May 15, 1975

To the Graduate Council:

I am submitting herewith a thesis written by Donna Voss Adair entitled "An Analysis of Membership in the Communications Section of the American Home Economics Association, Their Educational Background, Their Communications Activities, and Recommendations of Communications Coursework for All Undergraduate Home Economics Students." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Communications.

Kelly Leiter

B. Kelly Leiter, Major Professor

We have read this thesis
and recommend its acceptance:

Herbert A. Howard

Eugenia Mauldin

Accepted for the Council:

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Vice Chancellor
Graduate Studies and Research

AN ANALYSIS OF MEMBERSHIP IN THE COMMUNICATIONS SECTION OF THE AMERICAN HOME ECONOMICS ASSOCIATION, THEIR EDUCATIONAL BACKGROUND, THEIR COMMUNICATIONS ACTIVITIES, AND RECOMMENDATIONS OF COMMUNICATIONS COURSEWORK FOR ALL UNDER-GRADUATE HOME ECONOMICS STUDENTS

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

Donna Voss Adair

June 1975

1259438

ACKNOWLEDGEMENTS

To my parents, Dr. and Mrs. A. H. Voss, who early instilled in me an appreciation of education and thirst for knowledge, who provided both moral and financial support toward this project when needed, and who, as alumnae, first suggested I attend The University of Tennessee at Knoxville.

To my professors, especially my committee, Dr. Kelly Leiter, Dr. Herbert Howard, and Miss Eugenia Mauldin, who were friends as well as teachers in this educational experience, and who were especially patient as the thesis itself dragged out long distance from Tennessee to Texas for three years after I left Knoxville.

To my husband, Art, who helped in the early stages with such mundane tasks as gluing all those quarters onto the enclosure letters and who I'm sure was much more patient with me than I probably realize through the remainder of the project.

To the South Texas Home Economists in Business who assisted in the early stages of this study with the pre-test.

To the members of the Communications section of the American Home Economics Association, many of whom also wrote kind notes of encouragement.

To Wayne Hamilton who provided encouragement, motivation, and some friendly competition in the last few months, without which this study would probably still be just a bundle of answered questionnaires waiting for analysis.

To all the many other people who have touched my life with a kind word toward this project and my completing it. . . . Thank you.

ABSTRACT

In recent years the profession of home economics through American Home Economics Association workshops, literature and other means has intermittently stressed the need for home economists to learn and utilize communications skills, tools and media in their work.

In 1972 the Communications subject-matter section was established within the American Home Economics Association with 316 first year members. By March 15, 1974, the membership had increased to 785.

Through mailed questionnaires to each of these members the author sought to determine the educational preparation of home economists in communications, with emphasis on their communications education, and to describe the communications activities these members perform in their work. These data were analyzed as a basis for suggesting the types of communications training all home economics students might most need.

A statistical profile of home economists in communications indicates they are young and were graduated from land grant or state universities with majors in home economics education. While in college most anticipated a need for knowledge and skills in communications for their work as home economists.

However, only one-third noted that any of their home economics faculty members encouraged them to take communications coursework and 10 percent noted that their home economics faculty discouraged them from taking courses in communications.

Of the 10 communications skills, media or tools queried about--Advertising, Audio-Visual, Business Communications, Graphics, Journalism, Photography, Public Relations, Radio-TV, Research and Speech--only two, Speech at 61 percent and Journalism at 53.1 percent, were taken by more than one-half of the respondents when they were undergraduate home economics students.

However, eight of the ten (all but Advertising, 41.5 percent, and Research, 31.9 percent) received more than 50 percentage points as being used by home economics communicators in their present work.

Use emphasis of the communications skills, media or tools varied according to the professional areas in which the respondents worked.

Specific shortcomings in communications education preparation were noted when analyzing gaps between coursework taken and communications skills, tools and media used. Those differences were even greater--varying from 23 percentage points (Research) to 65.7 percentage points (Public Relations) when comparing the gaps between communications courses required for undergraduate home economics degrees and the communications skills, tools and media used in the respondents' work.

This would seem to imply much learning-on-the-job of communications skills, tools and media. So it evidently can be done and is being done. However, some college exposure to communications should promote home economics graduates one step closer to potential opportunities. Such exposure should be a strong correlation of communications skills, tools and media as used by professionals, but not so strong as to overshadow the students' home economics curriculae.

Rather, it should be devised as an auxiliary to aid them in implementing their home economics skills, tools and techniques for further thrust.

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CHAPTER I

INTRODUCTION

I. HISTORICAL BACKGROUND

The American Home Economics Association (AHEA) was founded at a meeting held in Washington, D. C., from December 31, 1908, to January 2, 1909. This organizational meeting was the result of the Lake Placid Conferences on Home Economics 1899 to 1908 which were led by Ellen H. Richards.[1] Richards is considered the founder of the home economics profession.

During the fourth Lake Placid Conference one of the most all-encompassing definitions of home economics was recorded:

> Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between these two factors.[2]

From this early expansive outlook of the home economics profession, the general attitude and approach toward the profession--both from within and out of the profession--has become one of narrow, super-specialized scope.

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[1]"Through the Decades with the Journal: 60th Anniversary Compilation," Journal of Home Economics, LXI (February, 1969), 89.

[2]"Proceedings of the Fourth Annual Conference, 1902," Lake Placid Conference on Home Economics. Proceedings of Conferences 1 to 10, 1899-1908, pp. 70-71, cited by Flossie M. Byrd, "A Definition of Home Economics for the 70's," Journal of Home Economics, LXII (June, 1970), 412.

William H. Marshall, Associate Dean and Director, The School of Family Resources and Consumer Sciences, The University of Wisconsin, Madison, sought to explain this development as he spoke to the West Virginia Home Economics Association convention March, 1973:

> It has often been said that the fundamental concept of home economics--that it is the study of the relationships between man and his environment--is a highly sophisticated conceptualization as well as a rather broad one.
>
> How did it happen that this basic concept, so plainly stated by Ellen Richards, became in so many times and places the practice of cooking and sewing?
>
> Part of the problem may be that, while Ellen Richards was undeniably a brilliant person whose mind readily grasped interrelationships and vistas . . . there is a good deal of evidence that most of us focus much more readily on specific mental compartments, rather than on ideas, concepts, and generalizations.[3]

Giving historical relevance to his philosophical ledge within the field of home economics developed, specialties developed to the point of perhaps rupturing the basic concept of the profession--the interrelation of all its parts.[4]

In a unified field concept it is held that

> . . . some areas of home economics are basic to others, as the study of textiles, for example, is part of the environment of families. In order to be a home economist in the textile area, one must be not only a textile specialist but also able to relate textiles and their use to family environment, decision making, and consumption.[5]

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[3]William H. Marshall, "Issues Affecting the Future of Home Economics," Journal of Home Economics, LV (September, 1973), 8.

[4]Ibid.

[5]Ibid.

This last word, "consumption," is a key word in the development and service of the home economics profession. The home economics movement took root as the historic family moved from a primarily production unit to a primarily consumption unit.

Today among the more vocal causes in the United States is the consumer movement. Home economics is inextricably linked with these groups. And the AHEA is attempting to meet the challenges posed by them in both its organizational structure and its leadership.

The leadership harkens to founding concepts. New curriculae are being developed which should better prepare new home economists to face and relate to the interdependent needs of Marshall McLuhan's global villagers.

AHEA's new accreditation program particularly looks for the interrelationships within a home economics program, but, also, seeks training of the student as a communicator, or translator, to the masses.

In writing of the progress of the accreditation program, Dr. Marjorie East, Head, Department of Home Economics Education, The Pennsylvania State University, and 1972 AHEA President, stated:

> No group of professionals is in a more strategic position to help a consumer face the market or to help achieve improved market practices or legal remedies. Some of the best undergraduate programs are laying the educational groundwork for professionals with the broad, responsible view of what the system could be like, and the ability to translate (underlining by this author) this philosophy into practical terms for the use of the Jones family.[6]

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[6]Marjorie East, "More About Accreditation," Journal of Home Economics, LXII (October, 1971), 531.

The above statement was printed October, 1971. In October, 1970 a new stave was added to the AHEA umbrella of subject-matter sections.[7] The AHEA has two types of sections to which individual members belong. These are the professional sections with members divided by the type of professional program of home economics in which one is employed such as research, business, extension service; and the subject-matter sections with members divided by their subject interests.

This new subject-matter section is Home Economics Communications. It joined the eight other sections which are Art; Family Economics-Home Management; Family Relations and Child Development; Food and Nutrition; Housing, Furnishings, and Equipment; Textiles and Clothing; Home Economics Teacher Education; and Institutional Administration.

The communications section was a natural outgrowth of the home economists' developing communications skills in order to relate ideas, information, and expertise from the other subjects encompassed within the broad professional umbrella of home economics. As she became more involved with the skills for communicating her specialized field, the home economist became as much a communicator as an expert in food and nutrition or textiles and clothing.

Or, looking back to the original concept, as other facets of the profession became more specialized, the home economics communicator became the generalist who translated the special knowledge to the consumer. Her communications skills became more necessary to the

---

[7]"The AHEA Board of Directors Fall Meeting," Journal of Home Economics, LXII (December, 1970), 740.

profession as the consumer clamored to demand more information about her/his immediate environment and the interrelationships thereof.

This particularly came to light in a 1969 survey of the Home Economists in Business (HEIB) professional section of AHEA. The survey requested comments on the subject of home economics curriculae for the Colleges and Universities professional section as suggestions for implementing programs better geared toward tomorrow's job market.[8]

Throughout the comments two factors were most outstanding: (1) develop technical home economics skills and knowledge, and (2) learn to communicate.

One statement sums both attitudes:

> The technical nutrition and textile information can't be diluted. After all that is one of the basic reasons our companies need us--but, in turn, we need the ability to translate this knowledge into workable solutions as related to marketing needs and consumer needs, then communicate it effectively to all concerned.[9]

II. STATEMENT OF THE PROBLEM

With a few outstanding exceptions, colleges and universities were not preparing home economics students with the communications skills they needed.

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[8]"Comments from HEIBs on Curricula," Journal of Home Economics, LXII (January, 1970), 53.

[9]Willie Mae Rogers, ed., "Comments from Letters from Home Economists in Business on the Subject of Home Economics Curriculum," New York, 1970, p. 11. (Mimeographed.)

And the bulk of those colleges and universities which do have home economics communications programs are connected with agricultural communications programs.[10]

However, as much of agriculture has grown into agribusiness, home economics communicators are not telling homemakers how to can home-grown products as much today as they are helping industry develop and sell convenience foods.[11]

Exactly what kinds of communications skills are home economists using in their work today? What is their projection for the future?

Perhaps certain specialized communications courses or auxiliary curriculae should be developed to meet the needs of specific home economics curriculae much as the clothing and textile home economist, for example, needs to know organic chemistry, but the food and nutrition home economist must know both organic and biochemistry.

This study should indicate which elements of communications are the most necessary for the various non-communications home economics specialties.

In order to develop practical curricula, or perhaps "communications skills" courses for home economics, the above questions must first be answered.

This paper shall attempt to (1) describe the communications activities of the home economist in communications; (2) determine the

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[10]Department of Agricultural Journalism, University of Wisconsin, "Undergraduate and Graduate Programs in Home Economics Journalism." (Mimeographed.)

[11]Sheila Tobias, "For College Students: A Study of Women, Their Roles and Stereotypes," Journal of Home Economics, LXIV (April, 1972), 21.

educational preparation of the home economist in communications; and (3) suggest communications training for all home economics students.

III. OPERATIONAL DEFINITIONS

Throughout this study the following terminology will be operative.

AHEA: The American Home Economics Association (AHEA) is the "professional organization of home economists in the United States and Puerto Rico."[12]

Home Economist: One engaged in

> . . . that field of knowledge and service primarily devoted to improving the quality and standards of individual and family life through education, research, cooperative programs, and public information. Home economists are actively involved in teaching, research, extension, business, health and welfare, journalism, and homemaking. Approximately 50,000 men and women are members of the American Home Economics Association, including 35,000 members with Bachelor's or advanced degrees in Home Economics or one of its specializations and 15,000 student members enrolled in undergraduate programs in Home Economics.[13]

Subject-matter sections and professional sections: The American Home Economics Association "functions through subject-matter and professional sections . . . to help focus the special expertise of home economists. . . ."[14]

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[12]American Home Economics Association, Membership Directory of the American Home Economics Association (As of March 31, 1973) (Washington, D.C.: American Home Economics Association, 1973), p. ii.

[13]Ibid.

[14]Ibid.

The subject-matter sections are Art; Family Economics-Home Management; Family Relations and Child Development; Food and Nutrition; Housing, Furnishings, and Equipment; Textiles and Clothing; Home Economics Communications; Home Economics Teacher Education; and Institutional Administration.[15]

The professional sections are Colleges and Universities; Elementary, Secondary, and Adult Education; Extension; Health and Welfare; Home Economists in Business (HEIB); Home Economists in Homemaking (HEIH); and Research.[16]

Home economics communicator or home economist in communications: A member of the Communications subject-matter section of AHEA. In this section are "some members who work fulltime in communications, some who work part-time in the field and some who want to increase their knowledge of communications."[17]

Communications: "The art of transmitting information, ideas, and attitudes from one person to another."[18]

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[15] Ibid.

[16] Ibid.

[17] Jean Shipman, "We Are Three," AHEA Communications Newsletter, Winter, 1973, p. 1.

[18] Edwin Emery, Phillip H. Ault, and Warren K. Agee, Introduction to Mass Communications (New York: Dodd, Mead and Company, Inc., 1965), p. 3.

CHAPTER II

REVIEW OF THE LITERATURE

I. COMMUNICATION ACTIVITIES OF HOME ECONOMISTS

Within the past few years the importance of home economists communicating has begun to spring up intermittently in home economics literature. Much of this has been in relation to consumer affairs--both as concerns the HEIB and the non-business home economist. But the bulk of this has been of a philosophical nature:

> Communication, or lack thereof in the market, is really what present-day consumer controversies are all about.[12]

> Home economists, because of their special knowledge, training, and commitment, are in a unique position to help bridge the communication gap between consumers and industry.[13]

> Creative ideas and profound insights are circulated through the appropriate channels within the professional home economics circles. Great solutions are proposed and the mechanics worked out, but in a dream. Unfortunately, few of these ideas flow to the outside world where they count.[14]

The Staples' 1968 study of "The Role of Home Economists in Communications Between Consumers and Manufacturers of Consumer Goods"

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[12]Gwen Bymers, "Seller-Buyer Communication: Point of View of a Family Home Economist," Journal of Home Economics, LXIV (February, 1972), 59.

[13]Nancy Harries, "An Active Role for Home Economists in Consumer Affairs," Journal of Home Economics, LXIII (January, 1971), 24.

[14]Ibid., pp. 24-25.

indicated that the HEIBs responding played a greater role in providing educational services (93 percent)[15] for consumers than they did in product testing (90 percent).[16]

These educational services included producing materials distributed via home economics teachers, newspapers, and magazines.[17] Therefore, these educational services could be interpreted as communications services as well.

Approximately three-fourths of the responding HEIBs participated in the development of advertising. Their input was more frequently to review copy than to contribute it.[18]

More than two-thirds had some photography responsibilities, reviewed layouts, and contributed ideas to the advertising department or agency.[19]

Most of the respondents indicated responsibilities related to the preparation of label copy or photography.

