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The Sociology of Home Economics with Particular
Reference to the Economic Status of Women

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AVAILABLE

Poor text in the original
thesis.

Some text bound close to
the spine.

Part IVChapter XReversion in the Domestic Subjects

"Home Economics has failed to create the paragon
out of Domestic Science"

J. Harvey. 1971
Report

Introduction

Claims that the domestic subjects have not developed¹ to the equivalent degree that other subjects have during the past two decades warrants investigation in the light of contradictory claims.² The conflicting claims would appear to arise from the dichotomised perspectives of the experimental frontiers and the realities based on research. In a subject not affected by external academic demands to the same extent as others, it might reasonably be anticipated that curriculum development would have been unfettered. Therefore the constraints being experienced must have other causal geneses.

The stimulus for the present empirical research stemmed from the above problem and the role of the new professional recruit. Many probationary teachers are known to revert to teaching methods by which they themselves were taught.³ Owing to sociological and psychological pressures during this year security was inevitably sought through known 'recipes' and routines.⁴ Thus a conservatism set in. Perpetuation of the conservatism however is not necessarily axiomatic. An examination of this trait at both the student and teacher levels offers little comfort unless new trends emerge.⁵

Professional conservatism(i) Students

The noted resistance to change on the part of Home Economists may be the result of personality factors.⁶ This study does not intend to examine this aspect in any depth, but it can be said that a former investigation by Morgan⁷ (1969) found that specialist students exhibited "slight tendencies" to be "... more conservative, more self-controlled and more group dependent" as well as being more conscientious, extraverted and higher on ego-strength when compared with a general Primary group.

Such an analysis though would seem to omit a major variable -- that of situational pressures. Although it has been shown that colleges tend to attract certain personality types, despite a relative lack of selection,⁸ and the fact that the 'cosy ideology' of the earlier monotechnic institutions⁹ remains within Home Economics departments to a fairly extensive degree, it is suggested here that the apparent similarity of personality¹⁰ is an effect induced by the nature of the institution rather than either the nature of the subject per se or the students.¹¹ A significant number of students have indeed commented on the degree of conformity¹² demanded and the 'repressive' and 'autocratic' ethos of some departments has been noted.¹³ Students however recognise the power of the institution to ensure compliance and realise that they themselves give it on the grounds of enlightened self-interest.¹⁴

The attributes of 'greater conservatism', 'more extraverted' and 'high on ego-strength' could be envisaged as elements of authoritarianism. Nevertheless, this again could be situational. Authoritativeness may be an important concomitant of success which is required in a subject which is immediately visible and measurable by parents. This is in sharp contrast to those subjects which are only assessed intermittently by examinations whose results are conveyed by the biennial school Report. Even here, an unfavourable report may be dismissed as bias on the part of the teacher. The Home Economics teacher has no such protection - her ability is assessed in terms of the child's product and the parent's reality. Therefore 'failure' cannot be entertained, for as Musgrove points out:

"Organisations which produce predictable, standard products are in a weak bargaining position vis-a-vis the consumer". 15

This certainly obtains in a subject where the substantive matter is regarded as everyday knowledge. The Home Economics student is in an even more vulnerable position than her qualified counterpart since she has several 'masters' to satisfy: parents, pupils, tutors and teachers. Consequently she frequently resorts to "ritualism and overconformity" as the result of insecurity.¹⁶ She may then take refuge in routine 'recipe knowledge'¹⁷ reverting to content and methodology experienced in her own education.¹⁸ By such means is

she able to cope with the situation, for as Schutz says,

"The recipe works ... as a precept for action ...
and a scheme of interpretation" 19

for the individual in a stressful situation.

Such behaviour, programmed, routinised and predictable as it is, is 'underpowered behaviour'.²⁰ It is this factor which may make the student teacher of Home Economics appear to be more conservative than she really is: it may indeed be a defence mechanism. This phenomenon may also be reflected in the noted 'greater group dependency'. In the teaching practice situation she can never be as independent as her Primary Group counterpart: for reasons of safety alone a qualified teacher has always to be present - a legal requirement. Inevitably, however unobtrusive the teacher may endeavour to be, there is always an element of shared responsibility at best: at worst the student is denuded of her potential authority by the interference of the teacher who is unwilling to relinquish her command of the class. This problem does not seem to be nearly as marked in an ordinary classroom where the maintenance of the means of production (i.e. equipment) is not of such immediate consequence or power.

For all these reasons, the student home economist is likely to be more group dependent in the teaching situation - a feature which may well carry over into other areas which are involved in related activities. It may be hypothesised that if the 'group

dependency' phenomenon was due to a personality factor, then the noted isolationism of home economics teachers would not be so marked.²¹ From this it can be seen that Morgan's analysis may have ignored some vital variables which, given a non-college situation, may have produced some different findings, just as Kohn's²² 'Bureaucratic man' was different from Whyte's²³ 'Organisation man'.

What is perhaps of greater significance is the question of power to command compliance from students: certainly they are very aware of the influence of the institution.²⁴ It is interesting to note that students who withdraw from the Home Economics course appear to fall into two categories: those who are academically weak or prove unsuitable in the teaching situation and those with 'spirit' who can envisage an alternative career.²⁵

In-depth interviews and unsolicited comments reveal that many students strongly resent the power of the institution and many wish to withdraw:²⁶ the realisation however that this action may not finally be in their own best interests induces compliance with institutional demands.

All this augers well for change when eventually these students enter the profession: but whether this feature is a regular one and the regression is despite it, or whether it is a fairly new phenomenon which will yield results has yet to be seen. Findings to date are not very auspicious.²⁷

(ii) Teachers

Continued resistance to change, as noted in some recent Reports, may well be a result of the age structure in the home economics teaching force.²⁸ The age-group which might reasonably be the most likely to effect change is missing, the cohort in their late twenties to late thirties. Regression which appears to set in during the probationary year as a defence mechanism, might be expected to resolve itself after a few years' teaching when personal security had increased and a clear philosophy had been developed. But it seems that on marriage, or shortly afterwards they withdraw for the period of child rearing, returning, if at all, at about forty years old. By this time, home commitments and other interests tend to override professional demands, other than the very basic ones.²⁹ Consequently they too 'regress' - the gap between the current situation and their own training being even longer.

One outcome of this is that very young teachers are being appointed as Heads of Department only to find that they have not got the requisite skills or experience to carry out such a demanding role.³⁰ Consequences for the subject are therefore debatable. In other subjects, even if the same age gap occurred in the female section, there are males to fill it who are engaged in the promotion race, so that curriculum development is not restricted in the same way.

Evidence of the lack of development in the domestic subjects is manifested in the lack of use of modern technology for example: certainly it would seem that few attempts are made to utilise modern equipment other than that which is directly related to the production of food,³¹ despite the urging of the Schools Council (1971) that technological aids should be used.³² Much valuable teaching and learning time is wasted through such old fashioned methods as the writing of recipes and methods on the blackboard : time which the overhead projector or slides etc. could supplement in a more educational manner by involving pupils in the consideration of recording methods, selection procedures etc. A battery of such aids would offer pupils a source of stimulation in that recipes etc. could be experimented with on an individual or group basis rather than the class method of teaching. This would accord much more favourably with modern educational ideology of self-learning when the teacher acts as one of the resource.

Change may be forced on the professional at the teacher-education level: with the severely curtailed time allowance and the separation of Professional studies (i.e. the actual teaching of method) from the personal knowledge level, then curriculum demands may enforce other modes of learning. It would however take many years for the effects to percolate into the schools. This suggests that a more educational, not 'craft' perspective is required by the teaching profession, a point discussed elsewhere.³³ By the same token change may be forced through physical conditions imposed by such persons as advisers and architects. For example, Design Centres³⁴

wherein a range of 'practical' activities are carried out simultaneously resulted from pressure by the advisory service seeking to effect integration in the field of Art and Design. The effectiveness of these centres is debatable, but the demand they make in terms of the type of teacher required has had some impact at the teacher-education level.

A final consideration in relation to conservatism in the teaching profession is that of perceived and actual realities. Many Tutors regard themselves as 'forward looking' : students tend to see them as 'out of touch with reality'.³⁵ Thus the dichotomy between staff and class room behaviour would appear to be as marked at the college level as Keddie found in the schools.³⁶ However, it would seem that difficulties exist at a higher level too. Attempts to effect change appear to meet with considerable opposition, for a variety of reasons, some of which are financial, not educational, as for example in the case of recent attempts to bring about more effective teaching of nutrition.³⁷ The problem may also be affected by personal conviction in contrast to objective measures of efficiency. Nevertheless, it would appear that experiments to re-direct teaching practices in the field of Home Economics are inhibited by a variety of factors, some of which are not educational.

It was as a result of concern felt regarding the apparent lack of exploitation of the potential of Home Economics that an investigation into the possible causes was undertaken. Psychological causes in terms

of the 'nature of the subject' have previously been offered. However, it is suggested here that what may sometimes be regarded as being psychologically caused, is in fact the outcome of sociological factors. The empirical research therefore sought to assess this paradox and to analyse the apparent lack of real progress in the teaching of Home Economics.

Empirical Research

The hypothesis underlying the research was that the institution through which home economists passed during their period of training was the shaping influence in terms of the end product and that neither the input (i.e. students) nor the nature of the subject was the major factor as is often suggested.³⁸ It was also hypothesised that one of the major elements was the clan-like tendency for college staff to be recruited from the same training establishment : this it was felt led to a monoperspective which was self-perpetuating and an important factor in the problem of professional regression.

The intention was to compare and contrast three teacher-training establishments with different characteristics over a period of three years. However, owing to the acceleration of institutional changes brought about by factors beyond the control of the profession,³⁹ the colleges approached felt unable to help.⁴⁰ The College which did agree to participate was the one which had recently engaged me, a fact which offered opportunities beyond the normal ones in that information was readily forthcoming in terms of interviews.

The College, a multi-purpose College of Education, offered as favourable a research situation as perhaps was possible, given the political situation mentioned above. A three year teacher training was offered to intending Primary, Middle, Secondary and Special Schools (E.S.N. & S.S.N.) teachers. A wide range of subjects was available, Home Economics being a major one which was available as a Main subject for intending Secondary teachers and an 'Optional' course for Middle-school teachers. The College had originally been a Home Economics establishment⁴¹ opened in 1953 when the expansion of the subject was under way. It remained a monotechnic institution until 1962 when, owing to a change in D.E.S. policy, the college became an all-purpose institution. One of the reasons for the practice to incorporate Home Economics into the ordinary teacher training establishments was the noted isolation of the subject, a point of particular importance when the ideology of feminine domesticity was being promoted.⁴² Therefore the college offered an establishment which still reflected some of the characteristics of the previous institution as well as one still undergoing transition. This latter instance rests in the staffing situation whereby members from the original institution remained in prominent positions and therefore characteristics of the old type of organisation persisted to a degree: moderation stemmed from the increasing interaction with other departments (e.g. Education) which was inevitable given the new circumstances. Nevertheless, the department exhibited effects of a 'total institution' and it was this that prompted the hypothesis.

For the purposes of this research it was decided to cover a three year period so that there would be at least three first year groups to follow through. In order to enlarge the sample students already on the course were also invited to complete questionnaires.

These questionnaires were supplemented by numerous in-depth interviews with on-going students, ex-students and teachers. From this it was possible to gain a wide spectrum of views, given the general constraints already outlined. All interviews were informal.

Since virtually no research has been done in the field of Home Economics in Britain, the questionnaires were expanded to a limited degree in order to offer potential ground for future research. Therefore the questionnaires fall into a cross-category, affording a mixture of the descriptive-enumerative survey and the analytic-relational survey.⁴³ In effect it also constituted a mini-panel survey since specific groups of students, with little personnel turnover, were followed through.

The nature of the questions to be asked stemmed from informal, unstructured interviews and talks with key informants.⁴⁴ Pilot questionnaires were completed by third year students and a B.Ed. Home Economics group. From their responses a checklist for questions was devised and reworked with a group numbering about a quarter of the original group.

Having completed the pilot survey and reconstructed the questionnaires, permission to operate the survey had to be sought from the Academic Board of the College. This was granted: the Head of the Home Economics Department was a member of the Board and therefore, like other constituent members, had full knowledge of the questionnaire contents. An open-ended type of question was deemed inappropriate since I was working within the institution. The strength of the initial response indicated that such a format would have been non-productive in the final analysis.⁴⁵ Yet some means of measuring the breadth of responses was felt to be necessary: therefore questions were constructed on the basis of graded responses with the opportunity for personal expansion if required. Thus a series of items was constructed for each area to be examined with the request to add any relevant information stipulated in relation to certain questions. This invitation was also presented verbally at the time concerned.

A major foreseen difficulty regarding the nature of the questions was the danger of over-reaction by the students: feelings were very high and the imbalance which may have arisen once students thought they had a 'sympathetic ear' would have invalidated the research. The use of the five-point Likert scale was therefore thought to be the most appropriate: this could be telescoped where necessary in the analysis.

In terms of the overall design the third year questionnaire reflected that of the first year. In order to assess the degree to which the institution had affected students it was necessary to gauge the degree of satisfaction upon entry. In some areas of the teaching profession the problem of reluctant recruits has been noted.⁴⁶ Should this be the case in this instance then the effects of the institution would, it is suggested, not have been as marked.

ReferencesChapter X

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2. Spafford, I. (1935) Fundamentals in Teaching Home Economics
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3. (i) Harvey, J. op. cit. p.15
(ii) Webb, J. (1962) The Sociology of the School
B.J.S. Vol. XIII
4. Schutz, A. The Stranger, in B. Cosin (et al.)
School and Society. p.33 O.U. R. & K.P.
5. Questionnaire C. Table C V (q.4) p.392
6. The latest report from Hutchinson's survey is not very encouraging.p.13.
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7. Morgan, C. (1969) Predicting Academic and Practical
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10. (i) Tarpey, M.S. (1965) op. cit.
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11. H.E. students strongly resented the ascription of 'different' although
they recognised that this was the practice.
12. Questionnaire B. Table B VIII. q.7. Questionnaire C. Table C IV
q.3 v. q.3 (p. 345 & 387 resp.)
13. Harvey, J. op. cit. p.31
14. Questionnaire B. Table B IX p.348
15. Musgrove, F. (1971) Patterns of Power and Authority in
English Education, p.145

16. Blau, P. (1956) Bureaucracy in Modern Society.
p.90. Rantour House, N.Yk.
17. Schutz, A. loc. cit.
18. Harvey, J. op. cit. p.15
19. Schutz, A. loc. cit.
20. Crozier, M. (1964) The Bureaucratic Phenomenon.
p.158, Tavistock, London.
21. Questionnaire D. Table D II (section B)
Supporting evidence has been established since this was written
by V. Hutchinson (1976) op. cit. p.12. item 4.1.5
22. Kohn, L.M. (1971) Bureaucratic Man. New Soc. 28.10.1971
23. Whyte, W.H. (1956) Organisation Man. Penguin
24. Research
25. Personality observed in a professional capacity: supported by student.
26. c. 50% in one year (in particular) although the figure seems to
remain fairly constant. In a follow through of this group of
those who stayed on to the B.Ed. course, it was said that they
could 'now see themselves more in perspective' and that at the
time they resented the influence of the institution although
they did not recognise it as such.
27. Harvey, J. op. cit. p.13
Hutchinson, V. op. cit. p.15
Johnson, K. (1969) p.41. op. cit. "No evidence to support
... teaching over a wide area"
28. Appendix B 21 (Age structure of the Home Economics
teaching force.)
29. This point was made by a number of teachers, particularly in relation
to contributing to curriculum planning. (e.g. N.W.C.D.P.)
30. Several Advisers / H.M.Is. have commented on this dilemma. In some
cases an H.O.D. is achieved after only one or two years' experience.

31. Harvey, J. op. cit. p.17
 Hutchinson, V. op. cit. p.19
32. Schools Council Curriculum Bulletin (1971) no.4 p.108
33. v. Ch.VII Conclusion.
34. Appendix B 22 (Design Centres)
35. Questionnaire B. Table XIII q.10d. p. 356
36. Keddie, N. (1971) Classroom Knowledge, in M.D.F. Young,
 (ed) Knowledge and Control. no.5
 Collier Macmillan
37. Appendix A7 b Miss Finch's letter
38. Evidence from other Tutors and 'common knowledge'
39. College reorganisation in the light of falling birth figures
40. e.g. Manchester and Seaford. However, in the light of the noted reaction experienced in a previous research (J. Harvey) it may also be assumed that the research would be rejected by its very nature, although Seaford declined on the grounds that a 'similar survey' had recently been undertaken in that college.
41. Totley (1953)
42. Visibility is essential for effective promotion: isolation would not enhance the subject's acceptance
43. Oppenheim, A.N. (1966) Questionnaire Design and Attitude Measurement. Heinemann.
44. Third year, B.Ed. and mature students : tutors who contributed to the Department from other disciplines (notably Psychology and Philosophy) and correspondence with Mrs. J. Harvey.
45. Bitter recriminations are no substitute for reasoned replies.
46. Smithers and Halliwell, (1972) T.H.E.S. 14.1.1972

Research ProgrammeQuestionnairesGroups completing

- A : Factors affecting choice of teaching as a career and Home Economics as a teaching subject
 3rd yr. & B.Ed. 1974
 2nd yr. 1973-74
 1st yr. 1973-74
 1st yr. 1974-75
 1st yr. 1975-76
 Control group: Main Sociology
- B : Factors affecting choice of college and student reaction to the first year
 1st yr. 1973-74
 1st yr. 1974-75
 1st yr. 1975-76
 Control group: General Primary Course
- C : Evaluation of the College course with particular reference to Home Economics
 as above
- D : Questionnaire to ex-students who are completing their first year of teaching

Key: O = G.C.E. Ordinary level (CSE/City and Guilds)
 A = G.C.E. Advanced level
 Z = No Main level qualification

Empirical Research

<u>Year groups</u>	Questionnaire A			
I	: 3rd year 1974-1975			
II	: 3rd year 1975-1976			
III	: 1st year 1973-1974	—————>	I)	
IV	: 1st year 1974-1975	—————>	II)	Questionnaires
V	: 1st year 1975-1976	—————>	III)	B/C

note: Where questionnaires were completed by on-going students they were re-numbered as given.

Main Sociology : control group

General Course : control group

Questionnaire A

Factors affecting choice of teaching as a career
and Home Economics as a teaching subject

**TEXT BOUND INTO
THE SPINE**

Factors affecting choice of teaching as a career and Home Economics as a teaching subject

A

Please indicate whether you have Home Economics qualifications:-

'O' level	'A' level	C.S.E.	City & Guilds	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

a) At what age did you first seriously consider teaching as a possible career?

10 - 15	<input type="checkbox"/>	20 - 25	<input type="checkbox"/>
15 - 18	<input type="checkbox"/>	25 - 35	<input type="checkbox"/>
18 - 20	<input type="checkbox"/>	35+	<input type="checkbox"/>

b) What full-time occupation (other than education) have you had?

none

(i) Indicate the degree of encouragement the following people gave you:-

- a) School H.E. teacher
- b) Parents - mother
- c) - father
- d) Friend(s)
- e) Relative(s)
- f) Careers Guidance Officer
- g) Careers Guidance Teacher
- h) Headteacher
- i) House/Year Tutor
- j) Anyone else.....
- k) No-one

strongly encouraged	encouraged	neutral	discouraged	strongly discouraged	does not apply

(ii) If you have no qualification in Home Economics, explain briefly why you chose it as a main subject.

Put these factors in the order they influenced your choice of Home Economics as your main subject at college.

- a) You were good at the subject
- b) You liked the Home Economics teacher more than other teachers
- c) You felt the Home Economics teacher liked you and that therefore you would do well
- d) You were uncertain as to what you wanted to do as yet
- e) There was insufficient time to consider all possibilities
- f) Insufficient guidance re careers was given
- g) It was a question of fitting in with the 'Options' available for 'O' & 'A' levels
- h) It was the only subject in which you felt reasonably confident to take up.
- i) Any other reason.....

	does not apply

Place a cross in the 'does not apply' column for any items which had no bearing at all on your choice. Then list the remainder in numerical order.

You should have final total of 8 (or 9) marks/numbers in all.

Rate the importance you believe your school to have attached to the following aspects regarding pupils' futures in general.

- a) satisfaction in a job/career
- b) going to University
- c) time between school and going into Higher Education (e.g. a year in industry)

	very important	important	uncertain	unim- portant	very unimportant

Having completed your ^{*} first/second/third year at college, what is your opinion of the following statements. (*delete as required).

- a) teaching is the right career for me
- b) H.E. is the right subject for me
- c) this institution was the best for my purpose
- d) I have chosen the right age-range to teach

strongly agree	agree	uncertain	disagree	strongly disagree

- a) Did you attempt to change courses at all?
- b) Did you attempt to change your main subject?
- c) Did you in fact change.....(i) course?
(ii) subject?
.....if so, to what.....

Yes	No

- a) Did you think about changing.....(i) course?
(ii) subject?
but not actually attempt to do so?

Yes	No

Please add any relevant comments.....

If you have completed your third or B.Ed. year, please answer the following:-

- a) Have you obtained a teaching post yet?
- b) Are you hoping to obtain one by this September?
- c) Do you intend undertaking some employment other than teaching this year? If so, please describe briefly
- d) If the answer to (c) is 'yes', do you intend to go into teaching at a later date?

Yes	No
Yes	No

The remaining questions apply only to those who have withdrawn from college, or was about to do so

Please indicate the reason for your withdrawal:-

- a) you felt that teaching was the wrong career for you
- b) you were 'advised' to withdraw
- c) you were not allowed to change course/subject
- d) for personal reasons (e.g. family)
- e) because of illness/accident
- f) you disliked college life
- g) any other reason.....

Yes	no

Please state the point at which you withdrew (e.g. end of first year):

If you were 'advised' to leave please indicate how 'fair' you believe this to have been.

Fair	Unfair	Very Unfair

Please add any comments.....

Please state your occupation (if any) since leaving, or the one you hope to take up.

If you could choose again, would you choose:-

- a) teaching as a career
- b) Home Economics as your subject
- c) Secondary age range
- d) Junior age range
- e) Infants

Yes	No

CHECK CAREFULLY TO SEE THAT ALL QUESTIONS HAVE BEEN ANSWERED.

Chapter XIQuestionnaire AFactors affecting choice of teaching as a career and Home Economics as
a Teaching Subject

The intention of this questionnaire was to assess the attitude of teacher trainees on entry to the course. It was to act as a 'benchmark' against which to evaluate the third year questionnaire. The questions covered factors such as persons who were instrumental in the decision making process, variables such as ability/interest feelings, school attitudes which may have an imperceptible influence (e.g. q.4) and personal attitudes.

Since it was possible to have the questionnaire completed by some students in retrospect (third, second and B.Ed. in the first instance) extra questions were inserted (e.g. q. 11, 13, 14 et seq) as checks on the degree of satisfaction as stated. It was, for example, felt that married women and those who became either married or engaged during the course might be more 'adaptable' (a noted feature of Home Economists).¹ This would therefore colour their responses through external criteria. Those students who completed the questionnaire on entry omitted such questions.

Questionnaire A.Detailed analysis'Filter' question

Qualifications : it was anticipated that there might be some differences in responses between those with 'A' level Home Economics and those without. This question was also seen as positing ground for future research into achievement levels at the end of the course: this has important implications for academic level requirements in the light of developments which were then just beginning. To date it has to be acknowledged that unless there is a very marked difference in outcome between those with and those without 'A' level Home Economics the fact that relatively few schools currently offer 'A' level must be taken into account when recruiting. This could of course be the 'catch 22' situation. However, casual research to date suggests that there is little difference in the final analysis. Unfortunately this could be a question of too low an attainment ceiling: of the current group of B.Ed. Home Economics candidates nine had 'A' level (out of fourteen).

Type and Sequence

Factual questions of attainment were placed at the beginning while those relating to success level or social factors (e.g. engagements) were left to the end in order to avoid possible alienation on the part of those who had not : this proved fortuitous in the final analysis.

The sequence was that of establishing the effect of 'significant others'² (q.2), factors influencing original choice (i.e. at '0' level), the effect of the 'hidden curriculum' (q.4) in the sense of teacher expectation and school ethos: this was in order to measure the potential change wrought by the expected greater independence of pupils arriving from Comprehensive schools. Personal attitudes concerning the choice of career were contained in question five and awareness of other options in questions six and seven. As a check against question seven question eight was a factual one which also sought to assess student dissatisfaction with the age range chosen, a point which seemed to be of increasing importance as middle schools gained ground in the College area.

Question nine, a factual one, was sandwiched here between those of actual experience and attitudes pertaining to the pre-college situation in order to keep subject matter together and to act as an 'emotional' measure against q.ten. The remaining questions were only answered by those who completed the questionnaire in retrospect. Questions fifteen to nineteen were for those who withdrew from the course. Question seventeen covered such instances as students who failed their teaching practice or who failed course work. It was the policy of the institution to ask students to withdraw rather than waste their valuable years if, after all the help offered, they still failed to reach the required standards. After the first year's research however non-college factors entered into the situation and therefore further research into this particular aspect was not continued.

Most of the questions were of the 'closed' type although in the majority of cases a degree of open-endedness was allowed in order to incorporate variables which may have only applied in specific instances. It also aimed to avoid bias in particularly influential questions. Grade ranking was used in many instances: this was to allow for the emotional element. Owing to the difficulty in measuring the 'distance' between the grades clustering was used (to a three point scale as against five).

The reliability of the questions was ensured by means of items in various questions acting as checks against others: e.g. 2(i) f, g against 3 e, f, g. 5 a, c, against 10b, d. The validity of the responses was ensured by means of coding where required.

The danger of the 'halo effect' was hopefully avoided by means of 'cooling off' questions set between the more provocative ones. In the event the halo effect operated in only a minimum number of cases (where a respondent placed all ticks or crosses in a column.) Variation in the rating scales offset any tendency for this to happen in the majority of cases, as can be seen by the range of responses.

Control Group

Main Sociology students were used for this purpose for the following reasons:

1. Like Home Economics, Sociology is not readily available at 'A' level in the schools: therefore students taking it may have exhibited similar qualities of persistence to follow their chosen subject.
2. Sociology students were equally available for in-depth and unstructured interviews since I worked equally with these students.

3. Like Home Economics, Sociology is only offered by a few colleges, therefore similar constraints concerning choice of institution were likely to apply.
4. Comparable ratio of married women in third year group.

Analysis

Qualifications

The question of unequal qualifications upon entry to a College course posits the final level to be reached as problematic. Where 'A' level in the basic subject is a minimum entry requirement, it might be assumed that a course would use that as a base line. However, such is the difference between Exam Boards that this may not be a very reliable criterion.

Two matters for consideration arise from this : one, the choice of subject, if based only on 'O' level experience may give a very false impression both as to the nature of the work, the amount of work involved and the standards required. Certainly in a 'practical' subject the danger might be that 'craft' skills may take precedence over principles and concepts. This does appear to be the case:³ B.Ed. students felt that their Main subject course had remained at the level at which they were to teach in schools: it had not challenged them.⁴ A well structured course should demand that all students be 'stretched' according to their initial and potential abilities. Comments that courses which specialised offered greater challenge were seen as preferable with hindsight, although it was the nature of the 'mixed' course which had initially been one of the main attractions of this particular institution.⁵ It

was also recognised that the needs of the schools may be better catered for through a mixed course. Nevertheless the personal level of attainment appeared to have lacked satisfaction. Measured against other subjects this was regarded as a serious handicap to the professional standing.

It could be hypothesised that the less experience students have on entry the greater is the potential for influencing them. Alternatively, where there is a greater knowledge of the subject (e.g. 'A' level) this could be regarded as an acceptance of the constraints of the subject in its present state - that is to say there is a greater degree of compliance. Certainly this would seem to be the case as posited by the research findings when for example the second year group (1974/5) and the first year entry group (1973/4) were most closely balanced (i.e. 'O' & 'A' levels equalled approximately fifty per cent).

A notable feature is the increasing number of students with 'A' level Home Economics especially in years 1973-1975. (Table A1a). By this token, Sociology students would be very persuasible since 'A' level sociology was rarely the case. A countervailing factor however may be that of the age of decision which differed notably between the two groups (Table A1b). It would seem in fact that students are increasingly deciding earlier as to their chosen career. This would accord with the apparent school practice of holding careers conventions and making ever earlier choices as to 'O' level subject decisions.

The noted decline in mature students in Home Economics is merely indicative of the fact that local demand has been virtually absorbed and also that the College is necessarily aware of mobility problems facing mature students in a declining market.

The problem is not so acute in Sociology since this offers either Primary/Middle or Secondary level work. A notable feature is in fact the later decision pattern in Sociology. When compared with Home Economists it would seem that Sociology students are potentially more dissatisfied since a number of them gave reasons for taking the subject as that of 'something different from school' (Q.A21i).

Questionnaire AResponse rates

			0	A	Z
as third year	I	52	21	30	1
	II	44	12	29	3
as first year	III	57	27	29	1
	IV	64	26	36	2
	V	63	17	43	2
	Control	14	3	3	8

Table Q.1

Aia	O	A	Z
as 74/5 3rd yr	40	58	2
75/6	27	56	6
73/4	47	51	2
74/5	40	56	3
75/6	27	68	5
av. totals	38	58.	3
Sociology	21	21	57

(only on latter 3)

Comparative qualifications of HE and Mains Sociology students

AI(b)

	'74	'75	'73	'74	'75	Control	%
10-15	31	39	46	41	43	7	
16-18	56	45	46	53	50	57	
19-20	6	7	7	3	-	21	
21-25	2	4	-	-	9	-	
26-35	-	-	2	-	-	14	
36+	6	5	-	3	-	-	

3rd y. 3rd y.1st y.1st y.1st y.

I II III IV V

Age when choice of subject made

Q.2 (i) The influence of others on choice of career and subject

It was hypothesised, on the basis of verbal 'evidence' given by selectors of candidates that a major influence was that of the 'College name' i.e. its reputation. This point was examined in two questionnaires, the first year entry one (A) and the one given at the end of the first year (B). Being phrased differently a check was provided : this point would have important implications for future recruitment within a new context where the 'name' of the college would be much less prominent if not totally obliterated. Although there is obviously an element of recommendation the facts do not support the strength of the claim. (Table AIIa).

The greatest influence appears to have been that of the mother when the responses were clustered into +, -. (Table AIIb). The Home Economics teacher played a significant role, but when the third year questionnaire was analysed in terms of whether a known person had attended the college and consequently influenced the intending student it appears that any recommendation to take a place in Home Economics was not based on actual experience of the college since few students had known anyone who had previously attended. (Table BIIIa).

What is interesting is the difference in the 'significant others' between Mains Sociology students and Home Economists. Friends were far more influential. (Table AIIIa) (item d) while Careers Guidance teachers/Officers played a major role in Sociologists' decision but virtually none in the Home Economists'. However, these

findings must also be tempered with the fact that a very significant number of respondents in both groups replied that no guidance had in fact been given. (Table AIIIb) (item g 10). Polytechnic students confirmed this when they intimated that once the subject of Home Economics had been mentioned in connection with a career "they didn't want to know", or were "positively discouraging". It seems that attitudes die hard.

TABLE

A II

Grade → 1 2 3 4 5 6 (DNA)

Q2(i)

Grade	1	2	3	4	5	6 (DNA)	
a	i	30	40	20	-	1	7
	ii	34	7	36	-	-	43
b	i	36	42	17	1	-	7
	ii	14	51	14	-	7	7
c	i	26	40	24	2	-	4
	ii	14	43	14	-	-	14
d	i	3	28	56	2	-	8
	ii	21	29	43	7	-	7
e	i	5	27	50	1	1	10
	ii	14	43	36	7	-	7
f	i	4	17	26	5	2	47
	ii	-	7	7	21	-	64
g	i	5	18	27	2	3	40
	ii	86	7	7	14	-	50
h	i	8	24	35	3	1	26
	ii	7	7	29	-	-	58
i	i	7	13	29	-	7	46
	ii	-	-	14	-	-	86
j	i	5	7	7	-	-	40
	ii	-	-	-	-	-	93

Upper line of each item = Home Economics
 Lower line = Main Sociology
 D.N.A. = Does not apply

IIb

Teacher { HE 70 %
 MS 22
 Mother { HE 78
 MS 71
 Father { HE 66
 MS 57

Table showing relative encouragement given by people regarding choice of career and subject

Q.3 Reasons for choice of Home Economics as teaching subject

As was perhaps to be expected, the overriding reason for taking Home Economics as the Main Subject at college was that respondents felt they were "good at the subject". (57.14%). Running a close second however, when columns 1 & 2 were added together was the fact that respondents also felt insecure with regard to any other subject. av:h = 29.71%; a = 40.71%). (Table AIIIa). In view of the not inconsiderable numbers without 'A' (H.E.) level the ability felt in relation to the subject gives some cause for concern. This fact has been reflected in schools' comments with regard to students on teaching practice. Also problematic is the fact that only a limited number of candidates have good 'A' levels in other subjects: frequently a student has combined Home Economics only with Dress or other allied subject. The range of accompanying 'A' levels is however expanding.⁶ Many of the students arrive at college not having taken a subject which involves essay writing since 'O' level: this poses considerable difficulties. It also has some effect on the final outcome when not infrequently a "very good" student in the practical aspect fails to reach B.Ed. level. From observation only, which would offer an opportunity for research, it appears that this type of student exhibits a tendency to authoritarianism.⁷ Should this be the case then the question of what makes a "good" teacher is very debatable: it is felt by some that many of the "best" home economists do not in fact obtain degrees.

A considerable proportion of the students were acutely aware of the lack of guidance (g) (Table AIIIb 10f) while quite a few added interesting comments at (i): the majority of these pointed out that they 'enjoyed the subject', only one appeared to have considered Institutional Management although according to the responses to question 6 (Table AVIa) this was not through lack of awareness of alternative careers in the field of Home Economics. Two students were in fact seeing the teacher training as a way through to other occupations in home economics should they not in fact wish to teach. There were one or two 'reluctant recruits' in that one student had taken it because she was not allowed to go to Art school and the course offered the nearest to it in 'Design'; the other student took it because she failed to qualify for physiotherapy. Fortunately only one student recorded that "... it was the only subject I could bear to teach". A number of students did comment on the fact that they would have liked to have taught Junior age children but Home Economics was not available as a Main subject in that course.

What may be interpreted from this analysis is that the ability range of many Home Economists is dangerously narrow in terms of education. This fact is appreciated by students (notably B.Ed) when it is pointed out that their subject is as much a vehicle for educational purposes as any other, and that the need therefore is to consider the functions of their own language, visual aids etc. to the same extent that one would in another subject.

An interesting point of comparison between the Home Economic and Sociology students is the positiveness regarding the commitment to career and/or subject. (Table BIVc (d)). Whether this is a personality feature - of ability to take decisions - or whether it is a case of having no alternatives, as suggested by item 3h, is debatable.

Q.3

TABLE A IIIa (10)

Grade →	1	2	3	4	5	6	7	8	9	DNA
a	160	68	13	6	6	-	-	-	-	24
b	1	57	24	2	2	3	4	3	-	191
c	-	15	10	7	4	1	1	1	-	68
d	-	13	20	13	11	8	6	2	-	204
e	11	12	7	5	4	2	2	1	-	73
f	4	4	10	8	4	4	6	2	-	172
g	2	6	18	23	24	11	6	4	-	61
h	2	20	30	35	23	7	3	6	-	170
i	2	7	11	13	8	3	1	2	-	61
	2	10	24	17	15	8	8	7	1	150
	1	4	9	6	5	3	3	3	-	54
	75	94	36	9	4	5	1	-	1	192
	26	34	13	3	1	2	-	-	1	69
	28	9	5	1	-	1	-	49	5	50
	10	3	2	-	-	-	-	18	2	175
										63

Table to show the order of factors which influenced Home Economists in their choice of subject at College/School

Q3

H.E.
Control

TABLE IIIb

Grade	1	2	3	4	5	6	7	8	9	10
a	57	24	5	2	2	-	-	-	-	9
b	-	6	10	7	4	1	1	1	-	68
c	-	5	7	5	3	3	2	1	-	73
d	4	4	10	8	3	4	2	1	-	61
e	1	2	6	8	9	4	2	1	-	61
f	1	7	11	13	8	3	1	2	-	54
g	1	4	9	42	5	3	3	3	-	69
h	26	36	13	3	1	2	-	-	-	18
i	10	3	2	-	-	-	-	18	2	63
	43	-	-	-	-	-	-	-	-	57

Table to show comparison between H.E. and Control group concerning factors affecting choice of subject at College.

Q.4 & 5 (a) (d). Respondents' view as to school's attitudes regarding higher education in contrast to their own views

The traditional bias of schools against Home Economics has been noted elsewhere.⁸ Opposition has usually stemmed from the lack of academic credibility attributed to the subject by the Universities. This question (4) intended to assess the degree of change, if any.

What is significant in this analysis is the finding that there is an increased stress on 'job satisfaction' (21.15% - 47.61%) between groups I and V. (Table AIVa(i), although when columns 1 & 2 are clustered the increase is less marked, 73.07% - 85.70%. (Table AIVb).

This is somewhat ironic in respect of the findings about attitudes concerning going to University. These appear to be almost as strong as ever. (Table AIVa(ii). All students, including those at the Polytechnic, were very bitter about the disregard for Home Economics on the grounds that it was 'not a university subject'. It would appear that one cannot achieve 'job satisfaction' through home economics. This is indicative of the power to perpetuate social ideologies - regarding the value of 'women's work' and the knowledge hierarchy. Follow-up interviews suggest that where attitudes towards the domestic subjects are more amenable is in schools where 'purpose appointed' headteachers operate in Comprehensive schools. This is in contrast to those schools where a Grammar school head is appointed to a Comprehensive school, as an administrative convenience. Unfortunately even many forward-looking headteachers have a blockage regarding Home Economics although they may see this

as being in the best interests of the pupils. Perhaps if their efforts were directed towards achieving recognition for the subject instead this would add weight to the discussion with University bodies. The real problem is that of their own knowledge of the demands of the subject. Respondents felt that schools did not give much credence to the idea of a year between school and college (Table AIVa(iii)), despite the fact that this has gained increasing attention (through V.S.O.) in the press because of the noted closed cycle in education which gives rise to severe 'in-breeding', in the sense that the school environment is the only institution experienced by many teachers.

A comparison between the two subjects offers some interesting contrasts (Table AIVb). Main Sociology students felt that schools were significantly unconcerned with the question of 'job satisfaction' (49.99%) compared with the finding of home economists that schools were very concerned (Table AIVb item a). It must be remembered that the figures of the home economists were boosted by the quite remarkable increase in the final two groups. (Table AIVa(ii)).

It appears that Sociologists were even more aware of the schools' pressurisation towards University (Table AIVb item b). The high figure for the second (H.E.) group is significant in that they were considered to be 'a particularly difficult' group in their Main subject in that they objected to the degree of conformity demanded.

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TABLE A IVa
 (i)

Q.4

SET
 ↓
 I
 II
 III
 IV
 V
 TOTALS

	1	2	3	4	5	DNA
I	11 21	27 52	6 12	6 12	1 2	
II	10 28	18 41	11 25	1 2		3 7
III	17 29	26 45	5 9	6 10	3 5	
IV	28 43	26 40	7 11	3 5		
V	30 48	24 38	7 11	2 3		
TOTALS	96 32	121 41	36 12	18 6	4 1	3 1

%
 Students'
 perception of
 school's view
 in relation to
 job satisfaction
 (HE)

(ii)

I
 II
 III
 IV
 V
 TOTAL

I	25 48	14 27	5 10	4 8	3 6	1 2
II	29 66	7 16	4 9	1 2	- -	3 7
III	20 34	18 31	7 12	10 17	2 3	- -
IV	25 38	21 32	14 22	3 5	1 2	
V	20 32	28 44	9 14	6 10		
TOTAL	119 40	88 30	39 13	24 8	6 2	4 1

%
 Students'
 perception of
 school's view
 in relation to
 going to
 University
 (HE)

(iii)

I
 II
 III
 IV
 V
 TOTAL

I	2 4	4 8	14 27	24 46	7 13	
II	1 2	3 7	16 36	15 34	5 11	3 7
III	1 2	4 7	28 48	20 34	4 7	
IV	1 2	5 8	29 45	21 32	7 11	
V	2 3	8 13	33 52	17 27	4 6	1 2
TOTAL	7 2	24 3	90 30	97 33	27 9	4 1

Students'
 perception of
 school's view
 in relation to
 an interim year
 (HE)

A IVb

A IVc

Q.4

Grade → 1 2 3 4 5 DNA

item a

HE	96	121	35	18	4	3
M.Soc.	1	6	5	2	14	7
	33	41	12	6	1	7
	7	43	38			

% job/career satisfaction

item b

HE	119	88	39	24	6	4
M.Soc.	9	4	1	7	2	1
	40	30	13	8		
	64	29	7			

% going to University

item c

HE	7	24	90	97	27	4
M.Soc.	2	8	6	3	5	1
			31	33	9	
			43	36	14	

% interim year

HECS	75	23
M.Soc.	50	50

HECS	75	24
M.Soc.	23	7

HECS	16	86
M.Soc.	-	93

Summary of contrast between H.Ecs. and M.Soc.

Summary (clustered to +/-) of attitudes believed to have been held by students' schools.

The question of whether schools considered an interim year seemed to be even positively denied by the Sociology group who may perhaps be considered to have been more conscious of the practice than Home Economists. (Table AIVb item c). The contrast between the two subjects is highlighted in Table AIVc).

Q.5 (except a & d) Levels of 'commitment'

It was hypothesised that the degree of satisfaction would be affected by the degree and nature of commitment to subject and intended career. If commitment to subject was very strong this should theoretically mean that curriculum development would be a major concern of teachers in that subject. However, it is suggested that the opposite frequently obtains and commitment often invokes a reactionary attitude - protection of the subject as it was experienced. Since curriculum development first occurred to a marked degree in the primary schools, it would seem that commitment to professional ideals is stronger where academic identity is not at stake. Thus there is a discrepancy in the case of home economics: since it is not historically circumscribed by examination constraints the question of personal subject identity is seemingly less relevant. In reality, it seems that self-identity protection is even stronger. This defence mechanism may be fanned by experience of attitudes towards the subject as already identified.

From the analysis it seems that Home Economics students are very highly committed to their subject in comparison with Sociologists, whereas the latter are comparably much more professionally committed.

(Table AVa items a/g). To arrive at this analysis, items 'e' and 'f' were contrasted on a twenty-six point scale and clustered as shown. The degree of subject commitment appears to increase with the pre-college standard : thus as the number of students with Home Economics 'A' level increases, so the subject - commitment rate rises. (cf A Ia with AVb, cols 6-9). Likewise the double commitment, although not to the same degree (Table AVa (f & g) and AVb, cols 1 & 2).

Home Economics students consider an interim year (school/College) as far less important than did the control group. (Table AVa (i) d.) However, many Home Economic students wrote that, in retrospect, they would have appreciated a year between school and college, being now much more aware of its importance in terms of 'worldly experience' (additional note), while the importance which Sociology students attach to this is very revealing.

It would seem that Home Economists are rather more conformist than Sociologists : a much higher percentage considered going to College as important as University (Table AVa (ii)). This suggests that they conformed to the views of their schools.

This is supported in effect by the finding that while both groups rated job-satisfaction highly (Table AVb(iia), Main Sociology did so rather more than Home Economists.

There is apparently much less subject - loyalty on the part of Main Sociology students than Home Economics students. (Table AVa (ii) f/g). This may be because many Sociology students had not previously experienced the subject, yet since this was a third

year group, and therefore they had experienced it for three years, it does imply that other concerns rate more highly for them. This indeed appears to be verified by the findings at item 'h' : this indicates that while Home Economists are more concerned with a 'career' they are not so dedicated to teaching. (Table AVa 'h' & 'e'). If this is the case, then the negative attitudes towards curriculum development are understandable.⁹

In all items there was a much greater degree of uncertainty on the part of the Sociology group which is surprising in the light of chronological maturity. This may be inferred as offering evidence either of a more 'positive' personality on the part of Home Economics or variables which affected the nature of the Sociology group - for example, in contrast to the Home Economists group, they were not combined as a group for anything other than their main subject, and therefore failed to develop a group identity which the Home Economists did. This may account for Morgan's¹⁰ interpretation that 'practical' subject students are more group dependent : group conscious perhaps, but not I suggest group dependent. This would explain the apparent inconsistency in Morgan's analysis when he claimed that they were 'more extraverted' and high on ego-strength yet 'more group dependent'. It does however support the notion of 'didactic teaching' a point referred to when the causal factors of educational failure with regard to nutrition were analysed.¹¹

Q.5.

TABLE A Va

(11)

(1)

	1	2	3	4	5	HE	M.S.
a	65	13	7	-	-	HE	M.S.
b	7	22	21	43	4	HE	M.S.
c	10	60	14	11	-	HE	M.S.
d	7	19	42	27	3	HE	M.S.
e	11	38	18	4	-	HE	M.S.
f	32	53	7	4	-	HE	M.S.
g	41	44	8	3	7	HE	M.S.
h	47	38	7	5	-	HE	M.S.

	+	z	-
a	75	7	-
b	29	22	47
c	70	14	12
d	25	42	30
e	50	18	30
f	86	7	4
g	86	8	4
h	85	7	5

Table showing contrast between H.E. and control group: personal commitment



Table showing contrast when clustered:

Cols.

(n.b. all figures as percentages)

(+ = 1 & 2) (z = 3) (- = 4 & 5)

TABLE AVb Q5

Code* →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
I	1	2				5	2	3		7	11	9			2	1	3			2						
	2	4				10	4	6		13	21	17			4	2	6			4						
II	1	2		1		7	1	3	1	6	9	3			2	1	2	1			1					
	5	5		2		16	2	7	2	13	20	7			5	2	5	2			2					
III	4	3		1		6		4	2	10	14	8	2							2	1					
	7	6		2		11		7	4	18	25	14	4							4	2					
IV	4	3				8		1	1	14	11	11	1	1	2	2	1	2								
	6	5				13		2	2	22	17	17	2	2	3	3	2	3								
V	10	2				19	4	1		12	9	2					1				1					
	16	3				30	6	2		19	14	3					2				2					
Totals%	36	23		42		80	12	23	8	85	97	58	6	2	12	7	15	2	3	8	6					
M.Soc		2				1				1	2			1	1	1	1						1	1	1	
		14				7				7	14			7	7	7	7						7	7	7	

Table showing commitment distribution on the basis of comparison of items e & f

Codes
 { 1 & 2 } Very high to teaching & subject (10) Fairly high to teaching & subject (19) High 'teacher' commitment
 { 3.4.5 } " " " only { 11.12.13 } " " " subject { 20-21 } Ambivalent
 { 6.7.8.9 } " " " subject { 14.15 } " " " teaching { 22.23 } Totally uncommitted
 { 16.17.18 } Uncertain { 24.25.26 }

* See Code Key on page 290

Questionnaire A.

Code key :

e = teaching

f = home economics

- | | |
|---------------------|------------------------|
| 1. e : v. important | 14. f : uncertain |
| f : v. important | e : v. important |
| 2. e : v. important | 15. f : uncertain |
| f : important | e : important |
| 3. e : v. important | 16. f : uncertain |
| f : uncertain | e : uncertain |
| 4. e : v. important | 17. f : uncertain |
| f : unimportant | e : unimportant |
| 5. e : v. important | 18. f : uncertain |
| f : v. unimportant | e : v. unimportant |
| 6. f : v. important | 19. f : f. unimportant |
| e : important | e : important |
| 7. f : v. important | 20. f : f. unimportant |
| e : uncertain | e : uncertain |
| 8. f : v. important | 21. f : f. unimportant |
| e : unimportant | e : unimportant |
| 9. f : v. important | 22. f : unimportant |
| e : v. unimportant | e : v. unimportant |
| 10. f : important | 23. f : v. unimportant |
| e : important | e : important |
| 11. f : important | 24. f : v. unimportant |
| e : uncertain | e : uncertain |
| 12. f : important | 25. f : v. unimportant |
| e : unimportant | e : unimportant |
| 13. f : important | 26. f : v. unimportant |
| e : v. unimportant | e : v. unimportant |

Q. 6.7.8. Assessment of awareness of occupations involving Home Economics other than teaching

It was considered that students would be more willing to be influenced by an institution if it was 'legitimised' as the result of being chosen in the full awareness of other opportunities within the same occupational field. The degree of alienation met suggested a lack of awareness. However, the findings pose problems. It would seem that awareness of occupations other than teaching which involved home economics was very full. (Table AVIa). Awareness of the school situation however, although claimed to a large degree, was often invalidated if a distinction was made between 'knowledge about' and 'knowledge of'. (Table AVIb). There was a significant credibility gap which may account to some degree for the dissatisfaction in the second year of the course when students had experienced their first teaching practice and the realisation of the demands pertaining to the teacher role. A fair number of students stated that had they been more aware of the type of teaching in Middle schools they would have preferred that age-range to the secondary school. Interestingly enough, the claims of the control group were considerably less exaggerated. (Table AVIc).

