

THE POTENTIAL OF HOME ECONOMICS PROGRAMS IN VOCATIONAL-
TECHNICAL DIVISIONS IN TWO-YEAR COLLEGES IN TEXAS

A DISSERTATION

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BY

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CHAPTER I

I N T R O D U C T I O N

Home economics, homemaking, domestic science, euthenics, whatever the name, the scientific study of the home has made steady progress from its inception until the present time. The progress has been somewhat cyclic in relation to the overall history of development, implementation of ideas, and self evaluation. The past decade apparently was a period for re-evaluation and planning.

Home economics as a discipline in the colleges and universities has a history similar to that of other areas of study. Need, experimentation, research, planning, and implementation are the basic steps taken toward establishment of home economics courses in a college. Bevier (3) contended that experiments in cooking and sewing classes in the second and third grades in 1798 evidently were the first such experiments in this field. Experience-taught teachers were the only instructors available; but, as the field became broader and more scientific, teacher training became a real need. Conflicting opinions exist concerning the exact avenues leading to the incorporation of homemaking into the

college curriculum, but teacher training is the most plausible route.

The development of home economics did have one handicap not experienced by some of the other areas of study. According to Bevier (3), home economics was studied basically by women, and education for the general population of women is a comparatively recent accomplishment in relation to the whole history of mankind. Records of educated women are found from the very first annals of history, but these were few and from very select groups. Arts degrees were first conferred on women in 1841. Educational theory received its greatest impetus during this same decade.

The simultaneous development of education for women and a discipline designed exclusively for women encountered many disappointments and difficulties; but, through the evolution of ideas, experiments, and research, both have prevailed and have become a part of educational institutions of today. Playing no small part were the leaders among women in the last of the 18th Century and the first of the 19th Century. According to Bevier (3), the leaders were extremely rare, and prophets were even more rare. Among the prophets, three names stand out quite prominently: Emma Willard, Catherine E. Beecher, and Mary Lyon. All three of these scholars were products of academy education, which had a curriculum designed

mainly for men. The aforementioned women had ability for taking the needs of the day, converting them into ideas, and projecting the ideas into the future.

By 1875, through the leadership of such women and the evolution of ideas and plans, one of the first complete programs in Domestic Science (3) was included in the Industrial University of Illinois catalogue for 1875-1876. The catalogue presented the curriculum of Domestic Science required for a degree of Bachelor of Science in the School of Domestic Science. The purpose of the curriculum was to provide full instruction in the arts of the household and the related sciences.

A series of important events took place in the last decade of the 19th Century and the first decade of the 20th Century. The National Household Economics Association (26) was organized in 1893 with the following aims:

- 1) To awaken the public mind to the importance of establishing bureaus of information where there can be an exchange of wants and needs between employer and employed in every department of home and social life.
- 2) To promote among members of the Association a more scientific knowledge of economic value of various foods and fuels; a more intelligent understanding of correct plumbing and drainage in our homes, as well as the need for pure water and good light in a sanitarily built house.

- 3) To secure skilled labor in every department of our homes and to organize schools of household science and service.

Nutrition investigations by the United States Department of Agriculture were conducted in 1894 by home economists in conjunction with other scientists. The Lake Placid Conferences (30) were established in 1899 and continued through 1909, discussing the following subjects:

Training of teachers of domestic science; courses of study for grade schools as well as colleges and universities; state, agricultural, evening, and vacation schools; extension teaching; rural school work; Home Economics in women's clubs with syllabi to aid such study; manual training in education for citizenship.

The American Home Economics Association (2) was chartered in 1909 with the following goals and purposes:

The improvement of living conditions in the home, the institutional household and the community; and welcomed to its membership all who are actively interested in home problems including: all professionally concerned with this field, as teachers of Domestic Science and Art, Home and Institutional Economics, and allied educational fields, students, investigators, housekeepers, institution managers, social and municipal workers in allied fields, as educators, physicians, hygienists, sanitary experts, architects, and others; clubs, associations, societies, and institutions interested in the work of the Association.

In regard to the last event cited, the conclusion might be that home economics, with the help of the federal and state governments and in conjunction with the demands and help of industry and commerce, was well established in society.

From the very earliest recordings, three thoughts apparently were prominent when home economics was considered: 1) filling industrial and commercial needs; 2) betterment of society; and 3) research. The discoveries of science and the application of science to the affairs of daily life contributed to an industrial revolution which greatly affected the groundwork for home economics courses. The industrial revolution altered the content and methods of education. Technical schools and commercial schools were created in response to the demands of industry and trade. Similarly, colleges and universities were expected to provide a curriculum to meet the present and probable future needs of students. The present study was undertaken to determine the possibility of more home economics courses in the vocational-technical division of one type of institution of higher learning, the two-year college.

In an age of rapidly growing industrialization, the major part of the present population has been drawn into urban areas. With truly spectacular technological growth and change, thousands of technically trained workers have been required. The need has arrived for the training of young people and the retraining of older adults to meet the new technological challenges.

The two-year college has tremendous potential for developing vocational-technical programs designed to encounter the technological change in relation to the economic interests of the community. The two-year college can provide general education, as well as occupational programs, which prepare students for technical and semi-professional employment. As the needs of students for increasingly complex types of occupational training emerge, the two-year college can provide two years of special training in skills and understandings necessary for the student who plans to enter full-time employment after leaving college.

Today's citizen has a responsibility to fulfill the continuous need for further education. Field (12) asserted that the worker not only needs preparation for the complicated aspects of his tasks; but, as the tasks become even more complex the worker must look to further training to cope with technological advances. Just as the early vocational preparation has been upgraded in the educational scheme, "refresher" study has been upgraded. The need for refresher courses extends to the semiprofessional as well as to the professional occupations. The two-year college appears to be a logical agency to help meet the demand for additional vocational education.

The purpose of this study was to investigate the needs of approximately 30 communities in Texas with a two-year college located in the area with regard to the home economics program in the vocational-technical division of the two-year college.

The specific purposes of the study were:

- 1) To investigate the potential of existing departments of home economics in two-year colleges to develop a widely diversified curriculum; and, to determine if such programs presently exist.
- 2) To investigate the attitudes of the directors of the vocational-technical divisions in two-year colleges in regard to the implementation of diverse home economics programs to meet the economic needs of the community.
- 3) To conduct a survey of business organizations with occupational opportunities for personnel trained in an aspect of home economics in the vocational-technical division of the two-year college.
- 4) To determine if a home economics program of such diversity would be feasible or tenable for the smaller two-year colleges.

CHAPTER II

REVIEW OF LITERATURE

The American two-year college has a history very similar to other institutions of learning in the United States. Two-year colleges evolved from conjectures, experimentations, and necessity. The early conjectures had very little similarity to the curricula of today as many of the first planners for two-year colleges looked upon the institutions as extensions of secondary education, and even as secondary education. Other organizers viewed the institutions as collegiate, comparable to the first two years of a college or university.

Very few or none of the early educators conceived of the two-year college as it is today. Increased enrollment in the colleges and universities enhanced the college-parallel theory for the two-year colleges. Pressure from many places for more and better education within the society enhanced the extension of the secondary school theory.

Many discussions and communications in different sections of the United States during the period from 1850 to 1900 led to several experiments. Reynolds (29) noted that comparable to the division of some public schools into elementary, junior high, and high school, some four-year

institutions of higher education divided into junior college and senior college. The junior college included the first two years of collegiate work, and the senior college the last two years. Some public schools experimented with extensions of high schools to 14 years. Other methods were conducted with separate schools of two years duration, and this experimentation seemed to be the most successful, although none of these two-year schools are in existence today. The two-year schools were the forerunners of the junior colleges of today. The division of the college had very little success and has only very recently returned to the experimentation stage.

As cited by Hill (21), the endeavors undertaken during the period 1850 to 1900 have proved invaluable in the development of the two-year colleges for today. The early two-year schools were primarily developed to provide education for a greater proportion of the population. The same goal remains one of the main functions in today's two-year colleges.

Colvert (8) gave Joliet Junior College the honor of being the earliest junior college which is still in existence today. Joliet Junior College, Joliet, Illinois, was established in 1901.

Three more periods appear to be prominent in the development of the two-year college. The periods are from 1900 to 1920, 1920 to 1940, and 1946 to the present. During the

World War II years from 1941 to 1946 very little was accomplished to strengthen the junior college movement, with the exception of occupational education.

According to Reynolds (29), the period from 1900 to 1920 might be considered as the formative years for the two-year colleges. The institutions expanded from eight schools, with an enrollment of less than 1000, to 207 schools in 1921, with an enrollment of approximately 16,000 persons.

During this 20 year period many things happened in the junior college movement. Gleazer (16) stated, "the community college emerged to meet needs that other institutions could not or would not meet." The two-year college became a separate entity in the educational system and earned the distinction of being a part of higher education. Hill (21), principal of Chaffey Junior College, claimed that his institution probably has the distinction of offering the first terminal courses in California public junior colleges. In 1916, Chaffey was established as a junior college in connection with the high school. Terminal vocational courses were offered in art, manual training, home economics, commerce, music, library training, general agriculture, farm mechanics, and soils.

Thornton (36) reported that by 1920, when representatives of 34 junior colleges formed the American Association

of Junior Colleges, the movement may be said to have come of age. Fifty years of discussion and experiment had been followed by 20 years of rapid growth.

The period from 1920 to 1940 might be considered the explosive years for the two-year colleges. Hillway (22) described the period:

Development of two-year colleges within the two decades came at a fast pace. The period from 1920 to 1940 was marked particularly by two new characteristics. In the first place, the publicly supported junior colleges took a commanding lead in student enrollment, probably for economic reasons. In the second place, many institutions that specialized in vocational and adult education entered the field.

By 1940, over 300,000 students were enrolled in approximately 600 two-year colleges. McLain (27) cited the growth of terminal courses in two-year colleges from 100 in 1921 to over 4000 by 1941.

Hillway(22) stated that the growth in the number of two-year colleges remained steady but gradually increased until after World War I, when there was a sharp rise in the number of new institutions established. The rapid rate of growth continued until 1948, when some of the institutions became four-year colleges and others closed for lack of sufficient financial backing.

Tremendous expansion of the two-year college began in 1948 and continues through the present time. Not only did the institutions expand rapidly but the course offerings of the institutions expanded with a momentum that caused recruitment of new teachers to become a problem. Some senior colleges and universities presently have programs for training teachers for junior college teaching, and others are in the process of developing such programs.

The rapid growth of the two-year college since 1948 can be attributed to several factors. Among the factors are: the rapid development of technology, the urbanization of the population, the cooperation of many national organizations with the two-year colleges, the continued increase in National and State funding, the tremendous increase in the college bound population, the demands of the adult population for continued education.

A century ago the economy of the United States was predominantly agricultural, but now approximately two-thirds of the population has been drawn into urban areas. According to Snyder (33), people live in an age of truly spectacular technological growth and development with an industrialized economy which requires thousands of technically trained employees.

colleges. A very conservative projection of 2,000,000 students in 1000 colleges by 1970 was expected by Gleazer. This placed a tremendous responsibility upon the educational system for new curriculum and new faculty members.

THE TWO-YEAR COLLEGES IN TEXAS

The growth of the two-year colleges in Texas parallels the growth of the two-year colleges in the United States. One exception to the parallelism is the period from 1900 to 1920. According to Gleazer (14), nine Texas colleges established with two year programs were in existence in 1967 and were established before 1900. Seven of the colleges were private schools, and the other two--one of which later became a four-year college--were public two-year schools. The majority of these nine colleges did not receive two-year college accreditation until after 1920. In the period from 1900 to 1920, only one public two-year college was established which was still in existence in 1967.

Of the 47 two-year colleges in Texas listed in the seventh edition of the American Junior Colleges (14), 29 began in the 1920 to 1948 period. Twenty-three of the schools were public two-year colleges, five were private two-year schools, and one became a four-year college in 1965. Eight two-year colleges listed were established between 1948 and 1967. Of these eight colleges, four were private and four were public colleges.

According to a report in the Texas Outlook (17), a total of 15,085 students were enrolled in two-year colleges in Texas in 1939-1940 compared with 69,668 students in 1965-1966 as given in a report by Gleazer (14) in the American Junior Colleges. Of the 69,668 students reported, 43,489 were men, 26,179 were women.

The Coordinating Board, Texas College and University System (9) approved in 1968 the division of the state into 53 two-year college regions. The Coordinating Board also made the following enrollment predictions for two-year colleges: 197,531 enrollment in the school year 1971-1972; 234,109 enrollment in 1976-1977 school year; 265,669 enrollment in 1981-1982; and 305,528 enrollment in the school year 1986-1987. If the predictions are correct, the enrollment will have increased over 1900 per cent since 1941.

The current listing of the two-year colleges in the American Junior Colleges (14) recorded 47 colleges in Texas, including one school that advanced to a four-year institution. Of the remaining 46 colleges, 17 were federal, state, and locally financed; 15 were state and locally financed; and 14 were privately financed.

The Director of Junior Colleges (19) for 1970 recorded 52 two-year colleges in Texas for the school year 1969-1970, with an enrollment of 105,827. Of the 52 schools listed,

45 were public and seven were private. In the same year College Facts Chart (7) listed 71 four-year colleges and/or universities in Texas with a total enrollment of 292,823.

HOME ECONOMICS IN TWO-YEAR COLLEGES

Although the concept of the two-year college has gained a recognized place in the educational system today, home economics has not achieved the same recognition within the two-year schools in the United States. Little has been written concerning the growth and development of home economics in the two-year colleges, although according to a survey by Hovermale (23), home economics courses have been a part of the curriculum of the two-year college since 1906.