In relation to communications from the consumer, 60 percent of the HEIB respondents had a role in market research[21] and in companies where a specific department was responsible for handling consumer

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[15]Carol Thompson Staples, "The Role of Business Home Economists in Communications Between Consumers and Manufacturers of Consumer Goods" (unpublished Master's thesis, Cornell University, 1968), p. 26.

[16]Ibid., p. 32.

[17]Ibid., p. 41.

[18]Ibid., pp. 40-41.

[19]Ibid., p. 41.

[20]Ibid., p. 33.

[21]Ibid., p. 35.

inquiries, 64 of the 91 responding firms handled them in the home economics department.[22]

From this study it is clear that a fairly high percentage of many HEIBs' activities are devoted to communications in one form or another.

However, literature is scant in relating specific communications activities of non-business home economists.

But, since Communications membership also encompasses non-business home economists, including, perhaps, the extension home economists who wrote:

> If you are an extension specialist, how do you simultaneously teach 1,000 community leaders even though they are scattered all over the state? The answer is simple enough: You can teach by public television.[23]

If, on the other hand, these extension home economists do not consider themselves primarily as communicators, this statement on their use of a mass medium further indicates the need for educating all home economists in communications techniques.

(The Membership Directory of The American Home Economics Association (As of March 31, 1973) lists both authors in the subject-matter area of Family Economics-Home Management.)[24]

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[22]Ibid., p. 35.

[23]Elsie Fetterman and Margery L. Kabot, "Stretching a Buck," Journal of Home Economics, LXIV (November, 1972), 15.

[24]American Home Economics Association, Membership Directory of the American Home Economics Association (As of March 31, 1973) (Washington, D.C.: American Home Economics Association, 1973), p. 62 and p. 106.

II. EDUCATIONAL PREPARATION OF HOME ECONOMISTS

> At the end of the sixties, 1968-69, home economics education continued as the area of specialization at the undergraduate level with the largest percentage of majors. Forty-five percent of all undergraduate degrees granted by units of home economics were in home economics education. The four major areas of study at the undergraduate level with the next largest numbers of graduates in decreasing order were general home economics (14 percent); textiles, clothing, and merchandising (12 percent); child development and family relations (11 percent); and foods, nutrition, and dietetics (7 percent).[25]

The remaining 11 percent was not broken down as to major by the authors of the statement above. But after dividing this 11 percent among other areas of home economics such as related arts, interior design, family economics, home management, housing, furnishings, and equipment and institutional administration, it is evident that there were few in communications.[26]

In the Fall, 1968 less than 6 percent of American college and universities with home economics curricula even offered a major in home economics communications.[27]

However, as the demand for communicating home economics has increased, major seminars have been devoted to the subject and more are planned in the near future.

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[25]Jeanette C. Gorman and Laura Jane Harper, "A Look at the Status of Home Economics in Higher Education," Journal of Home Economics, LXII (December, 1970), 744-745, citing Home Economics Institutions Granting Bachelor's or Higher Degrees 1968-69 (Washington, D. C.: American Home Economics Association), 1970.

[26]Ibid.

[27]Lydia Johnson and Mary Ruth Swope, "Facts About Curricula in Home Economics in Institutions of Higher Education," Journal of Home Economics, LXIV (February, 1972), 13.

A series of eleven home economics communications seminars were sponsored by the College of Human Ecology at Michigan State University from Spring, 1970 through Spring, 1971.

These seminars, however, tended to be more philosophical than practical in nature. But the key was molded when these seminars "presented a clear challenge to home economists to bridge the communication gap between consumers and industry."[28]

AHEA's new Program Committee on Professional Development for Indepth Use of Communications Techniques had an AHEA Communications Institute for Use of Mass Media, June 17-21, 1974, at California State University, San Diego, immediately prior to the AHEA annual meeting in Los Angeles.

> The purpose of the institute will be to give professional home economists and a limited number of students practical experience in mass media, which would provide a nucleus of leaders able to coordinate follow-up workshops in regions and states.[29]

The very fact that this institute took place as well as the existence of this new committee plus the follow-up workshops indicates AHEA's expanding recognition of the home economist's need to be proficient in communication techniques and her lack of formal training in such techniques.

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[28]Harries, "An Active Role for Home Economists in Consumer Affairs," p. 25.

[29]Genevieve H. Cory, "Professional Development for Indepth Use of Communications Techniques," Journal of Home Economics, LV (September, 1973), 65.

CHAPTER III

METHOD OF PROCEDURE

I. INTRODUCTION

In order to determine which communications tools, skills and media are used most by home economists in communications and the educational preparation for the use of these tools, skills and media, the members of the Communications subject-matter section of the American Home Economics Association were queried.

By determining use and educational preparation, indications for planning communications curriculae for undergraduate home economics students should be obtained.

II. THE SAMPLE

The membership of the Communications section of AHEA more than doubled within its first two years. Organized in 1972, first year membership totaled 316.[30] There were 449 members of the Communications subject-matter section in 1973.[31]

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[30]"Who Are We," AHEA Communications Newsletter, April, 1972, p. 1.

[31]American Home Economics Association, Membership Directory of the American Home Economics Association (As of March 31, 1973), pp. viii, 1-231.

A March 15, 1974,[32] AHEA computer printout of Communications section membership noted 785. This 785 was the universe for this study.

Of these 785, 372, or 47.3 percent, were also members of the HEIB professional section; 136 or 17.3 percent were members of the Extension professional section; 109 or 13.8 percent were members of the Extension professional section; 109 or 13.9 were members of the Elementary, Secondary, and Adult Education (ESA) professional section.[33] (See Table 1, Appendix C.)*

HEIH provided 95 members or 12.5 percent; the Colleges and Universities professional section provided 31 members or 3.9 percent; and 8 or 1 percent of the Communications membership did not designate membership in a professional section. These will herein be referred to as "Undesignated." The Research professional section provided 7 or .9 percent of the membership[34] (Table 1).

A questionnaire was mailed to each of the 785 persons on the above noted computer printout.

III. THE QUESTIONNAIRE

The questionnaire was developed by the author with the ultimate application in mind of

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[32] Communications Section - Alpha by Professional Section, Computer Printout of the American Home Economics Association (Washington, D. C.: American Home Economics Association, March 15, 1974), p. 44.

[33] Ibid.

[34] Ibid.

*All tables referred to in text appear in Appendix C.

-- determining the educational preparation of home economists in communications, with emphasis on their educational preparation in communications;

-- describing the communications activities of the home economists in communications; and

-- suggesting communications training for all home economics students.

The questionnaire (Appendix A) was divided into three main parts.

The first part requested personal and professional information. The second, and most detailed, part of the questionnaire queried about education in communications and the use of communications in one's work. Information about basic home economics education was requested in the third part of the questionnaire.

The questionnaire was pre-tested on members of the South Texas HEIB group. The pre-test respondents are not necessarily members of the Communications subject-matter section, but communications often play a major role in their work.

Following the pre-test the revised questionnaires were sent to the entire membership of the Communications subject-matter section of AHEA.

A cover letter with a quarter attached accompanied the questionnaire (Appendix B). This cover letter described the study and its purpose. These items were mailed April 13, 1974.

Response was sought within one month. A stamped self-addressed envelope was enclosed.

IV. THE DATA

The data were analyzed in accordance with the purposes of the study. Descriptive statistics were used.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

Like many professions and professionals today, home economics and the practicing home economist have learned--or had to learn--how to use communications, communications techniques. The need for these skills has become more evident as the world has grown larger, as the profession's expertise has grown more specialized though frequently more interdependent, and as communication techniques themselves have become more sophisticated.

However, as some parts of the home economics profession became more specialized, one part grew more generalized as its practitioners learned to communicate the expertise of its specialists to the audiences--from one-to-one to the masses. This has become especially so as the home economists' role of consumer educator--formal and informal--has grown. Thus, a new specialty was born--the specialty of the home economist in communications.

II. STATEMENT OF CONTENT

The total usable response was 429, or 54.6 percent of the universe of 785 plus 33 invalid responses. The cut-off date for tabulating responses was May 14, 1974. However, after that date an additional 46 completed questionnaires were received, representing an

additional 10.7 percent responses. Thus, a grand total of 508, or 65.7 percent, responses were returned. But only the first 429 were used in tabulations for this study.

By category, of the eligible responses, Undesignated and Extension were most responsive with return rates of 75 and 66.9 percent, respectively. Research and Home Economists in Homemaking were the least responsive with rates of 28.6 and 33.7 percent, respectively.

The most responsive and least responsive also represented the two smallest groups; therefore, these extremes would have negligible effect on the total statistics.

III. ANALYSIS OF THE DATA

Table 2 indicates the number of responses by professional section as a percentage of both the total responses and as a percentage of professional sections' membership.

Simple percentage relationships were used throughout the analysis of the data.

Age

Overall home economists in communications tend toward the younger side with 69 percent of the composite being under age 40. This youth emphasis may be attributable to the correlation of communications having come of age at about the same time these persons aged 40 and under were growing up and coming of age (Table 3).

Communicator or Home Economist?

Question 2 of Section I--Did you obtain this position by being--

. . . a communicator who is also a home economist;

. . . a home economist who is also a communicator; and

. . . other--

was evidently the most clumsily worded in the questionnaire in relation to eliciting the desired response.

This question was not part of the pre-test, but came from a suggestion of one of the pre-testees.

Some of the members of the HEIH section even seemed offended by the wording. Several of their responses were to the effect of " . . . by being married. . . ." One wrote,

> Don't happen to feel a Home Economist in Communications needs to be always salaried. Home Economists in homes have been doing excellent work via day by day contact with neighborhoods, volunteer work, plus optional salaried work. After all, we are Home Economists, as well as Home Economists.

The purpose of this question was to determine which--home economics skills/expertise or communications skills/expertise--were emphasized most in a home economics communicators work, be it salaried or not.

Perhaps a better wording to elicit the desired response would have been "In your work which skills/expertise do you use most, those of home economics or those of communications?"

With these considerations in mind, an analysis of the answers as summarized in Table 4 follows.

Across the board with a high of 81 percent from Health and Welfare to a low of 40 percent from Colleges and Universities, through to a 57.8 percent composite, the respondents seemed to indicate they

used home economics skills/expertise in their work more than communications skills/expertise.

Notably, in all but two groups, Health and Welfare and HEIB, "other" received more answers than "a communicator who is also a home economist."

This was also true for the composite answer wherein 23.5 percent noted "other" and 17.7 percent noted communications over home economics.

Within those two exceptions Health and Welfare had one in each category, or 9.1 percent, and HEIB had a slight edge for communications with 26.7 percent over "other" with 17.4 percent.

Non-Communications Subject-Matter Preference

When asked what subject-matter section of the AHEA they would belong to if there were no Communications section, more than one-third of the total designated Foods and Nutrition. The next closest preference, Housing, Furnishings and Equipment, was chosen by fewer than one-sixth of the respondents (Table 5).

The pattern of Foods and Nutrition being selected the most held true throughout the professional sections with one exception. That exception was ESA wherein Teacher Education subject matter was selected the most--35.4 percent. Family Relations and Child Development was second with 20 percent and Foods and Nutrition was third with 15.4 percent of the ESA.

Also, in the Extension section Foods and Nutrition tied with Textiles and Clothing for top honors with 26.4 percent each.

So, do these results mean that there is a correlation between those who like to cook and eat and those who communicate? That is being a bit too flippant.

Perhaps a better explanation of the heavy emphasis on food and nutrition among home economics communicators is that the subject matter lends itself more to communications needs--especially to needs that are easily comprehended by business and government alike.

That is, that home economists teach proper food selection and preparation for best nutritive values receives governmental support. And the proliferation of various kinds of food companies--from producer to processor to retail marketer--inherently calls for a proliferation of food and nutrition oriented home economists who can communicate to the consuming public.

This question had numerous double and triple answers as well as write-ins which noted that no one particular section suited the respondents other than communications. This was reflected in the total percentages for each professional section.

That there were double and triple answers as well as the write-ins again indicates the generalist nature of the home economics communicator.

Type of Undergraduate Institute

By an extremely heavy margin--88.6 percent--the respondents received their undergraduate home economics degrees from state and/or land grant colleges or universities (Table 6). This is highly correlative with the types of colleges and universities which tend to

have home economics departments; that is, state and/or land grant colleges and universities.

Period of Graduation

The highest percentage of respondents graduated between 1970 and 1974, thus again indicating an emphasis on youth among home economics communicators (Table 7).

Looking at the date of graduation closely correlating ages 20 through 40 one finds that 60.9 percent received their undergraduate home economics degrees between the periods 1955 and 1974.

Anticipation for Communications Knowledge and Skills

Across the board all sections and the composite overwhelmingly indicated their anticipation of a need for knowledge and skills in communications for their work as home economists (Table 8). Positive answers ranged from a low of 63.6 percent from Health and Welfare to a high of 73.3 percent from Colleges and Universities. The composite indicated this anticipation by more than two-thirds.

Thus, despite any other data which might indicate a lack of undergraduate coursework in communications, this lack was evidently not due to the home economists not realizing the need for such exposure to communications skills, media, and tools during their college years.

Highest Level of Academic Achievement in Home Economics

The composite responses indicate that a majority have no more than a Bachelor's degree in home economics. As would be expected, the professional sections tending more toward advanced degrees in home

economics were Colleges and Universities and ESA. Also as might be expected, the professional sections tending less toward advanced degrees in home economics were HEIB and HEIH (Table 9).

Job Titles and Organizations/Institutions Worked In

Job titles and organization/institutions worked in were extremely varied, especially in the HEIB section which consists of about half the membership. By and large, however, ESA members were junior or high school homemaking teachers, Extension members were county or district agents and Health and Welfare members worked for the Federal Drug Administration or the Federal Trade Commission (Appendix D).

Membership in Communications-Oriented Professional Organizations

A little more than one-fourth, or 125 of 429, indicated membership in professional organizations specifically oriented to communications. About one-third of those 125 indicated belonging to more than one communications oriented professional organization (Table 10).

Women in Communications, Inc., had the highest percentage of home economists in communications membership with American Women in Radio and Television second (Table 11).

This relatively low level of activity in organizations specifically for communicators would seem to indicate that the bulk of professional communication contact, organizationally speaking, is through AHEA's Communications subject-matter section.

Undergraduate Home Economics Concentration

As the respondents were younger or more recent graduates the more inventive the name of their undergraduate home economics concentration. These names were categories into eight groups (Table 12).

Education with 39.9 percent held the majority of the composite followed by General Home Economics with 16.3 percent and a close third was Foods and Nutrition with 16.1 percent.

Excluding the statistically insignificant Research section, all but one of the sections had a majority indicating Education as their undergraduate concentrations. This one exception was Health and Welfare wherein Foods and Nutrition with 36.4 percent was indicated most; it was followed by General with 27.3 percent and then Education with 18.2 percent.

HEIB had the most even distribution of undergraduate home economics concentrations with Education leading at 28.5 percent followed by Foods and Nutrition at 21.3 percent, Communications at 17.4 percent, General 16.5 percent and Textiles and Clothing 14.5 percent.

Communications, which was fourth in the composite, received its highest ranking as an undergraduate major within the individual professional sections in the HEIB group at third. Communications also ranked third within the Colleges and Universities section; however, there were two majors in second place within the Colleges and Universities section.

Education and General combined for 56.2 percent of the composite answers. This seems to again indicate that the home economist in communications is the generalist in home economics who uses her skills

as a communicator to interpret the specialists information to the audiences.

Undergraduate Minors

Slightly more than one-half of the respondents had a minor. The responses were divided into eight major categories (Table 13).

