 25 per cent uncertainty to this statement with the greatest agreement coming from teachers and administrators.

The greatest agreement and the least uncertainty came from the highest population group. The lowest and the highest population groups were the only ones which gave more agreement than disagreement. The Bachelor's degree group showed almost equal agreement and disagreement, but the other educational levels highly disagreed.

According to marital status, the married group showed a much higher agreement and less disagreement than did the single group. Of the six who had been divorced, two marked "uncertain" and four disagreed.

TABLE 39

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 28*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	9	11	18	23	23	29	23	29	6	8
State Suprv. (N=24)			1	4	6	25	13	54	3	13
Professors (N=27)	1	4	2	7	4	15	13	49	6	22
Administrators (N=54)	7	13	11	20	13	24	19	35	4	8
Jury (N=13)					3	13	8	62	2	15
Total (N=197)	17	8	32	16	49	25	76	40	21	11
Population Group										
Over 10,000 (N=15)	1	7	6	40	2	13	4	26	2	13
5,000 - 10,000 (N=17)			4	23	7	41	5	29	1	5
1,500 - 4,999 (N=41)	7	17	5	12	10	24	18	44	1	2
500 - 1,499 (N=30)	3	10	7	23	9	30	8	27	3	10
Under 500 (N=14)	3	21	2	14	5	35	3	21	1	7
Total (N=117)	14	12	24	20	33	28	38	32	8	7
Educational Level										
Bachelor's (N=94)	12	12	22	23	26	27	26	27	8	8
Master's (N=83)	5	6	8	9	19	23	38	46	10	12
Doctor's (N=17)			2	12	2	12	10	59	3	18
Total (N=194)	17	9	32	36	47	24	74	38	21	10
Marital Status										
Married (N=68)	8	12	11	16	18	26	23	34	7	10
Single (N=52)	2	4	10	19	13	25	20	38	6	11
Total (N=120)	10	9	21	19	31	26	43	35	13	11

*Concept 28: A divorced teacher of homemaking is a poor example for students.

41. Home economics educated homemakers who enter teaching make a stronger contribution to home economics education than do non-homemakers.

Home economics educated homemakers have entered teaching by great numbers in recent years, and their problems are many. Several studies have been made concerning various opinions regarding the values of their contributions as compared with those of teachers who are not homemakers. Table 40 presents data for Concept 41 relating to this problem.

Total responses indicated that 12 per cent strongly agreed, 36 per cent agreed, 14 per cent disagreed, 1 per cent strongly disagreed, and all groups showed great uncertainty (36%) on this concept. The jury and the state supervisors showed majority disagreement while teachers and administrators indicated a strong agreement.

All population groups gave a high percentage of agreement to the concept. Those with Doctor's degrees were more uncertain and showed slightly more disagreement than agreement. Those from the other educational levels agreed to the statement. The married teachers were less uncertain and very much more in agreement than the single teachers.

44. The emotional maturity of the homemaking teacher is more important for her success in adult classes than in those for boys and girls.

In another attempt to find possible causes of problems arising from adult classes, Concept 44 was included. The emotional maturity of a teacher is important at all times

TABLE 40

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 41*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	14	18	33	42	24	30	8	10		
State Suprv. (N=24)	3	13	2	8	12	50	6	25	1	4
Professors (N=27)	3	11	5	19	10	37	6	22	1	4
Administrators (N=54)	6	11	28	52	15	27	5	9		
Jury (N=13)			1	8	9	69	2	15		
Total (N=197)	26	12	69	36	90	36	27	14	2	1
Population Group										
Over 10,000 (N=15)	2	13	7	47	4	26	2	13		
5,000 - 10,000 (N=17)	2	11	6	36	8	47	1	5		
1,500 - 4,999 (N=41)	4	10	18	44	14	34	5	12		
500 - 1,499 (N=30)	5	17	17	57	6	20	2	7		
Under 500 (N=14)	5	35	7	50	1	7	1	7		
Total (N=117)	18	15	55	47	33	28	11	9		
Educational Level										
Bachelor's (N=94)	15	16	41	43	27	28	11	11		
Master's (N=83)	10	12	25	30	30	36	13	15	2	2
Doctor's (N=17)	1	6	1	6	12	70	3	18		
Total (N=194)	26	13	67	34	69	35	27	14	2	1
Marital Status										
Married (N=68)	16	23	25	37	18	26	8	12		
Single (N=52)	3	6	13	25	24	46	9	17	2	4
Total (N=120)	19	16	38	32	42	35	17	14	2	2

*Concept 41: Home economics educated homemakers who enter teaching make a stronger contribution to home economics education than do non-homemakers.

but since teachers who seemed to have trouble in no other phase of their programs admitted having difficulty in adult teaching, this seemed a possible clue. Findings shown in Table 41 present 7 per cent strong agreement, 19 per cent agreement, 54 per cent disagreement, and 11 per cent strong disagreement.

Administrators gave the highest percentage of agreement (8% strongly agree, 27% agree), while state supervisors were considerably more uncertain than other groups. The size of the community did not affect opinions, as there was a wide diversity in percentages though all groups disagreed.

Those with Doctor's degrees showed the greatest disagreement with very little difference shown in the Master's and Bachelor's degree groups.

The single and married women indicated about the same high percentage of disagreement but there was more uncertainty among the single women; therefore, their agreement was not as high as that of the married women.

49. Some good teachers may be temperamentally unfit as advisors for Future Homemakers organizations.

This concept was included because some teachers and administrators who were interviewed felt that Future Homemaker activities were a burden and did not supplement classroom work to an extent worthy of the extra time and the effort required. It was suggested that though many teachers enjoyed this phase of the vocational program, many others

TABLE 41

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 44*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	4	5	17	21	5	6	43	54	10	13
State Suprv. (N=24)	4	17	2	8	5	21	11	42	2	8
Professors (N=27)			1	4	3	11	19	70	5	15
Administrators (N=54)	4	8	15	27	8	14	23	42	4	8
Jury (N=13)	1	8	1	8			10	76	1	8
Total (N=197)	13	7	36	19	21	11	106	54	21	11
Population Group										
Over 10,000 (N=15)			4	26	1	7	9	60	1	7
5,000 - 10,000 (N=17)			3	17	1	5	9	53	4	23
1,500 - 4,999 (N=41)	4	10	8	19	5	12	21	51	3	7
500 - 1,499 (N=30)	4	13	8	27	2	7	13	43	3	10
Under 500 (N=14)			2	14	2	14	8	56	2	14
Total (N=117)	8	7	27	23	11	9	60	51	13	11
Educational Level										
Bachelor's (N=94)	7	7	18	19	9	9	50	53	10	10
Master's (N=83)	5	6	13	15	12	14	43	51	9	10
Doctor's (N=17)	1	6	2	12	1	6	11	69	2	6
Total (N=194)	13	7	33	17	22	11	104	53	21	10
Marital Status										
Married (N=68)	4	6	12	18	6	9	35	51	11	16
Single (N=52)	4	8	6	11	7	13	30	58	5	10
Total (N=120)	8	6	18	15	13	11	65	54	16	13

*Concept 44: The emotional maturity of the homemaking teacher is more important for her success in adult classes than in those for boys and girls.

TABLE 42

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 49*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	5	6	30	38	16	20	24	30	3	4
State Suprv. (N=24)			8	35	5	21	7	29	4	17
Professors (N=27)	1	4	7	25	5	19	11	41	3	11
Administrators (N=54)	8	14	24	44	9	17	12	22	1	2
Jury (N=13)			5	38	1	8	6	46	1	8
Total (N=197)	14	7	74	38	36	19	60	30	12	6
Population Group										
Over 10,000 (N=15)	3	20	4	26	4	26	4	26		
5,000 - 10,000 (N=17)	1	5	5	29	6	36	5	29		
1,500 - 4,999 (N=41)	5	12	14	34	6	15	14	34	1	2
500 - 1,499 (N=30)	1	3	17	57	6	20	4	13	2	7
Under 500 (N=14)	1	7	7	50	1	7	5	35		
Total (N=117)	11	9	47	40	23	20	32	28	3	2
Educational Level										
Bachelor's (N=94)	7	7	36	38	20	21	27	28	3	3
Master's (N=83)	7	8	31	37	14	17	22	26	7	
Doctor's (N=17)			3	18	2	12	10	59	2	12
Total (N=194)	14	7	70	36	36	19	59	35	12	6
Marital Status										
Married (N=68)	2	3	26	38	11	16	23	34	6	9
Single (N=52)	4	8	16	31	14	27	15	29	3	6
Total (N=120)	6	5	42	35	25	21	38	32	9	7

*Concept 49: Some good teachers may be temperamentally unfit as advisors for Future Homemakers organizations.

were unsuited for this type of activity. Table 42 shows that teachers and administrators reflected this feeling by their agreement to the concept. All other groups rather strongly disagreed though the total responses indicated partial agreement (7% strongly agree, 38% agree, 19% uncertain, 30% disagree, and 6% strongly disagree).

Those from the two lowest population groups gave much higher agreement than did those from the larger communities. Those with Doctor's degrees almost wholly disagreed but there was no significant difference between those with Bachelor's and Master's degrees in the predominant agreement.

The single women were much more uncertain than the married ones; the latter reported a much higher percentage of disagreement.

These findings may indicate that a Future Homemakers chapter should be optional as a part of the vocational homemaking program.

55. Lack of time and money has become an excuse for inefficiency for those homemaking teachers with little managerial ability.

Lack of time and money is a complaint very common among all educators. The initial cost of a homemaking department and operating expenses are somewhat more than for some other departments of the school. Some homemaking teachers are able to capitalize on lack of time and money for teaching management, improvising equipment, and providing

valuable experiences for money management which may be carried over into the home. Others continue to complain and are often criticized for using this only as an excuse for their own poor managerial ability. Concept 55 with data presented in Table 43 indicates a majority agreement to this criticism--12 per cent strongly agreed, 45 per cent agreed, 9 per cent disagreed and 4 per cent strongly disagreed.

Twenty-nine per cent of all groups were uncertain on this statement. The teachers themselves were most uncertain and indicated the least agreement and most disagreement.

The largest communities showed the greatest disagreement. However, the high percentage of uncertainty given from communities of over 10,000 and under 500 prevented a pattern of responses which might have indicated that the size of the community influenced opinions.

Those with Doctor's degrees were 53 per cent uncertain and marked no disagreement. Those with Master's degrees gave the most agreement with 69 per cent.

The unmarried women were least uncertain, therefore indicating both the most agreement and the most disagreement.

93. Homemaking teachers should mold their personalities to conform to the stereotype held by school administrators, that she is motherly, artistic, feminine and creative.

Previous research has found that both administrators

TABLE 43

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 55*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	8	10	26	33	30	38	10	13	5	6
State Suprv. (N=24)	3	12	14	59	4	17	2	8	1	4
Professors (N=27)	3	11	13	48	8	30	2	7		
Administrators (N=54)	9	17	27	50	12	22	4	8	2	3
Jury (N=13)			7	54	5	38	1	8		
Total (N=197)	23	12	87	45	59	29	19	9	8	4
Population Group										
Over 10,000 (N=15)	1	7	4	26	7	47	2	13	1	7
5,000 - 10,000 (N=17)			11	65	2	11	4	23		
1,500 - 4,999 (N=41)	5	12	17	41	14	34	1	2		
500 - 1,499 (N=30)	5	17	14	47	7	23	3	10	1	3
Under 500 (N=14)	2	14	3	21	7	50	2	14		
Total (N=117)	13	11	49	42	37	31	12	10	2	2
Educational Level										
Bachelor's (N=94)	9	9	33	35	33	35	13	14	1	1
Master's (N=83)	12	14	46	55	17	20	5	6	1	1
Doctor's (N=17)			7	41	9	53				
Total (N=194)	21	10	86	44	59	30	18	9	2	1
Marital Status										
Married (N=68)	8	12	23	34	26	38	8	12	2	3
Single (N=52)	5	10	26	50	13	25	5	10	3	6
Total (N=120)	13	11	49	41	39	32	13	11	5	4

*Concept 55: Lack of time and money has become an excuse for inefficiency for those homemaking teachers with little managerial ability.

and high school students tend to hold a certain stereotype of the homemaking teacher. Realizing that one's success depends upon opinions held by others, concerning the teacher and her work, it becomes important to consider how much one should try to mold oneself to conform to the stereotype. Concept 93 is a statement of this question and opinions are recorded in Table 44. The jury and others offered comments to the effect that one does not mold a personality and that the characteristics which have been attributed to homemaking teachers by administrators had no influence upon her capabilities.

Total responses pointed out a decisive disagreement to this concept; only 4 per cent strongly agreed and 19 per cent agreed, while 43 per cent disagreed and 20 per cent strongly disagreed. It is significant to note that the teachers gave the most agreement with the administrators expressing the next greatest percentage of agreement and the greatest percentage of uncertainty.

Those from communities of less than 500 presented the most disagreement. The other population groups offered no indication of community size influencing opinion.

As education increased, agreement decreased and disagreement increased. The married women gave slightly more agreement to this concept than did those who were unmarried. It is possible that married women who have children may feel that they possess these qualities while those unmarried have

TABLE 44

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 93*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	6	8	20	25	8	10	31	39	13	17
State Suprv. (N=24)			3	12	2	8	12	50	7	30
Professors (N=27)			1	4	2	7	12	45	11	41
Administrators (N=54)	2	4	11	20	11	20	23	43	6	11
Jury (N=13)			1	8	2	15	7	47	3	23
Total (N=197)	8	4	36	19	25	13	85	43	40	20
Population Group										
Over 10,000 (N=15)	1	7	4	26	1	7	7	47	2	13
5,000 - 10,000 (N=17)			5	29	2	11	7	41	1	5
1,500 - 4,999 (N=41)	5	12	7	17	4	10	19	46	6	15
500 - 1,499 (N=30)	2	7	10	33	3	10	11	37	4	13
Under 500 (N=14)			1	7	3	21	6	43	4	29
Total (N=117)	8	7	27	23	13	11	50	43	17	14
Educational Level										
Bachelor's (N=94)	7	7	27	28	11	11	33	35	15	16
Master's (N=83)			6	7	13	16	44	53	17	20
Doctor's (N=17)			1	6	1	6	7	41	7	41
Total (N=194)	7	3	34	17	25	12	87	45	39	20
Marital Status										
Married (N=68)	2	3	15	22	7	10	26	38	16	23
Single (N=52)	4	8	7	13	5	10	23	44	13	25
Total (N=120)	6	5	21	17	12	10	49	41	29	24

*Concept 93: Homemaking teachers should mold their personalities to conform to the stereotype held by school administrators that she is motherly, artistic, feminine, and creative.

not been aware of their possession.

The following concepts were agreeable to more than 75 per cent of the total participating personnel. Data are presented in tabular form in Appendix F.

Concept 9: Mastery of the manipulative skills of homemaking by the teacher is mandatory for the teaching of these skills. (The college professors indicated the greatest disagreement to this item.)

