Grace S. Rutherford
Lives near Martha Dale
4534 Eastwood Drive
Forest Hills, Okemos
337-0138

30¢ pg
uses carbon / don't smear
Simplicity " 4 / paper
6-12-64

1324

A SURVEY OF HOME ECONOMICS CAREER INFORMATION USED BY A SELECTED GROUP OF MICHIGAN HIGH SCHOOL COUNSELORS

Nordgren, Ruth A.

(THESIS)

A SURVEY OF HOME ECONOMICS CAREER INFORMATION USED BY A SELECTED GROUP OF MICHIGAN HIGH SCHOOL COUNSELORS

by

Ruth A. Nordgren

A Problem

Four Term Credits

Submitted to the Faculty of the College of Home Economics
of Michigan State University in partial fulfillment
of the requirements for the degree of

MASTER OF ARTS

College of Home Economics
Department of Home Management and Child Development

1964

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to Dr. Eugene Peisner for his help and guidance in the preparation of this problem, to Dr. Alice Thorpe and Dr. Helen Hollandsworth who served on her committee, and to Dr. Beatrice O'Donnell for her helpful suggestions in the development of the questionnaire.

CONTENTS

CHAPTER I

INTRODUCTION

One of the major decisions a young person in our society must make is the choice of a vocational area. Havighurst states that one of the goals of adolescents is to choose an occupation for which one has the necessary ability and to prepare for this occupation.[1] The choice of one's career involves not only a means of earning a living but it is likely to affect an individual's overall way of life. It is, therefore, of extreme importance to the individual.[2]

A combination of democratic ideals and a highly diversified industrial society in the United States make counseling a necessity.[3] Vocational guidance for men has long been accepted as they are expected to assume the role of provider in a family. Recently the need for counseling girls has received increased attention. According to

---

[1]Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1953), p. 128.

[2]Helen Faust and Sidney A. Fine, "Guidelines for Preparing and Evaluating Occupational Materials," Vocational Guidance Quarterly, XII (Spring, 1964), p. 219.

[3]Leona E. Tyler, The Work of the Counselor (New York: Appleton Century-Crofts, Inc., 1961), p. 2.

Charters, ". . . every woman should learn a vocation in addition to the vocation of homemaking."[4] He gives three reasons for this: (1) women work before marriage, (2) many women who marry will have to think about self-support in the event of a divorce, and (3) women work after their children are grown.[5] Other reasons may be the enjoyment of outside the home employment and the possibility of the illness or death of the husband and father.

There are many ways in which high school students learn about career opportunities. High school counselors are able to help students who desire their assistance to think about the choices they must make and the alternatives that are available to them. The counselor needs to develop and maintain an up-to-date information service in which one may find answers to educational and vocational questions. This is not an easy task because of the countless expansions and changes in the various occupations.

Guidance has received a great deal of emphasis in the last few years because of the recognized need for it and the increased governmental interest and support. But guidance departments differ considerably. Counselors come to their positions with different backgrounds, various degrees

---

[4]W. W. Charters, "General Education and Vocational Guidance," Guidance Readings for Counselors, ed. Gail Farwell and Herman J. Peters (Chicago: Rand McNally and Company, 1960), p. 263.

[5]Ibid.

of training and experience, and fulfill an array of duties set up to meet the demands of the local situations. Those interested in working with counselors must recognize the limitations of the counselors. Certain limitations are beyond the control of the counselor because they are part of the school situation, such as heavy student load resulting in time restrictions, inadequate facilities, and limited funds with which to work.

The wide range of jobs within the field of home economics and the need for trained men and women within the profession make it important for counselors to be familiar with the existing and foreseeable future opportunities and the reliable career information concerning the profession. Making current, attractive, and objective career information available to counselors in forms which they find are most usable can help them maintain adequate information on the home economics profession.

This may be done more effectively if home economists know the sources from which counselors actually receive their information and the ways they use the various career informational materials. The review of literature did not reveal any reports concerning specific sources or actual uses of printed information, other career materials, or resource people which counselors are using in helping students to become aware of opportunities within the field of home economics.

Assumption

Students look to the high school counselor for educational and vocational information.

Objectives

1. To develop an instrument to identify the sources and extent of information high school counselors have about careers in home economics.

2. To administer the instrument to a selected group of high school counselors, examine the findings, and identify ways of helping to supply career informational materials to high school counselors.

Limitations of the Study

The study is limited in three major areas:

1. The size and representativeness of the sample.

Although schools of varying sizes throughout the state were part of the sample, schools that do not have a vocational homemaking department and junior high schools were not included.

2. The method and the instrument.

The mailed questionnaire method of collecting data cannot fully take the place of interviews. However, it was not feasible to interview counselors in the sample because of the number and the distance involved.

The questionnaire was a newly developed instrument which had not been previously tested. The findings must be evaluated in terms of the usefulness of the questionnaire

items as well as the responses. The instrument was limited in length in order to try to increase the number of respondents.

3. The areas covered by the questionnaire.

The findings are limited by the specific aspects of the areas covered by the questionnaire. Background information was kept at a minimum and the other four areas included were investigated only through checking given responses or through short answer questions. More questions and longer answers would have added more depth in understanding of these areas.

CHAPTER II

REVIEW OF LITERATURE

The Counselor and Vocational Guidance

Vocational guidance is one of a complex of duties a high school counselor must assume. In large schools where the members of the guidance department divide their tasks a counselor may be able to concentrate in this one area but in most school situations this is not the case. The counselor often must work with the administration in curriculum development, assist teachers in interpreting guidance materials, and work with students. In helping students the counselor assists the individual to understand his personal assets, liabilities, and opportunities. He will try to help the students work out solutions for social, personal, educational, and vocational problems.[1]

The vocational guidance counselor should neither force a student to make a sudden decision nor tell a student to choose a specific occupation. An exploration of the possibilities in the world of work should receive the emphasis

---

[1]D. E. Kitch and W. H. McCreary, "The School Counselor: His Work and Training," Readings in Guidance, ed. H. B. McDaniel, John E. Lallos, James A. Saum, and James L. Gilmore (New York: Henry Holt and Company, 1959), p. 38.

during the high school years.[2] Hobb states, "Promotion of a profession is a legitimate activity, but it should not be labeled guidance."[3]

In a study reported by Willis Dugan it was "revealed that five to seven years after high school graduation only one-fourth of the men and one-third of the women found their present vocational plan in agreement with that made while in high school."[4] Dugan emphasizes the point that vocational decisions in high school should generally be accepted as tentative with realistic alternatives also under consideration.

Most counselors have had some formal training in the area of occupations. The staggering number of job titles can help one realize that it is an impossibility to know details about each one. Therefore, the counselor must depend on the informational resources that are available to him and it is important that he know where to look for facts about vocations.

Leona Tyler discusses the importance of knowing facts

---

[2]James W. Gather, Roy B. Hackman, and John E. Hay, "Should Vocational Guidance Be Junked?" NEA Journal, LII (December, 1963), p. 30.

[3]Nickolas Hobb, "Some Notes on Science and Guidance," Readings in Guidance, ed. H. B. McDaniel and Others, p. 300.