To some extent, it may be argued that the 'legitimation' was granted on the basis of the charismatic authority of the institution, through its practitioners. Weber's concept of charismatic authority really pertained to individuals who could command a following

on the basis of their personality. By definition, it was leadership only for those who accepted it. Thus college students willingly accept the authority of the institution believing it to have the knowledge prerogative in terms of relevant knowledge and professional patterns. However, after the disillusionment of the first year it is suggested that the basis of the legitimisation rests not on charismatic grounds but on legal grounds : the power of the institution to command is acknowledged.

TABLE A VIA

Sot	I		II		III		IV		V	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
a	46	2	38	6	57	0	56	7	57	5
	89%		86%		100%		88%		90%	
b	33	15	18	23	41	16	48	15	39	23
	4%	63	14%	41	72	28	11%	75	69	37
c	48	0	42	2	56	1	62	1	62	0
	92		81		98		97		98	
d	43	5	40	4	53	4	61	3	57	5
	83		91		93		95		90	
e	36	12	26	15	46	11	51	12	56	6
	10	69	9	59	81	7	5	80	89	
f	5	0	4	0	8	49	1	0	8	0
	23	10	34	9	19	14	19	2	10	13
Resp.	52	44	57	64	63					

(52) (44) (57) (64) (63)
 (H.E. students only)

Awareness of occupations involving Home Economics other than teaching

Table VIb

Set →	I	II	III	IV	V	TOTALS	%
a	22	19	27	32	43	143	51.07
	(12)	(10)	(16)	(12)	(20)	(70)	25.00
b	22	17	26	39	40	144	51.42
	(13)	(11)	(13)	(14)	(21)	(72)	25.71
c	5	9	10	22	33	79	28.21
	(0)	(3)	(0)	(1)	(12)	(16)	5.71
di	26	25	42	43	44	180	64.28
	(8)	(10)	(14)	(12)	(19)	(63)	22.5
ii	12	16	23	31	37	119	42.5
	(6)	(10)	(5)	(12)	(22)	(53)	18.92
iii	16	21	33	33	40	143	51.07
	(4)	(10)	(13)	(14)	(20)	(61)	21.78

Comparison of claimed knowledge and actual experience of school teaching styles pre-College

(actual experience - encircled figures)

TABLE A VI (c)

Control group: (i)

	yes	no	%
a	11	3	79
b	10	4	71
c	5	9	36
di	5	9	36
ii	3	11	21
iii	3	11	21

Table showing claimed awareness

(ii)

	yes	no	%
a	4	10	29
b	4	10	29
c	1	13	7
di	1	13	7
ii			
iii			

Table showing actual experience in schools, pre-college

n.b. in final table e/b (yes) are not same individuals, nor c/d

Q. 9/10/11 Attitudes towards teaching

In view of the noted 'reluctant recruits' to the teaching profession¹² it was envisaged that those who deliberately chose a teacher education institution would be more likely to be eager recruits. This had to be weighed against the fact that home economics was not available to any extent : Surrey University's course had hardly got off the ground and it was not well known in the schools, and the number of places available was minimal when compared to the demand of the teaching profession. The vast majority of the H.E. students had indeed made teaching their first career (Table A VII (i)) choice although group I was considerably below the norm of later groups. Similarly, the majority of recruits had obtained their first choice of college, (Table A VII(ii)) whereas the figures were considerably lower for Sociology students: these figures were also distorted by the number of married women in the Sociology group.

These facts are significant when compared with the response to question twelve, which, although limited to four groups, does reflect a growing discontent with teaching, (Table A X item c) but a greater satisfaction with the age range than previously indicated. Main subject specialists, who were Primary course students appeared to be more satisfied with their choice of age-range (Table A X item d).

Self-admission responses contained in question ten were very revealing when taken in conjunction with those of number eleven. Quite violent responses were recorded against question eleven, strong cancellation lines, 'irrelevant' etc. on a fair number of replies leaves the reader with the impression that it was regarded as 'failure'

Q.9

TABLE A VII

(ii)

item (c)	1	2	3	4	5	6
H.E. %	87	9	2	0	-	0
M.Soc.%	64	21	14	-	-	-

Table showing order-choice of college

(i)

item (a) yes no no. resp.

I	36	15	1
II	36	8	
III	42	14	1
IV	54	10	
V	57	6	
Totals	225	53	2
	80%	19%	0%
M.Soc.	6	8	
	42%	57%	

Table showing teaching as first career choice

if one had not become engaged or married. This seriously undermines the response to question 10. (n.b. the order of the questions is self-evident).

An honest response to q.10 (a) was expected to elicit a positive answer; this was in fact verified. Item (b) intended to ascertain, as far as is possible, the career-intentions of the students. In view of the common assumption that Home Economists get 'snapped up' very quickly in the marriage market, this question tried to identify the degree to which this affected students' subject choice, intentionally or otherwise. The evidence, strongly denying the implication, has to be weighed against that of the noted reaction to question 11.

Item (c) was based on 'common assumptions', again vigorously denied by the Home Economists in the College of Education but supported by the evidence of tutors at the Polytechnic where it was noted that by the second week of the course the locations of the Home Economics Department is signified by the number of males who find their way to the twelfth floor!

However, the espousal rate is not noticeably higher than that of the control group. This may of course merely reflect the growing popularity of marriage for all; it may also indicate the changing notion of marriage from a matter of convenience to companionship. In this case the housekeeping attributes are not significantly superior.

TABLE A VIII

Q.10

(i)

Grade	1	2	3	4	5
a	79	171	15	14	0
b	16	11	41	123	104
c	0	10	46	134	89
d	0	11	14	132	122

(ii)

	1	2	3	4	5
a	28	61	15	14	0
b	6	4	41	123	104
c	0	4	46	134	89
d	0	4	14	132	122

%

3	6	1	1	1	1
21	43	7	7	7	7
		1	4	4	5
		2	4	4	4
		1	3	3	6
			7	21	43

Control

Table showing response (summary) to some 'common assumptions' regarding women at College and marriage in relation to H.E. students.

(iii)

28	61	15	14	0
21	43	7	7	7
6	4	15	44	37
0	4	16	48	32
0	4	5	47	44
0	0	7	21	21

a b c d

TABLE IX

Q.11

	Before		During		Before First App.	
	Eng.	M.	Eng.	M.		
I		2	19		5	%
		1	7		2	
II	2	2	23	→ 8		
	1	1	8	2		
III	5	5	3			
	2	2	2			
IV	4		11	1		
	1		4	0		
V	9	3				
	3	1	questionnaire on entry, not applicable			
Control		4	4			
		29	29			

N.B. n/c married women.

Table showing marriage/engagement rates before and during the course

Q.12 Satisfaction/Dissatisfaction with Career, Subject,
Age-range and Institution Choice

Career

A substantial proportion of students felt that they had made the right career choice although there was a remarkable percentage who were ambivalent. Thus while there may not be the problem of 'reluctant recruits' there does seem to be one of 'indifferent recruits'.

Subject

Here the degree of satisfaction was higher among the Home Economics group than the control group. It must be remembered however that the control group's choice would necessarily be less sure since it was much more of an unknown quality than Home Economics would have been. There were also variables outside the scope of this study which may well have influenced the responses of the control group.

Institution

The dissatisfaction registered here is indicative of the frustrations felt, mainly with regard to autonomy. The findings could be interpreted in a number of ways but the dissident group subsequently proved to be largely those who progressed to B.Ed. Thus the figures may in fact represent frustration at the lack of intellectual rigour in contrast to their felt capabilities and what they believed might have been available at other institutions.

Age-range

The figures here are indicative of the fact that a fair number of students would have opted for the middle-school course had they known that it was possible to teach Home Economics in that age-range. The control group were overwhelmingly satisfied; they were on the Primary/middle course.

TABLE A X

Q.12

	+	0	-
a	70 64	23 29	4 7
b	80 64	16 21	3 0
c	40 50	41 43	17 7
d	69 86	21 14	6 -

(Cols. 1 & 2 = +

3 = 0 (neutral)

4 & 5 = -

Comparison of satisfaction/dissatisfaction levels of career, subject and institution choice.

Q.13 Satisfaction with subject choice

Observed unrest on the part of second year students in particular led to the hypothesis that the institution had great power over students, more so in Home Economics than other subject areas. This indeed proved to be the case. The consequences for the profession could be catastrophic.

As already revealed, many home economic students appear to be strongly subject oriented and to have rather false connotations regarding teaching (q.5. 7 & 8). Disillusion may therefore be expected. By the second year it has set in. It has been reported that in one group alone (i.e. a year group) over fifty per cent of the students seriously contemplated withdrawing. The main complaint was the lack of personal autonomy; many felt that they were less well off than at school where they had been in sixth forms of Comprehensive schools.

Attempts to change either subject or course very rarely met with success which consequently inhibited others from trying (Table A XI) since they were conscious of potential backlash. Bierstedt¹³ has pointed out that one of the grounds for compliance to authority is enlightened self-interest: students complied on this criterion since they appreciated where power lay and the fact that they had made a considerable investment in terms of time. Even attempts to institute change were therefore seen as counter-productive. The restlessness was noted but a significant phenomenon is that unrest appears to increase with ability. Of itself this is a hopeful sign for the subject.

TABLE A XI

Q.13

(a)

Course	16	11	13	4	N.A.*	
	31	22	26	8		%
Subject	9	7	7	3	N.A.*	
	17	13	13	6		%

Table showing n/o students who thought about changing course and subject

Does not show 1 mature student who changed virtually on arrival: she was a 'double distinction' student eventually

(b)

	3	1	0	1	N.A.*	
	6	2	2	2		%
	2	2	0	2	N.A.*	
	4	4	-	4		%

Table showing those who actually tried (but failed) to change course and subject

N.B. 1 Sociology student unsuccessfully attempted to change Main Subject. No others even thought about it.

* Not applicable because of timing of questionnaire.

Conclusion

In terms of satisfaction at the point of entry to the profession, it would seem that College of Education recruits are much more satisfied than those from the Universities. This however is because teaching is the first career choice as against a fall-back one of many University students.

Since this questionnaire was completed in retrospect by some groups the opportunity to assess the sandwich effect of conformity, rejection, conformity, was available. This proved valuable when analysing the third year responses for it does emphasise the influence of the institution and the subsequent effects on the profession.

It is perhaps somewhat alarming to note the degree of dissatisfaction however which affected the course students, mainly because the discontent was controlled through the use of power - the medium being the 'assessment', against which there was no appeal to impartial assessors. Likewise there was no access for the students to the decision-making scene. Control was thus both direct and indirect: initially through selective recruitment and then more insidiously through the 'reward' system of assessments. Insidious control is "deceptive and elusive".¹⁴

The problem would seem to be the apparent lack of response to available democratic constraints by the institution: the external examiner's decision is final. Two points of importance in this connection are, firstly, that the decisions may not be made on truly rational grounds since some very important variables may not have filtered through

the hierarchy of control, given the lack of access. Secondly, the 'inbreeding' of the profession is likely to enhance a monoperspective among those in the hierarchy.

It may be suggested that the problem does not arise since the accountability factor eliminates conflict. However, the question of accountable to whom does arise. In deciding who shall or shall not emerge as a teacher of Home Economics and at what grade, external examiners are in the seat of judgement. They are almost certainly likely to conform to the College demands, given the factors already outlined above and the fact that continuance in the role depends on their acceptability to the particular college, as well as the system of recommendation for future duties.

Thus the students are virtually impotent to challenge the authorities in any way. This could be the recipe for rebellion in the long run. The need to ensure the 'sovereignty of the people' over the organisation is as necessary in this type of institution as in any other, perhaps more so, since the ideology of democracy is central to this society's way of life and it might be assumed that teachers in the classroom would practise it. They are however more likely to resort to less than democratic procedures when under stress if they have not themselves experienced democracy.

The amount and stability of power is said to be limited by the means available to the power-holder : in the awarding of professional status, that power is virtually total. Thus are colleges able to perpetuate their influence to the point of entry, and beyond

it if the student is unable to develop in the new situation. Unfortunately, such is the reaction to the control system that many students arrive at the teaching threshold confused and disillusioned. As a consequence it is very probable that they will resort to the practices they saw 'working' for themselves - frequently those of their own school days. Thus the noted reversion. The nature of the 'satisfaction' dimension hitherto measured is likely to be somewhat misleading.

ReferencesQuestionnaire A

1. Daldy, D.M. (1937) Adaptability in a group of teachers.
B.J. Ed. Psy. 7. pp.1-22
2. Mead, G.H. (1934) Mind, Self and Society University of
Chicago Press
3. Harvey, J. (1971) Teaching Home Economics in Great
Britain. p.9
4. Unsolicited analysis of course by B.Ed. students following a talk
on employment prospects.
5. The fact that the course was not so described for 1977/78 may in
part account for the severely reduced number of applicants even
from traditional sources. The answer will only be known after
a readvertisement has been effected.
6. Research Table B III (a) d (q.2d). p.331
7. Based solely on observation of students defined as 'good'.
8. supra. ch.II p.52 ref.90
9. supra. ch.X ref. 2,7 p.251
10. Morgan, C. (1969) Predicting Academic and Practical
Teaching Success in a College of
Education. M.Ed. Unpublished Thesis.
Manchester University.
11. supra. ch.IV ref.42 p.108
12. supra. ch.X ref.46 p.262
13. Coser, L.A. & Rosenberg, B.
(eds) (1957) Sociological Theory, p.123
Collier Macmillan
14. Salaman, K. & Thompson, K.
(eds) (1971) People and Organisations, p.19
O.U. Longmans
15. Only recently a case arose of a decision to pass a student at
'average' in the 'practical' sphere despite the school's assessment
of 'fail' and the tutors' 'below average' pass. (1977)

Questionnaire B

Factors affecting choice of College and
student reaction to the first year

Indicate your opinion regarding the following statements:-

- a) staff-student relationships should be formal in college hours
- b) staff-student relationships should be informal in non-lecture situations
- c) the level of work should be above 'A' level work
- d) it is necessary to have at least 'O' level in one's Main subject in order to cope adequately with the college course
- e) a 'mixed' college should contain at least 33% males
- f) the social life of students should be adequately catered for within a college

strongly agree	agree	uncertain	disagree	strongly disagree

Indicate the degree to which your college has measured up to your expectations so far.

- a) level of work
- b) relationships with staff
- c) socially

very well	well	adequate	poor	very poor

Please rate your first year for:-

- a) amount of work (main subject)
- b) amount of work (other areas)
- c) interesting content (main subject)
- d) interesting content (other subjects)

well above exptn	above expect.	as expected	below expect.	well bel. expect.

Would you agree that you have been treated as an adult at college in comparison with your former school/work situation:-

	strongly agree	agree	uncertain	dis-agree	strongly disagree	does not apply
a) in college work (main subject)						
b) in college work (other areas)						
c) in non-lecture situations in college						

Please add any relevant comments.....

Would you agree that students feel compelled to conform to college demands in relation to:-

	strongly agree	agree	uncertain	disagree	strongly disagree
a) personal dress in college					
b) personal appearance out of college					
c) personal appearance in schools					
d) behaviour in college					
e) behaviour out of college					
f) methods of teaching					
g) methods of working					
h) content of work					
i) ways of thinking					

Do you think that a college should have jurisdiction in the following areas?

	strongly agree	agree	uncertain	dis-agree	strongly disagree
a) personal dress in college					
b) personal appearance out of college					
c) personal appearance in schools					
d) behaviour in college					
e) behaviour out of college					
f) methods of teaching					
g) methods of working					
h) content of work					
i) ways of thinking					

Please add any relevant comments.....

Indicate the degree of satisfaction in the following areas :-

	very satis- fied	satis- fied	un- certain	dissatis- fied	very dissatis- fied
a) Your main subject					
b) Education					
c) Sociological studies					
d) Other courses					
e) The Assessment system					
f) Social life <u>in</u> college					
g) Social life outside college					
h) Student services for residents					
i) Student services for non-residents					
j) Amount of private study-time, during the 'working week'					
k) Resources for private study					
l) Library facilities in your Main Subject					
m) Library facilities in other subject areas					

FOR HOME ECONOMICS STUDENTS ONLY

Indicate your opinion of the following statements:-

	strongly agree	agree	uncert- ain	dis- agree	strongly disagree
a) Home Economics colleges seek to impose unrealistic standards in college work					
b) College Home Economics standards are not practical in most school situations					
c) It is better to relate Home Economics standards to the pupils' everyday norms					
d) College Home Economics lecturers are aware of discrepancies between their expectations and everyday-life realities					
e) Students are expected to conform to College 'standards' regardless of the type of pupil being taught					
f) college standards are mostly irrelevant and impractical in everyday-life situations					
g) pupils are more influenced by their mothers' methods than they are by what they are taught at school.					

Questionnaire B.Factors Affecting Choice of College and Reaction
to First YearIntroduction

This survey was carried out over a period of three years: it was completed during the last week of the summer term before students experienced 'private' residence. During the first year, with the exception of the married women, the vast majority of the respondents had 'lived-in' in College hostels which were situated on the campus. A control group of General Course students was used.

The intention of this questionnaire was to assess the degree to which the institution had 'shaped' the students by the end of the first year when they had completed a third of the total course (Teacher's Certificate Course, excluding the B.Ed.). It was hypothesised that if the college was a student's first choice certain factors would have governed the selection of that particular institution. Therefore it would be expected that students gaining acceptance, at their first or second choice of college, would be likely to be more satisfied and consequently unresentful of the institutional demands. It was designed to act as a measure against the questionnaire to be completed in the third year. The combination of 'Choice of College' factors with 'Reaction' was intentionally to allow a follow-through within the same questionnaire.

Factual questions relating to order of college choice and qualifications constitute 'filtering' questions for comparative purposes. Similarly questions one and two were factual and therefore preceded the remaining questions which were attitudinal. Questions were of the closed type with the occasional open-ended item. In this way it was hoped to avoid highly personalised responses in a situation where respondents and the response-objectives (i.e. members of staff) were in close contact. Yet absolute objectivity would also have eliminated some of the required information : therefore the mixture of question types it was hoped offered adequate opportunity for both kinds of response.

Questions 3, 4, 5, 6 constituted a 'section', while Q.3 acted as a bench-mark in that it set levels against which subsequent attitudinal questions could be measured.

The problem of ensuring validity in attitudinal questions is the lack of criteria against which to measure.¹ To this end student expectations preceded the attitudinal questions. Another tactic to ensure validity was the completion of the questionnaires within a tutorial setting after the first group² i.e. there was a time restriction although this was not rigidly enforced, and the operation was carried out in a 'public' situation : although communication was allowed and indeed no attempt to restrict it was made, the contingent factors limited interaction considerably. Intentionally this was to avoid any amplification of acrimony which would have

distorted responses. Opportunity to vent feelings was available at other times and in follow-up situations when an initial analysis suggested areas for further investigation.

The final question, for Home Economists only, was designed to be used as a measure against an identical one in the third year to assess any subsequent changes.

Control Group

It was decided to use students from the general Primary Course (i.e. intending Primary school teachers) to act as the control group. This it was considered would give a truer perspective on students' reactions than would any one subject. From the college balance of student numbers (about two thirds overall as against one third of Home Economics) it was decided to select a final number which was equivalent to the Home Economics group (i.e. sixty). In view of the anticipated non-response rate some 77 students were invited to complete questionnaires. The method of selection was to contact every third named student on the college Primary Course list : these students were approached through the college post with a personally addressed letter explaining the nature of the research and the fact that permission to use their course as a control group had been granted. Students from this course never met me in a professional capacity.

Initially every third name was selected with a second run of every third remaining name until the requisite number had been retrieved. In order to avoid any imbalance of married women, it was decided to have a final number of these to match that of the Home Economics group: this was to avoid possible distortion in the answer rates. Eventually a final sixty consented to complete the questionnaire. However, the response rate finally produced forty replies in the time requested. Late respondents were reminded of their promise and while this produced several more replies, they were received after the cut-off date.

Confidentiality was assured, but a system of 'invisible' coding was used to facilitate any follow-up which might be required. This was more for the purpose of following up students who had withdrawn from the course or had (in other questionnaire) completed their course.

Analysis of Questionnaire B

Table I

(a) Response rates:

H.E. set I	=	60	
II	=	68	
III	=	37	(indicative of the much reduced entry to the teaching profession)
General Course	=	40	

(b) Order of College choice:

	<u>choice</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>no response.</u>
H.E. set I		58	3	-	-	-
II		61	2	1	-	4
III		32	3	2	-	-
General Course	=	36	3	-	1	-

(c) Qualifications:

	<u>'O'/C.S.E.</u>	<u>'A'</u>	<u>Zero</u>
H.E. average	36.75	59.64	3.57
General Course	25.00	65.00	10.00

Table to show percentages of students with recognised qualifications on entry. Where appropriate, City and Guilds have been incorporated with 'O'/C.S.E.

(d) Table to show actual spread of qualifications : Main subject

		'O'	'A'	Zero		
H.E.	I	26	33	1	=	60
	II	25	39	4	=	68
	III	12	23	2	=	37
	General Course	10	26	4	=	40

Q.1

This question was designed to act as a measure against subsequent disenchantment through misunderstandings arising from initial perceptions regarding course content and choices. It was stated that students were informed in minute detail at the interview as to choices which would have to be made during the course and the ensuing implications. Although the course design was believed to have been simplified confusion on the part of students has apparently increased.² The interview ethos and constraints acting upon interviewees is seemingly overlooked (Table BII).

The findings suggest a large measure of doubt concerning course content and the choices to be made. The control group were more sure (Table BII(ii)) but the consequences of their knowledge would be less severe in any case. The significance of any misunderstanding arises in the course of teaching practice when a 'Needlework' student may (indeed will) find herself with 'Cookery' which she may feel totally inadequate to deal with. As a result, there may well be a feeling of resentment at not achieving her potential in her specialist field with the subsequent effects this may have on her employment chances.

Q.1

TABLE B II(a)

Grade	1		2		3		4		5		Item		
	Yr. set	Total	O	A Z %	Total	O	A Z %	Total	O	A Z %		Total	O	A Z %
I	(		11	5 5 1 18	39	19 20 65	10	2 8 17					
II	(	2	22	10 18 1 32	33	12 20 1 49	7	1 5 1 10	2	2			
III	(	1	12	5 6 1 32	18	6 11 1 49	6	1 5 1 16					
I	(		18	6 11 30	35	19 16 58	7	1 6 12					
II	(	2	24	13 11 35	31	8 20 3 46	6	3 3 9	5	1 4 7			
III	(	1	16	6 9 1 43	17	5 11 1 46	3	3 3 8					
I	(		11	5 6 18	29	14 14 1 48	20	7 13 33					
II	(	5	31	12 18 1 46	28	8 15 34	7	3 3 1 10	1	1			
III	(		14	4 9 1 38	16	6 10 43	6	2 4 16	1	1 3			
I	(	1	9	3 6 15	24	10 13 1 40	24	12 12 40	2	1 1 3			
II	(	3	19	6 11 2 28	27	14 13 40	16	3 12 1 24	2	1 1 3			
III	(	3	9	3 5 1 24	16	6 10 45	6	2 4 16	3	2 1 8			

KEY

Year set: I - 1973 (60)
 II - 1974 (68)
 III - 1975 (37)

Table showing the degree of awareness regarding content and timing of choices which were contained in the course by the end of the initial interview

Table BII (b)

Grade →	1	2	3	4	5	R = 40
a	2 5	5 13	27 68	2 5	3 8	
b	2 5	16 40	15 38	6 15		
c		10 25	16 40	12 5	2 5	
d		6 15	18 45	12 30	3 8	

Control group: degree of awareness of course choices etc. at time of initial interview

Table BII (c.)

Grade →	1	2	3	4	5	
a	2 5	28 12	54 68	14 5	1 8	HE Control
b	2 5	36 40	50 38	10 15	2 -	"
c	2	33 25	42 40	20 5	1 5	"
d	5	22 15	41 45	27 30	5 8	"

Subject group comparison of knowledge re course content and choices to be made

(n.b. all figures as percentages)

Q.2

Table IIIFactors affecting choice of the particular institution

This question sought to elicit the factors which influenced the choice of this particular institution, as against other Colleges of Education. It had been suggested that 'the name' of the college was largely responsible for its high popularity : this fact had been demonstrated in an era of rapid college decline in the face of Government action when the college had been one of three which managed to retain its intake rate at the previous level. The findings do not support this: neither teachers nor parents had been at the College seemingly (Table B IIIa), items a.b.c.

1. Course

The main reason for the choice of the particular college was that it offered the type of course students were looking for. When this point was further investigated it transpired that the fact that it was possible to do both Needlework and Cookery (i.e. a mixed course) was the overriding attraction. This has very important implications for the future in terms of attracting students to an institution which is by no means so clearly identifiable (i.e. a Department of Hotel and Catering and Home Economics in a Polytechnic).³ A further major consideration elicited during interviews was the nature of the scientific element. Science was not a major bias in the course and therefore standards required by some colleges were not essential for this

one. This is a point of note when the opportunities for higher level science in schools for girls is considered. There appears to be an increasing problem of sex-differentiation in relation to subjects in co-educational schools than there was in many of the single-sex schools. Apart from the 'numbers-game' which unfortunately often dictates who (or at least how many) may take specific subjects, the problem of gender-bias appears to be operative⁴ girls are steered into the 'feminine' subjects while boys may take Science and Mathematics etc.

2. Propinquity

In view of the tendency to greater parental influence on the part of Home Economists (Table A II) it is perhaps surprising to find that when first and second factors are synthesised a much greater proportion of General Course students chose the college because it was near home than had done the home economists (Table B III a & b item i). This may have been a reflection of increasing Government 'direction' to save travelling grants in the case of General Course students; Home Economists could claim that other institutions did not offer the type of course required, that being the guiding factor in Government eyes.

3. College Structure

(i) An interesting point arises with regard to the college being a mixed one. In questionnaire 'A' students were asked (Table A VIII) about college, marriage and the relationship between Home Economics and male marriage preferences. Links were hotly denied. However, there is a noticeable difference between the Home Economics and the control group response to

question B 2 (Table IIIa/b) item 3. The control group appears to rate that it is a mixed college much lower than the Home Economics group. However, there is a significant drop in the third year Home Economics group's rating : this may reflect societal trends which indicate a growing concern for girls to take up 'careers for life' ⁵ rather than interim occupations between school and marriage.

(ii) Size: There is a notable reduction in concern over the size of the institution. The first group of Home Economists appear to have rated the fact that the college was a relatively small one as being of considerable importance (Table B IIIa (g)); later groups decreasingly thought so. This may be symptomatic of the increasing number of Comprehensive schools from which students are being drawn. However, the control group response does suggest that the trend towards giant institutions is not one which will attract intending teachers. The implications here may be significant overall, though not relevant to this particular study.

(iii) Specialist college

The finding here, that the fact that it was not a specialist Home Economics college (as previously) portends well for the profession in terms of counteracting the noted 'isolationism' of the subject and its practitioners. Against this however has to be weighed the ability of a Department to function as a mini 'total institution' within the overall structure. Developing trends (i.e. double subjects) may force change. This corresponds with the noted reluctance for reform from within the subject.

TABLE III (a)

Q.2.

	1			2			3			O A Z %			O A Z %			O A Z %		
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z
a	1	-	-	4	1	2	5	1	4	4	2	2	23	11	12	21	10	11
	1	1	-	2	1	1	6	3	3	0	3	5	22	11	11	29	7	20
	1	1	1	3	3	-	3	-	3	2	-	2	10	1	9	18	7	9
b	1	-	-	1	-	1	1	-	1	1	-	1	13	8	5	42	16	25
	-	-	-	-	-	-	1	1	-	8	2	6	9	-	9	48	14	31
	-	-	-	-	-	-	1	-	-	1	2	6	8	1	7	28	10	16
c	2	1	1	2	-	2	2	1	1	5	1	4	13	7	6	35	15	20
	1	1	-	3	1	2	4	1	3	8	5	3	15	8	7	38	10	25
	-	-	-	-	-	-	2	1	1	5	3	-	10	1	8	25	10	14
d	20	8	11	21	11	10	14	4	10	2	-	2	1	-	-	-	-	-
	32	13	18	22	6	14	11	5	6	2	2	-	2	2	-	-	-	-
	14	5	9	11	-	11	7	3	2	5	4	1	5	4	1	-	-	-
e	4	2	2	13	4	9	10	4	5	14	8	6	8	4	4	11	4	7
	11	3	8	10	10	8	10	4	6	12	4	7	5	1	2	12	4	8
	-	-	-	4	1	3	2	-	2	13	3	10	5	1	3	13	7	5
f	7	3	4	21	8	12	8	4	4	6	2	4	10	6	4	8	5	3
	8	3	5	11	4	7	9	6	3	13	5	8	17	5	9	10	3	7
	3	-	3	5	1	4	9	1	7	7	2	5	1	-	-	9	6	3
g	4	1	3	7	2	5	17	9	7	13	4	9	13	6	7	6	4	2
	1	-	1	4	1	2	0	4	4	13	6	7	8	8	13	19	7	12
	-	-	-	2	1	1	4	1	3	7	1	6	11	2	7	13	7	6
h	10	3	6	8	6	2	12	4	8	13	5	8	9	4	5	8	4	4
	7	2	4	5	1	4	12	6	6	16	8	7	12	5	6	16	4	12
	2	1	1	2	1	1	6	1	5	9	2	7	5	1	3	13	7	6
i	11	7	4	8	1	7	5	1	4	15	8	6	9	4	5	12	5	7
	7	4	2	8	3	5	12	5	7	10	2	8	10	5	4	20	4	15
	5	2	2	8	3	5	6	2	3	9	3	6	6	4	4	11	4	7
j	15	4	10	6	1	5	5	2	3	16	9	7	8	4	4	10	6	4
	13	3	10	14	3	11	11	6	5	11	3	6	10	6	4	9	4	5
	4	1	4	7	2	5	11	1	9	9	6	3	3	1	1	2	1	1

Table B III (.b.)

Q.2.

Grade →	1	2	3	4	5	6	
a	1 3	1 3	2 5	3 8	12 31	20 51	%
b					12 31	27 69	
c			1 2	4 10	15 38	20 51	
d	12 31	11 28	12 31	3 8		2 5	
e	3 8	7 18	7 13	9 23	6 15	7 18	
f		1 3					
g		4 10	9 23	6 15	10 3	10 3	
h	4 10	5 13	7 18	3 8	9 23	11 28	
i	9 23	9 23	7 18	5 13	1 3	8 21	
j	6 15	7 18	8 21	7 18	4 10	7 18	

Factors affecting choice of college
(control group)

4. B.Ed. degree

The figures here suggest that when the B.Ed. was being instituted it was a fairly major factor when selecting a college. The first group appear to have been rather more highly motivated (and indeed they are a group with high expectations) than later groups: this does not really reflect a decline in motivation but simply that it is not now a distinguishing feature of a college since most offer a B.Ed. degree. What is perhaps of more importance is the level of intention regarding a degree. In comparison with General Course students Home Economists underrate themselves when considering their chances of acquiring a degree: withdrawal reasons indicate this. (Table C XII).

Q.3 Student expectation and realisation of staff-student relationships and work levels

Question 3 was intended to provide a yardstick for Q.4. It sought to measure the pre-college expectations in relation to 'reality' as it appeared by the end of the first year: this would also provide a measure for the third year analysis of this point. It was hypothesised that discontent at this point would either erupt into reaction against prevailing practices or the power of the institution to determine its members would be demonstrated in the intervening years.

Relationships

The responses indicate increasing non-conformity (Table B IV) in that the third group accord formality in staff-student relationships a much lower rating than had either of the other groups. Significantly, the second group contained a higher proportion of students from private schools: this could account for their high conformity expectation level. This is again notable in the expected relationship style in the informal situation. When comparing the reactions of the control group it is possible to infer that relationships must be changing in the school Home Economics setting if the third group is in any way indicative and not merely an aberration. This may be the effects of the noted age-structure in the area of home economics where the younger staff are reaching influential positions.⁶ This may be an underlying factor contributing to the increasing tension noted in the college situation where societal changes appear to have percolated through to a lesser degree: this is perhaps one instance of the 'insulation' previously noted in relation to the subject.⁷ Certainly, when compared with the control group relationships with staff were significantly poorer

Q.3.

TABLE 8 IV

	1		2		3		4		5										
	←	→	←	→	←	→	←	→	←	→									
a	I II III C	15 21 5 8	10 15 3 7	13 25 1 5	5 10 1 1	8 15 4	22 37 3	10 18 14 10	5 9 9 7	17 26 38 13	25 22 18 19	14 8 5 2	11 14 11 14	42 32 49 48	9 3 4 4	2 1 1 3	7 2 3 3	15 4 11 10	
b	I II III C	15 21 5 8	10 15 3 7	13 25 1 5	5 10 1 1	8 15 4	22 37 3	21 4 5 4	19 2 3 1	35 6 14 10	2 2	2 2	3 3	3 3	1 1	1 1	2 3	2 3	
c	I II III C	7 13 8 5	5 11 2 4	2 1 5 4	24 28 14 19	10 17 8 4	13 17 8 14	40 41 38 48	23 12 12 9	11 6 7 3	38 18 32 23	4 13 3 4	1 7 3 4	3 5 3 4	7 19 8 10	1 1	1 1	2 1	2 1
d	I II III C	18 20 8 11	5 13 4 10	5 7 4 1	26 31 22 11	15 10 7 9	11 21 14 2	43 46 59 28	9 7 3 8	4 4 1 3	15 10 8 20	6 7 4 7	3 4 1 3	2 2 4 3	10 10 11 18	3 1	1 2	4	4
e	I II III C	19 46 15 20	8 24 11 13	3 3 3 4	25 18 17 14	13 13 7 10	12 2 10 2	42 26 46 35	10 2 5 3	7 1 3 2	17 3 14 8	3 1 2 1	3 2	3 2	8 3 3				
f	I II III C	16 46 18 23	8 27 13 16	8 2 2 4	30 16 17 10	14 7 9 3	16 8 8 6	50 24 46 25	7 2 2 1	5 1 2 1	12 3 5 3	5 4 3	3 4 2 1	8 6 8	1 1 1	1 1	2 3	2 3	3

Comparison of HE/Control group's expectations re staff-student relationships, work levels and social life

(Table B V (i) col. 4, item b). Much of the discontent however really stemmed from prevailing rules and regulations concerning Residence: student felt that these constituted an infringement of their personal freedom and adult status. A notable number added comments to the effect that they were treated less as adults than they had been at school. The effects of 'total institutionalisation' were very visible here and the realities of the generations very marked in terms of the expectations regarding the 'responsibility' factor, especially to parents.

Work levels

The satisfaction level in relation to expectation and realisation of work levels was notably higher in the Home Economics group: this could be the result of too low a ceiling since it was previously noted that dissatisfaction was largely a feature of potential B.Ed. students. The level of expectation is slightly higher among Home Economists than in the control group, and the level of expectation appears to be increasing. Spontaneous reaction, when discussing the changed nature of the B.Ed. work, indicated that they had 'in no way been stretched' by their basic home economics course, having learned 'only that which they would have to teach in school'. Some students intimated that greater satisfaction might have been gained in another institution which specialised (e.g. in Science, Nutrition etc.) although it was appreciated that from the schools' perspective the all-rounder is more in demand than ever before. This reflects the dilemma of a 'practical' subject where skills are an intrinsic part of the substantive matter.

In the control group however, there was even greater uncertainty regarding satisfaction with work levels. This could be construed in a number of ways: either that too little is demanded of students or, as would seem to be the case, the fragmented nature of the course is academically frustrating. These hypotheses must be equated with comments during the B.Ed. year that students felt they could have coped with greater intellectual demands during the Certificate course which would thereby enable them to study to a deeper level on the degree course. These somewhat confused findings reflect the diversity of ability levels on entry to the Certificate course.

Discontent was apparent in the reaction to the first year (Table B V col 4). That it was indeed the quality of the work being criticised is obvious when it is noted that students felt that in amount of work they had if anything been worked excessively hard: they were 'constantly kept busy' with projects etc. (Table B VIa cols. 1a. 2a.). It could well be that it is this factor which leads validating bodies to 'not (being) very impressed'⁸ with Degree submissions made to them. The strong reaction with regard to the amount of work in other areas (Table B VII(a) b col. 1.2.) suggests that H.E. students were very subject-centred on entry to college: this is in fact substantiated by the evidence. (Table A V).

Content-interest level

It would appear that Home Economists find a greater degree of interest in their main subject than other subject-students, (Table B VII(a)) despite considerable fluctuations. Since this also appears to be the

case with other study areas they undertake (e.g. education) it could be interpreted as indicating a potentially higher life-interest level. Hesitantly, this would suggest that their potential is suppressed by the exigencies of their training: they could be much 'brighter'. The consequence of this is highly significant for the subject's image.

Relationships

Comparisons between Main subject and other areas for 'treatment' as adults are marked (Table B Vb). For the control group the levels were about equal (57%). For the Home Economists there was a significant improvement outside the main-subject area (Table B VIIa col.2). This feeling of unequal treatment is mirrored in the felt permeation of the College's influence.

Q.4.

TABLE B V

	1			2			3			4			5				
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z		
HE 1	9	5	4	27	10	17	18	11	6	1	30	4	-	4	1	-	2
HE 2	14	6	6	31	13	18	15	-	14	1	22	7	5	2	-	-	1
HE 3	7	2	4	24	10	14	6	5	1	-	16	-	-	-	-	-	-
Gen.C.	4	1	2	16	4	8	17	1	14	2	43	1	-	1	-	-	-
HE 1	2	1	1	6	2	4	31	13	17	-	52	15	8	7	-	5	2
HE 2	4	1	3	12	7	5	26	8	16	2	38	16	6	10	-	10	3
HE 3	-	-	-	8	5	3	20	7	13	-	54	8	6	2	-	1	-
Gen.C.	4	2	1	6	1	4	21	3	15	3	53	5	-	4	1	1	-
HE1	4	1	2	12	4	8	29	16	13	-	48	10	3	7	-	4	2
HE2	1	-	1	3	1	2	19	10	9	-	27	29	7	20	2	16	7
HE3	-	-	-	4	2	2	15	7	7	1	41	8	2	6	-	7	1
Gen.C.	1	-	1	5	1	4	8	3	3	2	20	14	2	11	1	10	-

a
work

b
relations

c
social

Comparison of realisation dimensions of college life in contrast with expectations

Q.4.

TABIE B V

	1		2		3		4		5		%
	O	A Z	O	A Z	O	A Z	O	A Z	O	A Z	
HE 1	9	5 4 -	27	10 17 -	18	11 6 1	4	- 4 -	1	- 1 -	1.66
HE 2	14	6 6 2	31	13 18 -	15	- 14 1	7	5 2 -	1	1 - -	1.47
HE 3	7	2 4 1	24	10 14 -	6	5 1 -	-	- - -	-	- - -	-
Gen.C.	4	1 2 1	16	4 8 4	17	1 14 2	1	- 1 -	-	- - -	-
HE 1	2	1 1 -	6	2 4 -	31	13 17	15	8 7 -	5	2 3 -	8.33
HE 2	4	1 3 -	12	7 5 -	26	8 16 2	16	6 10 -	10	3 6 1	14.70
HE 3	-	- - -	8	5 3 -	20	7 13 -	8	6 2 -	1	1 - -	2.70
Gen.C.	4	2 1 1	6	1 4 1	21	3 15 3	5	- 4 1	1	- 1 -	2.50
HE1	4	1 2 1	12	4 8 -	29	16 13 -	10	3 7 -	4	2 2	6.66
HE2	1	- 1 -	3	1 2 -	19	10 9 -	29	7 20 2	16	7 8 1	23.52
HE3			4	2 2 -	15	7 7 1	8	2 6 -	7	1 5 1	18.91
Gen.C.	1	- 1 -	5	1 4 -	8	3 3 2	14	2 11 1	10	- 7 3	25.00

a

work

b
relations

c
social

Comparison of realisation dimensions of college life in contrast with expectations

Combined/Contrast: 3c/4a TABLE B Via 1

Code →		1	2	3	4	5	6	7	8	9
		0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z
H.E.Yr.	i	13 5 8 -	5 2 3 -	3 3 - -	3 - 3 -	5 2 3 -	15 7 7 1	14 7 7 -	- - - -	1 - - 1
	ii	26 9 16 1	3 1 2 -	1 1 - -	1 - 1 -	8 4 3 1	13 2 11 -	9 6 3 -	5 2 2 1	1 - 1 -
	iii	20 7 12 1	2 - 2 -	- - - -	- - - -	2 - 2 -	9 - 2 7	9 5 4 -	1 - 1 -	- - - -
TOTAL		59 21 36 2	10 3 7 -	4 4 - -	4 - 4 -	15 6 8 1	37 9 20 8	32 18 14 -	6 2 3 1	2 - 1 1
		(11)	(3)	(-)	(1)	(2)	(10)	(6)	(2)	(-)

Work

(IVb) Table to show level of satisfaction with work level in comparison with expectation (HE)

: 3a/4b

Code →		1	2	3	4	5	6	7	8	9
		0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z	0 A Z
	i	6 2 4 -	4 1 3 -	17 8 9 -	1 1 - -	5 2 3 -	7 3 4 -	- - - -	16 8 8 -	3 1 2 -
	ii	13 6 7 -	10 2 5 3	15 5 10 -	3 - 3 -	5 2 3 -	9 4 5 -	1 - 1 -	6 2 4 -	6 3 3 -
	iii	1 1 - -	11 5 6 -	7 - 5 2	- - - -	7 5 2 -	- - - -	1 - 1 -	8 1 7 -	2 - 2 -
TOTAL		20 9 11 -	35 8 14 3	39 13 24 2	4 1 3 -	17 9 8 -	16 7 9 -	2 - 2 -	30 11 19 -	11 4 7 -
		(1)	(9)	(5)	(1)	(5)	(1)	(4)	(10)	(-)

Relationships

(IVc) Table to show degree of satisfaction with staff-student relationships against expectations (Code: see next table)

Table B VI (b.1)
contrast/summaries of expectation/realities

	1	2	3	4	5	6	7	8	9	
3c/4a %	32	5	2	2	8	20	17	3	1	Work level
%	28	8	-	3	5	25	15	5	-	

B VI (b.2)

	1	2	3	4	5	6	7	8	9	
3a/4b %	11	19	21	2	9	9	1	16	6	Staff-student relationships
%	3	23	13	13	3	3	10	25	-	

3c/4a Code:	Expectation	Realisation	3a/4b Code:	Expectation	Realisation
1)	Above A	satisfied	1)	formal	satisfied
2)	Uncertain	uncertain	2)	uncertain	uncertain
3)	Not above/dissat. (i.e. too hard)	(i.e. too hard)	3)	informal	v. dissatisfied
4)	Above A/dissat. (i.e. too low)	(i.e. too low)	4)	formal	disappointed
5)	Not above/satis. (low?)	(low?)	5)	informal	v. satisfied
6)	Above A/Uncertain (satisfied)	(satisfied)	6)	uncertain	satisfied
7)	Uncertain/satis. (pleased)	(pleased)	7)	informal	satisfied
8)	Not above A/uncer. (low)	(low)	8)	uncertain	as expected
9)	Uncert./dissapt. (low)	(low)	9)	uncertain	disappointed



Q.5.

TABLE B VII (a)

	1				2				3				4				5					
	O	A	Z	%	O	A	Z	%	O	A	Z	%	O	A	Z	%	O	A	Z	%		
a	(HE 1	15	7	8	-	21	11	10	-	21	10	10	1	2	-	2	-	1	-	1	-	Work M/S
	(2	7	3	4	-	14	6	7	1	41	13	27	1	4	1	2	1					
	(3	3	2	1	8	15	6	9		15	4	10	1	4	2	2						
	(Gen. Cs	6	-	5	15	10	1	7	2	14	4	8	2	7	1	5	1					
b	(HE 1	10	4	6	-	34	19	15	-	16	5	10	1									Work other
	(2	9	4	5	-	33	15	17	1	23	5	16	2	3	1	2						
	(3	8	3	5	-	17	7	10	-	12	2	8	2									
	(Gen. Cs	1	-	1	-	10	2	6	2	17	3	11	3	8	1	6	1	1		1	3	
c	(HE 1	4	2	2	-	17	7	10	-	23	10	12	1									Interest Content N/S
	(2	1	1	-	-	28	17	9	2	28	6	21	1	14	9	5	-	2		2	3	
	(3	1	1	-	-	6	1	5	-	22	8	13	1	6	1	5	-	1		1	4	
	(Gen. Cs	2	1	-	1	5	1	3	1	19	4	12	3	8	-	7	1	2		2	5	
d	(HE 1	5	3	2	-	16	8	7	1	27	10	17	-									Interest Content others
	(2	5	1	4	-	18	4	13	1	27	13	14	-	10	6	4	-	9	1	7	1	
	(3	2	1	1	-	7	1	5	1	21	6	14	1	5	2	3	-	2	1	1	13	
	(Gen. Cs	2	1	1	-	7	2	4	1	17	3	11	3	10	-	9	1	2	1	1	5	

Comparison of satisfaction levels in Main and other Subject levels.

Q.5.

TABLE B VII(b)

HE	16	32	45	7	1
Gen.	15	25	35	18	
HE	17	50	31	2	-
Gen.	3	25	3	20	3
HE	4	29	46	17	3
Gen.	4	13	48	20	5
HE	7	22	47	14	6
Gen.	5	18	3	25	-

Comparison of Home Economics and Control Group

Q.6.

TABLE B VII (c)

	1			2			3			4			5			Work M/S	Work other areas	Non-work College sits.			
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z				%	%	%
HEI				4	3	1	8	3	5	13	31	13	17	1	13	6	7	22			
II	1	1	1	16	6	9	6	2	4	9	23	11	11	1	22	6	16	32			
III	3	2	1	15	6	9	15	4	10	41	4	2	2								
Gen. Cs.	2	1	1	21	4	13	6	1	4	15	8	1	7		1			3			
HEI	1	1	1	34	15	18	9	4	5	15	9	6	3					15			
II	4	1	2	26	10	15	15	7	8	22	14	5	8	1	9	3	6	13			
III	8	3	5	17	7	10	12	2	8	32											
Gen. Cs.	11	6	5	12	-	12	7	1	6	18	8	8			1			3			
HEI	1	1	1	16	8	8	15	5	10	25	17	8	9		6	3	3	10			
II	5	1	4	18	4	13	27	13	14	40	9	6	2	1	9	1	7	13			
III	2	1	1	7	1	5	21	6	14	57	5	2	3		2	1	1	5			
Gen. Cs.	3	1	2	13	3	8	9	3	5	33	11	11			2	1	1	5			

Treatment as adults

Q.7.