From the catalogues of 19 two-year colleges, Hiatt (20) made a comparison of curriculum offerings from 1920 to 1930. In this study, the average semester hours offered in home economics in the two-year colleges in the United States was 2.5 in 1920, compared to 8.7 in 1930. Bells (11) reported a similar study of 279 two-year colleges made in 1930. In this study, 131 schools offered home economics courses. Courses were offered in these areas: foods, clothing, child care, nursing, home management, and art. Foods and clothing courses were offered in at least 100 of the 131 institutions. The first edition of American Junior Colleges (14) recorded 494 two-year colleges in 1938-1939. Of these colleges in

the United States, 246 had home economics courses offered in the curriculum.

In 1944 Spafford (34) reported findings prepared by the Department of Colleges and Universities of the American Association of Junior Colleges. Spafford related that most of the home economics courses were of the transferable type, intended to substitute for the first two years of course work in the four-year college or university. A few of the two-year colleges realized this did not meet the needs of all the students desiring home economics courses, and began to offer a more generalized home economics curriculum. Home economics at that time had not realized the potentiality of the field for wage-earning occupations below the professional level. The study suggested that if the two-year colleges were to meet the needs of all the students, transfer programs, general education programs, and vocational education programs must be offered. In the area of vocational education, the home economics curriculum must offer preparation for both homemaking and gainful employment.

Bock (5) in 1951 analyzed the curricula of 101 two-year colleges which offered terminal programs. The study was undertaken in order to develop a homemaking course designed to meet specific needs of terminal students attending Rochester College at Rochester, Minnesota. Information was

also received from 135 former students of Rochester College. Bock concluded that most of the needs expressed by the former home economics students had not been met, particularly of the students involved in terminal education.

A study was completed by McLain (27) in 1953 concerning the status of two-year colleges in the United States. The data for the study were secured from college catalogues. McLain found that departments of home economics existed in 75 per cent of the public two-year colleges and 22 per cent of the private two-year colleges, with an average of 14.4 semester hours being offered. The larger schools had the most diversified curricula, with terminal courses included. A few programs had curricula designed especially for the transfer student, and a separate curriculum for the terminal student. Many students were undecided about future plans, and elected to take the terminal courses.

A questionnaire distributed by Carter (6) in 1954 was concerned with home economics in the two-year colleges of the United States. Six aspects of home economics programs were investigated: the faculty, the physical plant, the purpose of the program, the curriculum, the methods of instruction, and problems met in the programs. Carter also concentrated on terminal offerings at the two-year colleges, and found very little training available in the home economics

departments to prepare students for gainful employment, as emphasis was placed on preparation of students for entrance into the four-year college or university.

An investigation completed in 1958 by Wilber (41) studied the relationship between homemaking programs in secondary schools and courses in vocational technical schools in Connecticut. According to the results of the investigation, a student in the secondary schools in the clothing and textiles area of homemaking had experiences which enabled her to sew for herself, her family, and her home. In the vocational-technical schools the student had experiences in clothing and textiles which enabled her to earn a living in dressmaking and related fields. As a result of the study, Wilber concluded, "employers are unwilling to hire girls for skilled areas of dressmaking who have not had special training in these skills."

Hamilton (18), in 1959, planned a tentative home economics program for Hesston College, a two-year college in Hesston, Kansas. Data were secured from a questionnaire indicating needs and interests of students. Further data were obtained from an investigation of curricular offerings in 17 two-year colleges. Answers to the questionnaire indicated few areas of home economics in which most of the students believed the courses in home economics were adequate.

Hamilton found that most of the courses offered at the two-year colleges were in the areas of foods and clothing.

During 1959 Van Wick (39) made a study in Mississippi. At that time, within 13 colleges, foods, nutrition, and clothing were the most prominent home economics courses offered. An additional five colleges offered family living courses. All of the two-year institutions outlined both transfer and terminal curricula.

According to a written questionnaire distributed by Sellers (32), responses indicated that many two-year college administrators and home economics department faculty believed that home economics had a contribution to make to the major functions of the two-year college. The questionnaires were mailed to administrators in two-year colleges that did not offer home economics courses. The questionnaires were also mailed to administrators, curriculum directors, and officials of home economics departments in two-year colleges that did offer home economics courses. Most of the home economics programs had been established for several years.

Thornton (36) summarized the status of home economics in the two-year colleges nationwide by stating:

Home economics courses are offered in 21 of the public junior colleges in the sample group of 30. The fundamental curriculum for transfer

purposes included one two-semester course in foods and nutrition and a second in clothing. Additional courses include home management, child development, family budgeting and purchasing, home planning and decoration, and specialized courses.

In several two-year colleges courses are offered as dual-purpose sequences appealing both to the young woman who plans to earn a degree in home economics at a four-year college, and to the young woman who is planning an early marriage.

According to Johnston (24) and others, the two-year college has been described as a unique educational institution in that it is completely an American innovation which may create a curriculum to fit the student's needs. The two-year college has resulted in dramatically increased college attendance on the part of high school graduates.

HOME ECONOMICS IN TWO-YEAR COLLEGES IN TEXAS

Modern civilization demands professionally trained women who can assume the responsibilities of the home in addition to outside activities. Home economics strives to prepare women for the dual role, and has become an integral part of many two-year colleges in Texas. The home economics curriculum is planned to help the student develop goals, concepts, and values, and to achieve the understanding and abilities essential for present day family life as an individual and as a member of the family and community.

The current edition of American Junior Colleges (14) lists 47 two-year colleges in Texas. Twenty-three of these institutions offer programs in home economics. Each of the colleges offers the lower division courses required for a degree plan in an accredited four-year college or university. In the two-year college in which home economics is not offered, a student may declare home economics as a major sequence, complete the lower division requirements for admittance to the four-year college or university, transfer, and continue a home economics major to the professional degree level.

Courses traditionally considered a part of home economics are offered in the majority of Texas two-year colleges. While there may be no home economics department as such, the courses may be offered in such areas as sociology (marriage and the family); psychology (child development, marriage and the family); art (home furnishings and decoration); and business education (consumer education). Courses may also be found under the vocational-technical division in the areas of food services (management and production), or clothing services (management and production).

As cited by Johnston (24), interdepartmental cooperation can take several forms in order to add both breadth and depth to curriculum offerings in both home economics and

other departments. Departmental intermixing can take the form of cross cataloging, when a course is listed under more than one department but is taught by instructors in only one department; or, as team teaching, instructors from home economics and another department cooperate as a team to present a course; or, a service course, when a home economics course is considered important to the breadth and depth of a curriculum in another department; or, as an elective course, when a course open to non-majors may be taken as an elective to meet general education requirements.

Home economics is a developing and changing area of study. In consideration of this aspect, the home economics courses in the two-year colleges of Texas are generally planned to help the student toward learning experiences directed specifically toward preparing for both a career and for homemaking. The offerings in home economics are designed to serve persons who plan to work toward a degree in home economics, individuals who would like to supplement degree plans by taking some training in home economics as electives, and persons who plan to enter an occupation immediately upon completing two years of study.

VOCATIONAL-TECHNICAL DIVISION IN TWO-YEAR COLLEGES

A confusion appears to exist concerning the usage of the term "vocational-technical education." A distinction

sometimes is noted between secondary vocational-technical education and post-secondary vocational-technical education. Only very recently has the term "vocational-technical" been used to define a division of any college. At the college level, the new term "vocational-technical education" takes the place of the older term "industrial education." In addition, the term "vocational education" has been used many years mainly in relation to the secondary programs designed to prepare a student for immediate employment upon graduation from high school.

Vocational education was used quite frequently in conjunction with land-grant colleges and technical institutions in the last half of the 19th Century and until the present time. "Occupational education" is the newer term for the type of education once defined as vocational education. Such education was of a terminal nature, with programs designed for immediate employment upon completion of the program. The program could be secondary or post-secondary. Other frequently used terms were "semi-professional education," "technical education," and "terminal education." The latter term is disfavored by many educators, as the academicians believe education to be a continuous process. Therefore, the term "continuing education" has evolved and been used quite frequently in recent literature.

Historical records reveal great strides in every field of education in so far as the area of gainful employment is concerned. During the last part of the 19th Century and the first part of the 20th Century many vocational schools and technical institutions, some of which later became two-year colleges, were established to train and retrain unskilled and semiskilled workers. The schools and institutions were created in order to keep pace with the technological advances; and also to train personnel for new occupations created by the technological advances.

In the beginning little thought was given in regard to the total education of the students. Nevertheless, very early in the movement cultural courses as well as domestic science courses were offered. Only very recently, however, has education for personal enhancement been stressed as much as education in order to secure a position. Modern educators and officials have become concerned with the problem of education for each individual to the very fullest extent of the person's capacity. The emphasis, therefore, is placed on adult education as a continuous process.

Until the last several decades, free secondary education systems financed by the government were able to assume the burden of the educational ideology of education for the masses. As the burden became too great, and with the four-

year colleges and universities unable to share the complete load, more two-year colleges were established. The two-year institutions could assume the responsibility for the first two years of undergraduate courses, as well as establishing a basis for the continuance of vocational-technical educational training beyond the level attained in the secondary schools. Despite the fact that the two-year college movement, with vocational and technical programs, is over 70 years old, students are still guided into occupational courses with the statement, "Learn a trade and get to work."

The establishment of new two-year colleges with sufficient curriculum offerings, at a nominal tuition charge, requires tremendous financial security. Federal and state governments have not recognized the need too rapidly, but gradually legislation has been passed both in the federal and state government to supplement the local community financing and to insure at least partial success. Future legislation will undoubtedly give further assistance. The panel of consultants on vocational education (37) named by the President of the United States related in a summary report, "Since 1917, the federal government has helped our public schools prepare people for jobs." The panel continued with the observation:

Congress reviews the local-state-federal vocational education program each year, as it appropriates the federal funds, to match local state

expenditures. In addition, the program has been expanded and extended by several successive enactments. The major vocational education statutes are:

- Smith Hughes Act, 1917 \$7 million per year
- George-Barden Act, 1946 \$29 million per year
- Practical Nurse Amendment, 1956 \$5 million per year
- National Defense Education Act, \$15 million per year for technical training
- Manpower Development and Training Act, 1962 \$20 million for job training
- Area Redevelopment Act, 1961, \$3 million for training in 1962.

The summary of current federal statutes does not include the laws authorizing special vocational education programs which trained 7.5 million people during World War II at a five-year cost of \$297 million.

Today's laws benefit 4 million students, of which half are adults. The students are taught in two-thirds of the secondary schools in the United States, and many of the colleges and universities. A 250 million dollar local-state-federal program, of which \$117 million is locally funded, \$89 million state funded, and \$48 million federally funded, is in progress today.

The first federal legislation for vocational education was primarily for secondary school systems and the training of teachers in the land-grant colleges. Successive legislation allowed two-year colleges to participate in the funding.

As stated by the President of the United States (37), in a message delivered to the first session of the 87th Congress, 1961:

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view toward their modernization. . . . To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor-industry, and agriculture, as well as the lay public, together with representation from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts; and making recommendations for improving and redirecting the program.

The advisory body gave a report that induced the enactment of the Vocational Education Act of 1963. Thornton (36) reported:

The Vocational Education Act of 1963 recognized the junior colleges by removing the restriction to courses of "less than college grade" that had appeared earlier in federal vocational legislation, and by concentrating on the training needs of people rather than on preparation for specific occupations.

The most recent federal legislation on vocational education is the Vocational Education Amendments of 1968. The legislation was instigated by another report of a group study

of vocational education requested by the President of the United States' advisory council (38) on vocational education. The council is best defined by the following letter of transmittal:

December 1, 1967

Hon. John W. Gardner
Secretary of Health, Education,
and Welfare
Washington, D. C. 20201

Dear Mr. Secretary:

I have the honor to submit herewith the report of the Advisory Council on Vocational Education, appointed by you, and announced by the President of the United States on November 22, 1966.

The council has prepared its report in conformity with the provisions of Section 12, Public Law 88-210, the Vocational Education Act of 1963.

Members of the council join me in expressing our appreciation of the opportunity to be of service in connection with the national review of vocational education.

Sincerely,
Martin W. Essen
Chairman

The report of the Rural Task Force on Vocational and Technical Education (31) made in April, 1970, will undoubtedly bring still more federal legislation on vocational education. The legislature presently has the report.

State legislation moved more slowly than federal legislation. Struthers (35) reported:

The history of legislation shows that the transfer program in the two-year colleges was established in California in 1907, in two more states in 1917, in seven during the 1920's, in six in the 1930's, in two in the 1940's, and in three in the 1950's. In contrast, mention of technical and vocational education appeared in the law in California in 1917, in two more states in the 1920's, in three between 1930 and 1939, in seven during the 1940's, in six in the 1950's, and in five states after 1960.

Blocker (4) also stated that courses which were not designed to provide transfer credit lagged behind college transfer programs both as to time of adoption and the number of states which recognized the need for the courses.

Perhaps the requirement that state and local governments match federal appropriations aided to bring about much state legislation. Ward (40) observed that recent activities on the part of the United States Office of Education encouraged vocational education for post-high school training and paralleled the activities of some state departments of education. The day may not be too distant when the total efforts of the community, the state, and the nation will, through a system of encouragement and financial equalization, insure every young man and woman the right to prepare for occupational competency and personal adequacy in a two-year college.