[4]Willis E. Dugan, "The Nature and Variability of High School Graduates--A Basic Factor in School-College Articulation," North Central Association Quarterly, XXXV (October, 1960), p. 190.

about jobs even though the counselor may be more interested in personal attitudes. In high schools where the counselor cannot depend on a specialist in occupations he must provide the clients with information since facts are essential in helping young people plan their futures. By relying on his own experience rather than looking up information the counselor may present a biased point of view.[5]

Emily Chervenik has written about sources of limitations in choosing an occupation. She includes such things as educational preparation, licensing practices, employer regulations, and a kind of restriction that is imposed by the counselor as he makes an effort to help. Counselors may pass on slanted vocational information or may be highly influenced by dramatic recruitment drives.[6]

The information service is part of the guidance services of a pupil personnel program. The counselor(s) develops and maintains the information service which consists of reliable information about matters educational and vocational as well as personal-social.[7] Sources of information vary from free materials to those that are purchased and from single sheet job descriptions to books about vocations. The

---

[5]Tyler, pp. 153, 182.

[6]Emily Chervenik, "Who Says There's Freedom of Occupational Choice?" Vocational Guidance Quarterly, V (Winter, 1956-1957), p. 59.

[7]Walter Johnson, Buford Stefflre, and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill Book Company, Inc., 1961), p. 15.

National Vocational Guidance Association[8] uses the following classification in rating individual vocational informational items:

Career fiction
Biography
Occupational monograph
Occupational brief
Occupational abstract
Occupational guide
Job series
Business and industrial descriptive literature
Occuptaional or industrial descriptive literature
Recruitment literature
Poster or chart
Article or reprint
Community Survey, economic report, job analysis
Other.

In a study of the uses of occupational literature by secondary school counselors the findings showed that the Occupational Information Handbook, Occupational Pamphlets, Life Adjustment Booklets, and materials from professional associations were found most usable. Availability, inexpensiveness, and prestige rather than usefulness were often used as the basis of the choice of vocational informational materials.[9]

Special committees of the National Vocational Guidance Association, Occupational and Educational Information and

---

[8]The Vocation Guidance Quarterly gives a review of new occupational information in each issue. This list can be found preceeding the ratings of the new materials.

[9]James E. Kuntz and Clyde T. Jetton, "Use and Appraisal of Occupational Literature by Secondary School Counselors," Personnel and Guidance Journal, XXXVII (February, 1959), p. 443.

Guidance Information Review Service, have compiled criteria to use in preparing and evaluating occupational literature. Basic standards, content guidelines, and style and format were included. (These criteria may be found in the Appendix.)

Failor discusses some of the inadequacies of occupational information. The publications of the Department of Labor do not provide adequate application to local conditions. Private publishers of occupational information concentrate on the more popular occupations. Business and industrial firms and educational institutions while making valuable contributions tend to make the presentations more attractive than they are and omitting pertinent unfavorable data is common.[10]

The information service must include facts concerning job descriptions, educational requirements, and opportunities within the field. The type of training needed and its costs will be of great interest to both students and their parents. With adequate materials the counselor can help parents and students learn of college costs, available loans and scholarships, and understand the need basis upon which scholarship aid is based.[11, 12] Detailed factual

---

[10] C. W. Failor "Current Problems in Vocational Guidance," Readings in Guidance, ed. McDaniel and Others, p. 313.

[11] Gather, Hackman, and Hay, p. 30.

[12] Leonard J. Barrett, "Counseling the College-Bound," NEA Journal, LI (December, 1962), p. 22.

information is needed for the student to guide him in putting his educational and vocational plans into action.[13]

The counselor works with teachers as they endeavor to meet the needs of the students. The teacher plays a very important role in a good vocational guidance program. It is the teacher's task to relate the subject taught to educational and vocational planning.[14] Because the teacher is looked to as a guide and a resource person it is up to him to be informed about his field, its training, and job opportunities within it. Farwell and Peters offer a word of caution to teachers: "Be truthful about information, portray all sides, and recognize your limitations and assets as well as biases and prejudices that might be reflected in your role as a guide and resource person."[15] Tyler also discusses the misconceptions that may occur from talking with a person in a field in which one is interested. During a counseling interview some of these misconceptions can be counter-balanced by other facts.[16]

In an article in the Vocational Guidance Quarterly

---

[13]Tyler, p. 153.

[14]H. B. McDaniel, "Operation Guidance and the Teacher: How the Teacher Can Assist the Counselor," Readings in Guidance, ed. McDaniel and Others, p. 36.

[15]Gail Farwell and Herman Peters, "The Guidance Functions of the Classroom Teacher," Guidance Readings for Counselors, ed. Farwell and Peters, p. 498.

[16]Tyler, p. 158.

George Kohrman considers the role of homemaking education. He feels that high school work in home economics may provide a springboard for college study leading to career opportunities in addition to providing fundamental preparation for life.[17]

Career Information and Home Economics

Within the field of home economics there are several areas concerning career information which should be considered. The type of material prepared which is to be used by vocational counselors should meet the counselors' standards if it is to be accepted by them.

There is a shortage of trained men and women available to fill the existing positions. The areas of shortages and means of carrying on programs are listed by Florence Fallgatter and her committee in "Shortages and Projected Needs in Important Areas of Home Economics."[18] Counselors may not be aware of the fact that there are many opportunities for men as well as women in these areas of shortages.[19]

Another area of which counselors need to be cognizant is that of new developments within the established

---

[17]George Kohrman, "Education for Homemaking," Vocational Guidance Quarterly, VII (Summer, 1959), p. 256.

[18]Florence Fallgatter, "Shortages and Projected Needs in Important Areas of Home Economics," Journal of Home Economics, LI (June, 1959), pp. 415-417.

[19]Arnold Baragar, "Opportunities for Men in Home Economics," Journal of Home Economics, LII (December, 1960), p. 883.

fields of home economics. One example of this is a position as a moving consultant. A description of this new job in the field of home economics can be found in the Journal of Home Economics.[20]

Donald Davis in an article in the Vocational Guidance Quarterly brought the vocational counselors' attention to the fact that they are not aware of the professional opportunities open to girls in home economics and that they show little interest in learning about them.[21]

There are misconceptions and confusion concerning what is included in the various areas of home economics. Iva Bennet has written about these problems in her work as a nutritionist.[22]

The major responsibility in disseminating career information must be accepted by the home economists themselves. They can help distribute career informational materials to counselors[23] and alert them to the opportunities that are available.

Professional groups have tried various means of

---

[20]"Moving Consultant--A New Career in Home Economics," Journal of Home Economics, LI (April, 1959), p. 292.

[21]Donald A. Davis, "Counseling and Vocational Education," Vocational Guidance Quarterly, (Autumn, 1960), p. 37.

[22]Iva Bennet, "So You're a Nutritionist! Tell Me--Just What Do You Do?" Journal of Home Economics, LIII (February, 1961), p. 92-93.