TABLE VIII

	1			2			3			4			5																	
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z															
a	H.E. I II III Gen Cs.	10 6 12	7 2 8	1 1 1	17 9 32	37 36 14 10	17 9 5 4	19 25 8 5	1 2 1 1	62 52 38 25	4 6 3 5	3 4 2	1 2 1 4	7 10 8 13	32 37 22 24	16 15 8 6	15 1 1 3	3 8 2 2	18 8 21	53 66 59 60	3 18 8 21	3 10 6 15	3 8 2 2	5 27 22 53	6 2 2	1 1 1	19 3 5			
b	H.E. I II III Gen Cs.	1 1 1	1 1 1	2 2 3	2 2 3	4 5 7	2 2 1	2 2 6	7 7 19	7 7 19	11 10 7 7	3 2 3	8 8 3 6	18 17 19 18	32 37 22 24	16 14 8 6	15 1 1 3	15 1 1 4	12 15 7	53 66 59 60	12 15 7	16 14 8 6	15 1 1 3	15 1 1 4	5 7 8	7 8 4 2	20 32	18		
c	H.E. I II III Gen Cs.	42 37 25 8	18 10 10 1	23 25 13 6	1 2 2 1	70 72 68 20	17 29 10 26	7 10 13 8 15 5	1 1 2 4	28 44 27 65	1 2 2 4	1 2 2 4	2 2 4	2 3 5 10																
d	H.E. I II III Gen Cs.	11 10 7 2	2 3 2	9 5 4 2	18 10 13 6	41 30 23 25	21 3 10 6	19 26 12 14	1 1 3 5	68 44 62 63	4 6 7 5	2 1 1 3	2 5 7 3	7 9 19 13	4 2 6	1 3 2 6	7 3 15		1 1	7 3									1	
e	H.E. I II III Gen Cs.	5 3	2 1	1 1 1	7 8	5 19 5 4	1 5 1 4 3	4 14 4 3	8 28 14 10		16 14 10 7	7 7 3 1	9 7 6 3	27 21 27 18	31 20 16 20	14 8 6 4	16 1 12 13 3	52 29 43 50	8 8 3 9	4 4 3 2	13 12 8 23	14 8 6 4	16 12 10 13	4 5 2 6	1 1 1 1	4 4 5 2				
f	H.E. I II III Gen Cs.	20 20 12 6	6 7 4 1	14 12 7 4	1 1 1 1	33 29 32 15	33 37 13 22	11 11 5 3	24 24 7 16	55 54 35 55	4 9 8 7	1 5 3 2	3 4 5 4	7 13 22 18	2 2 2 2	2 2 2 1	3 3 5 5	1 1 1 1	1 2 1	2 2 2 2	7 13 22 33	4 9 8 7	4 2 4 3	4 6 4 9	13 12 22 33	4 15 3 6	1 5 1 1 4	7 22 8 15	2 3 3 3	
g	H.E. I II III Gen Cs.	14 10 8 3	6 4 3	8 5 4 2	23 15 22 8	23 35 18 15	13 14 4 2	16 20 13 10	50 59 49 38		8 8 8 13	4 2 4 3	4 6 4 9	13 12 22 33	4 15 3 6	1 5 1 1 4	7 22 8 15	1 1 1 1	1 1	2 3	7 22 8 15	4 15 3 6	1 5 1 1 4	7 22 8 15	1 1 1 1	1 1	2 3			
h	H.E. I II III Gen Cs.	14 8 8 6	5 4 2	9 3 5 4	2 1 1 2	23 12 8 15	39 40 23 27	20 15 7 7	18 24 15 17	65 59 62 68	5 10 6 4	4 3	5 6 3 3	8 15 16 10	7 1	2 4 4 1	10 3	2 1 1	2 1	7 10	8 15 16 10	7 1	2 4 4 1	10 3	2 1 1	1 1	3			
i	H.E. I II III Gen Cs.	6 5 7 2	3 1 2	3 2 4 1	10 7 19 5	16 18 8 8	8 7 2 1	8 11 5 5	27 26 22 20		11 17 16 8	4 7 4 1	7 10 12 7	18 25 43 20	11 11 6 13	4 3 4 3	7 1 1 2 8 2	18 16 16 33	9 9 7	2 6 1	11 11 6 13	4 7 4 3	7 1 2 8	18 16 16 33	2 4 5 1	15 13	18			

Comparison to conformity as felt by students

Q.7 Institutional influence

One of the characteristics of an institution is the degree to which it influences its members outside its immediate sphere of concern. Any group defines itself by means of 'boundaries', some of which are clearly distinguished (e.g. age, sex, ability etc.); other boundaries are less distinct. One of these is its pervasiveness. The weighting indicated in the control group's response that the Home Economics students were far more conscious of being 'shaped' by the institution with regard to their self-presentation both in and out of college (Table B VIII a/b 1 & 2). With regard to mode of dress in the school context the difference is very apparent (Table B VIII c.1) where seventy per cent of the Home Economists felt very strongly influenced by college expectations whereas the control group was 1/5. Perhaps the nature of the subject requires a 'protective' garment, but the 'uniform' concept appears to prevail. Students are restricted to specific styles and colours of overalls, a concept which surely denies that of 'individuality', which education ostensibly encourages. Changing attitudes towards the legitimacy of an institution to determine dress and behaviour is reflected in b & e (nb. cols. 4b/5b and 2e/3e, 4e/5e (B IX (i))(i.e. Decrease in belief that college has the right).

Another very noticeable contrast is that of conformity demanded in methodology (item g). When columns 1 & 2 are combined the figures are in the region of 70% for the Home economists and 45% for the control group (Table B VIIIg). This seems to support the perpetuation of the old Domestic Subjects axiom of having to make things 'our way'.⁹

The very strong reaction to the question of conformity in relation to content - i.e. being able to follow own lines of interest, is interesting for the difference between the three year Home Economics groups. The first group which felt much more constrained than the others may indicate a remarkably more independent group: their final success and development post-Certificate course (i.e. at B.Ed.) would indicate a high potential. Alternatively of course the reducing figures could denote a change on the part of the institution. Only future developments will enable accurate evaluations to be made. To date the evidence would seemingly support the former notion, since resentment as such was not recorded by the control group as it was by the Home Economists. This would correspond with types of reaction to specific leadership styles¹⁰ and the fact that the 'didactic' style of teaching is one of the (less desirable) features of the domestic subjects.¹¹

Students tend to recognise the legitimacy of the institution to determine certain aspects, Home Economists rather more so than the control group (Table B IX (f.2) although the anti-feeling is more apparent among Home Economists (Table B IX a/b 4.5.)).

A significant finding relates to the 'ways of thinking' item. There is an increasing awareness on the part of Home Economists that they are being 'shaped' in this matter (Table B VIII(1.1)). Perhaps this is a sign of the increasing independence obtaining in the school situation overall, (itself reflective of changing social ideologies). This finding does support the notion that a Home Economics Department tends to have characteristics of a total institution,¹² for this particular aspect approximates that of the 'brainwashing' process of attitude change.¹³

TABLE IX

	1			2			3			4			5				
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z		
I II a III Con.	2 1	1 1	3	9 8 9 4	4 5 7 2 3	15 12 24 10	6 9 5 5	4 3 3 3	2 1 2	10 13 14 13	33 28 18 19	14 18 11 7 9 6 11	1 2 2 2 2	10 23 5 10	7 15 4 8	17 34 14 25	
I II b III Con.	4	4	7	20 1	1 19 1	33 3	6 4 1 2	6 2 1 2	10 6 3 5	17 17 21 15	14 2 5 3	3 13 14 9	28 25 57 38	12 47 15 21	11 21 7 4	1 1 8 3	20 68 41 53
I II c III Con.	3 7 2 3	1 5 1 3	5 10 5 8	35 45 26 19	15 19 24 9 5	58 66 70 48	12 7 7 9	5 4 4 6	20 10 19 23	8 5 2 7	2 2 1 5	6 3 2 1	13 7 5 18	2 4 1	1 4 1	3 6 10	
I II d III Con.	3 1	3 1	5 3	3 29 17 20	2 13 6 5	5 43 46 50	14 13 6 6	11 3 5 2 3	23 19 16 15	28 15 12 7	10 4 5 6 6	18 11 6 1	47 22 32 18	11 11 2 4	11 8 2 4	18 16 5 10	
I II e III Con.	1 1 1	1 1 1	1 3	27 7 4 3	12 15 2 3 3	45 10 11 8	19 9 10 4	11 8 6 3 4	31 13 27 10	13 25 17 16	3 9 3 4	10 15 13 8	22 37 50 40	1 26 6 14	1 10 6 3 11	2 38 16 35	
I II f III Con.	6 2 3	6 1 3	9 5 8	29 30 24 13	13 15 18 8 3	48 44 65 33	18 14 9 13	10 8 5 7 8	30 21 24 33	10 16 2 9	1 6 1 6	9 9 2 6	17 24 5 13	3 2	2 1 2	5 3	
I II g III Con.	2 1	2 1	3 2	13 26 11 13	5 9 4 3	22 38 30 33	15 12 6 8	4 6 2 1	25 18 16 20	27 23 14	14 9 2 10	13 12 10	45 33	4 5 2	3 1 1	7 7 5	
I II h III Con.	1 3 2	1 3 2	2 4 5	36 40 22 25	15 16 7 5	60 59 59 63	14 10 8 5	7 6 4 1	23 15 22 13	7 5 7 4	4 1 1 1	2 4 5 3	12 7 19 10	2 10 2	2 8 2	3 15 5	
I II i III Con.	1 1 1	1 1 1	1 2 3	3 6 2	2 1 6 1	4 16 5	4 6 11 3	2 4 10 3	7 9 30 8	23 19 9 9	11 10 5 3	12 8 2 4	38 28 24 23	9 26 3 19	13 8 3 3	1 17 3 16	38 38 38 48

summary of q. 7/8 + control

TABLE B XI

Q	← 1 →		← 2 →		← 3 →		← 4 →		← 5 →					
	*	% HF GC	*	% HE GC	*	% HF GC	*	% HE GC	*	% HE GC				
a	7 8	28 2	17 1	53 16	25 10	13 20	8 12	13 13	29 79	18 48	58 48	8 38	5 23	5 25
b	7 8	3 4	1 2	7 12	- 3	28 11	17 7	18 5	91 55	55 33	60 38	27 74	16 45	18 53
c	7 8	104 12	63 7	34 64	65 50	5 26	3 16	10 15	- 15	- 9	- 18	- 17	- 10	- 10
d	7 8	28 9	17 5	57 30	63 50	17 33	10 20	13 15	6 55	4 33	15 18	1 24	- 15	- 10
e	7 8	8 1	5 0	18 20	10 8	40 38	24 23	18 10	67 55	41 33	50 40	19 33	12 20	23 35
f	7 8	52 8	32 5	50 50	55 33	21 41	13 25	18 33	6 28	4 17	5 23	3 5	2 3	3 -
g	7 8	32 2	19 1	50 50	38 33	24 37	15 22	33 20	22 56	13 34	15 35	1 9	- 5	3 5
h	7 8	30 4	18 2	62 59	68 63	21 32	13 19	10 13	7 19	4 12	3 10	2 12	1 7	5 5
i	7 8	18 1	11 -	24 5	20 45	44 21	27 13	20 8	28 51	17 31	33 23	18 51	11 31	18 48

* HFs. actual numbers transferred for identification from B X

Comparative summary of legitimation of the Institution's power

Q.9.

There are some interesting findings in this table of items which ranged across a field of factors contributing to the general level of satisfaction/dissatisfaction. Several interpretations can be put on the first three items. The inverse relationship between satisfaction in the Main subject and Sociological Studies for example may indicate an increasing conformity on the part of students in the work area. By their very nature the two disciplines are in opposition: the former demands acceptance, the latter investigation of common assumptions. The conservatism of Home Economists has been noted elsewhere.¹⁴ (On the other hand other specific problems may have exacerbated the situation in an institution affected by very rapid changes). Another explanation of the increasing satisfaction with the Main Subject course could lie in the fact that it has been restructured.

This may be one explanation of the marked increase in satisfaction level in relation to the assessment system (Table B XII(e)). The third year approximates much more to the control group's assessment (Table B XII(e)).

With regard to social life in the college there is a noticeable decline in the level of satisfaction, the more so since in that time a Union building with student facilities and events has been established. This may either be a reflection of the number of married women on the course (but not a really significant number to warrant such a difference) or of heightened expectations which have been unfulfilled. Since satisfaction levels concerned with external social life remains the same and approximates the control group's, it can only be surmised

that, despite protestations to the contrary, Home Economics students do come with certain expectations regarding social life.

In the remaining items there is a considerable degree of difference in satisfaction levels (Table B XII j,k,l,m). This perhaps reflects the lack of autonomy accorded the Home Economics students who are considerably more heavily time-tabled than other students. There is an element of the 'self-fulfilling prophecy' in the lack of provisions for Home Economicists. If the requisite facilities are not available this is tantamount to saying that this reflects the level of expectation in relation to their work. Given the much more restricted time available for studies outside their immediate Main subject the need for adequate resources is axiomatic. Horizons are soon foreshortened if the means of attaining the higher levels are severely restricted. The same attitudes and problems obtain in other institutions.¹⁵

TABLE B XII (b.)

Q.9.

a	13 53	70 53	7 5	10 15	1 5	H.E C
b	6 5	56 40	20 15	15 15	2 3	
c	2 -	34 30	27 33	28 18	9 3	
d	5 5	58 58	22 15	12 18	2	
e	3 13	50 65	16 10	26 3	6 5	
f	4 3	22 23	13 13	40 23	19 35	
g	16 15	55 50	14 13	10 10	4 8	
h	4 3	29 20	27 25	26 28	13 15	
i	1 -	19 11	43 43	23 28	13 10	
j	2 13	48 45	18 15	26 18	6 5	
k	5 13	49 63	18 8	25 10	5 3	
l	7 10	41 48	15 5	25 18	13 10	
m	3 15	46 60	18 10	18 5	10 =	

Summary of factors contributing to student satisfaction as percentages

Q.10 for Home Economists only

This question was intended to act as a measure against the third year questionnaire which contained exactly the same items. What is notable is the general comparative trend between the groups: the first group is somewhat less conformist than the others while the second group, with more students from the private education system are the most conformist of the three groups (C when cols. 1 & 2 merged).

The third group however also show signs of non-conformity (e).

Conclusions will be drawn in Questionnaire C.

TABLE B XIII

	1		2		3		4		5											
a	5	2	3	8%	28	17	11	47%	10	3	7	17%	16	6	9	1	27%	1	1	2%
	6	2	4	9	20	8	12	29	12	7	5	19	28	7	18	3	41	1	1	1
	5	1	4	14	15	5	8	41	13	4	9	35	4	2	2		11			
b	7	3	4	12	39	21	17	65	5	2	3	8	7	2	5		12	2	1	3
	15	6	9	22	33	11	20	49	6	3	3	9	14	5	8	1	21			
	6	1	5	16	25	7	16	68	3	2	1	8	3	2	1		8			
c	15	5	9	25	39	21	18	60	4	2	2	7	2	1	1		3			
	19	6	13	8	30	8	19	44	6	4	2	9	13	7	6		19			
	10	2	7	27	18	5	12	49	4	2	2	11	4	2	2		11			
d	1		1	2	21	7	14	35	19	11	8	32	15	8	7		25	2	1	5
	2	1	1	5	17	8	6	25	17	7	10	25	30	10	20		44	4	1	6
					10	4	6	27	19	5	14	51	3	1	2		8	1		3
e	2	1	1	3	39	20	19	65	18	3	15	30	10	5	5		17			
	10	3	7	15	27	12	14	40	13	4	9	19	17	5	10	2	25	1	1	1
	8	1	7	22	22	7	13	59	5	2	3	14	2	2	2		5			
f	2	1	1	3	28	12	15	47	14	9	5	23	15	6	9		25			
	10	4	5	15	17	5	12	25	13	7	6	19	27	9	16	2	40	1	1	1
	5	2	3	14	15	5	8	41	11	2	9	30	6	3	3		16			
g	7	3	4	12	17	7	10	28	14	8	5	23	21	10	11		35			
	11	5	6	10	23	9	12	34	17	6	11	25	15	4	10	1	22	2	1	3
	4	1	3	11	15	6	8	22	12	4	7	32	6	1	5		16			

H.E. attitudes towards elements of their subject course

Conclusion

When the findings of qs. 7 & 8 are contrasted, the differences between the groups as to the feeling of being 'shaped' by the institution are very real. Legitimation levels are however fairly equal although in some instances the Home Economists are prepared to be more generous than the control group. Nevertheless, the differences between what students felt was actually occurring and what should be are so marked that it may be wondered as to the means employed to avoid open conflict. The strength must surely lie in the sociological differentiation between power and authority. The key element is the ability to impose sanctions in order to obtain compliance. It could be argued that the system of continuous assessment is more provocative in this instance than standard examinations, for a student becomes aware en passage of institutional displeasure and so is able to reorient behaviour. The very nature of the assessments is akin to Goffman's notion of 'institutional ceremonies'¹⁶ in that they comprise 'institutional displays' directed to an internal audience¹⁷ - other College staff. This is manifested in the custom of lunches, buffets and dinners to which members of staff outside the Home Economics Department are invited.

One of the major features of a total institution is that of deference. Goffman argues; deference " ... placed on a formal footing".¹⁸ This is a notable feature of Home Economics departments at the staff-student level and the staff-staff level. Goffman also notes that one of the 'most interesting differences' among total institutions is the influence it retains over its ex-members. This notion is examined in the ensuing chapter and questionnaire, although the degree of conformity has already been noted in this questionnaire.

References : Questionnaire B

1. Oppenheim, A.N. (1966) Questionnaire Design and Attitude Measurement p.75 Heineman
2. Miscalculation as to the amount of information an individual is able to accommodate at any one time, particularly in a 'stress' situation frequently leads to assumptions that students have been made aware of various factors when in reality they have not. When important decisions rest upon this knowledge it would seem that written information is required which is not only very explicit but also available in good time.
3. Supporting evidence has arisen since this was written. It would appear that owing to the form of advertising for the following year, prospective students have only recognised the 'Polytechnic type of Home Economics' (i.e. institutional) and do not associate this with teacher training.
4. D.E.S. (1975) Curricular Differences for Boys and Girls. Survey no.21 p.24 H.M.S.O.
5. *ibid.* p.23
6. Table B XI p.350
7. *supra* ch. IV ref. 28 p.105
8. Appendix A 1
9. Harvey, J. (1971) The Teaching of Home Economics in Great Britain. p.31
10. Benne, K. & Muntyan, S (1951) Human Relationships in the Curriculum Dryden Press
11. Pyke, M. (1968) (Food and Society p. 144
12. Erving Goffman defined a total institution as '....a social hybrid, part formal organisation....(as) forcing houses for changing people ... (with) a basic split between a large managed group.....and a small supervising staff.....' (Asylums , p.18 - 22 Penguin)
13. v. Lifton, R.J. (1957) Thought reform of intellectuals in M. Jahoda and N. Warren (1966) Attitudes p.196 ff
14. *supra.* ch. X p.248
15. e.g. Sheffield City Polytechnic
16. Goffman, E. (1961) *ibid* p.8 -9
17. *ibid* p.98
18. *ibid* p.108

Questionnaire C

Evaluation of the College course with particular
reference to Home Economics

Third Year and B.Ed.

Evaluation of the College Course with particular reference to Home Economics

Please indicate whether you had Home Economics * qualifications before coming to College. (* This includes the title variations)

	'O'	
	'A'	
	C.S.E.	
	City & Guilds	
	None	

Please indicate which level you took..... 'Advanced Main' 'Main'

	'Advanced Main'	
	'Main'	

1) Please rate the following aspects of the Home Economics course:-

	Very Good	Good	Satisfactory	Poor	Very Poor
a) Overall enjoyment					
b) Treatment of students as adults					
c) Use of up-to-date techniques					
d) Use of up-to-date equipment					
e) Up-to-date content of subject matter					
f) Quality of lecturing within your Home Economics specialism					
g) Quality of lecturing in other Home Economics areas					
h) Being allowed to develop own interests					
i) Being allowed to experiment (not Science)					
j) Distribution of work load					
k) Help given in:-					
(i) Visual aids - preparation variety use of					
(ii) Syllabus planning for use in schools					
(iii) General preparation for T.P.					
(iv) Techniques of class control					
(v) Classroom organisation					

2) a) In column (a) place a tick or cross according to whether you believe the items should be included within the domain of Home Economics. Tick = 'yes' Cross = 'no'

	a	b	c		a	b	c
nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	consumer ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child developpt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	social studies (family, housing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
needlework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sex education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	social problems (drugs, drink, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
laundry work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	personal relationship education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
health ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	creative embroidery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
home science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	jewellery making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
home finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	any other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
home managemt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

b) In column (b) above indicate those items at present undertaken in your new school

c) In column (c) above indicate those items which you would like to introduce because they are not taught as yet in the school.

3) Place a tick or cross against the items below according to whether you feel competent to teach them now.

	Yes	No		Yes	No		Yes	No
nutrition	<input type="checkbox"/>	<input type="checkbox"/>	home science	<input type="checkbox"/>	<input type="checkbox"/>	social problems (drugs, drink)	<input type="checkbox"/>	<input type="checkbox"/>
child developpt.	<input type="checkbox"/>	<input type="checkbox"/>	home finance	<input type="checkbox"/>	<input type="checkbox"/>	personal relation- ships education	<input type="checkbox"/>	<input type="checkbox"/>
needlework	<input type="checkbox"/>	<input type="checkbox"/>	home managemt.	<input type="checkbox"/>	<input type="checkbox"/>	jewellery making	<input type="checkbox"/>	<input type="checkbox"/>
food science	<input type="checkbox"/>	<input type="checkbox"/>	sex education	<input type="checkbox"/>	<input type="checkbox"/>	creative embroidery	<input type="checkbox"/>	<input type="checkbox"/>
laundry work	<input type="checkbox"/>	<input type="checkbox"/>	consumer ed.	<input type="checkbox"/>	<input type="checkbox"/>			
health ed.	<input type="checkbox"/>	<input type="checkbox"/>	social studies (family, housing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	any other aspect.....	<input type="checkbox"/>	<input type="checkbox"/>

Have you had (a) training, (b) experience of teaching the following:-

	a	b
'mixed ability' classes		
immigrants		
'slow learners'		
remedial pupils		
E.S.N. pupils		
very 'bright' pupils		
integrated studies		

please mark every item with either a tick (yes) or a cross (no) in both columns.

(A) Rate in order of importance the following objectives of Home Economics as a subject (column A)

- To prepare pupils to be useful members of a family and society
- To give basic training in craft skills
- To develop a problem-solving approach to changing circumstances
- To develop sound nutritional habits
- To further pupils' development
- To train pupils in home-making, ready for marriage
- To teach money management

	A	B	C

(B) In column B above, rate the order in which you believe your college held these objectives with reference to the students

(C) In column C above rate the order in which you feel capable of developing these objectives in school.

Rate in order of importance these aspects of Home Economics for pupils in school

- management of time
- Education in personal relationships
- parentcraft
- cooking

- laundry work
- personal development of pupils
- dressmaking
- money management

11) If Home Economics was eliminated as a subject could you contribute to the work of the following subjects? If so, please give examples.

	Yes	No	Examples
a) Mathematics			e.g. Home Finance
b) English			
c) Art/Crafts			
d) Religious/ Moral Ed.			
e) Social Studies			
f) Science			
g) ROSLA courses			
h) Any other.....			

12) If there was no Home Economics in schools what do you think the pupils would miss most from an educational point of view?

13) Do you believe your final assessments to be a fair indication of your ability in the following:-

- a) H.E. practical assessment
- b) H.E. overall assessment
- c) Teaching Practice

Yes	No

a) Did you register for the B.Ed. course in the first term of college?

Yes	No

b) If the answer to the above question is NO, please complete the rest of this question:-

Please indicate the reason(s) for not registering.

- (i) did not appreciate the importance of registration
- (ii) did not want to commit myself to four years of study
- (iii) did not think I stood a chance of getting a degree
- (iv) did not want to take the qualifying examination (matric)
- (v) did not realise that I could withdraw the registration
- (vi) did not realise that I could not opt in at a later date

5) Only those who withdrew their registration need answer THIS QUESTION

(A) At what point did you withdraw? (Please tick)

- (i) during the first year?
- (ii) during the second year?
- (iii) before third year Finals?
- (iv) between Finals and the results?
- (v) since the results?

(B) Please indicate the reason for your withdrawal.

- a) family reasons
- b) fed up with college life
- c) wanted to earn money
- d) did not think I would qualify
- e) did not like the content of the B.Ed. course
- f) illness/accident
- g) getting married
- h) do not wish to explain
- i) any other reason

Please tick

Would your third year results have qualified you to do B.Ed.?

Do you now wish that you had undertaken B.Ed.?

Yes	No

PLEASE CHECK TO SEE THAT EVERY QUESTION HAS BEEN ANSWERED

Questionnaire CEvaluation of the College Course with particular
reference to Home Economics

This questionnaire was given to third year students in the summer term. The first group was invited to complete it after the college course had been terminated. Subsequently it was found to be preferable, for administrative and other reasons, to implement it before the final examination. Since students are not officially allowed to know their final marks some of the questions were answered on the basis of illicit information or hypothesised results: this was therefore deemed to be invalid and so the questionnaire was relevant prior to the final examination, with the omission of certain questions. In the first year a group of Home Economists who had undertaken the B.Ed. course was also invited to complete the questionnaire in retrospect. This was in part to try to elicit any trends which might emerge and prove worthwhile following up in later surveys. It also was considered that they might exhibit traits of greater conformity although this would have to be balanced against the factor of compliance and the grounds on which it was given. This was not however a point of concern in this study (i.e. whether B.Ed. students were more confident than others).

Type and sequence of questions

A pilot study had indicated that feelings were so intense about the course in general and the final examinations in particular¹ that it was decided to re-time the questionnaire to take place before the final examination. For this reason the type of questions and the sequence were designed to intersperse 'cooling off' items between the more attitudinally intense ones. Attitudinal questions were of the closed type with no invitation to expand although in the event a number of respondents did so. Factual questions were structured on a different design in order to 'identify' them as different and to ensure the mental switching-off from the more emotionally intense attitude questions. Question-sets were used throughout.² There was a build-up of intensity through questions 1,3,9.

Reliability and Validity

This was seen in relation to the entire survey. For example, q.3 and B 10, although to ensure reliability the questions were slightly rephrased. Internal reliability was contained within q.7a and 4a (some items) and 8; q.5 and 7c; q.10h and 7c (C IV (b) and B 6 a.b.c. C 1 j and B5 (a); C 1 (h) and B 7 (h).

AnalysisQualifications

			Table C I			
			<u>'O'/C.S.E.</u>	<u>'A'</u>	<u>Zero</u>	<u>Total</u>
		Set				
H.E. I	'73/4	I	18	24	1 =	43
	II	'74/5	II	14	29	2 = 45
	III	'75/6	III	25	32	2 = 59
			<u>57</u>	<u>85</u>	<u>5 =</u>	<u>147</u>

Q.1 Satisfaction with Home Economics Course

This question-set intended to ascertain the overall level of satisfaction/dissatisfaction of students at the actual point of entry to the profession. The findings would suggest a rather ambivalent or even dissatisfied group of recruits to the teaching profession. Alternatively it could provide the challenge and impetus to initiate many changes once in a position to do so. Unfortunately the findings are coloured by the fact that the students felt rather inadequate professionally³ (Table CII k ii. iv. v) which of itself augurs regression as noted⁴ once under stress in the first teaching post.

Relationships

The trend noted at the end of the first year has increased (Table C II(b)) despite the fact that dissatisfaction over residence had not been a contributory factor since the first year as students had been (mostly) in non-college residence during the two subsequent years. The problem is that when regression occurs in the teaching situation the teacher-pupil relationship is perhaps the most vulnerable element since this is the point of greatest stress. In the 'regression' syndrome the individual returns to the 'personal culture' level at which he/she had been 'safe'⁵: if this is normally the style of teaching by which they themselves were taught, 'success' being seen as their teacher's style, then given that in most cases that will itself have been the 'traditional', authoritarian style, then the student, having also experienced that in college, is likely to feel

safe only with that particular style. So the system is perpetuated. The fact that there is such a marked contrast between Main and other subject staff-student relationships is significant (Table C IIIc) of B Vb although the overall enjoyment of the course is much more evenly balanced. (Table C IIIc).

Individualism (items h/i)

One of the methods an institution uses to mould its inmates is by ensuring conformity to rituals, beliefs etc. Preventive routinisation⁶ is a characteristic of this. By definition this virtually excludes experimentation. According to the findings of the survey experimenting with method and content was not a hallmark of the course,⁷ (Table CII (h.i.) although this approach has been observed in other similar institutions. Self-learning is said to be the only true learning and while the demands of time and resources cannot always encompass this approach in every situation if it is not encouraged in the teacher training context it will not be done in the school one. Herein lies the conflict between learning theories. Certainly if nutrition education is an indication as to effectiveness of teaching and learning the answer must lie with self-learning, for the didactic teaching to date has been a remarkable failure in this area.⁸

General satisfaction

Being a 'practical' subject there was a tendency for work loads to be maldistributed especially if a cluster of assessments occurred. There was considerable concern that students could not achieve their

own expected standards under these circumstances: this is recorded in (CIII a (d)). The contrast between Main and other subject areas is noted in CIIIb where there appeared to be considerably greater overall satisfaction among the General Course (1a & 2a).

Use of up-to-date equipment

Overall, there appeared to be greater satisfaction on this point than any other (CII(d)). It is however a debatable point since in comparison with that of some other institutions the one under consideration had a lower level of equipment. Perhaps this is indicative of the complacency noted by Hutchinson when teachers were satisfied with their conditions although the visiting team found considerable cause for concern⁹ in the schools.

Use of up-to-date techniques

A considerable number of students felt that modern techniques were not adequately incorporated. Follow-up discussions elicited the fact that married women in particular who were used to taking effective shortcuts were among the most critical. (Table CIIc). For example, many used the American 'all in one method' of cake making long before it was included in the college syllabus. To a considerable degree this method eradicates the 'skill' component but, except in times of greater stringency, it is useful in that it diminishes the time required to make a cake.

Up-to-date content

There was overall satisfaction with the content of the main study area. When contrasted with views on what constitutes the content of Home Economics (Table C V) the level of satisfaction is not surprising. It is however a recipe for conservatism and suggests that the cycle of buns and tarts is not likely to alter in the near future.

In view of these findings there appears to be a considerable degree of dissatisfaction (Table CII (cols. 3 & 4)) but this lies in a fairly specific quarter (Table CII (c.d)) and does not suggest future development in the subject per se.

Quality of lecturing

The figures here would certainly give cause for concern if taken at face value. They are however most probably suffering from the 'halo effect' of the noted poor human relationships. Nevertheless the findings may be uncomfortably true if the reflections of students on the lack of demand within the course is taken into consideration.

Teaching preparation: professional aspects

Inasmuch as the institution is vocational the findings here are quite alarming (Table CII (ki-v)). It has been noted that there is a lack of visualisation of the subject in an overall educational context. It seems for instance that the notion that visual aids are not merely for illustrative purposes but for educational ones

TABLE C II

	1	2	3	4	5					
a	1 7 1	7 30 5	27 58 1	23 43 1	71 48	4 5 6	9 1	1 1		
b	1 1	1 3 1	3 6 4	13 10 2	25 17	33 56 4	93 63	9 12 1	22 15	
c	3 3	6 4	10 25 5	35 24	19 47 4	70 47	17 13 1	31 21	2 2 1	
d	6 8	14 10	18 25 1	44 30	25 45 3	73 50	8 5 2	15 10	- -	
e	8 3	11 7	15 27 1	43 29	23 47 4	74 50	9 5	14 10	1 1	
f	6 6	12 8	13 18	31 21	22 34 2	58 39	12 24 3	39 27	3 3 4	
g	2 3 1	6 4	15 24 1	40 27	21 36 2	59 40	7 6	13 9	- -	
h	1 4	5 3	11 19 1	31 21	19 33 1	53 36	21 25 2	48 33	6 4 7	
i	1 5	6 4	10 15 1	26 18	21 28 1	50 35	16 35 3	54 37	7 1 5	
j	-	-	3 3	6 4	9 15	24 16	28 32 3	63 43	21 23 1	46 31
kia	2 1	3 2	2 2	2 1	12 34 2	48 33	28 32 3	63 43	10 15	25 17
b	1 1	1 1	2 4	6 4	12 32	45 31	34 36 3	73 50	8 13	21 14
c	1 1	1 1	2 4	6 4	16 37 3	56 38	29 29 1	59 40	10 12 1	23 16
kii	1 1	1 1	8 12 1	21 14	17 17 3	37 25	22 41 1	64 44	10 13 1	24 16
kiii	1 2	3 2	13 18 3	34 23	25 37 1	63 43	13 23 1	37 25	5 5	10 7
kiv	-	-	1 1 1	3 2	5 17 2	24 16	25 32 2	69 47	21 24 1	46 31
kv	1 1	1 1	1 11	12 8	22 26 4	52 35	17 27 2	56 38	13 11	24 16
Total % Av.	53 3	275 16	600 35	544 32	98 11					

Table showing (summary of sets C1, C2 and C3) evaluation of main subject course

is frequently overlooked. Although lip-service may be paid to this factor the means of implementing it are ignored. For example, the use of broken letter formation and the wrong letter case is never apparently referred to.

In view of the conflicting claims of staff and students as to the aim of the course the lack of syllabus planning is a serious omission (Table CII (kii)). If the institution sees itself as forward looking one of the most effective areas for promoting this would surely be that of the syllabus construction where the underlying philosophy would be considered. Similarly, within this context the aims and objectives of the course would highlight the intended and actual directions of the subject.

A major problem in this connection is that to date, the Home Economics profession^{*} has comprised competent practitioners but not counterbalanced by 'theoreticians' as are most other subjects. Although of itself this can pose difficulties in synthesising theory and practice nevertheless the possibility of fusing the two exists. This is much more problematic when the situation is biased in one direction only. It highlights the 'paradox of education' wherein colleges are at the pivotal point. Education has a dual function in that it is expected to preserve the best from the past and yet to prepare for change. Thus the need to fuse competence in the given field with the newest knowledge. The ability to combine this within one communicator is desirable, but in the present structure is frequently impossible, not least because of the salary structure in the profession itself. In the Home Economics sector however,

*i.e. teaching profession

this balance is obtainable neither within one individual not by the combination of practitioner and 'theorist', since the subject has not functioned at the higher levels of knowledge until very recently. Thus the teaching has been from behind, from past experience. The noted isolation of the subject and its practitioners exacerbates the situation.

Q.2

Total College Course

From the evidence it would seem that there was greater satisfaction with the overall college course than with the main subject course (Table CIIIa (a/e) CIIa). A major contrast exists in the area of human relationships (Table CIIIc). Many subjective comments were made in this connection.

Although the level of satisfaction with the workload distribution was greater than within the subject itself there is cause for concern in that the students feel that they are not able to achieve their maximum potential when work is so unevenly distributed. In this connection there does seem to be a lack of liaison between the constituent course areas.

It could be that the above was reflected in the variations in the response to the balance between continuous assessment and examinations.(Table CIIIa (e)). Comments were made to the effect that the inherent danger of a 'bad' label being acquired in the initial stages of the course and thereby sticking was a serious one. Examinations were felt to be far more impartial. On the other hand many feared the consequences of relying on examinations alone.

TABLE C IIIa

Q.2

a	O	2	13	33	69	23	61	2	3	1	1			
	A	11	/	9	33	/	47	37	/	42	1	2	1	1
	Z	-			3			1						
b	O	5	18	28	66	19	49	3	12	1	2			
	A	13	/	12	37	/	45	26	/	24	9	8	1	1
	Z	-			1			4						
c	O	1	4	24	52	36	85	1	6	-	-			
	A	2	/	3	27	/	36	53	/	58	4	4	-	
	Z	1			1			2						
d	O	3	4	14	36	19	61	9	38	2	7			
	A	1	/	3	21	/	25	41	/	42	25	26	5	5
	Z	-			1			1			4			
e	O	3	14	11	34	27	62	11	26	3	9			
	A	10	/	10	21	/	24	35	/	42	12	18	6	6
	Z	1			2			3			3			

Summary of set C1, C2, C3 : totals.

Showing evaluation of total college course

Table C IIIb

Grade	1	2	3	4	5
Q. 1a	5	36	49	6	1
Q. 2a	9	47	42	2	1

Table showing comparison of evaluation between Main subject and other areas: overall enjoyment.

Table C IIIc

	1	2	3	4	5
Q. 1b	1	4	17	64	15
Q. 2b	12	45	34	8	1

Table showing comparative evaluation of 'treatment as adults' in Main (a) and other subjects (b) areas.

(n.b. all figures shown as percentages)

Q.3 Attitudes towards the Home Economics Course

The underlying intention of this question was to measure the satisfaction/dissatisfaction levels in order to assess the potential level of conformity/nonconformity of new entrants to the profession. From this deductions can be made as to attitude towards curriculum development. Some of the questions were value loaded: intentionally so, since values affect teachers' professional expertise (i.e. in relation to content and pedagogy) and one of the major points of controversy is the stated clash in Home Economics between the middle-class values of the teacher and the working-class values of the vast majority of the pupils. This relationship is said to stand at a 7:1 ratio (Kemble)¹⁰ and is probably relatively higher in the domestic subjects since the tendency to put lower - ability level pupils into the subject exacerbates the situation. Historically the clash has been very detrimental.¹¹

Following the initial analysis of responses (Table C IVa) the replies were clustered and coded. The 'clustering' was in effect a pairing of specific items which acted as checks against each other. The coding was intended to denote 'conformist' as against non-conformist' entrants to the profession.

By the inclusion of 'opposite' questions (e.g. a & c) the general level of satisfaction/dissatisfaction should fall into columns 1 - 5 respectively. This occurred, and when the columns were condensed into a three point scale the balance was as shown in (Table C IVb).

The overriding finding (a/h code 7) indicates the causal factor of 'rebellion' during the course and why it is linked to the question of conformity/nonconformity. Students feel, as they have frequently stated, that lecturers in the field are 'out of this world', that they 'live in ivory towers' etc.

Q.3

'Irrelevancies' of Home Economics

This point commanded considerable, if not overwhelming support. Many subjective comments about staff 'living in ivory towers' (e.g. poaching salmon) were made, notably by the probationary teachers. (Questionnaire D). The greatest criticisms were directed at the area of Home Management. In this context it was felt that the studies demanded bore little relevance to the normal situation and rested on the pretext that time itself was immaterial. This therefore did not take into account the modern woman who would in all probability be holding down a paid occupation as well.

Even greater support was forthcoming on the question of irrelevance of Home Economics standards to everyday life. Consequently there appeared to be a very heavy negative response about carrying these 'standards' into the schools. However, to judge by the comments of ex-students, these standards afforded a useful measure when actually in situ. But this of course may be a manifestation of the reversal syndrome and would be expected to form the prop when under stress. Hence the perpetuation of practices and the lack of real development.

The above would be in line with the feeling that little autonomy was allowed. This has serious implications in that in the actual classroom situation students have of necessity to be even more in command perhaps than most teachers. On teaching practice, students

often experience the double-bind of having to conform to both college and school expectations and yet having to establish their own identity. Without experience of autonomy in a familiar situation it is unlikely that they will be able to achieve it in the unfamiliar, dichotomised classroom situation. These factors may account for the 'group dependency' noted by Morgan.¹² Lack of decision taking inevitably implies the need for group support.

'A' level Home Economics

There is a remarkable discrepancy here between the stated expectations of Tutors and the expectations of the students. It is believed by Tutors that the College course should not seek to equip students to teach the 'A' level course specifically since very few pupils take it. The real emphasis they argue should be on the ability to teach to all levels of pupil ability and that the knowledge and skills which relate specifically to 'A' level work should be a matter for In-Service education.

The findings however do accord with the noted subject-commitment of the students (Table A Vb). However, if the course is meant to develop the wider perspectives and the rationale for this, then it would appear to fail. Thus the educational philosophy of the subject is not developed. This it is argued is a major fault and one which causes the continued undervaluation of the subject. In this instance however the causal factor is the profession itself.

Work-load

The work-load is a frequent source of dissatisfaction among the students. This is mainly on account of the distribution rather than the amount. However, the quality likewise is criticised in retrospect by B.Ed. students who commented that they were " ... kept very busy but not mentally stretched". This accords with Janet Harvey's findings and therefore is not peculiar to this

institution. It demonstrates the inherent danger of the 'mindless trivia' syndrome noted by the Women's Liberation movement in relation to housework.¹³

Cost of course

Inasmuch as the cost of Home Economics is already self-endangering, so the problem at this higher level was recognised in 1974/5 by the Government: Home Economics students were awarded an extra grant of £35 per annum for equipment. There is however a feeling that some unnecessary expenditure is incurred on account of the felt need to produce impressive items (notably in connection with food). (Table C IV(g)).

Unreality of everyday use of Home Economics

The findings reflect the mixed feelings on this matter. Students observed that Tutors' awareness was dependent upon individuals, some being very aware, others totally oblivious. However, the fact that little attention is seemingly paid to the effects of their teaching in the broad context (i.e. through the results of surveys) would indicate that there is a serious gap. Hutchinson notes the lack of evaluation of school courses: College courses are even less likely to be evaluated it is suggested. Nevertheless, the availability of information at the societal level would indicate the need for consideration of alternative teaching to ensure the effective use of Home Economic knowledge in the population at large. Particularly is this so at the level of nutrition. Current problems of obesity and undernutrition would be avoidable given effective education. Yet difficulties encountered when this has been attempted are formidable.

TABLE C IVa

	1		2		3		4		5									
a	16	7	3	26	18	24	26	68	3	8	9	20	14	6	6	30	20%	-
b	13	8	8	29	22	34	35	91	1	-	6	7	5	6	3	18	12	1
c	2	3	1	6	6	8	8	22	6	10	8	24	16	22	23	82	56	13
d	5	1	3	9	19	31	33	83	7	4	9	20	14	10	9	32	22	1
e	22	10	17	49	15	30	31	76	4	5	6	15	10	1	2	3	2	3
f	32	38	26	98	9	6	19	34	1	1	10	11	7	1	1	2	1	-
g	15	10	3	28	15	18	18	51	3	3	10	16	11	9	13	49	33	1
h	3	5	3	11	18	17	16	51	10	19	25	54	37	10	4	28	20	3
i	13	22	18	53	17	22	28	77	6	1	2	9	6	4	1	5	3	2
Totals	121	104	84	309	139	190	224	553	41	50	85	176		69	59	249	19	15

Summary of sets CI, C2, C3

66%

13%

21%

Q.3.

TABLE C IVb

items Code	a/b			a/c			a/b			a/i			b/c			d/i			%											
	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z	O	A	Z												
1	8	6	1	15	10	1	1	1	1	4	3	10	7	2	19	13	1	2	1	1	4	3								
2	5	1	1	7	5	1	1	1	2	9	6	5	2	2	7	5	1	1	1	3	5	6	4							
3	1	1	1	2	1	3	1	4	3	8	3	5	4	1	8	5	2	1	2	5	3									
4						8	4	2	14	10	4	4	1	1	6	4	4	5	3	12	8									
5						3		2	5	3					3		2		4	3										
6	6	2	6	14	10					5	3	2	3	12	8	10	30	20	2	2	14	15	15	43	29					
7	12	21	17	50	32	2	4	2	8	5	11	8	9	28	19	38	26	2	6	3	11	7	5	15	19	38	26			
8		4	4	3	3	2	8	3	15	9	5	13	12	30	20	2	1	4	8	4	16	11	1	1	1	1	1			
9	1	1	1	3	2	11	11	17	39	27	3	5	8	5	1	1	1	16	17	26	59	40	2	2	2	2	1			
10	1			1	1	4	1	4	9	6	1			1	1		5	1	4	10	7									
11									1	1																				
12	1	7	8	15	11	3	1	1	5	3	7	3	10	7	10	9	6													
13									1	1	1	4	5	3																
14	2	1	3	3	2		5	9	14	10	2	1	2	5	3			1	5	6	4									
15																														
16								1	1	2	1	1	4	2	3	9	13													
17	5	5	10	16	12	2	2	4	8	5	2	1	2	5	3	1	4	15	20	1	4	9	4	1	4	9	14	1		
18	1			1	1			5	5	3	1	2	7	10	7	1	1	2	2	2	3	3	1	2	3	1	2	2		
19	3	1	8	12	8	3	3	9	15	10	1	2	6	9	1	2	1	1	1	3	4	1	2	3	4	1	3			
20						1			1	1	2	1	3	2						1	1	1								
21												1	1	1	1					1	1	1	1	1	1	1	1	1		
22																														
23																														
24																														
25																														

Summary of codes/clusters

Similarly, course evaluation and/or feedback from the working field of Home Economics would illuminate the discrepancies between theory and practice, which students refer to. This has been substantiated by the findings and particularly the comments of probationary teachers in the follow-through survey. (Questionnaire D).

The reality of the situation is that the credibility factor is low. The majority of Home Economics lecturers are unmarried and therefore have little awareness of true family situations from a parental perspective. This is evidenced in comments from married women students (working wives) who for example in one college protested that, to spend three hours washing a piece of lace in a glass jar with a marble was hardly 'reality'.¹⁴ Such incidents were multiplied endlessly.¹⁵ Similarly course content is imbalanced. The stress on household maintenance appears to be of greater importance than human relationships¹⁶ and indeed is a point taken up by the Women's Liberation movement.

This question afforded a source of testing the overall reliability and validity of the whole survey in that several component items were follow-through questions from the questionnaire given at the end of the first year (Qst.no C3e from B3c; C3i from B7; and generally from B3c & 4a).

Q.3

Test of conformity/nonconformity

About 56% of students felt very strongly about the impracticalities of their course(s). Potentially this would be indicative of future curriculum development (Table C IVc (a/b)). However, there was much less assurance about whether in fact one should aim for the College Home Economics standards in school (Table C IVc (a/c)) 7.48%. This is of course hypothetical and problematic for trainee teachers: they recognise the need for ideals but as yet do not know at what point these should be levelled. The dilemma is heightened by the rejection of the course standards at the time.

There was considerable awareness of the effect of institutional shaping. Compliance however was being granted in the college situation on the grounds of enlightened self-interest. When under stress in the initial teaching post however, when the immediate reference group is the school department, then reversion to their own learning experiences and the methods then experienced is likely to occur.

Certainly the degree of rejection overall, as shown at A would portend a fresh breath of air for the profession. However, without a background to act as a measure one can only hypothesise.

	1	2	6	7	<u>Totals</u>	
a/b	10	5	10	32	57	
a/c	0	1	-	5	6	A
a/h	3	6	3	19	31	
a/i	13	5	20	26	64	Strong
b/c	1	2	1	7	11	anti
d/i	3	4	29	26	61	

(ii)

	4	5	9	10	<u>Totals</u>	
a/b			2	1	3	
a/c	10	3	27	6	46	
a/h	4		5	1	10	B
a/i			1		1	
b/c	8	3	40	7	58	Contradictory
d/i			1		1	

(iii)

	16	17	21	22	<u>Totals</u>	
a/b		12			12	
a/c	1	5			6	C
a/h	1	3	1		5	
a/i	1	14			20	Conformist
b/c		6	1		7	
d/i	8	10	1		19	

(iv)

	19	20	24	25	<u>Totals</u>	
a/b	8				8	
a/c	10	1			11	
a/h	6	2			8	D
a/i	1				1	Confused
b/c	3	1			4	19/20 fair
d/i	2				2	24/25 strong

Summary of codes : see next page for key.
Categories not appearing above = no resp.

Q.3 Code

1/1 1 S.A. / S.A. (very anti)
 1/2 2 S.A. / A. (very anti)
 1/3 3 S.A./ Un. (uncertain)
 1/4 4 S.A./ Dis. (contra)
 1/5 5 S.A./ S.D. (contra)

2/1 6 A. / S.A. (very anti)
 2/2 7 A. / A. (very anti)
 2/3 8 A. / Un. (uncertain)
 2/4 9 A. / Dis. (contra)
 2/5 10 A. / S.D. (contra)

3/1 11 Un./ S.A. (uncertain)
 3/2 12 Un./ A. (uncertain)
 3/3 13 Un./ Un. (uncertain)
 3/4 14 Un./ Dis. (uncertain)
 3/5 15 Un./ S.D. (uncertain)

4/1 16 Dis./S.A. (conformist)
 4/2 17 Dis./A. (conformist)
 4/3 18 Dis./Un. (uncertain)
 4/4 19 Dis./Dis. (confused)
 4/5 20 Dis./S.D. (confused)

abbreviations:-

contra. = contradictory

dis. = disagree

un. = uncertain

S.A. = strongly agree

A. = agree

S.D. = strongly disagree

5/1 21 S.D./S.A. (strongly conformist)

5/2 22 S.D./A. (strongly conformist)

5/3 23 S.D./Un. (uncertain)

5/4 24 S.D./Dis. (very confused)

5/5 25 S.D./S.D. (very confused)

Q.4 Beliefs regarding content of Home Economics as an area of study

This question set out to examine students' attitudes towards the scope of the subject in respect of potentiality for curriculum development. Evidence suggests that despite verbal identification with some new areas, little in fact is actually achieved.¹⁷

Notwithstanding the opinions expressed about the non-reality of course content in the college situation, the fear that the institution had in fact 'shaped' the students to a very large degree is borne out in the findings of this question. Of itself it acted as a check against previous questions in terms of subject horizons.