Concept 14: Principles of design in dress are most forcefully taught through practical application by the teacher. (Married women were much more agreeable to this concept.)

Concept 31: The experiential background of the homemaking teacher is an important determinant of her success.

Concept 33: The homemaking teacher exemplifies the principles of good grooming which she teaches. (Married women showed a greater agreement to this item.)

Concept 40: The homemaking teacher should avoid "spreading herself too thin" by enlisting competent help. (The teachers showed the most disagreement to this statement.)

Concept 51: The homemaking teacher can be of more service to her community if she keeps up with research in her field.

Concept 53: In-service training for the first-year teacher should include more than visits from the state supervisor. (Single women gave much more agreement to this item.)

Concept 58: Practical experience in homemaking is a prerequisite for the successful teacher of homemaking. (The unmarried women gave a much higher per cent of agreement to this item than the married ones.)

Concept 80: The beginning teacher feels more secure while teaching laboratory subjects than the more intangible aspects of home and family living.

Concept 83: It behooves the homemaking teacher to become acquainted with and to use modern equipment, products and methods for time and labor saving if her instruction is to be realistic and practical. (The unmarried women gave much more agreement to this item.)

Concept 85: Teachers who effectively guide learning in homemaking are those who have rich experiences in many aspects of home and family life.

Concept 92: Richness or sparsity of the homemaking teacher's experience with home and children is associated with teaching proficiency.

Summary

Nineteen concepts which concern the personal adjustment of the homemaking teacher have been presented in this chapter. Sixty-eight per cent of these were agreeable to the total personnel reporting. Sixteen per cent were found to be disagreeable, while the remaining sixteen per cent did not receive majority agreement or disagreement.

Twelve concepts proved to be agreeable to total participants above the 75 per cent level, while one was agreeable above the 50 per cent level. These all pertained to the experiential background of the homemaking teacher and her skills and capabilities.

Three concepts relative to personal attributes of the homemaking teacher met with total disagreement above

the 50 per cent level.

Two concepts pertaining to marital status and one relating to personal adjustment as it affects sponsorship of Future Homemakers organizations were determined to be controversial in that no majority agreement or disagreement prevailed.

The opinions of married and unmarried home economists have been recorded in an attempt to ascertain the influence of experiential background upon opinions concerning adjustment and maturity. It was found that there is a divergence of opinion between the two groups and that the single women feel the lack of practical homemaking experiences.

These concepts represent only a few of many that could have been included relative to personality and character traits desirable for the homemaking teacher. Those included in this chapter were only concepts considered to have possible value for the development of a teacher-training course and which would influence the teacher's understanding of the entire vocational homemaking program.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Concept formation should be a major objective of the home economics teacher education program. The teacher in the secondary school has major responsibility for interpreting the homemaking program to the public and justifying its existence in the school and community.

This study was made in an attempt to find answers to the following questions relative to concepts valuable to home economics education:

1. What are the basic concepts in home economics education?

2. To what extent do educators concur upon these stated concepts?

3. Do home economists have the same concept of homemaking education as do school administrators?

4. Do educators tend to agree upon stated concepts concerning the relationship of the homemaking course to the total school program, the democratic process, education for home and family living, and the personal adjustment of the homemaking teacher?

Primary data were obtained by the use of an opinionnaire composed of ninety-three concepts pertinent to home economics education. Personnel participating in the study included first-year homemaking teachers, state supervisors of home economics education, college professors of home economics education, secondary school administrators, and a jury. There were one hundred and ninety-seven participants, all from the same geographical area, except for the jury which was composed of home economics educators from throughout the United States.

Findings were presented by the use of tables showing responses for each of the concepts grouped according to professional class, five population groups, and three educational levels. Data for the concepts pertaining to the personal adjustment of the homemaking teacher were also presented by the use of an additional category showing opinions grouped according to marital status.

For discussion purposes the items were divided into the following areas of major concern for home economics education:

1. Understandings concerning the relationship of homemaking to the total school program.

2. Understandings concerning the democratic process.

3. Understandings concerning education for home and family living.

4. Understandings concerning the personal adjustment

of the homemaking teacher.

Concepts which received 75 per cent or more agreement by all participating groups were accepted as basic concepts for development in the home economics teacher education program. Those which met with 75 per cent or more disagreement were rejected.

Summary

The Relationship of Homemaking to the Total School Program

Of the twenty-five concepts in this area, eight items carried 75 per cent or more agreement by all participants and were thus accepted as basic concepts. Of the remaining seventeen statements, nine were found to have received similar responses from the homemaking teachers and administrators.

The administrators had a higher percentage of agreement than any of the other professional groups to the following concepts:

Concept 5: The homemaking teacher should participate in all school activities as well as attending her duties as a vocational home economist. (80%)

Concept 8: The homemaking teacher should be first a teacher and second a home economist. (75%)

Concept 15: Vocational homemaking teachers should be prepared to face problems of professional jealousy arising from higher salary and the regularly scheduled school period during which she has no classes. (79%)

Concept 16: The loyalty of the homemaking teacher is first to the school administrator and second to the vocational program. (70%)

Concept 24: Homemaking loses status in schools where it is an elective subject. (23%)

Concept 78: Homemaking classes offer more opportunity for the slow learner than most school classes. (83%)

The administrators were less agreeable than any of the other groups on:

Concept 19: It is sometimes expedient for the homemaking teacher to relax her standards to maintain good relationships. (50%)

The homemaking teachers were the most agreeable to:

Concept 10: The regular duties of the homemaking teacher should relieve her of sponsorship of co-curricular activities outside her field. (54%)

Concept 43: The teacher's concepts concerning the homemaking program are those which will be perpetuated in the local community. (81%)

The homemaking teachers were the least agreeable to:

Concept 8: The homemaking teacher should be first a teacher and second a home economist. (46%)

Concept 32: The college program for the training of homemaking teachers prepares them for the sponsorship of co-curricular activities. (58%)

It is interesting to note that in spite of the fact that administrators and teachers tended to agree on most concepts, they were in strongest disagreement with each other on Concepts 8 and 32.

The size of the community influenced opinions

regarding some concepts relative to total school integration. Large schools attached less importance to the integration of homemaking into the total school program and jealousy concerning teachers' salaries while they were more concerned with problems of large classes. The smaller schools indicated more uncertainty concerning homemaking as an elective subject.

There was little evidence that educational level influenced opinions of these concepts. Those with Bachelor's degrees reflected the same opinions as the homemaking teachers while those with the higher degrees were state supervisors, college professors and the jury. The administrators were in both the Bachelor's and Master's degree groups.

The Democratic Process

Data were obtained concerning twenty-one concepts relating to the democratic process as it applies to home economics education. Thirteen concepts met with the approval of 75 per cent or more of the participating personnel while two concepts were found to be disagreeable to 75 per cent or more of the total respondents. Six statements were found to be controversial; three of these were answered by the administrators and the homemaking teachers in a similar manner while other professional classes showed a greater difference of opinions.

The only concept in this group to which the administrators agreed and all other groups disagreed was:

Concept 47: Because of her education and experience the teacher should set the goals and objectives for classroom instruction. (54%)

The administrators indicated a much higher agreement than other groups to:

Concept 54: Short laboratory periods justify a predominance of teacher planning. (63%)

Concept 73: Laboratory experiences are less important as homemaking education becomes more concerned with problems of adjustment and relationships. (33%)

The homemaking teachers and administrators showed a much greater disagreement to the following concept than did the other groups:

Concept 66: The homemaking teacher's standard of perfection when imposed upon the student makes homemaking an unpopular subject. (Teachers, 45%; Administrators, 48%)

Concept 73 presents another instance where the homemaking teachers and the administrators differed from each other by a greater percentage than they differed from the other participating groups, though in most instances their opinions were similar.

Opinions from the larger communities indicated problems arising from varied socio-economic levels; otherwise, size of the community did not appear to influence opinions relating to concepts of the democratic process.

Those with Doctor's degrees showed more agreement to those concepts pertaining to democratic practice than did those from the other educational levels.

Education for Home and Family Living

Of the twenty-eight concepts pertaining to education for home and family living, fifteen were agreeable to 75 per cent or more of all the professional classes. Seven of the remaining concepts showed opinions of administrators and teachers to be most nearly alike (Concepts 3, 12, 18, 35, 52, 68, and 79).

Administrators gave the greatest disagreement to:

Concept 64: More interest may be stimulated in the study of child care if it is approached as a method for earning money now, rather than for prospective parenthood. (58%)

Concept 68: The teaching of homemaking below the college level must all be family centered. (41%)

Concept 75: The homemaking teacher should face the fact of the prevalence of teen-age marriages and prepare students for a successful marriage rather than try to discourage early marriages. (26%)

Administrators and homemaking teachers showed more agreement than other groups to:

Concept 3: Home economics tends to weaken its curriculum by attempting to encompass all phases of home and family living. (Teachers, 29%; Administrators, 24%)

Concept 79: The adolescent student has little concern for knowledge relating to marriage if he feels that he has no immediate need for it. (Teachers, 42%; Administrators, 41%)

The secondary teachers were the only group which showed more agreement than disagreement to Concept 79.

The teachers showed more agreement than any of the other groups to:

Concept 7: Home economics taught in subject-matter units tends to emphasize the scope of the program. (79%)

Concept 29: Vocational aspects other than homemaking should be emphasized in the homemaking curriculum to prepare girls for earning money. (70%)

The teachers showed the most disagreement (81%) while administrators gave the greatest agreement (20%) to:

Concept 37: The college training course in home economics education provides adequate experiences for dealing with boys in the homemaking class.

One of the newest concepts in home economics education met with 36 per cent uncertainty which indicated that it has not yet been fully accepted or rejected:

Concept 52: The fragmentation of subject matter into discrete topics has become impractical for use in family-centered teaching.

The size of the community did not seem to influence opinions concerning education for home and family life.

Those with Doctor's degrees indicated much more disagreement than other groups to statements relative to the tendency of homemaking to encompass too much subject matter, home economists strengthening their backgrounds by taking courses outside the school of home economics, the emphasis of vocational aspects other than homemaking, and the use of subject-matter units to stress the scope of the program.

They agreed more than other groups that the fragmentation of subject matter into discrete topics had become impractical while other educational levels disagreed.

The Personal Adjustment of the Homemaking Teacher

An addition was made to the tables in the presentation of these data to include opinions grouped according to the marital status of the home economists. This information proved to have some value as evidenced by the divergence of opinions between the married and the unmarried women. Of the eighteen concepts in the area, twelve were agreeable to 75 per cent or more of the persons participating with the remaining six showing less constancy of agreement or disagreement.

Four of the seven controversial items were shown to receive similar opinions from the secondary teachers and administrators (Concepts 28, 41, 49, and 93).

Contrary to the trend set by previous responses, the state supervisors differed from all other groups and disagreed by a much higher percentage (67%) to:

> Concept 25: Experiential background with homes and children should be required for the admission of prospective teachers into the professional curriculum in home economics education.

The unmarried women indicated much more agreement (55%) to this statement than did the married women (41%). Since most of the state supervisors were unmarried, this was

inconsistent.

Administrators (63%) and homemaking teachers (70%) showed much more agreement than other groups for Concept 41, though the 36 per cent uncertainty by all groups would indicate a need for further research on this statement. The married women (60%) showed a high agreement while the single ones were more uncertain (46%).

> Concept 41: Home economics educated homemakers who enter teaching make a stronger contribution to home economics education than do non-homemakers.

Administrators showed more agreement than other groups to:

> Concept 44: The emotional maturity of the homemaking teacher is more important for her success in adult classes than in those for boys and girls. (35%).
>
> Concept 49: Some good teachers may be temperamentally unfit as advisors for Future Homemakers organizations. (58%)

The homemaking teachers and the married women concurred with the administrators on this item.

Administrators (67%) and state supervisors (71%) showed a high agreement to Concept 55 while teachers and married women gave the most disagreement.

> Concept 55: Lack of time and money has become an excuse for inefficiency for those homemaking teachers with little managerial ability.

Data presented in this area indicate that experiential background is important, and single women have a greater

respect for it than do the married women.

There was no indication that the size of the community or the educational level of participants influenced opinions relative to the personal adjustment of the homemaking teacher.

Conclusions

Administrators indicated the greatest concern for the total school program and for what homemaking can do for the school and the community, with emphasis on the personal adjustment of the teacher. Responses indicated that administrators may be less democratic and perhaps do not have as well defined concepts of education for home and family living as do the home economists.

In most instances the opinions from both the largest and smallest population groups were alike; therefore, there was little proof that size of the community made much difference in opinions.

Opinions grouped according to educational level reflected the same trends as those grouped according to professional class. Those with Bachelor's degrees were all administrators or secondary teachers; the Master's degree group were administrators, state supervisors, college professors, or members of the jury; those with Doctor's degrees were college professors or jury members. The jury was composed of both college professors and supervisors. Those with Doctor's degrees indicated opinions for the idealistic

and theoretical and tended to agree among themselves.

The following conclusions may be drawn from responses given to the opinionnaire:

1. The teacher has a responsibility for the integration of home and family living into the total school program as well as her own subject matter area. She has also a responsibility to the school and the community for maintaining good relationships including those with the administrator, supervisor, co-workers, students, and patrons of the community.

2. An equitable plan for the homemaking teacher's responsibility for the total school program should be established co-operatively by the administrator, state supervisor, homemaking teacher, and other teachers.

3. Homemaking teachers feel inadequately prepared to sponsor co-curricular activities.

4. Teacher education should prepare teachers for coping with large classes and provide more experiences for developing proficiency in teaching boys and adult classes.

5. There is a need for clarification of family-centered teaching for the homemaking teachers.

6. The responses of administrators and homemaking teachers indicate that democratic practice may not approach the democratic ideal.

7. Vocational home economics should emphasize other vocational aspects as well as homemaking.

8. Sponsorship of Future Homemakers chapters should be optional with the teacher and the administrator.

9. Homemaking courses may be trying to encompass too many areas of subject matter.

10. Size of community shows no significant influence upon opinions of concepts in home economics education.

11. In most instances the opinions of participants holding advanced degrees appeared to be more theoretical and less practical.

Recommendations for Further Research

Findings from the current investigation indicate the need for additional research as follows:

1. A determination of prevalent democratic practices in homemaking education in secondary schools.

2. An investigation of the possibilities for broadening the teacher-training program for home economists to include more courses in related areas such as economics, home nursing or health, psychology, sociology, and architecture.

3. An evaluation and a clarification of family-centered teaching with implications for dispensing with unit teaching.

4. A comparison of contributions made by both married and unmarried teachers of homemaking with an analysis of experiential backgrounds which contribute most to teacher efficiency.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Carr, H. A. Psychology. New York: Longmans, Green and Co., 1925.

Curti, Margaret W. Child Psychology. New York: Longmans, Green and Co., 1938.

Good, Carter V., Barr, A. S., and Scates, Douglas E. The Methodology of Educational Research. New York: D. Appleton-Century Co., 1941.