[23]"Junior High Leaflet for AHEA Career Aids," Journal of Home Economics, LII (December, 1960), p. 853.

keeping counselors up-to-date. Some of these activities which have been carried on by the Chicago Home Economists in Business are reported in the Journal of Home Economics and practical suggestions are given for other groups who may wish to do similar things.[24]

---

[24]Dorothy Marston, "Chicago HEIB's Plan Second Careers Conference," Journal of Home Economics, LIII (December, 1961), pp. 852-858.

CHAPTER III

DESCRIPTION OF THE PROCEDURES

Review of Literature

The review of literature consisted of reading materials in the fields of vocational guidance, education, and home economics. Most of the periodicals and books were those that have been published in these fields since 1958.

The readings centered around three major topics: (1) the understanding of the field of guidance and counseling, (2) how career information is prepared, evaluated, and used, and (3) the role of vocational information in home economics recruitment.

Development of the Questionnaire*

The questionnaire was developed with the following statements as guidelines.

1. It must gather data which are related to the objectives of the study.

2. It must be long enough to obtain the desired data but short enough for counselors to want to answer it.

3. The questionnaire must be set up in such a way that coding the results will be as efficient as possible.

4. The questions and possible responses must be stated in clear, concise terms so that they

---

*The questionnaire may be found in Appendix B.

will be understood and the desired information will be obtained.

5. The questions should be arranged logically.

6. The demands of the questionnaire must be reasonable regarding time and effort as the instrument will be answered by very busy persons.

The questionnaire may be divided into five main areas: (1) background information about the school and community, (2) information about the counselor and counseling in his school, (3) sources of information about home economics as a professional field, (4) uses of career materials and resource people, and (5) opinions, reactions, and understandings of the counselor.

The form of the instrument was designed to minimize the time needed to complete it and to code the results. The major divisions of the questionnaire were given a letter and each of the responses was numbered.

Background information concerning the community, the school, and the counselor was kept at a minimum. Only items which could be important in understanding the results found on the remaining pages of the questionnaire were included. Part I, the first page, on which the background information items were placed also served as an introduction to the questions dealing specifically with home economics in Part II, pages two through four.

The five main categories were not separated within the questionnaire. This was not done because it is difficult

to separate questions regarding sources and uses of information and opinions regarding these items in the different sections, and a longer questionnaire would have resulted had they been divided.

Collecting the Data

A sample of fifty high schools was taken from the current Directory of Michigan High School Home Economics Programs. Schools offering a vocational home economics program were selected by including every eighth high school in the Directory.

Each school in the sample was sent a cover letter, a questionnaire, a stamped self-addressed envelope and a list of references to home economics career materials for the counselors to keep for their files. The envelope was addressed to the "Head Counselor" in each of the high schools. (A copy of these items may be found in the Appendix.)

Of the fifty schools receiving the questionnaire, thirty returned a completed questionnaire, four returned it because they have no counselors, one returned it with no explanation, and there were fifteen schools that did not respond.

Examining the Data

The responses were coded and tabulated, and the answers to open-end questions were categorized. The responses to questions in Part Two were compared on the basis of differences in the training of the counselor, sex of the

counselor, and the years of experience as a counselor. These were discussed as were the responses to the open-end questions.

Summarizing and Making Recommendations

As a result of examining the data, conclusions were drawn concerning the effectiveness of the questionnaire items and the responses to them. Recommendations included suggestions for the improvement of the instrument and for supplying home economics career materials to counselors.

CHAPTER IV

THE FINDINGS

Description of the Findings

The Response*

Thirty-five (70 per cent) of the fifty questionnaires were returned and thirty (60 per cent) were usable. Five (10 per cent) were returned without being completed. Four schools (8 per cent) stated that they had no counselors and one (2 per cent) gave no explanation.

The Respondents

There were twenty-two male counselors (73 per cent) and eight female counselors (27 per cent) who answered the questionnaire.

Sixteen of the counselors (53 per cent) worked in schools which are located in rural areas, four (13 per cent) in rural nonfarm areas, one (3 per cent) in an urban area, and nine (30 per cent) in suburban schools.

Of the thirty respondents four (13 per cent) had been a part-time or full time counselor for less than two years,

---

*The percentages in this paragraph refer to the total number of questionnaires sent. In the remaining sections the percentage given will refer to the thirty usable questionnaires unless it is otherwise stated.

eleven (37 per cent) had been in the field for two to four years, six (20 per cent) from five to seven years, two (7 per cent) from eight to ten years, and seven (23 per cent) for more than ten.

Fifty per cent of the respondents teach part-time and fifty per cent do not. The following is a list of the subjects taught by the respondents: American history, chemistry, English, general business, government, math, physical education, physics, psychology, social studies, Spanish, typing and speech. Other activities carried on by the respondents included athletic director, part-time administrator, and assistant principal.

The following is a list of the responsibilities related to guidance and counseling that the respondents assumed.

Number of Counselors		Responsibility
30	(100%)	Counseling students with personal and social problems.
30	(100%)	Counseling students with educational and vocational problems.
29	(97%)	Counseling students with high school schedules.
28	(93%)	Planning the testing program.
28	(93%)	Administering the testing program.
28	(93%)	Interpreting the tests.
15	(50%)	Planning the high school curriculum.

Number of Counselors		Responsibility
15	(50%)	Contacting employers in the area.
14	(47%)	Making home visits.

The respondents' student loads varied from 150 students to 650 students per counselor. In fourteen schools there was one counselor and in the remaining sixteen the counseling duties were shared by two to eight counselors.

Familiarity with Professional Fields in Home Economics

When asked to check how familiar the respondents were with current home economics professional fields one (3 per cent) felt that he was familiar to a great extent, nineteen (63 per cent) to some extent, and ten (33 per cent) to little extent.

Sources of Information about Home Economics

Twenty-five counselors (83 per cent) reported that printed materials were their major source of information. Twenty-three (77 per cent) received information from local homemaking teachers, eleven (37 per cent) from students who had been enrolled in a home economics class, nine (30 per cent) had a family member or friend who was a home economist, one (3 per cent) checked a homemaking class in which she had been enrolled, and one (3 per cent) received some information through a Future Homemakers of America project. Two respondents (7 per cent) had an undergraduate major or minor in home

economics.

Referral of Students to the Home Economics Teacher

Twenty-five respondents (83 per cent) refer interested students to the home economics teachers for information about careers in home economics. Five (17 per cent) do not refer students to her. In twenty-six cases (87 per cent) the home economics teacher had career information in the home economics department while in four (13 per cent) the counselor reported that she did not. Six counselors (20 per cent) said that the information in the home economics department was more complete than in their offices, ten (33 per cent) said it was not as complete and eleven (37 per cent) did not know if it was more complete.

Respondents' Training

Twenty-nine respondents (97 per cent) received at least some of their training at a college or university where a home economics program was offered. Twenty-three (77 per cent) had a Masters Degree with guidance as a major or minor or were nearly finished with a Masters Degree program.

Of this group one felt he was familiar with professional home economics to a great extent, sixteen to some extent, and six to little extent. Printed materials (nineteen respondents) and the local home economics teacher (eighteen respondents) were the sources of information most frequently

used. One received her information from a homemaking class when she was a student, ten received information from students, and eight had a family member or friend who was a home economist.