Most states presently have two-year colleges with vocational-technical divisions. The state of Texas has recently enacted legislation concerning vocational education. A report by the Texas Advisory Council on Technical-Vocational Education (1) was presented to the governor in March, 1970, with a promise of recommendations which would undoubtedly bring new legislation.

HOME ECONOMICS IN VOCATIONAL-TECHNICAL DIVISION

Since the passage of the 1963 Vocational Education Act and the Vocational Education Amendments of 1968, which emphasized gainful employment programs, a number of states have developed home economics programs in the vocational-technical division of the two-year colleges. The programs improve technical training in the fields faced with manpower shortages--notably the service occupations.

A program is underway currently at Maricopa County Junior College, in Arizona. The program, similar to those of other two-year colleges, offers young men and women excellent training in the quantity foods field. The curriculum is organized to train students for beginning supervisory positions as food service managers of enterprises or institutions that serve food in large quantities: restaurants, hotels, catering businesses, industrial or school cafeterias, hospitals, and nursing homes. The curriculum in the

vocational-technical division includes food preparation, purchasing, cost analysis, and service.

According to Garrett (13), many two-year colleges offer programs of home economics study. California, Colorado, Florida, Ohio, and Pennsylvania have programs in two-year colleges. The programs prepare students to be assistants in day camps, day care and recreation centers, nursery schools, child development centers, schools for exceptional children, and hospitals.

Through home economics courses in the vocational-technical division of the two-year college, students have the opportunity to assess the activities and satisfactions enjoyed and to determine the utilization of specific learnings in various occupations. Kievit (25) declared that occupational courses related to home economics can provide preparation for employment.

Texas currently has a pilot home economics program at San Jacinto College, Pasadena, Texas, in the Vocational-Technical Division. The department offers two year technical programs designed to prepare men and women for employment in the expanding career fields of food service, interior design, child development and the fashion industry. Graduates of these programs will have an understanding of problems in these fields, experience in use of materials and equipment

related to the field, and will have participated in on-the-job training to practice skills and acquire experience.

Many community leaders and administrators have a growing awareness of the contribution of home economics as a field of study. Through the home economics programs, whether terminal, transferable, or vocational-technical in matter, the two-year college is making it possible for fellow citizens to raise their cultural and employment levels.

CHAPTER III

P L A N O F P R O C E D U R E

PURPOSES OF THE STUDY

A survey was made of the needs of approximately 30 selected Texas communities with a two-year college in the community or nearby vicinity in regard to the establishment of a home economics program in the vocational-technical division of the college. The general aim of the study was to ascertain the areas of emphasis, facilities, and current practices of the vocational-technical divisions and the home economics departments in the two-year colleges of Texas as a basis for the implementation of home economics in the vocational-technical division. The specific purposes of the study were:

- 1) To investigate the potential of existing departments of home economics in two-year colleges to develop a widely diversified curriculum; and, to determine if such programs presently exist.
- 2) To investigate the attitudes of the directors of the vocational-technical divisions in the two-year colleges in regard to the implementation of diverse home economics programs to meet the economic needs of the community.
- 3) To conduct a survey of business organizations with occupational opportunities for personnel

trained in an aspect of home economics in the vocational-technical division of the two-year college.

- 4) To determine if a home economics program of such diversity would be feasible or tenable for the smaller two-year colleges.

As a background for the present study, the author reviewed studies concerned with the two-year college, vocational-technical divisions in the two-year college, and home economics in the two-year college. Recent journals were analyzed for information concerning the emphasis placed on vocational-technical programs. In addition, a current catalogue was secured from each two-year college in Texas to determine if the school offered home economics courses either as a separate discipline, or as community service courses.

INSTRUMENTS

The survey method of research was employed for the study. To solicit information concerning the potential of home economics in the vocational-technical divisions of the two-year colleges, three questionnaires were developed by the author. Questionnaire I, "Present Status of Home Economics in the Two-Year College," was mailed to each of the 23 departments of home economics in the two-year colleges in Texas. Questionnaire II, "Implementation of Home Economics Programs in Vocational-Technical Division in Two-Year Colleges," was mailed to each of the 50 two-year colleges in

Texas. Questionnaire III, "Employment Potential in Business Establishments Involving Home Economics Related Occupations," was mailed to 307 businesses located in areas accessible to a two-year college. A copy of each questionnaire may be found in Appendix A.

Questionnaire I directed to the heads of home economics departments was divided into four parts. Part A, General Information, requested data concerning the respondent, and the institution. Specific information was requested in regard to the current enrollment in home economics courses. Part B, Home Economics Department, consisted of questions regarding the organization of a home economics program, faculty members, and facilities available. Information was also requested concerning the uses made of the home economics rooms other than for the home economics courses. Part C, Curriculum, requested information concerning the development of the home economics curriculum, criteria used in the development, and types of home economics programs offered in the college. Part D, Vocational-Technical Division, requested specific information about community needs for the integration of home economics into the vocational-technical division. The head of the home economics department was asked to check as "insufficient," "adequate," or "surplus," according to personal knowledge.

Questionnaire II for the director of vocational-technical division consisted of three parts. Part A, entitled General Information, requested background information concerning the respondent and the institution, requested specific data regarding the employment of the respondent, the number of years in the present position, and the current enrollment of the college where the respondent was employed. Part B, Vocational-Technical Division, requested information regarding specific programs, the difficulty in initiating new programs, and the training needs the college was not currently meeting. Part C, Training in Home Economics, requested general information regarding home economics courses as a part of the curriculum, as well as specific information concerning community needs for vocational programs in the area of home economics. The respondent was asked to check as "insufficient," "adequate," or "surplus," in regard to the community needs. Also included were some open-end questions for comments.

Questionnaire III was directed to a representative of a business establishment. The questionnaire contained four parts. Part A, General Information, requested the name of the business, address, name of the respondent, position, and number of persons employed. Part B, Student Employment Potential, consisted of information regarding minimum age at which the firm accepted employees, minimum educational

requirements of workers, and positions which were difficult to fill. In Part C, Types of Employment, the respondent was asked to describe specific employment at the firm, and give the experience and/or training required for each type of employment. Part D, Desire to Participate in Training Program, requested the business representative to check as "insufficient," "adequate," or "surplus," according to personal knowledge about community needs. The final questions regarded the possibility of having experienced workers secure further training to prepare for new home economics positions within the firm.

SELECTION OF SAMPLE

A list of two-year colleges in Texas was obtained from the 1967 edition of American Junior Colleges (14). The list was supplemented with additional new two-year colleges as recorded in the Directory of Junior Colleges (19). The survey was planned to include all the two-year colleges in Texas, regardless of the fact that some of the schools did not have a vocational-technical division at the present time.

In regard to the departments of home economics, each current catalogue was analyzed as to the presence of a home economics curriculum. The presence of traditional home economics courses within other disciplines was also observed.

Names of vocational-technical directors, deans, and home economics department heads were obtained from the catalogues.

The names and addresses of various businesses were secured through use of city directories available at the Chamber of Commerce. The author also used telephone directories for additional information. Since the study was a postal survey, questionnaires sent to a specific business and/or individual and to a correct address was considered a necessity.

COLLECTION OF DATA

The list of the two-year colleges and the list of the two-year colleges which offer programs in home economics constituted the first step in the collection of data. The second step consisted of selecting the businesses and securing the addresses.

One complete copy of the questionnaire was mailed to the Dean of the Vocational-Technical Division, Head of the Department of Home Economics, and the representative of the selected business establishment, in April, 1970. Each questionnaire was accompanied by a letter. The letters may be found in Appendix A. Several weeks later a follow-up letter was sent to the two-year schools. A new group of business names and addresses was secured, and a questionnaire with

the original letter, were mailed. Data were collected during the period of April through September, 1970.

ANALYSIS OF DATA

Separation of data for the study involved assignment of each returned instrument according to respondent. Three instruments were involved: "Present Status of Home Economics in the Two-Year College," "Implementation of Home Economics Programs in Vocational-Technical Division in Two-Year College," and "Employment Potential in Business Establishment Involving Home Economics Related Occupations." Following the separation, the data from each response were then coded. The following step was to tabulate and statistically analyze the data.

Tables were prepared showing the information received on each of the questionnaires. The data were expressed in terms of numbers and percentages on all the tables where this measure seemed applicable, but in a few instances only numbers were used. One section of each of the three questionnaires requested information concerning the need for workers trained in home economics fields. Responses recorded and tabulated from the section were analyzed using the chi square method to test the differences in the responses of the different groups. The levels of .01 and .05 were accepted as being significant.

CHAPTER IV

P R E S E N T A T I O N A N D A N A L Y S I S O F D A T A

This study investigated the potential of incorporating home economics into the vocational-technical divisions of the two-year colleges in Texas. Three structured questionnaires were developed by the author to secure data. Two of the questionnaires related to the current status of home economics in the two-year colleges in Texas, and the present position of the vocational-technical divisions in the two-year colleges in Texas. The third questionnaire was designed to secure the opinions of selected business establishments as to occupational opportunities for personnel trained in some aspect of home economics in the vocational-technical division of the two-year college.

In order to secure data, questionnaires were mailed to 23 departments of home economics in two-year colleges in Texas, to 50 directors of vocational-technical divisions of two-year colleges in Texas, and to 380 selected business establishments in Texas cities and towns with a two-year college located in the area. For discussion and interpretation of the data, the state was divided into the following

geographical regions: North East Texas, East Texas, South Texas, Central Texas, North West Texas, and West Texas. Each specific two-year college and each participating business establishment was then classified as to region, based on the geographic location. A list of the cities and towns and the two-year colleges may be found in Appendix B, and also a map of Texas with the regional divisions.

The six geographical regions with the total number of businesses and two-year colleges responding from each region are shown in Table I. The North East Texas region had the largest number of participating respondents, with a total number of 30, comprising 31.2 per cent of the total representation. The East Texas region represented 24.0 per cent of the total, whereas South Texas had 20.8 per cent. A total of 12.5 per cent of the responses were received from the North West Texas region. The Central Texas region included the smallest number of respondents reporting, 3.1 per cent of the total number.

Each of the six regions were represented by participating two-year colleges. A majority of the two-year colleges were located in the North East and East areas, which corresponds to the population totals for the cities and towns in these areas. An effort was made to include all two-year colleges in Texas as listed in the American Junior Colleges (14) and the Directory of Junior Colleges (19) for 1970. The

TABLE 1
PARTICIPATING HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES ACCORDING TO GEOGRAPHICAL REGION

Region	Two-Year Colleges Responding	Respondents			Total Respond- ents	Per cent of Total Re- spondents
		Teachers	Direc- tors	Represent- atives		
North East Texas	12	6	11	13	30	31.2
East Texas	12	4	10	9	23	24.0
South Texas	9	4	8	8	20	20.8
North West Texas	5	2	4	6	12	12.5
West Texas	3	1	3	4	8	8.3
Central Texas	2	0	2	1	3	3.1

list included private and church supported two-year colleges as well as state supported two-year colleges.

Responses received by October 1, 1970, were coded and tabulated for further study. Out of a total number of 73 instruments mailed to two-year colleges, replies were received from a total of 56 of the two-year college directors of vocational-technical divisions and heads of home economics departments. The total number represented 38 replies from the directors and 18 replies from the heads of home economics departments.

The data included a response from one or more two-year colleges in each of the six regions. As might be expected, more of the schools were located in highly populated areas. The North East region contained a total of 14 two-year colleges, with a total population of 1,220,937 for the 13 cities and towns located in the region. Data were received from 12 two-year colleges, and 13 businesses in the North East region.

The East region contained 14 two-year colleges, with a total population of 1,267,050 for the cities and towns that contained the two-year colleges. Data were received from 12 two-year colleges and nine businesses.

The third area represented in the study was South Texas, with a total population of 1,032,123 for the 12 cities and towns that contained the two-year colleges. Of the 12 two-year colleges located in this area, nine responded. Eight businesses located in the cities and towns represented responded.

For the five cities and towns in the North West region with two-year colleges in the area, the total population was 311,420. Data were received from each of the five schools, and from six businesses located in this area.

The West Texas area contained three cities and towns with a two-year college available. The total population of these three cities and towns was 179,285. A representative of each of the three colleges and four businesses in the region responded.

The Central Texas area contained only two cities and towns with two-year colleges. A total population for the two towns was 7,812. Both of the two-year colleges and one business responded to the questionnaire.

The geographical regions in Texas, the number of two-year colleges in each region, and the 1969 population for

the cities and towns with a two-year college accessible were as follows:

<u>Region</u>	<u>Two-year Colleges</u>	<u>Population of Cities Represented</u>
North East Texas	14	1,220,937
East Texas	14	1,267,050
South Texas	12	1,032,123
North West Texas	5	311,420
West Texas	3	179,285
Central Texas	2	7,812

HOME ECONOMICS DEPARTMENTS IN
TWO-YEAR COLLEGES

Data were received from 18 respondents representing the home economics departments in the two-year colleges. Each of the home economics respondents was asked to give the number of years spent in the present school. The respondents reported a total of 114 years, an average of 6.3 years for each teacher. The number of years each respondent has spent at her particular school ranged from one year to 30 years.

At the 18 two-year colleges with home economics departments, 1222 women and 11 men were enrolled in home economics courses as full time home economics students. Part-time home economics students included 629 women and five men.

The heads of the home economics departments were requested to describe the organization of the home economics program in their respective colleges. From the total number of 18 teachers responding to this question, 17 home economics programs were organized as separate departments. The remaining home economics program was organized within another department in the college.