Monroe, Walter S. (ed.). Encyclopedia of Educational Research. New York: The Macmillan Co., 1940, 1943, 1950.

Williamson, Maude, and Lyle, Mary S. Homemaking Education in the High School. New York: D. Appleton-Century-Crofts, Inc., 1954.

Articles

Alexander, Margaret. "Trends in Homemaking Education in High Schools of Today," Journal of Home Economics, XLVII (October, 1955), 577-80.

Amidon, Edna P. "Can We Measure Up?" Journal of Home Economics, XLIC (September, 1952), 502-04.

Bane, Lita. "My Reflections on Family Centered Teaching," Forecast (January, 1956), 18, 19, 36, 38.

Beamer, George C., et al. "Selection of Teachers of Homemaking," Journal of Home Economics, XLV (February, 1953), 98-100.

Blegen, Theodore. "The Potential of Home Economics in Education and the Community," Journal of Home Economics, XLVII (September, 1955), 479-82.

Bonde, Ruth. "Our Professional Responsibilities," Journal of Home Economics, XLVIII (September, 1956), 490-93.

Brickman, W. W. "Essentials in Teacher Education," School and Society, LXXXIII (May, 1956), 83, 190.

Bronk, Datlev W. "The Worth of the Individual," Journal of Home Economics, XLIV (September, 1952), 493-97.

Commager, Henry S. "The Agenda of Democracy," Journal of Home Economics, XLVII (September, 1955), 474-78.

Dalrimple, Julia. "Relation of Experiential Background to Proficiency in Student Teaching in the Field of Home Economics," Journal of Home Economics, XLVI (March, 1954), 161-64.

Dyer, Dorothy T. "The Dynamics of Personal and Professional Living," Journal of Home Economics, XLVII (October, 1955), 589-91.

Eckert, Ruth E. "Improvement of College Teaching," Journal of Home Economics, XLVII (December, 1955), 730-34.

Elvehjem, C. A. "From the Minds of Men to the Lives of People," Journal of Home Economics, XLIX (September, 1957), 503-07.

Fleck, Henrietta, et al. "Who Shall Teach Family Life?", Forecast (September, 1955), 48, 111.

_____. "Experiences and Activities for Teaching Family Life," Forecast (November, 1955), 16, 40.

_____. "Who Should Be Taught Family Life?", Forecast (February, 1955), 23, 75-76.

Fleming, Arthur S. "Education for a Dynamic Society," Journal of Home Economics, XLIX (September, 1957), 508-10.

Foster, Robert G. "Newer Insights in Family Life," Journal of Home Economics, XLV (April, 1953), 229-31.

Fouracre, Marics H. "Planning for the Mental Retardate," Journal of Home Economics, XLVI (April, 1954), 231-32.

Fulcomer, David M., et al. "The Professional Person and Families," Journal of Home Economics, XLVII (December, 1955), 737-40.

Garrett, Lula Dennison. "Attitudes of Senior High School Girls toward Home Economics," Journal of Home Economics, XLX (February, 1958), 92-6.

Hager, Wesley H. "Educating Women for a Changing World," Journal of Home Economics, XLIX (October, 1957), 619-22.

Hawkes, Glenn R. "Family Influences on Personality," Journal of Home Economics, XLIV (December, 1952), 767-69.

Heidbreder, E. F. "Attainment of Concepts," Journal of Psychology, XXIV (July, 1947), 93-138; XXV (April, 1948), 299-329; XXVI (July, 1948), 193-216; XXVII (April, 1949), 263-309; XXXV (October, 1946), 173-223.

Herbst, Constance L. "Teacher-Pupil-Parent Planning in the Secondary School," Journal of Home Economics, XLVI (June, 1954), 373-76.

Hill, Edna A. "Human Values in Home Economics," Journal of Home Economics, XLVII (October, 1955), 592-94.

Huck, Mary E. "You in Your Profession," Journal of Home Economics, XLVII (May, 1955), 309-12.

Hurd, Helen G. "Implications of Changing Social and Economic Conditions for Our Education Programs," Journal of Home Economics, XLVIII (February, 1956), 83-87.

Jeanne, Sister Mary, RSM. "Should Parents and Students Help in Curriculum Planning?", Journal of Home Economics, XLVIII (November, 1956), 700-02.

Jonsson, J. Arvid. "Finding Your Place in Home Economics," Journal of Home Economics, XLIX (January, 1957), 23-5.

Lambert, S. M. "Beginning Teachers and Their Education," Journal of Teacher Education, XLVIII (December, 1956), 347-51.

Leahy, Dorothy M. "Education for General and Professional Home Economics," Journal of Home Economics, XLVIII (May, 1956), 331-33.

LeBaron, Helen R. "Home Economics--Its Potential for Greater Service," Journal of Home Economics, XLVII (September, 1955), 468-71.

Lee, Percy Maxim. "The Family in Our Democratic Society," Journal of Home Economics, XLIV (September, 1952), 498-501.

Lehman, Ruth T. "The Education of a Home Economics Teacher," Journal of Home Economics, XLIII (February, 1956), 88-90.

Loving, Rosa H., et al. "Family Living," Journal of Home Economics, XLVII (February, 1955), 88-90.

Luke, Dorothy M. "Teaching Methods in Non-Laboratory Classes," Journal of Home Economics, XLIII (March, 1956), 173-76.

Lyle, Mary S. "Graduates Reflect on Their Education," Journal of Home Economics, XLIX (January, 1957), 9-12.

Martin, Elna. "Trends in Home Economics Education," Journal of Home Economics, XLV (January, 1953), 23-4.

Maul, Ray C. "A Critical Period Ahead?", Journal of Home Economics, XLVI (February, 1954), 73-5.

McFarland, Mildred. "If I Were a New Teacher," Practical Home Economics, II (March, 1957), 23.

McKee, William W. "Personal Living--1954," Journal of Home Economics, XLVI (November, 1954), 629-32.

Middlewood, Esther. "Do You Really Enjoy Teaching?", Practical Home Economics, XLVII (May, 1955), 9.

Morse, Corrine. "Are You on the Way Up?", Practical Home Economics, II (February, 1957), 27.

Murphy, Gardner. "What Constitutes a Well-Integrated Individual?", Journal of Home Economics, XLVII (October, 1955), 581-8.

Norton, Naoma. "Are You Both a Teacher and a Homemaker?", Practical Home Economics, II (March, 1957), 23.

Otteson, Mabel, et al. "Adult Education Follows Social Needs," Journal of Home Economics, XLIX (May, 1957), 335-39.

Patterson, Irene. "Trends in Adult Education," Journal of Home Economics, XLV (June, 1953), 383-86.

Pennel, Ellen. "Public Relation," Practical Home Economics, XXXIII (April, 1955), 9, 39, 44.

Phenix, Phillip H. "Key Concepts and the Crisis in Learning," Teachers' College Record, LVII (December, 1956), 137-43.

Pope, Edward V. "Looking at Ourselves," Journal of Home Economics, XLVII (April, 1955), 233-35.

Ray, Johnnie Nell. "Homemaking Education for Boys as well as Girls," Journal of Home Economics, L (April, 1958), 258-60.

Roberts, Deborah. "Meeting the Communities' Families," Journal of Home Economics, XLIV (October, 1952), 629-31.

Rossman, Jessie McVey, et al. "An Experiment in Teacher Education," Journal of Home Economics, XLVI (February, 1954), 92-94.

Schooler, Ruth. "Integrating Management Teaching in Homemaking Classes," Journal of Home Economics (February, 1954), 83-5.

Smart, Russel C. "Family Centeredness in Home Economics," Journal of Home Economics, XLV (February, 1953), 91-4.

Sneed, Ruth. "Values of Home Visiting for Teaching Homemaking," Journal of Home Economics, XLIX (March, 1957), 177-81.

Smith, William M., Jr., et al. "Adapting College Teaching to Present Day Needs," Journal of Home Economics, XLIX (January, 1957), 28-34.

_____. "Home Economics Education for Living," Journal of Home Economics, XLVI (April, 1954), 225-27.

Spafford, Ivol. "Home Economics and Today's World," Journal of Home Economics, XLIX (June, 1957), 411-14.

Stoetling, G. J. "Selection of Candidates for Teacher Education at the University of Wisconsin," Journal of Experimental Education, XXIV (December, 1955), 115-32.

Stott, Leland H. "The Longitudinal Approach to the Study of Family Life," Journal of Home Economics, XLVI (February, 1954), 79-82.

Wadley, Angelyn. "Why Flexible Standards Serve Me Best," Practical Home Economics, III (April, 1958), 13, 36, 37.

Walsh, Letitia. "Vitalizing Homemaking Education for Adults through Public School Offerings," Journal of Home Economics, XLVIII (April, 1956), 253-57.

Wilkinson, R. D. "Adjustment of Beginning Teachers," Education Forum, XXI (November, 1956), 67-72.

Wilson, D. E. "Survey of Evaluating Instruments and Procedures Used in California Teacher Training Institutions during the Directed Teaching Experience," XLVIII (May, 1955), 649-57.

Wilson, Mary K. "Graduates Evaluate a Home Economics Program," Journal of Home Economics, XLVIII (June, 1956), 414-17.

Woodruff, A. D., and DiVesta, F. J. "The Relationship between Values, Concepts and Attitudes," Educational and Psychological Measurements, VIII (#4, 1948), 645-59.

Zimmerman, Katharyn. "Looking at Our Program," Journal of Home Economics, XLVI (December, 1954), 699-701.

Bulletins

Bultena, Louis. Sex and Family Life Education in High School. Iowa State Teachers College, 1955.

Commission on the Reorganization of Secondary Education. Cardinal Principles of Secondary Education. Bureau of Education Bulletin, No. 35. Washington, D. C.: U. S. Government Printing Office, 1918.

Contribution of Home Economics to General Education. American Home Economics Association, November, 1954.

Course of Study for Family Life Education. San Antonio, Texas: San Antonio Independent School District.

Course of Study Outlines. Akron High School Home Economics Publication #105. Akron, Ohio.

Education of Home and Family Living. Bureau of Home Economics Education, University of the State of New York.

Education for Homemaking in the Secondary Schools of Pennsylvania. Bulletin #320. Harrisburg, Pa.: Department of Instruction.

Enrichment of Family Living through Home, School and Community Experiences. Bureau of Home Economics Education, University of the State of New York.

Evaluation for the Improvement of Family Living. Department of Home Economics, NEA Bulletin, 1955.

Family Focus in Home Economics Teaching. Home Economics Committee on Research. Washington, D. C.: American Vocational Association, Inc., 1956.

Framework for Family Life Education. Bulletin of the Association of Secondary School Principals, December, 1955.

Health and Personal Development in Junior and Senior High School. Victoria, British Columbia: Department of Education.

Home and Family Life Education. Curriculum Guide. Dallas, Texas: Dallas Independent School District.

Home Economics Guide. Florida State Department of Education.

Home, School and Community Experiences in the Homemaking Program. Office of Education Vocational Bulletin #252. Washington, D. C.: U. S. Government Printing Office, 1954.

How Children Develop. The Ohio State University Series #3.

Home Economics in Secondary Schools. National Association of Secondary School Principals, October, 1952.

It's High Time. National Association of Secondary School Principals, 1955.

Motion Picture Resource Guide for Use of Homemaking Teachers. Department of Home Economics Education, University of Georgia.

Planning Guide--Homemaking Education. Albany, N. Y.: University of the State of New York, State Office of Education.

Strengthening the Family Relationship Aspects of Home Economics Teaching at the Secondary Level. American Home Economics Association, 1953.

Unpublished Material

Barkley, Margaret K. "The Concept of the Home Economics Teacher Held by High School Students." Unpublished Doctor's dissertation, University of Illinois, 1956.

Brown, Ilene. "Basic Understandings of Family Living Developed through the Home Economics Curriculum." Unpublished Doctor's dissertation, The Ohio State University, 1952.

Clewell, Geraldine. "A Proposal for the Maintenance and Improvement of Effective Instruction in Home Economics at the College Level." Unpublished Doctor's dissertation, The Ohio State University, 1952.

Coleman, Margaret. "An Analysis of the Responsibilities of the First Year Homemaking Teacher with Implications for Teacher Education." Unpublished Doctor's dissertation, Teachers' College, Columbia University, 1951.

Grant, Margaret A. "The Preparation of Homemaking Teachers: Ten Years of Experience at the New York State College for Teachers at Buffalo, New York." Unpublished Doctor's dissertation, University of Buffalo, 1951.

Herald, Eunice E. "Relationship between Various Factors and Types and Frequencies of Problems Brought to the Homemaking Teacher in Seventy-seven Michigan High Schools." Unpublished Doctor's dissertation, University of Michigan, 1952.

Hurt, Mary Lee. "A Study of the Effect on Attitude toward and Home Carry-Over of Homemaking Education when Teaching Is Keyed to Lower and Middle Class Values and Practices." Unpublished Doctor's dissertation, University of Illinois, 1953.

Jones, Agnes Anderson. "A Follow-up Study of Beginning Home Economics Teachers Graduated from the University of Wisconsin to Ascertain Education Needs." Unpublished Doctor's dissertation, University of Wisconsin, 1954.

Norton, Naoma Peninger. "The Home Economist-Teacher and Homemaker: A Study of Some Factors relating to Home Economist Homemakers Going into Teaching Homemaking." Unpublished Doctor's dissertation, Teachers' College, Columbia University, 1956.

O'Donnel, Beatrice. "Discrepancies between Beliefs of Leaders in Homemaking Education in Michigan and Practices in Local Homemaking Programs." Unpublished Doctor's dissertation, Michigan State College, 1954.

Roske, Gertrude. "The Homemaking Program for Beginning Teachers." Unpublished Doctor's dissertation, Stanford University, 1953.

Stephens, Shelby M. "An Evaluation of the College Home Economics Curriculum in Selected Colleges in the Southern Region of the United States." Unpublished Doctor's dissertation, Cornell University, 1957.

Vossbrink, Meta. "An Analysis of the In-service Education Program for Home Economics Teachers with Suggestions for Improving the Michigan Program." Unpublished Doctor's dissertation, University of Chicago, 1953.

Whiteford, Emma May B. "Administrators' Stereotype of the High School Home Economics Teacher." Unpublished Doctor's dissertation, University of Illinois, 1956.

APPENDIX A

SELECTION OF THE JURY

LETTER TO PROSPECTIVE JURY MEMBERS

R. R. #3, Box 265J
Oklahoma City, Oklahoma
March 1, 1958

Dr. _____
Department of Home Economics Education
(College or University)
(Town, State)

Dear Dr. _____:

Research has shown that there is a need for a definition of concepts in Home Economics Education which would be valuable for the planning of curricula for the training of teachers of Vocational Home Economics. I am using this problem for research, preparatory to the writing of a doctoral dissertation at the University of Oklahoma.

I have constructed an instrument designed to rate degrees of agreement for each of about one hundred concepts concerning Home Economics Education. This check list will be submitted to teacher trainers, state supervisors, selected homemaking teachers, and school administrators in Texas, Oklahoma, Arkansas, and Kansas.