Sciences with 14.7 percent had the highest percentage of responses followed close behind by Communications with 13.3 percent.

Excluding the statistically insignificant Research and Undesignated sections, four sections noted Communications most frequently as undergraduate minors. Those sections were Colleges and Universities, Extension, HEIB and Health and Welfare. Three sections noted Sciences most.

Home Economics Graduate Work, If Other Than Undergraduate Concentration and Vice Versa

Of the 41.1 percent with graduate work in home economics, 59.9 percent of them had graduate concentration other than that of their undergraduate work. All responses were divided into eight categories (Table 14).

Education with 19.9 percent had the most changes into it followed by Communications with 11.9 percent.

The statistics in Table 14 are highly subjective and somewhat overlapping with undergraduate majors since these eight categories are rather broad.

Also, frequently graduate work is more specific than undergraduate. For example, a Home Economics Education undergraduate may

specialize in Early Childhood Education in graduate school. Early Childhood Education could fit either the Education graduate category or the Child Development and Family Relations graduate category.

Therefore, this information should be looked upon for its general implications, not specific indications.

Looking at the converse (Table 15), the area of concentration left most to study another concentration in home economics graduate work was Education with 26.1 percent leaving most followed by Foods and Nutrition with 10.2 percent.

Since Table 12 indicates that the heaviest percentage of the respondents were Home Economics Education majors as undergraduates, it would be statistically likely that this would be the area from which the most would be leaving. This could also be true for the Foods and Nutrition majors in that that subject area was a close third with 16.1 percent to the second General at 16.5 percent as the most frequent major cited as an undergraduate.

Degrees in Fields Other Than Home Economics

Of the 429 respondents only 66 had degrees in another field besides home economics. This included degrees from Bachelors through Ph.D. levels in any field other than home economics (Table 16).

Leading those other fields was communications with 51.5 percent followed by Education with 42.4 percent.

Although 34 degrees in Communications out of 429 Home Economists in Communications responding may not be statistically significant, the fact that Communications led the group of those home economists with additional degrees outside of home economics seems to

indicate several felt they had to leave the field in order to obtain the kind of educational training and background they needed to continue their work as home economics communicators.

Encouragement Vs. Discouragement Toward Communications Coursework by Home Economics Faculty

Just short of one-third of the respondents had been encouraged by home economics faculty to take communications coursework (Table 17). And 10.3 percent had been discouraged by home economics faculty from taking communications courses (Table 18).

Some of the respondents' comments seemed to indicate that communications within the home economics curriculae has a lot of prejudice to overcome:

> Definite prejudice against HEJl major.
> -- from a member of the Colleges and Universities section
>
> At one school I was told I could not minor in journalism if I majored in home economics education. I transferred to another school where I did a journalism minor and did the "education" in a graduate year.
> -- from a member of the Health and Welfare section
>
> The faculty preferred I take Education or slant toward Extension.
> -- from a member of the Health and Welfare section
>
> I feel it was a grave error of my university not to make journalism, public speaking and demonstration techniques mandatory for all students. I understand that they still don't.
> -- from a member of the Extension section
>
> Not really discourage, how about frowned on getting courses outside of college.
> -- from a member of the Extension section
>
> Education emphasis minors were not supposed to take communications courses.
> -- from a member of the ESA section

An advisor who worried that I was neglecting requirements for extemporaneous speech, radio, speech, literature, languages, etc!
-- from a member of the ESA section

Narrow-minded individual in other areas, too!
-- from a member of the HEIB section

. . . didn't like me taking classes outside Home Ec. It was the "choosen" (sic) profession.
-- from a member of the HEIB section

My home ec faculty had very little concept of what one did with a home ec degree if they were not planning to teach or do research in foods and nutrition.
-- from a member of the HEIB section

When I was in college, the home economics faculty thought their job was to prepare all students for teaching and/or dietetics--period; any skills having anything to do with communications and marketing were thought to be contagions and were actively discouraged. Most of these skills were learned "on the job" or through evening study courses. Surely would have been easier to take courses in college although I'm not really sure I would have applied myself until I had need to use skill."
-- from a member of the HEIB section

In the sense of journalistic and academic fairness, there were notes of encouragement toward home economics communications from home economics faculty members within the responses:

. . . the most encouraging facet were Home Economists in Business photos showing demonstrations in progress (role playing). These were lining the stairwells in the college. They infered (sic) the need for communication arts.
-- from a member of the HEIH section

Yes. (Encouraged) But not emphatically enough. I wish I had majored in home economics jouranlism. It would have been a very useful background.
-- from a member of the HEIH section

Yes. (Encouraged) They specifically encouraged me to go out and interview home economists at work to find out what courses I would need, when I was a sophomore in college.
-- from a member of the HEIB section

Yes. (Encouraged) I selected major immediately upon entry. HEC Journalism encouraged throughout college.
-- from a member of the HEIB section

Yes. (Encouraged) My work in journalism and degree was used as a basis of Home Ec and Journalism combination.
-- from a member of the HEIB section

Part of curriculum for my major.
-- from member of HEIB section

Prof. Nellie McCannon, U. of Wisconsin, Madison, Wisconsin.
-- from a member of the HEIB section

I went to Iowa State specifically because it had the best home economics journalism major available at the time.
-- from a member of the HEIB section

Yes. (Encouraged) It's because of an assistant dean that I took journalism beyond a basic course.
-- from a member of the HEIB section

Yes. (Encouraged) I think about 12 credits of "related" courses were required for experimental foods and communications courses counted for these. Also encouraged by advisor.
-- from a member of the Extension section

Yes. (Encouraged) But only after it was too late to do anything about it.
-- from a member of the Extension section

Yes if you mean simple aspects (A.V.)--I did not really have free elective hours for writing courses, etc.
-- from a member of the College and University section

Section II of the Questionnaire

Section II of the questionnaire gets to the heart of the situations posed:

-- determine the educational preparation of the home economist in communications;

-- describe the communications activities of the home economist in communications in order to

-- suggest communications training for all home economics students.

Section II of the questionnaire queried respondents about communications skills, media or tools and whether they took such coursework as undergraduate home economics students, if such coursework was required for the respondents' undergraduate home economics degrees and if knowledge/skills of such were used in their work.

Tables 19 through 32 present statistics derived from answers to Section II of the questionnaire. Appendix E presents the narrative information derived from Section II of the questionnaire.

A composite (Table 19) shows that of the ten skills, media or tools listed only two, Speech and Journalism, were taken by more than one-half of the respondents when they were undergraduates.

And the maximum percentage any communications coursework listed was required for a home economics degree as earned by the respondents was 42.9 percent for Speech. This was followed by a laggard 28.7 percent for Journalism.

Of the ten communications skills, tools or media listed eight received better than 50 percentage points as being used by home economists in communications in their work today (Table 20).

However, although the percentage points are widely spread, the top two in use, took and required are the same--Speech and Journalism (Table 20).

Number ten in use, Research with 31.9 percent, was higher than the number two in courses required, Journalism with 28.7 percent.

These data would seem to imply much learning-on-the-job, so it can be done. However, would not a bit of college exposure to communications get the home economist one step closer to potential opportunities?

A closer examination would also reveal variations of use emphasis of the communications skills, media or tools by the various professional sections of AHEA (Table 21 and Appendix E).

Examples from Table 21 follow:

Seventy-eight percent of the Extension home economists in communications use television as compared with 33.3 percent of the Colleges and Universities home economists in communications; and 84.6 percent of the ESA home economists in communications use Audio-Visuals compared with 50 percent of the HEIB, Research and Undesignated home economists in communications.

Table 22 indicates by professional section the communications skills, media or tools with 50 percent or more usage.

Now each communications skill, tool or media must be examined individually to further determine statistical characteristics of use and educational preparation by the home economists in communications. Also, on closer examination correlations between use and educational background in specific communications skills, tools or media may be determined.

Advertising. Although 41.5 percent of the composite used or worked with advertising (Table 23) in their positions, only 28.2 percent took any kind of advertising coursework as undergraduate home

economics majors and fewer than one-half of those, 12.4 percent, took advertising as a requirement for their undergraduate home economics degrees.

However, HEIBs used Advertising most frequently in their work and they also had the highest frequency of having taken any kind of advertising coursework as undergraduate home economics majors.

Although Extension home economists in communications are sixth in order of frequency of using advertising in their work, their usage (27.5 percent) is highly correlative with their coursework (26.4 percent). This may be indicative of use due to exposure.

Audio-Visuals. Fewer than one-half of the composite number who used Audio-Visuals (Table 24) in their work took Audio-Visual coursework as undergraduate home economics majors.

The group that used Audio-Visuals most frequently, ESA, also was exposed to it most as undergraduate home economics students. However, less than one-third of them took it as a requirement for their home economics degrees.

Business Communications. Business Communications (Table 25) is evidently a to-be-learned-on-the-job skill.

More than two-thirds of the respondents used it in their work and not one section had less than 50 percent usage. However, only 18.2 percent took any form of Business Communications coursework as undergraduates.

Graphics. According to the composite results (Table 26), undergraduate home economics preparation for Graphics was a little less

than one-half that of its usage by home economists in communications.

That is, 52.9 percent used graphics in their work, but only 23.5 percent had graphics coursework as undergraduate home economics students. And only 13.3 percent took Graphics as a required subject.

With Extension leading the way with 68.1 percent usage, the distribution was not greatly varying as the group using Graphics the least was HEIH with 34.4 percent.

Journalism. No group had less than 50 percent usage of Journalism in their work (Table 27). And the composite figures showed more than 50 percent had coursework in Journalism as undergraduate home economics majors and more than one-half of those took Journalism as a required subject for their undergraduate home economics degrees.

Evidently home economics curriculum planners consider Journalism basic to any type of communications, thus the emphasis, though slight, on Journalism as communications coursework taken.

Photography. In the composite, Photography as a communications tool had a great range (Table 28) between the use (52.7 percent) and the exposure to it via coursework (18.2 percent) as undergraduate home economics students. A little more than one-third of those taking photography as undergraduate home economics majors took it as a requirement for their home economics degrees.

However, the section members who used photography in their work most--Colleges and Universities and HEIB also took photography most as undergraduate home economics students.

As this is a technical skill that must be learned as much as it is an art, perhaps a correlation between educational preparation and usage can be drawn from these frequencies.

Public Relations. Public Relations is the communications tool or skill which showed the greatest gap at the composite level (Table 27) between use (76 percent) and its having been taken as coursework by respondents while they were undergraduate home economics students (17 percent).

The closest correlation between use and coursework taken was within the Colleges and Universities section wherein 66.7 percent used Public Relations in their work and 26.7 took such coursework as undergraduate home economics students.

However, of the group which used Public Relations most in their work, HEIB at 81.6 percent, only 19.8 percent were exposed to Public Relations as a subject matter as undergraduate home economics students.

In analyzing this gap between educational preparation and usage it must be realized the Public Relations is frequently very broadly defined by many people, some even considering it as broadly as merely "being friendly." Also, Public Relations as an academic subject matter has not been widely available until recent years and it is still relatively scarce.

Radio-Television. The use of Radio and Television (Table 30) by the composite was fairly close to the number of home economics communicators who took such coursework as undergraduate home economics majors.

Colleges and Universities and ESA had the closest correlation by group. These close correlations between usage and exposure to, as undergraduate home economics majors could, indicated that Radio-Television techniques may be a bit more difficult to learn on-the-job than other communications skills, media or tools; therefore, a lower percentage venture forth in this area without some educational preparation in Radio and Television. A similar statement might be applicable, though perhaps to a lesser degree, to the use of Photography (Table 28) and Audio-Visuals (Table 24) in comparison to exposure to as undergraduates.

Or, especially since these particularly close correlations for Radio and Television were both within the field of formal education, perhaps by virtue of these women having been exposed to the uses of Radio and Television and how to use them, they in turn do use Radio and Television within their classrooms.

In this relation it should be noted that none of the Colleges and Universities section members took Radio or Television as a requirement for their undergraduate home economics degree and only 7.7 percent of the ESA did.

However, the Extension and Health and Welfare section members, both of which had high usage levels, had levels of having taken Radio-Television coursework as undergraduate home economics students at about one-half that of usage.

Does this negate the analysis of the Colleges and Universities and ESA sections by virtue of contradiction? Perhaps. But, the usage of Radio and Television by Extension and Health and Welfare in

relation to educational preparation for such usage, may, rather, add another dimension to the analysis--that high percentages of home economists are having to learn to use Radio and Television in order to reach their publics.

Extension and Health and Welfare home economists generally have large audiences to reach and as the Extension home economist quoted earlier noted, the way to simultaneously teach 1,000 community leaders scattered all over the state is by public television.

Research. Research (Table 31) as a communication skill, media or tool rated very low in all three parameters--use, requirement, tool.

However, within those parameters there was a fairly close correlation between those who took communications research coursework as undergraduate home economics students and those who use it in their work.

Speech. Speech (Table 32) was the communications skill taken most frequently as coursework by the total respondents as undergraduate home economics majors with 61.5 percent having taken it. Also, a high percentage of the respondents (76.5 percent) used it in their work. This was the most frequently used communications skill along with journalism, both being at 76.5 percent.

That Speech was the communications skill most taken as coursework closely aligns with Journalism as being high on the list in that evidently home economics curriculum planners consider Speech basic to any type of communication. However, it is also likely that much of

this Speech coursework was taken as a requirement for teacher certification.

Noteworthy is the fact that nine of the Colleges and Universities section respondents took speech when undergraduate home economics majors, but eight responded as using it in their work. This one individual is not statistically significant in the entire picture, but this is the only example (with, perhaps some exceptions in the Research and Undesignated sections) wherein a larger percentage took a particular line of communications coursework than use it in their work.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In recent years the profession of home economics through the American Home Economics Association has intermittently stressed the need for home economists to learn and utilize communications skills, tools and media in their work.

In 1972 the Communications subject-matter section was established within the American Home Economics Association with 316 first year members. By March 15, 1974, the membership had increased to 785.

In order to determine how well prepared these home economists were for their roles as communicators, to what extent they actually use communications in their work and what communications skills, tools or media they use most in their work, the total membership of the Communications section was surveyed through means of a questionnaire devised by the author. Usable responses totaled 429, or 54.6 percent, of the universe.

The questionnaire was designed with the ultimate application in mind of

-- determining the educational preparation of home economists in communications with emphasis on their educational preparation in communications;

-- describing the communications activities of the home economists in communications; and

-- suggesting communications training for all home economics students.

Data were analyzed primarily by professional sections of the American Home Economics Association plus a composite.

In terms of background and educational preparation, the "composite respondent" was between 31 and 40 years of age (25.2 percent), considered herself a home economist more than a communicator (58.8 percent), would belong to the food and nutrition subject matter section, was a graduate with a Bachelor's degree in home economics from a land grant school (45.5 percent) between the years 1970 and 1974 (26.1 percent) anticipating a need for knowledge and skills in communications for work as a home economist (67.8 percent) and has not gone beyond her Bachelor's degree in home economics (58.3 percent). A little over one-fourth (29.1 percent) belonged to a communications-oriented professional organization.

Just under 40 percent emphasized education, the highest percentage, as undergraduate home economics students; 12.8 percent, fourth, emphasized communications. A little more than half had undergraduate minors with sciences heading the group at 14.7 percent and communications second at 13.3 percent of the 429 respondents.

Of the 41.1 percent with graduate work in home economics, 59.9 percent studied a concentration other than that of their undergraduate work. Education with 19.9 percent had the most changes into it followed by communications with 11.9 percent.