The 18 two-year colleges reported a total of 27 faculty members on the home economics staff. The number included 14 full time and 13 part time faculty members. The educational requirements for teaching home economics in the two-year colleges were not the same for all institutions. A master's degree was required by 13, or 72.2 per cent, of the participating two-year colleges. The remaining five participating two-year colleges, or 27.8 per cent, required only a bachelor's degree. The educational requirements as stated in responses given on the survey forms were as follows:

<u>Requirements</u>	<u>Responses</u>	
	<u>Number</u> (N=18)	<u>Per cent</u>
Bachelor's degree	5	27.8
Master's degree	13	72.2

From the data concerning the facilities available, a foods laboratory was reported by 22.2 per cent of the home

economics respondents. The second most available room was a clothing laboratory, which was present in 20.8 per cent of the two-year colleges. A dining room was a part of the home economics department in 12.9 per cent of the two-year colleges. Nine two-year colleges, 11.7 per cent, had the use of a general classroom in the home economics department. A living room was included in 9.1 per cent of the home economics departments. Six of the home economics departments had a bathroom and/or an all-purpose room. Three of the home economics departments reported a bedroom and/or other types of rooms not included in the list of rooms given in the questionnaire. Only two departments stated that rooms were shared with another department. One department shared accommodations with the high school home economics department; the other shared rooms with another department on the campus (Table II).

In 14 of the two-year colleges the home economics rooms and facilities were used for purposes other than for the home economics courses. In six of the schools, 42.9 per cent, the rooms were used as the social center of the college. The facilities were used for community functions in 14.2 per cent of the two-year colleges, and 42.9 per cent made use of the rooms for other classes. Other students were permitted to use the sewing machines in six of the two-year colleges. The

TABLE II
HOME ECONOMICS DEPARTMENT FACILITIES
IN 18 TWO-YEAR COLLEGES IN TEXAS

Department Rooms	Responses	
	Number	Per cent
Foods laboratory	17	22.2
Clothing laboratory	16	20.8
Dining room	10	12.9
General classroom	9	11.7
Living room	7	9.1
All-purpose room	6	7.8
Bathroom	6	7.8
Bedroom	3	3.9
Other rooms	3	3.9

uses made of the home economics rooms and facilities other than for the home economics courses were as follows:

<u>Use of Rooms</u>	<u>Responses</u>	
	<u>Number</u> (N=14)	<u>Per cent</u>
Social center of college	6	42.9
Other classes	6	42.9
Community functions	2	14.2

More than half of the home economics teachers, 66.7 per cent, were responsible for developing the home economics curriculum in their college. In addition, 11.1 per cent of the teachers stated that the dean of the college assumed responsibility in developing the home economics curriculum. In four of the schools, 22.2 per cent, both the home economics teacher and the dean shared the responsibility for developing the home economics curriculum. The number of individuals that had the responsibility for developing the curriculum were as follows:

<u>Responsibility for Developing Curriculum</u>	<u>Responses</u>	
	<u>Number</u> (N=18)	<u>Per cent</u>
Teacher	12	66.7
Both teacher and dean	4	22.2
Dean	2	11.1

Respondents were requested to indicate the criteria used for determining the home economics programs in their respective colleges. The highest percentage of the teachers, 42.3 per cent, checked enrollment as being the outstanding criteria used. The next largest group of teachers, 23.1 per cent, related that requirements at four-year colleges were reviewed in determining the home economics program. The available facilities were a determining factor for 19.2 per cent of the two-year colleges; 15.4 per cent listed community surveys as part of the criteria used for determining the home economics program. The entire list of the criteria used for determining the home economics program in the two-year colleges was as follows:

<u>Criteria</u>	<u>Responses</u>	
	<u>Number</u> (N=26)	<u>Per cent</u>
Enrollment	11	42.3
Requirements at four-year colleges	6	23.1
Facilities available	5	19.2
Community surveys	4	15.4

Four different types of home economics programs were available at the two-year colleges. A total of 50 per cent of the teachers stated their colleges offered programs parallel to those offered in four-year colleges, whereas 25 per cent of the respondents stated that their programs

included non-credit courses. The remaining programs, including vocational-technical programs, were offered by 15.6 per cent of the schools, and terminal programs were offered by 9.4 per cent of the two-year colleges. The different types of home economics programs as stated by the respondents were as follows:

<u>Programs</u>	<u>Responses</u>	
	<u>Number</u> (N=32)	<u>Per cent</u>
College parallel	16	50.0
Non-credit courses	8	25.0
Vocational-technical	5	15.6
Terminal courses	3	9.4

As might be expected, a high percentage of the home economics teachers, 83.3 per cent, believed the home economics program in their particular school was making a major contribution to the total curriculum of the two-year college. Only 16.7 per cent indicated their program was not making a major contribution.

The home economics teachers were requested to indicate whether or not home economics courses were a part of the vocational-technical division. Of the respondents, 82.4 per cent stated that the courses were not a part of the vocational-technical division. Home economics courses in the remaining

three schools, 17.6 per cent, were currently a part of the vocational-technical division at their respective two-year colleges.

Three home economics teachers reported knowledge of training programs in the field of home economics in their particular region besides those the public schools were providing. These programs were a day school for preschool children, sponsored by the Church of Christ; a program provided by interested women to inspire homemakers in Christian education; and the home economics programs in the vocational-technical division at San Jacinto College in interior design, child development, fashion design, and training as a dietetic aide.

A total of 61.1 per cent of the home economics teachers stated that their present home economics program could be adjusted to include vocational-technical home economics courses without interfering with the quality of the courses for transfer students. Seven teachers, 38.9 per cent, believed their present program could not be adjusted to include vocational-technical home economics courses.

The majority, 72.2 per cent, of the teachers had plans or proposals for immediate or future developments in their home economics departments. Only 27.8 per cent did not report any future plans for their departments.

VOCATIONAL-TECHNICAL DIVISION IN
TWO-YEAR COLLEGES

Data were received from 38 respondents representing the vocational-technical divisions in the two-year colleges. Each of the respondents was asked to give the number of years spent in the present position. The respondents reported a total number of 268 years, an average of 7.06 years for each director. In addition, each of the respondents was asked to give the number of years spent in the current position. The respondents reported a total number of 185 years in their current positions, an average of 4.9 years for each director in his current position. The number of years each respondent had spent in the current position ranged from one year to 25 years. Of the 38 respondents, 44.7 per cent reported their present title as Dean, with 23.8 per cent giving their present title as Director of Vocational-Technical Division. Three of the respondents, 7.9 per cent, stated their present position to be Director of Applied Arts, and 5.3 per cent gave their present title as Chairman. Other positions listed were Counselor, President, Assistant Dean of Vocational-Technical Division, and Director of Special Programs--each of the positions being listed by 2.6 per cent of the respondents. For reasons of clarity, all of the individuals responding to the questionnaire directed to the Director of Vocational-Technical Division will be referred to as the director (Table III).

TABLE III
ACADEMIC POSITION AS REPORTED BY INDIVIDUALS
RESPONDING TO VOCATIONAL-TECHNICAL
QUESTIONNAIRE

Position	Responses	
	Number (N=38)	Per cent
Dean	17	44.7
Director of vocational- technical division	9	23.8
Director of applied arts	3	7.9
Chairman	2	5.3
Position not indicated	2	5.3
Director of evening school and vocational-technical division	1	2.6
Counselor	1	2.6
President	1	2.6
Assistant dean of vocational- technical division	1	2.6
Director of special programs	1	2.6

The 38 directors who replied to the questionnaire listed 111 specific programs as being a part of the vocational-technical division. Of the total program offerings listed by the directors, 14.4 per cent was data processing, and 10.8 per cent was drafting and design. Three programs--electronic technology, machine tools, and secretarial studies--each amounted to 8.1 per cent of the total offerings. Vocational nursing was fourth on the list, being 7.2 per cent of the total offerings. Both pre-nursing and welding were listed by five directors, comprising 4.5 per cent of the offerings. Agriculture amounted to 2.8 per cent of the total offerings (Table IV).

Of the entire list of schools offering specific programs in the vocational-technical division, 42.1 per cent offered data processing. Drafting and design was offered by 31.6 per cent of the schools, with electronic technology, machine tools, and secretarial studies being offered by 23.7 per cent of the schools. Vocational nursing was included by 21.0 per cent of the schools, with electronics and police science listed by 15.8 per cent of the schools. The specific programs of pre-nursing and welding were offered by 13.2 per cent of the schools, and agriculture was included by 7.9 per cent.

TABLE IV
 SPECIFIC PROGRAMS IN VOCATIONAL-TECHNICAL DIVISION
 AS LISTED BY VOCATIONAL-TECHNICAL DIRECTORS AT
 TWO-YEAR COLLEGES IN TEXAS

Program	Number of Program Offerings (N=111)	College Offerings	
		Per cent of Programs (N=111)	Per cent of Schools (N=38)
Data Processing	16	14.4	42.1
Drafting and Design	12	10.8	31.6
Secretarial Studies	9	8.1	23.7
Machine Tools	9	8.1	23.7
Electronic Technology	9	8.1	23.7
Vocational Nursing	8	7.2	21.0
Electronics	6	5.4	15.8
Police Science	6	5.4	15.8
Mid-Management	6	5.4	15.8
Pre-Nursing	5	4.5	13.2
Welding	5	4.5	13.2
Agriculture	3	2.8	7.9
Environment	2	1.8	5.3

TABLE IV (Continued)
 SPECIFIC PROGRAMS IN VOCATIONAL-TECHNICAL DIVISION
 AS LISTED BY VOCATIONAL-TECHNICAL DIRECTORS AT
 TWO-YEAR COLLEGES IN TEXAS

Program	Number of Program Offerings (N=111)	College Offerings	
		Per cent of Programs (N=111)	Per cent of Schools (N=38)
Dental Hygiene	2	1.8	5.3
Artising Art	2	1.8	5.3
Instrumentation	1	0.9	2.6
Ceramics	1	0.9	2.6
Printing	1	0.9	2.6
Refrigeration	1	0.9	2.6
Dental Assistant	1	0.9	2.6
Building Trades	1	0.9	2.6
Land Surveying	1	0.9	2.6
Aviation Technology	1	0.9	2.6
Child Care	1	0.9	2.6
Mental Retardation	1	0.9	2.6
Home Economics Courses	1	0.9	2.6

Twenty-four of the vocational-technical directors, 63.2 per cent, stated that they had problems which made it difficult to initiate new vocational-technical programs. Listed in order of prominence, the problems listed were: lack of money, lack of faculty, and another school too close. Seven of the directors, 18.4 per cent, did not have any problems in initiating new vocational-technical programs. Seven of the directors did not respond to the question. The responses as stated were as follows:

Question

Do you know of any problems which make it difficult to initiate new vocational-technical programs?

<u>Response</u>	<u>Directors</u>	
	<u>Number</u> (N=38)	<u>Per cent</u>
Yes	24	63.2
No	7	18.4
No response	7	18.4

Other than providing training to qualify students for employment, the majority of the vocational-technical directors, 60.5 per cent, believed that vocational-technical education was useful to the students, the college, and the community. Of the directors, 21.6 per cent, related employability as the most effective way in which vocational-technical

education was useful. A total of 17.6 per cent of the directors related an enhancement of society as an effective way vocational-technical education was useful. Seven directors, 13.7 per cent, were of the opinion that vocational-technical education was most effective in helping industry, both old and new. A total of 11.8 per cent of the directors stated that a well-rounded education was an effective way in which vocational-technical education was useful. The remaining proportion of the directors indicated the vocational-technical division was effective in the following ways: enhancing the value of the two-year college, improving personal health, developing hobbies and worthy use of leisure time, preparing for a more beautiful home life, and in meeting the demands of the people for extra income (Table V).

Approximately three-fourths of the vocational-technical directors, 73.7 per cent, stated that their college was not meeting all the training needs. The directors listed 23 different types of community needs (Table VI). Three of the directors, 7.9 per cent, indicated that their college was meeting the community needs at the present time. Seven

TABLE V
WAYS VOCATIONAL-TECHNICAL EDUCATION IS EFFECTIVE
IN TWO-YEAR COLLEGE AS LISTED BY
VOCATIONAL-TECHNICAL DIRECTORS

Effective Ways	Responses	
	Number	Per cent
Employability	11	21.6
Enhance society	9	17.6
Help industry, old and new	7	13.7
Well-rounded education	6	11.8
Hobbies	5	9.8
More beautiful home life	4	7.8
Enhance value of two-year college	2	3.9
Personal health improvement	2	3.9
Worthy use of leisure time	2	3.9
Demands of people	2	3.9
Extra income	1	2.1

TABLE VI
COMMUNITY TRAINING NEEDS AS LISTED BY 38
VOCATIONAL-TECHNICAL DIRECTORS

Needs	Total
Auto mechanics	5
Vocational-technical courses	5
Laboratory technicians	4
Machine shop	3
Continuing adult education	3
Electronics	2
Radio and television repair	2
Dental technology	2
Welding	2
Art	2
Licensed vocational nursing	2
Adult courses	2
Non-credit courses	1
Plastic technology	1
Tool and die makers	1
Costomology	1
Air traffic controllers	1
Mental health technology	1
Law enforcement	1
Cook and bakers school	1
Restaurant management	1
Food planning	1
Helicopter mechanics	1

directors, 18.4 per cent, did not respond to this question.

The responses to the question were as follows:

Question

Are there any student or community training needs which your college is not meeting?