I am asking a jury of Home Economics Education specialists, interested in curriculum improvement, to react to the items included on the check list as to their relative agreements. Would you be willing to serve as a member of this jury? If so, I shall send the material to you soon. It will take no more than one and one-half hours to check the items. An addressed card is enclosed for your convenience in replying.

Thank you so much for an early reply and I shall certainly appreciate whatever consideration that you may give this request.

Sincerely yours,

Bonnie Bell Buchanan
Department of Home Economics
Oklahoma City Public Schools

POSTAL CARD FOR REPLY

Dear Mrs. Buchanan:

_____ I will serve as a member of the jury of home economists mentioned in your letter of March 1.

_____ I can not serve on the jury as you requested.

Sincerely yours,

_____

MEMBERS OF THE JURY

Mrs. Margaret Barkley
Chairman, Home Economics Teacher Training
State University Teachers College
Buffalo 9, New York

Dr. Ann Buis
Professor, Home Economics Education
Florida State University
Tallahassee, Florida

Miss Martha Creighton
Head, Teacher Training in Home Economics
Virginia Polytechnic Institute
Blacksburg, Virginia

Dr. Roxanna Ford
Professor, Home Economics Education
University of Minnesota
St. Paul 1, Minnesota

Dr. Mary Lee Hurt
Head, Teacher Training in Home Economics
Michigan State University
East Lansing, Michigan

Dr. Margaret Hutchins
Director, Teacher Training in Home Economics
Cornell University
Ithaca, New York

Dr. Druzilla Kent
Head, Teacher Training in Home Economics
University of Tennessee
Knoxville 16, Tennessee

Dr. Mattie Pattison
Home Economics Hall
Iowa State College
Ames, Iowa

Mrs. Eva W. Scully
State Supervisor of Home Economics
400 State Building
Phoenix, Arizona

Miss Mary Lois Williamson
State Director of Home Economics
Frankfort, Kentucky

Miss Esther McGuinness
Professor of Home Economics Education
The Ohio State University
Columbus 10, Ohio

Dr. Laura Drummond
Professor of Home Economics Education
Teachers' College
Columbia University
New York City, New York

Miss Beulah I. Coon
Research Specialist, Home Economics Education
Department of Health, Education, and Welfare
Office of Education
Washington, D. C.

APPENDIX B

THE OPINIONNAIRE

LETTER OF TRANSMITTAL

R. R. #3, Box 265J
Oklahoma City, Oklahoma
April 8, 1958

Dear Superintendent:

The attached letter explains the purpose of the check list and the directions for completing it. It is felt that the beliefs of school administrators concerning the homemaking program would be of great significance in such a study.

As an administrator who has successfully directed a vocational homemaking program, you have been selected to participate in this doctoral research. I would appreciate very much your consideration of these items as well as any comment which you may care to make. I will assure you that your reactions will remain anonymous.

Thank you for a prompt reply.

Sincerely yours,

Bonnie Bell Buchanan

BBB:lpm

FOLLOW-UP POSTAL CARD

April 11, 1958

Last month I sent you an instrument for research in Home Economics Education. Since this was mailed only to a select group, it is imperative that I have your reaction.

Please check the attached card and return it so I may determine the status of your participation.

Thank you very much.

Sincerely yours,

Bonnie Bell Buchanan

_____ I do not care to participate.

_____ I have lost the check list.

_____ I am returning it immediately.

_____ I have already returned it.

Signed,

_____

THE OPINIONNAIRE

CONCEPTS RELATING TO HOME ECONOMICS EDUCATION

R. R. #3, Box 265J
Oklahoma City, Oklahoma
March 1, 1958

Dear Home Economist:

Are you interested in curriculum improvement for the training of home economics teachers? Here is an opportunity for you to participate in a study which may contribute to this improvement.

It is known that the beliefs and understandings held by the home economics teacher contributes immeasurably to her success. I am attempting to define those concepts which would seem most important to be developed by prospective homemaking teachers.

Attached is a check list of concepts pertaining to Home Economics Education. Would you please give careful consideration to each item and check it according to your feelings of relative agreement? The personal data requested will be used only for making comparisons and no attempt will be made to determine your identity. All information and opinions will be held in strictest confidence.

This material will be used statistically in research which I am doing preparatory to the writing of a doctoral dissertation entitled, "An Analysis of Concepts to Be Developed in Home Economics Education." If you would like a copy of this check list or an abstract of the findings, I should be happy to provide either or both upon request.

Thank you very much for your help and co-operation.

(Mrs.) Bonnie Bell Buchanan

A CHECK LIST OF CONCEPTS FOR HOME ECONOMICS EDUCATION

I. PERSONAL DATA: Please fill in the following blanks completely and accurately:

1. State: Oklahoma _____ Texas _____

   Kansas _____ Arkansas _____

2. Position: Secondary Teacher__ State Supervisor ___

   College Supervisor of Home Economics Education _____

3. Name of school where you received your vocational home economics training:

   _____

4. Size of institution with which you are now affiliated _____

5. Total population of the community _____

6. Degree held: Bachelor's _____

   Master's _____

   Doctor's _____

7. Marital status: Single _____ Married _____

   Divorced ___ Widowed _____

II. CONCEPT STATEMENTS: You are asked to consider each item and rate your relative agreement for its contribution to the success of the homemaking teacher in the secondary school. Please indicate your most accurate response by placing a check (X) in the appropriate column at the right of each page.

	SA	A	U	D	SD*
1. The integration of home and family living education into the total school program is the responsibility of the homemaking teacher.					
2. Continuous effort must be made to improve the home economics program if it is to serve the needs of home and family living in the changing society of today.					
3. Home economics education tends to weaken its curriculum by attempting to encompass all phases of home and family living.					
4. Regular attendance in adult classes is encouraged if course content is planned around the participants' problems.					
5. The homemaking teacher should participate in all school activities as well as attending her duties as a vocational home economist.					
6. The homemaking teacher is better trained than other teachers for teaching such courses as child care, family relationships, preparation for marriage, and home-community relationships.					
7. Home economics taught in subject-matter units tends to emphasize the scope of the program.					

*Key: SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
8. The homemaking teacher should be first a teacher and second a home economist.					
9. Mastery of the manipulative skills of homemaking by the teacher is mandatory for the teaching of these skills.					
10. The regular duties of the homemaking teacher should relieve her of sponsorship of co-curricular activities outside of her field.					
11. Homemaking education is a co-operative enterprise in which the home and school must work together.					
12. Teacher training in family economics, relationships, child care, housing, and nursing may be most effectively dealt with in the schools of economics, sociology, psychology, architecture, and medicine, respectively.					
13. The homemaking teacher is a liaison between the school administrator and the state supervisor of home economics education.					
14. Principles of design in dress are most forcefully taught through practical application by the teacher.					
15. Vocational homemaking teachers should be prepared to face problems of professional jealousy arising from higher salary and the regularly scheduled school period during which she has no classes.					

	SA	A	U	D	SD
16. The loyalty of the homemaking teacher is first to the school administrator and second to the vocational program.					
17. Homemaking education is based upon recognized needs, interests and problems of the adolescent and his family in relation to personal development and family living.					
18. In their efforts to keep abreast with modern methods and equipment, home economists are prone to become impractical in their teaching for living in the average home.					
19. It is sometimes expedient for the homemaking teacher to relax her standards to maintain good relationship.					
20. Pupil-parent-teacher planning for content in homemaking courses is the most beneficial approach for meeting the needs of students.					
21. Homemaking education involves teaching-learning methods which contribute to the goals of homemaking in the local community.					
22. The homemaking program is an integral part of the total school program.					
23. Vocational homemaking education places undue emphasis upon techniques and formulas for successful living.					
24. Homemaking loses status in schools where it is an elective subject.					

	SA	A	U	D	SD
25. Experiential background with homes and children should be required for the admission of prospective teachers into the professional curriculum in home economics education.					
26. Group activity tends to provide "family-like" situations which are conducive to the carry-over of home economics training into the homes.					
27. Student participation in the financial management of the homemaking department provides learning valuable for family economics.					
28. A divorced teacher of homemaking is a poor example for students.					
29. Vocational aspects other than homemaking should be emphasized in the homemaking curriculum to prepare girls for earning money.					
30. Subject-matter content for homemaking classes should be made practical to the socio-economic level predominating in the community.					
31. The experiential background of the homemaking teacher is an important determinant of her success.					
32. The college program for the training of homemaking teachers prepares them for sponsorship of co-curricular activities.					

	SA	A	U	D	SD
33. The homemaking teacher exemplifies the principles of good grooming which she teaches.					
34. Misuse of the conference period causes criticism from co-workers who have regularly scheduled classes all day.					
35. Inadequate college training for adult education is responsible for most problems in the teaching of adult classes.					
36. Home economics training should not attempt to raise living standards to the extent of destroying the present social structure.					
37. The college training course in home economics education provides adequate experiences for dealing with boys in homemaking classes.					
38. The variety of family backgrounds represented by the students and the teacher is a valuable teaching aid.					
39. The home visit which is made for the purpose of establishing good relationships and interpreting the program can set the stage for co-operative planning.					
40. The homemaking teacher should avoid "spreading herself too thin" by enlisting competent help.					

	SA	A	U	D	SD
41. Home economics educated homemakers who enter teaching make a stronger contribution to home economics education than do non-homemakers.					
42. Home economists have and will continue to have need for a strong and broad foundation of liberal education.					
43. The teacher's concepts concerning the homemaking program are those which will be perpetuated in the local community.					
44. The emotional maturity of the homemaking teacher is more important for her success in adult classes than in those for boys and girls.					
45. The homemaking teacher who is concerned with all aspects of the growth of the individual is undertaking more than can be reasonably be expected of one person.					
46. Inter-action of family and community life has little influence upon the development of values in home and family living.					
47. Because of her education and experience the teacher should set the goals and objectives for classroom instruction.					
48. Too much emphasis is placed upon gearing instruction to present living standards and meeting today's problems, with little thought for the future.					

	SA	A	U	D	SD
49. Some good teachers may be temperamentally unfit as advisors for Future Homemakers organizations.					
50. Co-operative endeavor with other home economists in the community will facilitate reaching goals in home economics education.					
51. The homemaking teacher can be of more service in her community if she keeps up with research in her field.					
52. The fragmentation of subject matter into discrete topics has become impractical for use in family-centered teaching.					
53. In-service training for the first-year teacher should include more than visits from the state supervisor.					
54. Short laboratory periods justify a predominance of teacher planning.					
55. Lack of time and money has become an excuse for inefficiency for those homemaking teachers with little managerial ability.					
56. Family relations, family economics, and home management are always a part of any problem of the family.					
57. The home is the most satisfying institution which society has developed to satisfy the human need for affection and security, to develop personality,					

	SA	A	U	D	SD
to provide for the nurture of children, and to develop the democratic ideal.					
58. Practical experience in homemaking is a prerequisite for the successful teacher of homemaking.					
59. Family-centered teaching increases the confidence of the students in making decisions and planning a course of action for carrying them out.					
60. A concern for the total school is imperative for the successful homemaking teacher.					
61. The impact of economic, social, and governmental forces of society on the family is not receiving sufficient emphasis in our present curricula.					
62. Boys' classes in homemaking should emphasize the male role as a family member.					
63. The homemaking teacher has a great responsibility to prevent dissatisfaction with present home conditions from arising within her students.					
64. More interest may be stimulated in the study of child care if it is approached as a method for earning money now, rather than for prospective parenthood.					
65. Laboratory courses in college should include methods by which similar experiences may be utilized in a not-so-well equipped high school laboratory.					

	SA	A	U	D	SD
66. The homemaking teacher's standard of perfection when imposed upon the student makes homemaking an unpopular subject.					
67. Guidance activities should be one of the primary functions of the homemaking teacher.					
68. The teaching of home economics below the college level must all be family-centered.					
69. The teacher must recognize that homes differ greatly in material and human resources and their family goals.					
70. Family-life education is moving away from the study of "things" toward a functional person-centered approach.					
71. Each home has fundamental needs and problems and there is no one pattern for solving them.					
72. As students learn about satisfactory home living, it is very easy for them to become over-critical of their own homes.					
73. Laboratory experiences are less important as homemaking education becomes more concerned with problems of adjustment and relationships.					
74. Many students do not elect homemaking because its vocational aspects for immediate financial gain are not emphasized.					

	SA	A	U	D	SD
75. The homemaking teacher should face the fact of the prevalence of teen-age marriage rather than try to discourage early marriages.					
76. Home economics teacher educators should have a greater background in methods of education than in home economics subject matter.					
77. Present teacher education methods have failed to prepare the teacher for coping with the larger classes which are prevalent in today's schools.					
78. Homemaking classes offer more opportunity for the slow learner than most school subjects.					
79. The adolescent student has little concern for knowledge relating to marriage if he feels that he has no immediate need for it.					
80. The beginning teacher feels more secure while teaching laboratory subjects than the more intangible aspects of home and family life.					
81. Married students should be encouraged to remain in school.					
82. All courses in the "core" of required home economics should build on the understanding of homes.					

	SA	A	U	D	SD
83. It behooves the homemaking teacher to become acquainted with and to use modern equipment, products, and methods for time and labor saving if her instruction is to be realistic and practical.					
84. The administrator's concept of the homemaking teacher will consciously or unconsciously affect the teacher's concept of herself and her adjustment to the profession.					
85. Teachers who effectively guide learning in homemaking are those who have rich experiences in many aspects of home and family life.					
86. Home visiting provides an excellent opportunity for the homemaking teacher to evaluate classroom instruction.					
87. The resourceful homemaking teacher can capitalize upon inadequate facilities to teach students economic values, use of improvised equipment, and lessons in adjustment and human relations.					
88. The home should give the individual security within a group of which he is an integral part.					
89. Home visiting offers opportunities for pupils and teachers to know each other as friends in situations away from the classroom.					

	SA	A	U	D	SD
90. Home experiences are most effective when integrated with the total homemaking program and planned by the whole family with the teacher.					
91. The home is the foundation on which are built variations and differences which characterize our democracy.					
92. Richness or sparsity of the homemaking teacher's experience with homes and children is associated with teaching proficiency.					
93. Homemaking teachers should mold their personalities to conform to the stereotype held by school administrators, that she is motherly, artistic, feminine, and creative.					