Six respondents (20 per cent) did not list a major, minor, or course work in guidance although three of these had a minor in psychology. Fifty per cent of this group felt they were familiar with current home economics professional fields to some extent, and the other 50 per cent felt they knew little about them. Five of the six said their knowledge of the field came from printed materials. Four learned about home economics professional areas from a local homemaking teacher, two received their information from students who had been enrolled in a homemaking class, and one had a family member or friend who was a home economist. Five out of the six refer students interested in home economics careers to the home economics teacher for information.

One respondent who had a Masters Degree in guidance had never attended a college or university where a home economics program was offered. He felt he knew little about the professional fields in home economics. He received his knowledge from printed information and a local homemaking teacher. He refers students interested in the field to the home economics teacher and checked that the files in the home economics department were more complete than his in the area of home economics.

Resource People

The following is a list of resource people who were available to the respondents. Two respondents did not know who were available in their areas.

Number of Counselors	Resource People
20	Home Demonstration Agent
17	Home Economist employed by a business organization
10	Dietitian
8	Interior Designer
5	Nursery School Teacher
2	University Faculty Members

Eighteen (60 per cent) said resource persons had been used for activities such as individual interviews, classroom visits, demonstrations, field trips, career days or nights, and however else the teacher desired them to be used. Five out of the eighteen (28 per cent of the group who reported use of resource people) did not explain how the resource people were used. Ten respondents (33 per cent) said they had not used resource persons in interpreting home economics careers.

Bulletin Boards and Display Cases

Twenty-eight (93 per cent) of the thirty use bulletin boards or display cases for interpreting career opportunities. Eighteen (60 per cent) had had a presentation of home economics careers there. Nine (30 per cent) indicated that there

had been one this school year, eleven (37 per cent) checked last school year, and four (13 per cent) reported that it had been at another time.

Films

Twenty-three (77 per cent) indicated that they could show career films to groups of students. Eleven (37 per cent) had used a film about home economics or one of the related areas. In three cases it was shown to all interested students, in ten to all homemaking classes, and in five to Future Homemakers of America Chapter members. Two respondents indicated that the film they had used was good but did not state the name of it. One evaluated the film as "so-so."

Career Day

Twelve of the thirty high schools have a Career Day. Home Economics careers were represented in nine of these by the local homemaking teacher, one home demonstration agent, three home economists in business, two home economists who are presently homemakers, and one commercial cook.

Financial Resources

Seven respondents did not indicate how much money could be spent per year in a career area such as home economics. Four (13 per cent) checked that they could spend less than $1.00, four (13 per cent) checked $1.00 to $2.99, four (13 per cent) checked $3.00 to $4.99, six (20 per cent) checked $5.00 to $10.00, and five (17 per cent) checked over

$10.00.

In twenty-three of the schools (77 per cent) the librarians purchased books about careers, but in five schools (17 per cent) they did not. Two respondents (6 per cent) did not answer this item.

Information about Careers in Home Economics

Three of the thirty responding counselors did not complete the items concerning the career information which they had received during the last two years. Two said they had not received any and the remaining twenty-five checked the sources of this information. The largest number (fourteen) received information from Science Research Associates, followed by the Department of Public Instruction with thirteen responses. Twelve received information from the American Dietetics Association, eight from the American Home Economics Association, and eight from the Michigan Home Economics Association. Eleven indicated that they had received materials from the State or National Future Homemakers of America. The local Future Homemakers of America Chapter supplied three counselors with information. Four received materials from private companies. Three of these responses were for the Chronicle Career Materials.

To answer the questions indicating which were the most usable and why two counselors wrote that they felt the Chronicle materials were well organized and concise. Another

respondent felt that the Michigan State University material was usable because it contained definite information on costs, etc., of training. One counselor said that the Michigan State University material was usable because there was an effort to keep the materials up-to-date.

High School Home Economics

Seventeen respondents (57 per cent) felt that taking home economics in high school encouraged girls to choose a career in home economics. The reasons for this included:

1. Interest and knowledge of the field
2. Students study what it consists of
3. Because we have an excellent home economics teacher that the students want to follow
4. Familiarity with career opportunities
5. Learn first hand
6. Continue interest
7. General acquaintance with field
8. This is so until they see the college curriculum
9. We have a good department. They find their potential.
10. Curriculum designed for wide exposure to occupational opportunities
11. Expanding area
12. They see first hand the problems and rewards the teacher encounters in class.

Six (20 per cent) felt that it discourages girls from choosing a career in home economics. The reasons for this included dissatisfaction with the teacher, limited offerings, and non-college bound students in class.

Seven respondents (23 per cent) did not answer the question because they did not know or because their homemaking students were not college bound.

Men in Home Economics

Seven respondents (23 per cent) did not answer the item concerning opportunities for men in home economics. One of these gave a question mark and another stated that he did not know.

Nineteen counselors (63 per cent) felt that there were opportunities for men in institutional management, housing, and household equipment. Eighteen (60 per cent) checked foods and nutrition, seventeen (57 per cent) checked interior design and child development, sixteen (53 per cent) indicated family relations, and fifteen (50 per cent) checked textiles.

Opportunities Open to Home Economists

Twenty-one respondents (70 per cent) indicated that they felt there were a great number of opportunities open to college trained home economists. Eight (27 per cent) indicated that they felt there were some. One counselor checked few. She received a Masters Degree in guidance in 1960 from a university which also offered a home economics program. Her information about home economics careers came from students who are or have taken homemaking in high school and from a homemaking teacher in a high school.

Need for More Information

Twenty-six counselors (87 per cent) indicated that they could use more information about home economics as a professional field. The preferred method of presentation

included twenty-four (80 per cent) for brochures, fourteen (47 per cent) for a one day conference at a college or university nearest them, eight (27 per cent) for articles in professional journals, thirteen (43 per cent) for slides, and sixteen (53 per cent) for filmstrips.

One method was mentioned under "other." The counselor had brought a group of high school students to a career presentation during Farmer's Week at Michigan State University.

Discussion of the Findings

The Response

A 70 per cent return was considered satisfactory for this study. The instrument had not been previously tested. A sample of fifty with a desired 50 per cent return was considered adequate to test the effectiveness of the included items and to point out places where additional questions were needed.

The Respondents

The sex of the counselors was not related to the problem of identifying ways of helping to supply career information to them. Except for the fact that two of the women had an undergraduate major or minor in home economics the responses of the women were similar to those of the men.

The respondents represented very different counseling and guidance situations in terms of community size and type, student load, teaching responsibilities, and years of

experience. The respondents included counselors who were responsible for a guidance program in its entirety for a school system while others were part of a large pupil personnel department.

The responsibilities assumed by the counselors were similar except for the last three items on the list given in the questionnaire. Only 50 per cent of the respondents helped to plan the high school curriculum. Less than half (47 per cent) made home visits. Although there will be some contact with the parents outside of home visits this is one way that counselors can become aware of the parents' attitudes toward vocational choices of their children and their financial ability to help a youngster in college.