<u>Response</u>	<u>Directors</u>	
	<u>Number</u> (N=38)	<u>Per cent</u>
Yes	28	73.7
No	3	7.9
No response	7	18.4

A high percentage of the directors, 61.8 per cent, stated the college had not met the community needs due to lack of money. Two other reasons, poor leadership and lack of faculty, were given by 14.3 per cent of the directors; whereas, 4.8 per cent of the directors stated that having another school too close and poor interest were their reasons for not meeting the community needs. The reasons as listed by the directors for not meeting the community training needs were as follows:

<u>Reasons</u>	<u>Directors</u>	
	<u>Number</u> (N=21)	<u>Per cent</u>
Money	13	61.8
Poor leadership	3	14.3
Lack of faculty	3	14.3
Poor interest	1	4.8
Another school too close	1	4.8

More than half of the vocational-technical directors, 60.5 per cent, stated that home economics courses were not a part of the curriculum at their school. Nine directors, 23.7 per cent, reported home economics courses were a part of the curriculum.

Question

Are home economics courses a part of the curricula at your school?

<u>Response</u>	<u>Directors</u>	
	<u>Number</u> (N=38)	<u>Per cent</u>
Yes	9	23.7
No	23	60.5
No response	6	15.8

In addition, 71 per cent of the directors stated that home economics courses were not a part of the curricula in the vocational-technical division at their college. Five directors, 13.2 per cent, responded that home economics courses were a part of their vocational-technical curriculum.

Question

Are home economics courses a part of the curricula in the vocational-technical division?

<u>Response</u>	<u>Directors</u>	
	<u>Number</u> (N=38)	<u>Per cent</u>
Yes	5	13.2
No	27	71.0
No response	6	15.8

Three-fourths of the directors, 76.3 per cent, believed that home economics programs could become a part of the vocational-technical division of the two-year college. Only three of the directors, 7.9 per cent, believed that the vocational-technical division was not a place for the home economics programs. Six directors did not respond to the question. The response to the question was as follows:

Question

Do you believe home economics programs can become a part of the vocational-technical division of the two-year college?

<u>Response</u>	<u>Directors</u>	
	<u>Number</u> (N=38)	<u>Per cent</u>
Yes	29	76.3
No	3	7.9
No response	6	15.8

BUSINESS ESTABLISHMENTS

In the space age preparation for initial employment is only the beginning of education. Students must not only be prepared for presently existing jobs but also be psychologically prepared to continue their education to prepare for jobs that will emerge as a result of technological changes.

Data were received from 41 respondents representing the business establishments located in the cities and towns

accessible to a two-year college. Thirteen different types of firms replied to the questionnaire. The most of the responses, 19.5 per cent of the total, were received from nursery schools and department stores. Of the remaining firms, six responses, 14.6 per cent, were received from nursing homes. Slightly under 10.0 per cent of the responses were from clothing manufacturing establishments, and 7.4 per cent of the responses were from kindergartens, preschools, and drapery and upholstery shops. One of each of the following firms responded: draperies and interiors, catering service, furniture store, home for senior citizens, interiors, and frozen foods company (Table VII).

The respondents were asked to give the number of years spent at their firm. The respondents reported a total of 416 years of service. For the 41 representatives responding, this denoted an average of 10 years for each individual. The number of years each representative had spent in the firm ranged from one year to 51 years.

Twelve different position titles were given by the representatives. Almost one-fourth of the representatives, 24.5 per cent, listed their position and/or title as owner. Owner-director and/or administrator were given by 14.6 per cent of the representatives. Almost 10 per cent of the

TABLE VII
TYPES OF FIRMS RESPONDING TO THE QUESTIONNAIRE

Type	Number (N=41)	Per cent
Nursery school	8	19.5
Department store	8	19.5
Nursing home	6	14.6
Clothing manufacturing	4	9.8
Kindergarten	3	7.4
Preschool	3	7.4
Drapery and upholstery	3	7.4
Catering service	1	2.4
Draperies and interiors	1	2.4
Furniture store	1	2.4
Home for senior citizens	1	2.4
Interiors	1	2.4
Frozen foods company	1	2.4

representatives, 9.8 per cent, stated director or store manager as their title. Supervisor was given as the position title by 4.9 per cent of the representatives. In addition, principal, assistant secretary/treasurer, secretary/treasurer, vice president, or co-director were each stated as the position title by one representative (Table VIII).

The business representatives were asked the minimum age for accepting employees. The largest group of employers, 53.8 per cent, would accept employees at age 18. Employees below age 18 were acceptable to 29.3 per cent of the representatives. Age 20 was checked by 9.8 per cent of the employers; whereas, age 19 was given by only 7.3 per cent of the representatives. The minimum age for employees as stated by the business representatives was as follows:

<u>Age</u>	<u>Business Representatives</u>	
	<u>Number</u> (N=41)	<u>Per cent</u>
Below 18	12	53.8
Age 18	22	29.3
Age 19	3	7.3
Age 20	4	9.8

The distribution was almost equally divided between the employer's preference for male or female workers. Male workers were desired by 51.2 per cent, and female workers

TABLE VIII
POSITION TITLES AS GIVEN BY THE 41 BUSINESS
REPRESENTATIVES RESPONDING TO THE
QUESTIONNAIRE

Title	Number (N=41)	Per cent
Owner	10	24.5
Owner-director	6	14.6
Administrator	6	14.6
Director	4	9.8
President	4	9.8
Store manager	4	9.8
Supervisor	2	4.9
Principal	1	2.4
Assistant secretary/treasurer	1	2.4
Secretary/treasurer	1	2.4
Vice-president	1	2.4
Co-director	1	2.4

preferred by 48.8 per cent of the business representatives. It should be pointed out that 48.8 per cent of the representatives checked both male and female workers, indicating that either could be employed. The worker preference as stated follows:

<u>Preference</u>	<u>Business Representatives</u>	
	<u>Number</u> (N=41)	<u>Per cent</u>
Male	21	51.2
Female	20	48.8
Either male or female	20	48.8

In most instances, the business representatives stated the minimum education of workers hired was to be a high school graduate, which was checked by 57.2 per cent of the representatives; or, to have had two years of high school, which was preferred by 32.6 per cent of the representatives. At least some college credit was desired by 6.1 per cent of the potential employers, and 4.1 per cent stated that all employees must be college graduates. The minimum educational

requirements of workers as stated by the business representatives were as follows:

<u>Requirements</u>	<u>Business Representatives</u>	
	<u>Number</u> (N=49)	<u>Per cent</u>
High school graduate	28	57.2
Two years high school	16	32.6
Some college credit	3	6.1
College graduate	2	4.1

The business representatives were asked to state the vacancies which were difficult to fill with qualified persons. Altogether, 15 different vacancies were listed by 77.8 per cent of the employers. The remaining individuals, 22.2 per cent, stated that they did not have any difficulty in filling vacancies with qualified workers. Sales representatives were difficult to secure by 13.4 per cent of the employers, with licensed vocational nurses and upholstery workers needed by 8.9 per cent of the representatives. Maintenance workers and pre-school personnel were difficult to secure according to 6.8 per cent of the business individuals, whereas 4.4 per cent of the representatives stated qualified interior decorators, cutters and sewing machine operators, buyers, matrons, and display arrangers appeared more difficult to secure. In addition, 2.2 per cent of the

representatives stated kitchen workers, orderlies, and assistant managers were their most difficult vacancies to fill with qualified people (Table IX).

The 13 different types of firms listed 34 types of employment available within the organizations. As might be expected, the types of employment varied according to the firm responding. The employment list may be seen in Table X.

The business representatives were requested to name any training programs known to be available besides those in the public schools that were being provided in the field of home economics locally. Thirteen business people listed the following programs: nutrition for nurses, restaurant management, adult migrant education, clothing construction, decorating course, slip cover and drapery construction, upholstery course, child care courses, and home economics for youth. The representatives stated that training for these programs was provided by the two-year college in the area, food service aides, Young Men's Christian Association, and the 4H Clubs (Table XI).

When the business representatives were requested to relate the occupations within their firm which could benefit by vocational training in home economics, child care rated the highest, being checked by 18.6 per cent of the respondents.

TABLE IX
VACANCIES DIFFICULT TO FILL WITH QUALIFIED
WORKERS AS STATED BY BUSINESS
REPRESENTATIVES

Vacancies	Number (N=45)	Per cent
None	10	22.2
Sales representatives	6	13.4
Licensed vocational nurses	4	8.9
Upholstery workers	4	8.9
Preschool workers	3	6.8
Maintenance workers	3	6.8
Interior decorators	2	4.4
Cutters and sewing machine operators	2	4.4
Buyers	2	4.4
Matron	2	4.4
Display arrangers	2	4.4
Qualified kitchen help	1	2.2
Kitchen help for week ends	1	2.2
Kindergarten workers	1	2.2
Orderlies	1	2.2
Assistant manager	1	2.2

TABLE X
 TYPES OF EMPLOYMENT AVAILABLE AT BUSINESS FIRMS
 RESPONDING TO THE QUESTIONNAIRE

Types	Number of Types (N=34)
Cooks	9
Aides	8
Bookkeepers	7
Seamstresses	7
Licensed vocational nurses	6
Salesladies	6
Teachers	4
Nursery attendants	4
Nursery workers	4
Housekeeping helpers	4
Food supervisors	2
Principals	2
Assistant principals	2
Playground directors	2
Orderlies	2
Dietitians	2
Upholstery workers	2
Matrons	2
Managers	2
Social workers	2
Treasurer	1
Registered nurse	1
Two year teacher	1
Three year teacher	1
Four year teacher	1
Installation person	1
Buyers	1
Draper worker	1
Decorators	1
Display person	1
Maid	1
Assistant manager	1
Department manager	1

TABLE XI
 TRAINING PROGRAMS AVAILABLE IN HOME ECONOMICS IN
 TEXAS NOT CONNECTED WITH PUBLIC SCHOOLS
 AS REPORTED BY 13 BUSINESS
 REPRESENTATIVES

Program	Number of Programs (N=13)
Nutrition for licensed vocational nurses	3
Decorating course	2
Slip cover and drapery construction	2
Restaurant management	1
Adult migrant education	1
Clothing construction	1
Upholstery course	1
Child care	1
Home economics for youth	1

Housekeeping aides, kitchen and food service personnel, and seamstresses followed with 9.3 per cent of the representatives listing these occupations. Upholstery methods and boarding services were suggested by 7.0 per cent of the business representatives. Seven other training areas listed that could benefit from vocational training were: foods and nutrition services, nursing personnel, salespeople, home furnishing departments, housewares and household equipment departments, teacher aides, and alteration personnel. In addition, training was needed for each of the nursery workers, well trained maintenance people, and for teachers (Table XII).

When the business representatives were asked which type of program offered in a two-year college would be preferable for employment in their firm, about two-thirds of the representatives preferred a two-year training period which was primarily vocational-technical but included courses in general education, natural science, and social science. Only about one-third preferred a two-year training period which was completely vocational-technical. The program

TABLE XII
OCCUPATIONS LISTED BY REPRESENTATIVES FROM BUSINESS
FIRMS THAT COULD BENEFIT BY VOCATIONAL
TRAINING IN HOME ECONOMICS

Occupations	Number (N=43)	Per cent of Firms
Child care		18.6
Housekeeping aides	4	9.3
Kitchen and food service	4	9.3
Seamstresses	4	9.3
Boarding services	3	7.0
Upholstery methods	3	7.0
Foods and nutrition services	2	4.7
Nursing	2	4.7
Salespeople	2	4.7
Home furnishings department	2	4.7
Housewares department	2	4.7
Teacher aides	2	4.7
Alteration departments	2	4.7
Maintenance departments	1	2.3
Teachers	1	2.3

preference as preferred by the business representatives is stated as follows:

<u>Preference</u>	<u>Business Representatives Number (N=43)</u>
Vocational-technical plus other courses	27
Completely vocational-technical	16
Both	2

Slightly under half, 46.3 per cent, of the business representatives considered the possibility of having experienced workers secure further training in preparation for new vocational-technical positions in home economics within their firm desirable if the two-year college in the region made the training available. In addition, 24.4 per cent of the representatives suggested the possibility would be highly desirable and an equal percentage indicated it would be acceptable. Only 4.9 per cent stated this type of training would not be necessary. The possibility of having experienced

workers secure further training as stated by the business representatives is as follows:

<u>Further Training</u>	<u>Business Representatives</u>	
	<u>Number</u> (N=41)	<u>Per cent</u>
Desirable	19	46.3
Highly desirable	10	24.4
Acceptable	10	24.4
Not necessary	2	4.9

AVAILABILITY OF WORKERS TRAINED IN HOME

ECONOMICS RELATED PROGRAMS

One section of the questionnaires mailed to the three groups of respondents, home economics teachers in two-year colleges, vocational-technical directors of two-year colleges, and representatives of selected businesses in the areas of two-year colleges, requested information concerning the need for workers trained in home economics fields. The possibility of such home economics training programs being offered by the two-year colleges was suggested. The programs were listed according to areas of occupations and the respondents were asked to indicate if the number of trained workers in that region were insufficient, adequate, or if there was a surplus. Tables XIII through XVII indicate the responses in the form of two-way contingency tables, with

TABLE XIII
 OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
 BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
 IN CARE AND GUIDANCE OF CHILDREN