APPENDIX C

CONCEPTS CONCERNING THE RELATIONSHIP OF HOMEMAKING EDUCATION TO THE TOTAL SCHOOL PROGRAM WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 22*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	44	55	34	44	1	1				
State Suprv. (N=24)	18	75	6	25						
Professors (N=27)	19	71	7	25	1	4				
Administrators (N=54)	37	69	16	29	1	2				
Jury (N=13)	10	76	2	15	1	8				
Total (N=197)	128	65	65	33	4	2				
Population Group										
Over 10,000 (N=15)	8	51	7	47						
5,000 - 10,000 (N=17)	13	77	4	23						
1,500 - 4,999 (N=41)	24	58	16	39	1	2				
500 - 1,499 (N=30)	22	73	8	27						
Under 500 (N=14)	7	23	7	23						
Total (N=117)	74	64	42	35	1	1				
Educational Level										
Bachelor's (N=94)	52	55	40	43	2	2				
Master's (N=83)	61	73	21	25						
Doctor's (N=17)	13	76	3	18	1	6				
Total (N=194)	126	65	64	33	3	2				

*Concept 22: The homemaking program is an integral part of the total school program.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 34*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	20	25	39	49	8	10	10	13	2	3
State Suprv. (N=24)	14	58	8	33	1	4	1	4		
Professors (N=27)	12	44	13	48			2	7		
Administrators (N=54)	21	39	28	52	4	8	1	2		
Jury (N=13)	6	46	6	46	1	8				
Total (N=197)	73	37	94	47	14	7	14	7	2	1
Population Group										
Over 10,000 (N=15)	6	40	5	33	2	13	2	13		
5,000 - 10,000 (N=17)			12	71	4	23	1	5		
1,500 - 4,999 (N=41)	14	34	21	50	3	7	3	7		
500 - 1,499 (N=30)	11	37	15	50	3	10				
Under 500 (N=14)	4	29	7	50			3	21		
Total (N=117)	35	30	60	51	12	10	9	9		
Educational Level										
Bachelor's (N=94)	25	27	48	51	9	9	10	11	2	2
Master's (N=83)	33	40	41	49	4	5	4	5		
Doctor's (N=17)	11	65	5	29	1	6				
Total (N=194)	69	35	94	48	15	7	14	7	2	1

*Concept 34: Misuse of the conference period causes criticism from co-workers who have regularly scheduled classes all day.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 42*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	30	38	47	59	2	3				
State Suprv. (N=24)	9	38	14	59						
Professors (N=27)	19	70	8	30						
Administrators (N=54)	24	44	29	53	1	2				
Jury (N=13)	10	77	3	23						
Total (N=197)	92	46	101	51	3	2				
Population Group										
Over 10,000 (N=15)	7	47	8	53						
5,000 - 10,000 (N=17)	7	41	10	59						
1,500 - 4,999 (N=41)	15	36	25	61						
500 - 1,499 (N=30)	11	37	18	60	1	3				
Under 500 (N=14)	6	43	7	50	1	7				
Total (N=117)	46	39	68	58	2	2				
Educational Level										
Bachelor's (N=94)	36	38	56	59	2	2				
Master's (N=83)	40	48	41	49						
Doctor's (N=17)	12	16	3	18	1	6				
Total (N=194)	89	46	100	52	3	2				

*Concept 42: Home economists have and will continue to have need for a strong and broad foundation of liberal education.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 60*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	29	37	47	59	3	4				
State Suprv. (N=24)	15	63	9	37						
Professors (N=27)	15	55	12	45						
Administrators (N=54)	30	55	23	43						
Jury (N=13)	9	69	4	31						
Total (N=197)	98	50	95	48	3	2				
Population Group										
Over 10,000 (N=15)	9	60	5	33	1	7				
5,000 - 10,000 (N=17)	8	47	9	53						
1,500 - 4,999 (N=41)	13	31	26	64	2	5				
500 - 1,499 (N=30)	17	57	13	43						
Under 500 (N=14)	4	29	10	71						
Total (N=117)	51	44	63	54	3	2				
Educational Level										
Bachelor's (N=94)	37	39	53	56	3	3				
Master's (N=83)	45	53	37	44						
Doctor's (N=17)	14	82	3	18						
Total (N=194)	96	49	93	48	3	2				

*Concept 60: A concern for the total school is imperative for the successful homemaking teacher.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 67*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	53	67	11	14	5	6		
State Suprv. (N=24)	7	29	12	50	4	11	1	4		
Professors (N=27)	8	30	11	40	2	7	6	23		
Administrators (N=54)	10	18	35	65	5	9	4	8		
Jury (N=13)	1	8	10	76	1	8	1	8		
Total (N=197)	36	16	121	61	23	12	17	8		
Population Group										
Over 10,000 (N=15)	9	60	5	33	1	7				
5,000 - 10,000 (N=17)	8	47	9	53						
1,500 - 4,999 (N=41)	13	31	26	64	2	5				
500 - 1,499 (N=30)	17	57	13	43						
Under 500 (N=14)	4	29	10	71						
Total (N=117)	51	43	63	54	3	3				
Educational Level										
Bachelor's (N=94)	13	14	60	64	14	15	7	7		
Master's (N=83)	18	22	48	57	8	10	8	10		
Doctor's (N=17)	8	46	6	35	1	6	2	12		
Total (N=194)	39	20	114	59	23	14	17	9		

*Concept 67: Guidance activities should be one of the primary functions of the homemaking teacher.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 84*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	20	25	43	54	4	5	10	13	2	3
State Suprv. (N=24)	3	12	13	54	3	12	5	22		
Professors (N=27)	5	19	14	51	5	19	3	11		
Administrators (N=54)	8	14	40	74			2	4	4	8
Jury (N=13)	3	23	5	38	3	23	2	15		
Total (N=197)	39	19	115	59	17	8	24	13	2	1
Population Group										
Over 10,000 (N=15)	6	40	7	47			2	13		
5,000 - 10,000 (N=17)	2	11	13	78			2	11		
1,500 - 4,999 (N=41)	8	20	29	70			2	5		
500 - 1,499 (N=30)	4	13	20	66	4	13	2	7		
Under 500 (N=14)	4	29	8	57			2	14		
Total (N=117)	24	20	77	66	4	4	10	9		
Educational Level										
Bachelor's (N=94)	23	24	50	53	8	9	11	11	2	2
Master's (N=83)	11	13	57	69	7	9	7	9		
Doctor's (N=17)	5	29	8	46			3	18		
Total (N=194)	39	20	115	59	15	8	21	11	2	1

*Concept 84: The administrator's concept of the homemaking teacher will consciously or unconsciously affect the teacher's concept of herself and her adjustment to the profession.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 86*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	21	27	45	57	6	8	6	8	1	1
State Suprv. (N=24)	14	54	10	42						
Professors (N=27)	17	62	9	33					1	4
Administrators (N=54)	9	17	42	77	1	2	1	2	1	2
Jury (N=13)	5	38	8	62						
Total (N=197)	66	37	114	56	7	4	7	4	3	2
Population Group										
Over 10,000 (N=15)	6	40	7	47			2	13		
5,000 - 10,000 (N=17)	1	5	13	78	1	5	2	11		
1,500 - 4,999 (N=41)	7	17	29	70	3	7	1	2	1	2
500 - 1,499 (N=30)	9	30	20	67	1	3				
Under 500 (N=14)	4	29	8	57	1	7	1	7		
Total (N=117)	27	23	77	66	6	5	6	5	1	
Educational Level										
Bachelor's (N=94)	25	26	56	59	6	6	6	6	1	1
Master's (N=83)	32	38	47	56	1	1	1	1		
Doctor's (N=17)	9	53	7	40						
Total (N=194)	66	34	110	57	7	4	7	4	1	

*Concept 86: Home visiting provides an excellent opportunity for the homemaking teacher to evaluate classroom instruction.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 89*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	30	38	44	55	4	5	1	1		
State Suprv. (N=24)	12	50	12	50						
Professors (N=27)	13	48	14	52						
Administrators (N=54)	19	35	33	61	1	2	1	2		
Jury (N=13)	6	46	6	46	1	8				
Total (N=197)	80	40	109	55	6	3	2	1		
Population Group										
Over 10,000 (N=15)	7	47	8	53						
5,000 - 10,000 (N=17)	4	23	12	72	1	5				
1,500 - 4,999 (N=41)	14	34	25	61	1	2	1	2		
500 - 1,499 (N=30)	14	46	14	46	2	7				
Under 500 (N=14)	7	50	7	50						
Total (N=117)	46	39	66	56	4	3	1	1		
Educational Level										
Bachelor's (N=94)	39	41	49	52	5	5	1	1		
Master's (N=83)	30	36	52	63						
Doctor's (N=17)	8	48	7	41	1	6				
Total (N=194)	77	40	108	56	6	3	1			

*Concept 89: Home visiting offers opportunities for pupils and teachers to know each other as friends in situations away from the classroom.

APPENDIX D

CONCEPTS RELATING TO THE DEMOCRATIC PROCESS WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT OR MAJORITY DISAGREEMENT

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 4*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	27	35	41	51	9	11	1	1	1	1
State Suprv. (N=24)	13	54	10	42					1	4
Professors (N=27)	17	63	8	30	4	7				
Administrators (N=54)	16	29	28	52	6	11	1	2	1	2
Jury (N=13)	9	69	3	23						
Total (N=197)	82	42	90	46	19	9	2	1	3	2
Population Group										
Over 10,000 (N=15)	7	47	7	47	1	7				
5,000 - 10,000 (N=17)	5	29	9	50	2	11				
1,500 - 4,999 (N=41)	10	24	23	58	6	15	1	2	1	2
500 - 1,499 (N=30)	10	33	16	53	3	10				
Under 500 (N=14)	6	43	5	35	2	14				
Total (N=117)	38	32	60	51	14	12	1	1	2	2
Educational Level										
Bachelor's (N=94)	35	37	44	47	11	12	2	2	2	2
Master's (N=83)	34	41	42	50	3	3	1	1		
Doctor's (N=17)	12	71	3	18					1	6
Total (N=194)	8	42	89	46	14	7	3	1	3	1

*Concept 4: Regular attendance in adult classes is encouraged if course content is planned around the participants' problems.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 11*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	49	62	30	38						
State Suprv. (N=24)	21	87	3	13						
Professors (N=27)	18	67	7	25					1	4
Administrators (N=54)	30	55	23	42	1	2				
Jury (N=13)	11	85	2	15						
Total (N=197)	129	65	65	33	1					
Population Group										
Over 10,000 (N=15)	10	67	5	33						
5,000 - 10,000 (N=17)	7	41	10	59						
1,500 - 4,999 (N=41)	25	61	15	36	1	2				
500 - 1,499 (N=30)	18	60	12	40						
Under 500 (N=14)	10	71	4	29						
Total (N=117)	70	60	46	39	1	1				
Educational Level										
Bachelor's (N=94)	57	61	36	38	1	1				
Master's (N=83)	57	69	24	29					1	1
Doctor's (N=17)	13	76	3	18						
Total (N=194)	127	65	63	32	1				1	

*Concept 11: Homemaking education is a co-operative enterprise in which the home and school must work together.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 20*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	31	39	40	50	6	8	3	2		
State Suprv. (N=24)	13	54	10	42	1	4				
Professors (N=27)	13	49	12	44	2	7				
Administrators (N=54)	15	27	29	54	4	8	5	9	1	2
Jury (N=13)	6	46	4	31	3	23				
Total (N=197)	78	40	95	48	16	8	8	4	1	
Population Group										
Over 10,000 (N=15)	6	40	8	53			1	7		
5,000 - 10,000 (N=17)	4	23	11	65	1	5	1	5		
1,500 - 4,999 (N=41)	18	44	21	51			1	2	1	2
500 - 1,499 (N=30)	9	30	13	43	6	20	2	7		
Under 500 (N=14)	5	35	8	57	1	7				
Total (N=117)	42	36	61	52	8	7	7	5	1	1
Educational Level										
Bachelor's (N=94)	34	36	49	52	7	8	3	2	3	2
Master's (N=83)	32	39	42	51	5	6	3	3		
Doctor's (N=17)	10	59	5	29	2	12				
Total (N=194)	76	39	96	49	14	7	6	3	3	2

*Concept 20: Pupil-parent-teacher planning for content in homemaking courses is the most beneficial approach for meeting the needs of students.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 26*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	56	72	9	11	3	4		
State Suprv. (N=24)	9	37	15	63						
Professors (N=27)	5	19	17	63	4	15				
Administrators (N=54)	3	6	41	75	7	13	3	6		
Jury (N=13)	1	8	7	54	2	15	3	23		
Total (N=197)	28	14	136	69	22	11	9	5		
Population Group										
Over 10,000 (N=15)	4	26	8	53	2	13	1	7		
5,000 - 10,000 (N=17)	15	89	2	11						
1,500 - 4,999 (N=41)	3	7	32	78	4	10	2	5		
500 - 1,499 (N=30)	2	7	21	70	5	17	1	3		
Under 500 (N=14)	3	21	9	65	1	7	1	7		
Total (N=117)	27	23	72	62	12	10	5	5		
Educational Level										
Bachelor's (N=94)	11	12	66	70	12	13	4	4		
Master's (N=83)	15	18	58	70	6	7	2	2		
Doctor's (N=17)	2	12	10	59	3	18	2	12		
Total (N=194)	28	14	134	69	21	10	8	4		

*Concept 26: Group activity tends to provide "family-like" situations which are conducive to the carry-over of home economics training into the homes.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 27*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	13	18	52	64	6	8	6	8	1	1
State Suprv. (N=24)	12	50	12	50						
Professors (N=27)	7	25	19	71	1	4				
Administrators (N=54)	8	14	44	81	1	2	1	2		
Jury (N=13)	6	46	7	54						
Total (N=197)	46	23	134	68	8	4	7	4	1	
Population Group										
Over 10,000 (N=15)	7	47	7	47	1	7				
5,000 - 10,000 (N=17)			14	84	2	11	1	5		
1,500 - 4,999 (N=41)	5	12	31	76			3	7	1	2
500 - 1,499 (N=30)	5	17	22	73	2	7	1	3		
Under 500 (N=14)	2	14	8	57	2	14	2	14		
Total (N=117)	19	16	82	70	7	6	7	6	1	1
Educational Level										
Bachelor's (N=94)	13	14	67	71	6	6	5	5	1	1
Master's (N=83)	24	29	57	69	1	1				
Doctor's (N=17)	8	47	9	53						
Total (N=194)	45	23	133	69	7	3	5	2	1	

*Concept 27: Student participation in the financial management of the homemaking department provides learning valuable for family economics.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 30*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	30	38	45	57	2	3	1	1	1	1
State Suprv. (N=24)	12	50	11	46			1	4		
Professors (N=27)	14	52	13	48						
Administrators (N=54)	14	26	32	59	5	9	3	6		
Jury (N=13)	6	46	7	54						
Total (N=197)	76	39	108	55	7	4	5	3	1	
Population Group										
Over 10,000 (N=15)	7	47	8	53						
5,000 - 10,000 (N=17)	4	23	12	72	1	5				
1,500 - 4,999 (N=41)	12	30	26	63	2	5	1	2		
500 - 1,499 (N=30)	10	33	16	53	3	10	1	3		
Under 500 (N=14)	3	21	8	57	1	7	1	7	1	7
Total (N=117)	36	30	70	60	7	7	3	3	1	
Educational Level										
Bachelor's (N=94)	35	37	53	56	3	3	2	2	1	1
Master's (N=83)	30	36	47	57	3	4	2	2		
Doctor's (N=17)	10	59	7	41						
Total (N=194)	75	39	107	55	6	3	4	2	1	