Of the total respondents 15.4 percent had additional degrees--from Bachelors to Ph.D.'s--in a field besides home economics. Communications led those other fields with 51.5 percent.

Just short of one-third had home economics faculty who encouraged them to take communications coursework. And 10.3 percent had home economics faculty who discouraged them from taking communications courses.

Of the 10 skills, media or tools queried about--Advertising, Audio-Visual, Business Communications, Graphics, Journalism, Photography, Public Relations, Radio-Television, Research and Speech, only two, Speech and Journalism, were taken by more than half the respondents when they were undergraduate home economics students.

However, eight of the ten, all but Advertising and Research, received more than 50 percentage points as being used by home economics communicators in their work today.

The maximum percentage any communications coursework listed was required for a home economics degree was 42.9 percent for Speech; next was 28.7 percent for Journalism.

Use emphasis of the communications skills, media or tools in statistical terms varied according to the professional sections.

Journalism led the Colleges and Universities and Extension use lists with 80 percent and 84.6 percent, respectively. Audio-Visual led the ESA use list with 84.6 percent; Speech headed the HEIH use list with 65.6 percent and Public Relations led the HEIB use list with 81.6 percent.

The nature of the use of these communications skills, tools and media had broad applications within each professional section, but still varied more specifically as individual usage was analyzed (Appendix E). For example, some individuals may write radio shows; others may be frequent guests on radio shows. Thus, although both may have checked Radio-Television as collated into the statistics, one would use writing skills more and the other speaking skills. This is considered in the conclusions and recommendations.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although the Communications section membership of 785 is an extremely small percentage of total AHEA membership of 50,000, the rapid pace of growth within the section and the increased frequency of AHEA's emphasis on communications skills, tools and media for the total organization's membership seem to indicate the importance home economists either are placing or need to place on communications within their work.

However, the communications education background of home economists who emphasize communications in their work seems to indicate that many home economics educators who design curriculum within formal institutions of higher learning have not yet realized this need. This is particularly emphasized by the fact that as many as 10.3 percent of the respondents had home economics faculty who actually discouraged them from taking communications coursework as undergraduate home economics students.

Specific shortcomings in communications education preparation are noted when such gaps exist between communications courses taken and communications skills, tools and media used as 17 percent and 76 percent, respectively, for Public Relations. That was the most extreme example with 59 percentage points difference. The closest example, with 13.3 percentage points difference, was Advertising with 28.2 percent having taken such coursework and 41.5 percent using it in their work.

Those differences are even broader--varying from 23 percentage points (Research) to 65.7 percentage points (Public Relations) when comparing the gaps between communications courses required for undergraduate home economics degrees and the communications skills, tools and media used in home economics communicators' work.

This would seem to imply much learning-on-the-job of communications skills, tools and media. So it evidently can be done and is being done. However, would not some college exposure to communications get the home economist one step closer to potential opportunities--a broader spectrum of employment opportunities and opportunities for her to further reach out with her home economics skills?

Curriculum Recommendations

This leads to several implications:

(1) All home economics undergraduate students should be required to take a core curriculum of communications coursework.

(2) All home economics undergraduate students should be encouraged to take communications electives.

(3) Special communications coursework should be designed specifically for home economics undergraduate students.

(4) Communications coursework should be available to undergraduate home economics students in combination of requirements and electives, or guided electives, according to their professional orientation in home economics and subject matter.

To suggest the requirement that all undergraduate home economics students take a core curriculum of communications coursework might at this stage be misguided overzealousness. Although this study points out the great gap between required undergraduate communications coursework and the use of such by home economics communicators, is this to say that a similar gap would occur for all home economists?

Just how much communications orientation do home economists not in the communications section of AHEA use in their work? In some cases maybe more, in other cases surely less.

Forcing communications on non-communicators can be at least as dangerous to mental attitude as forcing science, for example, on non-scientists.

To strongly encourage all home economics undergraduate students to take communications electives might be a good interim solution until actual need for communications education by all home economists is determined. This would allow the student freedom to choose--and fail or succeed in that choice--on her own.

In that many home economics curriculae are very tightly structured and seldom have much room for electives of any kind, a loosening of this structure to allow communications electives would, perhaps, also benefit the non-communications-oriented undergraduate home economics students in that they, too, might gain some more freedom to choose, perhaps from fine arts, from social sciences, from business administration.

And, there would be the added side benefit of greater cross-exposure of the undergraduate home economics students to other parts of the campus--curriculum, faculty and students--and vice versa. This could help eliminate tunnel vision and stereotypes.

To develop special communications coursework specifically for undergraduate home economics students--similar to microbiology, biochemistry and organic chemistry on some campuses--might better utilize premium time. This would be especially favorable for students who do not plan to emphasize communications in their work.

A course of this type would expose students to a cross-section of communications skills, tools and media in a faster, more general manner from the communications standpoint and more targeted to communicating home economics knowledge and skills than would be achieved if specific courses were taken in the colleges/schools/departments of origin.

However, this plan would eliminate a much needed exposure to the rest of the campus body as described above.

To satisfy communications background needs of the graduating home economist as she enters the professional world, a combination of

core communications curriculum and recommended communications electives could be devised from statistical data herein.

This would be a strong correlation of communications skills, tools and media as used by the professionals, but the communications emphasis would not be so heavy that it would overshadow the students' home economics curriculae. Rather, it would be devised as an auxiliary to aid her in implementing her home economics skills, tools and techniques for further thrust.

Emphasis of communications skills, tools and media would vary according to the anticipated professional work of the student. This type of approach, however, may be difficult to implement in curriculum outlines since home economics curriculae planning has traditionally been by subject matter with advisor guidance as to ultimate professional goal. This study, however, would provide researched guidance for the advisor to implement.

Too, professional goals and job market realities may conflict, sometimes causing the professional goal to change when the student graduates. This, however, has been a fact students and universities have been facing for years. This approach to communications education background for the undergraduate home economics student is intended to help overcome that problem by preparing her with more skills available to sell in that job market.

The suggested core communications curriculae and recommended communications electives, by professional area, as suggested by statistical data within this paper, follow:

Colleges and Universities

Require 2 of 3: Journalism, Audio-Visual, Speech

Recommend: the one of the three above not taken, or Photography, Business Communications, Public Relations

Elementary, Secondary and Adult Education

Require 2 of 3: Audio-Visual, Speech, Journalism

Recommend: the one of the three above not taken, or Public Relations, Business Communications, Graphics

Extension

Require 3 of 4: Journalism, Speech, Radio-Television, Public Relations

Recommend: the one of the four above not taken, or Audio-Visual, Business Communications, Graphics, Photography

Health and Welfare

Require 2 of 4: Business Communications, Journalism, Audio-Visual, Radio-Television

Recommend: the two of the four above not taken, or Speech, Research, Public Relations

Home Economists in Business

Require 4 of 6: Public Relations, Advertising, Speech, Journalism, Business Communications, Audio-Visual

Recommend: the two of the six above not taken, or Photography, Radio-Television

Undesignated and Home Economists in Homemaking

Require 2 of 4: Journalism, Speech, Audio-Visual, Public Relations

Recommend: the two of the four above not taken, or Business Communications, Photography, Radio-Television

With a couple of exceptions the suggestions for requirements and recommendations were guided explicitly by the emphasis of statistics within this paper. That is, the most used communications skills, tools and media were suggested for the core curriculum. But in no case was a communications skill, tool or media required or recommended that did not have at least 50 percent usage by the professionals.

These are broad generalizations in that some coursework may not be feasible within the structure of certain colleges and universities. In some cases these generalizations may become more generalized; in other cases, more specific.

For example, Radio-Television is recommended in broad terms for several professional categories. However, Radio-Television may be oriented heavily toward writing, technique or talent. Adjustments in requirements would have to be made to accommodate the home economics student who desires to study beyond a basic introductory Radio-Television course in order to get a better writing background, for example. This is where the recommended electives can provide leeway in curriculum planning.

The undergraduate home economics student and her advisor could be guided in their selections by the narrative information in Appendix E. Suggestions for selection according to course emphases are described below.

Advertising. The student should have a basic understanding of why advertising exists in a capitalistic economic system, its role in the market-place. She should understand the basic hows and whys of advertising appeals and the functions of the various media in reaching different kinds of audiences.

At least a smattering of production techniques, both print and electronic, should be taught along with a practical experience or two of doing a simple layout for a newspaper advertisement, for a magazine advertisement and for a poster or brochure; writing copy for the above and writing copy for at least five radio spots of differing lengths. She might also storyboard at least one television commercial.

Since many of these women will be educators as well as business people, the practical application of how to use advertising as a teaching tool also should be explored. Examples: Price comparisons; How much information about a product or service is provided in advertisements, should be provided; Reading labels; and Reading "through" sales copy.

Also, at least one package should be designed, including writing use or use-and-care directions and sales copy.

Audio-Visuals. Production, use, and selection of Audio-Visuals should be taught. Selection and use should include both hardward and software.

Production techniques should include audio tapes, demonstrations, displays, and slideshows at a minimum. Advanced work could go further into film, filmstrips, videotape and multimedia production techniques.

Business Communications. Much of this should and could be included somewhere else in the curriculum. The difficulty comes in stating just where it would belong outside a specific course.

The major emphases necessary seem to be good letter, memo and report writing and leadership skills. The leadership skills, perhaps, could be available through management curriculum.

Graphics. In some ways Graphics might overlap with Advertising. But it would be more thorough in skills and technique orientation.

What makes/is good graphic design might be a starting place. From there it would be a matter of preparation of package and/or product design, booklets, folders, posters, magazines, ads and charts for print media plus some work with Graphics for television with emphasis on capabilities and limitations more than actual production for television.

Integral to the practical designing would be consideration of how to use the designs commercially--do they sell?--and as teaching tools--do they help motivate learning?

Some familiarization with type and production techniques would of necessity be an integral part of the practical application exercises.

Journalism. Because Radio-Television is discussed later in this paper the discussion of Journalism will concentrate on print media.

Writing, editing and simple make-up of newsletters and bulletins plus production techniques would be an elementary, and practical, starting point.

From there expansion should go into newspaper and magazine writing with emphasis on how to make relatively dull, every day, but vital information, interesting.

Photography. This could range from being part of an Audio-Visual class for producing a slide show to preparing and setting up product as well as taking the pictures for food photography.

Food photography itself is extremely specialized as are the skills required to prepare food for photography. Fashion photography, children's photography and "how to" photography are not particularly unspecialized.

One approach to home economics Photography would take a great deal of intercooperation between the Photography class and the home economics department, but might provide an excellent laboratory opportunity for photographers and preparers alike. That is:

(1) Cooperate with the foods and nutrition department for food photography practicals. The experimental foods or food technology laboratories feasibly could devote one or two laboratory periods to techniques of preparing food for photography. Or the photographers could use a regular experimental laboratory to photograph the various end products of experimental research. Or the photographers could have a "how to" session and photograph the steps toward the outcome of the product.

This approach is suggested rather than a full course on either the preparation or photographing of food especially for this end because it would probably not be feasible within most university budgets in relation to demand.

(2) Cooperate with clothing, textiles, applied art, interior design laboratories on a similar basis as with the foods and nutrition departments. These would have a more fashion orientation as well as "how to's."

(3) Cooperate with child development laboratories in taking candid photographs of children at play. This may be difficult in that most child development laboratories are theoretically to be kept as natural as possible.

These examples would, of course, be for an advanced photography class. But, even if not for home economics students themselves, the cooperation with the home economics department would provide the students with practical experiences in providing product for photographers and in working with photographers.

Public Relations. A basic, introductory course in Public Relations should be appropriate for most home economics students. The major points to be learned are how to identify publics, through what tools, techniques and media to best reach those publics and how to implement those tools, techniques and media.

Product and corporate level Public Relations levels should be differentiated.

Radio-Television. There seems to be a much greater emphasis among respondents on the writing and performing aspects of Radio-Television rather than the production functions.

Basic broadcast writing skills must be learned with emphasis on news features. Stage presence and proper on-air speaking techniques

are another must. Although they may not need to know how to operate a camera or control board the students should comprehend the capabilities as well as limitations of the broadcast media in terms of production.

As Community Antenna Television is reaching into more and more communities it would also be wise for the students to understand its special capabilities and how best to utilize it.

How to obtain and utilize public service time from station ID's through to entire programs should be a part of this curriculum.

Research. There should be an understanding of the role of market research in advertising and communications. How to interpret such research for both feedback and product development also should be stressed.

Speech. Speaking clearly and distinctly with presence is a necessary skill for home economists who frequently speak before groups and on radio and television. Proper use of a microphone should be stressed. The home economists also should be prepared to write and deliver a formal speech, as well as to participate in interviews both as interviewer and interviewee.

As noted earlier, special communications coursework could be designed specifically for home economics undergraduate students. This would expose students to a cross-section of communications skills, tools and media in a faster more general manner from the communications standpoint and more targeted to communicating home economics skills and knowledge than would be achieved if specific communications courses were taken in the colleges/schools/departments of origin.

If this were initiated a home economist with communications experience would be the more appropriate instructor as she would be more knowledgeable of the application of these communications skills, tools and media to communicating home economics knowledge and skills. The end use emphasis of these communications skills, tools and media would be as within the pages immediately preceding.

However, if as suggested more strongly, that communications coursework be available to undergraduate students in combinations or requirements and electives, or guided electives, these should be chosen directly from the colleges/schools/departments of origin as taught by professional communicators. Selection of material to be included in such coursework should be guided from suggestions in the pages immediately preceding.

Recommendations for Further Study

As alluded to earlier in this chapter, there is a danger of suggesting communications education for all home economists based only on findings of the use of communications by the Communications section membership of the American Home Economics Association.

Using this section alone primarily points up the great gap between curriculum and use by those specializing in communications.

In order to obtain a more accurate, less one-sided, picture of the use of communications by all home economics professionals and, thus, to make a more comprehensive, broader-based proposal for communications curriculum, a similar study should be designed for the rest of the membership of AHEA.

Such a study should be cross-coded according to professional section and by subject-matter section in order for the resulting data to be used as a basis for recommending communications curriculae for all undergraduate home economics students.

For example, rather than determining that the majority of home economists use journalism skills in their work and thus recommending this be a requirement for all undergraduate home economics students, a cross-coded study might note that 80 percent of the Extension home economists use Journalism skills, but only 20 percent of the Health and Welfare home economists use Journalism skills.

Similar cross-coding results by subject matter would guide curriculum recommendations. For example, 80 percent of the Textiles and Clothing specialists might work with Graphics though only 30 percent of them use formal Speech skills. Thus, by cross-coding, communications curriculae could be recommended as explicitly as for the Textiles and Clothing specialists in Extension work.

In essence, this suggested additional study would be an extension of the one reported herein. By virtue of its extension into the total universe of the American Home Economics Association, or at least several other subject matters or several professional areas, it could be more statistically significant and be of major portent to the educational preparation of all home economists.

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APPENDICES

APPENDIX A

April 13, 1974

Dear Home Economist in Communications:

The enclosed quarter is to pay for the cup of coffee I hope you will enjoy while reading this letter and completing the enclosed questionnaire.

Your completed questionnaire will be input into a graduate thesis in mass communications entitled "Communications Activities of Home Economists in Communications with Suggestions for Future Curriculum Development."

The author/student, Donna V. Adair, is also a home economist in communications. She anticipates using data from this study in a practical way beyond its purpose as an academic requirement.

Since you, too, have a professional stake in this study, copies of the data will be made available to you upon separate request to the author at her Houston address. And please feel free to give any suggestions or comments in addition to those directly elicited within the questionnaire.