The student load and the number of responsibilities assumed by the counselors make time management extremely important. One respondent brought out the point that he did not feel that there was a lack of materials, but there was a lack of time and proper organization.

Familiarity with Professional Fields in Home Economics

As a group the majority (63 per cent) of the respondents felt they knew about home economics to some extent. The question and its possible responses as it was stated does not indicate how the counselors interpreted "great," "some," and "little." They appeared to be aware that home economics is a field about which they lack detailed knowledge.

As the number of years of experience increases the counselors indicated that they had received information about home economics careers from a greater number of sources and they became more aware that there is a great number of opportunities open to trained home economists.

Sources of Information about Home Economics

Eighty-three per cent of the respondents checked printed information as a source of information about home economics careers. Eighty per cent indicated that they preferred brochures although only 27 per cent indicated that they wanted articles in professional journals as a means of supplying more career information. The popularity of printed information is probably due to conciseness, accessibility, comparative inexpensiveness, ease in storage, and familiarity as a method of conveying information.

Respondent 17 reported that the home economists in her area had entertained and informed counselors on various occasions. Forty-seven per cent of the respondents indicated an interest in a one day conference concerning home economics careers at the nearest college or university. Because of these responses it would appear that an effort to inform counselors through meeting with them may be more successful than merely supplying printed materials. The suggestions made by the Chicago Home Economists in Business[1] would

---

[1]Dorothy Marston, "Chicago HEIB'S Plan Second Careers Conference," Journal of Home Economics, LIII (December, 1961), p. 852-858.

be helpful to those who would plan this type of meeting.

The respondents who had a Masters Degree with a major or minor in guidance and who had been a counselor for two or more years appeared to have a better understanding of the home economics profession than those who did not indicate training in guidance or who had been a counselor for less than two years. Knowing this could be of some value if efforts could be made to supply new counselors with home economics career information.

Use of Resource People

The home demonstration agent was the most frequently checked available resource person. Two-thirds of the respondents indicated that an agent was available. The second most important group to serve as resource people is the home economists in business. Along with high school home economics teachers they have a responsibility to keep informed about home economics vocational opportunities.

Bulletin Boards and Display Cases

Bulletin boards and display cases appear to be a frequent method of presenting careers. One respondent wrote that a career a month is featured in his school. Such a plan would not allow many careers to be brought to the attention of the students. One could expect that a career area such as home economics may be displayed about once every two years.

Another respondent said that posters were used when

those that were supplied were usable. If counselors depend upon prepared displays, supplying an attractive poster to display might encourage inquiries from some students.

Films

Although the use of films sounds attractive there are several points to consider concerning their use in supplying career information. Seventy-seven per cent of the respondents could show films to groups of students. This leaves nearly one-fourth for which this method of presentation is not available. Only three of the eleven schools using a home economics film showed it to all interested students. In ten schools it had been used for all home economics classes. It is known that many of the home economics students are not college bound, and, while it may be of real value in vocational exploration to a few, the students outside of home economics classes are not being reached in most cases.

Financial Resources

Within most schools there are three departments through which career information about home economics may be purchased. The counselors buy materials through a subscription service or by the individual item. The librarian in 77 per cent of the responding schools also purchases books about careers. The home economics teachers may purchase this type of information for the home economics department. Only three

of the thirty schools had any of the home economics career books that were mentioned in the questionnaire. One of the schools had a copy of two of the books.

The Home Economics Teacher and High School Classes

The importance of the home economics teacher as a representative of home economics professional fields was repeatedly mentioned by respondents who wrote answers to open-end questions or added comments on the last page of the questionnaire.

Respondent 27 felt that taking home economics did not encourage students to choose home economics careers because the teacher did not relate well to the students. He feels that on the secondary level the teacher must sell the program as a profession, but he also recognized the fact that "much of the vocational interest must be created outside the home economics classroom because most of the college preparatory students are never able to take home economics because of tight scheduling in a college preparatory program."

Respondent 33 stated that home economics was a vast and growing area. However, he indicated that the course content of home economics classes and the home economics teachers in the six schools with which he had been acquainted were not meeting the needs of the students.

Respondent 41 also discussed the importance of the image of the local homemaking teacher. He pointed out that

students have a limited acquaintance with home economists and if students do not like the home economics teacher in a school they have no other examples to look to. He did not feel that home economics in the high school encourages girls to go on to train as home economists, but he did not suggest ways that students can be made aware of career possibilities outside of home economics classes.

On the positive side Respondent 39 wrote that home economics classes encourage students to choose home economics careers because they "have excellent home economics teachers that students want to follow."

From the counselors' observations a teacher may influence the students positively or negatively to enroll in home economics classes where they could learn of vocational opportunities in home economics. The teacher also may have an influence on students who are not in her classes, but are aware of her as a home economist through general school activities. Within the home economics classroom the image she presents of home economics will be an important aspect of her success as a home economics teacher and a representative of this career area. Seventy-seven per cent of the respondents had learned about home economics careers from the local home economics teacher. This was the second most frequently checked source of information.

Because of her influence among home economics class students, students outside her classroom, and the members of

the counseling department, the local home economics teacher is in a strategic position for directly and indirectly supplying career information.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The Questionnaire

Summary

A four-page questionnaire was developed to collect data in five major areas to identify the sources, extent, and uses of home economics career information. The five areas of inquiry were: (1) background information about the school and community, (2) information about the counselor and counseling in his school, (3) sources of information about home economics as a professional field, (4) uses of career materials and resource people, and (5) opinions, reactions, and understandings of the counselor.

Completing the questionnaire included responding to short answer open-end questions and selecting the most applicable of the given responses to the other questions. It was set up to make completing the instrument and coding the responses as efficient as possible.

Recommendations

The background information should not take more than a page and the present format appeared to be satisfactory for Part I with the exception of minor changes.

Item 14 which asks the respondent to state the number of other members on the guidance staff served no real purpose. Question 15 which inquires about the number of students per counselor and section H regarding the allocation of responsibilities give one an adequate view of the counselor's work in his school.

For the purposes of this study no pertinent information was supplied by including the allocation of responsibilities section the choices among the counselor, others on the guidance staff, and the administration. One category, that of the counselor's responsibility, would have been sufficient to learn what the counselor does. It could be assumed that the activities that he does not check are carried on by others in the school because these responsibilities are the usual ones for pupil personnel services in a school. Number 26, contacting employers in the area, is often a counselor's job, but as it does not apply here it could be deleted.

The first item in Part II (A-1-4) does not differentiate clearly enough among the counselors' familiarity with home economics careers. A longer questionnaire would result, but more adequate information could be collected if several careers in home economics were listed and the respondent asked to check his familiarity with them on a three step continuum.

Item B concerning sources of information should include "a course in occupations" as part of the list of

possible responses. The directions should specify that the respondents should number the three most important sources in the order of their importance, one being the major source.

Item D could be improved by adding another line to number 27. There was not enough room for the respondents to tell how resource persons had been used.