*Concept 30: Subject matter content for homemaking classes should be made practical to the socio-economic level predominating in the community.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 38*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	16	20	54	68	5	6	4	5		
State Suprv. (N=24)	8	33	14	58	2	8				
Professors (N=27)	11	41	14	52	2	7				
Administrators (N=54)	6	11	41	75	5	9	1	2	1	2
Jury (N=13)	4	30	8	62	1	8				
Total (N=197)	45	23	131	66	15	8	5	3	1	
Population Group										
Over 10,000 (N=15)	5	33	6	40	3	20	1	7		
5,000 - 10,000 (N=17)	1	5	15	89	1	5				
1,500 - 4,999 (N=41)	7	17	29	71	3	7	2	5		
500 - 1,499 (N=30)	4	13	23	76	2	7	1	3		
Under 500 (N=14)	1	7	12	86	1	7				
Total (N=117)	18	15	85	70	10	8	5	5		
Educational Level										
Bachelor's (N=94)	18	19	63	68	8	9	5	5		
Master's (N=83)	20	24	55	66	6	7				
Doctor's (N=17)	7	41	9	53			1	6		
Total (N=194)	45	23	127	65	14	7	6	3		

*Concept 38: The variety of family background represented by the students and the teacher is a valuable teaching aid.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 39*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	39	49	36	46	3	4	1	1		
State Suprv. (N=24)	17	71	7	29						
Professors (N=27)	16	59	11	41						
Administrators (N=54)	19	35	34	63	1	2				
Jury (N=13)	8	62	5	38						
Total (N=197)	99	50	93	46	4	2	1			
Population Group										
Over 10,000 (N=15)	6	40	8	53	1	7				
5,000 - 10,000 (N=17)	6	36	9	53	2	11				
1,500 - 4,999 (N=41)	18	44	22	54						
500 - 1,499 (N=30)	16	53	13	43	1	3				
Under 500 (N=14)	6	43	8	57						
Total (N=117)	52	43	60	51	4	3				
Educational Level										
Bachelor's (N=94)	46	49	44	47	3	4	1	1		
Master's (N=83)	41	49	41	49						
Doctor's (N=17)	11	65	6	35						
Total (N=194)	98	51	91	47	3	1	1			

*Concept 39: The home visit which is made for the purpose of establishing good relationships and interpreting the program can set the stage for co-operative planning.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 50*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	18	23	58	73			3	4		
State Suprv. (N=24)	10	41	14	59						
Professors (N=27)	9	33	17	63	1	4				
Administrators (N=54)	7	13	45	83	2	4				
Jury (N=13)	4	31	8	62	1	8				
Total (N=197)	48	24	142	72	4	2	3	2		
Population Group										
Over 10,000 (N=15)	5	33	10	67						
5,000 - 10,000 (N=17)	1	5	16	94						
1,500 - 4,999 (N=41)	9	22	31	76			1	2		
500 - 1,499 (N=30)	5	17	23	76			2	7		
Under 500 (N=14)	3	21	10	71			1	7		
Total (N=117)	23	19	90	78			4	3		
Educational Level										
Bachelor's (N=94)	22	23	68	72	1	1	3	3		
Master's (N=83)	19	23	62	74	1	1				
Doctor's (N=17)	3	18	7	41	7	41				
Total (N=194)	44	23	137	70	9	5	3	1		

*Concept 50: Co-operative endeavor with other home economists in the community will facilitate reaching goals in home economics education.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 59*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	17	21	56	71	6	8				
State Suprv. (N=24)	12	50	10	42	2	8				
Professors (N=27)	9	33	14	52	3	11				
Administrators (N=54)	10	18	38	71	6	11				
Jury (N=13)	2	15	6	46	2	15	1	8		
Total (N=197)	50	26	124	63	19	9	1			
Population Group										
Over 10,000 (N=15)	6	40	9	60						
5,000 - 10,000 (N=17)	3	21	13	76	1	5				
1,500 - 4,999 (N=41)	6	15	31	76	4	10				
500 - 1,499 (N=30)	8	27	19	63	3	10				
Under 500 (N=14)	2	14	11	79	1	7				
Total (N=117)	25	21	83	72	9	7				
Educational Level										
Bachelor's (N=94)	16	17	70	74	8	8				
Master's (N=83)	29	35	44	53	9	11				
Doctor's (N=17)	4	24	7	41	2	12	1	6		
Total (N=194)	49	25	121	62	19	10	1			

*Concept 59: Family-centered teaching increases the confidence of the students in making decisions and planning a course of action for carrying them out.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 63*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	16	20	48	61	5	6	9	11	1	1
State Suprv. (N=24)	12	50	11	46	1	4				
Professors (N=27)	9	33	16	59	1	4	1	4		
Administrators (N=54)	7	13	30	56	10	18	7	13		
Jury (N=13)	2	15	7	54	2	15	1	8	1	8
Total (N=197)	46	23	112	57	19	9	18	8	2	1
Population Group										
Over 10,000 (N=15)	4	26	7	48	2	13	2	13		
5,000 - 10,000 (N=17)	2	11	12	68			3	2		
1,500 - 4,999 (N=41)	7	17	24	59	5	12	5	12		
500 - 1,499 (N=30)	5	17	19	63	5	17	1	3		
Under 500 (N=14)	3	21	7	50	1	7	2	14		
Total (N=117)	21	18	69	59	13	11	13	11		
Educational Level										
Bachelor's (N=94)	19	20	56	60	10	11	8	8	1	1
Master's (N=83)	21	24	47	57	5	6	9	11		
Doctor's (N=17)	8	47	5	29	2	12			1	6
Total (N=194)	48	25	108	56	17	9	17	9	2	1

*Concept 63: The homemaking teacher has a great responsibility to prevent dissatisfaction with present home conditions from arising within her students.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 81*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	21	27	43	54	14	18	1	1		
State Suprv. (N=24)	10	41	10	41	4	18				
Professors (N=27)	9	33	13	48	3	11				
Administrators (N=54)	9	17	26	48	10	18	5	11	2	4
Jury (N=13)	3	23	7	54	3	23				
Total (N=197)	52	27	99	50	34	18	7	4	2	1
Population Group										
Over 10,000 (N=15)	4	26	7	48	3	20				
5,000 - 10,000 (N=17)	2	11	14	82	1	5				
1,500 - 4,999 (N=41)	5	12	26	63	9	22	1	3		
500 - 1,499 (N=30)	11	37	5	17	2	7	1	3		
Under 500 (N=14)	4	29	7	50	2	14	1	7		
Total (N=117)	26	22	59	50	17	14	3	2		
Educational Level										
Bachelor's (N=94)	25	26	46	49	18	19	4	4	1	1
Master's (N=83)	24	29	39	47	13	15	2	2	1	1
Doctor's (N=17)	3	18	10	59	3	18				
Total (N=194)	52	27	95	47	34	17	6	3		

*Concept 81: Married students should be encouraged to remain in school.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 90*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	27	36	43	54	5	6	4	5		
State Suprv. (N=24)	17	71	7	29						
Professors (N=27)	15	55	10	37	1	4				
Administrators (N=54)	14	26	32	59	5	9	3	6		
Jury (N=13)	8	62	4	31	1	8				
Total (N=197)	81	40	96	48	12	6	7	4		
Population Group										
Over 10,000 (N=15)	7	48	6	40	1	7	1	7		
5,000 - 10,000 (N=17)	4	23	12	70	1	5				
1,500 - 4,999 (N=41)	10	24	24	58	5	12	2	5		
500 - 1,499 (N=30)	12	40	16	53	2	7				
Under 500 (N=14)	4	29	9	65	1	7				
Total (N=117)	37	31	67	57	10	8	3	4		
Educational Level										
Bachelor's (N=94)	33	35	49	51	7	7	1	1		
Master's (N=83)	35	37	42	51	3	3	1	1		
Doctor's (N=17)	11	64	4	24	2	12				
Total (N=194)	79	40	97	50	12	6	2	1		

*Concept 90: Home experiences are most effective when integrated with the total homemaking program and planned by the whole family with the teacher.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 23*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	8	10	7	9	11	14	42	53	10	13
State Suprv. (N=24)			1	4	2	8	13	54	8	33
Professors (N=27)	1	4	1	4	4	15	14	52	6	22
Administrators (N=54)			5	9	15	27	25	46	8	14
Jury (N=13)			2	15			6	46	4	31
Total (N=197)	9	5	16	8	32	16	100	50	36	18
Population Group										
Over 10,000 (N=15)	1	7	3	20	1	7	6	40	4	26
5,000 - 10,000 (N=17)					4	23	11	65	1	5
1,500 - 4,999 (N=41)	3	7	3	7	7	17	23	58	4	10
500 - 1,499 (N=30)			1	3	7	23	18	60	4	13
Under 500 (N=14)	2	14	2	14	4	29	3	21	3	21
Total (N=117)	6	5	9	8	23	20	61	52	16	14
Educational Level										
Bachelor's (N=94)	8	9	7	7	19	20	47	50	11	12
Master's (N=83)	1	1	5	6	13	16	45	54	18	22
Doctor's (N=17)			3	18			8	47	6	35
Total (N=194)	9	5	15	8	32	16	100	52	35	18

*Concept 23: Vocational homemaking education places undue emphasis upon techniques and formulas for successful living.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 46*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	1	1	2	3	6	8	58	73	12	15
State Suprv. (N=24)	1	4	2	8			17	71	4	17
Professors (N=27)							18	67	8	30
Administrators (N=54)			3	6	7	13	33	61	11	20
Jury (N=13)							8	62	4	31
Total (N=197)	2	4	7	4	13	7	134	68	39	20
Population Group										
Over 10,000 (N=15)			1	7	1	7	10	67	3	20
5,000 - 10,000 (N=17)					1	5	14	82	2	11
1,500 - 4,999 (N=41)	1	2	2	5	3	7	30	73	5	12
500 - 1,499 (N=30)					4	13	19	63	7	23
Under 500 (N=14)			2	14	2	14	5	35	5	35
Total (N=117)	1	1	5	4	11	10	78	66	22	19
Educational Level										
Bachelor's (N=94)	2	2	2	2	9	9	68	72	13	14
Master's (N=83)	1	1	3	4	4	5	52	62	20	24
Doctor's (N=17)					3	18	7	41	7	41
Total (N=194)	3	1	5	2	16	8	127	65	40	20

*Concept 46: Inter-action of family and community life has little influence upon the development of values in home and family living.

APPENDIX E

CONCEPTS RELATING TO EDUCATION FOR HOME AND FAMILY LIVING WHICH RECEIVED ABOUT 75 PER CENT AGREEMENT

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 2*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	62	80	16	20						
State Suprv. (N=24)	22	92	2	8						
Professors (N=27)	24	88	3	11						
Administrators (N=54)	39	72	14	26	1	2				
Jury (N=13)	13	100								
Total (N=197)	160	78	35	19	1					
Population Groups										
Over 10,000 (N=15)	14	93	1	7						
5,000 - 10,000 (N=17)	13	74	4	23						
1,500 - 4,999 (N=41)	28	69	12	30						
500 - 1,499 (N=30)	19	63	10	33	1	3				
Under 500 (N=14)	12	86	2	14						
Total (N=117)	86	74	29	25	1	1				
Educational Level										
Bachelor's (N=94)	71	76	21	23	1	1				
Master's (N=83)	71	86	11	13						
Doctor's (N=17)	16	94	1	6						
Total (N=194)	58	81	33	17	1					

*Concept 2: Continuous effort must be made to improve the home economics program if it is to serve the needs of home and family living in the changing society of today.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 6*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	29	37	42	53	7	9	1	1		
State Suprv. (N=24)	18	75	5	21	1	4				
Professors (N=27)	12	44	11	41	2	7	2	7		
Administrators (N=54)	17	31	27	50	6	11	4	8		
Jury (N=13)	4	31	5	38	4	31				
Total (N=197)	80	40	90	45	20	10	7	3		
Population Group										
Over 10,000 (N=15)	5	33	8	53	2	13				
5,000 - 10,000 (N=17)	4	23	8	47	3	18	2	11		
1,500 - 4,999 (N=41)	17	41	19	46	4	10	1	3		
500 - 1,499 (N=30)	10	33	18	60	2	7				
Under 500 (N=14)	4	29	8	57	2	14				
Total (N=117)	40	34	61	52	13	11	3	2		
Educational Level										
Bachelor's (N=94)	39	41	46	49	9	10				
Master's (N=83)	32	39	36	43	8	10	6	7		
Doctor's (N=17)	7	41	7	41	3	18				
Total (N=194)	78	40	89	46	20	10	6	3		

*Concept 6: The homemaking teacher is better trained than other teachers, for teaching such courses as child care, family relationships, preparation for marriage and home-community relationships.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 17*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	40	50	38	49	1	1				
State Suprv. (N=24)	19	79	5	21						
Professors (N=27)	15	55	11	41	1	4				
Administrators (N=54)	16	29	35	65	3	6				
Jury (N=13)	10	76	2	15	1	8				
Total (N=197)	100	51	91	46	6	3				
Population Group										
Over 10,000 (N=15)	9	60	6	40						
5,000 - 10,000 (N=17)	4	23	11	65	2	11				
1,500 - 4,999 (N=41)	17	41	24	58						
500 - 1,499 (N=30)	10	33	19	63	1	3				
Under 500 (N=14)	7	50	6	43	1	7				
Total (N=117)	47	40	66	56	4	4				
Educational Level										
Bachelor's (N=94)	45	48	48	51	1	1				
Master's (N=83)	43	52	37	45	2	2				
Doctor's (N=17)	12	70	3	18	2	12				
Total (N=194)	100	52	88	45	5	2				

*Concept 17: Homemaking education is based upon recognized needs, interests, and problems of the adolescent and his family in relation to personal development and family living.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 21*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	16	20	60	76	1	1	1	1		
State Suprv. (N=24)	13	54	10	42	1	2				
Professors (N=27)	11	41	16	59						
Administrators (N=54)	7	13	43	79	2	4	2	4		
Jury (N=13)	6	46	4	31	3	23				
Total (N=197)	53	25	133	67	8	5	3	1		
Population Group										
Over 10,000 (N=15)	6	40	9	60						
5,000 - 10,000 (N=17)	1	5	14	82	1	5	1	5		
1,500 - 4,999 (N=41)	8	20	32	80						
500 - 1,499 (N=30)	4	13	23	76	2	7	1	3		
Under 500 (N=14)	1	7	12	86			1	7		
Total (N=117)	20	17	90	77	3	2	3	2		
Educational Level										
Bachelor's (N=94)	16	17	73	78	3	3	1	1		
Master's (N=83)	25	30	39	47	15	18			4	5
Doctor's (N=17)	1	6	4	24	4	24	8	47		
Total (N=194)	42	21	116	60	22	11			4	2