Enclosed is a self-addressed, pre-stamped envelope for your convenience.

Thank you for participating in this survey.

Sincerely,

Dr. B. Kelly Leiter
Assistant Dean
College of Communications
THE UNIVERSITY OF TENNESSEE

BKL/ete

APPENDIX B

SECTION I. Please provide the requested information with a check or written answer, as appropriate.

1. Job Title:_____

2. Did you obtain this position by being

   ____ a communicator who is also a home economist
   ____ a home economist who is also a communicator
   ____ other _____

3. In what kind of organization/institution do you work? (food chain, junior high, county level extension, university, textile research firm, your home, ad agency, free-lance, etc.)

4. Briefly describe the three major communications functions of your position.

   a)

   b)

   c)

5. Age: _____ 20-25 _____ 26-30 _____ 31-40 _____ 41-50
   _____ 51-60 _____ 61-65 _____ over 65

6. If there were not a Communications Subject-Matter Section of AHEA, which section would you belong?

   ___ Art
   ___ Family Relations and Child Development
   ___ Housing, Furnishings, and Equipment
   ___ Institution Administration
   ___ Family Economics-Home Management
   ___ Food and Nutrition
   ___ Textiles and Clothing
   ___ Teacher Education

7. To which Professional Section of AHEA do you belong?

   ___ Colleges and Universities
   ___ Elementary, Secondary, and Adult Education
   ___ Extension
   ___ Health and Welfare
   ___ Home Economists in Business
   ___ Home Economists in Homemaking
   ___ Research
   ___ None

8. To what communications-oriented professional organizations do you belong? (Women in Communications: AWRT; PRSA; Society of Professional Journalists, SDX; etc.)

SECTION II. Considering the entire economics degree please place an X
munications skills, media and tool
edia or tools frequently in your work
The descriptions provided are mer acing an X in the appropriate block in
Column⑤ They are not meant to l
kills, media or tools in your work.
Indicate if your college education which to detail your specific uses. See
block of Column②.

① COMMUNICATIONS SKILL, MEDIA OR TOOL IN YOUR WORK	
Example: AUDIO-VISUAL	I wrote the script, assembled props, "starred" in film.
Example: ADVERTISING	are direct mail for special promotions.
ADVERTISING Copy, layou directions; suggestions or ap contact. Use of ads in teachin	
AUDIO-VISUAL Write, edit, films, transparencies, audio multi-media packages, etc. in	
BUSINESS COMMUNICATI(petrate, directly or indirectl letters, reports, conference pa	
GRAPHICS Preparation of l design, booklets, folders, pos programs.	
JOURNALISM Writing, editi magazines, radio or TV, inclu	
PHOTOGRAPHY Planning, graphy to be used in ad, pac behind camera. Using for p programs.	
PUBLIC RELATIONS Interp priate publics -- consumers, media, etc. Client or agency	
RADIO-TV Educational or c produce, direct, place, artist, – anything on radio or TV - of production. Use in teachin	
RESEARCH Includes pure c to determine effectiveness of cipation of future needs, etc.	
SPEECH Writing speeches, au ducting workshops, speeches t	
OTHER Any communication	

SECTION III. Please provide the requested information with a check or written answer, as appropriate.

1. From what type of college or university did you receive your undergraduate home economics degree?

   ____ State ____ Private
   ____ Land Grant ____ Church

2. What was your area of concentration as an undergraduate home economics student?

3. Did you have an undergraduate minor? If so, what was it?

4. Within which period of time did you receive your undergraduate home economics degree?

   ___ 1970-74 ___ 1965-69 ___ 1960-64 ___ 1955-59
   ___ 1950-54 ___ 1945-49 ___ 1940-44 ___ 1935-39
   ___ 1930-34 ___ 1925-29 ___ before 1925

5. What is your highest level of academic achievement in home economics?

   ___ Bachelor's degree
   ___ Graduate work at master's level
   ___ Master's degree
   ___ Graduate work at doctorate level
   ___ Doctorate degree

6. If your graduate work in home economics was in a concentration other than your undergraduate work, what was it?

7. Do you have a degree (s) in another field (s) besides home economics? If so, what is the field (s) and what are the degree (s) and subject (s)?

8. As an undergraduate did you anticipate a need for knowledge and skills in communications for your work as a home economist?

   ___ Yes ___ No

9. Did any home economics faculty members encourage you to take communications courses?

   ___ Yes ___ No

10. Did any home economics faculty members discourage you from taking communications courses?

    ___ Yes ___ No

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX C

Table 1. Total Membership of Home Economics Communications Subject-Matter Section of the American Home Economics Association as Divided by Membership in Professional Sections

Professional Section Name	Membership	Percent of Total
HEIB	372	47.3
Extension	136	17.3
Elementary, Secondary, and Adult Education	109	13.9
HEIH	95	12.1
Colleges and Universities	31	3.9
Health and Welfare	27	3.4
Undesignated	8	1.0
Research	7	.9

SOURCE: Communications Section - Alpha by Professional Section, Computer Printout of the American Home Economics Association (Washington, D. C.: American Home Economics Association, March 15, 1973), p. 44.

Table 2. Responses to Questionnaire

Professional Section	Responses / Membership	=	Percentage of Membership	Section's Responses / Total Responses	=	Percentage of Membership
Home Economists in Business	207/372	=	55.6	207/429	=	48.3
Extension	91/136	=	66.9	91/429	=	21.2
Elementary, Secondary, and Adult Education	65/109	=	59.6	65/429	=	15.2
Home Economists in Homemaking	32/95	=	33.7	32/429	=	8.5
Colleges and Universities	15/31	=	48.4	15/429	=	3.5
Health and Welfare	11/27	=	40.7	11/27	=	2.6
Undesignated	6/8	=	75.0	6/429	=	1.4
Research	2/7	=	28.6	2/429	=	.5
TOTALS	429/785			429/429		

Table 3. Ages of Respondents

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists Homemaking	Research	Undesignated	Composite
20 - 25	3/15 = 20.0*	22/65 = 33.8	21/91 = 23.1	3/11 = 27.3	38/207 = 18.4	1/32 = 3.1	-0-	3/6 = 50.0	101/429 = 23.5
26 - 30	2/15 = 13.3	7/65 = 10.8	23/91 = 25.3	2/11 = 18.2	47/207 = 22.7	5/32 = 15.6	-0-	1/6 = 16.7	87/429 = 20.3
31 - 40	4/15 = 26.7	13/65 = 20.0	19/91 = 20.9	1/11 = 9.1	56/207 = 27.1	14/32 = 43.8	1/2 = 50.0	-0-	108/429 = 25.2
41 - 50	1/15 = 6.7	9/65 = 13.8	13/91 = 14.3	3/11 = 27.3	25/207 = 12.1	4/32 = 12.5	1/2 = 50.0	1/6 = 16.7	57/429 = 13.3
51 - 60	3/15 = 20.0	11/65 = 16.9	11/91 = 12.1	1/11 = 9.1	18/207 = 8.7	5/32 = 15.6	-0-	1/6 = 16.7	50/429 = 11.7
61 - 65	-0-	2/65 = 3.1	2/91 = 2.2	1/11 = 9.1	3/207 = 9.1	2/32 = 6.3	-0-	-0-	10/429 = 2.3
Over 65	2/15 = 13.3	-0-	2/91 = 2.2	-0-	4/207 = 1.9	-0-	-0-	-0-	8/429 = 1.9
Totals	15/15 = 100.0	65/65 = 99.9	91/91 = 100.0	11/11 = 100.0	191/207 = 92.3	31/32 = 96.9	2/2 = 100.0	6/6 = 100.0	421/429 = 98.1

*The decimal figures on the right side of each column represent percentages.

Table 4. Attitude of Members Toward Emphasis on Communications or Home Economics in Professional Practices

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
A communicator who is also a home economist	4/15 = 26.7*	1/65 = 1.5	13/91 = 14.3	1/11 = 9.1	55/207 = 26.7	1/32 = 3.1	-0-	1/6 = 16.7	76/429 = 17.7
A home economist who is also a communicator	6/15 = 40.0	39/65 = 60.0	55/91 = 60.4	9/11 = 81.8	117/207 = 56.5	18/32 = 56.3	1/2 = 50.0	3/6 = 50.0	248/429 = 57.8
Other	5/15 = 33.3	23/65 = 35.4	20/91 = 22.0	1/11 = 9.1	36/207 = 17.4	12/32 = 37.5	1/2 = 50.0	3/6 = 50.0	101/429 = 23.5
Totals	15/15 = 100.0	63/65 = 96.9	88/91 = 96.7	11/11 = 100.0	208/207 = 100.0	31/32 = 96.9	2/2 = 100.0	7/6 = 116.7	425/429 = 99.1

*The decimal figures on the right side of each column represent percentages.

Table 5. Preference of Subject-Matter Section After Communications

	Colleges and Universities	Elementary, Secondary and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Art	1/15 = 6.7*	2/65 = 3.1	2/91 = 2.2	-0-	6/207 = 2.9	3/32 = 9.4	-0-	-0-	14/429 = 3.3
Family Relations and Child Development	3/15 = 20.0	13/65 = 20.0	12/91 = 13.2	1/11 = 9.1	8/207 = 3.9	5/32 = 15.6	-0-	1/6 = 16.7	32/429 = 10.0
Housing, Furnishings, and Equipment	-0-	3/65 = 4.6	10/91 = 10.9	-0-	44/207 = 21.3	4/32 = 12.5	-0-	1/6 = 16.7	62/429 = 14.5
Institution Administration	1/5 = 6.7	-0-	2/91 = 2.2	1/11 = 9.1	5/207 = 2.4	1/32 = 3.1	-0-	-0-	10/429 = 2.3
Family Economics - Home Management	3/15 = 20.0	5/65 = 7.7	4/91 = 4.4	1/11 = 9.1	25/207 = 12.1	1/32 = 3.1	-0-	1/6 = 16.7	40/429 = 9.3
Food and Nutrition	4/15 = 26.7	10/65 = 15.4	24/91 = 26.4	8/11 = 72.7	92/207 = 44.4	7/32 = 21.9	1/2 = 50.0	5/6 = 83.3	151/429 = 35.2
Textiles and Clothing	2/15 = 13.3	6/65 = 9.2	24/91 = 26.4	-0-	15/207 = 7.3	5/32 = 15.6	-0-	1/6 = 16.7	53/429 = 12.4
Teacher Education	-0-	23/65 = 35.4	11/91 = 12.1	1/11 = 9.1	8/207 = 3.9	9/32 = 28.1	1/2 = 50.0	-0-	53/429 = 12.4
Totals	14/15 = 93.4	67/65 = 103.1	89/91 = 97.8	12/11 = 109.1	203/207 = 98.1	35/32 = 109.4	2/2 = 100.0	9/6 = 150.0	426/429 = 99.3

*The decimal figures on the right side of each column represent percentages.

Table 6. Highest Level of Academic Achievement in Home Economics

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Bachelor's degree	3/15 = 20.0*	26/65 = 40.0	44/91 = 48.3	5/11 = 45.5	147/207 = 7.10	20/32 = 62.5	1/2 = 50.0	4/6 = 66.7	250/429 = 58.3
Graduate work at Master's level	2/15 = 13.3	13/65 = 20.0	23/91 = 25.3	2/11 = 18.2	29/207 = 14.0	5/32 = 15.6	-0-	1/6 = 16.7	75/429 = 17.5
Master's degree	7/15 = 46.7	22/65 = 33.8	20/91 = 22.0	4/11 = 36.4	23/207 = 11.1	6/32 = 18.8	1/2 = 50.0	1/6 = 16.7	84/429 = 19.6
Graduate work at Doctorate level	1/15 = 6.7	4/65 = 6.2	5/91 = 5.5	-0-	3/207 = 1.4	1/32 = 3.1	-0-	-0-	14/429 = 3.3
Doctorate degree	2/15 = 13.3	-0-	1/91 = 1.1	-0-	-0-	-0-	-0-	-0-	3/429 = .7
Totals	15/15 = 100.0	65/65 = 100.0	93/91 = 102.2	11/11 = 100.1	202/207 = 97.6	32/32 = 100.0	2/2 = 100.0	6/6 = 100.0	426/429 = 99.3

*The decimal figures on the right side of each column represent percentages.

Table 7. Type of College or University from Which Members Received Their Undergraduate Home Economics Degrees

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
State	5/15 = 33.3*	29/65 = 44.6	37/91 = 40.7	6/11 = 54.5	93/207 = 44.9	9/32 = 28.1	-0-	6/6 = 100.0	185/429 = 43 1
Land Grant	12/15 = 80.0	27/65 = 41.5	49/91 = 53.8	4/11 = 36.4	89/207 = 43.0	18/32 = 56.3	2/2 = 100.0	1/6 = 16.7	105/429 = 45.5
Private	-0-	5/65 = 7.7	11/91 = 12.1	2/11 = 18.2	25/207 = 12.1	5/32 = 15.6	-0-	-0-	48/429 = 11.2
Church	-0-	7/65 = 10.8	3/91 = 3.3	-0-	12/207 = 5.8	2/32 = 6.3	-0-	-0-	24/429 = 5.6
Totals	17/15 = 113.3	68/65 = 104.6	100/91 = 109.9	12/11 = 109.1	219/207 = 105.8	34/32 = 106.3	2/2 = 100.0	7/6 = 116.7	452/429 = 105.4

*The decimal figures on the right side of each column represent percentages.

Table 8. Period of Graduation with Undergraduate Home Economics Degree

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
1970–1974	4/15 = 26.7*	25/65 = 38.5	24/91 = 26.4	3/11 = 27.3	52/207 = 25.1	1/32 = 3.1	–0–	3/6 = 50.0	112/429 = 26.3
1965–1969	1/15 = 6.7	8/65 = 12.3	20/91 = 22.0	2/11 = 18.2	44/207 = 21.3	7/32 = 21.9	1/2 = 50.0	–0–	43/429 = 10.0
1960–1964	2/15 = 13.3	5/65 = 7.7	12/91 = 13.2	1/11 = 9.1	34/207 = 16.4	10/32 = 31.3	–0–	1/6 = 16.7	65/429 = 15.2
1955–1959	2/15 = 13.3	5/65 = 7.7	12/91 = 13.2	1/11 = 9.1	18/207 = 8.7	3/32 = 9.4	–0–	–0–	41/429 = 9.6
1950–1954	1/15 = 6.7	5/65 = 7.7	7/91 = 7.7	–0–	18/207 = 8.7	3/32 = 9.4	–0–	–0–	34/429 = 7.9
1945–1949	–0–	3/65 = 4.6	3/91 = 3.3	2/11 = 18.2	12/207 = 5.8	–0–	1/2 = 50.0	1/6 = 16.7	22/429 = 5.1
1940–1944	1/15 = 6.7	9.65 = 13.8	6/91 = 6.6	1/11 = 9.1	9/207 = 4.3	4/32 = 12.5	–0–	1/6 = 16.7	32/429 = 7.5
1935–1939	2/15 = 13.3	2/65 = 3.1	4/91 = 4.4	–0–	10/207 = 4.8	2/32 = 6.3	–0–	–0–	20/429 = 4.7
1930–1934	1/15 = 6.7	2/65 = 3.1	1/91 = 1.1	1/11 = 9.1	2/207 = 1.0	2/32 = 6.3	–0–	–0–	9/429 = 2.1
1925–1929	–0–	–0–	–0–	–0–	1/207 = .5	–0–	–0–	–0–	1/429 = .2
Before 1925	–0–	–0–	1/91 = 1.1	–0–	2/207 = 1.0	–0–	–0–	–0–	3/429 = .7
Totals	14/15 = 93.3	65/65 = 100.0	90/91 = 99.0	11/11 = 100.1	202/207 = 97.6	32/32 = 100.0	2/2 = 100.0	6/6 = 100.0	382.429 = 89.0

*The decimal figures on the right side of each column represent percentages.