The findings are quite alarming : conservatism appears to be as entrenched as ever. The first column (a) indicates the students' subject philosophy in that it identifies the student's perceived breadth of the subject. It would seem as though, despite the protestations (Table C IVc(i)) students still envisage the subject as basically cookery etc. (Table C Va). Many for example would not include health (or sex) education, social studies, personal relationships etc. Even when allowance is made for the exclusion of jewellery making (a somewhat esoteric occupation in this context) the figures are not hopeful. In addition, in this particular question there is the danger of the halo effect, although the check on respondents (through the coding system) suggests that this was not more than a minimal problem.

Current practices were examined through the medium of the second column which was (verbally) specified as relating to the school in which either teaching practice had been done (the third, final T.P.) or, if applicable, the school to which the student had been appointed. Thus this question was based on existing curricula (Table C Vb). The picture is rather disturbing. There is a notable lack of social studies, health education, personal relationship education etc. Thus it would appear that the perspectives of what constitutes Home Economics have merged, even before the students have taken up posts, between existing and future notions.

The point of the list as given is that, should the items listed be included virtually in toto, then almost by definition the approach would be different. In the third table (q.4c) students were invited to specify items they would like to include which were not already incorporated into the programme of the respective school as outlined above. Again there was a notable lack of curriculum development intention: avoidance of sex education was understandable (the eight who responded positively to this item included several married women) but the exclusion of social problems for example gives cause for concern in that it is indicative of the traditional approaches being anticipated when in the teaching situation.

Limitation of horizons is indicated by the fact that only two respondents recorded that their schools undertook all but one of the activities (q.4b) Table C Vb.

In view of the future challenge to the subject on the grounds of cost in particular and its very survival due to its outmoded philosophy, it would seem essential for new approaches and perspectives to be developed. This point is taken up in the final chapter.¹⁸

Table C V

Q.4.

Key : (1) all items ticked
 (2) crosses other than jewellery
 (3) only jewellery omitted

(a)

	'A' level students	'O' level/ zero students	Total	
(1)	18 12	16 11	34 23	%
(2)	49 34	30 21	79 54	%
(3)	15 10	13 9	28 19	%

Summary of 'Content of Home Economics'
 as a subject.

(b)

	Yr.1	Yr.2	Yr.3		
(1)	31	23	22	76	52.05%
(2)		1	1	2	1.36%
(3)	12	20	36	68	46.57%

Analysis of present situation.
 Teaching practice/appointment
 school

Areas of study in H. Ec.

Q.5 Students' felt competence at point of entry to profession

This question sought to assess attitudes indirectly. It was hypothesised that 'felt competence' would indicate at least a willingness to develop the work in schools if the stated objectives of Home Economics had been internalised. This was not so. In fact the findings emphasise the tendency to conservatism. For example, 'competence to teach' Social Studies is not reflected in the belief that it should be part of Home Economics (Table C VIa). However, in this respect at least, the figures suggest an upward trend in the particular institution surveyed. By the same token, 'competence to teach' (Table C VIb) child development (51.36%) is somewhat alarming and substantiates some of the fears expressed by Advisers concerned with the actual outcomes in the schools.¹⁹ The figures relating to Health Education are also indicative of the conservative approach: competence is felt, but the rate of willingness to introduce it or even the belief as to its valid claim to inclusion in a Home Economics programme is denied.

Conflict between capability felt and willingness to incorporate certain items is very apparent. The manifested conservatism could be the cause of the subject's demise.

	No				%	Yes				%		
	I	II	III	Tot.		I	II	III	Tot.		I	II
Nutr.	2	2	4	8	5	41	43	54	138	94	I	43
Ch. Dev.	16	16	36	70	48	25	27	23	75	51	II	45
Ndlwk.	14	9	15	38	26	29	35	44	108	73	III	59
Food Sc.	10	11	12	33	22	33	33	47	113	77		<u>147</u>
Laundry	3	4	3	10	68	40	40	56	136	93		
Health Ed	19	13	23	55	37	24	31	36	91	62		
Home Sc.	10	9	14	33	22	33	35	45	113	77		
Home Fin.	13	13	10	36	24	30	31	49	110	75		
H. Man.	2	2	1	5	3	41	42	58	141	96		
Sex Ed.	33	21	49	103	70	10	23	10	43	29		
Consumer Ed.	3	4	2	9	6	40	40	57	137	93		
Soc. St.	11	11	12	34	23	32	33	47	112	76		
Soc. probs.	14	15	24	53	36	29	29	33	93	63		
Pers. rels.	28	16	34	78	53	15	28	25	68	46		
Jewellery	35	37	48	120	82	8	7	11	26	18		
Creat. emb.	9	8	17	34	23	34	36	42	112	71		

Analysis of year groups' "felt competence to teach".

Table C VIb

Q.5.

	Yes	No	Rank order
All	4	3	%
Nutrition	138	8	(2)
Child Devp.	75	71	(13)
Ndlwk.	108	38	(10)
Food Science	112	34	(5)
Laundry	136	10	(4)
Health Ed.	91	55	(12)
Home Sc.	113	33	(5)
Home Finance	110	36	(9)
Home Man.	141	5	(1)
Sex Ed.	43	103	(15)
Consumer Ed.	137	9	(3)
Soc./ Family Sts.	112	34	(5)
Social Problems	93	53	(11)
Personal Relns.	68	78	(14)
Jwlry.	26	120	(16)
Creative Emb.	112	34	(5)

Summary of 'felt competence to teach'.

Q.6 Training versus experience at specific ability levels

The intention of this question was to relate the claim to reality in courses with student and probationary teachers' concern over these points. The majority of pupils in Home Economics classes come from the lower ability levels and lower social strata (i.e. early leavers etc.). It would therefore seem reasonable to expect courses to take this into account. That they do not is abundantly clear from response from teachers who have taken up posts and are in their first year (Questionnaire D). It is also frequently referred to indirectly by students when they complain of tutors' lack of appreciation of current societal conditions (although exceptions are made). This question elicits some of the dichotomies of theory and practice: it also highlights the point that no course can hope to cover all eventualities. The hope is that attitudes will be developed which will encourage the adaptability of students : such hopes however do require some roots from which to grow.

Of those who stated that they had had some training it was frequently indicated that this comprised only one or at best two lectures, apart from those who did a special Option in handicapped children. Therefore the figures are disturbing; many who taught Remedial classes had no 'training', especially when taken together with 'slow learners' whose problems are essentially different. Equally, figures concerning immigrants show a lack of social awareness. Many of the probationary teachers commented on the fact that their post involved teaching immigrants: as the job market becomes more difficult this type of post is likely to be the ones most available.

Item (g) offers evidence of professional conservatism on the part of schools. An integrated approach in the domestic studies has long been promoted; the college emphasises it, yet schools seemingly avoid it to a large degree. Thus the traditional 'craft' approach prevails with protectionism high.

Table C VII

Q.6.

(a)

Training				Experience				
21	24	39	) Yes	(	39	41	35	Mixed ability
22	21	20	) No	(	4	4	4	
13	26	21	) Yes	(	27	29	42	Immigrants
30	19	38	) No	(	16	16	17	
18	24	14	) Yes	(	36	32	37	Slow learners
26	21	45	) No	(	7	13	22	
15	22	13	) Yes	(	31	29	45	Remedial
38	23	46	) No	(	11	16	14	
6	2	3	) Yes	(	8	0	2	E.S.N.
37	43	56	) No	(	33	45	57	
13	10	9	) Yes	(	24	24	8	Very bright
30	35	31	) No	(	19	21	32	
25	22	33	) Yes	(	22	17	0	Integrated studies
18	23	26	) No	(	21	28	21	

(b)

	Training		Experience		
	Yes	No	Yes	No	
%	84 58	63 43	135 92	12 8	Mixed ability
%	60 41	87 60	98 17	49 34	Immigrants
%	56 38	92 63	105 72	43 29	Slow learners
%	50 34	107 73	105 72	41 28	Remedial
%	11 8	135 92	10 7	137 94	E.S.N.
%	32 22	96 66	56 38	72 49	Very bright
%	80 55	67 46	39 27	70 48	Integrated studies

Q.7 Perceived objectives of Home Economics

Considerable indeterminacy exists regarding the identity of Home Economics:²⁰ this is reflected in the problem over defining objectives which appear to differ considerably according to the body defining them²¹. Those listed in this particular question are taken from Janet Harvey's research. They are in effect broad educational ones in the main, with the exception of the more specific ones relating to 'sound nutritional habits', 'craft skills' 'money management' and '... training for home-making ...'.

Differences between students' stated objectives and what they perceived those of the college to have been posit a credibility gap. Yet in the light of q.4a (Table C Va) it would appear that a similar gap exists between the objectives students believe themselves to hold and those it appears they will strive for. Thus the difference noted by Nell Keddie as to the teacher's staff and classroom behaviours seems to be present, at least in the case of many Home Economists, before reaching the scene of action. This suggests that the power of the institution to determine an individual is very strong.

There was an overwhelming acceptance 118 = (80.82%) (Table C VIIIa(i)) of the objective 'To prepare pupils to be useful members of the family and society' as the most important objective. Yet only 24 = (16.43% (Table C VIIIa (Bi)) believed the college to have held this as the main objective, and a mere 49 = (33.56%) felt capable of developing it in the school situation. Inability felt to this extent in terms of one's

philosophy will surely lead to a dependence on known abilities: hence the regression. Students felt that the college held the acquisition of craft skills to be the major objective of Home Economics (Table C VIIIa (B2)) whilst they themselves envisaged them as much less important (cf. C VIIIa (Aii)). Only 54.10% however felt capable of developing the craft skills in school (C (ii)) in their first post.

Although students recognised the importance of a 'problem-solving approach' as an objective, it appears that they viewed the college as not doing so. Perhaps this is inevitable if the staff have not themselves experienced these traumatic events. For example, the problem of adapting to the arrival of the first baby or to unemployment is not within the reality of many Home Economics tutors. In these circumstances, empathy is much more difficult, though not impossible to achieve.

A serious discrepancy arises in the case of nutrition. Although students feel relatively capable of developing it in school (Table C VIII (Civ)), as an objective of Home Economics they rate it very low (Table C VIII (Aiv)).

Another educational 'Aim', although here specified as an 'objective' is that of the furtherance of pupils' development. The low rating in each instance suggests a lack of awareness of work being done in this field and indeed, in follow-up 'interviews' this has proved to be the case.

It would seem then that the tendency to perpetuate old objectives survives as the result of the construction of courses and the methodology employed. The problem must however be seen in perspective. The question of professional 'immaturity' is problematic, notably so when the age-gap is also considered. A narrowing of the gap between teacher and taught in respect of senior pupils and newly qualified teachers is of major concern. It is therefore a matter for respect that in fact students do not overestimate their capacities. Subsequent in-depth discussions however suggest that little or no attempt is made to discuss this objective or the means of attaining it.

Table C VIIIa

Q.7.

		A							B							C													
place		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i	118	17	4	4	2	3	-	1	24	9	21	26	26	26	9	49	26	17	12	12	13	11							
ii	4	17	24	24	29	23	24	22	66	30	20	11	6	4	4	52	27	29	19	9	3	1							
iii	6	37	24	24	15	16	26	20	5	16	16	22	23	23	36	4	9	15	26	18	26	42							
iv	6	26	40	40	38	18	9	7	28	58	20	13	12	6	4	22	44	34	10	19	7	2							
v	7	25	23	23	27	26	20	16	8	9	12	14	30	34	34	3	11	8	32	23	37	25							
vi	4	14	15	15	16	22	27	48	4	11	21	27	17	24	37	7	14	20	23	31	20	23							
vii	1	5	13	13	18	38	40	30	1	10	34	30	32	19	15	1	8	16	18	29	32	36							

Q.8 Home Economics in schools

This question was a test of reliability in relation to the previous question (no.7). As noted, students had rated the development of pupils (Table C VIII A.v.) fairly low in terms of Home Economics objectives. Yet they proceeded to rate it as the most important aspect of Home Economics for pupils in school (Table C VIIIb (f)). This, together with the objective of 'Education in personal relationships' which students rated as second most important, would in the real situation give rise to many difficulties if the problem-solving approach was not used: yet this approach was largely disregarded by students (Table C VIII Aiii). Similarly, it could be argued that unless students experience this type of approach in their own training they are unlikely to be able to utilise it effectively in school, just as it is acknowledged in the General Course that if students are to teach in Open-Plan school situations they must experience at first hand this style of learning if they are to appreciate the learning problems of children.

All this leaves one with the impression that the very 'practical' nature of the course is at the expense of the development of an educational philosophy in the subject and explains the consequent lack of progress beyond the traditional 'craft' approach.

Q.8.

Table C VIIIb

	1	2	3	4	5	6	7	8	<u>Rank order</u>	
									<u>1st pos.</u>	<u>Combined pos. 1/2</u>
a	20	23	25	28	17	14	9	8	4	3
b	24	41	24	8	13	12	9	12	2	2
c	5	11	20	19	24	24	21	21	5	6
d	21	18	25	26	26	25	3	-	3	4
e	2	1	6	10	12	20	42	53	7	8
f	71	26	12	5	7	8	8	4	1	1
g	-	9	7	15	15	29	28	41	-	7
h	4	18	34	31	29	15	12	6	6	5

Order of Objectives in H.Ecs.
as envisaged for school pupils.

Q.9 Ideology and the domestic subjects

This question was intended to afford some measure of students' beliefs in relation to the domestic subjects with a view to potential curriculum development. When first and second positions were amalgamated the resultant order was as at (Table C IX (b)). The question was to be seen in conjunction (for analysis purposes) with q.12 where few students were able to answer anything, and those who did merely specified missing the 'practical' aspect. This suggests that a very inadequate, if any, philosophy was developed through the course. This does not augur well for the subject in view of problems already noted about the age-structure, personal security and curriculum development.²³

The term 'social' in relation to both cookery and needlework was that used by Dewey who defined social as being of importance to society.²⁴ This was explained in situ in order to avoid confusion as to terminology.

A point of some considerable interest is that of student determination of course content. By the end of the course there was considerably stronger feeling regarding the legitimacy of pupil direction. They felt that students should at least be able to follow lines of specific, personal interest beyond the level at which they would be teaching in school. Item 1 afforded a check on C1 h, which was itself a follow through from q.B7 h. (Table BX) (Questionnaire B).

However, the fact that less than 40% agreed even on the most important feature (i.e. that Home Economics is essential for all pupils) is perhaps significant in terms of professional unity and philosophy.

Table C II

Q.9.

(a)

	1	2	3	4	5	
a	-	13	16	93	23	%
	-	9	11	62	16	
b	5	32	19	78	11	
	3	22	13	53	7	
c	24	67	12	12	2	
	66	52	8	8	1	
d	21	68	24	30	2	
	14	46	16	20	1	
e	21	92	22	9	1	
	14	63	15	6	0	
f	6	73	40	25	1	
	4	50	27	17	0	
g	21	72	28	21	2	
	14	49	19	14	1	
h	26	65	21	29	2	
	18	14	14	20	1	
i	59	78	4	3		
	40	53	3	2		
j	37	66	83	8	1	
	25	45	22	5	0	
k	14	49	19	49	13	
	10	33	13	33	9	
l	13	31	62	35	3	
	9	21	42	24	2	

(b)

Combined 1st & 2nd position

Rank order

13	12
4	11
37	6
13	7
91	2
51	8
89	4
50	1
113	3
38	9
79	4
27	1
93	3
32	4
91	1
32	3
117	9
40	10
103	
35	
63	
21	
44	
15	

R = 147

Factors relating to student philosophy in Home Economics.

Q.10 Attributes of a Home Economics teacher

This question was completed with a degree of wry humour since it followed hard on the heels of the final teaching practice. It was therefore perhaps somewhat coloured by personal experiences in certain instances. There would also again appear to be a degree of idealism, or lip-service, being paid to the order in that first position was (Table CX h), interest in people and their problems. Yet the rejection of 'Social Problems' as an area in Home Economics was definitive (Table C V a - (1)).

A salutary comment on the stress laid on personal appearance is made in the relegation of that item to the lowest point of importance (Table CX (9th)). In this instance students appear to be aware of the effects of social ideology in that several comments were made about the presentation of self in the superficial sense (i.e. dress) as against the deeper professional one - appearance as against depth of personality.

TABLE C X

Q.10.

	1	2	3	4	5	6	7	8	9
a	38	33	27	11	12	6	2	4	1
b	4	11	16	16	22	19	28	16	9
c	13	20	29	23	18	14	14	7	5
d	1	1	4	4	12	13	29	40	38
e	7	4	4	12	13	22	18	24	41
f	10	7	11	11	12	23	16	29	20
g	2	10	7	24	26	23	23	17	11
h	54	32	16	20	13	6	6	4	2
i	17	41	20	20	21	12	8	3	3

Rank order

2 Organising ability

7 Sense of humour

4 Basic skills

9 Pleasing appearance

6 Sense of vocation

5 Stamina

8 Tolerance

1 Interest in people and their problems

3 Adaptability

Summary of 'Attributes of a Home Economics teacher'

Q.11 & 12

It was obvious from the replies that students felt capable of contributing to other subjects. However, it must be noted that this was usually only at a somewhat superficial level (e.g. English, Mathematics etc.) which could indicate a lack of awareness of the depth required by these subjects. For example, the study of Welfare and Social Service issues was nowhere included, as they might have been in 'Moral Education' or as a Counsellor in the Pastoral Care system.

Only a minority of respondents replied to question 12. They mostly referred to the 'loss of something practical' or 'the joy of doing something with your hands'. All this suggests that the educational value of the subject has not been adequately internalised nor a philosophy developed. This does not augur well for the subject's future development.

In no way was the subject related to their curriculum studies nor were the synergistic qualities of the subject mentioned. In contrast to this, Polytechnic students on the Diploma in Home Economics course, which in no way involves Education (as a study area) did refer strongly to this point (in an essay on the nature of Home Economics and its value to society). Similarly, College of Education students failed to mention the educational potential of their subject. From this it can only be assumed that the 'practical' element overshadows all else, thereby contributing to the staticism of the subject.

Q.13 Student reaction to assessment

From the responses it would seem that a fairly substantial number of students were convinced that their assessment was not a fair indicator of their ability. This will always be the case. Likewise there is a need to temper the fact the 'Final' assessment is not supposed to be known by the student. Therefore the validity of the responses must remain in doubt. Nevertheless, the replies do suggest that the criteria on which they were assessed were at least questionable and particularly that hard-earned marks were lost for very trivial reasons (e.g. a crumb on the cloth). What is perhaps disturbing is that quite a few of the 'dissatisfied' students were those of considerable ability when followed up through the coding system.

A number of very able students (i.e. those who attained the degree course) felt that the final assessment only measured those aspects which they would expect to teach in the schools: consequently they were not seen as indicative of the full capability of the student.

TABLE C XI

Q.13.

R = 146

	Yes			
a	23	10	15	48
b	20	9	14	43
c	24	16	29	69

	No			
a	17	13	12	42
b	20	17	20	57
c	14	11	30	55

No response = 56

Student reaction to fairness of assessment
of the above, 24 answered all 'yes'
23 " " 'no'

TABLE C XII

Q.14

	Yes				No			
(a)	22	25	36	83	21	19	23	63

Registration for B.Ed.

(b.)	i = 7
	ii = 31
	iii = 23
	iv = 31
	v = 6
	vi = 9

(c.)	1st year	18
	2nd year	3
	3rd year before finals	10
	Between finals and result	-
	After result	1

Reasons for
non-registrationTiming of
Withdrawal

(d.)	a	7
	b	7
	c	18
	d	6
	e	4
	f	
	g	
	h	
	i	3
	failed matric.	1

Reasons for
Withdrawal

Conclusion

The ineluctable conclusion to be drawn overall from the responses to this questionnaire is that despite protestations to the contrary and criticism of the course in terms of tutors' out-datedness, students themselves appear to be as conservative as ever at the point of entry to the profession.

Subsequent to writing this, an ex-College tutor, carrying out teaching practice supervision made this very point to the assessment panel.

References : Questionnaire C

1. Hard-earned marks (i.e. knowledge and ability wise) were apparently being lost for seemingly trivial reasons (e.g. a crumb on the cloth or a crease).
2. Oppenheim, A.N. (1966) Questionnaire Design and Attitude Measurement, p.73. Heineman
3. 'Personal inadequacy' was ranked 24/28th. in K.Johnson's survey : 58% of the most inexperienced teachers (142) commented on this while 21% of the top-experience category did so.
4. supra. ch. X
5. Becker, H. & Geer, B. (1960) Latent Culture: a note on the theory of latent social roles, in B. Cosin et al. (eds) School and Society. O.U. R. & K.P.
6. Hickson, D.J. (1971) A strategic contingencies theory of intraorganisational power, in G.Salaman & K.Thompson (eds) op.cit. p.186-187 O.U. Longman
7. Experimenting in the sense of 'trying out', not in the scientific sense.
8. Pyke, M. (1968) Food and Society. p.150
9. Hutchinson, V. Home Economics in the middle years : Schools Council Project (1976). Newsletter, no.2.
10. Kemble, B. (1971) Fit to Teach. Hutchinson
11. cf. Sillitoe, H. & Yoxall, A.
12. supra. ch. X. ref. 7 (p.248)
13. Oakley, A. (1974) The Sociology of Housework. Martin Robertson
14. Subjective, unsolicited comment by student from another institution of teacher education.
15. Married women, mature students, observed that whilst one might acknowledge the truth of different properties of washing agents, in the realities of kitchen life one would only have one, or at the most two powders/detergents, taking the best 'average'. The experiment in question did not elicit this fact.
16. Blackie, J. (1967) Inside the Primary School. p.22 D.E.S.

17. This reflects earlier findings.
18. *infra*: Conclusion
19. e.g. Derbyshire
20. *supra*. ch. VIII
21. cf. A.T.D.S. : I.F.H.E. and J. Harvey Reports cited herein
22. Subsequently this concern regarding lack of philosophy was highlighted by a Headmaster, who said that interviewees "did not have the vaguest idea why their subject was of importance to a child's education. Most of them said it was to teach pupils how to prepare a meal when they left school". (Daily Telegraph 19.7.1977).
23. *supra*. ch. VIII
24. Dewey, J. (1916) Democracy in Education. ch.2 & pp. 357-359. Macmillan.

Questionnaire D

Questionnaire to ex-students completing
their probationary year

Questionnaire to ex College of Education student-teachers
who are completing their first year of teaching.



Section A.

1. Please indicate which type of school, College or other institution you have taught in during the past year.

First	<input type="checkbox"/>	Secondary:	<input type="checkbox"/>	Any other - please state _____ _____
Middle	<input type="checkbox"/>	Grammar	<input type="checkbox"/>	
E.S.N./ S.S.N.	<input type="checkbox"/>	Modern	<input type="checkbox"/>	
		Comprehensive	<input type="checkbox"/>	

2. Please indicate the method of your appointment:-

(a) From the 'County Pool'	<input type="checkbox"/>
(b) Directly to the school	<input type="checkbox"/>
(c) By 'invitation' following a school practice.	<input type="checkbox"/>

3. To which position were you appointed?

(a) Head of Department	<input type="checkbox"/>
(b) Scale 2 post	<input type="checkbox"/>
(c) Scale 1 post	<input type="checkbox"/>

4. Will you be staying at the same school/College in the coming year (1975-1976)?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>

5. Have you been promoted within the school as from September 1975?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

6. Have you gained promotion through moving to another school?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Section C.

1. To what degree do you think your teaching has been influenced by the following:-

	<u>much</u>	<u>some</u>	<u>none</u>
(a) the College you trained at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) your present school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) your own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) external examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) the need to 'get on' with the Head of Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) what you have read in professional journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) other young teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) older teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) any other....please state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate your agreement with the following statements:-

	<u>stro- ngly agree</u>	<u>agr- ee</u>	<u>uncer- tain</u>	<u>dis- agree</u>	<u>stro- ngly dis- agree</u>
(a) The College course was a good preparation for teaching Home Ec's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Much of the College Home Economics course was irrelevant to the work in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) College 'standards' were unrealistic in relation to:-					
(i) pupils' appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) teacher's appearance in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) presentation of food/meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) methods of food preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Please indicate your opinion as to the following:-

	strongly agree	agree	uncertain	disagree	strongly disagree
(a) Teaching was the right career for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Home Economics was the right subject for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The first year has been much more difficult with regard to:-					
(i) time allowance for lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) breadth of knowledge reqd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) class control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) syllabus preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) personal physical fatigue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please give your opinion on the following:-

	strongly agree	agree	uncertain	disagree	strongly disagree
(a) As a subject Home Economics needs to change :-					
(i) in content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) in method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) in name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. With hindsight would you have:-

	yes	no	don't know
(a) liked a year between school and applying to College ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) chosen the same College?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) chosen a Polytechnic where choice of subject and career could have been delayed for a year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E.

- | | | <u>yes</u> | <u>no</u> |
|----|--|--------------------------|--------------------------|
| 1. | Have you become engaged / married since or before leaving College? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Are you free to apply for any school anywhere in the country? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Do you live :- | <u>yes</u> | <u>no</u> |
| | (a) at home with parents | <input type="checkbox"/> | <input type="checkbox"/> |
| | (b) with husband and/or family | <input type="checkbox"/> | <input type="checkbox"/> |
| | (c) with friends | <input type="checkbox"/> | <input type="checkbox"/> |
| | (d) alone | <input type="checkbox"/> | <input type="checkbox"/> |
| | (e) in a Hostel | <input type="checkbox"/> | <input type="checkbox"/> |
| | (f) any other..... | <input type="checkbox"/> | <input type="checkbox"/> |

4. Please add any further relevant comments on your first year of teaching, particularly about the way in which you feel your initial training course in Home Economics has influenced your teaching - o.g. do you think that much broader issues should have been included when considering future developments in Home Economics?

Questionnaire DAssessment of the effects of the training institution at the end of the probationary year :

This questionnaire was sent to students who were completing their probationary teaching year. The intention was to assess the degree to which the training institution was felt and/or appeared to effect the teacher's own practices and/or beliefs in relation to Home Economics.

n/o questionnaires dispatched = 56
 n/o questionnaires replied = 32
 = 57.14%

further replies were received in response to a reminder but delays owing to changes of address meant that many were received after the cut-off date or were lost entirely.

Type and sequence of questionnaires

Since this was a mailed questionnaire there was no intended follow-up interview. The design of the questionnaire was therefore as short as possible, in clearly defined sections and of the closed type of question. A final question and covering letter invited additional comments and indeed many students were exceptionally interested and forthcoming.

Section A : factual questions relating to the first appointment leading questions about possible promotion/move.

Section B : factual questions relating specifically to the first post; help received from various sources; relationships with other staff.

These two sections were concerned with assessing the degree of satisfaction with the first appointment. Many are 'pool' appointments in the first instance: the danger of misplacement is therefore somewhat higher than a direct appointment. This may lead to alienation quite rapidly, especially if subsequent help is not available. The Bristol Survey¹ on probationary teachers had drawn quite an alarming picture of teachers in their probationary year, indicating that very little guidance or support was forthcoming.

Section C : This section contained attitudinal questions and evaluative ones. The second question was a 'follow-through' from previous questionnaires (although this particular group had not completed the first questionnaire (A), it being outside the time-span of their course and the research.) The substance of these questions was

(a) sources of influence

(b) influence of the training institution

Section D : Professional concerns comprised the content of this section, choice of career and first year conditions, attitudes towards Home Economics etc.

Section E : Personal facts : an open-ended question was included at this point to allow for depth response which could not otherwise be obtained.

AnalysisSection A.

This section sought to establish conditions of the first appointment with a view to assessing the potential dissatisfaction through finding oneself in an incompatible situation. It is known that institutions tend to attract specific personality types² but in the school situation the system of 'pool' appointments not infrequently results in misplacements due to the 'difficulties and idiosyncracies' of the system³. Some Local Education Authorities take considerable trouble to ensure the correct placing of probationary teachers: others less so.⁴ Even where a student takes up an appointment as the result of a direct application, the outcome cannot be assured since it may not have been possible to evaluate the situation correctly during the course of what is often a very short and uninformative interview.⁵ Since those defining the parameters of the interview are much more experienced the subordinate will, unless great care is taken, feel unable to ask relevant questions or to assess the situation correctly.

Although all Home Economists train for the secondary age-range some take posts in middle schools where Home Economics is of growing importance or E.S.N. schools where it comprises a major part of the curriculum. Likewise, normally an appointment is made at the scale 1 position but appointments have been known at scale two and even to hold temporary responsibility for a Department.⁶ Ambitious or unhappy students may, by the same token seek a move at the end of the first year, hence questions 4,5,6. It was also considered that the size of the school may be an important factor for several reasons. Promotion

prospects may be enhanced in a small school, relationships may be easier in a large school. The work-load and type may differ also according to the school size and departmental staff numbers (Table D I) - which of itself reflects the headteacher's ideology.

Placement (i)

In this survey it was found that the majority of recruits had been appointed to Comprehensive schools (22) several to Secondary Modern (7) and two to Grammar schools. This is important with regard to the findings in previous questionnaires (and comments etc. in this one) about the conflict of tutors' and school pupils' realities.⁶ One student took a post in an E.S.N. school and another took up a two-year research post at a polytechnic which was concerned with Home Economics: this student has since taken up a post also in an E.S.N. school.

Placement (ii)

The vast majority of probationers were placed through the County 'pool' appointment system; all were appointed at scale 1.

Development

The intended mobility rate was 28.12% (9). Two wrote that the reason for moving was that promotion prospects were completely blocked by 'old teachers who had themselves no intention of moving'; others wrote of discontent with old-fashioned teaching which they were obliged to emulate. The majority (71.87%) intended to remain at the same school for the next year. One who was moving had gained promotion to a scale two post and one remaining had also gained promotion.

Table D I

<u>School Staff</u>	<u>H.E. Dept. Staff</u>	<u>Ratio</u>
20	1	1 : 20
22	$3\frac{1}{2}$	1 : 7
30	3 (1 + $2 \times \frac{1}{2}$)	1 : 10
39	2	1 : 18.5
39	3	1 : 13
40	3	1 : 13.33
45	3	1 : 15
46	3	1 : 15.33
50	5	1 : 10
54	4	1 : $13\frac{1}{2}$
55	5 + 4 Ndlwk.	1 : 6
55	3	1 : 18
60	6	1 : 10
60	5	1 : 12
60	5	1 : 12
61	$2\frac{1}{2}$ + pt.t.	c. 1 : 25
65	4 + 2pt.t.	c. 1 : 13
70	6	1 : 11.5
75	3 + 3 Nd.	1 : 12.5
76	6	1 : 12.5
80	6	1 : 13.5
80	5	1 : 16
40	3	1 : 13.5
60	4	1 : 15
60	5	1 : 12
65	4	1 : 16.25
65	5	1 : 13
85+	7	1 : 12
90	5	1 : 18
108	7	1 : 15.20

Section B.

This section sought to establish criteria of potential satisfaction/dissatisfaction as the result of relationships and help given. The noted isolation of Home Economics has been commented on elsewhere: the intensification of this in a 'strange'⁷ situation could portend unfavourable reaction and increase the stress of the probationary teacher and so escalate the process of regression.

Size of school and size of Department offered some interesting ratios: the smaller the school the relatively larger the department it appears. In large schools the ratio varied enormously. While there may be a number of contingent explanations for such variations it seems likely that the Headteacher's philosophy is the major factor.

Relationships (table D II)

Given that the circumstances surrounding this question would be difficult to assess accurately and that therefore the interpretation of the findings can at best be impressionistic, the figure for isolation (12.5%) does seem somewhat high⁸. (Table D IIb*) indicates the rate of interaction to be fairly promising, particularly when the professional aspect is considered (Table D IIb (a)).

Support (table D III)

The findings here certainly support the findings of the Bristol survey⁹ and give considerable cause for concern. There is a notable lack of support for new recruits, especially from official sources. (Table D III(b.c.)). Help from Headteachers was not necessarily related to the size of the

Table D II

Q.3.

(a)

	most	some	none
(9) leavers	$\begin{array}{|c|} \hline 4 \\ \hline \hline 13 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 4 \\ \hline \hline 13 \\ \hline \end{array}$	$\begin{array}{|c|} \hline - \\ \hline \hline - \\ \hline \end{array}$
(23) stayers	$\begin{array}{|c|} \hline 15 \\ \hline \hline 47 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 7 \\ \hline \hline 22 \\ \hline \end{array}$	$\begin{array}{|c|} \hline - \\ \hline \hline - \\ \hline \end{array}$

Weekly interaction rates

(b)

stayers	(professionally	$\begin{array}{|c|} \hline 17 \\ \hline \hline 53 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 6 \\ \hline \hline 19 \\ \hline \end{array}$	$\begin{array}{|c|} \hline - \\ \hline \hline - \\ \hline \end{array}$
	(socially	$\begin{array}{|c|} \hline 11 \\ \hline \hline 34 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 8 \\ \hline \hline 25 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 4 \\ \hline \hline 13 \\ \hline \end{array}$
leavers	(professionally	$\begin{array}{|c|} \hline 8 \\ \hline \hline 25 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 1 \\ \hline \hline 3 \\ \hline \end{array}$	$\begin{array}{|c|} \hline - \\ \hline \hline - \\ \hline \end{array}$
	(socially	$\begin{array}{|c|} \hline 3 \\ \hline \hline 9 \\ \hline \end{array}$	$\begin{array}{|c|} \hline 6 \\ \hline \hline 19 \\ \hline \end{array}$	$\begin{array}{|c|} \hline - \\ \hline \hline - \\ \hline \end{array}$

Professional and social relationships.

Table D III

Q.4.

STAYERS

	M	S	N
a	3	12	8
b	1	1	20
c		6	16
d	11	8	3
e	10	11	1
f	3	15	5
g		1	24
h		5	18
i			

LEAVERS

	M	S	N
a		3	6
b		1	8
c	1	2	6
d	1	7	1
e	2	3	4
f		5	4
g		1	8
h	1	2	6
i			

TOTAL

	M	S	N
a	3	15	14
b	1	2	28
c	1	8	22
d	12	15	4
e	12	14	5
f	3	20	9
g		2	32
h	1	7	24
i			

R = 32

427

I.E.A. courses



school: in some small schools little or no support was given while in some large ones the headteacher was very involved. When additional comments were taken into account, it seems that the major source of help was from teachers outside the Home Economics department.

(Table D III(f)). This may be a significant trend in that it shows that new teachers do not intend to be 'isolated'.

A point worthy of notice is that, of those who are staying for the second year, there appears to have been much greater support from the Head of the Home Economics Department than is the case with those leaving. (Table D III(d)).

What is also of importance is the apparent lack of follow-through and support by the training institution. If a system of feed-back was instituted the process of curriculum development would be more meaningful for them. A major component of the development cycle is evaluation, yet this seems to be a notable omission in the field of Home Economics.¹⁰ (Table D IV). It is this break which perhaps causes the gap between the two sections of the system (school/college). Although there may be quite substantial links between the L.E.A. advisers and colleges, the fact that there is apparently little connection between the adviser and the probationary teacher (Table D IIIc) means that the communication chain is at best tenuous.

It would seem feasible to suggest that a system of feedback could be devised, while in-service courses (notably lacking in the Home Economics field) could be implemented as professional forms of support.

Table D IV

Type of school	No. visited	subjective evaluation	no evaluation
Primary	13	6	7
Combined 5 - 12	3	2	1
Middle 8 - 12	13	2	11
9 - 13	45	19	26
10 - 13	6	2	4
Secondary	44	25	19

Source : Schools Council : Research and Development
Project - Home Economics in the Middle Years.
Newsletter no.2

October 1976. p.8.

Evaluation of Home Economics courses in schools.

Section C.

This question attempted to assess the degree of influence exerted by various sources on the probationary teacher. Since it was a 'self-admission' type of question the figures must be seen in this context. Thus when the respondent sees her 'own ideas' as being the major factor it is possible that internalisation of college perspectives makes them appear to be her ideas. It would in fact take several years of following up to be able to measure with any degree of accuracy the real influence of the college course.

The identification with the school is apparent (Table D V(b)) while 18.75% admit to being much influenced by the training institution, and 78.12% to some degree.

External examinations have had a considerable effect on the teaching situation (18.75% 'much'; 50% 'some') (Table D V(d)). Additional comments elicited other influences as 'the children themselves' (three respondents) and L.E.A. courses (1).

With regard to evaluation of the college course in terms of utility in the real teaching situation must be seen in relation to the effect this would have on the new teacher's professional practices. The very strong reaction (Table D VI (b & c)) would suggest that the college did not have a great effect in the final analysis. The apparent paradox contained within items a & b is not really so. The questions were seen as 'opposites' with the risk of 'overlap' interpretation that the breadth of the course was a good foundation while many 'irrelevancies' existed in specific contexts, (e.g. 'grilled

Table D V

	much	some	none
a	6	25	1
b	23	9	
c	15	17	
d	6	16	10
e	6	10	15
f		15	17
g	1	19	12
h	4	21	7
i			

**Factors influencing teaching as
perceived by probationers.**

salmon'). However, the analysis indicates that the intention of the question was not misinterpreted since the majority of the fifty per cent who felt it had been a good foundation were not among those who responded positively to the matter of irrelevancies. Interestingly enough, the one respondent who 'strongly agreed' with the first statement was one of the four who supported the 'irrelevancies' item also most strongly. Thus it may be assumed that at least in this group none had felt the course to be a really good preparation. This suggests that either they will respond to other influences (hence the danger of regression) or they will become leaders of new developments.

Although there is a danger of misinterpretation of reality as the result of a vociferous minority the findings of this question do suggest a very substantial proportion of students regard some of the standards required by the institution as 'unrealistic'. (Table D VII (ci.ii.iii.& iv.)). When the grades are collated into +/- however it would seem that the power of the institution is about 60% to effect conformity (Table D VI(b)) even beyond its area of normal jurisdiction.

Table D VI

	1	2	3	4	5	
a	1	16	9	5		
	3	50	28	16		%
b	4	14	5	9		
	12	44	16	28		%
c	5	10	8	8		
	16	31	25	25		%
d	2	10	4	12	3	
	6	31	13	38	9	%
e	1	12	3	13	3	
	3	38	9	41	9	%
f		11	3	13	4	
		34	9	41	13	%

H.Ecs. criteria in relation to the school situation

The whole question of perspectives is of major concern: an ambiguous situation seems to exist in that Colleges believe themselves to promote, for example, an integrated approach. Students do not see it as this or they fail to remember it when in the teaching situation. As a result, college tutors tend to blame the schools for being 'backward'. Certainly from observation it is a truism that schools dictate the students' teaching practice programme, giving them only the formal cookery and needlework lessons. This however is apparently because they feel that the student will be 'safest' with these, as well as believing that this is what the College wants for the students. Thus, despite explanatory letters from the College, the metaperspective and the meta-metaperspective are faulty. The problem is one of communication. Again, the question of 'feed back' comes to the fore.

Section D.

Q.1

This question sought to contrast the attitudes of teachers at the completion point of their first year with that of trainee-teachers at the end of their first year and after one teaching practice. There is an increase in the number of those feeling that they have chosen the right career and subject (Table A X). Fortunately this counteracts the 'reluctant recruits'¹¹ from the Universities and perhaps has some important implications regarding types of institutions in relation to careers although it must be remembered that Home Economics is not itself a source of recruitment from the Universities.

Q.2

Findings relating to perceived change requirements in connection with Home Economics are interesting in relation to others' opinions. A somewhat abortive initial attempt to assess practising teachers' attitudes to these three points (q.D2) led to the conclusion that either they were totally opposed to any changes, or they resented any suggestions that this might be helpful to the subject or they were totally apathetic. Of the small number of replies received strong feelings to retain the status quo were stated. However, by contrast the respondents to the 'Probationary Teachers' questionnaire paint a different picture. Here there is considerable support for change (Table D VIIIc). Polarisation and the dichotomies within the subject are thus clearly established.

What is elicited from this finding is that change is not very likely to occur in practice however: this appears to be a veneer if the findings of (Table C IV) are any indication. Perhaps it is that once in the field the effects of the college course are not as strong and that the questionnaire given at the end of the third year merely indicates that conformity is situational. If this is so then the age-gap as already identified is perhaps the major cause of slow curriculum development in the subject. Deducible from this is the fact that colleges are themselves the stumbling block, for if really congruent practices were undertaken then students would not have the double bind of having to break free from what they regard as unrealistic practices and also to overcome the conservatism of the profession.

A large proportion of respondents felt the need for methodological changes as well as content (Table D VIII (ci & cii)) which together with the 'uncertain' comprise about 66%.

Findings relating to choice of institution are significant in view of current changes taking place in the country. It seems that any move to institute a year between a teacher training course and school would reduce recruits by some 25% (Table D IX(a)). Similarly a substantial proportion would have chosen courses where they were not committed to teaching from the beginning (47%) (Table D IX(c)); and this was when employment prospects were non-problematic. Disenchantment over actual training is perhaps reflected in the response to D 3(b) (Table D IX(b)) where some forty-seven per cent of the respondents intimate that they would have chosen another institution, with hindsight. This accords with the reaction against the course already specified.

Although this of itself might augur change the trait of 'adaptability'¹² noted in Home Economists does tend to cancel this out, for adaptability can equally mean acceptability - of unacceptable conditions etc.

Table D VII

Q.D.1

a	9 28	15 47	7 22	1 3		%
b	17 53	12 38	2 6			%
ci	2 6	10 31	2 6	14 44	3 9	%
ii		8 25	3 9	19 59	1 3	%
iii	2 6	11 34	3 9	10 31	4 13	%
iv	1 3	9 28	3 9	14 44	3 9	%
v	8 25	16 50		5 16	2 6	%

Career and subject choice : reaction to first-year teaching situation

Table VIII

Q.D.2

i)	6 19	9 28	2 6	13 41	1 3	% Content
ii)	5 16	9 28	7 22	9 28	1 3	% Methods
iii)	2 6	7 22	4 13	17 53	2 6	% Name

Attitudes towards change

Table IX

Q.D.3

	yes	no	don't know	did	
a	15 16	14 44	1 3	2 6	%
b	17 53	7 22	7 22	1 3	%
c	8 25	17 53	7 22		%

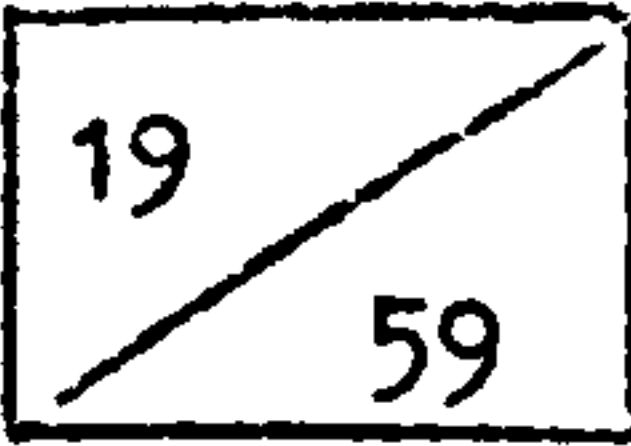
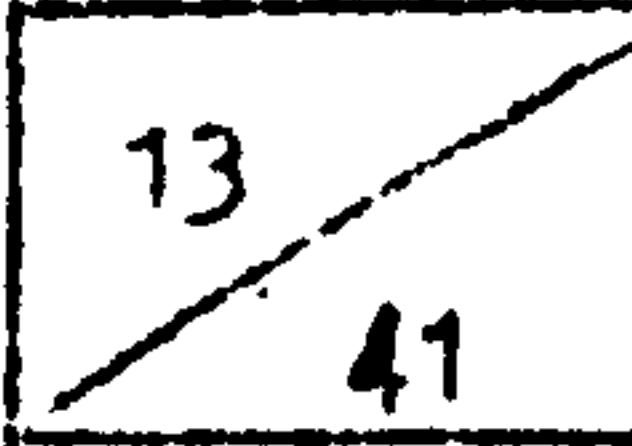
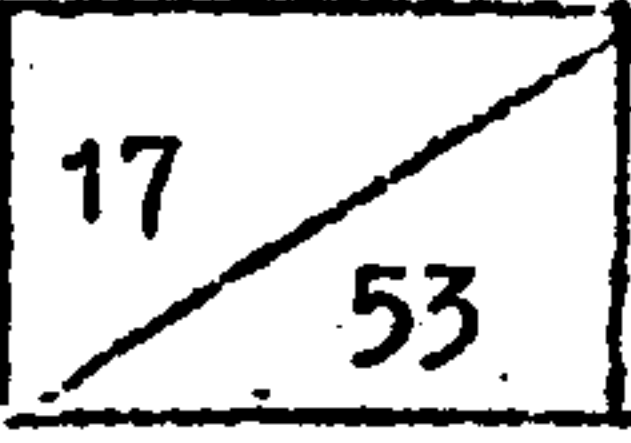
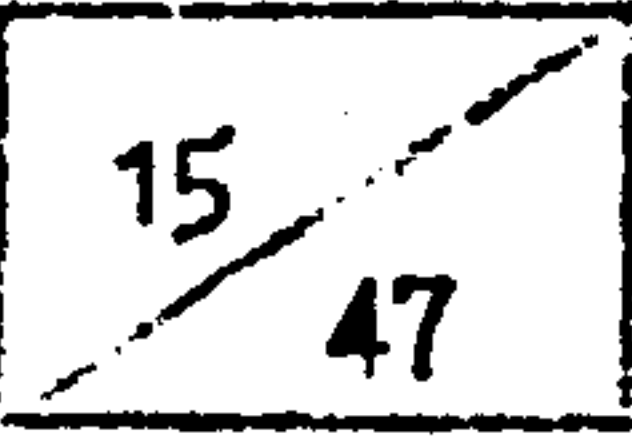
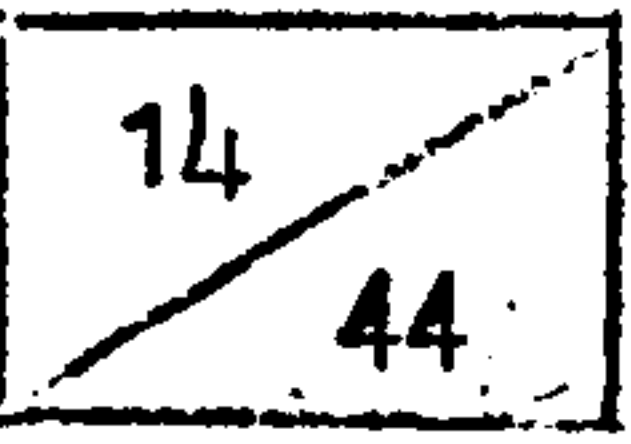
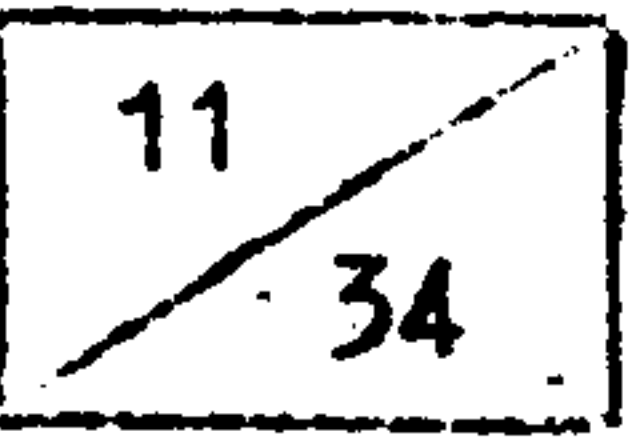
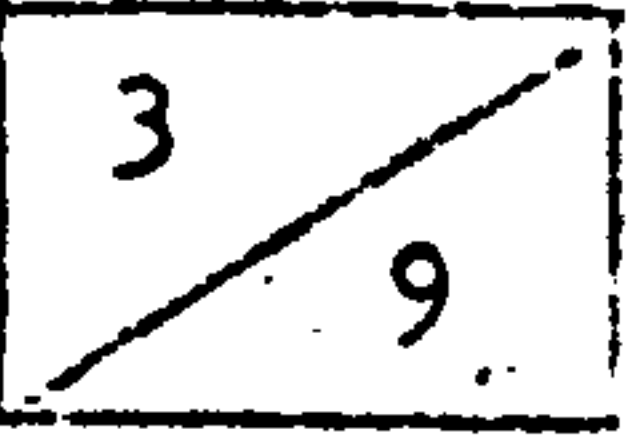
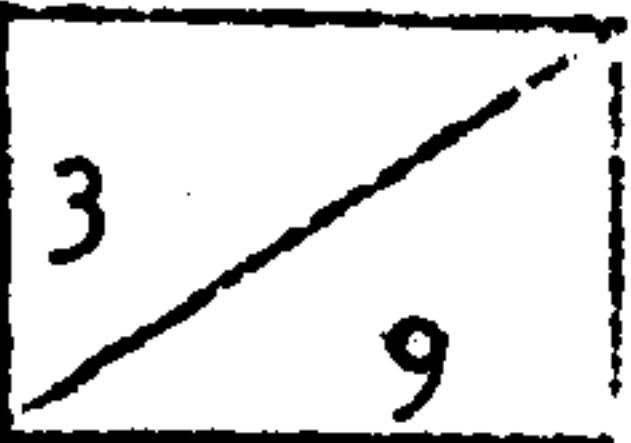
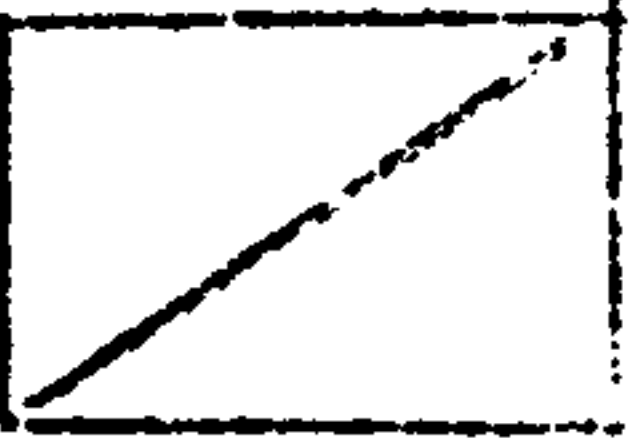
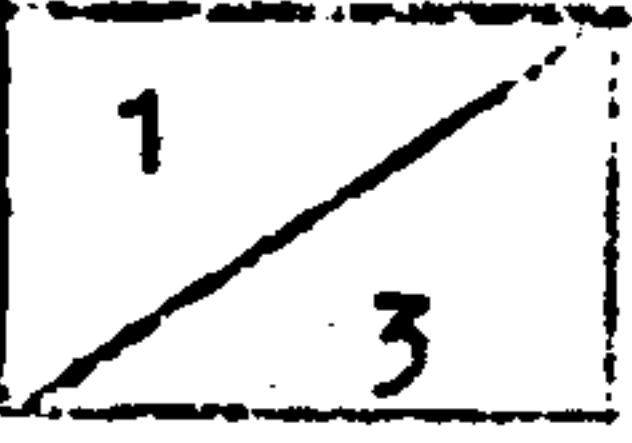
Reassessment of choice

Section E. (table D X)

In these questions the degree of satisfaction in non-work spheres was sought in order to balance the known tensions produced in the first year of teaching when the recruit is experiencing so many other activities also for the first time - such as actual responsibility for actions, personal survival etc. as well as developing personal relationships and even the responsibility of a marriage.¹³

Responses indicate a factor noticed earlier - the tendency to home influence (A1 influence of M/F). Question three shows that over forty per cent live with their parents. Since there is no known evidence on this it cannot be said whether this is a high or normal figure. However, in view of publicity concerning the psychological stress of probationary teachers which must have been derived from fairly substantial figures, the figures for Home Economists does appear to show a parent-dependency. When taken with the figure for those living with a husband and/or family (to incorporate widows etc.) it does seem that the profession of Home Economists is likely to suffer rather less from anxiety than other sections of the teaching profession.