*Concept 21: Homemaking education involves teaching-learning methods which contribute to the goals of homemaking in the local community.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 56*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	26	33	47	59	5	6	1	1		
State Suprv. (N=24)	8	33	11	46	4	17	1	4		
Professors (N=27)	11	41	14	52	2	7				
Administrators (N=54)	16	29	38	71						
Jury (N=13)	5	38	6	46	1	8	1	8		
Total (N=197)	66	37	116	60	12	6	3	2		
Population Group										
Over 10,000 (N=15)	8	53	6	40	1	7				
5,000 - 10,000 (N=17)	3	18	13	74	1	5				
1,500 - 4,999 (N=41)	14	34	25	61	2	5				
500 - 1,499 (N=30)	6	20	23	76			1	3		
Under 500 (N=14)	4	29	10	71						
Total (N=117)	35	30	77	66	4	4	1	1		
Educational Level										
Bachelor's (N=94)	30	32	58	62	5	5	1	1		
Master's (N=83)	26	31	49	59	5	6	2	2		
Doctor's (N=17)	9	53	4	24	4	24				
Total (N=194)	65	34	111	57	14	7	3	1		

*Concept 56: Family relations, family economics, and home management are always a part of any problem of the family.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 57*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	52	64	27	36						
State Suprv. (N=24)	19	79	5	21						
Professors (N=27)	19	70	7	25						
Administrators (N=54)	39	72	14	26	1	2				
Jury (N=13)	8	62	4	31	1	8				
Total (N=197)	127	65	57	28	2	1				
Population Group										
Over 10,000 (N=15)	12	80	3	20						
5,000 - 10,000 (N=17)	11	65	5	35						
1,500 - 4,999 (N=41)	27	66	14	34						
500 - 1,499 (N=30)	22	74	7	23	1	3				
Under 500 (N=14)	11	79	3	21						
Total (N=117)	83	71	33	28	1	1				
Educational Level										
Bachelor's (N=94)	61	65	33	35						
Master's (N=83)	64	77	18	22						
Doctor's (N=17)	10	59	5	29	1	6				
Total (N=194)	135	70	56	28	1					

*Concept 57: The home is the most satisfying institution which society has developed to satisfy the human need for affection and security, to develop personality, to provide for the nurture of children, and to develop the democratic ideal.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 62*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	18	23	54	68	2	3	5	6		
State Suprv. (N=24)	7	29	11	46	2	8	3	13	1	4
Professors (N=27)	7	25	15	55			5	20		
Administrators (N=54)	8	14	40	76	1	2	4	8		
Jury (N=13)	1	8	7	54	4	31	1	8		
Total (N=197)	41	21	127	65	9	5	18	9	1	
Population Group										
Over 10,000 (N=15)	3	20	12	80						
5,000 - 10,000 (N=17)	1	5	14	83	1	5				
1,500 - 4,999 (N=41)	8	20	27	66	1	3	5	12		
500 - 1,499 (N=30)	5	17	23	76			2	7		
Under 500 (N=14)	3	21	9	63	1	7	1	7		
Total (N=117)	20	17	85	74	3	2	8			
Educational Level										
Bachelor's (N=94)	22	23	65	69	2	2	5	5		
Master's (N=83)	14	17	54	65	4	5	8		1	
Doctor's (N=17)	4	24	8	47	2	12	3	18		
Total (N=194)	40	21	127	65	8	4	16	8	1	

*Concept 62: Boys' classes in homemaking should emphasize the male role as a family member.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 65*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	26	33	47	59	2	3	4	5		
State Suprv. (N=24)	4	17	17	70	3	13				
Professors (N=27)	8	30	17	62	1	4	1	4		
Administrators (N=54)	11	20	39	72	3	6	1	2		
Jury (N=13)	1	8	9	69	1	8	1	8	1	8
Total (N=197)	50	25	129	66	10	5	7	4	1	
Population Group										
Over 10,000 (N=15)	4	26	9	60	1	7	1	7		
5,000 - 10,000 (N=17)	6	35	9	53	2	11				
1,500 - 4,999 (N=41)	12	30	27	66	1	3	1	3		
500 - 1,499 (N=30)	7	23	22	74					1	3
Under 500 (N=14)	6	43	6	43			2	14		
Total (N=117)	35	30	73	62	4	4	4	4	1	1
Educational Level										
Bachelor's (N=94)	26	28	61	65	3	3	4			
Master's (N=83)	20	24	54	65	6	7	2	2		
Doctor's (N=17)	4	24	10	59	2	12				
Total (N=194)	50	25	125	64	11	6	6	3	1	

*Concept 65: Laboratory courses in college should include methods by which similar experiences may be utilized in a not-so-well equipped high school laboratory.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 69*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	36	46	42	53						
State Suprv. (N=24)	13	54	10	42	1	4				
Professors (N=27)	21	78	5	18	1	4				
Administrators (N=54)	22	41	32	59						
Jury (N=13)	12	92	1	8						
Total (N=197)	104	52	90	45	2	1				
Population Group										
Over 10,000 (N=15)	6	40	9	60						
5,000 - 10,000 (N=17)	6	35	11	65						
1,500 - 4,999 (N=41)	15	36	26	64						
500 - 1,499 (N=30)	14	47	16	53						
Under 500 (N=14)	7	50	7	50						
Total (N=117)	48	41	69	59						
Educational Level										
Bachelor's (N=94)	42	45	51							
Master's (N=83)	46	55	33	40	2					
Doctor's (N=17)	15	88	2	12						
Total (N=194)	103	53	86	44	2	1				

*Concept 69: The teacher must recognize that homes differ greatly in material and human resources and their family goals.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 71*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	35	43	37	47	3	4	2	3	2	3
State Suprv. (N=24)	12	50	10	42			2	8		
Professors (N=27)	17	63	10	37						
Administrators (N=54)	14	25	34	63	2	4	3	6	1	2
Jury (N=13)	9	69	4	31						
Total (N=197)	87	44	95	48	5	2	7	4	3	2
Population Group										
Over 10,000 (N=15)	7	47	6	40	2	13				
5,000 - 10,000 (N=17)	8	47	9	53						
1,500 - 4,999 (N=41)	14	34	24	58	1	3	1	3	1	3
500 - 1,499 (N=30)	5	17	20	67	1	3	3	10	1	3
Under 500 (N=14)	8	57	4	29	1	7				
Total (N=117)	42	36	63	54	5	4	4	3	2	2
Educational Level										
Bachelor's (N=94)	40	43	45	48	4	2	2	1	2	1
Master's (N=83)	33	40	44	53	1	1	2	2		
Doctor's (N=17)	12	71	5	29						
Total (N=194)	85	43	94	48	5	2	4	2	2	1

*Concept 71: Each home has fundamental needs and problems and there is no one pattern for solving them.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 82*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	9	11	57	73	8	10	5	6		
State Suprv. (N=24)	8	33	13	54	1	4	2	8		
Professors (N=27)	10	37	11	41	6	22				
Administrators (N=54)	2	4	39	72	5	9	7	13		
Jury (N=13)	5	38	5	38	1	8	1	8		
Total (N=197)	34	18	125	63	21	11	15	8		
Population Group										
Over 10,000 (N=15)	1	7	9	60	2	13	2	13		
5,000 - 10,000 (N=17)			15	90	1	5	1	5		
1,500 - 4,999 (N=41)	3	7	30	73	5	12	3	7		
500 - 1,499 (N=30)	2	7	25	83			3	10		
Under 500 (N=14)	4	29	6	43	3	21	1	7		
Total (N=117)	10	8	85	73	11	9	10	8		
Educational Level										
Bachelor's (N=94)	11	12	65	69	10	11	8	8		
Master's (N=83)	16	19	51	61	8	10	5	6		
Doctor's (N=17)	6	35	7	41	2	12	1	6		
Total (N=194)	33	17	123	63	20	10	14	7		

*Concept 82: All courses in the "core" of required home economics should build on the understanding of homes.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 87*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	20	25	53	67	5	6	1	1		
State Suprv. (N=24)	11	46	11	46	2	8				
Professors (N=27)	12	45	15	55						
Administrators (N=54)	9	17	42	77	2	4			1	2
Jury (N=13)	3	23	9	69			1	8		
Total (N=197)	55	26	130	67	9	5	2	1	1	
Population Group										
Over 10,000 (N=15)	6	40	8	53	1	7				
5,000 - 10,000 (N=17)	3	18	14	82						
1,500 - 4,999 (N=41)	9	22	28	69	3	7	1	3		
500 - 1,499 (N=30)	7	23	21	70	2	7				
Under 500 (N=14)	2	14	12	86						
Total (N=117)	27	23	83	71	6	5	1			
Educational Level										
Bachelor's (N=94)	22	23	65	69	5	5	1	1		
Master's (N=83)	25	30	53	64	4	5				
Doctor's (N=17)	7	41	9	54						
Total (N=194)	54	28	127	65	9	4	1			

*Concept 87: The resourceful homemaking teacher can capitalize upon inadequate facilities to teach students economic values, use of improvised equipment and lessons in adjustment and human relations.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 88*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	27	36	51	63	1	1				
State Suprv. (N=24)	15	63	9	37						
Professors (N=27)	15	55	11	41	1	4				
Administrators (N=54)	16	29	38	71						
Jury (N=13)	4	31	8	62						
Total (N=197)	77	38	117	61	2	1				
Population Group										
Over 10,000 (N=15)	10	67	5	33						
5,000 - 10,000 (N=17)	3	18	14	82						
1,500 - 4,999 (N=41)	9	22	32	80						
500 - 1,499 (N=30)	10	33	20	67						
Under 500 (N=14)	7	50	7	50						
Total (N=117)	39	33	78	67						
Educational Level										
Bachelor's (N=94)	31	33	62	66	1	1				
Master's (N=83)	28	33	45	67						
Doctor's (N=17)	7	41	9	54	1	6				
Total (N=194)	66	34	116	60	2	1				

*Concept 88: The home should give the individual security within a group of which he is an integral part.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 91*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	27	36	51	63	1	1				
State Suprv. (N=24)	13	54	10	42						
Professors (N=27)	15	55	9	33	3	11				
Administrators (N=54)	20	37	32	59	2	4				
Jury (N=13)	6	46	5	38						
Total (N=197)	81	40	107	55	6	3				
Population Group										
Over 10,000 (N=15)	8	53	7	47						
5,000 - 10,000 (N=17)	6	35	11	65						
1,500 - 4,999 (N=41)	12	30	27	66	2	5				
500 - 1,499 (N=30)	10	33	19	64	1	3				
Under 500 (N=14)	6	43	8	57						
Total (N=117)	42	36	72	62	3	2				
Educational Level										
Bachelor's (N=94)	31	33	61	65	2	2				
Master's (N=83)	38	46	41	49	1	1				
Doctor's (N=17)	10	59	4	24	2	12				
Total (N=194)	79	41	106	55	5	2				

*Concept 91: The home is the foundation on which are built variations and differences which characterize our democracy.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 61*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	7	9	27	36	38	46	7	9		
State Suprv. (N=24)	6	25	13	54	3	13	2	8		
Professors (N=27)	7	25	13	48	4	15			1	4
Administrators (N=54)	5	9	32	59	13	24	4	8		
Jury (N=13)	2	15	7	54	3	23				
Total (N=197)	27	14	92	46	61	31	13	7	1	
Population Group										
Over 10,000 (N=15)	4	26	7	47	4	26				
5,000 - 10,000 (N=17)			7	41	6	35	4	23		
1,500 - 4,999 (N=41)	1	3	15	36	23	56	2	5		
500 - 1,499 (N=30)	2	7	15	50	11	27	2	7		
Under 500 (N=14)	1	7	7	50	4	29	2	14		
Total (N=117)	10	8	51	43	48	41	10	8		
Educational Level										
Bachelor's (N=94)	6	6	38	40	41	44	8	9		
Master's (N=83)	15	18	46	55	16	19	4	5		
Doctor's (N=17)	4	24	8	47	3	18			1	6
Total (N=194)	25	13	92	47	60	31	12	6	1	

*Concept 61: The impact of economic, social, and governmental forces of society on the family is not receiving sufficient emphasis in our present curricula.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 70*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	8	10	46	58	21	27	2	3		
State Suprv. (N=24)	8	33	13	54	3	13				
Professors (N=27)	8	30	13	48	6	22				
Administrators (N=54)	4	8	36	68	13	24				
Jury (N=13)	7	54	4	31	2	15				
Total (N=197)	35	15	112	54	45	23	2	1		
Population Group										
Over 10,000 (N=15)	2	13	9	60	3	20				
5,000 - 10,000 (N=17)	1	5	12	72	4	23				
1,500 - 4,999 (N=41)	2	5	23	56	13	31	1	3		
500 - 1,499 (N=30)	1	3	21	70	8	27				
Under 500 (N=14)	5	36	6	43	2	14	1	7		
Total (N=117)	11	9	71	61	30	26	2	1		
Educational Level										
Bachelor's (N=94)	8	8	53	56	29	31	2	2		
Master's (N=83)	16	19	53	64	12	14				
Doctor's (N=17)	10	59	5	29	2	12				
Total (N=194)	34	18	111	57	43	22	2	1		

*Concept 70: Family life education is moving away from the study of "things" toward a functional person-centered approach.