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Child day- care center worker	Insufficient	11	64.7	21	72.4	24	63.2	56
	Adequate	6	35.3	8	27.6	14	36.8	28
	Total	17		29		38		84
	$\chi^2 = 0.67$ $df=2$ non-significant							
Child care service in the home	Insufficient	10	58.8	23	79.3	22	57.9	55
	Adequate	7	41.2	6	20.7	16	42.1	29
	Total	17		29		38		84
	$\chi^2 = 3.75$ $df=2$ non-significant							

TABLE XIII (Continued)

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN CARE AND GUIDANCE OF CHILDREN

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Child care in recreation centers	Insufficient	12	70.6	21	72.4	24	63.2	57
	Adequate	5	29.4	8	27.6	14	36.8	27
	Total	17		29		38		84
	$\chi^2 = 0.72$ $df=2$ non-significant							
Caring for children in stores	Insufficient	12	70.6	21	72.4	30	78.9	63
	Adequate	5	29.4	8	27.6	8	21.1	21
	Total	17		29		38		84
	$\chi^2 = 0.60$ $df=2$ non-significant							

TABLE XIV
 OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
 BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
 IN CLOTHING MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Employment in fashion industry	Insufficient	11	64.7	18	64.3	31	79.5	60
	Adequate	6	35.3	10	35.7	8	20.5	24
	Total	17		28		39		84
	$\chi^2 = 2.32$	df=2		non-significant				
Fitting and altering ready-made garments	Insufficient	12	70.6	21	75.0	29	76.3	62
	Adequate	5	29.4	7	25.0	9	23.7	21
	Total	17		28		38		83
	$\chi^2 = 0.21$	df=2		non-significant				
Home seamstress	Insufficient	11	64.7	20	71.4	25	65.8	56
	Adequate	6	35.3	8	28.6	13	34.2	27
	Total	17		28		38		83
	$\chi^2 = 0.31$	df=2		non-significant				

TABLE XIV (Continued)

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN CLOTHING MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Custom tailoring	Insufficient	13	76.5	25	89.3	29	74.4	67
	Adequate	4	23.5	3	10.7	10	25.6	17
	Total	17		28		39		84
	$\chi^2 = 2.39$ $df=2$ non-significant							
Laundry-dry cleaning employment	Insufficient	11	68.8	20	71.4	29	76.3	60
	Adequate	5	31.2	8	28.6	9	23.7	22
	Total	16		28		38		82
	$\chi^2 = 0.39$ $df=2$ non-significant							

TABLE XV

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Nutrition for vocational nursing	Insufficient	8	53.3	18	64.3	25	64.1	51
	Adequate	7	46.7	10	35.7	14	35.9	31
	Total	15		28		39		82
		$\chi^2 = 0.61$ $df=2$ non-significant						
Workers and supervisors in food ser- vice in hospitals	Insufficient	10	62.5	19	67.9	27	69.2	56
	Adequate	6	37.5	9	32.1	12	30.8	27
	Total	16		28		39		83
		$\chi^2 = 0.24$ $df=2$ non-significant						
Workers and supervisors in food ser- vice in child day care centers	Insufficient	10	62.5	18	64.3	27	69.2	55
	Adequate	6	37.5	10	35.7	12	30.8	28
	Total	16		28		39		83
		$\chi^2 = 0.24$ $df=2$ non-significant						

TABLE XV (Continued)

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Workers and supervisors in food ser- vice in homes for elderly	Insufficient	10	62.5	21	75.0	22	64.7	53
	Adequate	6	37.5	7	25.0	12	35.3	25
	Total	16		28		34		78
	$\chi^2 = 1.02$ df=2 non-significant							
Workers and supervisors in food ser- vice in school lunch programs	Insufficient	10	62.5	19	67.9	29	74.4	58
	Adequate	6	37.5	9	32.1	10	25.6	25
	Total	16		28		39		83
	$\chi^2 = 0.84$ df=2 non-significant							
Family din- ner service specialist	Insufficient	11	68.8	24	85.7	30	76.9	65
	Adequate	5	31.2	4	14.3	9	23.1	18
	Total	16		28		39		83
	$\chi^2 = 1.81$ df=2 non-significant							

TABLE XVI
 OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
 BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
 IN HOME FURNISHINGS, HOUSEHOLD EQUIPMENT, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Assistance to purchasers of home fur- nishings and equipment	Insufficient	11	73.3	17	60.7	25	64.1	53
	Adequate	4	26.7	11	39.3	14	35.9	29
	Total	15		28		39		82
	$\chi^2 = 0.69$ $df=2$ non-significant							
Employment in interior design	Insufficient	8	50.0	20	71.4	29	74.4	57
	Adequate	8	50.0	8	28.6	10	25.6	26
	Total	16		28		39		83
	$\chi^2 = 3.28$ $df=2$ non-significant							
Custom-mak- ing of home furnishings	Insufficient	12	75.0	18	64.3	28	71.8	58
	Adequate	4	25.0	10	35.7	11	28.2	25
	Total	16		28		39		83
	$\chi^2 = 0.68$ $df=2$ non-significant							

TABLE XVII

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN INSTITUTIONS, HOUSING, HOME MANAGEMENT, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Hotel and motel house- keeping aide	Insufficient	12	70.6	20	71.4	31	79.5	63
	Adequate	5	29.4	8	28.6	8	20.5	21
	Total	17		28		39		84
	$\chi^2 = 0.79$ df=2 non-significant							
Companion to elderly	Insufficient	13	76.5	25	89.3	34	85.0	72
	Adequate	4	23.5	3	10.7	6	15.0	13
	Total	17		28		40		83
	$\chi^2 = 1.35$ df=2 non-significant							
Homemakers assistant	Insufficient	11	64.7	22	78.6	33	82.5	66
	Adequate	6	35.3	6	21.4	7	17.5	19
	Total	17		28		40		85
	$\chi^2 = 2.20$ df=2 non-significant							

TABLE XVII (Continued)

OPINIONS OF HOME ECONOMICS TEACHERS, VOCATIONAL-TECHNICAL DIRECTORS, AND
BUSINESS REPRESENTATIVES CONCERNING THE SUPPLY OF TRAINED WORKERS
IN INSTITUTIONS, HOUSING, HOME MANAGEMENT, AND RELATED SERVICES

Occupation	Responses	Respondents						
		Teachers		Directors		Representa- tives		Total
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
Management aide in public housing	Insufficient	13	76.5	21	75.0	31	77.5	65
	Adequate	4	23.5	7	25.0	9	22.5	20
	Total	17		28		40		85
	$\chi^2 = 0.06$ $df=2$ non-significant							
Nursing and rest home aide	Insufficient	12	70.6	22	78.6	29	72.5	63
	Adequate	5	29.4	6	21.4	11	27.5	22
	Total	17		28		40		85
	$\chi^2 = 0.45$ $df=2$ non-significant							

three categories for the respondents and two categories for the responses. The corresponding chi-square is listed for each occupation. The responses concerning a surplus of workers were not used as this category was seldom checked.

The chi-square was computed as a 2 X 3 contingency table, which gives two degrees of freedom. By reference to the table of chi-square, for two degrees of freedom, a value of chi-square must be equal to or greater than 5.991, and this would occur less than 5.0 per cent of the time when the null hypothesis is true. Therefore, since all the chi-square values are less than 5.991, the null hypothesis must be accepted with the conclusion that there were no significant differences among responses as checked by the three groups of respondents. All the respondents did not answer all the questions in each section. Therefore, the total number of respondents was not the same.

In each of the program areas: care and guidance of children; clothing management, production, and related services; home furnishings, household equipment, and related services; and institutions, housing, home management, and related services; the availability of trained workers was considered insufficient rather than adequate.

As stated for the program area, care and guidance of children, 66.7 per cent of the 84 respondents to the question

concerning child day-care center worker, indicated an insufficient supply of trained workers, while 33.3 per cent indicated the supply was adequate. Of the 84 respondents to the question concerning child care services in the home, 65.5 per cent indicated an insufficient supply of trained workers, while 34.5 per cent indicated the supply adequate. Pertaining to the 84 respondents to the question concerning child care in recreation centers, 67.9 per cent indicated an insufficient supply of trained workers, while 32.1 per cent indicated the supply adequate. Of the 84 respondents to the question concerning caring for children in stores, 75 per cent indicated an insufficient supply of trained workers, while 25 per cent indicated the supply adequate (Table XVIII).

As stated for the program area, clothing management, production, and related services, 71.4 per cent of the 84 respondents to the question concerning employment in the fashion industry indicated an insufficient supply of trained workers, while 28.6 per cent indicated the supply adequate. Of the 83 respondents to the question concerning fitting and altering ready-made garments, 74.7 per cent indicated the supply of trained workers insufficient, while 25.3 per cent indicated the supply adequate. With reference to the 84 respondents to the question concerning custom tailoring, 78.6 per cent indicated the supply of trained workers

TABLE XVIII

OPINIONS OF RESPONDENTS CONCERNING THE AVAILABILITY OF TRAINED
WORKERS IN CARE AND GUIDANCE OF CHILDREN

Occupation	Insufficient		Adequate	
	Number	Per cent	Number	Per cent
Child day-care center worker (N=84)	56	66.7	28	33.3
Child care services in the home (N=84)	55	65.5	29	34.5
Child care in recreation centers (N=84)	57	67.9	27	32.1
Caring for children in stores (N=84)	63	75.0	21	25.0

insufficient, while 21.4 per cent indicated the supply adequate. Of the 84 respondents to the question concerning the home seamstress, 67.5 per cent indicated the supply of trained workers insufficient, while 32.5 per cent indicated the supply adequate. Of the 82 respondents to the question concerning laundry-dry cleaning employment, 73.2 per cent indicated the supply of trained workers insufficient, while 26.8 per cent indicated the supply adequate (Table XIX).

As stated for the program area, nutrition, food management, production, and related services, 62.2 per cent of the 82 respondents to the question concerning nutrition for vocational nursing indicated an insufficient supply of trained workers, while 37.8 per cent indicated the supply adequate. Pertaining to the 83 respondents to the question concerning workers and supervisors in food service in hospitals, 67.5 per cent indicated the supply of trained workers insufficient, while 32.5 per cent indicated the supply adequate. Of the 83 respondents to the question concerning workers and supervisors in food service in child day-care centers, 66.3 per cent indicated the supply of trained workers insufficient, while 33.7 per cent indicated the supply adequate. Concerning the 83 respondents to the question concerning workers and supervisors in food service in school lunch program, 69.8 per cent indicated the supply of

TABLE XIX
OPINIONS OF RESPONDENTS CONCERNING THE AVAILABILITY OF TRAINED WORKERS IN
CLOTHING MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Insufficient		Adequate	
	Number	Per cent	Number	Per cent
Employment in fashion industry (N=84)	60	71.4	24	28.6
Fitting and altering ready-made garments (N=83)	62	74.7	21	25.3
Custom tailoring (N=84)	67	78.6	17	21.4
Home seamstress (N=83)	56	67.5	27	32.5
Laundry-dry cleaning equipment (N=82)	60	73.2	22	26.8

trained workers insufficient, while 30.2 per cent indicated the supply adequate. Of the 83 respondents to the question concerning family dinner service specialist, 78.3 per cent indicated the supply of trained workers insufficient, while 21.7 per cent indicated the supply adequate (Table XX).

As stated for the program area, home furnishings, household equipment, and related services, 64.6 per cent of the 82 respondents to the question concerning assistance in purchasing home furnishings and equipment indicated an insufficient supply of trained workers, while 25.4 per cent indicated the supply adequate. Of the 83 respondents to the question concerning employment in interior design, 68.7 per cent indicated the supply of trained workers insufficient, while 21.3 per cent indicated the supply adequate. Pertaining to the 83 respondents to the question concerning custom-making of home furnishings, 69.8 per cent indicated the supply of trained workers insufficient, while 30.2 per cent indicated the supply adequate (Table XXI).

As stated for the program area, institutions, housing, home management, and related services, 75 per cent of the 84 respondents to the question concerning hotel and motel housekeeping aide indicated an insufficient supply of trained workers, while 25 per cent indicated the supply adequate. Of the 85 respondents to the question concerning companions

TABLE XX

OPINIONS OF RESPONDENTS CONCERNING THE AVAILABILITY OF TRAINED WORKERS
IN NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND RELATED SERVICES

Occupation	Insufficient		Adequate	
	Number	Per cent	Number	Per cent
Nutrition for vocational nursing (N=82)	51	62.2	31	37.8
Workers and supervisors in food service in hospital (N=83)	56	67.5	27	32.5
Workers and supervisors in food service in homes for the elderly (N=78)	53	67.9	25	32.1
Workers and supervisors in food service in school lunch program (N=83)	58	69.8	25	30.2
Family dinner service specialist (N=83)	65	78.3	18	21.7
Workers and supervisors in food service in child day care centers (N=83)	55	66.3	28	33.7

TABLE XXI

OPINIONS OF RESPONDENTS CONCERNING THE AVAILABILITY OF TRAINED WORKERS
IN HOME FURNISHINGS, HOUSEHOLD EQUIPMENT, AND RELATED SERVICES

Occupation	Insufficient		Adequate	
	Number	Per cent	Number	Per cent
Assistance to purchasers of home furnishings and equipment (N=82)	53	64.6	29	25.4
Employment in interior design (N=83)	57	68.7	26	21.3
Custom-making of home furnishings (N=83)	58	69.8	25	30.2

to the elderly, 84.7 per cent indicated the supply of trained workers insufficient, while 15.3 per cent indicated the supply adequate. Of the 85 respondents to the question concerning homemaker assistants, 77.6 per cent indicated an insufficient supply of trained workers, while 22.4 per cent indicated the supply adequate. Of the 85 respondents to the question concerning management aide in public housing, 76.5 per cent indicated an insufficient supply of trained workers, while 23.5 per cent indicated the supply adequate. Of the 85 respondents to the question concerning nursing and rest home aide, 74.1 per cent indicated an insufficient supply of trained workers, while 25.9 per cent indicated the supply adequate (Table XXII).