Table D X

	yes	no	
(i) married/engaged by end of probationary year		 %	
(ii) professional mobility potential		 %	
(iii) residence during first year			
a			%
b			%
c			%
d			%
e			
f (lodgings)			%

Conclusion

From the evidence available it would seem that the reaction against college courses does not result in curriculum development in the schools. This suggests that the college has considerable effect by default. It would appear that a philosophy in relation to education and in particular to the role of Home Economics as a subject is insufficiently developed. In this respect, while the current trend towards the separation of curriculum, professional and personal studies is unfortunate in many ways, it may be the means by which emphasis is given to developing a philosophy : much will depend on the interpretation of 'professional studies'. If it merely constitutes 'tips for teachers' then increased insight is not likely to occur.

There appears to be a tendency for 'A' level students to have a more conservative outlook than those who only took the subject at 'O' level. This would indicate that for the future development of the subject, Home Economics as such should not necessarily be a requirement although 'A' levels should. This would be feasible if less emphasis was put on the practical element so that the problem of 'skills' per se would not arise. Individual improvement could be acquired as it is in other subjects, such as music - by private, personal practice. Using modern technological aids and the system of micro-teaching 'faults' could be rectified.

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Lancaster University

Chapter XIIConclusion

' ... the cultural pattern of the approached group is to the stranger not a shelter but a field of adventure ... a problematic situation itself and one hard to master".

H. Becker.
'The Stranger'

This study set out to identify the sociological factors involved in the career of the domestic subjects in the British school curriculum, with particular attention being directed to the relationship between them and the economic position of women. It was hypothesised that the domestic subjects have been the vehicle of static social ideologies regarding women and that this is reflected in their socio-economic status. The reverse also obtains in that such an evaluation affects the standing of the domestic subjects. It was suggested that the negative attributes pertaining to each would lead to the demise of the subject per se.

Part I examined the nature, function and effect of ideology in the overall curriculum and the domestic subjects in particular. It was found that they were the vehicle of socio-historical ideals regarding women, their social and economic value. Male perspectives dominated these concepts thereby entrapping the image of women and indeed of the subject. Needlework in particular was seen to have constituted a major medium of social control, notably for the lower orders in terms of their future employment and the concomitant behaviours of subservience and devotion. For the middle classes it provided a means of control in that it afforded a time-consuming leisure occupation which could be carried out in the isolation of their homes.

Historically, the 'traditional' domestic subjects were likewise shown to be an effective transmitter of social control in that they were specifically mono-role oriented. But these were also a source of social change, at least indirectly : attention to the type of labour being required of women (e.g. as labour producers) was focussed through the domestic subjects. The association of the substantive matter with poverty and low academic ability was shown to be a major cause of its rejection by many pupils, professionals and parents alike.

In this respect an assessment was made regarding the purpose and effect of examinations in this curriculum domain. Whilst the majority of subjects have been strongly moulded by the exigencies of the public examination system, the domestic subjects were not so constrained. Ostensibly this should have facilitated curriculum development. At the frontiers of the profession it did. Recent evidence however, indicates that this is not very widespread, and that the 'bun syndrome' still tends to dominate courses. Thus the knowledge area, although it has expanded, has not led to an effective re-evaluation of the substantive matter: an increased load has merely resulted.

Pedagogy was found to have a substantial influence in this respect. Classification and Framing were still very tight, leading to isolation in many cases. The pedagogical relationship was still largely authoritarian. This was found to be due in the main to the reversion syndrome of probationers and the age-structure of the teaching force which left a crucial gap when teachers might be philosophically and professionally secure enough to advance the curriculum.

Another major detriment of the subject was that it was socially divisive, notably at the level of public examinations. Ideologically it was intended to be socially integrative, but whereas in purely written examinations in which the class factor is not directly visible, in the domestic subjects appearance and quality of the examinable products is highly susceptible to the degree of affluence entailed. These were the findings of part II, as was the low evaluation of the subject in the estimation of most Universities.

Non-recognition of the subject for University entrance was found to be due to two factors: the lack of knowledge regarding the 'A' level content and the attitude-lag inherent in society towards the subject because it identified with women and their work. It was suggested that in attempting to gain University recognition for the subject its practitioners were striving in the wrong direction when admission was sought to Science Faculties: the Social Sciences were deemed to be a more appropriate location. The distinction lies in the identity of the subject: this would seem to be more a case of human relationships than scientific or management centredness. Since as a subject it is uncertain about its identity it fails to shake off the cookery-needlework image.

Given a new orientation, it was suggested in part III that the domestic subjects could become the core of the curriculum for early years of the secondary school or its equivalent span across the middle and secondary schools. It was argued that the traditional

curriculum has failed the vast majority of pupils and that the domestic subjects, in their truly developed form, could afford a coherent yet multiple faceted study area. Being rooted in the everyday reality of pupils with a language link between the real and 'unreal' worlds of knowledge of home and school, it offered elements not present in other subjects. It could develop the emotions and world view missing in most curricula. It was suggested that the progression from applied to pure academic knowledge, although the reverse of the normal pattern, would be seen as more relevant by pupils and therefore more acceptable to them. This would possibly avoid the alienation experienced by so many pupils when the 'pure' precedes the applied - if this latter is ever reached.

Part IV comprised an empirical research. Although this in fact related only to one College, the findings substantiate the general ones found in the Harvey report (1971): therefore it seems safe to assume that they are not mono-specific (see Appendix 5 re another institution). The findings in fact offer explanations (e.g. concerning objectives) of some of the statistical evidence offered in both the Harvey and the A.T.D.S. reports. Additionally, the empirical research highlights and explains the phenomenon of reversion in the subject. It could well be argued that statistics of themselves often fail to stimulate the behavioural changes required to effect intended outcomes. This is because frequently they are not analysed in terms of cause and effect, but only as a fact of existence. It was for this reason that an interpretive approach to the data was taken. The confusion and conservatism found in the subject was reflected in the findings

of the surveys. Objectives themselves were not clear. While students' objectives appeared to be forward looking, their analysis of what the content of the subject domain should be contradicted this. Change did not seem to be likely.

In the profession at large, mass inertia appears to prevail with a few voices in the wilderness. Therefore, inevitably, it seems that events will overtake the subject. Other disciplines, recognising the potentiality of the subject, will subsume relevant areas (e.g. Dress to 'Design') denuding the subject of all but the cookery element.

Thus a radical re-evaluation of function, courses and methodology together with a redirection in terms of identity would appear to be the only possible solution. The inherent conservatism within the discipline however is seen as a major obstacle: this rests largely in the nature of the institution, not the subject itself or the students. The core of the problem was defined as that of woman's image as portrayed through the subject. The housewife image, with all it entails in terms of behavioural characteristics, was seen as perpetuating the cycle of female 'subservience', legitimising it through the framework of love, marriage and family.

Yet potentially, the subject has perhaps the greatest claim to a central, if not the core position in the curriculum. Rooted as it is within the reality of pupils, with an initial language which is familiar, it was seen as constituting the broadest avenue which would be acceptable to the majority of pupils and yet which would have a coherence and cohesiveness which would surpass other subjects' claim to this position. Its synergistic quality is its strength. This lies

in its ability to arouse multiple awarenesses and concerned though at the individual, group societal and world levels. That other subjects are capable of evoking such sentiments is not denied, but it is suggested that it would not be of such an immediate nature and would inevitably afford a monoperspective. It is the multi-composite nature of the Home Economics field which allows an appreciation of the many-strandedness of most problems and the chain-effects of many solutions. An awareness of multiple consequences resulting from any action taken affords the development of an effective type of 'logical' thinking which is perhaps more relevant overall to society and the world than are some of the single-track thought processes. Specialisms can always be developed on the basis of solutions, which, arising from a broad base are, in the long run, likely to account for more variables than the alternative approach would afford.

All this calls for a radical reassessment of the domestic subjects per se, for the education of individuals sufficiently imbued with a breadth of vision not yet manifested in the profession seemingly, given the exception of a few. Speed may be the major factor however, if the very qualities which are pregnant in the domain are to be developed within the framework of the subject and not dispersed into other areas: the synergistic quality would not then prevail. If the criticism could be made by Harvey that the profession had failed to " ... create the paragon of Home Economics from the ashes of Domestic science" (1972)¹ how much more could this be said today in the broader educational context. Because it lies within the experience of all pupils it offers the opportunity not only to make and take decisions

but to examine those of others as they affect the pupils (e.g. parents' decisions) : this ability to handle decisions is probably the most crucial requirement in adult society and experience is required during the developmental years. With earlier marriages and consequently earlier, highly consequential decisions having to be taken, this quality is of increasing importance if costly personal and societal mistakes are not to be made.

In conclusion, it is suggested that the identity of the subject is socio-psychological. In particular, an understanding of the nature of attitude formation and change and the problems entailed is endemic to the subject. This would offer an analysis of the relationship between the subject and women's economic status which could lead to a re-evaluation of the larger 'half' of society in terms of its contribution to the well-being of society. From this it can be appreciated the subject is potentially the ace subject, not the cinderella of the curriculum. The essential ingredient however is a restructuring of consciousness both within and towards itself. This will only be achieved when it becomes appreciated by pupils, parents, students, headteachers and those involved in the training of Home Economics teachers that it can no longer constitute constant "cookery". Home Economics, as Nisbet indicates is -

" ... potentially one of the most widely educative experiences the school can offer. Its opportunities are limitless" 2

In order to achieve this there is a need to develop a clear philosophy regarding the role of Home Economics in everyday life and in the school curriculum. This would imply a radical reappraisal of course content and methodology with a notable move away from the concept of an edible end product to every school lesson. The need to see the subject as a major vehicle of education, without it being merely prescriptive, entails a level of educational consciousness not hitherto manifested to any real degree. A move away from the image of a sex-biased, vocational subject would seem to be a prime necessity : yet this is currently the catch 22 problem. For this reason a change of name could be an essential prerequisite.

However, given that this would probably take longer to achieve than the deleterious effect of neglect of the importance of Home Economics warrants, it would seem that a more efficacious remedy is required. Essentially this is to be achieved at the grass roots : new teachers, if imbued with a sound philosophy could do much to convey a new image of the subject. Thus, it would seem that those involved at the pivotal point, the centres of education (eg. Colleges of Education) constitute the lynch pin of change. As already shown however, it is precisely at this level that the inherent dangers of 'in-breeding' are most apparent. Change is necessarily slow, but time is rapidly running out for the subject, due to a range of factors. Not least among those however is that the potential of the subject at its essential basis of human relationships, is being recognised by others.³ The 'cookery' element is seen as peripheral; the fundamental issues it embraces are seen

as central to education in its broad sense. Should the subject become subsumed within other areas this could be very beneficial as far as women's economic status is concerned for the emphasis on woman's work would perhaps be eliminated. Yet the true value of the subject would be lost: it offers a synthesising channel for the myriad of factors which affect peoples' lives. By this very token it also acts as a multiple flashpoint for cognitive, affective and motor competences.

The problem of emphasis within the subject is that of the personal values of the communicators within a given social context. A greater awareness of educational issues would in all probability ensure at least a critical examination of such fundamental issues as the image of women and their work and to translate this at the practical level of teaching programmes. In the final analysis this would seem to indicate that an attitude of enquiry, not blind obedience and conformity lies at the heart of change within the subject.

References:

1. Harvey, J. op.cit.
2. Nisbet, R.S. (1968) Purpose in the Curriculum
University of London
3. Several references have been made to this in this study.

Appendix A

University of London

Telegrams UNIVERSITY LONDON
Telephone 01-636 8000

SENATE HOUSE
MALEI STREET
LONDON
WC1E 7HU

From the University Entrance Requirements Department
Extension 278

Please address reply to
Room 11

Our ref UE/11/WJD/LC
Your ref

2 July 1975

Dear Sir,

I have received your questionnaire about Home Economics and I have attempted to answer part of it. You will see that after a while I have given up the ghost because it is increasingly difficult to give plain answers of "yes" or "no" to some of the questions you have raised in what is a long and complicated story.

I am assuming that your interest in Home Economics arises from the recent revision of the syllabuses in Domestic Science and the efforts made by the teachers of Home Economics at Advanced level in schools, to gain full recognition for the revised subject under the entrance conditions of universities. This has been a great campaign and you will see from the enclosed letter that this University has agreed to accept subjects of this kind on certain terms. However, the present struggle for recognition is not the start of the affair by a long chalk and for this reason I must give you considerable background about the teaching of Home Economics or derivative subjects in the University degree courses. Those who now campaign incessantly for the full recognition of Home Economics, are probably not fully aware of the efforts made in universities, such as the University of London, to introduce this subject into the faculty of Science. In 1908 in King's College in the Strand, there was a section concerned with Household Science for Women. This Department of King's College became a separate College of the University in 1928 when it was known as the King's College of Household and Social Science. In 1953 that College changed its name by Royal Charter to Queen Elizabeth College. The College has developed strong Departments in Biochemistry, Food Science and Nutrition, Biology, Chemistry, Microbiology, Physics and Physiology. The importance of this development is that for half a century the University has been teaching Household and Social Science as a degree in the faculty of Science. The social setting of these studies has not been forgotten although it certainly has not been predominant. You are certain to know one of the retired professors of that College who made a name in the Department of Nutrition; I refer to Professor Yudkin. It is important to realise that all the Departments in this College have not only contributed immensely to the development of interest in the subjects but have also as Scientists, insisted that their subject falls within the faculty of Science for which sciences are regarded as the necessary school preparation.

Now at that College under the course unit system, the B.Sc. degree can be obtained in various units concentrating upon Food Science, Nutrition and Food and Management Studies. All studies which are available at first degree

level in the faculty of Science, can be carried further to higher degrees by suitably qualified graduates. It is therefore not possible to say plainly that there is a degree in Home Economics in the University of London, which was your first question. There are several pioneering efforts in Queen Elizabeth College which have led to an interest in what is now called 'Home Economics' in other universities, in colleges of education and in polytechnics. In fact one could almost say that in certain quarters the present pressure from teachers of the subject in secondary schools is a sign of the stature that they think they have achieved, although they may feel that appropriate recognition is being denied.

In answer to your second question I can make it quite clear that a graduate of another university in any kind of subject, is entitled to follow a Postgraduate Certificate in Education course at the Institute of Education or one of its affiliated Colleges.

Difficulties arise when we speak about the acceptability of the subject Home Economics at Advanced level. From the point of view of the University, the recent campaign has been successfully met as vouched for in the accompanying letter and the subject Home Economics and other subjects such as Textiles and Dress, and Design and Technology which have hitherto been unrecognised, can be used in limited ways for entry to degree courses in this University. As the subject has obtained this recognition only recently, it will not be possible to say what effect in actual admissions this recognition has had until we have seen the intake for October 1975 in the full Schools of the University and in the Colleges of Education preparing students for our B.Ed. degrees or our other degrees available in the Colleges of Education. As far as discussions are concerned between members of my staff and the representatives of Colleges of Education, it seems that they are pleased with the developments as far as they have gone and are likely to make considerable use of the new phase of recognition. That recognition applied to all Boards with the exception of Northern Ireland. As far as Northern Ireland are concerned, we shall recognise their syllabuses as soon as we know what their revised syllabuses are.

The section concerned with the B.Ed. degrees and the contents of those degrees should more properly be addressed to the Deputy Secretary of the Institute of Education, as I do not know the full details of the constituent parts of these degrees of the Institute of Education. Question 3 on that page, however, requires an answer from me and I can assure you that in line with the James Report which initiated these changes in Colleges of Education, the students must have satisfied the university entrance requirements at the start for these new courses. In the old four year B.Ed. Honours degree course which will still be continuing in some Colleges until the present students on the course fade away, it was possible for a student to be admitted to the Teacher's Certificate course of three years on qualifications lower than those required for university entry. If the student showed academic promise during the course, the third year of his studies would become differently arranged in concentration with a view to taking an additional year to complete the B.Ed. degree. In cases of this kind where a candidate had not fulfilled university entrance requirements at the start, the University exempted the student from the general entry requirements by virtue of the three year Teacher's Certificate which made him a professionally qualified person. This certificate course was then, if passed at a high standard, regarded as Part I of the degree course and the student proceeded in a fourth year to Part II to qualify for the B.Ed.

There has been no suggestion of introducing a Home Economics degree in the Schools of the University because we already have had such degrees at Queen Elizabeth College for many years. There would certainly be objections in the faculty of Science to any suggestion if it were to arise, of a Home Economics degree which was not in fact scientific.

As far as I can understand the situation in colleges of education, those colleges which previously used to prepare teachers to specialize in the Teacher's Certificate in the teaching of Domestic Subjects will now be offering B.Sc. degrees in Home Economics. I do not know what attitude the teachers of the faculty of Science of the University have taken when they have discussed the introduction of degrees such as the B.Ed. or the Bachelor in Humanities, where Home Economics would be the main or component part. I do know, however, that members of the Boards of Studies in Nutrition, who obviously come from Queen Elizabeth College in the main, and in History of Art and in Social Studies have been very helpful in their comments and in their suggestions made at the two Colleges; Digby Stuart and College of All Saints where the subject will be taught. They have gone out of their way to help these colleges to raise the academic quality of the course of the Teacher's Certificate to approach that of a degree level in three years and have been far from obstructive.

In informal discussion with University Teachers I have heard many different expressions of opinion; some of it well informed and some ill informed. We are fortunate that in this University we have had long experience, through Queen Elizabeth College, at a high level in this field of work. In other colleges, however, you probably find that there are misconceptions among the teachers about the nature of the course in Home Economics and very naturally fears that academic standards are likely to be lowered rather than heightened by the introduction of Home Economics into a degree course. This fear is always countered by the acknowledged fact that it is already part of a four year B.Ed. degree course and cannot therefore be much of a retrograde step if the subject becomes part of a three year course.

The teachers of this subject at secondary school level have campaigned for academic respectability. I have heard some suggest that they have been campaigning not for their subject, but for themselves, to gain the proper respect and possible special responsibility allowances in the sixth form if the subject can be counted as a Science and a basis for taking further work in Science degrees. The main objection, however, is whether the syllabuses of these examinations at Advanced level are adjusted to give an academic content of scientific significance. There can be any amount of difference of opinion over this viewpoint. I know that the tutors in Nutrition at Queen Elizabeth College were not impressed by these syllabuses and will give preference in selecting students for Food and Nutrition degrees to those who have passed the traditional Science subjects at Advanced level, chosen from Mathematics, Physics, Chemistry and Biology. It may be said that to a certain extent, pressure groups who try to push a subject too quickly may defeat their own purposes; a good wine needs no advertisement. You do not need me to tell you that a *Royals* Royce or a *Daimler* is a good car. In the past I can remember the efforts made for the introduction of subjects such as Economics and Geography into the curriculum of the sixth form and eventually into the degree courses of universities. These are now accepted as part of the traditional pattern of degree courses.

Twenty years from now Home Economics may be in the same happy position. Teachers, however, cannot expect everything to go their way very smoothly at once.

Yours faithfully,



W.J. DEY
Secretary

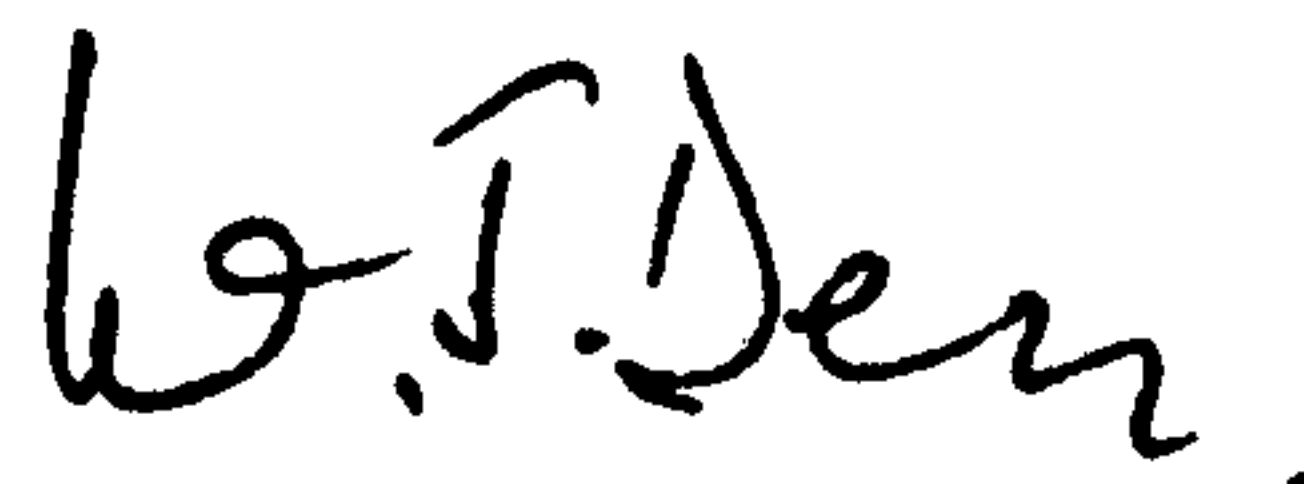
E.S. Thorne, Esq.,
Principal Lecturer in Sociology,
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Totley,
Sheffield,
S17 4AB

encs.

Schools Council and in the Educational Press is that universities are distorting the syllabuses and curricula of secondary schools simply for the benefit of the few who come to university, and this myth is commonly believed, you can well understand that the secretaries of the examining boards are in a difficult position. They are not subject to pressures from universities to introduce new syllabuses and new forms of examination to suit university purposes; these pressures come in the main from bodies outside universities, such as the Schools Council, the National Foundation for Educational Research and the like. The computer industry has probably had more effect on G.C.E. Mathematical syllabuses than any universities have had, even if one takes into account the so-called Schools Mathematics Project. There is also a financial aspect to this business. G.C.E. Bodies must pay their way and when they introduce a new syllabus, they wish to know that there will be takers in the schools. When, therefore, a few enthusiasts in schools demand a particular syllabus should be reformed, they may not carry out the request because the cost would be outrageous for a few. The boards, therefore, are more and more anxious to build up a strong liaison with the schools that take their examinations and want to extend their needs and show very little interest in whether the new syllabuses introduced at Advanced level in particular, are acceptable to universities. They will raise the matter with university bodies about recognition when the matter becomes urgent in an individual case. One board in particular, Oxford, regularly consults me and tells me of changes and asks whether the University will accept the subject or not, e.g. the newly introduced Physics with Mathematics. Other boards disregard the universities and introduce new syllabuses for their customers.

I do not know when you asked the London Board about changes in the syllabus in Home Economics. I am certain that if you wrote to the Subject Officer, Miss Ibbotson, at 66 Gower Street, you will get a reply as she is deeply interested in promoting the recognition of Home Economics. If you wrote to her when entries for the G.C.E. examination were at their height, ie between May 1st and now, I can well understand that she forgot to answer you.

Yours faithfully,



W.J. DEY
Secretary

Mrs. E.S. Thorne,
Principal Lecturer in Sociology,
Totley-Thornbridge College of Education,
Totley,
Sheffield,
S17 4AE

Appendix A 3

A3

Curriculum Deployment of Teachers

subject	number	teaching named subject	teaching other subjects	on other duties	Avg. % time in main subj.
needlework & domestic subjs.	1,107	72.8	12.0	15.2	78.5
physical edctn.	1,434	44.4	35.8	19.8	58.5
technology & handicrafts	1,402	61.7	22.1	16.2	76.1
metalwork	1,352	18.7	65.5	15.8	52.6
technical drawing	1,341	13.5	70.7	15.8	28.2
woodwork	1,192	32.4	52.0	15.6	61.1
rural studies	280	24.5	58.7	16.8	61.8
all sciences incl. mathematics	4,285	57.8	19.7	22.5	66.4
biol:botany: zoology	1,299	23.6	55.8	20.6	48.6
chemistry	871	26.3	49.8	23.9	53.4
general science	4,285	8.9	68.6	22.5	33.2
mathematics	2,190	45.6	31.7	22.7	58.6
physics	1,139	22.9	52.6	24.5	51.2
geography	1,898	29.9	48.8	21.3	49.0
commerce	319	5.9	68.3	25.8	28.1
economics	255	11.3	60.8	27.9	34.7
all languages & literature	4,303	49.4	26.2	24.4	59.5
english	2,796	39.3	36.6	24.1	51.9
history	2,257	25.2	50.5	24.3	45.7
religious inst.	500	37.1	43.4	19.5	46.8
art & light crafts	1,351	47.5	35.5	17.0	70.1
music	780	34.8	21.7	56.0	56.0

source : Statistics in Education : special series pp.48-96

UNIVERSITY OF LONDON
School Examinations Department
 66-72 GOWER STREET · WC1E 6EE
 Telephone 01-636 8000 · Telegrams Ulsec London

Ref: GC/PMI/SM

26 November 1975

Mrs. E.S. Thorne,
 "Conifers,"
 Derwent Drive,
 BASLOW,
 Near Bakewell,
 Derbyshire DE4 1RP.

Dear Mrs. Thorne,

Thank you for your letter of inquiry about London University's GCE syllabuses in Home Economics subjects, in connection with your research study in this field. I have seen Mr. Dey's letter to you of 2 July, but I think it is probably better if I reply independently of it in my capacity as GCE Home Economics Advisory Panel Secretary, and the administrative officer responsible for GCE Home Economics subjects, in the School Examinations Department of the University. (The Subject Advisory Panels, which include both representatives of the University and practising teachers, are subsidiary bodies of the GCE Examinations Committee. The Examinations Committee, and the University Entrance Requirements Committee (of which Mr. Dey is Secretary), are both subsidiary Committees of London University's University Entrance and School Examinations Council).

Your letter uses the sentence "London is changing its Home Economics syllabus in order to make it more academically acceptable to Universities". I think this sentence somewhat distorts the situation, and will therefore explain matters from the point of view of the Subject Advisory Panel, which is responsible for drawing up GCE syllabuses for the Examinations Committee's approval. *

In recent years (London changed its own A level Home Economics Subject syllabuses in this respect in 1969) the content of Home Economics subjects has been radically changed by advances in technology, changes in the pattern of living, and an expanded view of what is relevant to Home Economics study in the context of contemporary society. All these aspects, scientific, technological, and social, now impinge unavoidably on the home and the family, which cannot be managed or understood without informed and intelligent study of them. It is this shift in the nature of the Home Economics field itself which has led GCE Boards to revise their syllabuses. It is, I think, mistaken either to suppose that the revision was "to make them more academically acceptable," or that in this field a division is to be made on traditional lines between "academic" and "non-academic" subjects. There is an increasing number of subjects (and I know that my GCE colleague concerned with Design and Technology would agree in this) which lie at intermediate points along the continuum from pure knowledge, through technology, to application and practice. In these subjects, knowledge of all these aspects, pure, applied, and practical is indispensable, and the exercise of them in the subject field constitutes a rigorous and demanding discipline. This subject content and discipline arise not from artificial

contd/.

pressures but from the contemporary situation and in consequence the contemporary nature of the subject itself.

Advanced level syllabuses are, for many candidates, a preliminary to higher education, and syllabuses at this level are drawn with both these candidates and candidates not going on to further study in mind. The Home Economics Advisory Panel have consistently taken the view that the modern Home Economics subjects syllabuses are of suitable weight and content to be fully recognised on the same terms as other A levels, for purposes of entry to higher education. In doing so, they are conscious of the unfortunate fact that where a subject is not recognised, or only partially recognised, for this purpose, its status in schools is depressed and its claim on resources weakened in relation to other subjects.

Mr. Dey will, I think, have let you know the current position as regards London University's general entrance requirements, namely that one Home Economics subject may be counted as one of three A levels under Scheme B, but not as one of two A levels under Scheme A except for degrees in the Faculty of Education. The Advisory Panel hope that this will prove a limited interim period on the way to complete recognition.

London University is, of course, only one of the universities concerned with the question of recognition of Home Economics subjects for university entry purposes.

I hope this letter will help to clarify the position. The point is, I think, that changes in syllabuses have arisen not basically from outside pressures, but from the changing nature of the subjects themselves in contemporary society. At the same time, the situation of the syllabuses in relation to higher education, and to the conditions for entry to it, is very important. The Advisory Panel hope that full recognition for these syllabuses under London University's general entrance requirements will be reached as soon as is possible.

The Advisory Panel is currently planning revised syllabuses, subject to Schools Council and Examinations Committee agreement, copies enclosed.*

Yours sincerely,

P. M. Ibbotson

P.M. IBBOTSON (Miss)

* These, of course, are drafts which are in an unapproved and transitional state at this moment. They are confidential, and should not be published in any way.

APPENDIX C.

TABLE OF DIPLOMAS ISSUED AND FEES CHARGED BY RECOGNISED TRAINING SCHOOLS FOR TEACHERS OF DOMESTIC SUBJECTS.

Name of School.	Diplomas Recognised	Length of Course.	Fee Charged.	Remarks.
Bath, School of Cookery and Domestic Science.	Cookery. Laundry Work.	4 Terms	£ 18 18 0	For the first 4 terms, Cookery and Laundry Work are taken concurrently, and for the last two terms Laundry Work and Housewifery are taken concurrently.
		6 Terms	9 9 0	
	Housewifery.	2 Terms	6 6 0	
Birmingham, Training School for Teachers of Cookery and Laundry Work.	Cookery. Laundry Work.	4 Terms	30 0 0	For the first month Candidates are regarded as probationers.
		2 Terms	12 0 0	
Bristol, Municipal Training School of Domestic Science.	Cookery. Laundry Work.	4 Terms	22 11 6	The Fee for Laundry Work is 10s. 0d. for Students who have been trained for Cookery.
		2 Terms	14 14 0	
	Housewifery.	1 Term	10 10 0	
Cardiff, South Wales and Monmouth Training School of Cookery and the Domestic Arts.	Cookery. Laundry Work.	4 Terms	28 7 0	An Additional Fee of 17. 1s. 0d. is charged on entrance.
		2 Terms	13 18 0	
	Housewifery.	1 Term	8 8 0	
Gloucester, Gloucestershire School of Domestic Science.	Cookery. Laundry Work.	3 to 4 Terms.	Fee 0l. per term for the first year, 8l. per term for each succeeding term of the period of training.	
		3 Terms		
	Housewifery.	1 Term		
Leeds, Yorkshire Training School of Cookery.	Cookery. Laundry Work.	4 Terms	29 1 0	
		2 Terms	16 14 0	
	Housewifery.	1 term	10 8 0	
Leicester, Municipal Training College for Domestic Subjects (late North Midland School of Cookery).	Cookery. Laundry Work.	3 Terms	25 0 0	
		2 Terms	12 12 0	
	Housewifery.	1 Term	10 10 0	
Liverpool, Training School of Cookery.	Cookery. Laundry Work.	3 Terms	31 10 0	An Additional Fee of 17. 10s. is charged on entrance.
		2 Terms	12 12 0	
	Housewifery.	1 Term	10 10 0	
London—Battersea, The Polytechnic.	Cookery. Laundry Work.	3 Terms	32 0 0	
		2 Terms	11 11 0	
	Housewifery.	1 Term	10 10 0	
	Combined Diploma.	6 Terms	32 0 0	

Name of School.	Diplomas Recognised.	Length of Course.	Fee Charged.	Remarks.
London—Holloway, The Northern Polytechnic.	Cookery. Laundry Work.	3 Terms	32 0 0	Candidates taking full course preferred. The length of course and Fee charged for the Housewifery Diploma are increased if it is not taken in connection with one or both of the other Diplomas.
		2 Terms	11 11 0	
	Housewifery.	1 Term	10 10 0	
	Combined Diploma.	4 to 7 Terms.	52 0 0	
London—Hampstead, The National Society's Training College for Teachers of Domestic Subjects.	Cookery. Laundry Work.	3 Terms	21 5 0	Students required to enter on probation and leave if they are not suitable persons for training as teachers.
		2 Terms	11 15 0	
	Housewifery.	1 Term	7 11 0	
	Cookery. Laundry Work.	42 weeks	40 0 0	
		16 weeks	12 12 0	
London—Westminster, The National Training School of Cookery.	Cookery. Laundry Work.	15 weeks	11 2 6	
		15 weeks	11 2 6	
	Housewifery.	1 Term	7 7 0	
Manchester, School of Domestic Economy.	Cookery. Laundry Work.	3 Terms	30 0 0	* Cost of provisions, 18s. in addition to Tuition Fee.
		2 Terms	15 15 0	
	Housewifery.	1 Term	7 7 0	
Newcastle-on-Tyne, Northern Counties Training School of Cookery.	Cookery. Laundry Work.	3½ Terms	30 0 0	
		1 Term	8 8 0	
	Cookery. Laundry Work.	2 Terms	13 17 0	
		1 Term	7 11 0	
Norwich, Norfolk and Norwich School of Cookery.	Cookery. Laundry Work.	3 Terms	22 5 0	
		1 Term	7 7 0	
	Housewifery.	1 Term	9 13 0	
Preston, Harris Institute	Cookery. Laundry Work.	5 Terms	—	Fee for Housewifery Course 6l. 10s. 0d. for Students previously trained at the School.
		1 Term	10 0 0	
	Housewifery.	1 Term	9 18 0	
Sheffield, School of Cookery and Domestic Science.	Cookery. Laundry Work.	3 Terms	29 8 0	
		1 Term	8 8 0	
	Cookery. Laundry Work.	2 Terms	12 12 0	
		1 Term	7 7 0	
Trowbridge, Wiltshire School of Cookery.	Cookery. Laundry Work.	3 Terms	20 8 0	Wills Students pay half fees.
		2 Terms	12 0 0	
	Housewifery.	1 Term	7 16 0	

University of London

Telegrams UNIVERSITY LONDON
Telephone 01-636 8000

SENATE HOUSE
MALET STREET
LONDON
WC1E 7HU

Extension

66 - 72 Gower Street

Our ref
Your ref

London WC1E 6EE

June 1975

Dear Principal/Head of Centre/Registrar,

University of London General Entrance Requirement Regulations: Current Situation of General Certificate of Education Advanced level subjects in the field of Design and Technology, Home Economics and Textiles and Dress.

In the past two years, changes have been made in the recognition, under University of London general entrance requirements, of the G.C.E. Advanced level subjects Design and Technology, Home Economics and Textiles and Dress. This letter explains the present position.

One out of these three subjects is accepted at Advanced level for London University general entrance requirement purposes under Scheme A or Scheme B for entrance to B.Ed., or B.Hum., degrees, but under Scheme B only for all other degrees (University of London Regulations relating to University Entrance Requirements, Section B). Scheme A requires passes in five G.C.E. subjects of which at least two must be at Advanced level; Scheme B requires passes in four G.C.E. subjects of which at least three must be at Advanced level.

For certain degree courses specific subjects are specified as essential before a place on the course may be offered. Individual colleges should be consulted with regard to the subjects needed to satisfy the course requirements.

The following Advanced level subjects conducted by other G.C.E. Boards have been accepted as comparable to the London subjects and acceptable on the same terms (Bulletin on University Entrance Requirements, March 1975).

HOME ECONOMICS

<u>Subject</u>	<u>Board</u>
Domestic Science	AEB
Home Economics	Cambridge
Domestic Science (The Home, Family and Society)	JMB
Home Economics	Oxford
Home Economics	Welsh

TEXTILES AND DRESS

<u>Subject</u>	<u>Board</u>
Dress	AEB
Needlework and Dressmaking	Cambridge
Domestic Science (Needlework and Dressmaking)	JMB
Home Economics (Dress and Fabrics)	Oxford
Home Economics	Welsh

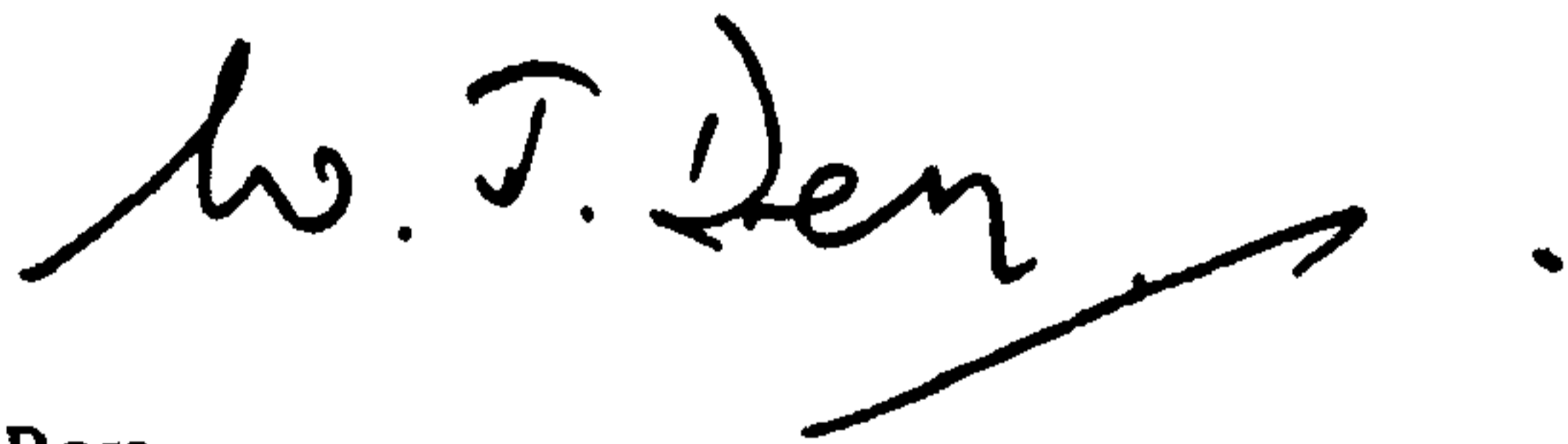
DESIGN AND TECHNOLOGY

<u>Subject</u>	<u>Board</u>
Elements of Engineering Design	Cambridge
A282 Applied Science and Technology	Oxford
A180 Design, Craft and Practice	Oxford
Craftwork Metal	AEB
Craftwork Wood	AEB

It has also been agreed to accept passes obtained at Advanced level in the old syllabuses of Woodwork and Metalwork of all G.C.E. Boards including London on the same terms as Design and Technology.

The full recognition already granted to the subjects A83 Design (Oxford), A82 Engineering (Oxford) and Engineering Science (JMB and AEB) will continue, as explained in the Regulations.

Yours faithfully,



W. Dey
Secretary, University Entrance Requirements Department



A. R. Stephenson
Secretary, School Examinations Department

Appendix A 7 a (copy)

Dear Mrs. Thorne,

I am afraid Nutrition is £1 cwo and the whole set
£3.16. College library? They do not deal with social factors
and their influence is minimal at present. The Nutrition
pamphlet (and all the others) were reviewed in Housecraft.
My problems are not social at all: they are due to ignorance
and inflexibility in high places. My only chance is to find
the few teachers and advisers who are capable of growth. Some
of them are terrific.

Irene Finch

Mon.

Dear Mrs. Thorne,

Many thanks for your letter. I am afraid I still do not think it is the people at fault but their ignorance. In the sense that what we must do is correct their ignorance on this small issue (not their basic personality or values). Their inflexibility comes from their ignorance. And I think Miss Johnston's (Eliz. Gaskell) recipe and "skills" oriented teacher is partly unintelligent but mainly ignorant. Headmistresses who try to make A-level easier for their weaker girls by attacking Mrs Fisher's scheme (Cambridge) do not realise that with proper science teaching in the 6th Form their girls could mostly do it. The science was mis-timed as well as mis-taught. Miss Rayment does not, (I suspect) really understand what my kind of science could do in the way of easing the burden, and sees all too clearly the upheaval that is necessary to get it. I think she misjudges both what teachers are willing to undertake (or could absorb "through their pores" if we could rewrite the textbooks) and the slowness of advance in the Colleges, where they are bedevilled by the separate origin and education of "science" and "cookery" etc. but now, have other problems also.

So it is no good looking at her social causation : we must try to find the evidence that will convince her, though in moments of despair we will all rail (especially me).

(p.ii)

It would perhaps be interesting if you got the views of Mr. Hutchinson of F C Calder, since he now moves into a position of real power. I imagine you have contacted Janet Harvey.

My problem is always how much time to spend on working out the material and how much time getting through to these people. But now that I have found some people who understand I put most effort into trying to help them.

As an example, I think I too am anti child development courses in HE. I think they should be given as an emergency measure in almost all schools, but by teachers whom we train properly. In big schools it should be a specialist H/E teacher but they can also have in their team an H/E teacher specialising in Cookery, another in Home Management etc. In small schools it is too much to ask of one teacher. What the advisers say is right: most teachers need a basic re-education in cookery, nutrition, etc. and merely to widen the subject is fatal. It is essential for their self-image if nothing else, that H/E teachers become more specialist.

I am not sure yet about 1st week in September but I hope I may be free.

Best wishes,

Irene Finch

P.S. On re-reading this I am sure you were right. There was an incredible authoritarian generation, with lingering relics still. But I do not come up against this really : only hear tales of what used to be. Much has changed in the last 2 years, eg heads of Colleges.

Appendix B

NEEDLEWORK AND THE CODE.

CIRCULAR TO H.M. INSPECTORS.

The Lords of the Committee of the Privy Council have issued the following circular to H.M. Inspectors:—

[Circular 282.]

“ Education Department,

“ 5th April, 1889.

“ Sir,—My Lords find that in the children's needlework, which has been examined by the Directress of Needlework at this Department, there were many instances of the materials having been prepared and fixed before they were distributed to the children. The table of exercises, in the Instructions to Her Majesty's Inspectors, distinctly prescribes that, except in and below Standard I., no fixing or preparation of pieces is allowable, and you should impress this rule upon the teachers. The children must themselves fold hems, draw threads for stitching, make bands, place tapes, fix buttons in position, cut button-holes, cut holes before patching, place patches, trace patterns, &c. It is the desire of my Lords that the needlework instruction in public elementary schools should be of a practical nature, and suitable to the wants of the children in after-life; it is therefore essential that children should know how to set about a given exercise in order to produce a certain result—their aptitude in fixing a patch the right side and way of the material is equal in importance to the neatness and regularity of the stitches. The correct fixing and preparation of the test specimens (by the children) must be taken into account in assessing the value of the needlework of a school; and, in cases where assistance is given in such fixing or preparation, the teachers should be warned that any repetition of it at future examinations will be regarded as equally unfair with assistance in other parts of the examination.—I am, sir, your obedient servant, P. CUMIN.

“ To

“ H. M. Inspector of Schools.”

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NEEDLEWORK DRILLS

NEEDLE DRILL

An object-lesson on the needle should be given previous to the drill.

Revise the parts of the needle, with their uses—the eye to carry the thread, the point to pierce the work, and the needle itself to hold the material to form the stitch.