APPENDIX F

CONCEPTS RELATING TO THE PERSONAL ADJUSTMENT OF THE HOMEMAKING TEACHER WHICH RECEIVED 75 PER CENT OR MORE AGREEMENT

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 9*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	28	35	37	47	5	6	8	10		
State Suprv. (N=24)	9	39	14	58			1	4		
Professors (N=27)	5	19	8	30	5	19	6	22	1	4
Administrators (N=54)	27	50	21	38	3	6	3	6		
Jury (N=13)	2	15	7	54	3	23	1	8		
Total (N=197)	71	36	87	45	16	8	19	9	1	
Population Group										
Over 10,000 (N=15)	4	26	10	67			1	7		
5,000 - 10,000 (N=17)	5	29	9	53	1	5	2	11		
1,500 - 4,999 (N=41)	20	50	12	30	4	10	4	10		
500 - 1,499 (N=30)	11	37	14	47	2	7	3	10		
Under 500 (N=14)	6	43	6	43	1	7	1	7		
Total (N=117)	47	40	51	44	8	7	11	9		
Educational Level										
Bachelor's (N=94)	38	40	42	45	6	6	7	7		
Master's (N=83)	28	34	36	43	7	8	9	11	1	
Doctor's (N=17)	4	24	7	41	3	18	2	12		
Total (N=194)	70	36	85	44	16	8	18	9	1	
Marital Status										
Married (N=68)	23	34	31	46	2	3	10	14		
Single (N=52)	15	29	23	44	7	13	5	10	1	2
Total (N=121)	38	32	54	45	9	7	15	13	1	1

*Concept 9: Mastery of the manipulative skills of homemaking by the teacher is mandatory for the teaching of these skills.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 14*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	28	35	42	53	8	10	1	1		
State Suprv. (N=24)	10	42	13	54	1	4				
Professors (N=27)	12	44	8	30	3	11	4	15		
Administrators (N=54)	12	22	37	68	3	6	2	4		
Jury (N=13)	4	31	4	31	3	23	2	15		
Total (N=197)	66	37	104	52	18	9	9	4		
Population Group										
Over 10,000 (N=15)	1	7	9	60	3	20	2	13		
5,000 - 10,000 (N=17)	3	17	14	83						
1,500 - 4,999 (N=41)	15	16	22	54	3	7	1	2		
500 - 1,499 (N=30)	9	30	18	60	3	10				
Under 500 (N=14)	7	50	6	43	1	7				
Total (N=117)	35	30	69	59	10	8	3	3		
Educational Level										
Bachelor's (N=94)	31	33	54	57	8	9	1	1		
Master's (N=83)	27	33	42	51	9	11	4	5		
Doctor's (N=17)	6	35	5	29	2	12	4	24		
Total (N=194)	64	33	101	52	19	10	9	5		
Marital Status										
Married (N=68)	24	35	36	53	2	3	10	14		
Single (N=52)	22	42	21	40	6	11	3	6		
Total (N=120)	46	38	57	47	8	7	13	10		

*Concept 14: Principles of design in dress are most forcefully taught through practical application by the teacher.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 31*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	15	18	46	49	7	9	10	13		
State Suprv. (N=24)	6	25	11	46	2	8	4	17		
Professors (N=27)	10	37	13	49	3	11	1	4		
Administrators (N=54)	9	17	31	57	6	11	6	11	1	2
Jury (N=13)	6	46	6	46	1	8				
Total (N=197)	46	22	106	54	19	9	21	11	1	
Population Group										
Over 10,000 (N=15)	7	47	4	26	2	13	1	7		
5,000 - 10,000 (N=17)	4	23	10	59	3	17				
1,500 - 4,999 (N=41)	7	17	22	54	6	15	3	7	1	2
500 - 1,499 (N=30)	4	13	18	60	2	7	6	20		
Under 500 (N=14)	1	7	5	35	6	43	2	14		
Total (N=117)	23	20	59	50	19	16	12	10	1	1
Educational Level										
Bachelor's (N=94)	17	18	46	49	16	17	12	13	1	1
Master's (N=83)	20	24	42	51	9	11	9	11		
Doctor's (N=17)	9	54	8	46						
Total (N=194)	46	24	96	49	25	13	21	11	1	
Marital Status										
Married (N=68)	11	16	34	50	12	18	10	14		
Single (N=52)	18	34	24	46	5	10	4	8		
Total (N=120)	27	24	58	48	17	14	12			

*Concept 31: The experiential background of the homemaking teacher is an important determinant of her success.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 33*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	41	52	36	46			1	1	1	1
State Suprv. (N=24)	11	46	8	33	2	8	1	4		
Professors (N=27)	5	19	19	71	2	7			1	4
Administrators (N=54)	15	27	32	59	4	8	1	2	1	2
Jury (N=13)	4	13	8	62	1	8				
Total (N=197)	76	40	103	51	9	5	3	2	3	2
Population Group										
Over 10,000 (N=15)	7	47	8	53						
5,000 - 10,000 (N=17)	6	36	10	59	1	5				
1,500 - 4,999 (N=41)	19	46	20	50	1	2	1	2		
500 - 1,499 (N=30)	12	40	14	47	1	3	1	3	1	3
Under 500 (N=14)	6	43	7	50						
Total (N=117)	50	43	59	50	3	3	2	2	1	1
Educational Level										
Bachelor's (N=94)	44	47	46	49	2	2			1	1
Master's (N=83)	26	31	44	53	6	7	3	2		
Doctor's (N=17)	8	46	7	41			1	6		
Total (N=194)	78	40	97	50	6	4	3	2	1	
Marital Status										
Married (N=68)	33	48	32	47			1	1	2	3
Single (N=52)	18	34	27	48	4	8	1	2		
Total (N=120)	51	42	59	49	4	3	2	2	2	2

*Concept 33: The homemaking teacher exemplifies the principles of good grooming which she teaches.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 40*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	16	20	39	49	12	15	10	13	1	1
State Suprv. (N=24)	13	54	9	38	1	4				
Professors (N=27)	9	33	14	52	1	4	1	4	1	4
Administrators (N=54)	10	18	36	66	2	4	6	11		
Jury (N=13)	3	23	7	54	1	8			1	8
Total (N=197)	51	26	105	53	17	8	17	8	3	2
Population Group										
Over 10,000 (N=15)	3	20	9	60	1	7	2	13		
5,000 - 10,000 (N=17)	3	17	11	65	1	5	2	11		
1,500 - 4,999 (N=41)	5	12	25	61	6	15	4	10	1	2
500 - 1,499 (N=30)	8	27	17	57	1	3	4	13		
Under 500 (N=14)	3	21	9	65	2	14				
Total (N=117)	22	19	71	61	11	9	12	10	1	
Educational Level										
Bachelor's (N=94)	19	20	47	50	12	13	13	14	1	
Master's (N=83)	26	31	48	58	4	5				
Doctor's (N=17)	5	29	8	46	1	6	1	6	1	6
Total (N=194)	51	25	93	48	17	9	14	7	2	1
Marital Status										
Married (N=68)	21	31	29	42	9	13	6	9	2	3
Single (N=52)	14	27	26	50	5	10	5	10		
Total (N=120)	35	29	55	46	14	12	11	9	2	

*Concept 40: The homemaking teacher should avoid "spreading herself too thin" by enlisting competent help.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 51*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	28	35	47	59	4	5				
State Suprv. (N=24)	15	63	8	33	1	4				
Professors (N=27)	11	41	16	59						
Administrators (N=54)	23	42	31	58						
Jury (N=13)	8	62	5	38						
Total (N=197)	85	43	107	55	5	3				
Population Group										
Over 10,000 (N=15)	8	53	7	47						
5,000 - 10,000 (N=17)	6	36	10	59	1	5				
1,500 - 4,999 (N=41)	15	36	26	63						
500 - 1,499 (N=30)	10	33	19	63	1	3				
Under 500 (N=14)	5	35	9	65						
Total (N=117)	44	38	71	60	2	2				
Educational Level										
Bachelor's (N=94)	34	36	57	61	7	7				
Master's (N=83)	38	46	42	51	2	2				
Doctor's (N=17)	11	65	6	35						
Total (N=194)	83	43	105	54	9	5				
Marital Status										
Married (N=68)	27	34	50	63	3	4				
Single (N=52)	22	54	17	43	2	5				
Total (N=120)	49	41	67	56	5	4				

*Concept 51: The homemaking teacher can be of more service in her community if she keeps up with research in her field.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 53*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	11	14	45	57	11	14	9	11	1	1
State Suprv. (N=24)	10	41	14	59						
Professors (N=27)	10	37	13	48	3	11			1	4
Administrators (N=54)	18	33	34	63	2	4				
Jury (N=13)	10	76	2	15	1	8				
Total (N=197)	59	29	108	56	17	8	9	5	2	1
Population Group										
Over 10,000 (N=15)	7	47	7	47	1	7				
5,000 - 10,000 (N=17)			16	95			1	5		
1,500 - 4,999 (N=41)	8	19	25	61	4	10	3	7		
500 - 1,499 (N=30)	6	20	19	63	5	17				
Under 500 (N=14)	4	29	5	35	1	7	4	29		
Total (N=117)	25	21	72	62	11	9	8	7		
Educational Level										
Bachelor's (N=94)	16	17	55	59	12	13	8	9	1	1
Master's (N=83)	38	46	40	48	3	4				
Doctor's (N=17)	10	58	4	24	3	18				
Total (N=194)	64	33	99	51	18	9	8	4		
Marital Status										
Married (N=68)	13	19	37	54	8	12	9	13	1	1
Single (N=52)	14	27	31	60	5	10			1	2
Total (N=120)	27	23	68	57	13	11	9	8	2	

*Concept 53: In-service training for the first-year teacher should include more than visits from the state supervisor.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 58*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	24	30	41	52	6	8	8	10		
State Suprv. (N=24)	6	25	11	46	1	4	6	25		
Professors (N=27)	5	19	14	52	1	4	7	25		
Administrators (N=54)	17	31	25	46	5	9	7	14		
Jury (N=13)	5	38	7	54	1	8				
Total (N=197)	57	26	98	50	14	7	28	15		
Population Group										
Over 10,000 (N=15)	7	47	5	33	2	13	1	7		
5,000 - 10,000 (N=17)	5	29	9	53			3	17		
1,500 - 4,999 (N=41)	12	29	19	46	4	10	6	15		
500 - 1,499 (N=30)	10	33	15	50	3	10	2	7		
Under 500 (N=14)	5	35	6	43	1	7	2	14		
Total (N=117)	39	33	54	46	10	9	14	12		
Educational Level										
Bachelor's (N=94)	26	28	48	51	8	9	12	13		
Master's (N=83)	22	27	39	47	5	6	16			
Doctor's (N=17)	8	46	8	46	1	6				
Total (N=194)	56	29	95	49	14	7	28	14		
Marital Status										
Married (N=68)	20	29	34	50	3	5	11	16		
Single (N=52)	14	27	29	56	3	6	6	11		
Total (N=120)	34	28	63	53	6	5	17	14		

*Concept 58: Practical experience in homemaking is a prerequisite for the successful teacher of homemaking.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 80*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	25	31	39	49	2	3	12	15		
State Suprv. (N=24)	6	25	17	71			1	4		
Professors (N=27)	6	22	8	30	8	30	2	7		
Administrators (N=54)	5	9	34	63	8	14	6	11		
Jury (N=13)	1	8	10	76	2	15				
Total (N=197)	43	22	108	56	20	10	21	11		
Population Group										
Over 10,000 (N=15)	5	33	6	40			3	20		
5,000 - 10,000 (N=17)	2	11	13	79	1	5	1	5		
1,500 - 4,999 (N=41)	8	19	25	61	3	7	5	12		
500 - 1,499 (N=30)	7	23	17	57	3	10	3	10		
Under 500 (N=14)	5	35	6	43	1	7	2	14		
Total (N=117)	27	23	67	57	8	7	14	12		
Educational Level										
Bachelor's (N=94)	27	29	49	52	3	3	14	15		
Master's (N=83)	11	13	48	58	12	14	7	8		
Doctor's (N=17)	4	24	8	48	5	29				
Total (N=194)	42	22	105	54	20	10	21	11		
Marital Status										
Married (N=68)	20	29	34	50	4	6	9	13	1	1
Single (N=52)	16	31	23	44	5	10	5	10		
Total (N=120)	36	30	57	48	9	8	14	12	1	1

*Concept 80: The beginning teacher feels more secure teaching laboratory subjects than the more intangible aspects of home and family life.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 83*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	14	18	49	61	5	6	10	13	1	1
State Suprv. (N=24)	12	50	11	46			1	4		
Professors (N=27)	10	37	13	48	3	11	1	4		
Administrators (N=54)	10	18	32	59			5	9	7	13
Jury (N=13)	3	23	5	38	3	23	2	15		
Total (N=197)	49	25	110	56	16	8	20	10	2	1
Population Group										
Over 10,000 (N=15)	5	33	7	47	1	7	2	13		
5,000 - 10,000 (N=17)	3	17	11	65			2	11		
1,500 - 4,999 (N=41)	3	7	32	78	5	12	2	5		
500 - 1,499 (N=30)	3	10	18	60	3	10	6	20		
Under 500 (N=14)	6	43	6	43					1	7
Total (N=117)	26	22	74	63	9	8	12	10	1	
Educational Level										
Bachelor's (N=94)	17	18	57	61	7	7	11	12	2	2
Master's (N=83)	24	29	47	56	6	5	5	6		
Doctor's (N=17)	6	35	9	53	1	6	1	6		
Total (N=194)	47	24	113	58	14	7	17	9	2	1
Marital Status										
Married (N=68)	18	26	39	58	2	3	7	10	1	1
Single (N=52)	15	29	29	56	6	11	3	6		
Total (N=120)	33	28	68	57	8	7	10	8	1	1

*Concept 83: It behooves the homemaking teacher to become acquainted with and to use modern equipment, products, and methods for time and labor saving if her instruction is to be realistic and practical.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 85*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	14	18	56	71	5	6	4	5		
State Suprv. (N=24)	10	42	11	46	1	4	2	8		
Professors (N=27)	9	33	13	48	1	4	3	11		
Administrators (N=54)	8	14	37	69	7	13	2	4		
Jury (N=13)	6	46	4	31	3	23				
Total (N=197)	47	24	121	61	17	8	11	5		
Population Group										
Over 10,000 (N=15)	3	20	11	73	1	7				
5,000 - 10,000 (N=17)	1	5	14	83	1	5	1	5		
1,500 - 4,999 (N=41)	6	15	27	66	5	12	3	7		
500 - 1,499 (N=30)	6	20	20	67	3	10	1	3		
Under 500 (N=14)	4	29	8	57	1	7	1	7		
Total (N=117)	20	17	80	68	11	9	6	5		
Educational Level										
Bachelor's (N=94)	17	18	64	68	7	7	6	6		
Master's (N=83)	22	27	47	56	7	8	5	6		
Doctor's (N=17)	7	41	8	48	2	12				
Total (N=194)	36	18	119	61	16	48	11	6		
Marital Status										
Married (N=68)	16	23	44	65	4	6	4	6		
Single (N=52)	12	23	32	60	3	6	4	8		
Total (N=120)	28	23	76	63	7	6	8	7		

*Concept 85: Teachers who effectively guide learning in homemaking are those who have rich experiences in many aspects of home and family life.

DISTRIBUTION OF TOTAL RESPONSES RELATING TO CONCEPT 92*

Groups	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
Professional Class										
Teachers (N=79)	10	13	45	57	14	18	9	11		
State Suprv. (N=24)	10	42	10	42	1	4	3	12		
Professors (N=27)	9	33	12	45	2	7			1	4
Administrators (N=54)	8	14	36	66	6	11	3	6		
Jury (N=13)	3	23	8	62	2	15				
Total (N=197)	40	20	111	57	25	13	15	8	1	
Population Group										
Over 10,000 (N=15)	5	33	5	33	5	33	2	13		
5,000 - 10,000 (N=17)	1	5	15	90	1	5				
1,500 - 4,999 (N=41)	6	15	21	51	7	17	6	15		
500 - 1,499 (N=30)	5	17	23	76	2	7				
Under 500 (N=14)	1	7	8	57	3	21	2	14		
Total (N=117)	18	15	72	62	18	15	10	9		
Educational Level										
Bachelor's (N=94)	13	14	53	56	18	19	9	10		
Master's (N=83)	20	24	48	58	5	6	4	5	1	1
Doctor's (N=17)	7	41	9	53	1	6				
Total (N=194)	40	20	111	57	24	12	13	7	1	
Marital Status										
Married (N=68)	12	18	37	54	13	19	4	6		
Single (N=52)	14	27	24	46	4	8	7	13	1	2
Total (N=120)	26	22	61	50	17	14	11	9	1	1

*Concept 92: Richness or sparsity of the homemaking teacher's experience with homes and children is associated with teaching proficiency.