From a grand total of 1916 responses to questions on all areas of home economics, 1371 responses indicated a lack of workers in all areas. An adequate supply of workers was indicated by 545 responses. Respectively, the percentages are 71.5 and 28.5, as shown below:

<u>Supply of Workers</u>	<u>Responses</u>	
	<u>Number</u> (N=1916)	<u>Per cent</u>
Insufficient	1371	71.5
Adequate	545	28.5

TABLE XXII

OPINIONS OF RESPONDENTS CONCERNING THE AVAILABILITY OF TRAINED WORKERS
IN INSTITUTIONS, HOUSING, HOME MANAGEMENT, AND RELATED SERVICES

Occupation	Insufficient		Adequate	
	Number	Per cent	Number	Per cent
Hotel and motel house-keeping aide (N=84)	63	75.0	21	25.0
Companion to elderly (N=85)	72	84.7	13	15.3
Homemaker's assistant (N=85)	66	77.6	19	22.4
Management aide in public housing (N=85)	65	76.5	20	23.5
Nursing and rest home aide (N=85)	63	74.1	22	25.9

CHAPTER V

S U M M A R Y A N D C O N C L U S I O N S

The present study was a survey of two-year colleges and selected business establishments in the state of Texas to determine the potential of incorporating home economics into the vocational-technical divisions of the two-year colleges. Data for the study were based on the opinions of: the home economics department heads of the two-year colleges, the directors of the vocational-technical divisions in the two-year colleges, and representatives of selected business establishments located in areas accessible to a two-year college. The general aim of the study was to investigate the needs of approximately 30 communities in Texas with a two-year college located in the area with regard to the home economics program in the vocational-technical division of the two-year college.

Three different questionnaires developed by the author were used as the instruments to obtain data from specific faculty personnel in the two-year colleges and representatives from selected business establishments. Data were obtained from 18 home economics department heads, 38 directors of vocational-technical divisions, and 47 representatives of the

business establishments. This was a total of 98 completed questionnaires. The 56 two-year institutions for which data were obtained were representative of private and church supported two-year colleges as well as state supported two-year colleges in Texas, and was representative of all geographical regions in the state. The responses from the schools were separated into areas according to the following geographical regions: North East Texas, 14 two-year schools; East Texas, 14 schools; South Texas, 12 schools; North West Texas, five schools; West Texas, three schools; and Central Texas, two schools.

The largest population region represented a total population of 1,267,050 for the cities and towns in the area with a two-year college accessible. Responses were received from 14 two-year colleges from this region. The smallest population region represented a total population of 7,812 for the cities and towns in the area with a two-year college accessible. Responses were received from two two-year colleges from this region. Responses to the questionnaire were received from 13 different types of firms. The firms were distributed throughout the areas in Texas, with one or more responses received from each of the geographical regions.

Information was secured from the heads of the departments of home economics regarding the present status of home

economics in the two-year college. The respondents indicated that all the home economics programs were organized as a separate department, with the exception of one. In regard to the 27 home economics faculty members employed for these programs, 14 were full time and 13 part time with three-fourths of the two-year colleges requiring a master's degree for faculty members in the area of home economics.

Responses concerning facilities indicated that a foods laboratory was available in all but one of the departments, and a clothing laboratory in all but two departments. In addition, one-half of the home economics departments had a general classroom. The home economics departments were also used as a social center of the college, and for community functions. In more than half of the two-year colleges, the home economics teacher had the responsibility for developing the home economics curriculum in the school, using the enrollment factor as the most outstanding criteria in reaching curriculum decisions.

Four different types of home economics programs were available in the two-year colleges. In the majority of the two-year colleges, home economics programs parallel to four-year college programs were offered. The remaining home economics programs offered were non-credit courses, vocational-technical courses, and terminal programs. Home economics

courses were not a part of the vocational-technical division in the majority of the two-year colleges; however, most of the teachers were of the opinion that their present programs could be adjusted to include vocational-technical home economics courses. In most cases, the home economics teachers had plans or proposals for immediate or future developments in their home economics departments.

Most two-year colleges had planned and were organized to include programs of a vocational-technical nature in their curricula, with 111 specific areas being listed. Data processing and drafting and design were the two most often listed areas, with secretarial studies, machine tools, electronic technology, and vocational nursing being the next most prominent.

Although the majority of the directors reported problems which made it difficult to initiate new vocational-technical programs, such as a lack of money and faculty, most indicated a belief that vocational-technical education was useful to the students, the college, and the community other than to provide training to qualify students for employment. Three-fourths of the directors indicated that there were training needs their college was not meeting at the present time.

More than half of the vocational-technical directors stated that home economics courses were not a part of the curriculum at their school at the present time. In comparison, almost three-fourths of the vocational-technical directors believed that home economics programs could become a part of the vocational-technical division of the two-year college.

The business representatives indicated that a minimum age preferred for employment was age 18, and, in most cases, either male or female workers could be employed. In most instances, the minimum education requirement desired was that of a high school graduate.

The 13 different types of firms included in the study listed 36 types of employment available at the firms. The types of employment varied according to the needs of the firm responding. Each of the business representatives suggested occupations within the firm which could benefit from training in vocational-technical home economics courses. About two-thirds of the business representatives stated that for employment within their firm, they preferred a two-year training period which would be primarily vocational-technical, but would include courses in general education, natural science, and social science. Slightly less than half of the business representatives indicated a desire to have their

experienced workers secure further training in preparation for new vocational-technical positions in the area of home economics if the two-year college in the region made the training available.

Chi-square analysis revealed no significant differences among the opinions of the heads of home economics departments, the vocational-technical directors, and the business representatives as to the supply of trained workers available for home economics occupations. The analysis revealed that most of the respondents believed the number of trained workers was insufficient in all areas of home economics. The respondents were of the opinion that trained workers were less available in the areas: caring for children in stores, custom tailoring, family dinner service specialist, custom-making of home furnishings, and companion to the elderly. In comparison, trained workers were more available in the areas of child care services in the home, the home seamstress, nutrition for vocational nursing, assistance to purchases of home furnishings and equipment, and nursing and rest home aide. In some areas, the shortage of trained workers was more critical than in other areas.

In conclusion, the findings from the groups studied indicate that the two-year colleges have tremendous potential for developing home economics programs in the vocational-technical division. The pilot program in progress now at

San Jacinto College, Pasadena, Texas, has received much response. This two-year college has home economics programs in the vocational-technical division in child development, dietetic aides, fashion design, and interior design. According to the data received from throughout the state of Texas, similar programs are needed in each region.

From a comparison of the data with the findings of a study completed by Sellers (32), there is little evidence that home economics courses have been altered to keep pace with the changing needs of today's society at the two-year college level. The type of home economics programs developed should satisfy the needs of the students and be developed with a specific purpose.

In the smaller two-year colleges in the sparsely populated areas of Texas a home economics program of much diversity is not as feasible as in the more populated areas. Employment opportunities are not as great in the less populated areas; and, since most of the students who participate in vocational-technical education remain in the community, the need for home economics courses in the vocational-technical division is not as essential.

There still appears to be a need for non-credit home economics courses in the two-year college. In home economics, these courses fulfill a need in continuing education for the

adults of the community. Need for non-credit courses should be based on individual community surveys, and not offered on a regular basis.

From the findings and conclusions of this study the writer believes that home economics does have a contribution to make to the vocational-technical division of the two-year college. This contribution should vary somewhat with the needs and interest of the students in the particular two-year college and the cities and towns in the region. Thus, it is recommended that the need for particular vocational-technical home economics programs and home economics adult education courses in each region in Texas be more fully investigated.

Vocational-technical education is an essential part of the spectrum of higher education, and the courses are achieving growing status and importance in the economy. Technical and vocational programs broaden employment and educational opportunities rather than restrict them. According to Gleazer (14), completion of an occupational education program does not suggest completion of education, as the enterprising student may continue his studies while serving on the job, the earlier training establishing the foundation for university study at a later time. For the students who do not choose to continue formal education, the positions available after vocational-technical training are in themselves fulfilling and challenging.

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A P P E N D I C E S

A P P E N D I X A

QUESTIONNAIRES

(WITH COVER LETTER)

PRESENT STATUS OF HOME ECONOMICS IN THE
TWO-YEAR COLLEGE
Questionnaire I

To: Head of Home Economics Department

Directions: Please answer the questions as they apply to your college.

PART A: GENERAL INFORMATION

1. Name of school _____
Address _____
2. Your name _____
Number of years at this school _____
3. Number of home economics students enrolled in the fall term, 1969-1970:

Full-time	Part-time
Men _____	Men _____
Women _____	Women _____

PART B: HOME ECONOMICS DEPARTMENT

1. How is the home economics program organized in your college?

Separate department _____	Within another department _____
---------------------------	---------------------------------
2. How many faculty members are on the home economics staff?

Full-time _____	Part-time _____
-----------------	-----------------

3. Educational requirements for teaching home economics in your college:

Bachelor's degree_____ Master's degree_____

Other_____

4. Please check the rooms in your home economics department available for a training program.

Foods laboratory_____

Clothing
laboratory_____

All-purpose room_____

Living room_____

Dining room_____

Bedroom_____

Bath_____

General
classroom_____

Other (specify)_____

5. If you do not have your own accommodations for teaching home economics, please indicate the rooms shared by the home economics department and with whom shared:

6. Please check the uses made of home economics rooms and facilities other than for the home economics courses.

Social center of the college_____

Counseling center for the college_____

Consultation center for home problems for people in the community_____

Community functions by adults in the community_____

Other (specify)_____

PART C: CURRICULUM

1. Who has the responsibility for developing the home economics curriculum in your college?

2. What criteria are used for determining the home economics program in your college?

Enrollment_____

Facilities
available_____

Community
surveys_____

Other (specify)_____

3. Please check the different types of home economics programs which your college offers:

College
parallel_____

Technical-
vocational_____

Terminal_____

Non-credit courses for
adult education_____

4. Do you believe your home economics program is making a major contribution to the total curriculum of your college?

Yes_____

No_____

PART D: VOCATIONAL-TECHNICAL DIVISION

1. Are home economics courses a part of the vocational-technical division?

Yes_____

No_____

2. Do you know of any training programs besides those in the public schools that are being provided in the field of home economics in this region? If so, please name the program and designate who provides the training.

Program

Provides Training

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

3. The two-year college could offer a number of different kinds of vocational programs in the area of home economics. The possibility of such programs being offered depends largely on the extent to which trained workers are needed. Below are some programs. Please indicate for those programs with which you are familiar the supply of trained workers in this region by checking the appropriate column.

Program	Insuf- ficient	Ade- quate	Sur- plus
A. CARE AND GUIDANCE OF CHILDREN:			
Child day-care center worker			
Child care services in the home			
Child care in recreation centers			
Caring for children in stores			
B. CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES:			
Employment in fashion industry			
Fitting and altering ready-made garments			
Custom tailoring			
Home seamstresses			
Laundry-dry cleaning employment			
C. NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND SERVICES:			
Nutrition for vocational nursing			
Workers and supervisors in food service in hospital			
Workers and supervisors in food service in child day care centers			
Workers and supervisors in food service in homes for elderly			
Workers and supervisors in food service in school lunch programs			
Family dinner service specialist			

Program	Insuf- ficient	Ade- quate	Sur- plus
D. HOME FURNISHINGS, HOUSEHOLD EQUIPMENT, AND SERVICES:			
Assistance to purchases of home furnishings and equipment			
Employment in interior design			
Custom-making of home furnishings			
E. INSTITUTIONAL, HOME MANAGEMENT, AND SERVICES:			
Hotel and motel housekeeping aide			
Companion to elderly			
Homemaker's assistant			
Management aide in public housing			
Nursing and rest home aide			
F. OTHER AREAS:			

4. Could your present home economics program be adjusted to include vocational-technical home economics courses without interfering with the quality of the courses for transfer students?

Yes _____

No _____

5. Do you have plans or proposals for immediate or future developments in your home economics department?

Yes _____

No _____

If yes, what are these plans? (Use back of page.)

6. Additional comments: (Use back of page)

IMPLEMENTATION OF HOME ECONOMICS PROGRAMS IN VOCATIONAL-
TECHNICAL DIVISION IN TWO-YEAR COLLEGE

Questionnaire II

To: Director of Vocational-Technical Division

Directions: Please answer the questions as they apply to your school and to your particular vocational-technical division.

PART A: GENERAL INFORMATION

1. Name of school _____
Address _____
2. Your name _____
Number of years at this school _____
Position _____
Number of years in this position _____
3. Number of students enrolled in the fall term, 1969-1970:

Full-time	Part-time
Men _____	Men _____
Women _____	Women _____

PART B: VOCATIONAL-TECHNICAL DIVISION

1. Please explain specific programs at your school in the vocational-technical division. (If additional space is needed, use back of this sheet.)

Program	Reason for Introduction	Year

2. Do you know of any problems which make it difficult to initiate new vocational-technical programs?

Yes _____

No _____

If your answer is "Yes," please describe the problem.

3. Other than providing training to qualify students for employment, are there additional ways in which vocational-technical education is useful to the students, the college, the community?

Yes _____

No _____

If "Yes," please relate the ways and their effectiveness.