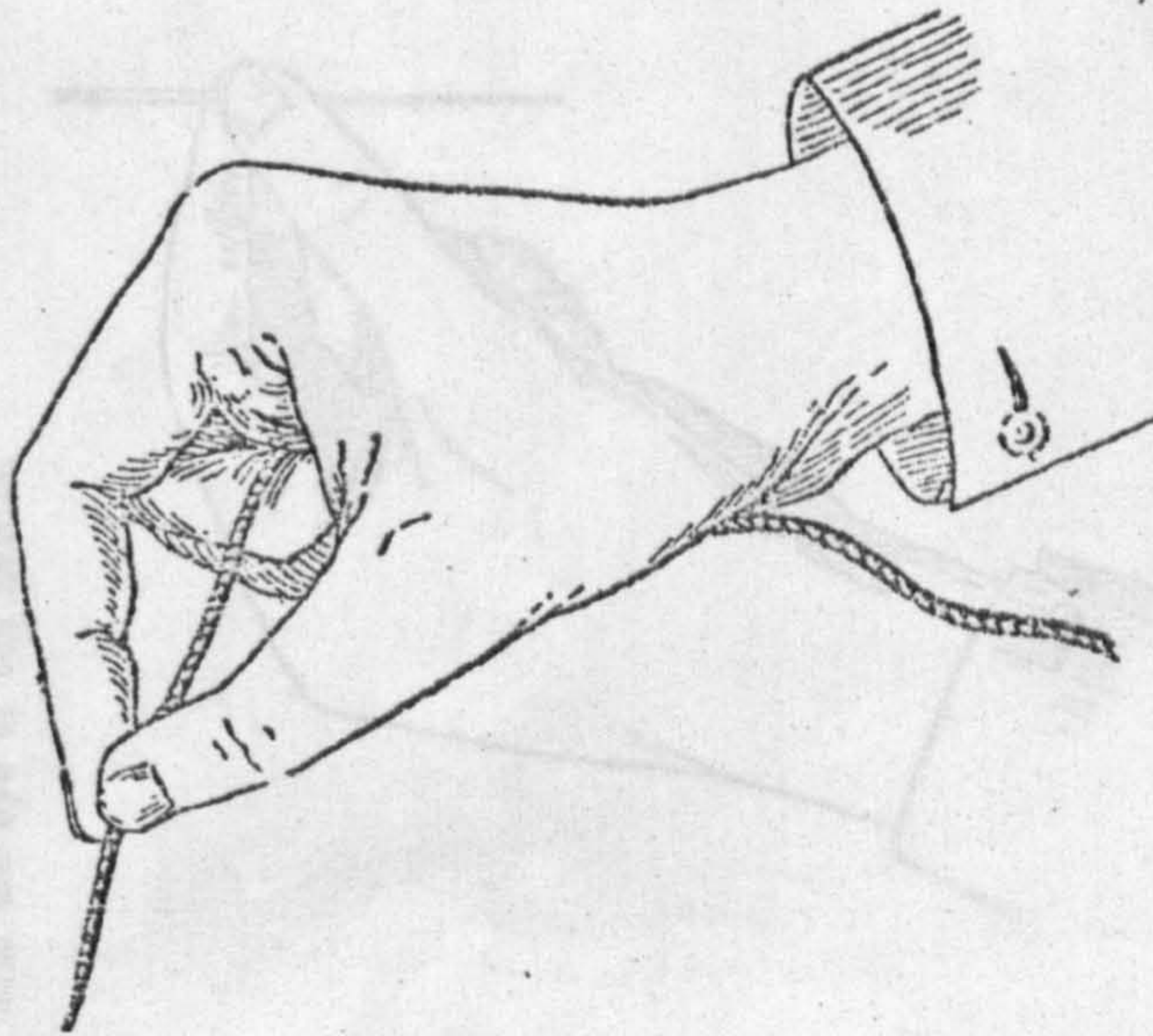


FIG. 8

The apparatus required will be a carpet or very coarse packing-needle, and fine twine or knitting cotton for the teacher, and coarse blunt-topped needles, about 2½ in. long, called 'baby-threaders,' for the little ones. Fine twine or knitting-cotton may be used for thread, although some teachers prefer ordinary coloured sewing-cotton in half-yard

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INTRODUCTION

lengths. Place the cotton opposite the right hand and the needle opposite the left.

Word of Command

- Full Directions
1. Raise the right hand as for thimble show.
 2. With the thumb and forefinger of the right hand take up the cotton, about half an inch from one end.

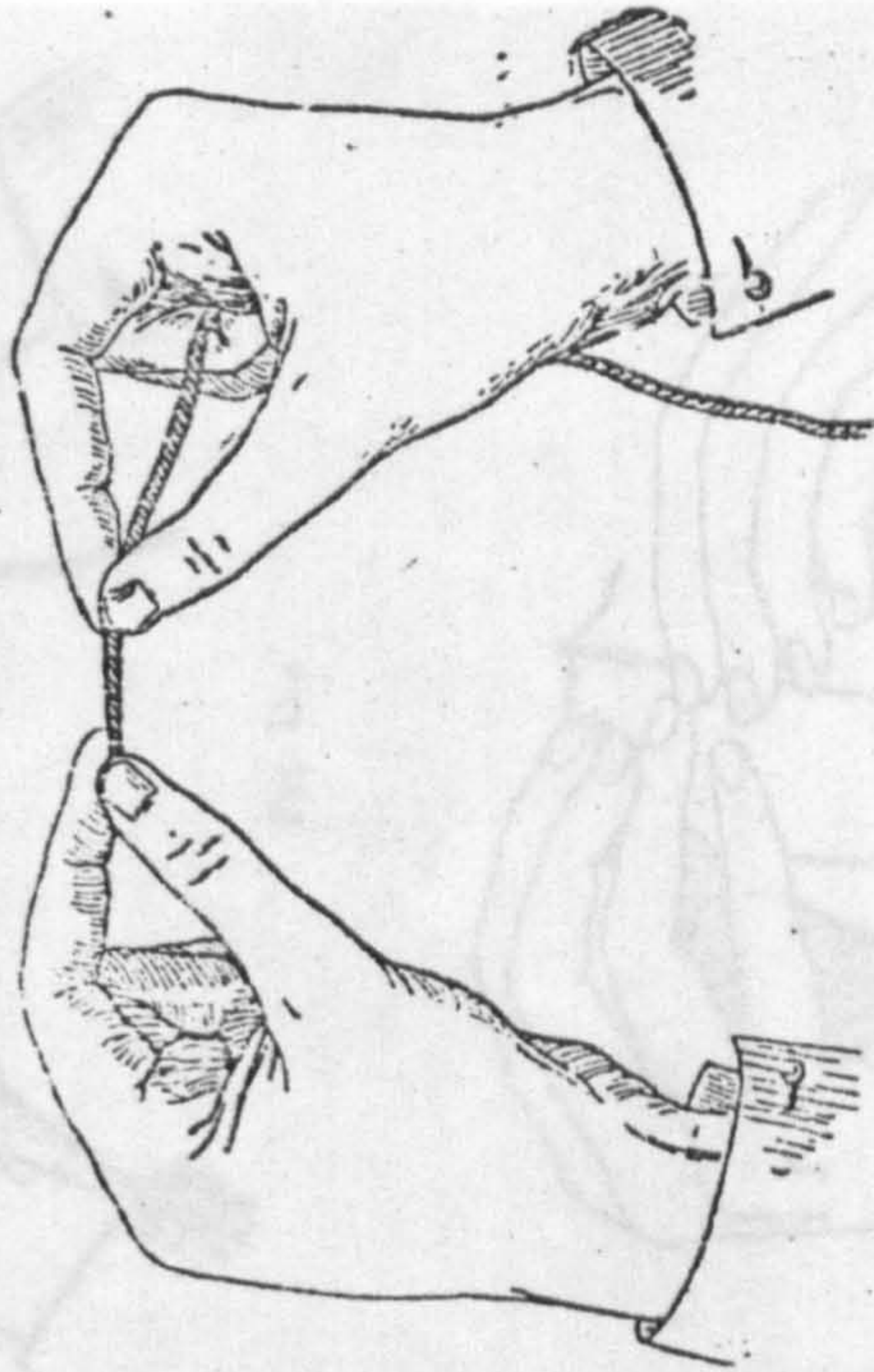


FIG. 9

3. Bring the left hand up to meet the right, take hold of the end, and with the thumb and forefinger of the left hand flatten and roll the end to make a point, so that it will pass easily through the eye of the needle. (Demonstrate that the children must roll WITH THE TWIST of the cotton.)

3. Twist. (fig. 9)

Drills

Word of Command

Full Directions

- 4. Show children how to take up the needle, with the eye upwards, with the left thumb and forefinger, folding the other fingers into the palm of the hand.
- 5. Show how to bring both hands together with the end of cotton opposite the eye of the needle.
- 6. Thread.

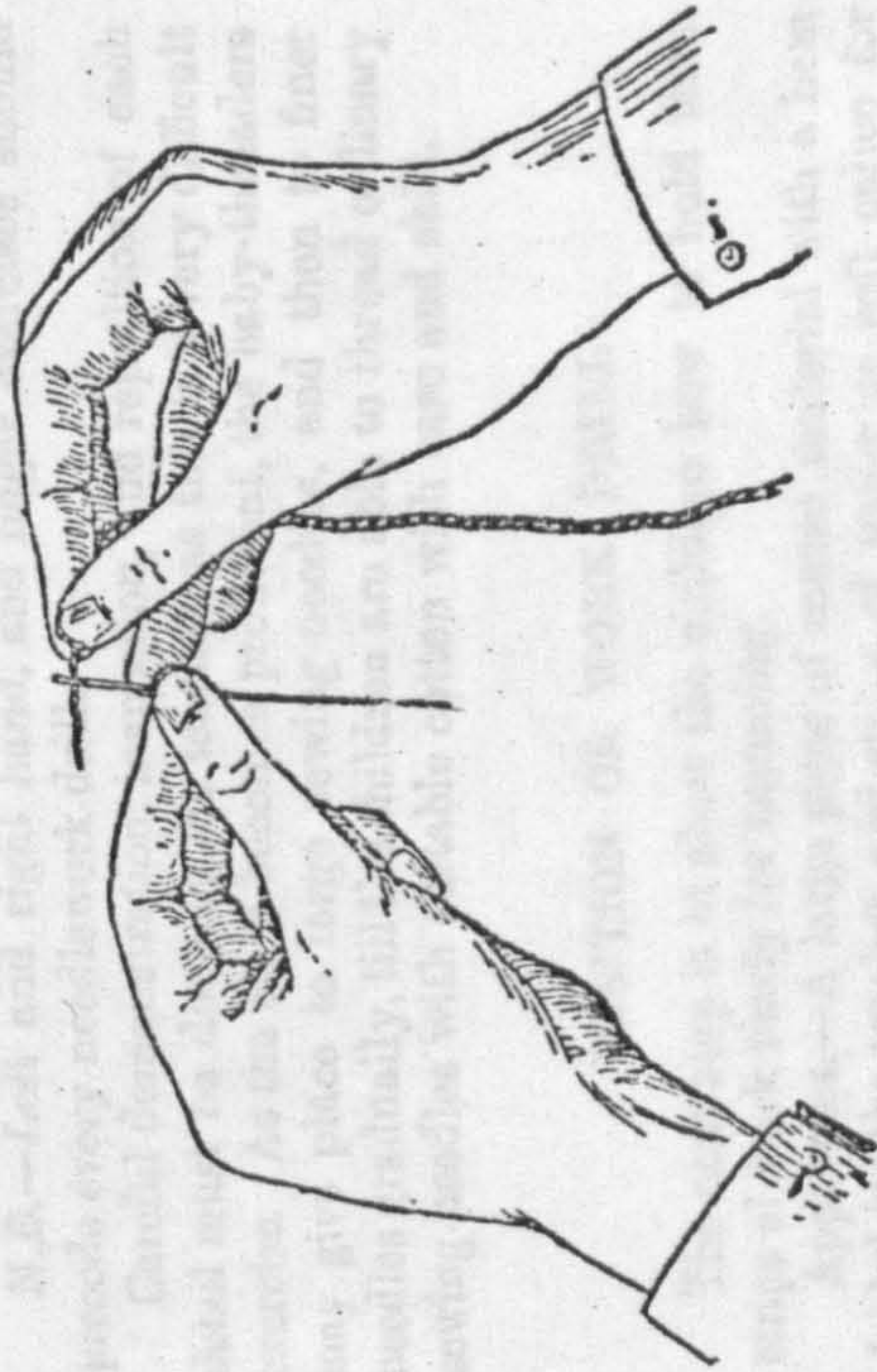


FIG. 11 A

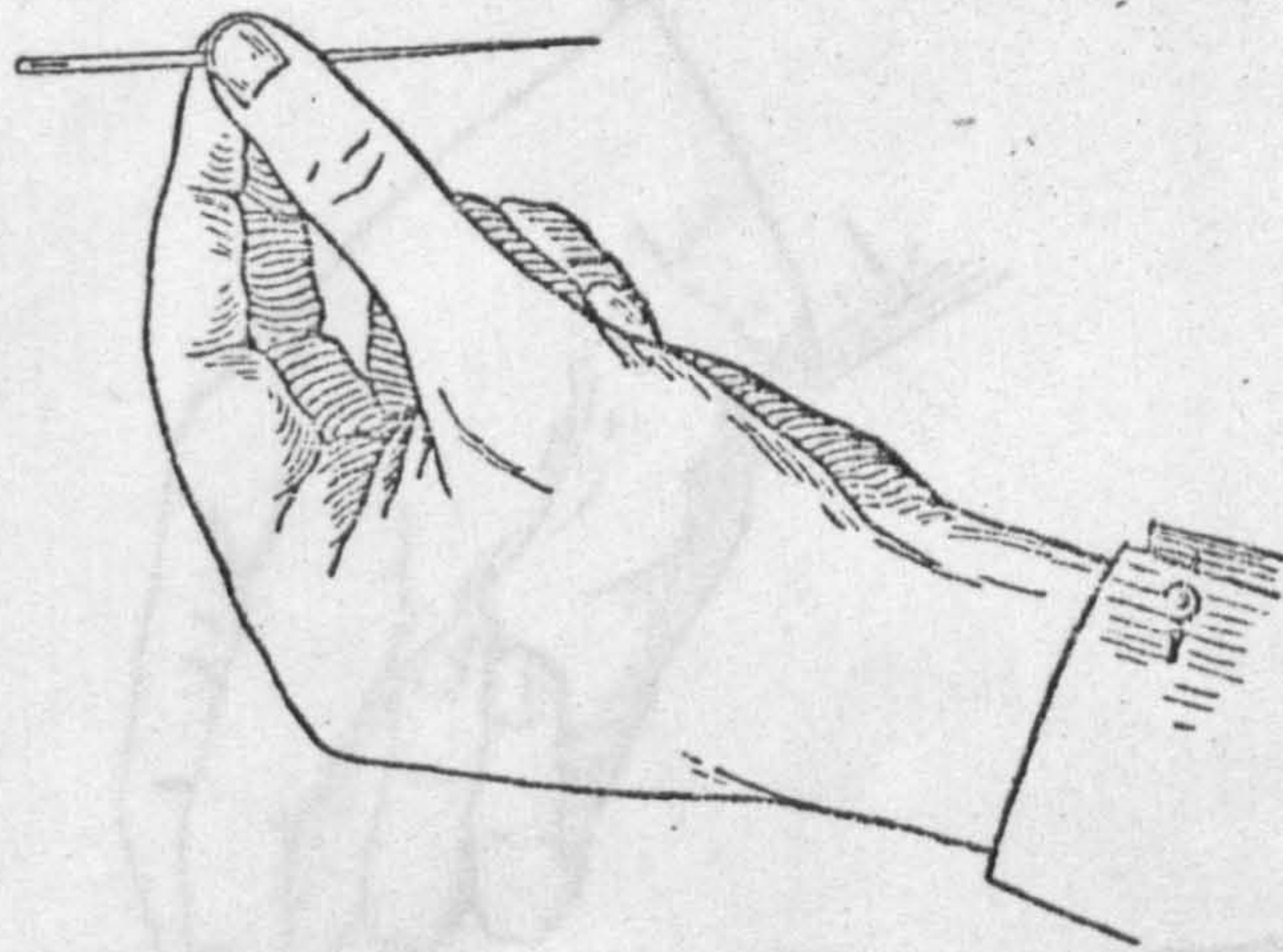


FIG. 10

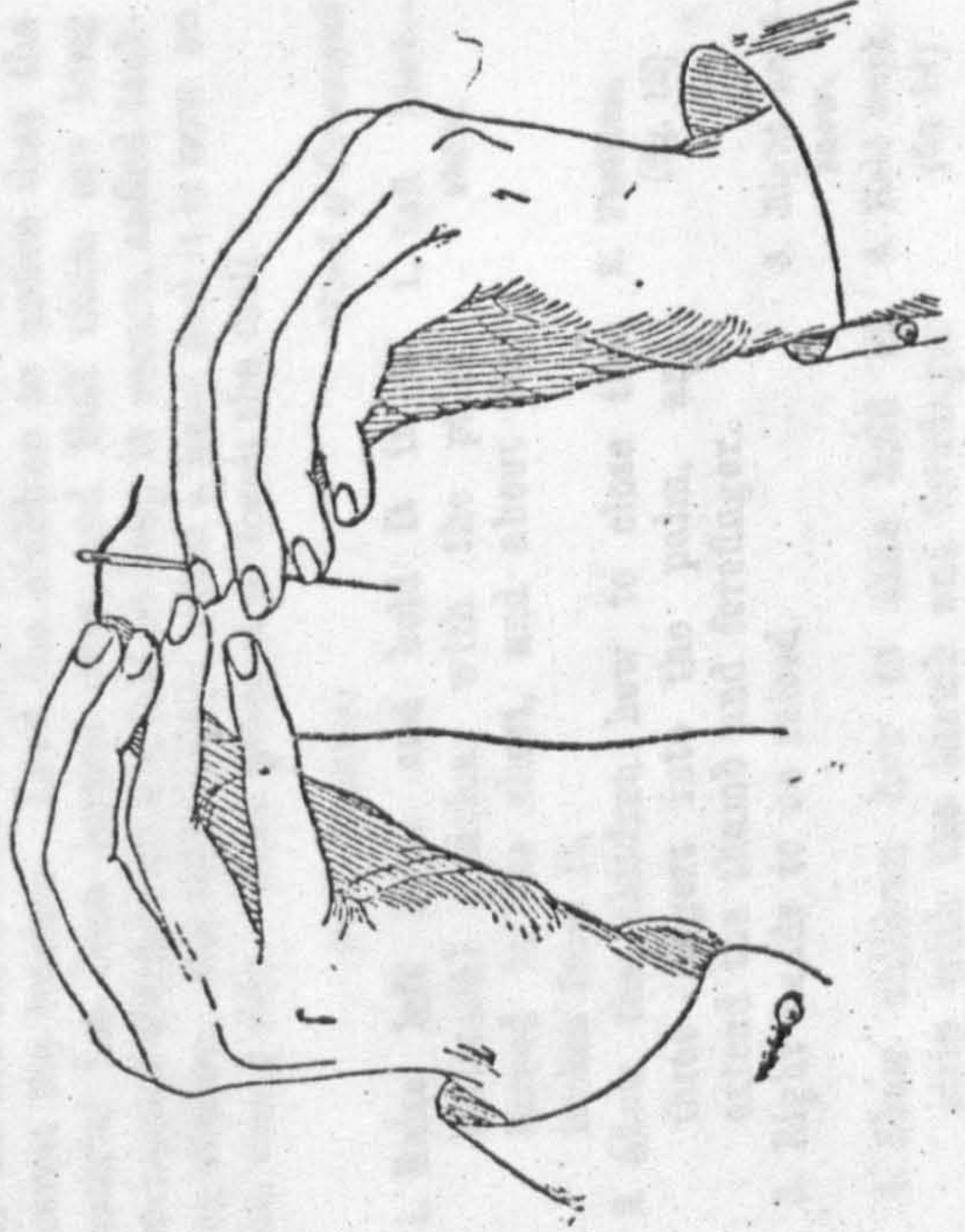


FIG. 11 B

6. The children must now pass the end through the eye for about half an inch, and then slip the thumb and forefinger over the eye to catch the short end. The left hand must be kept steady while the right hand does the work

Drills

Full Directions

7. Show how to pull the end through for about four inches, and notice that this gives a long and short end.
8. Let the children take hold of the needle with the right thumb and forefinger and show needle threaded.

Word of Command

7. Pull
8. show. (fig. 12)

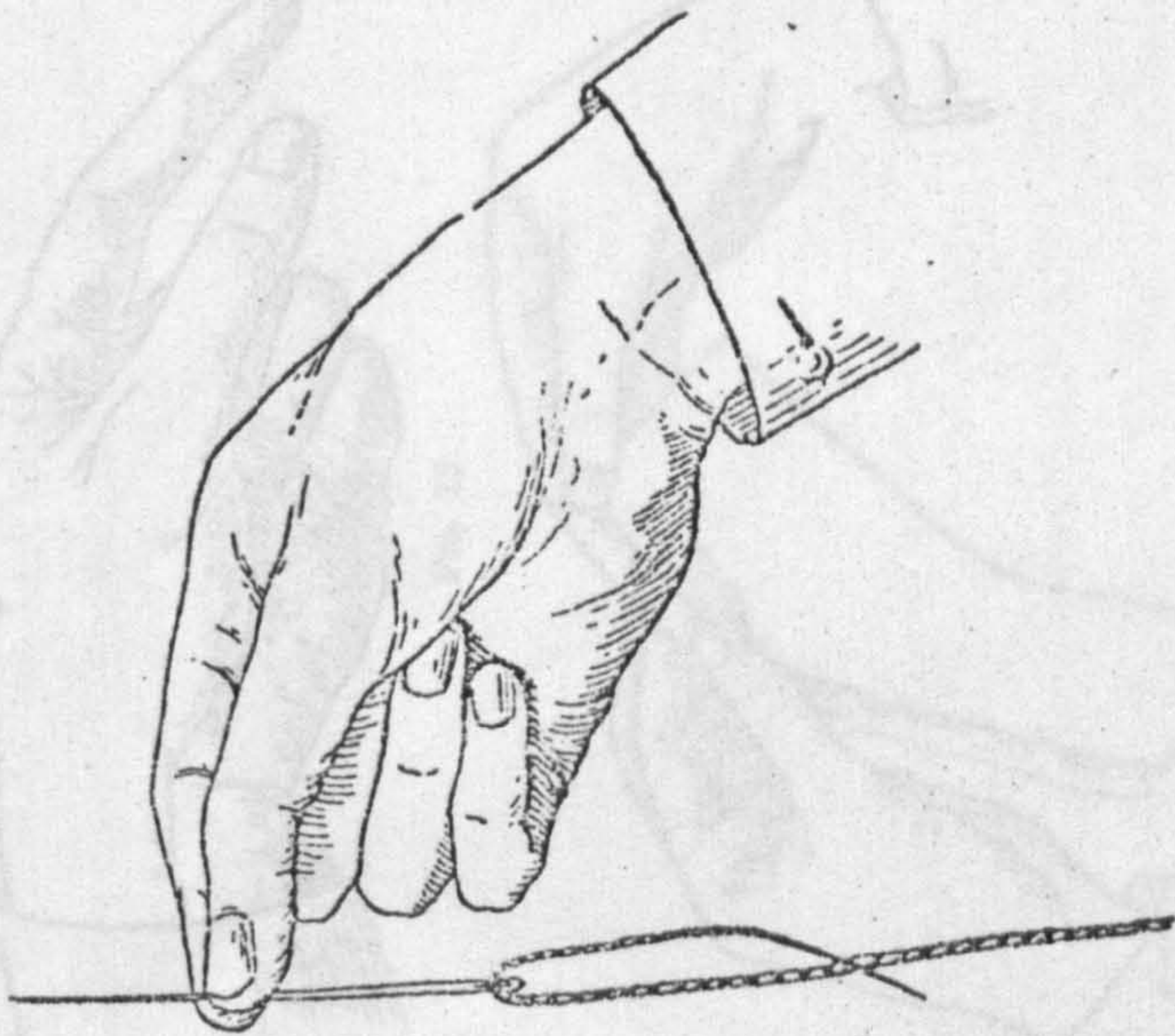


FIG. 12

9. Show children how to take hold of long end with the thumb and forefinger of the left hand, and draw out tie thread.
10. Place the apparatus as at the beginning of the lesson by crossing the hands.

N.B.—Left and right hand, and finger exercises should precede every needlework drill.

Careful demonstration, inspection, and repetition of each detail must be done by the teacher, as this is a very difficult exercise. As the class becomes proficient, the baby-threaders may give place to large sewing-needles, and then to finer needles gradually, till the children are able to thread ordinary sewing-needles with suitable cotton with ease and skill.

POSITION OR WORK DRILL

The next step is to show the children how to hold their strips of work ready for hemming.

Apparatus.—A large piece of coarse material with a hem folded for the teacher, and strips of paper or soft calico for the children, with hems about $\frac{1}{4}$ of an inch fixed for them.

Each child must have her strip placed horizontally before her on the desk, with the fold of the hem uppermost and nearest the teacher. Lead the children to notice that the material has been turned over, and that there are long horizontal stitches on the fold to keep it secure, called tacking stitches; the fold itself is called a hem, and it is now on the wrong side. Then proceed to teach the drill.

Full Directions

Word of Command

1. Raise left hand and hold it in a horizontal position, with the palm turned to the chest, and about six inches from it.
2. show the children how to close the three fingers into the palm, and extend the thumb and forefinger.
3. Right hands to be raised.
4. Show children how to take hold of strip with the thumb and forefinger of the right hand near the end.

Full Directions
 7. The children must next take hold of the right end of the work with the right thumb and forefinger, and pass the left thumb and forefinger to the other end, and place it on the desks as at the beginning of the lesson.

Word of Command
 7. Hold with both hands.
 8. Desks.

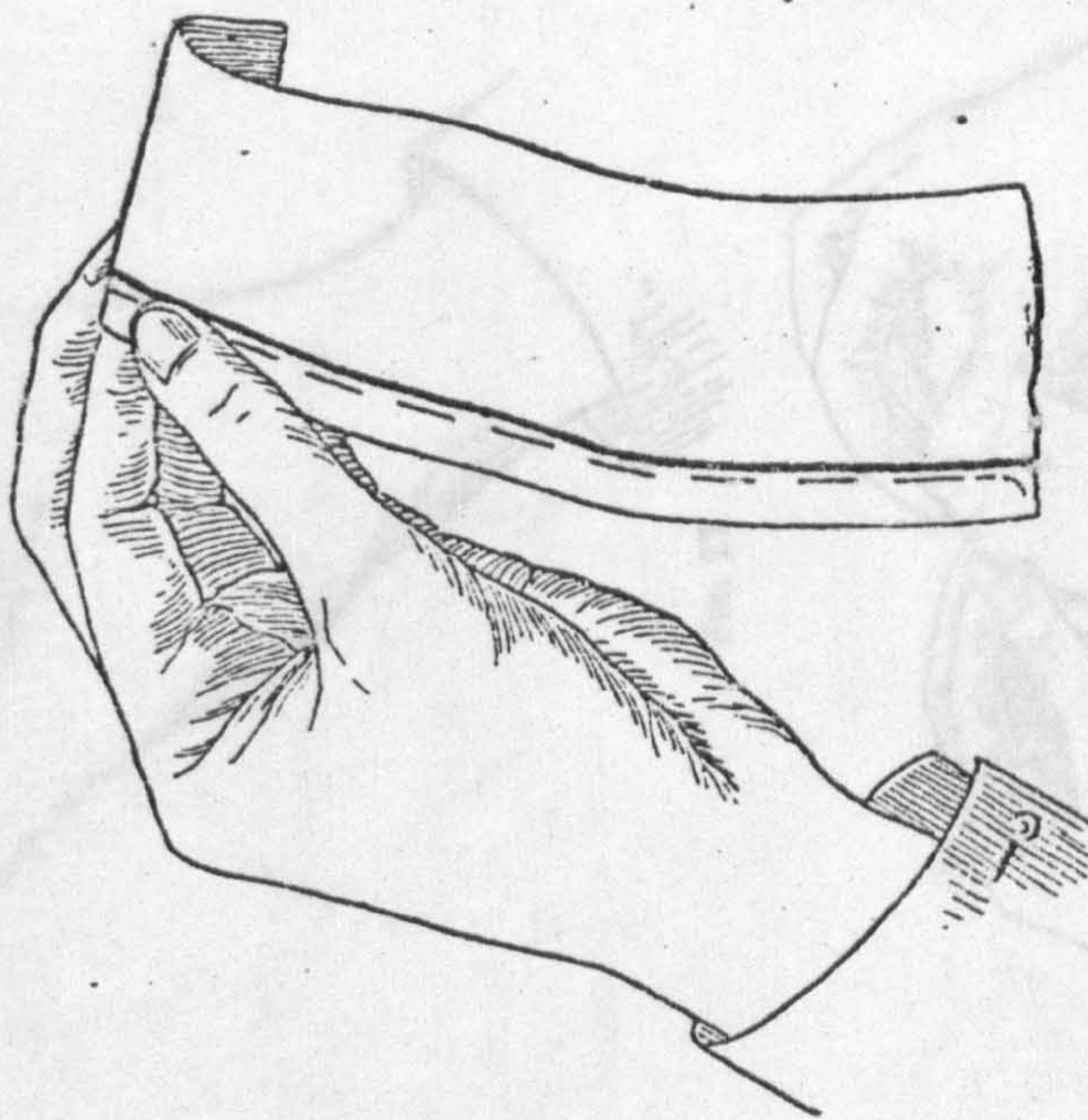


FIG. 15

When the children are proficient in the above drills, proceed to teach them how to hold the needle in position for making a stitch. Supply each child with a strip of paper, a coarse needle (No. 5 betweens), and a thimble.

Full Directions
 5. Let the children work with the teacher in placing the hem over the end of left forefinger, so that the edge of the hem comes just at the bottom of the nail.

Word of Command
 5. Place over.



FIG. 13

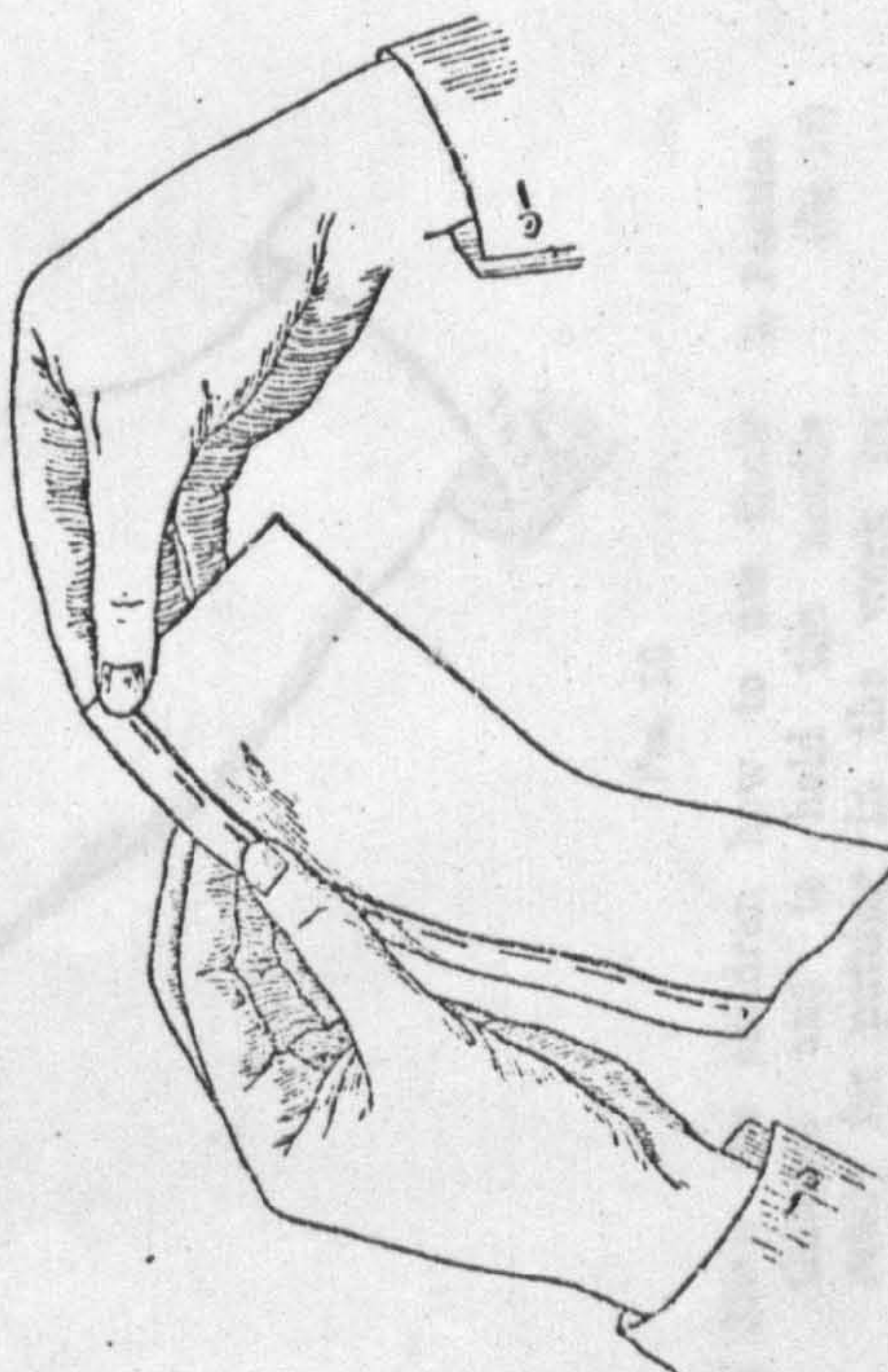


FIG. 14

6. Show the children how to hold the work in place, by the left thumb and middle finger, with the edge of the hem opposite the centre of the thumb-nail.

6. Position. (fig. 15)

Drills

THE DRILL

Full Directions

1. Show the children how to take hold of the needle about the middle, nearer the eye than the point, with the thumb and forefinger of the right hand, the eye towards the right hand.

Word of Command

1. Take up needle. (fig. 16)

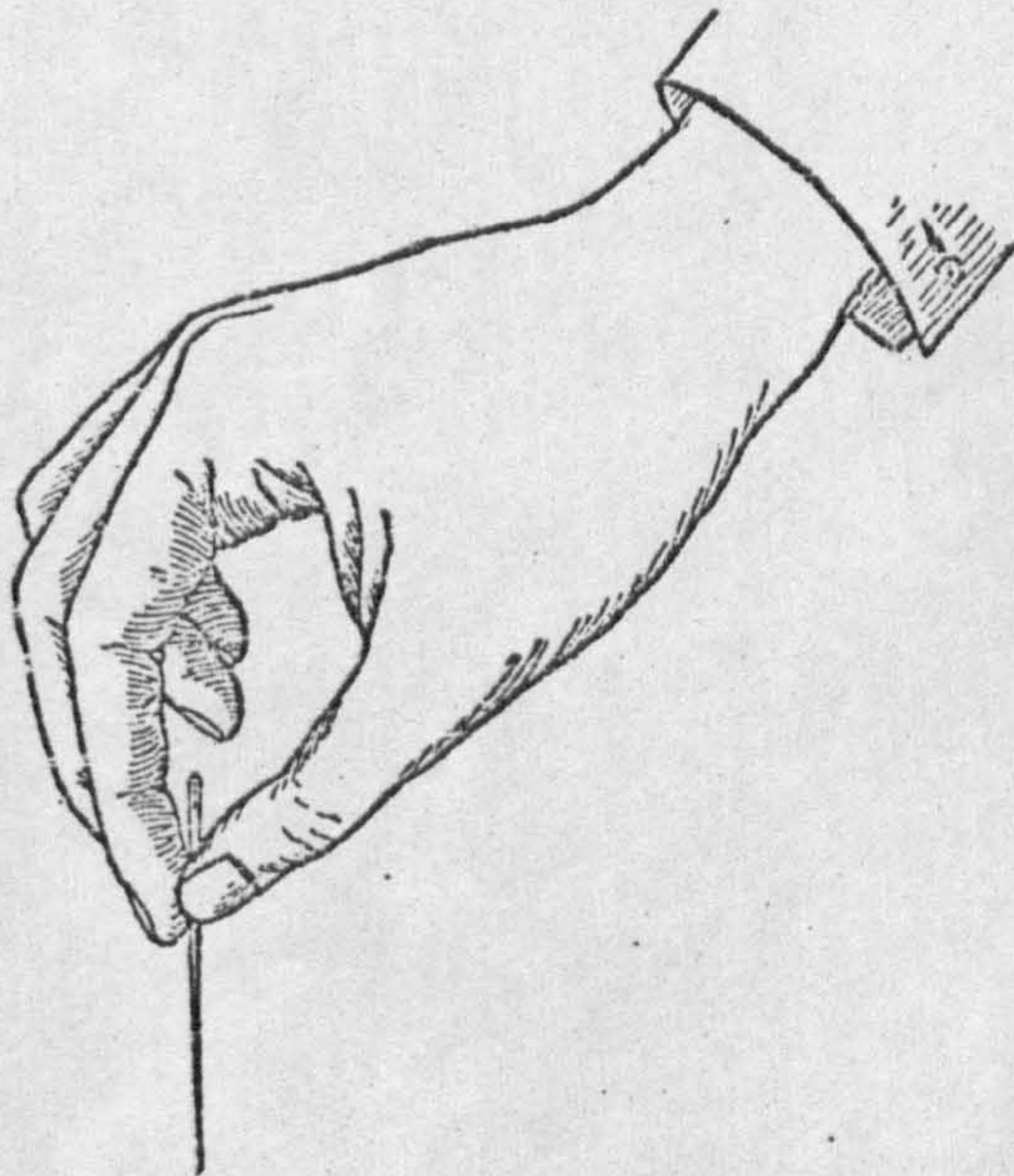


FIG. 16

2. Show the children how to use their thumb and to hold the needle ready for putting in the work by placing the top of the thumb to the eye of the needle.
3. Next demonstrate how to place the point of the needle just below the edge of the hem, with the point to the middle of the thumb-nail.

FIG. 20

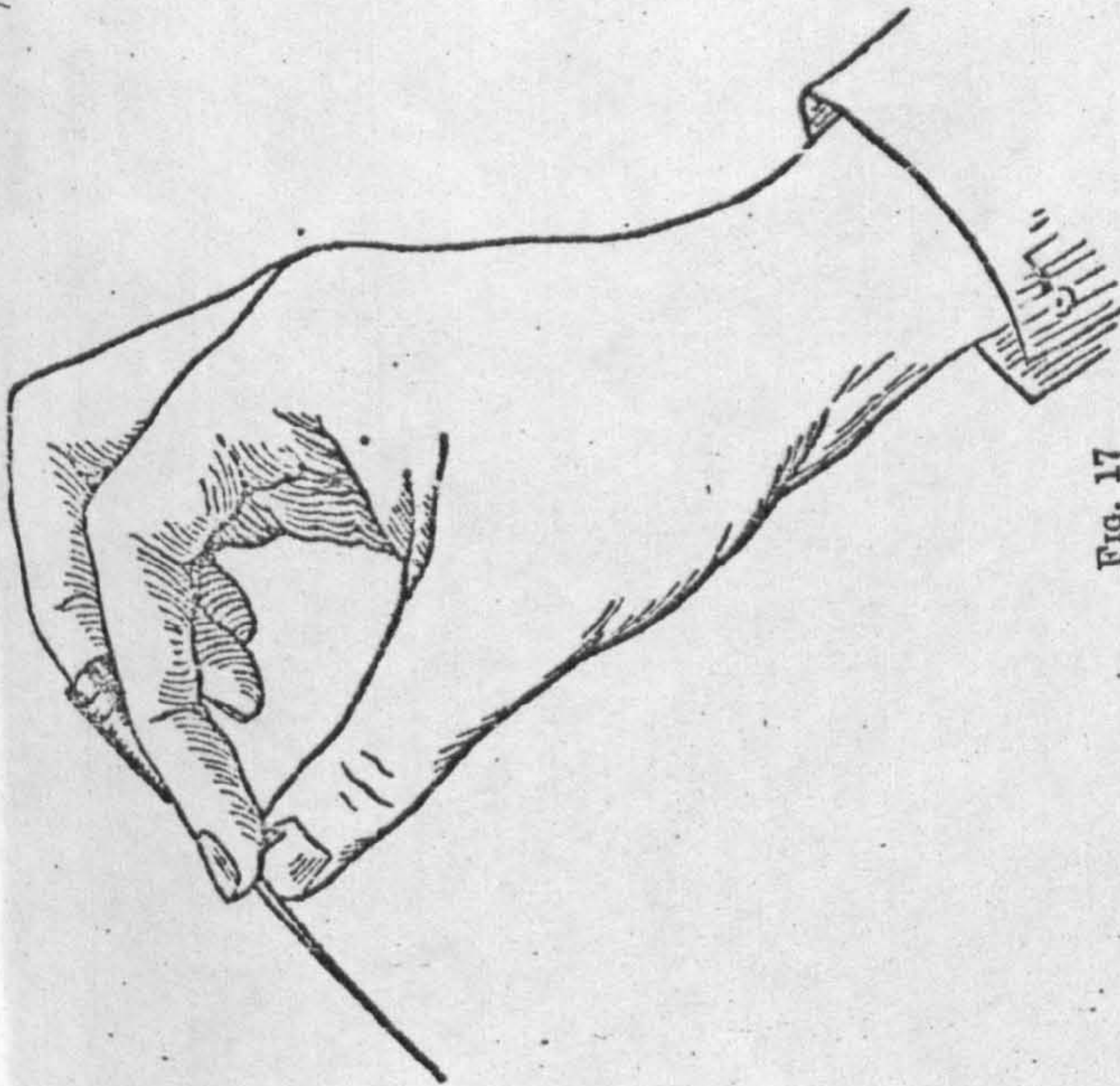


FIG. 17

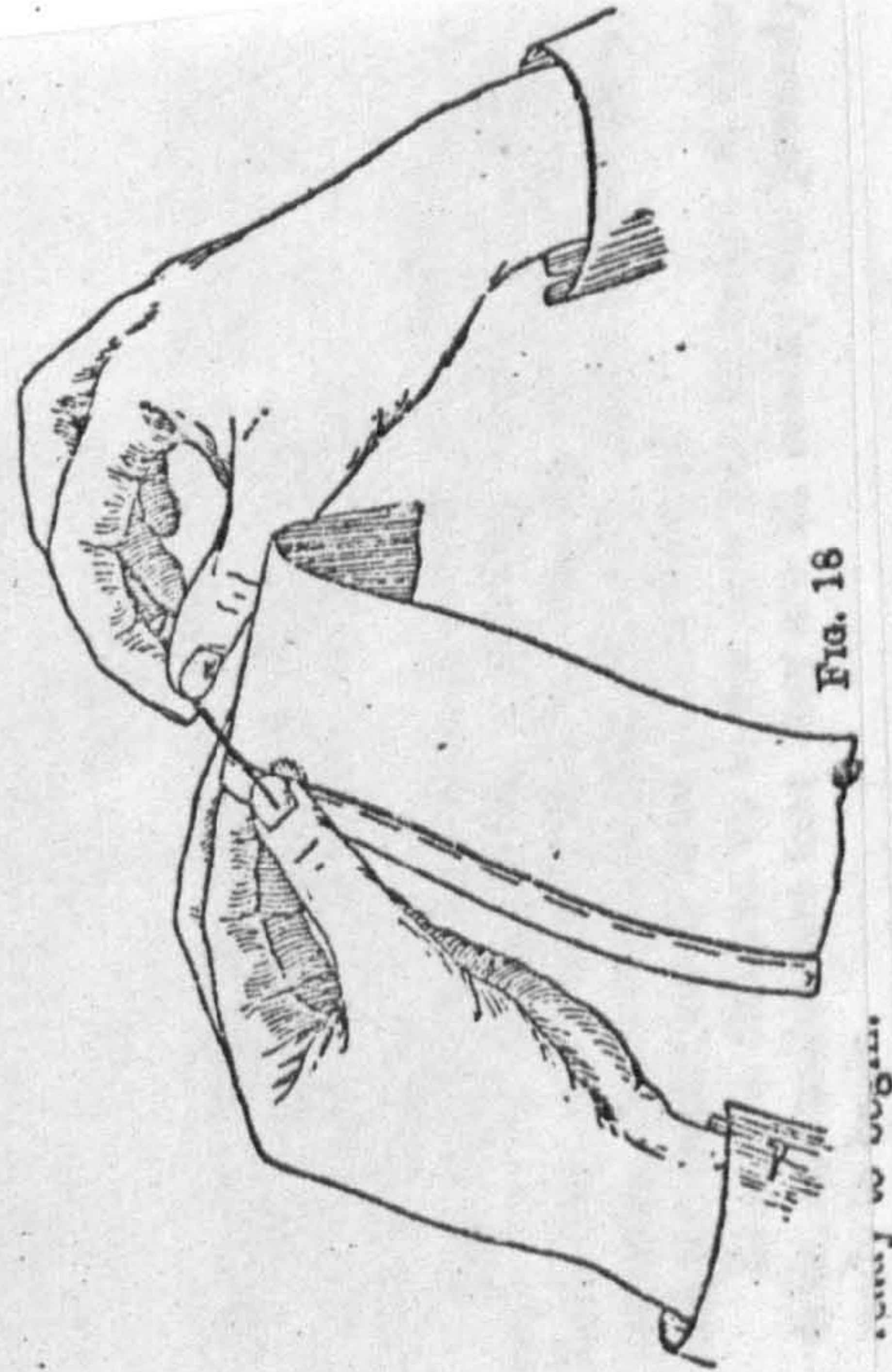


FIG. 18

Drills

Source : T.H.James 1925

*Full Directions**Word of Command*

4. Show them how to take up a stitch with the needle in the same direction, and bring the needle out at the middle of the thumb-nail.
5. Show them how to push with the thimble, at the same time resting the right thumb on the left forefinger, and raising the right forefinger off the needle.
6. When the needle is pushed nearly through, take hold of the point with the right thumb and forefinger, and pull through towards the right shoulder.

4. Stitch.
(fig. 19)

5. Push.
(see fig. 19)

6. Pull through.
(fig. 20)

N.B.—This drill requires much time and patience, and must be taken slowly, so that each detail is thoroughly and correctly mastered. It will, in the long run, well repay the trouble that has been taken.

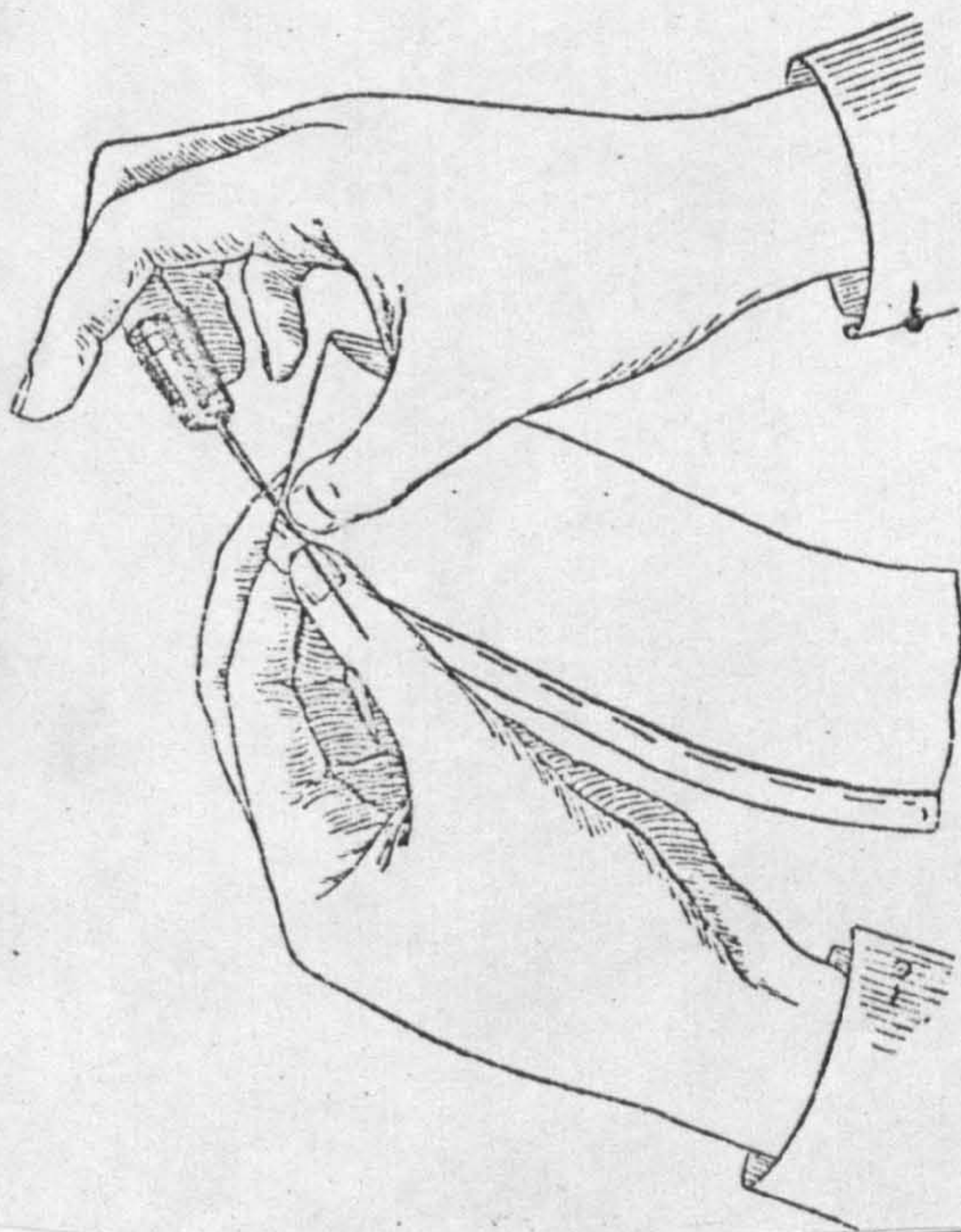


FIG. 19



FIG. 20

STITCH DRILL

The drill that naturally follows the needle-holding drill is the stitch drill, when the children handle the thread as well as the needle. This will come very easy if the previous drills are known.