Additional pertinent data could be included if three additional questions were added to Item E. It would be helpful to know if the bulletin board displays were prepared posters that were received from a company such as Science Research Associates or if they were designed locally. Where the counselor depends on outside organizations for display materials the preferred size might also be included. A final question in this area might be to ask if the counselor had received any inquiries about home economics as a result of a display or bulletin board presentation.

On page three the list of sources of printed materials should include the Chronicle Career Kits and more space should be allowed for the respondents to write why they felt particular materials were most usable.

Item L was often misunderstood because the respondents did not differentiate between home economics as a secondary school subject and as a professional field. Some of the confusion may be eliminated by stating: "In view of your community, is home economics a professional field that should be brought to the attention of the students?"

The Findings

Summary

The responses of high school counselors from thirty schools in Michigan were recorded and examined. They represented 60 per cent of the total number of questionnaires which were mailed.

The respondents included both sexes, representatives of four different types of communities, a varying number of years of experience, differing amounts of training in the field of guidance, and guidance programs which were set up to meet the local school demands.

Although one respondent felt he was familiar with home economics to a great extent the majority (63 per cent) felt they were familiar to some extent. The remainder felt that they knew little about the home economics vocational areas.

The respondents had received most of their information from printed materials and local home economics teachers.

Methods of interpreting career opportunities to students were investigated. These included the use of resource people in home economics, bulletin boards and display cases, films, purchasing of library career materials, and Career Days.

In two-thirds of the cases at least one resource person in home economics in addition to the local home economics

teacher was available. In eighteen of these twenty schools resource persons had been used to help interpret home economics.

Sixty per cent had used a bulletin board or display case to present home economics careers. In most instances this had been done sometime during the last two years.

Home economics films were used in 37 per cent of the schools. They were used in home economics classes and Future Homemakers of America meetings. In only three cases were they shown to all interested students.

In nine of the twelve schools which have a Career Day home economics was represented. The local home economics teacher was used most frequently for this.

The amount of money that could be spent per year in one career area varies from less than a dollar to over ten dollars. In 77 per cent of the schools the librarians also purchase books about careers.

The guidance department subscription service was the greatest source of career information. Other sources which were important were the Department of Public Instruction, American Dietetics Association, American Home Economics Association, and Michigan Home Economics Association. Materials were felt to be good when they were well-organized, concise, up-to-date, and included definite information about training costs.

Fifty-seven per cent of the respondents felt that the enrollment of students in high school home economics

classes encourages girls to go into home economics careers while 20 per cent felt that the opposite was so. Twenty-three per cent did not answer this question.

The preferred form of career information was brochures. Second in preference was the one day conference at a college or university. At least 25 per cent of the respondents were interested in articles in professional journals, slides, and films.

Recommendations

The purpose of supplying career information to counselors should be to inform them of some general facts regarding the vocational areas in home economics and of sources of specific information to help students in career exploration and choice. Attempting to engage the counselors in home economics recruitment is not the right approach as a counselor's purpose is to help the individual students rather than to promote a particular profession.

The most efficient way in which home economists can help counselors is through the local homemaking teacher who is the representative of the profession who can work most closely with counselors. Although printed materials were the first choice for getting information about home economics careers to counselors, added interest and information may result if there were a person available with whom the counselor could discuss the materials.

In working through local home economics teachers an

effort should be made to remind them of their responsibility as home economists to help the counselors have up-to-date information. The following ways in which the teachers can help are suggested:

1. Alert the counselor to new occupational materials in home economics. Show him a sample copy if one is available.

2. Let him know what is being done in the home economics department in the area of career exploration. Use the materials he has in his files and inform him about what career information is in the home economics department files so that he can refer interested students to the home economics department if his files do not contain the same materials.

3. If a bulletin board is available for the counselor's use in presenting career opportunities a locally designed bulletin board about home economics careers may be an interesting change from the prepared posters that are sent as part of the subscription service. Student participation in preparing the display would be desirable.

4. An effort should be made to give the counselor(s) a look at the high school home economics curriculum with an explanation of how it is similar to and different from college programs and professional fields in home economics.

5. When using films, slides, or resource people for vocational exploration, the home economics teacher should inform the counselor of her plans. The counselor may be interested in attending the presentation himself if time permits him to do so and he may be able to arrange for interested students outside the home economics classes to attend.

Respondents were not asked to state specific areas in which information was needed but two counselors mentioned the need for information about college programs. Some of this information can be found in college catalogues, but

brochures including facts about college curricula, costs, scholarships, and loans which the students could take home would be useful in planning with their parents. These would not need to be distributed free except for a sample copy as the data showed that 87 per cent of the schools can spend over $2.00 per year for one career area.

Because counselors often work with college bound students who will not enter the world of work until they have completed four or more years of further education and training, they are interested in trends of employment and future opportunities. Information of this type could be prepared from the standpoint of the counselor rather than for distribution to students.

There appears to be some interest in a one day conference at the college or university nearest the respondents. This could be arranged in one of several ways:

1. A one day conference on college or university campuses could be held the day prior to a campus meeting the counselors plan to attend. Such a time arrangement would save the counselors traveling time and cost.

2. A conference in cooperation with other professional groups which offer vocational opportunities to women as was done by the Home Economists in Business from the Chicago area may make the counselors feel the time spent there would be very worthwhile.

3. A more limited area conference, perhaps on a county basis, could be planned by home economists from different vocational areas such as business, extension, teaching, and dietetics. Attendance may be greater if it were a late afternoon and/or dinner meeting with the emphasis on informing rather than on enlisting recruitment officers.

There was interest indicated in the use of slides and films. The problem with this type of career informational material centers around the limited groups that they reach. Rather than urge that additional materials of this type be produced it would be more practical to use the present up-to-date slides and films more effectively. The counselor should be aware of how the home economics career slides may be secured. If the home economics teacher uses them, provisions should be made if possible to have them shown to a wider group than just home economics classes and Future Homemakers of America Chapter members.

Finally, the home economics teachers play a very important role because of their knowledge of sources of career materials and because of the image of the home economics profession they provide. It is through these home economists that information can reach counselors. Local home economics teachers are the only home economists with whom many counselors and students will be acquainted, and as representatives of a large profession they look to her for information. It is, therefore, the teachers' responsibility to be able to help inform the counselors and students about vocational opportunities within home economics.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Crow, L., and Crow, A. (ed.). Readings in Guidance. New York: David McKay Company, Inc., 1962.

Farwell, Gail, and Peters, Herman (ed.). Guidance Readings for Counselors. Chicago: Rand McNally and Company, 1960.

Hatch, Raymond, Dressel, Paul, and Costar, James. Guidance Services in the Secondary School. Dubuque, Iowa: Wm. C. Brown Company, 1963.

Havighurst, Robert J. Human Development and Education. New York: Longmans, Green and Company, 1953.

Johnson, Walter F., Stefflre, Buford, and Edelfelt, Roy A. Pupil Personnel and Guidance Services. New York: McGraw-Hill Book Company, Inc., 1961.

McDaniel, H. B., Lallos, John E., Saum, James A., and Gilmore, James L. (ed.). Readings in Guidance. New York: Henry Holt and Company, 1959.

Tyler, Leona E. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1961.