Table 9. Anticipation of Need for Knowledge and Skills in Communications as an Undergraduate for Work as a Home Economist

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Yes	11/15 = 73.3*	47/65 = 72.3	63/91 = 69.3	7/11 = 63.6	136/207 = 65.7	22/32 = 68.8	2/2 = 100.0	4/6 = 66.7	291/429 = 67.8
No	3/15 = 20.0	17/65 = 26.2	28/91 = 30.8	4/11 = 36.4	67/207 = 32.4	10/32 = 31.3	-0-	2/6 = 33.3	131/429 = 30.6
Totals	14/15 = 93.3	65/65 = 100.0	91/91 = 100.0	11/11 = 100.0	203/207 = 98.1	32/32 = 100.0	2/2 = 100.0	6/6 = 100.0	422/429 = 98.4

*The decimal figures on the right side of each column represent percentages.

Table 10. Home Economists in Communications' Memberships in Communications Organizations

Home Economists in Communications	Membership in Communications Organizations	Multiple Memberships as Percentage of Those Who Belong	Multiple Memberships as Percentage of Total Respondents
Colleges and Universities	7/15 = 46.7*	2/7 = 28.6*	2/15 = 13.3*
Elementary, Secondary and Adult Education	7/65 = 10.8	7/7 = 100	7/65 = 10.8
Extension	26/91 = 28.6	7/26 = 26.9	7/91 = 7.7
Health and Welfare	3/11 = 27.3	0	0
HEIB	72/207 = 34.8	27/72 = 37.5	27/207 = 13.5
HEIH	5/32 = 15.6	1/5 = 20	1/32 = 3.1
Research	1/2 = 50.0	1/1 = 100	1/2 = 50.0
Undesignated	4/6 = 66.7	2/4 = 50.0	2/6 = 33.3
TOTALS	125/429 = 29.1	47/125 = 37.6	47/429 = 10.9

*These columns of figures are expressed in percentages.

Table 11. Communications Organizations to Which Home Economists in Communications Belong[a]

Name of Organization	Membership / Total Members	=	Percentage of Total Membership
Women in Communications, Inc.	55/125	=	44.0
American Women in Radio and Television	27/125	=	21.6
Press Associations[b]	25/125	=	20.0
Public Relations and Advertising Clubs[c]	23/125	=	18.4
Other[d]	20/125	=	16.4
American Association of Agricultural College Editors (AAACE)[e]	13/125	=	10.4
Society of Professional Journalists, Sigma Delta Chi	9/125	=	7.2
Journalism Education Associations[f]	7/125	=	5.6

[a]Includes multiple memberships.

[b]Includes National Press Associations--local, regional, and state groups; miscellaneous state and local writers groups; National Federation of Press Women, local, regional and state; Newspaper Guild; National League of Pen Women, Inc.

[c]Includes Public Relations Society of America, Chemical Public Relations Association, Public Service Communications Council, American Federation of Advertising, State and local Public Relations and Advertising Clubs.

Table 11. (continued)

[d]Other includes Epsilon Sigma Phi, Society for Technical Communications, AVA, NDVA, National Society for Training and Development, BIIC, SOCAP, NHFL, Pi Delta Epsilon, National Academy of Television Arts and Sciences, National Collegiate Players, National Collegiate Radio and TV Guild, International Platform Association, Institutional Food Editors Council and Newspaper Food Editors Association.

[e]AAACE also includes International Agricultural Editors Association and National Farm Home Editors.

[f]Journalism Educators Associations includes AEJ, AECT and Educational Press Association.

Table 12. Areas of Concentration as Undergraduate Home Economics Students

	Colleges and Universities	Extension	Elementary, Secondary, and Adult Education	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Totals
Communications	2/15 = 13.3*	11/91 = 12.1	3/65 = 4.6	1/11 = 9.1	36/207 = 17.4	2/32 = 6.3	-0-	-0-	55/429 = 12.8
Business	1/15 = 6.7	4/91 = 4.4	1/65 = 1.5	-0-	19/207 = 9.2	4/32 = 12.5	-0-	-0-	29/429 = 6.8
Child Development and Family Relations	1/15 = 6.7	4/91 = 4.4	2/65 = 3.1	-0-	2/207 = 1.0	1/32 = 3.1	-0-	-0-	10/429 = 2.3
Education	5/15 = 33.3	41/91 = 45.1	41/65 = 63.1	2/11 = 18.2	59/207 = 28.5	20/32 = 62.5	-0-	3/6 = 50.0	171/429 = 39.9
Family Economics, Home Management and Equipment	3/15 = 20.0	6/91 = 6.6	1/65 = 1.5	1/11 = 9.1	22/207 = 10.6	-0-	1/2 = 50.0	-0-	34/429 = 7.9
Foods and Nutrition	1/15 = 6.7	13/91 = 14.3	4/65 = 6.2	4/11 = 36.4	44/207 = 21.3	3/32 = 9.4	-0-	-0-	59/429 = 16.1
General	3/15 = 20.0	14/91 = 15.4	9/65 = 13.8	3/11 = 27.3	35/207 = 16.9	5/32 = 15.6	-0-	1/6 = 16.5	70/429 = 16.3
Textiles and Clothing	-0-	11/91 = 12.1	3/65 = 4.6	-0-	30/207 = 14.5	5/32 = 15.6	-0-	2/6 = 33.3	51/429 = 11.9

*The decimal figures on the right side of each column represent percentages.

Table 13. Undergraduate Minors

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Totals
Communications	2	4	16	3	26	6	0	0	57/429 = 13.3*
Education	2	3	5	1	10	3	0	0	24/429 = 5.6
Business	0	2	2	0	10	1	0	0	15/429 = 3.5
Humanities	1	3	9	0	10	2	0	2	27/429 = 6.2
Fine Arts	1	3	0	0	14	0	0	0	18/429 = 4.2
Sciences	2	17	12	2	22	7	0	1	63/429 = 14.7
Social Sciences	0	3	5	0	15	2	0	0	25/429 = 5.8
Home Economics	0	7	8	1	24	3	1	0	44/429 = 10.3

*The figures in this column represent percentages.

Table 14. Concentration of Graduate Work in Home Economics if Different from Undergraduate Home Economics Concentration

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Totals
Communications	2	3	9	0	6	1	0	0	21/176 = 11.9*
Business	1	0	2	0	3	0	0	1	7/165 = 4.0
Child Development and Family Relations	1	9	4	0	4	1	0	0	19/176 = 10.8
Education	1	10	13	2	6	2	1	0	35/176 = 19.9
Family Economics, Home Management, and Equipment	2	1	4	0	5	1	0	0	13/176 = 7.4
Foods and Nutrition	1	1	0	1	2	2	0	1	8/176 = 4.5
General	0	5	1	0	1	1	0	0	8/176 = 4.5
Textiles and Clothing	0	2	3	0	5	0	0	1	11/176 = 6.3

*Expressed in percentages.

Table 15. Concentration of Undergraduate Work in Home Economics if Different from Graduate Home Economics Concentration

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Totals
Communications	1	1	2	0	2	0	0	0	6/176 = 3.4*
Business	1	0	3	0	1	2	0	0	7/176 = 4.0
Child Development and Family Relations	0	0	1	0	1	1	0	1	3/176 = 1.7
Education	2	16	16	1	7	3	0	0	46/176 = 26.1
Family Economics, Management, and Equipment	0	1	1	0	2	1	1	0	6/176 = 3.4
Foods and Nutrition	1	3	5	0	7	2	0	0	18/176 = 10.2
General	2	5	2	2	5	1	0	0	17/176 = 9.7
Textiles and Clothing	0	1	5	0	4	1	0	1	12/176 = 6.8

*Expressed in percentages.

Table 16. Degrees in Other Fields Besides Home Economics**

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Total
Communications	5	1	7	2	16	3	0	0	34/66 = 51.5*
Education	5	5	11	0	6	0	0	1	28/66 = 42.4
Business	0	2	1	0	5	0	0	0	8/66 = 12.1
Humanities	0	1	2	0	1	0	0	0	4/66 = 6.0
Fine Arts	0	0	1	0	1	0	0	0	2/66 = 3.0
Sciences	0	0	1	1	0	0	0	0	2/66 = 3.6
Social Sciences	0	1	3	0	0	0	0	0	4/66 = 6.0

*Expressed in percentages.

**Includes multiple degrees at all levels and multiple categories.

Table 17. Encouragement by Home Economics Faculty for Taking Communications Courses

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Yes	4/15 = 26.7*	23/65 = 35.4	33/91 = 36.3	4/11 = 36.4	58/207 = 28.0	11/32 = 34.4	1/2 = 50.0	2/6 = 33.3	136/429 = 31.7
No	10/15 = 66.7	40/65 = 61.5	58/91 = 63.7	7/11 = 63.6	143/207 = 69.1	21/32 = 65.6	1/2 = 50.0	4/6 = 66.7	283/429 = 66.0
Totals	14/15 = 93.3	63/65 = 96.9	91/91 = 100.0	11/11 = 100.0	201/207 = 97.1	32/32 = 100.0	2/2 = 100.0	6/6 = 100.0	419/429 = 97.7

*The decimal figures on the right side of each column represent percentage.

Table 18. Discouragement by Home Economics Faculty for Taking Communications Courses

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
No	1/15 = 6.7*	4/65 = 6.2	7/91 = 7.7	5/11 = 45.5	25/207 = 12.1	-0-	-0-	2/6 = 33.3	342/429 = 79.7
Yes	13/15 = 86.7	59/65 = 90.7	82/91 = 90.1	6/11 = 54.5	174/207 = 84.5	32/32 = 100.0	2/2 = 100.0	4/6 = 66.7	44/429 = 10.3
Totals	14/15 = 93.3	63/65 = 96.9	89/91 = 97.8	11/11 = 100.0	199/207 = 96.1	32/32 = 100.0	2/2 = 100.0	6/6 = 100.0	386/429 = 90.0

*The decimal figures on the right side of each column represent percentages.

Table 19. Communications Skills, Media or Tools Taken by Home Economics Communicators, Required for Their Undergraduate Home Economics Degrees and Used in Their Professional Work as Home Economics Communicators

Communications Skill, Media or Tool	PERCENT		
	Required	Took	Use
Advertising	12.4	28.2	41.5
Audio-Visual	17.2	32.9	67.6
Business Communications	9.8	18.2	68.1
Graphics	13.3	23.5	53.9
Journalism	28.7	53.1	76.5
Photography	7.2	18.2	52.7
Public Relations	10.3	17.0	76.0
Radio-Television	11.7	31.7	54.3
Research	8.9	14.7	31.9
Speech	42.9	61.0	76.5

Table 20. Communications Skills, Tools or Media in Descending Order of Use by Home Economics Communicators, Taken and Required as Home Economics Undergraduate Students

Percent	Use	Percent	Took	Percent	Required
76.5	Speech	61.0	Speech	42.9	Speech
76.5	Journalism	53.1	Journalism	28.7	Journalism
76.0	Public Relations	32.9	Audio-Visuals	17.2	Audio-Visuals
68.1	Business Communications	31.7	Radio-Television	13.3	Graphics
67.6	Audio-Visual	28.2	Advertising	12.4	Advertising
54.3	Radio-Television	23.5	Graphics	11.7	Radio-Television
52.9	Graphics	18.2	Business Communications	10.3	Public Relations
52.7	Photography	18.2	Photography	9.8	Business Communications
41.5	Advertising	17.0	Public Relations	8.9	Research
31.9	Research	14.7	Research	7.2	Photography

Table 21. Frequency of Use of Communications Skills, Media or Tools

	Advertising	Audio-Visuals	Business Communications	Graphics	Journalism	Photography	Public Relations	Radio - Television	Research	Speech
Colleges and Universities	4/15 = 26.7*	10/15 = 66.7	8/15 = 53.3	7/15 = 46.7	12/15 = 80.0	9/15 = 60.0	10/15 = 66.7	5/15 = 33.3	6/15 = 40.0	8/15 = 53.3
ESA	21/65 = 32.3	55/65 = 84.6	43/65 = 66.2	37/65 = 56.9	48/65 = 73.8	29/65 = 44.6	46/65 = 70.8	24/65 = 36.9	13/65 = 20.0	49/65 = 75.4
Extension	25/91 = 27.5	69/91 = 75.8	65/91 = 71.4	62/91 = 68.1	77/91 = 84.6	47/91 = 51.6	70/91 = 76.9	71/91 = 78.0	25/91 = 27.5	73/91 = 80.2
Health and Welfare	4/11 = 36.4	8/11 = 72.7	9/11 = 81.8	5/11 = 45.5	9/11 = 81.8	2/11 = 18.2	8/15 = 53.3	8/11 = 72.7	6/11 = 54.5	10/15 = 66.7
HEIB	110/207= 53.1	128/207= 61.8	147/207= 71.0	101/207= 48.8	159/207= 76.8	124/207= 59.9	169/207= 81.6	109/207= 52.7	79/207= 38.2	162/207= 78.3
HEIH	11/32 = 34.4	16/32 = 50.0	15/32 = 46.9	11/32 = 34.4	18/32 = 56.3	11/32 = 34.4	18/32 = 56.3	12/32 = 37.5	5/32 = 15.6	21/32 = 65.6
Research	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0	1/2 = 50.0
Undetermined	2/6 = 33.3	3/6 = 50.0	4/6 = 66.7	3/6 = 50.0	4/6 = 66.7	3/6 = 50.0	4/6 = 66.7	3/6 = 50.0	2/6 = 33.3	4/6 = 66.7
Composite	178/429= 41.5	290/429= 67.6	292/429= 68.1	227/429= 52.9	328/429= 76.5	226/429= 52.7	326/429= 76.0	233/429= 54.3	137/429= 31.9	328/429= 76.5

*The decimal figures on the right side of each column represent percentages.

Table 22. Communications Skills, Media and Tools with 50 Percent or More Use by Home Economics Communicators

Percent	Subject
Colleges and Universities	
80.0	Journalism
66.7	Audio-Visuals
66.7	Public Relations
60.0	Photography
53.3	Business Communications
53.3	Speech
Elementary, Secondary and Adult Education	
84.6	Audio-Visual
75.4	Speech
73.8	Journalism
70.8	Public Relations
66.2	Business Communications
56.9	Graphics
Extension	
84.6	Journalism
80.2	Speech
78.0	Radio-Television
76.9	Public Relations
75.8	Audio-Visuals
71.4	Business Communications
68.1	Graphics
51.6	Photography
Health and Welfare	
81.8	Business Communications
81.8	Journalism
72.7	Audio-Visuals
72.7	Radio-Television
66.7	Speech
54.5	Research
53.3	Public Relations

Table 22. (continued)

Percent	Subject
Home Economists in Business	
81.6	Public Relations
78.3	Speech
76.8	Journalism
71.0	Business Communications
61.8	Audio-Visuals
59.9	Photography
53.1	Advertising
52.7	Radio-Television
Home Economists in Homemaking	
65.6	Speech
56.3	Public Relations
56.3	Journalism
50.0	Audio-Visuals
Research	
Each subject matter rated 50 percent	
Undesignated	
66.7	Business Communications
66.7	Journalism
66.7	Public Relations
66.7	Speech

Table 23. Advertising

	Colleges and Universities	Elementary, Secondary and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	3/15 = 20.0*	9/65 = 13.8	24/91 = 26.4	3/11 = 27.3	73/207 = 35.3	6/32 = 18.8	1/2 = 50.0	2/6 = 33.3	121/429 = 28.2
Required	2/15 = 13.3	3/65 = 4.6	8/91 = 8.8	-0-	37/207 = 18.9	2/32 = 6.3	-0-	1/6 = 16.7	53/429 = 12.4
Use	4/15 = 26.7	21/65 = 32.3	25/91 = 27.5	4/11 = 36.4	110/207 = 53.1	11/32 = 34.4	1/2 = 50.0	2/6 = 33.3	178/429 = 41.5

*The decimal figures on the right side of each column represent percentages.