4. Are there any student or community training needs which your college is not meeting?

Yes _____

No _____

If needs do exist, please explain the needs and why they have not been met:

Need	Why college has not met need

PART C: TRAINING IN HOME ECONOMICS

1. Are home economics courses a part of the curricula at your school?
 Yes _____ No _____
2. Are home economics courses a part of the curricula in the vocational-technical division?
 Yes _____ No _____
3. The two-year college could offer a number of different kinds of vocational programs in the area of home economics. The possibility of such programs being offered depends largely on the extent to which trained workers are needed. Below are some programs. Please indicate for those programs with which you are familiar the supply of trained workers in this region by checking the appropriate column.

Program	Insuf- ficient	Ade- quate	Sur- plus
A. CARE AND GUIDANCE OF CHILDREN:			
Child Day-Care Center worker			
Child care services in the home			
Child care in recreation centers			
Caring for children in stores			
B. CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES:			
Employment in fashion industry			
Fitting and altering ready- made garments			
Custom tailoring			
Home seamstresses			
Laundry-dry cleaning employment			

Program	Insuf- ficient	Ade- quate	Sur- plus
C. NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND SERVICES:			
Nutrition for vocational nursing			
Workers and supervisors in food service in child day-care centers			
Workers and supervisors in food service in hospital			
Workers and supervisors in food service in homes for elderly			
Workers and supervisors in food service in school lunch programs			
Family dinner service specialist			
D. HOME FURNISHINGS, HOUSEHOLD EQUIPMENT, AND SERVICES:			
Assistance to purchases of home furnishings and equipment			
Employment in interior design			
Custom-making of home furnish- ings			
E. INSTITUTIONAL, HOME MANAGEMENT, AND SERVICES:			
Hotel and motel housekeeping aide			
Companion to elderly			
Homemaker's assistant			
Management aide in public housing			
Nursing and rest home aide			
F. OTHER AREAS: (specify)			

4. Do you believe home economics programs can become a part of the vocational-technical division of the two-year college?

Yes _____

No _____

5. Additional comments:

EMPLOYMENT POTENTIAL IN BUSINESS ESTABLISHMENT
INVOLVING HOME ECONOMICS RELATED OCCUPATION

Questionnaire III

To: Representative of Business Establishment

Directions: Please answer the questions as they apply to your business establishment.

PART A: GENERAL INFORMATION

1. Name of firm _____
Address _____
2. Your name _____
Number of years at this firm _____
Position _____
3. Number of persons employed in the fall-winter 1969-1970:
- | Full-time | Part-time |
|-------------|-------------|
| Men _____ | Men _____ |
| Women _____ | Women _____ |

PART B: STUDENT EMPLOYMENT POTENTIAL

1. What is the minimum age at which you accept employees?
- Below 18 _____ Age 19 _____
- Age 18 _____ Age 20 _____
2. Do you prefer male or female workers?
- Male _____ Female _____

PART D: DESIRE TO PARTICIPATE IN TRAINING PROGRAM

1. The two-year college could offer a number of different kinds of vocational programs in the area of home economics. The possibility of such programs being offered depends largely on the extent to which trained workers are needed. Below are some of the programs. Please indicate for those programs with which you are familiar the supply of trained workers in this region by checking the appropriate column.

Program	Insuf- ficient	Ade- quate	Sur- plus
A. CARE AND GUIDANCE OF CHILDREN:			
Child day-care center worker			
Child care services in the home			
Child care in recreation centers			
Caring for children in stores			
B. CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES:			
Employment in fashion industry			
Fitting and altering ready- made garments			
Custom tailoring			
Home seamstresses			
Laundry-dry cleaning employment			
C. NUTRITION, FOOD MANAGEMENT, PRODUCTION, AND SERVICES:			
Nutrition for vocational nursing			
Workers and supervisors in food service in hospitals			
Workers and supervisors in food service in child day-care center			
Workers and supervisors in food service in homes for elderly			
Workers and supervisors in food service in school lunch pro- grams			
Family dinner service specialist			

Program	Insuf- ficient	Ade- quate	Sur- plus
D. HOME FURNISHINGS, HOUSEHOLD EQUIPMENT, AND SERVICES:			
Assistance to purchasers of home furnishings and equipment			
Employment in interior design			
Custom-making of home furnish- ings			
E. INSTITUTIONAL, HOME MANAGEMENT, AND SERVICES:			
Hotel and motel housekeeping aide			
Companion to elderly			
Homemaker's assistant			
Management aide in public housing			
Nursing and rest home aide			
F. OTHER AREAS: (specify)			

2. Do you know of any training programs besides those in the public schools that are being provided in the field of home economics in this region? If so, please name the program and designate who provides the training.

<u>Programs</u>	<u>Provides Training</u>
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

3. If the two-year college in the area could provide vocational training in home economics, what positions within your firm could benefit by such training?

4. Which of the following types of programs offered in a two-year college (A or B) would be preferable for employment in your firm?

- _____ A. A two-year training period which is completely vocational-technical.
- _____ B. A two-year training period which is primarily vocational-technical but includes courses in general education, natural science, social science.

5. How would you rate the possibility of having experienced workers secure further training in preparation for new vocational-technical positions in home economics within your firm if the two-year college in the region made this type of training available?

Highly
desirable _____

Desirable _____

Acceptable _____

Not
necessary _____

6. Additional comments:

April 13, 1970

Dear

With the rapid social, technological, and economic changes taking place in the world today, there is a growing challenge to education in the preparation of individuals for technical and semi-professional employment in the business, industry, government, and service fields. One response to this challenge has been the establishment of a Vocational-Technical Division in the two-year college to meet the need for specific employment upon completion of a program.

I am conducting a doctoral study to determine the need for home economics courses in the vocational-technical division of the two-year college. In order to determine the feasibility of this need, I am conducting a survey of selected business organizations in this region.

Realizing that your business organization has occupational opportunity for personnel trained in an aspect of home economics I am sending you a questionnaire.

I shall appreciate your cooperation in this project. This survey will be of vital value to the establishment of the potentiality of home economics courses in the vocational-technical division in the two-year colleges.

Please return the completed questionnaire in the enclosed envelope by April 27. I shall be happy to send your business organization a report of the completed study if requested.

Sincerely,

Anna Lou Bradberry
Graduate Student
Texas Woman's University

April 13, 1970

Dear

With the rapid social, technological, and economic changes taking place in the world today, there is a growing challenge to education in the preparation of individuals for technical and semi-professional employment in the business, industry, government, and service fields. One response to this challenge has been the establishment of a Vocational-Technical Division in the two-year college to meet the need for specific employment upon completion of a program.

I am conducting a doctoral study to determine the need for home economics in the vocational-technical division of the two-year college. In order to determine the feasibility of this need, I am conducting a survey of selected colleges in this region.

Realizing that your college has potential for a home economics program in the vocational-technical division, I am sending you a questionnaire.

I shall appreciate your cooperation in this project. This survey will be of vital value to the establishment of the potentiality of home economics courses in the vocational-technical division in the two-year colleges.

Please return the completed questionnaire in the enclosed envelope by April 27. I shall be happy to send your college a report of the completed study if requested.

Sincerely,

Anna Lou Bradberry
Graduate Student
Texas Woman's University

2709 Ann Drive
Big Spring, Texas 79720

Dear

Several weeks ago you were sent a letter and survey questionnaire regarding the need for home economics courses in the vocational-technical division of the two-year college. Since we would like to include your information and evaluation in our study, we hope you will complete and return the second enclosed questionnaire.

Please return the completed questionnaire in the enclosed stamped envelope by . Please accept this letter as our thanks to you for your reply and contribution to this study.

Sincerely,

Anna Lou Bradberry
Graduate student
Texas Woman's University

A P P E N D I X B

COLLEGES LOCATED IN REGION DIVISIONS

GEOGRAPHICAL REGIONS

C O L L E G E S L O C A T E D I N
R E G I O N D I V I S I O N S

NORTH EAST

Athens	Henderson County Junior College
Carthage	Panola College
Dallas	El Centro College
Denison	Grayson County College
Fort Worth	Fort Worth Christian College
Fort Worth	Tarrant County Junior College
Gainesville	Cook County Junior College
Kilgore	Kilgore College
Keene	Southwestern Union College
Paris	Paris Junior College
Texarkana	Texarkana College
Tyler	Tyler Junior College
Waxahachie	Southwestern Assemblies of God College
Weatherford	Weatherford College

EAST

Brenham	Blinn College
Baytown	Lee College
Beeville	Bee County Junior College
Corsicana	Navarro Junior College
Hillsboro	Hill Junior College
Houston	South Texas Junior College
Jacksonville	Jacksonville College
Jacksonville	Lon Morris College
Killeen	Central Texas Junior College
Lufkin	Angelina County Junior College
Pasadena	San Jacinto College
Terrell	Southwestern Christian College
Temple	Temple Junior College
Waco	McLennan Community College

CENTRAL

Cisco
Ranger

Cisco Junior College
Ranger Junior College

SOUTH

Alvin
Brownsville
Corpus Christi
Freeport
Galveston
Laredo
LaMarque
San Antonio
San Antonio
Uvalde
Victoria
Wharton

Alvin Junior College
Texas Southmost College
Del Mar College
Brazosport Junior College
Galveston Island Junior College
Laredo Junior College
College of the Mainland
St. Philips College
San Antonio College
Southwest Texas Junior College
Victoria College
Wharton County Junior College

NORTH WEST

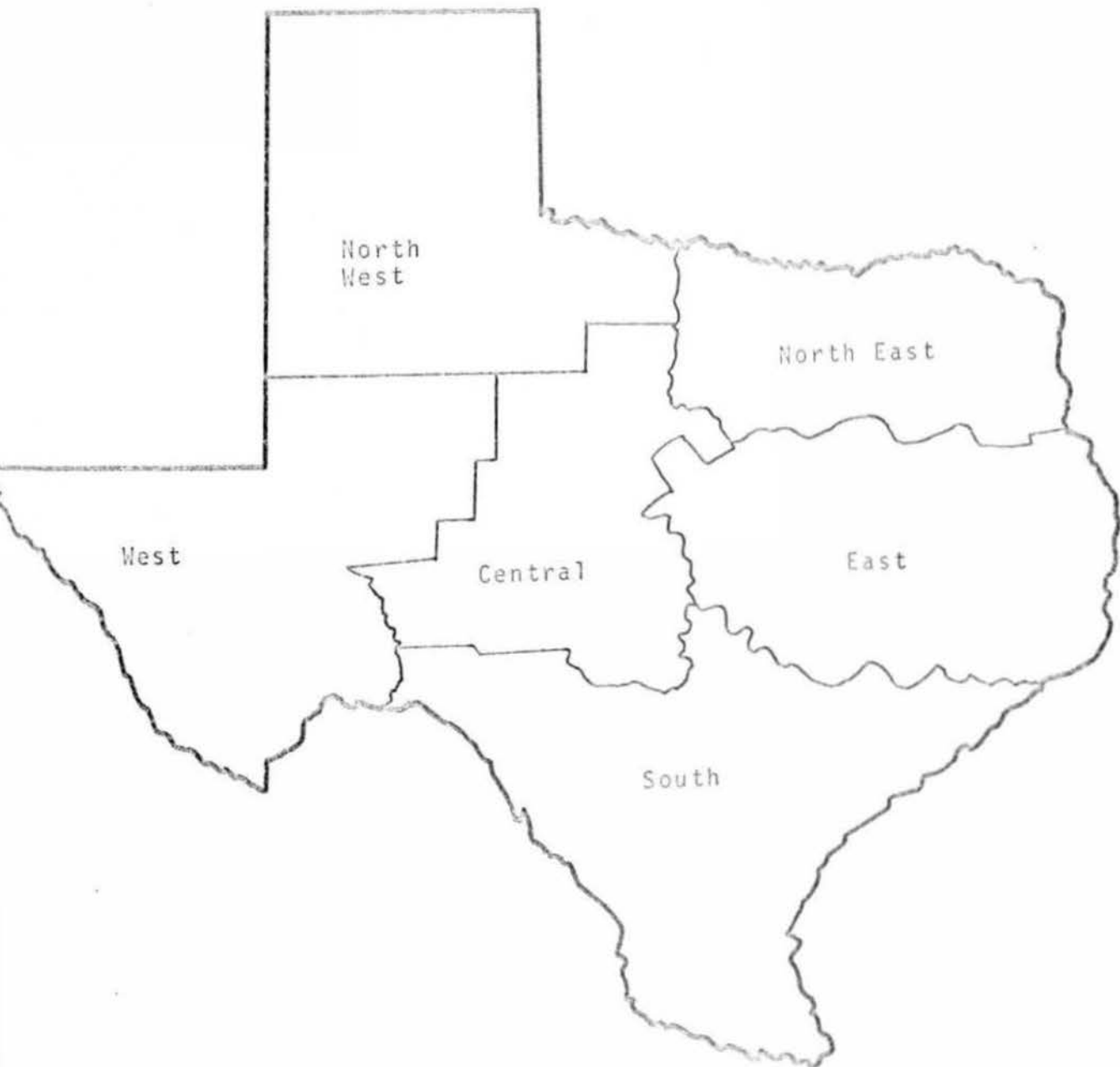
Amarillo
Borger
Clarendon
Lubbock
Levelland

Amarillo College
Frank Phillips College
Clarendon College
Lubbock Christian College
South Plains College

WEST

Big Spring
Midland
Odessa

Howard County Junior College
Midland College
Odessa College



Geographical Regions