Apparatus.—A large piece of coarse material with hem fixed for the teacher, with a suitable needle and thread. Each child must be supplied with a strip of calico fixed for hemming, the cotton fastened on, about twelve stitches done, and the needle ready to be pulled through.

Bring the children up to the new step by means of their drills, and make sure that they are all exactly and precisely ready to begin.

Drills

Appendix B 3

Schedule III

APPENDIX

SCHEDULE III. (B)

NEEDLEWORK

SEE ALSO APPENDIX I. OF REVISED INSTRUCTIONS

N.B.—The materials and the stitches of the exercises performed before the Inspector, or in the garments shown to him, should not be so fine as to strain the eyesight of the children, and the presentation of needlework of too fine a character will be considered a defect.

GIRLS' AND INFANTS' DEPARTMENTS

BELOW STANDARD I

1. Needle drill. Position drill.
2. Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—(1) black, (2) red, (3) blue.
3. Knitting-pin drill.
4. A strip knitted (12 inches by 8 inches) in cotton or wool, or four small squares 8 inches by 8 inches.

STANDARD I.

1. Hemming, seaming (top-sewing), felling. A small untrimmed garment or other useful article showing these stitches.
2. Knitting.—Two needles, plain, e.g. a strip or a comforter.

F F

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APPENDIX

STANDARD II

1. The work of the previous standard with greater skill. A small untrimmed garment or other useful article.
2. Knitting.—Two needles, plain and purled, e.g. cuffs or any simple knitted article, vests, strips for petticoats, &c.

STANDARD III.

1. The work of the previous standards, stitching on coarse material, pleating, and sewing on strings. A simple untrimmed garment, e.g. a pinafore, an apron, a petticoat.
2. Herring-bone stitch on single-thread canvas or on cheese-cloth.
3. Darning (simple) on single-thread canvas or on cheese-cloth.
4. Knitting.—Four needles, plain and purled, e.g. cuffs, welts of socks, &c.

STANDARD IV.

1. The work of the previous standards, and gathering and setting-in. An untrimmed garment, e.g. a chemise, child's overall, &c.
2. Darning.—Plain (as for thin places), on stocking-web material.
3. Knitting.—Four needles. A simple knitted garment.
4. Patching on coarse flannel (herring-bone stitch).
5. Cutting out, in paper. A child's chemise or plain pinafore (two sizes) to be cut out by some simple scale of proportion.

STANDARD V.

1. The work of the previous standards. Button-holing and sewing on buttons. Putting on tape loops and strengthening-tapes. A simple garment to be cut out by the maker.
2. Knitting.—Four needles. A simple knitted garment.
3. Plain-darning a hole in stocking-web material.
4. Cutting out, in paper and in material, a garment suitable for making up in Standard III.

APPENDIX

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STANDARD VI.

1. The work of the previous standards and tuck-running. Any garment (showing the stitches of this and previous standards) to be cut out by the maker.
2. Patching in calico and print.
3. Cutting out, in paper and in material, a garment suitable for making up in Standard IV.

STANDARD VII.

1. The work of the previous standards and gusset-making. Garment cut out by the maker.
2. Darning on coarse linen (diagonal cut) and on woollen material (hedger-tear).
3. Cutting out, in paper, a reduced and enlarged pattern of the garment selected for the year's work (paragraph 1).

NOTES

In schools where needlework is taken under Art. 101e (ii) of the Code for 1899, the following requirements of this schedule shall be omitted:

- Standard IV. (5), 'cutting out in paper, &c. &c.'
 Standard V. (1), 'to be cut out by the maker.'
 Standard V. (4), 'and in material.'
 Standard VI. (3), 'and in material.'
 Standard VII. (3), 'cutting out in paper, &c. &c.'

COURSE OF NEEDLEWORK FOR SMALL SCHOOLS

FIRST STAGE

Hemming, seaming (top-sewing), felling, and pleating.
 Garments showing these stitches.
 Knitting with two needles.
 A small garment for every two scholars, or a reasonable number of needlework exercises, and a knitted article, suited to this stage, to be submitted to the Inspector.

SECOND STAGE

Gathering and button-holing.
 Darning on stockings or woollen material and patching in calico, print, and flannel.
 Knitting with four needles.
 Garments suited to this stage, and a sock, stocking, or simple knitted garment to be submitted to the Inspector. Elementary cutting-out in the highest class only.

F F 2

Appendix B 4**APPENDIX.****INSTRUCTIONS TO H.M. INSPECTORS AS TO EXAMINATION IN
NEEDLEWORK.**

(Schedule III, 1892.)

1. Forty-five minutes (exclusive of the time occupied in giving out and collection of the work) should, as a rule, be given to this examination.

2. A table of exercises, to be worked in this time is annexed. The material required for each is shown. *The exercises, if completed so far as to furnish a proper test, will satisfy the requirements of the examination.*

3. It is desirable that as a rule, and when the numbers in the standards are sufficiently large, the whole of the exercises should be given. You should therefore divide the scholars in each standard examined into as many groups (A, B, C, &c.) as there are exercises to be performed, and assign one exercise to the children of each group. Thus, for example, Standard IV. would be divided into four groups, and each of the four exercises would be worked in one of the groups.

4. Suitable needles, cotton, thimbles and scissors, if not given out beforehand, should be in readiness for distribution with the other materials, so that time may not be lost at the examination. Each girl should fasten securely together the different specimens, if the exercise include more than one.

5. It is important that too fine needlework should be avoided. No exact rule as to the size or number of stitches (on a given space) can be laid down; but the approximate standard to be kept in view, in hemming, seaming and stitching, may be taken to be as follows:

Hemming.	{	Infants and Standard I., about 6 to 10 stitches to the inch.
	{	Standard II. and upwards, about 8 to 18 stitches to the inch.
Seaming and stitching.	{	Standards I. to VII., about 12 to 24 stitches to the inch.

(According to material.)

6. It is essential, however, that children should be taught needlework according to this approximate standard without counting threads (a habit which is most pernicious to the eyesight), and that their knowledge of it should be attained simply by training the hand to work with the eye.

EDUCATIONAL BLUE-BOOK FOR 1891.

Report for the Year 1891, by the Hon. Mrs. Colborne, Directress
of Needlework.

March 7th, 1892.

MY LORDS,

I HAVE the honour to submit my annual report on the needlework of the students in training colleges, of acting teachers, of pupil-teachers, and of a large number of school children.

The opening during the past year of non-residential colleges has increased the number of candidates examined individually in the art of teaching needlework. 79 students were presented at the certificate examination from the day colleges established in Birmingham, Cardiff, Newcastle, and Nottingham. In each case the needlework instruction is under the direction of a fully qualified teacher; the students follow the same course as that of their colleagues in residential colleges, and the results of their studies are tested by the same examinations. The addition of this number of trained teachers will prove of great value to schools, for there still are many which need the help of mistresses thoroughly proficient in the best methods of teaching needlework.

Great improvement has, however, taken place in the quality of the instruction given by untrained teachers; but the children's needlework still shows occasionally that there has in the past been a certain lack of systematic teaching. Progress has, therefore, been slower and the journey through the needlework schedule has been rougher than if a trained hand had been with the children to smooth the way and to help them over difficulties.

During the year 1891 the work of 3,091 schools has been examined by my assistants and myself. Of this number 65 were classified as "moderate" (42 failing to earn any grant) the awarding or withholding of the grant in the other 23 cases was left to the decision of Her Majesty's Inspector, who was requested to take into consideration the general character of the needlework done by the children during the school year. Eighty-five schools received the summary mark "excellent," and the remainder were classified as "good" or "fair."

The above-mentioned schools are scattered all over the country, and they include voluntary and board schools; it has, therefore, been possible to form a general opinion of the average standard of efficiency to which the schools of the country have reached. This standard is a far more satisfactory one than it was a few years ago. There is, however, one great change in the needlework instruction which I should like to see made; it is this: a decrease in the time spent in the production of tiny stitches, and an increase in the attention paid to the useful and more prosaic work of

cutting out well-shaped garments, and of learning how to make them up. Too often is there just cause for the reproach brought against girls who have just left school that although they can make beautiful "specimens" of every stitch and exercise in the needlework syllabus, they are quite incapable of cutting out and making a simple garment for themselves or their employers. To remedy this weakness I would recommend that the elder girls be allowed to provide themselves with material which they might (under the teacher's supervision) cut into any garments required in their homes; the putting together and tacking of the various parts of the garments should also be done by them (under proper guidance), but the actual making up (for which there would not be time during school hours) should be done at home by the aid (if necessary) of a sewing machine. This arrangement ought not to interfere with the regular work required by the needlework syllabus, but might occupy the time which is now spent in beautifying the sample exercises and the garments destined to be shown to Her Majesty's Inspector at his annual visit.

At the present moment needlework has to hold its own against two somewhat formidable rivals, cookery and laundry work. The latter occupations have (for most girls) greater attractions than the use of a needle; it therefore behoves our teachers to exert themselves to make the needlework lesson as interesting as possible, and thus ensure the continued success of a subject which forms so essential a branch of a girl's education.

I beg leave to submit to my Lords the special reports on each college.

I have the honour to be, &c.
RHODA F. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council on Education.

Senior School Certificate Examination1913

Senior School Certificate Examination. 1913.

DOMESTIC SCIENCE.

(Three hours.)

1. Explain, with experimental illustrations :
 - (a) The Rusting of Iron.
 - (b) The Tarnishing of Silver.
 - (c) The Formation of Verdigris.
2. What do you understand by the term Solubility of a substance? How would you find the solubility in water of (a) Nitre, (b) Ammonia?
3. Explain the action of (a) Yeast, (b) Baking powder in baking. What conditions are most suitable for the use of these substances? Give your reasons.
4. What are the chief properties of Caustic Soda and of Washing Soda? How may each be converted into the other?
5. What is a Clinical Thermometer? What are the chief points to be aimed at in such a thermometer, and how can they best be attained? Give the mean temperature of the blood in degrees Fahrenheit and in degrees Centigrade.
6. You are given a lever balance which has one arm longer than the other; describe and explain (i.) how you could accurately compare the weights of different bodies with one another, (ii.) how you could find the true weight of these bodies.
7. Explain the action of the ball-tap and syphon flushing-box of an ordinary water-closet.
8. Describe experiments to illustrate the formation of clouds and rain.

Senior School Certificate : Course content1913

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JOINT MATRICULATION BOARD. 1913

SENIOR SCHOOL CERTIFICATE EXAMINATION.

14. *Domestic Science.* (One paper of two hours.)

The balance and its use.

Density. Comparison of Densities of different substances (e.g., milk, alcohol, oil, copper, wood).

Hydrometers. Lactometers.

Heat. Effect of Heat on Solids, Liquids, and Gases :

Expansion. Melting point of ice and wax.

Boiling point of water, milk, oil, alcohol.

Thermometers. Comparison of different scales.

Maximum and minimum thermometers. Clinical thermometers.

The atmosphere. Pressure.

The Barometer. How to construct and read one.

Syphon. Syringe. Pump.

Composition of the Atmosphere. Simple experiments to show preparation and properties of Oxygen, Nitrogen, Carbon Dioxide.

Need for Ventilation. Methods of ventilating a small room and a large hall. Different kinds of ventilators.

Methods of heating rooms ; hot water supply.

Water vapour in the air. Forms in which it may be condensed. Clouds and Rain.

Natural waters. Hard and soft water, their behaviour towards soap. Methods of softening (a) temporarily, (b) permanently hard water.

Solution and evaporation. Crystallisation. Solubility of different substances in hot and cold water, also in other solvents.

Flame. Structure of candle flame and a Bunsen flame.

Acids, Alkalies, and Bases. Removal of stains.

Salt, Soda, Washing Soda.

Composition and action of baking powder.

Ferments. Action of ferments in bread-making and beer-making.

Souring of milk.

Acetic acid and vinegar. Yeast, mould.

Soap and soap making. Hard soap. Soft soap. Use of soap.

Starch ; Sugar ; Albumen ; simple tests and properties.

Disinfectants.

COOKERY.

(One and a half hours.)

Three questions to be answered.

1. Discuss "Paper-bag cookery."
2. What are the advantages of a double vessel in cooking? Describe the preparation of two dishes in which you consider it essential.
3. Name the different "cuts," etc., of Mutton. Give average prices, and state a suitable method of cooking and serving each.
4. Give a list of the Fats used as food, and give some account of their individual value in ordinary diet.
5. Describe the making of Bread, and give reasons for the different stages of the process.

COOKERY.

PRACTICAL EXAMINATION.

(One and a half hours.)

The tests will be allotted to candidates by the Examiner.

1. Make two kinds of pastry.
2. Make two kinds of small cakes.
3. Make soup and cook a green vegetable.
4. Fry fish and make a suitable sauce.
5. Make a rechauffé of meat.
6. Make a rechauffé of fish.
7. Make two dishes from batter.
8. Make two kinds of custard.
9. Make porridge, and fry bacon and eggs.
10. Fry cutlets, and cook new potatoes and green peas.

HOUSEWIFERY.

(One and a half hours.)

Three questions to be answered.

1. Why do metals require cleaning? What principles underlie any methods you recommend for cleaning and preserving metals?
2. Describe the Hot-water system of a modern house. Give a diagram.
3. How would you direct the building, equipment, and general care of a larder? Refer to the different foods likely to be kept in it.
4. Draw up in detail a time-table of work for a general servant for one day.
5. Discuss the use of "Gas" in the household. Describe a Meter, and make out a monthly account.

HOUSEWIFERY.

PRACTICAL EXAMINATION.

(One and a half hours.)

The tests will be allotted to candidates by the Examiner.

1. Clean a Sink, Trap, etc.
2. Clean a Gas-stove.
3. Clean a Kitchen-range.
4. Make a Polishing-mixture, and clean a piece of Furniture.
5. Clean Silver and Steel.
6. Renovate a piece of Carpet.
7. Set a Dinner-table for five persons. Five courses.
8. Clean the Electric Light fittings of a room.

JOINT MATRICULATION BOARD.

LAUNDRY.

(One and a half hours.)

THREE QUESTIONS TO BE ANSWERED.

1. Discuss "Soda" for laundry purposes.
2. Give an account of any work you have done in connection with stains.
3. Describe the different methods of making starch, and account for the need of more than one method.
4. A boiler is generally considered essential in a Laundry. Write fully your opinion in this matter, and give an account of its use.
5. Describe "Bleaching," and discuss methods in general use.

LAUNDRY.

PRACTICAL EXAMINATION.

(One and a half hours.)

The tests will be allotted to candidates by the Examiner.

1. Wash and finish a Print Blouse.
2. Wash and finish a Camisole.
3. Wash and finish a Table-napkin and a Silk Scarf.

NEEDLEWORK.

(One and a half hours.)

ANSWER THREE QUESTIONS.

1. What do you understand by the terms Selvedge, Crossway, Tuck? By means of a simple sketch illustrate the use of each.
2. What stitches would you employ in making calico underclothes? Give a reason for the use of each particular stitch.

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3. Discuss the saying "A stitch in time saves nine," and illustrate your remarks by reference to some work done in class.

4. What is a Yoke? In what garments is it used, and for what reasons? Show by means of a diagram how you would cut a yoke in print.

5. Show in what way your needlework is benefited by attendance at an "art" class.

NEEDLEWORK.

PRACTICAL EXAMINATION.

(One and a half hours.)

The questions will be allotted to candidates by the Examiner.

1. Take measurements, and suggest any necessary alteration in a given pattern to meet these measurements.
2. Make a button-hole and a gusset. Set gathers into a band.
3. Prepare and tack a hem, a seam, and a crossway facing.
4. Arrange a pattern on material for cutting-out a garment.
5. Tack patches in calico, print, and flannel.

[For papers in English Composition, English History, Geography, French, and German, see School Certificate Papers, pages 295, 296, 299, 311, and 313.]

Appendix B 9Housecraft Examination Time-Table1913

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JOINT MATRICULATION BOARD.

Housecraft Certificate Examination, JULY, 1913.

TIME-TABLE.

DATE.	SUBJECTS.	
MONDAY, June 30th	10-30-12 Arithmetic	2-3-30 Elementary General Science
TUESDAY, July 1st	10-30-12 English Composition	2-4 History
WEDNESDAY, July 2nd	10-11-30 Cookery	2-3-30 Housewifery
THURSDAY, July 3rd	10 12 French	2-4 German
FRIDAY, July 4th	10-11-30 Needlework	2-3-30 Biology
MONDAY, July 7th	10-12 Geography	2-3-30 Laundry

NOTE.—Candidates will be notified in due course of the time and place at which they are to attend for the Practical Examinations in Biology and the Domestic Subjects.

Appendix B 10Housecraft course content 1913

HOUSECRAFT CERTIFICATE EXAMINATION:

1. *English Composition.* (One paper of one and a half hours.)

Exercises, including an Essay, outlines of Essays, correction of sentences, meaning of words, etc., will be set with the object of testing the power of pupils to write clear and grammatical English.

2. *History.* (One paper of two hours.)

One of the following periods :

- (i.) From the earliest times to 1215, (ii.) 1066—1485, (iii.) 1485—1688, (iv.) 1603—1745, (v.) 1689—1815, (vi.) 1815—1901.

3. *Geography.* (One paper of two hours.)

Outlines of Physical Geography, particularly leading facts about climate and rainfall; various types of land-relief, coastline and river features; lake systems.

Geography of the British Isles and of one of the following: British Empire, Europe, America, Asia.

4. *Arithmetic,* with practical applications to household and business affairs. (One paper of one and a half hours.)

Principles and processes of Arithmetic applied to whole numbers, simple vulgar fractions and decimal fractions.

The Metric System.

Percentages. Averages.

Household weights and measures.

Simple bookkeeping.

Simple practical problems in square and cubic measure.

Investment. Stocks and Shares. Banking Accounts. Insurance.

5. *French or German.* (One paper of two hours.)

Elementary grammar, including irregular verbs in common use.

Translation of easy passages into English.

Translation of easy English sentences.

Free composition.

6. *Elementary General Science.* (One paper of one and a half hours.)

Mensuration.

Specific gravity.

Air pressure.

Housecraft course content 1913

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Table

INSPECTION AND EXAMINATION OF SCHOOLS.

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Elementary Heat. Effects of heat; thermometers; transmission; simple measurements.

Elementary Chemistry. Simple chemical processes; Combustion and Oxidation; Chemistry of air, water, neutralisation; simple chemical facts about common things, such as chalk, soda, vinegar, soap, starch, sugar, alcohol, etc.

7. Cookery. (One paper of one and a half hours and a practical examination.)

Action of heat on foodstuffs: dry heat, moist heat.

Raising agents.

Foods: milk, starch, eggs, fish, meat, vegetables, and fruits.

Method of extracting constituents of meat, bones, etc.

Economy of cooking.

Simple dishes illustrating the above.

8 (In each case a paper of one and a half hours and a practical examination.)

9: (a) Housewifery:

1. The housewife. Her ideals, responsibilities, and duties.

2. The theory of cleaning-materials.

3. The cleaning of rooms and articles in a house, e.g., stoves, lamps, etc., cooking utensils, metals, plated and silver goods, carpets, etc., etc. Drains, sinks, and dustbins.

4. Household management:

(a) How to arrange the work of a house.

(b) Management of servants, wages, etc.

(c) Protection from dust.

(d) Division of income.

(e) Household accounts: current prices of common articles of food, clothing, and household goods.

(b) Laundry.

Preparation of utensils and apparatus, etc. Washing and finishing of household linen, woollens, white and coloured cotton garments, and lace. Removal of stains. Cleaning and renovating articles of clothing.

Appendix B 10Housecraft course content 1913*(c) Needlework and Drawing.*

1. Repairing houselinen and garments.
2. Construction of Garments: taking measurements, cutting out, making.
3. Making a shirt blouse, a plain lined skirt.
4. Drawing work in drafting patterns. and in design associated with 1, 2, and 3 above.

(d) Elementary Biology.

The forms and functions of roots, stems, and leaves.
Structure and function of a typical flower.

Vegetative reproduction.

The elementary facts of the nutrition of green plants.

Action of bacteria as shown by cultures.

Life-history of flowering plant, moulds, yeast plant, Amoeba, Blue-bottle Fly, Clothes-Moth, and Frog.

The general plan of the vertebrate body as demonstrable in a fish, and of the Mammalian type as demonstrable in the rabbit and man.

The character and properties of muscle, fat, nerve, bone, cartilage, tendon, and blood, and of the digestive juices.

Elementary facts concerning the processes of nutrition, excretion, and respiration; an elementary idea of the work of the nervous system; and an elementary knowledge of the mechanism of the eye and ear.

[In general, candidates are expected to show such practical knowledge of the subject-matter of the Syllabus as can be acquired by naked-eye observation and the use of the hand lens.]

DOMESTIC SUBJECTS. PAPER I.

HOUSEHOLD AND PERSONAL HYGIENE.

MONDAY, JULY 6TH, 1931. 9.30—11.30.

Only five questions are to be attempted.

Begin each question on a fresh page.

1. What regulations are enforced by the Local Authorities respecting sanitary conveniences and removal of refuse in a new house which is being built either in the country or in a town?

2. Draw a diagram illustrating the circulation of blood in the human system.

What are the functions of the red and white corpuscles?

3. Why is it necessary to ventilate rooms in which people live?

Describe two methods of natural ventilation, and explain their underlying principles.

4. Explain the effects of (a) exercise, and (b) rest, on the human body.

What amount of each should be allowed to a child of six years of age?

5. What would you do in the following cases?

(a) A smell of gas is traced to a room in which a child is found unconscious, and the gas has been turned on but no light applied.

(b) A wasp sting.

(c) A bleeding nose.

6. What are the composition and food values of (a) butter, and (b) margarine?

How may butter be adulterated?

7. Tabulate the names, sources and functions of the four most well-known vitamins.

DOMESTIC SUBJECTS. PAPER II.

(a) COOKERY.

(b) NEEDLEWORK AND DRESSMAKING.

(c) LAUNDRYWORK.

(d) HOUSEWIFERY.

MONDAY, JULY 6TH, 1931. 2—4.

Candidates must confine their answers to two and not more than two of the four sections (a), (b), (c), (d).

Answer five questions in all. Not more than three questions may be answered from any one section.

, Begin each question on a fresh page.

SECTION (a). COOKERY.

1. What is the composition of new milk?

To what classes of foodstuffs do its constituents belong?

What would be the effect upon the specific gravity of new milk of (a) removing the cream, and (b) adding water?

2. What would guide you in the choice of food for (a) a child of two years, (b) a growing boy of fourteen years, and (c) a clerk? Illustrate your answer by suggesting a typical mid-day meal in each case.

3. What is the effect of heat upon (a) protein, (b) starch, and (c) fat?

What practical bearing have these effects on the cooking of food containing these foodstuffs?

4. Explain the action of yeast in bread-making. Mention other methods of aerating dough.

5. Give a short account of bottling.

What principles underlie the processes employed?

SECTION (b). NEEDLEWORK AND DRESSMAKING.

6. Why are different kinds of fabric used for summer and winter clothing?

What materials would be most suitable in your own case for (a) winter and summer knickers, (b) a summer vest, and (c) a winter nightdress? Give reasons for your choice.

7. What points are to be noted when renovating and remodelling garments? What could be done with an old serge overcoat belonging to your mother?

8. Design a party frock for a child of five years, showing a scheme of decoration.

What would be the kind, amount, and cost of material to be used? (Length from shoulder to knee 24 inches.)

9. Describe in detail, with diagrams, two ways of finishing the neck of a frock.

10. How would you account for, and how would you remedy, the following faults in machining: (a) a loose stitch on the underside, (b) breaking of the thread, (c) puckering?

Give directions for the care and cleaning of a sewing machine.

SECTION (c). LAUNDRYWORK.

11. From what source is the water-supply of your village or town obtained?

Discuss its suitability for laundrywork purposes.

Name two ways in which hard-water can be softened, explaining the reactions which take place during the processes.

12. Describe (a) three ways of removing dirt and stains by mechanical means, (b) three ways of removing dirt and stains by chemical means. Explain the actions underlying each method of removal.

13. What kinds of blue are used in laundrywork? Give the advantages and disadvantages of each.

Describe and explain the use of blue in laundrywork. How would you remedy its abuse?

14. What factors should determine the methods to be adopted in a family wash?

Give reasons for differences in treating the articles.

15. What is your opinion concerning the use of the various washing powders such as Persil, Rinso, which are now on the market?

SECTION (d). HOUSEWIFERY.

16. How would you furnish a bed-room for yourself? Sketch the arrangement of the room. Give reasons for your choice.

How would you keep the floor covering in good condition?

17. What coverings would you recommend for the walls of (a) a nursery, (b) a kitchen, and (c) a bath-room, in a new house? Give instructions for the care of each.

18. Of what materials are saucepans made? Name the advantages and disadvantages of each.

Give instructions for the care and cleaning of the different kinds.

19. Give a detailed account of the duties for one day in a house consisting of kitchen, two sitting-rooms, three bed-rooms, bath-room, etc., in which is living a family of four persons (mother, father, and two girls, aged 14 and 16). Name the day chosen.

20. Describe the construction of, and the method of using, any vacuum cleaner with which you are familiar.

DOMESTIC SUBJECTS.

(a) PRACTICAL COOKERY.

1931

One test is allotted to each candidate.

1. Cook the meat provided in a way suitable for a mid-day meal.

Make a pudding to complete the meal, and cook two vegetables.

2. Make rissoles, a pudding suitable for summer, and a sponge cake.

3. Make pancakes, some scones, a green salad and salad dressing.

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DOMESTIC SUBJECTS.

(c). PRACTICAL LAUNDRYWORK.

1931.

One test is allotted to each candidate.

1. Wash and finish a linen table-mat, a piece of art-work, and a child's frock.
2. Wash and finish a linen chair-back, a pillow-slip, and a silk handkerchief.
3. Wash, finish and pack a tussore jumper or blouse and a child's petticoat. Wash and put to dry a pair of chamois gloves.
4. Wash and finish a pair of cami-knickers, an afternoon tea-cloth, and a cretonne curtain.
5. Wash and finish a piece of hand-made lace, a casement curtain, a table napkin, and a woollen vest.

DOMESTIC SUBJECTS.

(d). PRACTICAL HOUSEWIFERY.

1931.

One test is allotted to each candidate.

1. Examine the windows in front of the house, and say what kind of curtains you would like. Estimate the amount of material you would require.
Clean a window, some tiles and a wicker chair.
2. Do the weekly cleaning of a sitting-room.
3. Do the weekly cleaning of a hall and staircase.
4. Prepare a room for a scarlet-fever patient. Prepare and serve a cup of Benger's, and make a refreshing drink.
5. What floor covering would you select for the sitting-room and what amount would you require?
Make some furniture polish. Clean some linoleum and an upholstered chair.

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4. Make three breakfast dishes from the ingredients provided. Make a loaf of bread.
5. Make tomato soup, a vegetarian supper dish (not macaroni cheese), and a sweet to complete the meal.

DOMESTIC SUBJECTS.

(e) PRACTICAL NEEDLEWORK AND DRESSMAKING.

1931.

One test is allotted to each candidate.

MEASUREMENTS.

	Girl of 16	Girl of 12
Height	5' 6"	4' 6"
Neck to waist	15 1/2"	13 1/2"
Neck to knee	36"	32"
Bust	36"	32"
Sleeve, front seam length	18"	16"

1. From the pattern provided draft a pattern of a nightdress with tucks on the shoulder for a girl of 12.

On the material provided work a design suitable for decorating the nightdress, and state where you would place it.

2. From the pattern provided draft a pattern of a jumper with smocking on the shoulder and a V neck for a girl of 16.

Show a specimen of smocking on the material provided, and repair a glove.

3. Cut out and make up as far as possible a washing frock for a child of 5.

4. From the pattern provided draft a pattern for a pyjama jacket with long sleeves and a collar for a girl of 12.

Cut out and make up the top right-hand half of a pyjama jacket.

5. From the pattern provided draft a pattern of a princess petticoat for a child of 5.

Cut out and make up the upper part showing opening.

DOMESTIC SUBJECTS

ALTERNATIVE A

(Marks : Each question, 15. Total raised to 160.)

TWO AND A HALF HOURS

Answer SIX questions only, of which TWO must be from Section I and FOUR from EITHER Section II OR Section III.

Section I. Housecraft and Elementary Science.

Answer TWO questions only.

1. What waste products are formed in the body? How are they removed? With diagrams give a detailed account of an excretory organ.

2. Mention five materials in common use for the construction of the outside walls of a house. What measures should be taken by the builder to prevent dampness? How can the housewife make sure that her rooms are kept free from damp?

3. What are the principles underlying good ventilation? What types of ventilation would you suggest for (a) a permanent house in a new housing estate comprising living room, dining recess, kitchen, three bedrooms and bathroom, (b) the gymnasium, housecraft room and pantry in a secondary school?

4. In what ways can heat be transferred? Give diagrams and describe experiments to illustrate your answer.

EITHER Section II. Cookery and Dietetics.

Answer FOUR questions only.

5. How should good meat broth be made? What food substances does it contain and what is its value in the diet?

6. Father, mother and two children aged 10 and 11 years are going for a whole day in the country on their bicycles. Describe the meals you would expect them to need, what you would supply for each meal and what you would prepare for an evening meal on their return home.

ORDINARY PAPERS

7. Why are cheese and eggs important in the diet? Show how these two foods can be combined to make two different dishes suitable for high tea.

8. How is meat changed by the process of (a) roasting, (b) boiling, (c) stewing? What precautions are necessary in cooking meat by each of these processes?

9. What do you understand by a "raising agent"? Give four raising agents that you know, say what dishes each would be used for and describe the action of one of them in detail.

10. What are the causes of spoilage in fruit? How are these arrested in (a) jam-making, (b) fruit boiling? State the advantages of fruit bottling.

11. What would you include in a "mixed grill"? Give careful directions for preparing and cooking each ingredient and for serving the whole grill.

OR Section III. Needlework.

Squared paper should be attached to your answer-book.

Answer FOUR questions only.

12. Make a draft of a pair of knickers to fit yourself, giving all measurements. Show how to adapt this draft to make a pair of French knickers and give a method of finishing the bottom of the leg.

13. Describe, with diagrams, the type of opening you would use for two of the following: (a) the front of a child's magyar dress, (b) the side of a petticoat, (c) the back of a child's nightdress.

14. With the aid of diagrams give careful instructions for working the following stitches: (a) featherstitch, (b) buttonhole stitch, (c) hemming. In the case of hemming show how to join on a new thread.

15. Describe, with diagrams, the methods of sewing tape on to (a) a coat, in order that it may be hung up, (b) a sheet torn at the corner, (c) a woollen cardigan, in order to reinforce the buttons.

16. Show how you would cut out and join crossway strips. How would you attach them (a) as a facing, (b) as a binding?

PRACTICAL COOKERY

The Supervisor is to allot one test to each candidate and shall read the following Instructions :

Before beginning the allotted test you will be allowed thirty minutes in which to decide upon the dishes you intend to make and to make a written plan of your work. Recipe books may be used during this period but not during the actual test. State on your plan the quantities of the chief ingredients you intend to use for each dish and the order of work; the method of preparation for each dish is not required. Leave the plan on your table for your use during the test. All utensils used during the examination must be washed and put ready for inspection within the allotted examination time.

ALTERNATIVE A.

Paper 1.

(Marks : 140.)

TWO AND A HALF HOURS

1. Using only steaming as a means of cooking, plan, cook and serve a three-course dinner for two people.
2. Plan, cook and serve a three-course dinner for two people to include a meat pie.
3. Prepare, cook and serve two cheese dishes, one suitable for dinner and one suitable for "high tea". Serve a pudding to complete the dinner. Make and serve coffee.
4. Prepare, cook and serve a three-course dinner for two vegetarians.
5. Prepare, cook and serve a three-course dinner for two people. Include fish.

(Marks : 140.)

TWO AND A HALF HOURS.

1. Prepare, cook and serve three dishes suitable for dinner using (a) cheese, (b) lentils, (c) cold cooked fish, respectively. Make some biscuits.
2. Make a two-course dinner for two people to include a hot stew and a steamed pudding.
3. Prepare, cook and serve as a dinner for two people a vegetable soup, fried fish with suitable vegetables and a pudding.
4. Make "high tea" for two people. Include shepherd's pie, stewed fruit, cornflour mould and some small cakes.
5. Prepare, cook and serve a three-course lunch for two people to include savoury pancakes.

ALTERNATIVE B.

Paper 1.

(Marks : 70.)

TWO HOURS.

1. Cook and serve a supper for two people to include potato scones, a cheese dish, a green salad and a cold drink.
2. Make and serve supper for two people to include coffee, a mashed dish, and a cheese savoury.
3. Make these dishes to form a "high tea" for one adult and two children aged 10 years and 12 years : (a) rissoles, (b) cheese scones, (c) some small cakes made by the plain method.
4. Prepare, cook and serve two breakfasts suitable for dinner time. Provide sufficient for two people and include a cooked course in each but not a boiled egg.
5. Cook and serve as a dinner for two people (a) baked steamed fish, potatoes and a green vegetable, (b) milk pudding and stewed fruit.

17. Describe, with diagrams, the threading of any sewing machine. How would you use it for two of the following: (a) hemstitching, (b) darning, (c) attaching a frill to a collar?

18. Describe, with the aid of diagrams, how you would carry out the following processes on a woollen frock with a flared skirt: (a) turning up the hem, (b) neatening the armhole after setting in a sleeve.

ALTERNATIVE B

(Marks: Each question, 15. Total raised to 150.)

TWO AND A HALF HOURS

Answer SIX questions only, at least ONE being taken from each section.

Section I. Housecraft and Elementary Science.

1. What waste products are formed in the body? How are they removed? With diagrams give a detailed account of an excretory organ.
2. Mention five materials in common use for the construction of the outside walls of a house. What measures should be taken by the builder to prevent dampness? How can the housewife make sure her rooms are kept free from damp?
3. What are the principles underlying good ventilation? What types of ventilation would you suggest for (a) a permanent house in a new housing estate comprising living room, dining recess, kitchen, three bedrooms and bathroom, (b) the gymnasium, housecraft room and pantry in a secondary school?

4. In what ways can heat be transferred? Give diagrams and describe experiments to illustrate your answer.

Section II. Cookery and Dietetics.

5. How should good meat broth be made? What food substances does it contain and what is its value in the diet?

6. Father, mother and two children aged 10 and 11 years are going for a whole day in the country on their bicycles. Describe the meals you would expect them to need, what you would supply for each meal, and what you would prepare for an evening meal on their return home.

7. Why are cheese and eggs important in the diet? Show how these two foods can be combined to make two different dishes suitable for high tea.

8. How is meat changed by the process of (a) roasting, (b) boiling, (c) stewing? What precautions are necessary in cooking meat by each of these processes?

9. What do you understand by a "raising agent"? Give four raising agents that you know, say what dishes each would be used for and describe the action of one of them in detail.

Section III. Needlework.

Squared paper should be attached to your answer book.

10. Make a draft of a pair of knickers to fit yourself, giving all measurements. Show how to adapt this draft to make a pair of French knickers and give a method of finishing the bottom of the leg.

11. Describe, with diagrams, the type of opening you would use for two of the following: (a) the front of a child's mazyar dress, (b) the side of a petticoat, (c) the back of a child's nightdress.

12. With the aid of diagrams give careful instructions for working the following stitches: (a) featherstitch, (b) buttonhole stitch, (c) hemming. In the case of hemming show how to join on a new thread.

13. Describe, with diagrams, the methods of sewing tape on to (a) a coat, in order that it may be hung up, (b) a sheet torn at the corner, (c) a woollen cardigan, in order to reinforce the buttons.

14. Show how you cut out and join crossway strips. How would you attach them (a) as a facing, (b) as a binding?

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GENERAL CERTIFICATE EXAMINATION

Paper II.

(Marks : 70.)

TWO HOURS.

1. Make and serve tea for four to include scones, biscuits, cakes, sandwiches and a suitable beverage.
2. Cook and serve rissoles, potatoes, steamed fruit pudding using suet pastry and sauce as a mid-day meal for three schoolboys.
3. Using cooked fish and pastry make a main course and serve with green salad for dinner for two people. Make a cold sweet to complete the meal.
4. Make some dinner buns, a brown stew and a baked pudding.
5. Cook and serve toad in the hole and a brown sauce, a root vegetable and a baked pudding using stale bread.

**UNIVERSITIES OF MANCHESTER LIVERPOOL
LEEDS SHEFFIELD AND BIRMINGHAM**

Joint Matriculation Board

General Certificate of Education

**HOUSECRAFT. PAPER I
ADVANCED**

THURSDAY 3 JULY 1958, 2-4.30

*Candidates must confine themselves to one only of the
Sections A, B, C, D.*

SECTION A.

Housing and Town Planning.

Answer four questions.

A1. Write briefly on the contribution to housing and town planning of two of the following: John Ruskin, William Morris, Frank Lloyd Wright, Patrick Geddes, Titus Salt.

A2. What problems does a local authority face when selecting families for a new housing estate? What measures are taken to solve such problems?

A3. What is meant by low density housing? Discuss (a) its advantages, (b) its disadvantages.

A4. Discuss three factors which you consider important in influencing the development of a town.

A5. How far have technical developments over the past hundred years affected house design? Indicate some possible developments in the future.

A6. What are the aims of town and country planning? How far do you think they are being achieved by your own local planning authority?

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Turn over

SECTION B.

The Home: Design.

Answer four questions.

B1. Give an account of the work and ideas of William Morris in relation to design. Why did the arts and crafts movement decline?

B2. Trace the development of a piece of domestic equipment or furniture and show how social conditions and technical developments have affected its design.

B3. Give an account of the work and aims of either the Council for the Preservation of Rural England or the Design and Industries Association.

B4. Choosing two of the following, discuss their work and influence on design: Thomas Sheraton, Sir Ambrose Heal, Walter Gropius, George Hepplewhite, Philip Webb.

B5. Describe and criticize the work of the associations which are available to help the individual in the selection of furniture and equipment for the home.

B6. Trace the changes in lighting from 1800 to the present day. Suggest how to light (a) a living room, (b) a bedroom, (c) a kitchen, all in a modern family house. State the position of each fitment and give reasons for your choice.

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SECTION C.

Industrial and agrarian changes from circa 1800: their effect on home life.

Answer four questions.

C1. Consider and describe the effect of electricity on the convenience and comfort of the home.

C2. What have been the major factors promoting the employment of women outside the home during the past hundred years?

C3. In what ways has the standard of living of the working class family improved since 1800? Give three reasons for these improvements.

C4. Show how the work of two of the following helped to promote changes in the position of women: Emily Davies, Emmeline Pankhurst, Sophia Jex-Blake, Caroline Norton, John Stuart Mill.

C5. In what ways have the technical developments of the past 150 years improved the health of the family?

C6. Write on two reforms of the nineteenth or twentieth century which have affected family life and say why you think they had such importance for the family.

SECTION D.

Social services in their influence on the home and family life.

Answer four questions.

D1. Describe the work of a Youth Employment Office. In what ways might this service be improved?

D2. Write briefly on the main provisions of the National Health Service. Give a critical account of the way the service operates in practice.

D3. What are the special problems of a handicapped worker? What help can he or she obtain from the social services?

D4. Give an account of the work of the National Council of Social Service. In what way is it related to the statutory social services?

D5. What is a Children's Committee? How can such a committee help the child deprived of normal family life?

D6. What is meant by the term 'welfare state'? In what ways can such a state influence family life?

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Joint Matriculation Board
General Certificate of Education

**HOUSECRAFT. PAPER II
ADVANCED**

FRIDAY 4 JULY 1958, 9.30-11.30

Answer five questions including:

- (a) at least two from SECTION A;
- (b) at least two from SECTION B.

SECTION A. Applied Physics.

Answer at least two but not more than three questions from this section.

A1. Define the electrical terms (a) volt, (b) ampere, (c) watt, (d) ohm, (e) kilowatt-hour.
Describe one type of electric iron and explain why it should be fitted with a three-core flex and a three-pin plug. Find the resistance of the element of an iron marked 1000 W to be used on a 240 volt supply.

A2. Describe and explain, with the aid of diagrams where possible:

- (a) The structure and use of a minimum thermometer.
- (b) The structure and action of a pressure cooker.
- (c) The action of a syphon when used to empty water from a tank.

A3. What is the importance of (a) a fulcrum, (b) cogwheels, in simple machines used in the home? Give two examples of each. In each case illustrate the action by means of a clearly labelled diagram.

162 ADV: K

Turn over

A4. What are the scientific principles underlying the action of a domestic refrigerator? Draw a labelled diagram to show its structure and explain the importance of each part. State, giving reasons, the correct positions in the refrigerator for milk, fish, meat and lettuce.

A5. Describe with the help of a simple plan a suitable arrangement of artificial lighting for a bedroom which may also be used as a study. Give reasons for your choice and state the approximate wattage of the lamps. Explain the difference between direct and indirect lighting, giving one instance where each method may be used.

SECTION B. Applied Chemistry.

Answer at least two but not more than three questions from this section.

Give equations wherever possible.

B6. What is the essential difference, to the housewife, between soft water and hard water? Describe the causes of the two types of hardness and make a list of the salts which may be present to cause hardness. What are the disadvantages of hard water in laundry work? State and explain two methods the housewife could use to soften hard water.

B7. Give the chemical composition and the reaction, when in solution, of each of the following reagents: (a) soap, (b) washing soda, (c) bicarbonate of soda, (d) common salt, (e) cream of tartar, (f) borax.
Explain

- (i) the use of common salt when steeping soiled handkerchiefs,
- (ii) the use of washing soda to wash greasy household utensils,
- (iii) the use of borax to remove a fruit stain on a white linen tablecloth,
- (iv) the use of cream of tartar with the raising agent bicarbonate of soda.

162 ADV: K

B8. State the sources from which the following fibres are obtained: (a) cotton, (b) linen, (c) silk, (d) wool, (e) viscose rayon, (f) nylon.

Describe the physical properties of a silk fabric. What are the effects on this fabric of (i) washing in an alkaline detergent, (ii) rubbing with block soap, (iii) treating with a chlorine bleach?

B9. Describe what happens when boiling water is added to each of the following: (a) a starch suspension, (b) dry starch grains, (c) sucrose, (d) dripping, (e) yeast creamed with sugar.

Give one example of the occurrence of each in housecraft and explain why a knowledge of these effects is necessary to the housewife.

B10. What are the effects on the protein of egg of (a) gentle heat, (b) prolonged heat? Illustrate your answer by describing two examples of each in cookery. Describe briefly the digestion of protein in the body.

SECTION D.

Social services in their influence on the home and family life.

Answer four questions.

D1. Describe the work of a Youth Employment Office. In what ways might this service be improved?

D2. Write briefly on the main provisions of the National Health Service. Give a critical account of the way the service operates in practice.

D3. What are the special problems of a handicapped worker? What help can he or she obtain from the social services?

D4. Give an account of the work of the National Council of Social Service. In what way is it related to the statutory social services?

D5. What is a Children's Committee? How can such a committee help the child deprived of normal family life?

D6. What is meant by the term 'welfare state'? In what ways can such a state influence family life?

Appendix B 13c

UNIVERSITIES OF MANCHESTER LIVERPOOL
LEEDS SHEFFIELD AND BIRMINGHAM

Joint Matriculation Board

General Certificate of Education

HOUSECRAFT. PAPER III

ADVANCED

WEDNESDAY 9 JULY 1958, 9.30-12.0

Answer four questions.

1. Discuss with reference to family life the advantages and disadvantages of a vegetarian diet.

Plan menus for Saturday and Sunday for a family of father, mother and two young children. The members of the family are all vegetarians. Indicate valuable sources of protein in each meal.

2. Describe the structure of a solid fuel kitchen range and draw a clear labelled diagram to illustrate the method by which the oven and the water for domestic purposes are heated.

Give four rules for baking a joint of beef for the guidance of a housewife who has not before used a fire-heated oven.

163 ADV. K

Turn over

3. Give detailed directions, with reasons, for the washing and finishing of each of the following:

- (a) a shantung or tussore silk blouse;
- (b) a spotted muslin ecru lace curtain;
- (c) a white linen pocket handkerchief with an embroidered initial in the corner;
- (d) a pair of woollen hockey stockings with striped coloured tops;
- (e) a greasy kitchen oven-cloth.

4. Plan a day's timetable during which a housewife is to prepare Christmas fare. State in the plan what special dishes are to be made. Make out a shopping list of ingredients required with retail prices and indicate what help will be available to the housewife during the day.

5. Describe and illustrate by drawing clear diagrams the circulation of the blood in the human body.

Explain the method of dealing with each of the following in the home:

- (a) a sudden nose bleeding;
- (b) a deep cut in the thumb when opening a tin of meat;
- (c) a badly grazed knee caused by falling in the garden;
- (d) a black eye, the result of a knock.

163 ADV.

6. Suggest with reasons for your choice four pieces of labour-saving equipment for a young married couple setting up house. Both husband and wife are employed outside the home.

Describe the construction of one of the pieces of the apparatus which you suggest and give four important rules for its economical use.

7. Discuss the most desirable features in the choice of a residence for a family of four (father, mother, son and daughter, both children being of school age). Indicate in your answer the occupation of the father.

8. Briefly state the advantages of planning in the spending of personal income.

Imagine yourself in your first post away from home, with a salary of £430 per annum. Suggest the apportionment of your income, having due regard to your physical, mental and aesthetic needs.

3

SECTION B

The Home: Design.

Answer four questions.

B1. When decorating and furnishing a room, what general rules would you bear in mind for the use of (a) pattern, (b) colour?

B2. Select either (a) a modern working-class house or (b) a modern middle-class house. Compare the design and equipment of the house you have selected with those of a house of similar class of a hundred years ago. What social factors have influenced the changes which you find?

B3. If you were buying for your own use a set of dining chairs and a studio couch, what points would you look for in the available models?

B4. Discuss the work and the influence on design of two of the following: (a) William Morris, (b) George Hepplewhite, (c) Josiah Wedgwood, (d) Walter Gropius.

B5. Trace the main changes in kitchen planning and equipment from Victorian times to the present day. What social changes are shown by the differences which you find?

B6. Describe the aims and work of either the National Trust or the Consumers' Association. Suggest ways in which this work might be made more effective.

1962.

UNIVERSITIES OF MANCHESTER LIVERPOOL
LEEDS SHEFFIELD AND BIRMINGHAM

Joint Matriculation Board

General Certificate of Education

NEEDLEWORK AND DRESSMAKING

PAPER I

ADVANCED

MONDAY 4 JUNE 1962, 2-4.30

Negligently presented or slovenly work will be penalized.

Candidates must confine themselves to one, and one only, of the Sections A, B, C, D.

3

SECTION B

The Home: Design.

Answer four questions.

B1. When decorating and furnishing a room, what general rules would you bear in mind for the use of (a) pattern, (b) colour?

B2. Select either (a) a modern working-class house or (b) a modern middle-class house. Compare the design and equipment of the house you have selected with those of a house of similar class of a hundred years ago. What social factors have influenced the changes which you find?

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B5. Trace the main changes in kitchen planning and equipment from Victorian times to the present day. What social changes are shown by the differences which you find?

B6. Describe the aims and work of either the National Trust or the Consumers' Association. Suggest ways in which this work might be made more effective.

SECTION A

Housing and Town Planning.

Answer four questions.

A1. To what extent have changes in building techniques and materials affected the design of houses during the past hundred years?

A2. What do you understand by 'slum clearance'? Discuss the main problems which it raises for local authorities. Describe how these problems are being met in the town or village in which you live.