Table 24. Audio-Visuals

	Colleges and Universities	Elementary, Secondary and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	3/15 = 20.0*	40/65 = 61.5	37/91 = 40.7	4/11 = 36.4	46/207 = 22.2	10/32 = 32.3	-0-	1/6 = 16.7	141/429 = 32.9
Required	-0-	20/65 = 30.8	17/91 = 18.7	3/11 = 27.3	28/207 = 13.5	6/32 = 18.8	-0-	-0-	74/429 = 17.2
Use	10/15 = 66.7	55/65 = 84.6	69/91 = 75.8	8/11 = 72.7	128/207 = 61.8	16/32 = 50.0	1/2 = 50.0	3/6 = 50.0	290/429 = 67.6

*The decimal figures on the right side of each column represent percentages.

Table 25. Business Communications

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	1/15 = 6.7*	15/65 = 23.1	22/91 = 24.2	1/11 = 9.1	36/207 = 17.4	1/32 = 3.1	2/2 = 100.0	-0-	78/429 = 18.2
Required	-0-	7/65 = 10.8	11/91 = 12.1	2/11 = 18.2	21/207 = 10.1	1/32 = 3.1	-0-	-0-	42/429 = 9.8
Use	8/15 = 53.3	43/65 = 66.2	65/91 = 71.4	9/11 = 81.8	147/207 = 71.0	15/32 = 46.9	1/2 = 50.0	4/6 = 66.7	292/429 = 68.1

*The decimal figures on the right side of each column represent percentages.

Table 26. Graphics

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	4/15 = 26.7*	14/65 = 21.5	26/91 = 28.6	2/11 = 18.2	49/207 = 23.7	5/32 = 15.6	-0-	1/6 = 16.7	101/429 = 23.5
Required	3/15 = 20.0	4/65 = 6.2	13/91 = 14.3	-0-	35/207 = 16.9	2/32 = 6.3	-0-	-0-	57/429 = 13.3
Use	7/15 = 46.7	37/65 = 56.9	62/91 = 68.1	5/11 = 45.5	101/207 = 48.8	11/32 = 34.4	1/2 = 50.0	3/6 = 50.0	227/429 = 52.9

*The decimal figures on the right side of each column represent percentages.

Table 27. Journalism

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	11/15 = 73.3*	26/65 = 40.0	45/91 = 49.5	6/11 = 54.5	122/207 = 58.9	13/32 = 40.6	2/2 = 100.0	3/6 = 50.0	228/429 = 53.1
Required	5/15 = 33.3	9/65 = 13.8	26/91 = 28.6	3/11 = 27.3	71/207 = 34.3	7/32 = 21.9	1/2 = 50.0	1/6 = 16.7	123/429 = 28.7
Use	12/15 = 80.0	48/65 = 73.8	77/91 = 84.6	9/11 = 81.8	159/207 = 76.8	18/32 = 56.3	1/2 = 50.0	4/6 = 66.7	328/429 = 76.5

*The decimal figures on the right side of each column represent percentages.

Table 28. Photography

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	5/15 = 33.3*	12/65 = 18.5	18/91 = 19.8	1/11 = 9.1	39/207 = 18.8	3/32 = 9.4	-0-	-0-	78/429 = 18.2
Required	1/15 = 6.7	3/65 = 4.6	6/91 = 6.6	-0-	19/207 = 9.2	2/32 = 6.3	-0-	-0-	31/429 = 7.2
Use	9/15 = 60.0	29/65 = 44.6	47/91 = 51.6	2/11 = 18.2	124/207 = 59.9	11/32 = 34.4	1/2 = 50.0	3/6 = 50.0	226/429 = 52.7

*The decimal figures on the right side of each column represent percentages.

Table 29. Public Relations

	Colleges and Universities	Elementary Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	4/15 = 26.7*	12/65 = 18.5	20/91 = 22.0	2/15 = 13.3	41/207 = 19.8	3/32 = 9.4	1/2 = 50.0	-0-	73/429 = 17.0
Required	2/15 = 13.3	7/65 = 10.8	11/91 = 12.1	1/15 = 6.7	22/207 = 10.6	1/32 = 3.1	-0-	-0-	44/429 = 10.3
Use	10/15 = 66.7	46/65 = 70.8	70/91 = 76.9	8/15 = 53.3	169/207 = 81.6	18/32 = 56.3	1/2 = 50.0	4/6 = 66.7	326/429 = 76.0

*The decimal figures on the right side of each column represent percentages.

Table 30. Radio-Television

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	4/15 = 26.7*	21/65 = 32.3	33/91 = 36.3	4/11 = 36.4	67/207 = 32.4	4/32 = 12.5	-0-	1/6 = 16.7	136/429 = 31.7
Required	-0-	5/65 = 7.7	11/91 = 12.1	2/11 = 18.2	30/207 = 14.5	2/32 = 6.3	-0-	-0-	50/429 = 11.7
Use	5/15 = 33.3	24/65 = 36.9	71/91 = 78.0	8/11 = 72.7	109/207 = 52.7	12/32 = 37.5	1/2 = 50.0	3/6 = 50.0	233/429 = 54.3

*The decimal figures on the right side of each column represent percentages.

Table 31. Research

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	4/15 = 26.7*	12/65 = 18.5	18/91 = 19.8	1/11 = 9.1	21/207 = 10.1	5/32 = 15.6	-0-	2/6 = 33.3	63/429 = 14.7
Required	1/15 = 6.7	5/65 = 7.7	12/91 = 13.2	2/11 = 18.2	13/207 = 6.3	5/32 = 15.6	-0-	-0-	38/429 = 8.9
Use	6/15 = 40.0	13/65 = 20.0	25/91 = 27.5	6/11 = 54.5	79/207 = 38.2	5/32 = 15.6	1/2 = 50.0	2/6 = 33.3	137/429 = 31.9

*The decimal figures on the right side of each column represent percentages.

Table 32. Speech

	Colleges and Universities	Elementary, Secondary, and Adult Education	Extension	Health and Welfare	Home Economists in Business	Home Economists in Homemaking	Research	Undesignated	Composite
Took	9/15 = 60.0*	37/65 = 56.9	60/91 = 67.0	7/15 = 46.7	130/207 = 62.8	15/32 = 46.9	2/2 = 100.0	4/6 = 66.7	264/429 = 61.5
Required	2/15 = 13.3	26/65 = 40.0	38/91 = 41.8	4/15 = 26.7	98/207 = 47.4	13/32 = 40.6	1/2 = 50.0	3/6 = 50.0	184/429 = 42.9
Use	8/15 = 53.3	49/65 = 75.4	73/91 = 80.2	10/15 = 66.7	162/207 = 78.3	21/32 = 65.6	1/2 = 50.0	4/6 = 66.7	328/429 = 76.5

*The decimal figures on the right side of each column represent percentages.

APPENDIX D

COMPILATION OF ANSWERS TO SECTION I QUESTION 1

AND SECTION I QUESTION 3

Section I Question 1: Job Title

Section I Question 3: In what kind of organization/institution do you work? (Food chain, junior high, county level extension, university, textile research firm, your home, ad agency, free-lance, etc.)

Answers to these questions will be provided together, separated by a slash (/). In cases where the first question only is answered a slash will be at the end of that answer. In cases where only the second question is answered a slash will be at the beginning of the answer.

Examples:

1. Director of research/food company

2. Director of research/

3. /food company

Answers will be presented according to professional section. They will be in numerical order, as received; therefore, there may be cases where numbers are missing from consecutive order.

Colleges and Universities

1. Assistant director of research/junior college

2. Associate professor/university

3. Professor of agricultural journalism, coordinator home economics communications/university

4. Instructor at college level for home management residence, also part-time publicity and public relations appointment/university

5. Project assistant/

6. Prof/university

7. Coordinator: non-ambulatory class/county board of mental retardation--county school program

8. Lecturer (university) to teach advanced materials and methods in clothing construction/university

9. Associate editor/association

10. Director, Michigan consumer education center/university

11. Instructor, grad student--presently; to be asst. prof. at another institution this summer; answers given on basis of that job and past job as test kitchen home economist/university

12. Before retirement I was Dean, college of home economics/university

13. Chairman of home economics and TV production/community college

14. Home economics career counseling and placement director/university

15. Editor, statistical laboratory/university

Elementary, Secondary, and Adult Education

1. Vocational homemaking teacher/high school (I do some free-lance writing)

2. Teacher-coordinator, home economics cooperative education/public high school

3. Part-time faculty/community college

4. Chairman homemaking dept.--teach: con. ed., home-fam. liv., child dev./high school

5. Home economics instructor/high school

6. District supervisor for state dept. of vocational home economics/ state agency

7. Supervisor--home ec/board of education

8. Home economics teacher grades 5-8/Marshall middle school

9. Consumer home economics teacher/senior high

10. Immediate past-president, National Association Vocational Home Economics Teachers, Dean of Girls, home economics coordinator/ senior high school

11. Public school teacher 7-9/junior high

12. Vocational coordinator/San Diego Community Colleges

13. Home economic teacher--high school/high school

14. Coordinator for adult education and occ. home econ. programs at state college (on leave to do doctorate)/university community service

15. High school home economics instructor/jr.-sr. high school

16. Home school aide/high school

17. YWCA executive director/social service agency

18. Vocational home economics teacher/senior high

19. Home economist--(home ec. teacher)/high school

20. Teacher/junior high--middle school, grades 7 and 8

21. Food consultant-teacher/nurses training school and food consultant to non-profit religious org.

22. Home economics teacher/middle school

23. Consumer and homemaking teacher in adult ed/city school

24. Home economics teacher/school

25. Dean of girls/vocational boarding school

26. Education consultant/state dept. of education (health programs)

27. Teacher - secondary home economics/senior high

28. Editor/youth organization

29. Coordinated vocational academic education coordinator and teacher/junior high

30. Home economics teacher/junior and senior high school

31. Teacher--home economist/junior high

32. Home economist - instructor - demonstrator/retail chain

33. Home economic (sic) teacher/public school teaching junior and senior home ec.

34. Teacher's aide/elementary school

35. Teacher--coordinator of home economics cooperative educ/senior high school

36. Voc. home economics teacher, AHEA communications committee member/senior high school

37. Deputy director, consumer information center/government

38. Now home economics teacher, previously I was an administrative assistant to School of Home Ec at Purdue, I traveled throughout Indiana as a public relations person and spoke to high schools and colleges/high school

39. Home economics teacher/junior high

40. Educational television teacher/open channel educational TV for St. Paul (Minnesota) public schools

41. Home ec teacher--curriculum chr./junior high

42. Reading teacher/public school

43. Teacher/junior high

44. Home economics teacher/senior high school

45. Home and family living teacher/high school

46. Home economist/county extension level

47. Home economics teacher - junior high/junior high

48. Author--Chas. Bennett Co./publishing co.

49. A teacher at present; formerly an extension agent/junior high

50. Consultant in homemaking education in charge of publications/ state dept. of education, Texas Education Agency

51. Home economics teacher--7th and 8th grade/junior high

52. Supervisor home economics/county board of education

53. None, retired H. Ec. teacher/junior high

54. Home economics teacher/junior high school

55. Presently president of state (Connecticut) home economics association--2 year term; presently--homemaker, former-- H.E. teacher--will return to teaching after child is older/ junior high school

56. Home economics teacher/junior high

57. Home economics teacher/senior high school

58. Coordinator, women's programs, div. of continuing education/ university

59. Dietician assistant/hospital

60. Home economics teacher/high school

61. Coordinator of home economics/education system--secondary

62. Home economics instructor (9-12)/senior high school

63. Teacher/middle school

64. Coordinator--consumer and adult homemaking education/adult homemaking

65. Substitute teacher (home economics)/junior high

Extension

1. County extension agent home eco./extension service

2. County extension agent (retired)/county level extension

3. County extension agent--home economics/county extension level

4. County extension agent/county level extension

5. Extension home economist--Stark-Billings County (North Dakota)/ county level extension

6. Extension agent/extension--city

7. County extension agent--4H and youth/county level extension

8. Extension home economist/county level extension

9. Extension home economist/tri-county level extension

10. County extension agent - home economics/county level extension

11. Consumer marketing information specialist/university

12. Extension home economist/county level extension

13. Youth agent 4H-CRD (Community Resource Development)/county level extension

14. Cooperative extension agent (from Nov. 1961 until Sept. 1973)--currently graduate student and teaching assistant in Dept. of Communication Arts--Cornell U./county level extension

15. Home economics editor/land-grant university

16. Home economics extension agent/county level extension

17. Extension specialist - women's programs/state office of university cooperative extension service

18. Extension 4-H youth agent/county level extension

19. Extension home economist/county level extension

20. Home economics editor/university

21. (Homemaker) county home agent (I am taking a breather before beginning graduate school so will answer questions as though I were still employed as extension home economist)/county level extension

22. Extension home economist--4-H agent/county level extension

23. County agent/county level extension

24. Specialist in home economics for Alabama public television and extension/state level extension, university

25. Extension agent, food marketing/extension

26. Home economist/county level extension

27. Extension home economist/county extension

28. Assistant extension editor, home economics/extension at university level

29. County extension home economist/county level extension

30. Assistant extension home economist/county level extension

31. I for (sic) as a 4-H aide but am not (sic) in school working toward a teaching certificate/county level extension

32. Extension home economist/county level extension

33. Extension visual aid specialist/university, as a state specialist in communications

34. (Unemployed)--having trouble finding home economist jobs

35. Univ. of Wis.--extension project assistant/I'm a grad student working 1/3 time as project asst in UW-Ext.

36. County extension agent, home economics/county level extension

37. Extension information specialist/university state staff extension

38. Division leader, home economics, Madison Co. (New York) Cooperative Extension/county level extension

39. Cooperative extension agent/county level extension

40. Cooperative extension service, county home economics agent/county level extension

41. Home economist extension agent/county level extension

42. County extension agent/county level extension

43. Extension supervisor, home economics/state level extension

44. Extension home economist/county level extension

45. Communications specialist/state staff--cooperative extension service, University of Illinois

46. Extension advisor--youth cooperative extension service/county level extension

47. County extension agent, home economics/county level extension

48. 4-H youth advisor and home advisor/county level extension

49. Extension agent (communications)/county level extension

50. Organization and development specialist/state extension

51. State 4-H agent, extension/extension--4-H--state level

52. Clinton County (New York) cooperative extension agent/county level extension

53. Consumer science editor/university (general and extension)

54. Extension agent/county and 9-county area level extension

55. Organization specialist/university - state level extension

56. Home economist--Food and Agriculture Organization of the United Nations/specialized agency of the United Nations (FAO)