Articles and Periodicals

Baragar, Arnold. "Opportunities for Men in Home Economics," Journal of Home Economics, LII (December, 1960), 833.

Barrett, Leonard J. "Counseling the College-Bound," NEA Journal, LI (December, 1962), 21-22.

Bennett, Iva. "So You're a Nutritionist! Tell Me--Just What Do You Do?" Journal of Home Economics, LIII (February, 1961), 92-94.

Bricker, A. June. "Investments for the Future," Journal of Home Economics, LIV (April, 1962), 309-310.

Chervenik, Emily. "Who Says There's Freedom of Occupational Choice?" Vocational Guidance Quarterly, V (Winter, 1956-1957), 57-59.

Davis, Donald A. "Counseling and Vocational Education," Vocational Guidance Quarterly, VIII (Autumn, 1960), 37-40.

Dugan, Willis E. "The Nature and Variability of High School Graduates--A Basic Factor in School-College Articulation," North Central Association Quarterly, XXXV (October, 1960), 181-191.

Fallgatter, Florence. "Shortages and Projected Needs in Important Areas of Home Economics," Journal of Home Economics, LI (June, 1959), 415-417.

Faust, Helen, and Fine, Sidney A. "Guidelines for Preparing and Evaluating Occupational Materials," Vocational Guidance Quarterly, XII (Spring, 1964), 217-227.

Gordon, Ira. "The Role of the Teacher in the Guidance Program," The School Counselor, IV (March, 1957), 43-53.

"HEIB Group Sponsors Unusual Recruitment Project," Journal of Home Economics, LII (December, 1960), 839.

"Junior High Leaflet for AHEA Career Aid," Journal of Home Economics, LII (December, 1960), 853.

Kohrman, George. "Education for Homemaking," Vocational Guidance Quarterly, VII (Summer, 1959), 254-256.

Kuntz, James E., and Jetton, Clyde T. "Use and Appraisal of Occupational Literature by Secondary School Counselors," Personnel and Guidance Journal, XXXVII (February, 1959), 441-443.

Marston, Dorothy. "Chicago HEIB's Plan Second Careers Conference," Journal of Home Economics, LIII (December, 1961), 852-853.

"Moving Consultant--A New Career in Home Economics," Journal of Home Economics, LI (April, 1959), 292.

Pritchard, David. "The Occupational Exploration Process: Some Occupational Implications," Personnel and Guidance Journal, XL (April, 1962), 674-679.

APPENDIX

APPENDIX A

"Standards for Use in Preparing and Evaluating Occupational Literature"[1]

1. A basic standard for any occupational publication should be the inclusion of a clear statement as to its purpose and the group to whom it is directed.

2. Occupational information should be related to developmental levels which will vary with age, educational attainment, social, and economic backgrounds.

3. Consideration should be given to the implications of the material for all groups in our society.

. . . . . .

4. The description of an occupation should be an accurate and balanced appraisal of opportunities and working conditions which should not be influenced by recruiting, advertising, or other special interest.

5. Occupational information should include the nature of personal satisfactions provided, the kinds of demands made and the possible effects on an individual's way of life.

Guidelines for Content

The quality and specificity of detail in occupational materials will vary with the intended use of the publication.

. . . . . .

1. Definition of occupation as given in the Dictionary of Occupational Titles or as determined by the U.S. Employment Service.

---

[1]Occupational and Educational Information and Guidance Information Review Service (Committees of the National Vocational Guidance Association), "Standards for Use in Preparing and Evaluating Occupational Literature," Vocational Guidance Quarterly, XII (Spring, 1964), 221-224.

2. History and development of the occupation including its social and economic relationships.

3. Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings and fields of specialization.

4. Requirements such as education and training, aptitudes, temperaments, interests, physical capacities, and working conditions.

5. Special requirements such as licensure or certification imposed by law or official organizations.

6. Methods of entering the occupation.

7. Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the Armed Forces or voluntary agencies such as the Peace Corps, youth organizations and community services.

8. Description of usual lines for advancement or of possibilities for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations.

9. Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years.

10. Earnings, both beginning and average wage or salary according to setting, locality, and other significant factors as well as supplementary income and fringe benefits such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, insurance, and retirement plans.

11. Conditions of work and their implications for the individual's way of life, including when significant, daily and weekly time schedules, overtime, seasonality, physical conditions such as travel required, setting--indoor or outdoor, noise, confusion, temperature, health hazards, and strength demands.

12. Social and psychological factors such as work satisfactions, patterns of relationships with supervisors and other workers, and with unions, associations, or other organizations in which membership may be required or desirable.

13. Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by governmental agencies, unions, associations, industry, schools, colleges and universities.

Criteria for Style and Format

The intended use of the occupational material will be a critical factor in the consideration of style and format.

1. Style should be clear, concise, interesting, and adapted to the readers for whom the material is intended.

2. Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion.

3. Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given.

4. The occupational book or pamphlet should state specifically, the publisher, date of publication, the sponsoring organization, group or individual and the author. Information about the author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included.

5. In view of the changing nature of occupations, it is important that information be kept up-to-date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be included.

APPENDIX B

MICHIGAN STATE UNIVERSITY East Lansing

College of Home Economics • Department of Home Management and Child Development

April 20, 1964

Dear Counselor:

The many new developments in vocational opportunities today make it increasingly difficult to keep up to date in the area of vocational information. Because of this home economists are concerned about making materials about vocations within the field of Home Economics available in forms which counselors and students will find most useful and informative.

Enclosed is a copy of a questionnaire for gathering data about home economics career materials. I would sincerely appreciate it if you would fill out the questionnaire and return it to me in the stamped, self-addressed envelope by May 1. This is a pretest of the questionnaire and I would be most grateful if you would make any comments or suggestions that may be incorporated in it to make it a better instrument. If for any reason you cannot fill it out please return it in the enclosed envelope.

It is my hope that this project will provide information that will be helpful in planning to meet the counselors' needs in terms of vocational information in this one career area. I am enclosing a list of some of the current materials that you may keep for your files.

Sincerely,

Ruth A. Nordgren

A Survey of High School Counselors

Background Information

.ease check only one answer unless more than one item applies to you.

Which term describes your community best?

____1. Rural ____3. Urban
____2. Rural Non-farm ____4. Suburban

Sex: ____5. Male ____6. Female

Academic Background:

lleges Attended	Years	Degree	Date	Major	Minor

How many years have you been a part-time or full-time counselor?

____7. Less than 2 ____10. 8 to 10
____8. 2 to 4 ____11. More than 10
____9. 5 to 7

Are there other members on the counseling staff in your school? ___12. Yes ___13.
If yes, how many? _____ (14)

Approximately how many students are there per counselor in your school? _____(15.)

Do you teach part of the day? ___16. Yes ___17. No
If yes, what do you teach?_____

Check the following concerning allocation of responsibilities. Check more than one /if it is done cooperatively.