A3. Write briefly on the work for town and country planning of two of the following: (a) the Council for the Preservation of Rural England, (b) the Garden City Association, (c) the National Trust, (d) the Civic Trust.

A4. What are the aims of town and country planning? Describe the legislation at present in force to further these aims.

A5. Outline the special housing needs of families with young children.

Describe the difficulties that housing authorities have to face in trying to provide housing to meet the needs of these families.

A6. Trace the chief improvements in living conditions in towns since 1800. Give three main reasons to account for these improvements.

UNIVERSITIES OF MANCHESTER LIVERPOOL
LEEDS SHEFFIELD AND BIRMINGHAM

Joint Matriculation Board

General Certificate of Education

NEEDLEWORK AND DRESSMAKING

PAPER II

ADVANCED

MONDAY 2 JULY 1962, 9.30-11.30

Negligently presented or slovenly work will be penalized.

Answer five questions including at least two from each section.

SECTION A. APPLIED PHYSICS.

Answer at least two but not more than three questions from this section.

A1. Describe (a) an experiment to illustrate that air exerts pressure, (b) an experiment to illustrate that the pressure in water varies with the depth.

With the aid of diagrams explain (i) the action of a syphon to empty water from a tank, and (ii) the position of the water storage cistern in a house.

A2. State the scientific principles involved in the mode of action of each of the following:

- (a) a cabinet for drying clothes,
- (b) a room thermometer containing alcohol,
- (c) a boiler behind the kitchen fire for the hot water supply,
- (d) a pair of scissors.

143 ADV. zz

Turn over

143 ADV.

B ADV.

A3. Draw a simple diagram of a circuit including a 4.5 volt dry battery, a switch and a torch bulb. Describe the structure of the battery.

If the electromotive force of the battery is 4.5 volts and the resistance of the circuit is 15 ohms, what current would flow through the lamp? What would be the effect on the light if a 1.5 volt dry cell were used instead of the battery?

Explain the necessity for using appliances in the home on the correct voltage.

A4. What colours make up the spectrum? Explain the difference in appearance of the colour of fabrics examined under (a) a north light, (b) electric filament lamp, (c) fluorescent lighting, (d) a sodium lamp.

In what ways may artificial lighting be treated to give the same colour values as natural light?

A5. What are the main factors to consider in the artificial lighting of a living room? State the advantages and disadvantages of the different types of filament electric lamps which are obtainable at the present time.

If the unit of electricity costs one penny, how much would it cost, correct to the nearest penny, for one week of lighting, supposing one 150 watt lamp, one 100 watt lamp and three 40 watt lamps are used for five hours a day?

143 ADV.

B ADV.

SECTION B. APPLIED CHEMISTRY.

Answer at least two but not more than three questions from this section.

Give equations wherever possible.

B6. Draw diagrams to illustrate the structure of (a) linen fibres, (b) nylon filaments, (c) cellulose triacetate filaments. What are the main physical properties of fabrics made from each of these fibres?

State, giving reasons, which of these fabrics you would choose for a summer dress.

B7. Describe and explain the results of washing a woollen fabric with each of the following: (a) block soap, (b) washing soda solution, (c) soap washing powder, (d) liquid synthetic detergent, (e) soap flakes. Select the detergent you consider most suitable for the purpose and explain its cleansing action.

B8. To what extent is hard water a problem to the housewife? Describe and explain three methods which may be used to deal with the problem in a district where the water is hard.

B9. Why is it necessary for a natural fibre to undergo processing before it is a yarn suitable for weaving?

Describe the processes through which either (a) cotton or (b) wool passes from the raw state to become a yarn ready for weaving. (If wool is chosen, give the process for either woollen or worsted yarn.)

B10. Write a short account of four of the following:

- (a) mercerizing cotton,
- (b) permanent pleating,
- (c) screen printing,
- (d) cross dyeing,
- (e) crease-resistance finishing,
- (f) flame-resistance finishing.

B ADV.

UNIVERSITY OF LONDON

General Certificate of Education Examination

JUNE 1975

ADVANCED LEVEL

Home Economics 1

Three hours

Answer FIVE questions, THREE or FOUR from Section A and the rest from ONE other section. All questions carry equal marks. Candidates are reminded of the necessity for good English and orderly presentation in their answers.

Section A

1. How and why has housework changed in the last 50 years, and how has this altered the life-style and opportunities of women?

2. Plan and sketch two different layouts for the food preparation and family eating areas in a house. Detail the specific advantages and disadvantages of each scheme.

3. What factors will need to be taken into account by:
 - (a) a childless couple, with a high income
 - (b) a couple with three-year-old twins, and an average income,
 when choosing household linen and furnishing fabrics? Suggest examples of fabrics suitable for the requirements of the different households, relating your answer to the properties of the fibres and fabrics involved.

4. Write an essay on Home Laundering.

13. Write an essay on 'Population Control in the United Kingdom Today.'
 - (c) Texturized vegetable protein.

one year old.

On this occasion, indicate the major nutrients supplied by the meal and the cost per head. (36 marks)

5. On what basis should families decide their priorities for allocating available income? Define the income and living circumstances of a particular family with two children, and draw up an outline budget for them, giving reasons for your main decisions.

6. High noise levels are now recognized as contributing to stress. How would you aim to ensure low noise levels:

(a) when choosing a home

(b) within the home?

7. 'Let the buyer beware!' How far is this advice still necessary for the consumer today, and to what extent is there now adequate consumer protection?

Section B

8. Comment on the cultural facilities available in *either* a named rural area *or* a named urban area. Suggest and justify the provision of three further facilities, which you would consider important for the area.

9. The open-plan three-storey town house is now common in contemporary urban housing developments. Why do you consider this is so? Compare and contrast the use of living space in such a house with that of a pre-war semi-detached house.

10. Discuss modern trends in the design of bathrooms and their fittings. Relate layout and design to modern life-styles.

Section C

11. 'Education should continue from the cradle to the grave.' Describe and comment on the avenues open at present to people outside the 5-16 year old range.

12. Comment on the state and local authority provided services and aid that are available to a young woman from the beginning of her second pregnancy to the time when the child is one year old.

13. Write an essay on 'Population Control in the United Kingdom Today.'

(c) Texturized vegetable protein.

On this occasion indicate the major nutrients supplied by the meal and the cost per head. (3½ marks)

UNIVERSITY OF LONDON
General Certificate of Education Examination

JUNE 1975

ADVANCED LEVEL

Home Economics 2

Three hours

Answer FIVE questions. All questions carry equal marks.

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

1. What do you understand by the term 'a balanced diet'?
What are the main factors affecting food choice? Identify groups of the population who may have difficulty in obtaining a balanced diet and explain why.
2. Suggest some ways in which a working mother, using modern aids to home management, could produce a dinner for her family within 45 minutes of her arrival home:
(a) Using some commercial convenience foods.
(b) Using no commercial convenience foods.
Produce a menu and time plan for one example from (a) and one from (b). Discuss the advantages and disadvantages of these two schemes.
3. Discuss the practical and nutritional significance of:
(a) Coffee whiteners.
(b) 'Instant' desserts.
(c) Sugar substitutes.
(d) Margarines with a high polyunsaturated fat content.
(e) Texturized vegetable protein.

... the occasion, indicate the major nutrients supplied by the meal and the cost per head. (3½ marks)

4. Explain the physical and chemical changes which take place when an oxtail is cooked in a pressure cooker. Which groups of the population would find a pressure cooker particularly useful? Explain why.

5. Suggest ways in which the housewife can promote and safeguard the health of her family by the careful selection, preparation and storage of food.

6. Discuss the statement 'There is no substitute for milk'.

7. Trace the pathway of digestion and absorption of a light meal of mushroom omelet, watercress and fresh orange juice.

8. Supply a wise dietary plan for a middle-aged woman who is 10% overweight and whose doctor has advised her to slim. What advice would you give regarding aids to slimming which are available on the retail market?

Indicate the major nutrients supplied by the meal and the cost per head. (35 marks)

UNIVERSITY OF LONDON

General Certificate of Education Examination

JUNE 1975

ADVANCED LEVEL

Home Economics 3

Practical Test

Three hours

This paper may be cut so that each candidate may be given her appropriate question.

For the occasion. Indicate the major nutrients supplied by the meal and the cost per head. (3½ marks)

1. Devise and perform an experiment to compare the structure and volume of single sponge cakes prepared by:

- (a) the all-in-one method
 - (b) the conventional creaming method
- (Use a single egg mixture for each of the two cakes.)

Comment on your results. (15 marks)

Prepare a selection of savoury and sweet dishes which could be served at evening meals by a working housewife. Pay particular attention to the final flavour of each dish. Analyse briefly the time required for preparing and cooking each dish and in each case indicate the main nutritional content and cost.

(85 marks)

2. Devise and perform an experiment to compare the structure and volume of single sponge cakes prepared by:

- (a) the all in-one method
 - (b) the conventional creaming method
- (Use a single egg mixture for each of the two cakes.)

Comment on your results. (15 marks)

Meat, fish, cheese and eggs are expensive items in the food budget. Prepare a selection of dishes showing how the use of vegetables and cereal products can extend the protein of meat, fish, cheese and eggs. Indicate the major nutritional content and cost of each dish.

(85 marks)

3. Devise and perform an experiment to compare the structure and volume of single sponge cakes prepared by:

- (a) the all-in-one method
 - (b) the conventional creaming method
- (Use a single egg mixture for each of the two cakes.)

Comment on your results. (15 marks)

An adult male relative, who is a lacto-ovo vegetarian, is invited to Sunday lunch. Prepare a meal for four, suitable for the occasion. Indicate the major nutrients supplied by the meal and the cost per head.

(35 marks)

Appendix B 16Figures showing 'O' level Home Economics entries/passes of boys and girls

		Entered	Passed	%
1951	Boys	39	33	84.6
	Girls	14,373	8,100	56.4
	Total	14,412	8,133	56.4
1960	Boys	101	46	45.5
	Girls	28,447	16,922	59.48
	Total	28,548	16,968	59.43
1970	Boys	561	205	36.54
	Girls	39,073	24,337	62.28
	Total	39,634	24,542	61.92

Source: Compiled from Statistics in Education Year Book(s)

n.b. Needlework has not been included since originally separate figures were not given. Therefore 'Cookery' and 'Other D.S.' have been added. The entry figures for needlework average 12 for boys, 21,000 for girls with an approximate 3rds pass rate.

'A' level Girls only

	<u>Entries</u>	<u>Passes</u>	%
1968	3,419	2,352	68.79
1971	4,686	3,261	65.59

Source: Statistics in Education. 1971. Vol.2 pp.76 et seq.

Table showing C.S.E. and G.C.E. 'O' level 1965-1970
entries for Domestic Subjects

	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
Boys	89	223	365	522	822	1,111
Girls	5,340	12,801	18,573	22,122	24,424	27,318
Total	10,034	22,342	32,359	40,560	50,227	55,764

Source: Statistics in Education. 1970. Vol. 2 p.80

Appendix B 17Table showing the names used by the examining bodies for
examinations in Home Economics'O' level G.C.E.

<u>University or Examining Body</u>	<u>Name of Examination</u>
Associated Examining Board	Nutrition and Cookery
Joint Matriculation Board	Domestic Science - Food
Oxford Local Examination Board	Domestic Science - Cookery
Oxford and Cambridge Schools Examining Board	Domestic Science
Southern Universities Joint Board	Domestic Subjects - Cookery
University of Cambridge	Cookery
University of London	Food and Nutrition
Welsh Joint Education Committee	Cookery

'A' level G.C.E.

Associated Examining Board	Domestic Science
Cambridge University Local Examinations Syndicate	Home Economics
Joint Matriculation Board	Domestic Science
Oxford Delegacy of Local Examinations	Home Economics (Food and Nutrition)
University of London	Home Economics
Welsh Joint Education Committee	Domestic Subjects

C.S.E.

Domestic Studies; Domestic Science; Housecraft, Homecraft, Cooking and Entertaining; Cook and Hostess; Home Economics.

Source: Home Economics in Great Britsin 1971 : J. Harvey.

Appendix B 18Distribution of marks : 'O' level Cookery

London	Theory	=	100	50 - finished result 15 - choice of menu
	Practical	=	100	5 - order 5 - timing 25 - method of working
Cambridge	Marks divided equally between three papers			
A.E.B.	Theory	=	50%	50%
	Practical	=		50%
Oxford	Theory	=		100 marks
	Practical	=		100 marks
J.M.B.	Theory	=		80%
	Practical	=	20%	40 - preparation 60 - practical

Bias of Boards

A.E.B.	Creative Design and pattern making
Cambridge	Wide field : supporting crafts (glovemaking etc.)
London	Science (but not as deep as thought by teachers)
Oxford	Wider aspects (with General Paper) 'Good average householder knowledge'

Source : 'A' level examinations : Housecraft : Vol.43.
no.1 p.21

Appendix B 19Analysis of an examination paper

Current discontent with external examinations suggests a gulf between the realities of examiners and pupils. In order to assess the veracity of the complaints a recent examination paper (J.M.B. 1974) is analysed below.

Food Theory 'O' level. (1974)

The syllabus, to be realistic and relevant to everyday life should reflect the needs and realities of the pupils. Some of those needs in modern society are to be able to understand the advertising put out by manufacturers with regard to their food products and to be able to make valid comparisons on which to base decisions.

Yet the syllabus under consideration could well have been written for twenty years ago (with the exception of the reference to 'food freezer' perhaps) for the same areas of study are included and the same approach used. One of the major aspects of modern living is the use of convenience foods and the utilisation of time. These are points which the candidates may well be facing themselves within a month or two after the examinations. Yet the questions do not appear to reflect these points adequately.

Nutrition and meal planning test. (1972)

Question A invited the examinee to ...

"Imagine you are the mother of a family consisting of yourself, your husband, an adolescent son still at school and a teenage daughter who has just started work. You have to be away for one week.

Plan a stock of food which might be placed, ready prepared, in the food-freezer to form the basis of five simple evening meals for your daughter to prepare for herself, your husband and your son. Justify your choice, stating, for each meal, what would be added to complete the meal. State how the dishes would be packed." 1

It is suggested that a rephrased version as follows would be more meaningful:-

"You, a teenager, have been made responsible for looking after your father and teenage brother (who is still at school) for a week, while your mother is away. Plan a set of five meals and state the foods which could be stored in the deep-freezer which you would use to form the basis of each meal. Justify your choice on nutritional grounds."

Put this way, it is suggested that the question lies within the reality of many of the pupils. It also is less ambiguous as to the grounds on which the choice of food is to be made: as it stood in the original version the question of pure preference could have been invoked by a divergent thinker.

A further point for consideration is the setting of the question in relation to a 'food-freezer'. This is reminiscent of the middle-class, value-loaded, questions objected to by many, for few families or schools possess such an item of equipment: therefore the question is based on a theoretical approach only and gives a considerable advantage to the pupil whose reality includes a food-freezer. (n.b. the American terminology).

A question involving the use of the freezer compartment of a domestic refrigerator, plus a combination of 'convenience foods' in packets and tins might have been more realistic. Finally, if a knowledge of how to pack food in a deepfreeze is required why not make a direct separate question on this point?

Another popular aspect with teachers is that of meter reading. It is perhaps indicative of teachers persisting with old methods, albeit within a slightly modernised framework, that this work always seems to involve ² actual calculations of the cost of electricity.² Yet it can be safely asserted that only a very small minority of people ever actually calculate the cost of their fuel by reading their meter. Far more relevant, in the light of the syllabus, would be a comparison of various types of payments; prepaid, monthly/quarterly etc. and a comparison of various fuels such as electricity versus coal for hot water.

One may also criticise the inclusion of two questions (out of nine) on non-food aspects when the paper is clearly labelled 'Food'.³ The scope of food studies is so wide that it seems feasible to suppose that there is a sufficient range of topics for inclusion in such a paper.

Again, the question of cleanliness in the supply and handling of food - a major issue in mass society - is not touched upon in the paper. This may be regarded perhaps with some concern since a comparable paper at C.S.E. asks:-

"How can a housewife maintain a high standard of hygiene when (i) shopping for food (ii) preparing food.

2 1974 (Food) item d. qst.6.

3 viz. qstns. 2 & 6

Nutritional aspects are largely confined in the G.C.E. paper to two questions, one on eggs (q.4) and one on diet deficiency (q.2). The one on eggs appears to be very limited in that two major areas could be said to largely duplicate each other (b. & c.). The section which invites the examinee to -

"comment on the relative value of brown and white eggs"

seems exceptionally trivial and indeed as misleading as asking pupils to spot wrong spellings - a practice decried years ago. The balance of marks then seems incongruous since the answer to the egg-value, in terms of everyday living, can be summed up as 'no difference' : this despite the instruction to state the composition of eggs as well.

Certainly the overall effect of the paper is one of a tendency towards trivialisation. There is little evidence of what passed for 'Objectives' in the A.T.D.S. 1970 Report. In this particular 'O' level paper it may be said that there is no link at all with the considerations mentioned in the Report which should govern the structure of the work and hence the examinations in Home Economics viz:-

- (i) the changing role of women in society
- (ii) a mother's income contribution
- (iii) the tendency to early marriage

In the light of the foregoing analysis and criticisms it would seem that the complaints levelled by teachers concerning the composition of examination questions is justified.

Universities of Manchester Liverpool Leeds Sheffield and Birmingham

Joint Matriculation Board

General Certificate of Education

Domestic Science Ordinary
Syllabus A (Food) Theory

Monday 3 June 1974 9-30—12

Careless work and untidy work will be penalised.

The mark allocations for the questions (and sections of questions) are given in the right-hand margin of the question paper.

cookery. Name four different uses, giving one example in each case.

↓
8
↓
↓

Answer five questions.

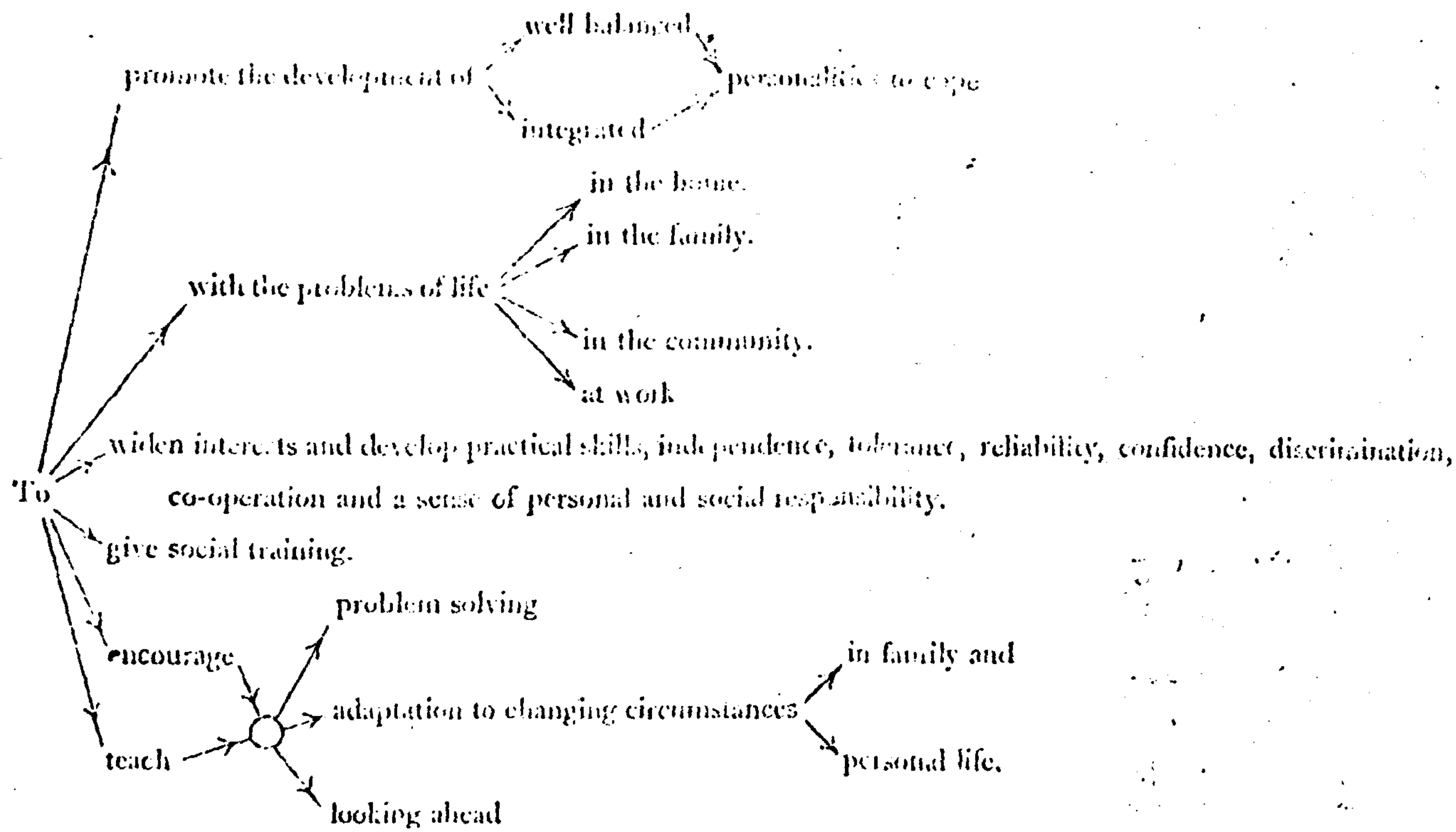
- | | | |
|----------|---|----|
| 1 | (a) What do you understand by the terms (i) malnutrition, and (ii) starvation (undernutrition)? | 4 |
| | (b) What is a kilo-calorie? Why is it important when planning special diets? | 6 |
| | (c) What points would you consider when giving diet advice and planning meals for overweight teenagers? Illustrate the points you have made by planning a menu for them for two days. | 20 |
| 2 | (a) What is meant by (i) conduction, (ii) convection, and (iii) radiation of heat? | 6 |
| | (b) Why is a constant supply of hot water essential in the kitchen? | 6 |
| | (c) Describe with the aid of a diagram one method of supplying a small modern house with hot water. | 10 |
| | (d) (i) What is meant by "lagging" a hot water cylinder?
(ii) Name two materials suitable for lagging. Give reasons for their suitability. | 8 |
| 3 | (a) (i) Name the chemical elements of which fat is composed.
(ii) Give four functions of fat in the diet. | 7 |
| | (b) Comment on the relative merits of using (i) oils and fats for deep frying, and (ii) butter and margarine. | 10 |
| | (c) Why should fatty foods be (i) eaten with carbohydrate food, and (ii) restricted in invalid and convalescent diets? | 5 |
| | (d) Give an account of the digestion and absorption of fat in the body. | 8 |
| 4 | (a) (i) State the composition of eggs.
(ii) Comment on the relative value of brown eggs and white eggs. | 10 |
| | (b) Why are eggs important in the planning of meals for young children?
Suggest three ways of serving eggs to children, giving reasons for your choice. | 12 |
| | (c) The properties of eggs allow for a variety of uses in cookery. Name four different uses, giving one example in each case. | 8 |

- 5 Write a short account on each of the following topics:**
- (i) ascorbic acid, 9
 - (ii) the importance of pulses and nuts in a vegetarian diet, 7
 - (iii) the value of a deep freezer in the modern home, 7
 - (iv) the varieties and uses of pasta in cookery. 7
- 6 (a) What type of cooker would you choose for a small modern kitchen?**
- Describe briefly five features of this cooker that you consider essential. 10
- (b) Make a simple kitchen plan to show the position of the cooker in relation to doors, windows, sink unit, working surfaces and refrigerator.**
- Give reasons for the positions chosen. 9
- (c) List five precautions you would take to ensure safety when working in the kitchen.** 5
- (d) Calculate the cost of electricity used from the following information on the quarterly account:**
- Previous meter reading 12 082 units (kwh).
Present meter reading 12 932 units (kwh).
- The first 50 units cost 3.60p per unit and the remainder cost 0.85p per unit. (All working must be shown.) 6
- 7 (a) What are the causes of decay in fruit and vegetables?** 8
- (b) What are the principles underlying the preservation of fruit and vegetables? State how these principles can be applied.** 8
- (c) (i) What proportion of sugar to fruit is used when making plum jam?** 1
- (ii) Outline the method for making, potting and sealing plum jam.** 8
- (d) Outline the method of preparation and deep freezing either runner beans or Brussels sprouts.** 5

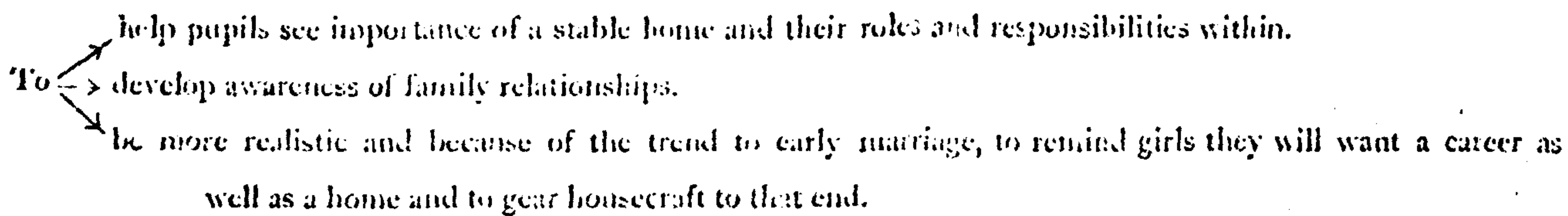
- 8** Show that you know the purpose of each item and the difference between each item in the following pairs. (You may use diagrams where appropriate.)
- (a) seasoning and garnishing,
 - (b) vanilla essence and vanilla flavouring,
 - (c) compressed and dried yeast,
 - (d) sugar and saccharin,
 - (e) a filament and an element (electric),
 - (f) a cook's knife and a palette knife,
 - (g) a two-tier steamer and a double saucepan. 30
- 9** (a) Discuss the relative merits and disadvantages of purchasing foodstuffs in each of the following places: (i) a supermarket, (ii) the family shop, (iii) a stall in the open market. 15
- (b) What special points should be considered when buying (i) lettuce, (ii) potatoes, (iii) flour for breadmaking, (iv) celery, (v) flowers for table decoration? 15

Appendix B 20

11.7 Area 5, 9 per cent of total statements.



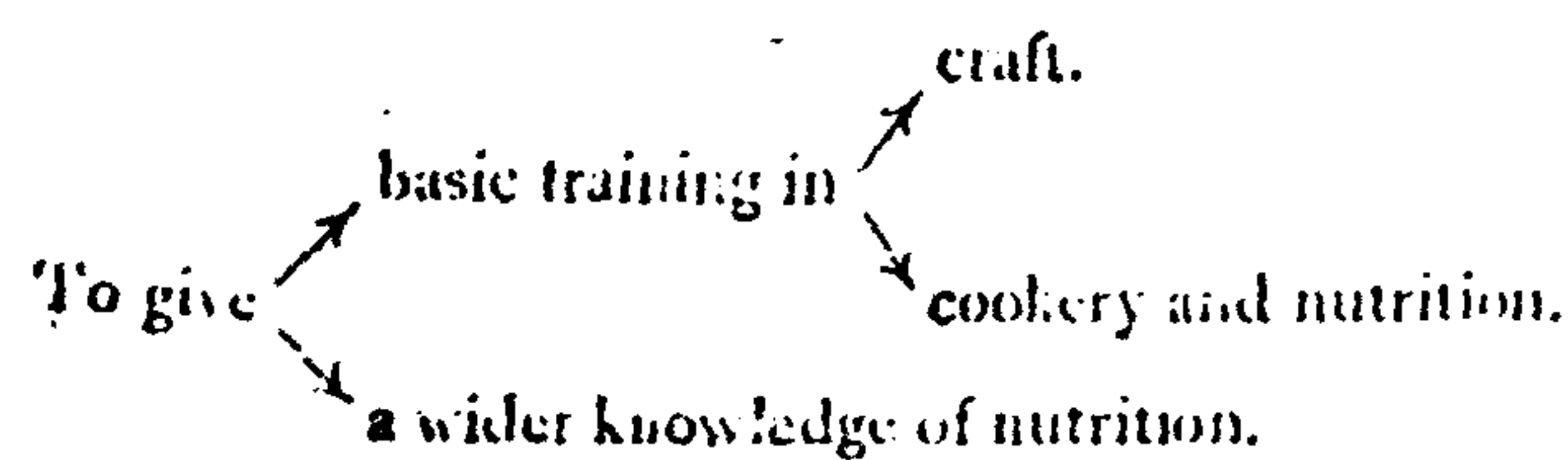
14.8 Area 6, 3.5 per cent of total statements.



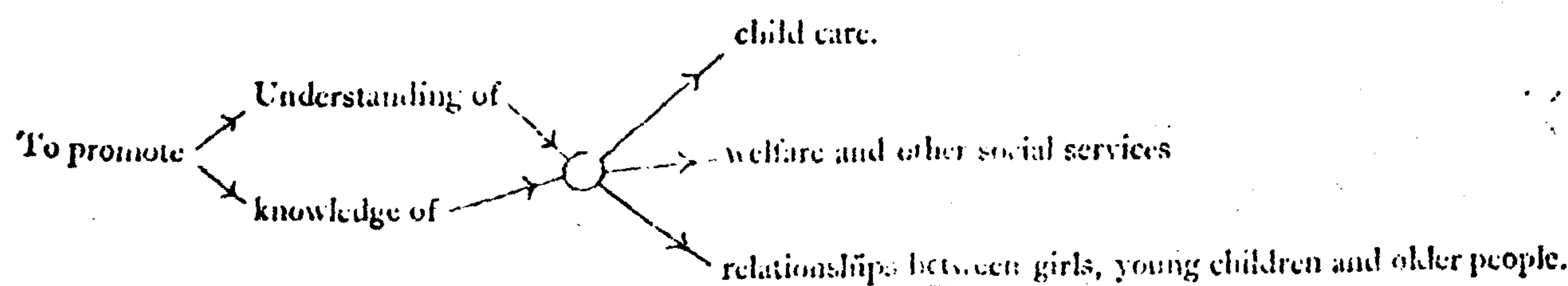
14.9 Area 7, 11 per cent of total statements.

To promote the understanding of wise budgeting money management planning.

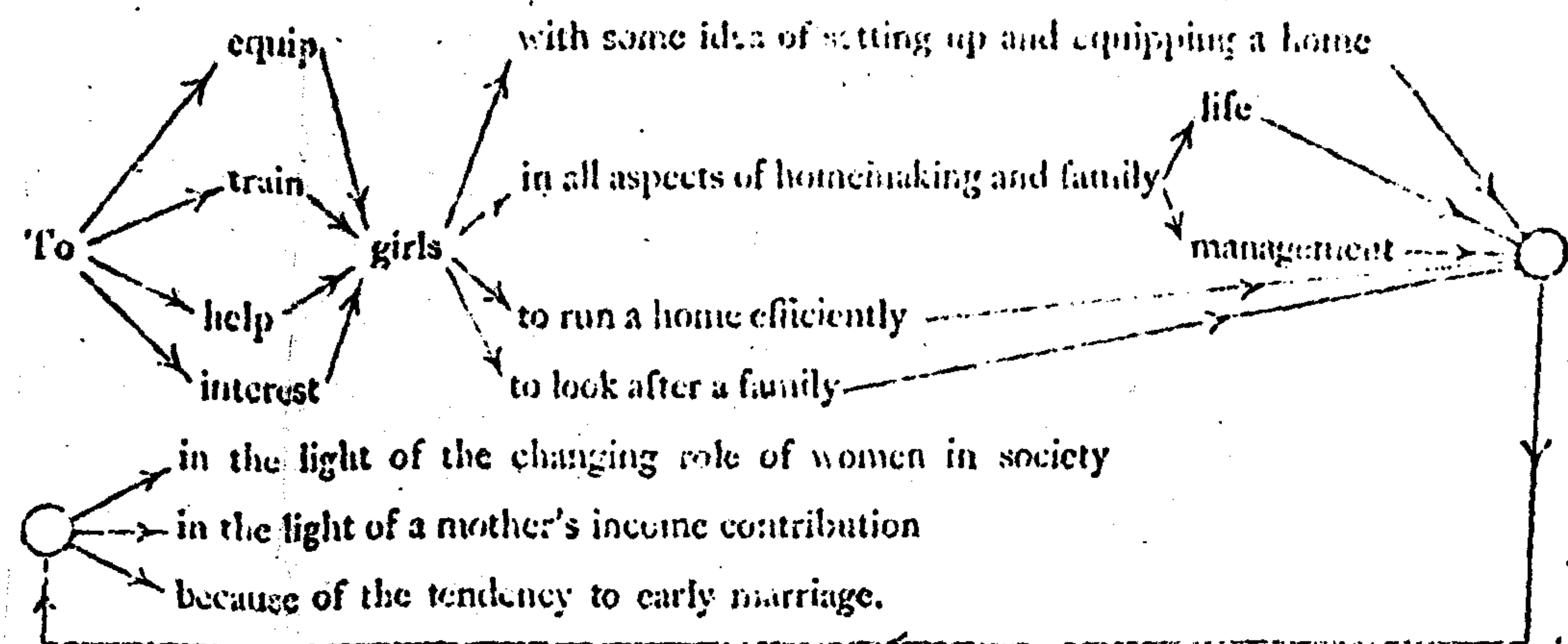
14.10 Area 8, 6 per cent of total statements.



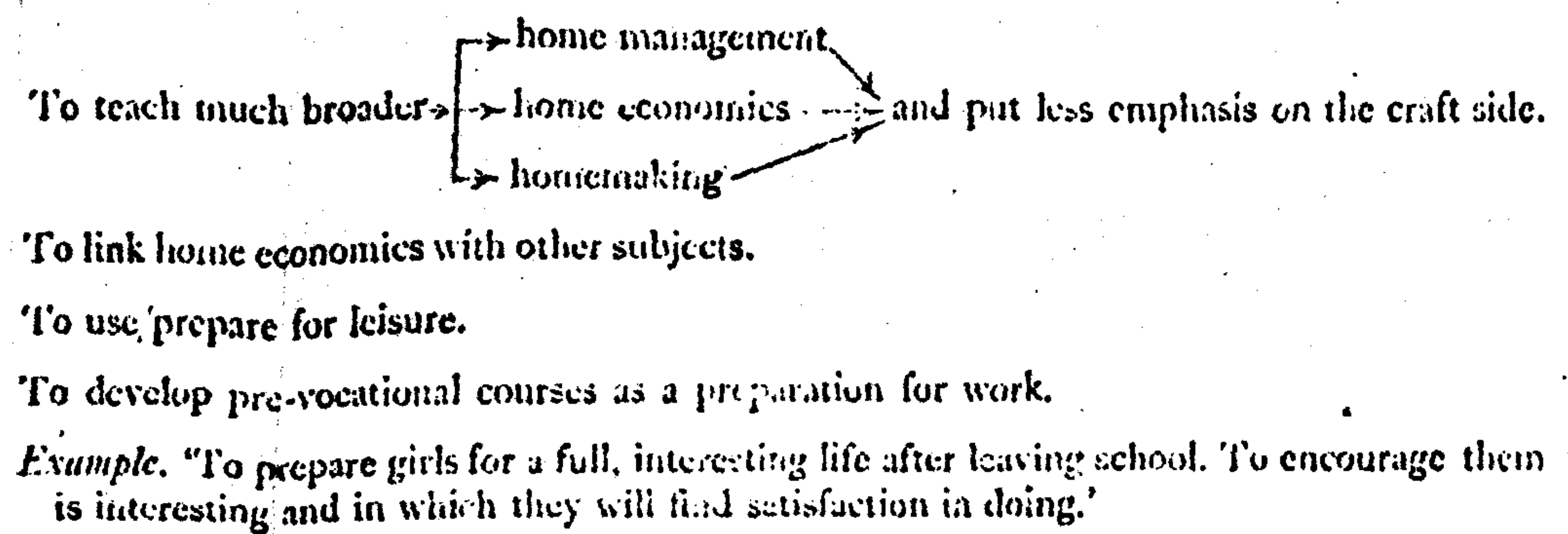
14.11 Area 9, 5.5 per cent of total statements.



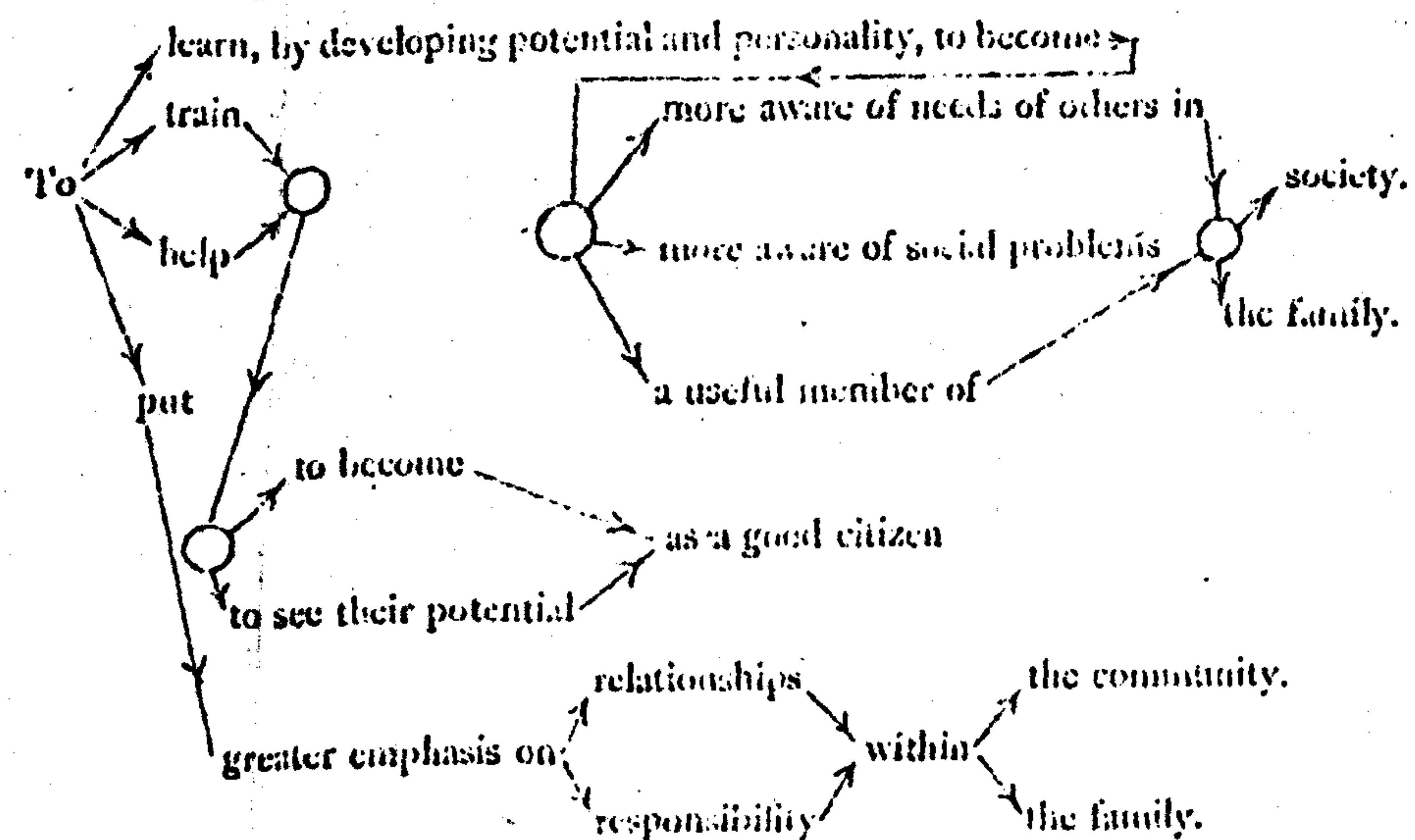
14.3 Area 1, 24 per cent of total statements.



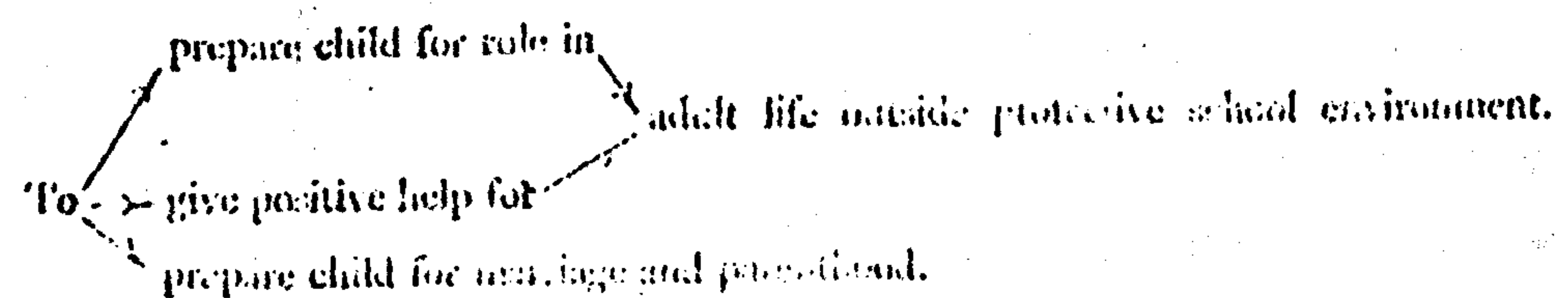
14.4 Area 2, 18 per cent of total statements.



14.5 Area 3, 17 per cent of total statements.



14.6 Area 4, 6 per cent of total statements.



Appendix B 21Table showing age-structure of domestic subjects teaching force

under 25	25-29	30-34	35-39	40-44	45-49
328.1	266.1	122.6	102.3	149.8	147.9
50-54	55-59	60-64	65+	age not stated	all teachers
196.5	128.3	67.0	19.9	7.0	153.5

Source : Statistics in Education 1969

Appendix B 22Design Centres

Design Centres are a new attempt at facilitating curriculum integration. One of the first to be built was that at the Henry Fanshawe School, Dronfield, Derbyshire. The theory underlying such a grouping of facilities (cf. diagram) was that interaction and exchange of ideas and physical integration would be more easily accomplished.

However, they are meeting with a degree of opposition. This is partly due to the fact that certain other links which teachers may wish to make are inhibited (e.g. Art with History) whilst others feel that they are having links forced upon them. Teachers of Domestic Subjects are considerably concerned over the possible annihilation of their subject within the concept of Art, although some felt that there was a possible contribution to be made by their Department to 'Design'. In the particular example quoted here, the actual design is severely criticised : the door of the 'staff room' is incorrectly sited and it is impossible to maintain the vigilance which is necessary in a practical lesson in terms of safety. Some centres are also badly designed in that noise is an almost insuperable problem (e.g. sawing, hammering are carried on near to and during lectures/lessons which involve talking).

(Views and opinions referred to above were expressed at the A.G.M. of the A.T.D.S. at the Radbrook Institute; 25.10.1975)

Diagram 11.

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NEW SCIENCE AND CRAFT BUILDING

The plan is based on linked subject departments. Interspersed between them are seminar, tutorial, commons and study space, and areas which cannot normally be afforded when departments are housed separately. These spaces will be shared. Their variety will allow teachers freedom to extend the curriculum and develop teaching methods. The way in which they are related will encourage them to cooperate in the development of inter-disciplinary studies, project and group work.

The fairly deep planning which has resulted from this approach means that large spaces in the centre of the building are lit from roof lights, but most areas receive light from side windows as well and many areas have views of the outside through two or even three different window walls. There should, therefore, be no feeling of being 'shut in'. Certain of the small internal spaces - for example, the lecture theatre - will be artificially ventilated.

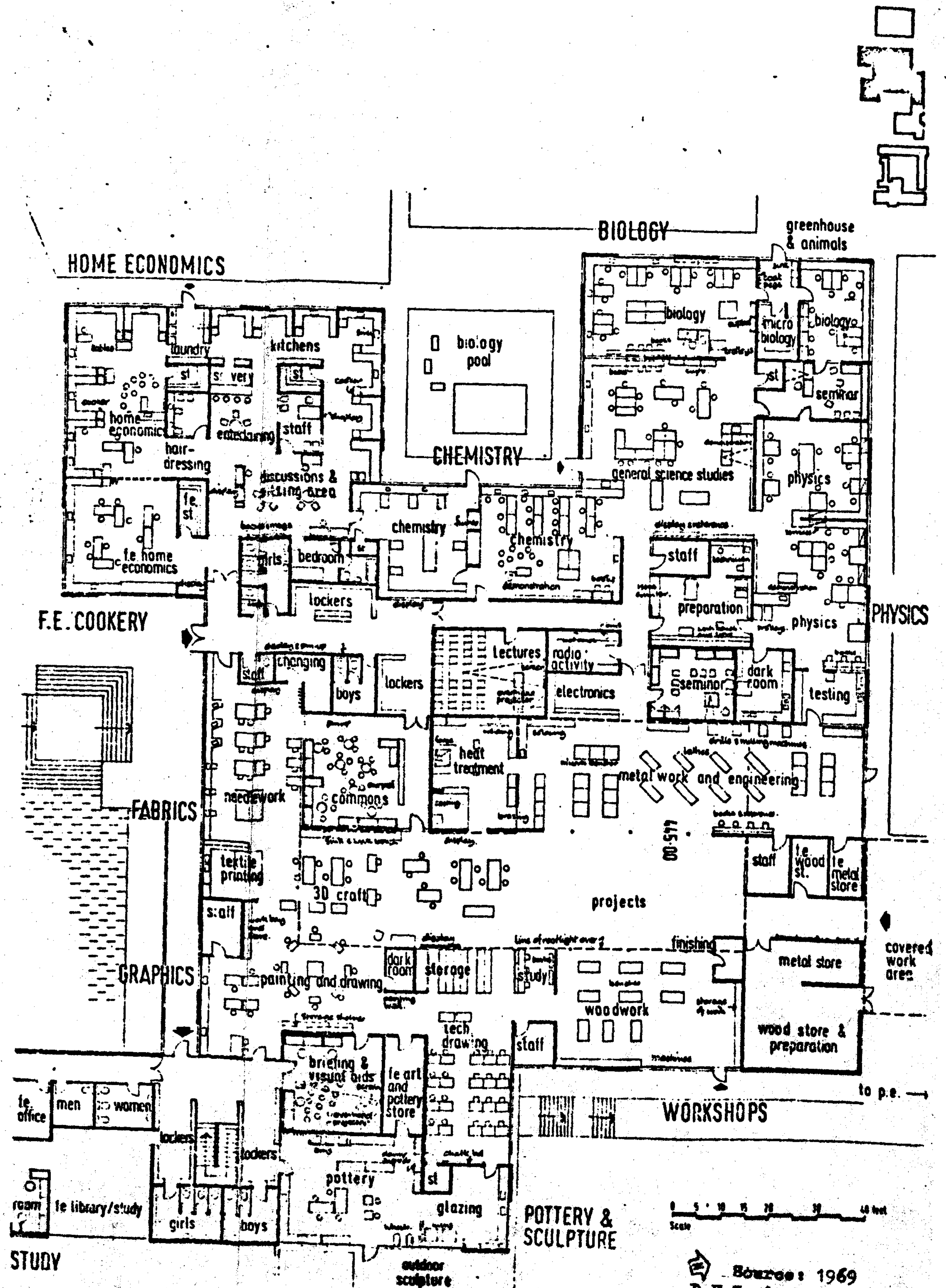
Science. At the centre of the science group is a large general laboratory. Most of the services are located around the perimeter leaving the floor area free for a variety of experimentation and equipment arrangements. Leading off are areas for biology, physics and chemistry - each with an area for advanced level work. Separate rooms are provided for small groups to work on micro-biology and radioactive substances.

The 40-seat lecture theatre will be used by all departments and one of the seminar rooms is shared with engineering.

The home economics facilities for the school and further education have been planned together. Spaces for hairdressing, cookery and entertaining are linked to a comfortably furnished general discussion area.

The woodwork, metalwork and craft rooms are linked by an area for project work. There are benches for brazing and soldering, and a forge and casting area. Theoretical studies can be carried out in the visual aids room, the commons area, the seminar room or the lecture theatre.

The needlework room adjoins the craft area and a bay for textile printing and dyeing.



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