Your Responsibility	Others on Guidance Staff	Administration	
_____	_____	_____	18. Counseling students with personal and social problems.
_____	_____	_____	19. Counseling students with educational and vocational problems.
_____	_____	_____	20. Counseling students with high school schedules
_____	_____	_____	21. Planning the testing program.
_____	_____	_____	22. Administering the testing program.
_____	_____	_____	23. Interpreting the tests.
_____	_____	_____	24. Planning the high school curriculum.
_____	_____	_____	25. Making home visits.
_____	_____	_____	26. Contacting employers in the area.

List other major responsibilities such as part-time administration.

_____

_____

A. To what extent do you feel that you are familiar with current home economics professional fields in the United States?

___1. Great extent ___3. Little extent
___2. Some extent ___4. No extent

B. What were the sources of your information about home economics?

___5. A homemaking class in which you were enrolled when you were in high school.
___6. Students who are presently enrolled or have been enrolled in a homemaking program.
___7. The homemaking teacher in a high school.
___8. A family member or friend who is a home economist.
___9. Printed information.
___10. Other, please explain.___

___

C. Do you refer students who are interested in home economics careers to the homemaking teacher? ___11. Yes ___12. No
Does she have career information about home economics in the homemaking department files? ___13. Yes ___14. No
If yes, is the information there more complete than what you have in your office?
___15. Yes ___16. No ___17. Do Not Know

D. What resource people in home economics are available in your area?

___18. Home demonstration agent
___19. Home economist employed by a business organization such as a gas company
___20. Interior designer
___21. Dietitian
___22. Nursery school teacher
___23. Other, please state.___

Have you or the homemaking teacher ever used any of these people for career information sources? ___24. Yes ___25. No
If yes, when?___(26)
How?___(27)

E. In interpreting various opportunities in careers do you use a bulletin board or display case? ___28. Yes ___29. No
If yes, have you ever had a presentation of home economics careers there?
___30. Yes ___31. No ___32. Do Not Know
If yes, when was it? ___33. This school year ___34. Last school year ___35. Other

F. Do you have opportunities to show career films to groups of students? ___36. Yes ___37. No
If yes, have you ever used a film about home economics or one of the related areas
___38. Yes ___39. No
If yes, to whom was it shown?

___40. All interested students ___43. Parents' group
___41. All home economics classes ___44. Other ___
___42. FHA Chapter members

Do you remember what it was?___(45)
If so, what was your reaction to it?___(46)

G. Do you have a "Career Day" in your high school? ___47. Yes ___48. No
If yes, was home economics as a profession represented? ___49. Yes ___50. No
If yes, by whom was it represented?

___51. Local homemaking teacher
___52. Home demonstration agent
___53. Home economist in business
___54. Home economist who is presently a homemaker
___55. Other, please explain.___

. Considering your budget or expenditures, what is the approximate amount of money that you could spend for materials in one career area such as home economics per year?

___56. Less than $1.00
___57. $1.00 to $2.99
___58. $3.00 to $4.99
___59. $5.00 to $10.00
___60. Over $10.00

Does the school librarian purchase career books and other informational materials about vocations? ___61. Yes ___62. No

Check which of the following books you have in your office or the school library?

___63. Hall, Olive A., Home Economics: Careers and Homemaking
___64. Humphreyville, Theresa R., Futures for Home Economists
___65. Phillips, Velma, Home Economics Careers for You
___66. Tate, Mildred Thurow, Home Economics as a Profession

Have you received any printed materials (brochures, job briefs, booklets, etc.) about home economics within the last two years? ___67. Yes ___68. No

If yes, what was the source of these materials?

___69. American Home Economics Association
___70. Michigan Home Economics Association
___71. American Dietetics Association
___72. State or National Future Homemakers of America
___73. Local Future Homemakers of America Chapter
___74. Department of Public Instruction
___75. Science Research Associates
___76. Other professional organizations such as the Health Department
Please list_____
___77. Private companies
Please list_____
___78. Local Homemaking Teacher
___79. Other
Please explain_____

Of these materials list one or two which were most usable?_____
_____(80.)

Why was this so?_____
_____(81.)

In your opinion, does taking home economics as a high school subject tend to encourage or discourage pupils as to choosing home economics as a career?

___82. Encourage ___83. Discourage

Why do you think this is so?_____
_____(84.)

In which of these majors are there opportunities and placement demands for men who have had home economics and related programs?

___85. Foods and Nutrition
___86. Institutional Administration
___87. Textiles
___88. Housing
___89. Interior Design
___90. Household Equipment
___91. Family Relations
___92. Child Development

In view of your community, is home economics a field that should be brought to the attention of the students?

___93. Yes
___94. No

Why or why not?_____
_____(95.)

M. Check the one which you feel describes the number of opportunities that are open to college trained home economists.
____96. Great ___97. Some ___98. Few

N. Could you use more information about home economics as a professional field?
___99. Yes ___100. No
If yes, which method of presentation would be of most help to you?
___101. Brochures
___102. One day conference at a college or university nearest you
___103. Articles in professional journals
___104. Slides
___105. Films
___106. Other, please explain_____
_____

HOME ECONOMICS

Books

Hall, Olive A., Home Economics: Careers and Homemaking, New York: John Wiley and Sons, Inc., 1958.

Humphreyville, Theresa R., Futures for Home Economists, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Phillips, Velma, Home Economics Careers for You, New York: Harper and Brothers, 1957.

Tate, Mildred Thurow, Home Economics as a Profession, New York: McGraw Hill Book Company, 1961.

Pamphlets

American Home Economics Association Publications
- "A Career in Home Economics Extension. . . . A Diamond in Your Life," 1959
- "Become a Home Economics Teacher," 1959
- "For You--A Double Future in Home Economics," 1957
- "Hi-Lights of Home Economists in Business"
- "Home Economics: A Guidance Aid," 1962
- "Home Economics Career Wheel," 1961
- "Home Economics Has A Career for You in Textiles and Clothing," 1963
- "Home Economics Offers You a Career in Social Welfare or Public Health"
- "Is Home Economics the Career for Your Daughter?"
- "It's Not Too Early to Start Thinking About Your Home Economics Future"
- "Teach Home Economics: A Career with a Double Future"
- "Unfold Your Future in Home Economics," 1959
- "Wanted: Home Economists with Advanced Degrees," 1956

"Careers in Home Economics," a packet of AHEA bulletins about careers, $2.00

Michigan Home Economics Association
- "The Choice is Yours: Careers in Home Economics," 1964

Michigan State University
- "Open Letter to Counselors on Careers in Home Economics," Dr. Thelma Porter, 1958

American Dietetics Association
- "Chart Your Course Toward Dietetics," 1961
- "Dietetics as a Profession," 1960
- "Dietitians in Demand. . .," 1961
- "Look Ahead-The Future is Bright," 1962

Changing Times Reprint
- "Careers in Home Economics," January, 1962

New York Life Insurance Company
- "Should Your Child Be a Home Economist?"

Slides

American Home Economics Association Career Slides

Information may be secured from the following

American Home Economics Association
1600 Twentieth Street, N. W.
Washington 9, D. C.

American Dietetics Association
620 N. Michigan Ave.
Chicago 11, Illinois

Home Economics Departments in colleges and universities offering a Home Economics Program