57. County extension home economist/county level extension

58. Co. ext. agent, home ec./county level extension

59. County extension agent, home economics/county level extension

60. Unemployed presently--returned from Kenya East Africa last month where I was teaching home economics and basic subjects to grade school children; I will answer questions as applying to the above job/convent which was a missionary group from Ireland. It operates grade and high schools in Kenya

61. Cooperative extension advisor, home economics - assistant/county level extension

62. Cooperative extension agent/county level extension

63. Extension associate in 4-H textiles and clothing/university level extension service

64. Communication specialist/(state) university extension service

65. Nutrition education program writer (note that this is part-time, 14 hours per week)/state level extension, but most of this is done from my home, with perhaps 3 trips a month to units of 14 counties of state

66. Regional extension home economist; also, head, county home ec. dept./4-county extension service

67. Home advisor--mass media/county level extension

68. Asst. for cooperative relations, cooperative ext. service and asst. prof. of rural sociology, PSU (Pennsylvania State University)/ university level extension

69. County extension agent/county level extension

70. Cooperative extension agent/county level extension

71. Associate county extension leader--Richland Co./co. level extension

72. Colorado State University extension agent (youth)/area (4 counties) level extension

73. Extension agent--mass media/urban extension

74. Area extension agent in foods and nutrition/coordinate area FFNEP--10 counties--Office in community college--travel lots

75. Extension home economist/county level extension

76. Extension home economist/county level extension

77. Extension home economist/county level extension

78. At present KTCA-TV community sta. St. Paul-Mpls.; consultant, part-time/county level extension 3 yrs.--1926 - 1930, Illinois

79. Extension home economics editor/university level extension

80. Extension 4-H and youth leader/county level extension service

81. State leader--home economics extension/state level extension

82. Coordinator College Week for Women/university

83. Extension home economist/county level extension

84. Extension home economist/county level extension

85. Home economics extension editor Sept. 1937 - June 1971 (now retired)/extension, university

86. County extension agent (home economics)/county level extension

87. County extension agent, home economics/county level extension

88. District leader, home economics programs/extension service--district level

89. 4-H program leader--ext. service USDA (national 4-H TV coordinator)/national level extension 4-H staff

90. Extension agent--4-H/county level extension

91. Program director/extension, university level

Health and Welfare

1. Consumer affairs officer/government--U. S.

2. Consumer affairs officer/government agency--Food and Drug Adm.

3. Nutrition education coordinator/state health dept.

4. Consumer affairs officer/government agency

5. Food writer/trade association
6. Home editor/farm magazine
7. Home economist/ad agency
8. Assistant account executive/public relations agency
9. Home economist/microwave oven manufacturer
10. Coordinator, consumer affairs/supermarket
11. Unemployed at the present
12. Mgr., consumer affairs/industrial - consumer corporation
13. Home economist/ad agency
14. Communications consultant/nutrition education firm
15. Consultant - freelance/free-lance
16. Consumer affairs specialist/utility company
17. Marketing services editor/publishing company
18. Vice president and account supervisor (public relations agency)/ public relations agency
19. Free-lance consultant/free-lance from home
20. Public relations specialist/food manufacturer
21. Service representative/South Central Bell
23. Executive director/ad agency
24. Home economist/utility company
25. Account executive/public relations firm
26. Coordinator of community relations/public utility (electric co.)
27. Senior associate/education consultant company
28. Editorial home economist/citrus marketing cooperative (food-oriented company)
29. Home economics editor/newspaper
30. President/research and development--plus a variety of services

31. Home economist/I work for a utility company

32. Educational editor/fabric company for o.t.c. interfacings

33. As I am not now currently working (job dissolved owing to sex-bias) I will respond in terms of my most recent employment. As this happened within the past year, I think the information will still be helpful. Manager of home economics/microwave oven manufacturer

34. Home economist--advertising representative/Scholastic magazines

35. Director, test kitchen--Family Circle magazine/magazine

36. Retail sales training supervisor/manufacturer

37. Public relations representative/manufacturer

38. Home economist/trade association

39. Consultant--free lance/free-lance; previously was employed in 4 other positions for companies

40. Account supervisor/public relations division of ad agency

41. Account director/ad agency

42. Associate editor (also free-lance writer)/book publisher

43. Homemaking editor Ford Almanac--demonstrator, lecturer/ free lance

44. Writer-producer/ad agency

45. Associate food editor/publishing firm

46. Food and entertainment editor/magazine publishing firm

47. Assistant food editor/publishing firm

48. Design and new products editor/publishing company-magazine division

49. Kitchen, equipment and home management editor/publishing company

50. Home economist/utility company

51. Education specialist/trade association

52. Account executive/public relations agency

53. Fashion coordinator - assistant communications manager--womenswear/ sportswear manufacturer

54. Home economist/electric utility co.

55. Nutrition consultant/non-profit nutrition education cooperation

56. Manager, consumer affairs/trade association

57. Free lance consultant/my home

58. Home economist/gas utility co.--Mountain Fuel Supply

59. Marketing coordinator/diversified food service and loding

60. Consumer information director/non-profit dairy promotion association

61. TV production assistant/educational television station

62. Customer relations representative/investor-owned utility

63. Market research home economist/field interviewing, market research organization

64. Home economist - W. Va. Dept. Agriculture/statewide home economist--W. Va. Dept. Agric.

65. Staff home economist/magazine

66. Food writer and consultant/free-lance

67. Consumer service consultant/utility--electric

68. Until Aug. '48, vocational home economics teacher; until Sept. '70, state supervisor home economics education, consultant, consumer and homemaking; free-lance home economist, editor Illinois Home Economics Ass'n newsletter/present: free-lance from home office; until Sept. '70 division of Voc and Tech Educ

69. Supervisor, home services dept./utility company (electric)

70. Family financial economist and associate editor - Money Management/bank

71. Product information home economist/equipment manufacturer

72. Consultant/my home--also newspaper office 2 days (per) wk.

73. Vice president - director of consumer affairs/advertising agency

74. Consumer information specialist/public relations agency

75. Two job titles, 1/2 time each: (1) director: professional Information Exchange (PIES) for home economics positions in higher education; (2) administrator: international students advisor at Eastern Illinois University (150 students under me)/ employment agency; university

76. Food editor/book publishing

77. Family Scene editor/newspaper

78. Editor of employee publications/utility (electric and gas)

79. Consulting home economist/free lance

81. Self employed/free lance

82. Home economist/food chain

83. Sales service rep./clothing manufacturer

84. Feature writer; formerly assistant editor; have also been editor of a smaller weekly/weekly newspaper

85. Food publicist/free lance; formerly with P R. agency

86. Equipment and home furnishings editor/home economics magazine

87. Senior home economist/book publishing company

88. Home economics coordinator/gas utility

89. Dietitian for a health spa/it is a resort hotel catering to super rich jet setters

90. Was: editor, woman's dept. of a farm magazine, had circulation of 1,300,000; closed about 8 years ago/magazine

91. Home service representative (utility co.)/utility company

92. Staff home economist/major newspaper

93. Consumer affairs consultant/utility

94. Consumer advisor/utility company

95. Director, Family Test Groups; sales manager, mail order adv/ national magazine

96. Editorial publicist/national food processing - manufacturing co.

97. Administrative assistant/day care center

98. Consumer affairs specialist/utility company

99. Account executive, public relations agency/public relations firm

100. Consultant: P/T P.R. + article writing at home/P.R. agency + home

101. Vice president/public relations agency

102. Meg Carter--consumer service/McCall Pattern Co.

103. Sales representative for Forecast for Home Economics/publication

104. Editor/publisher--home ec educational materials

105. Consumer specialist/major food product manufacturer

106. Director of home economics-public relations/manufacturing food company

107. Consultant, consumer concerns, educational services and public relations/free-lance

108. Home economics coordinator/public relations agency specializing in the creation, production and distribution of industry-sponsored educational materials

109. Public relations assistant account executive/public relations agency

110. Home economist (research)/detergent manufacturing co.

111. Food editor and consumer writer/newspaper

112. Currently working as secretary in home economics related field/food chain

113. Home economist/public utility company

114. Director of consumer services for an advertising agency/ad agency

115. Consumer relations home economist/food processor

116. Manager of product information/diversified consumer product co.--primarily food

117. Recruiting manager/food mfg. co.

118. Associate food editor/newspaper

119. Extension radio and TV specialist/university info dept.

120. Free lance home economist/free-lance

121. Home economics columnist - teacher/daily newspaper and adult education

122. Free lance home economist/free lance--at home

123. Supervisor/manufacturer

124. Director, consumer Service Institute/household consumer products co.

125. Home economist-food consultant/ad agency

126. Ass't manager consumer service/cooperative food corp.

127. Assistant manager, educational services/business organization; company which makes plastic food storage containers

128. Home economist, consultant, food stylist/our studio is part of our home

129. Food writer/newspaper

130. Special events/consumer product company

131. Manager of consumer affairs/a utility

132. As of April 13, 1974, the home economists (electric consumer consultants) working for Carolina Power and Light Company were terminated. The information completed on the survey is with accordance of my past job. Electric consumer consultant/ utility company

133. Research supervisor/magazine

134. Advertising account executive and home economist/ad agency

135. Home editor/magazine publishing company

136. Editor - manuscripts/American Association of Retired Persons

137. Unemployed since graduation; unable to find position/

138. Director of Money Management Institute/finance company

139. Waitress/

140. Consumer home economist/food chain

141. I've had to suspend my home economics career while my husband is in law school because we simply can't live on the low-paying salary I would receive in a starting position. I would very much like to become involved in the communications area of H.E. and for this reason, and because I am working in a Public Relations firm I signed up for the communications section of AHEA. Personnel ass't./

142. Asst. editor (Journal)/membership association

143. Editorial asst.-sec'y/regional council of government

144. European division home economist/worldwide sales organization

145. Public relations director/ad agency; shopping center

146. Utility division home economist/gas and electric utility company

147. Home economist, market research/market-consumer research (w. some free lance work in recipe development)

148. I have recently resigned from my job as a consumer consultant home economist with Peoples Natural gas. Presently, I am engaged in doing volunteer office work at Holden Village, a Christian retreat center in Washington State. This autumn or winter, I will begin grad studies at the U. of Minn. in the area of child psychology. I will answer these questions according to my last job/Peoples Natural Gas, a division of Northern Natural Gas--classified as a consumer utility company

149. Film producer/Wilhite Film Productions

150. Nutrition and foods writer/free-lance; newspaper

151. Director, food information service/frozen food processor

152. Home economist/national company

153. Product news editor, public relations dept./home care product manufacturer

154. Consumer affairs communications specialist/food chain

155. Home economist/institutional food complex

156. Softlines manager/retail fabric and sewing machine chain

157. Home economist - staff writer/newspaper

158. Home economist - home service representative/public utility

159. Area supervisor, direct-retail sales/manufacturer of dinnerware

161. Copywriter/free-lance for ad agency

162. Vice president, group manager/advertising-public relations agency with strong consumer products division.

163. Manager member family program/farm cooperative

164. Food and equipment editor (magazine)/national magazine

165. Manager, consumer satisfaction, Clairol/corporation

166. Director of consumer affairs/food chain

167. Assistant production manager - advertising/retail dept. store--in store advertising office

168. Consumer consultant/my own free lance business

169. Communications assistant/food management services organization

170. Marketing communications mgr./component manufacturer

171. Creative services, home economics/self-employed home economics communicator

172. National training curriculum development specialist, Toyota Motor Sales USA, Inc./automotive

173. Consumer consultant supervisor/electric and gas utility

174. Home economics consultant/free-lance

175. Senior home economics representative/electric utility

176. Home economist-assistant manager/retail meat store

177. Free lance writer/consumer magazine

178. Home editor/farm magazine

179. Director of consumer information/industry; manufacturer of cookware and portable appliances

180. Home economics consultant/I work as a free-lance consultant from my home

181. Manager public relations/food manufacturer

182. Supervisor H. Ec. answering staff/newspaper

183. Associate director, consumer information services/retail and mail order business--public relations dept.

184. Director of public relations/food chain

185. Staff assistant, subcommittee on Consumer Affairs, House Banking and Currency Committee/U. S. Government, Legislative branch

186. Home economist - product promotion/home

187. Acct. supervisor/ad agency, PR division

188. Food editor/magazine

189. Clothing and grooming editor/magazine

190. Environmental communications consultant/utility

191. Staff writer for food section/newspaper

192. Sunday women's editor/Midwest newspaper (500,000 circulation on Sunday)

193. Supervisor, consumer affairs; public affairs dept./investor owned electric utility

194. Food editor/newspaper magazine

195. Accounts representative/hospital

196. Director of consumer affairs-home economist; American National Standards Institute/coordinator for United States voluntary standards system

197. Home economist/food manufacturing

198. Marketing communications consultant/self-employed office-home

199. Home economics consultant (free-lance)/free-lance

200. Free lance writer (I am a mother of twins so my work is very limited)/free-lance

201. Account executive-home economist/public relations agency

202. Supervisor, consumer education/food manufacturer

203. Director of consumer affairs/food chain

204. Consultant, home ec. advertising/

205. Executive director/nutrition education--non-profit corporation

206. Graduate assistant/university

207. Food service supervisor/food service, university

208. Free lance consultant/home, free-lance

209. Consulting home economist

Home Economist in Homemaking

1. Life insurance representative, costume designer, housewife (was an extension home economist and at one time a secretary)/sales person for private industry; most costuming is done for jr. colleges

2. Realtor associate (since Nov. 73)/real estate office

3. Not currently employed; homemaker/

4. None/

5. Consumer journalist/free-lance

6. Instructor and part-time local television talk show hostess/ recreation district and free-lance

7. Food industry consultant/

8. Free lance sewing instructor--part time only/

9. homemaker/home

10. Chairman, council of advisor's (sic) on consumer credit/home

11. English-journalism teacher; newspaper column; free-lance writer/ school district; newspaper; and home

12. Retired newspaper food editor and Durkee home economist and advertising agency home economist (homemaker now)/newspaper, food company and ad agency

13. Editor-writer of Town of Mansfield (Connecticut) newsletter/ work mostly at home

14. Should have a place to check for those not currently employed. Housewife/home

15. Utility home economist/utility company

16. Full-time homemaker, part-time teacher/university, home, free-lance

17. Free-lance home economist/home, free-lance

18. Minnesota Home Economics Association newsletter editor (an unpaid position)/my home

19. Free-lance home economics (part-time), also full-time graduate student/consulting firm (home economics)

20. I buy, prepare + plan meals for company dining room/publishing company--part-time--plan, prepare food for company dining room

21. Executive secretary of home ec honor society/home

22. Vocational home economics teacher/high school

23. Homemaker/have worked as foods supervisor at Univ. of Mo. (fed 1,100 boys daily at our building)

24. Teacher - housewife - volunteer consumer affairs group/junior high

25. Public relations chairman - volunteer capacity/homemaker service

26. Homemaker - not employed outside home; volunteer activities/

27. Editor of weekly newspaper/own weekly

28. Not gainfully employed - civic worker, free-lance writer/home, free-lance

29. Housewife; formerly assoc. home equipment editor of Better Living magazine and laundry specialist for Kelvinator/

30. Assistant food editor/newspaper

31. Homemaker/home

32. My jobs are varied. I work from my home. Judging fairs is salaried. Oregon believes in a teaching method of fair judging via interviews. I've also taught 4-H judges recently/from my home and at fairs throughout state

Research

1. Director, quality food research and development/food chain

2. I have not worked in a home economics job since 1964. My current subject matter speciality is occupational safety and health. From 1968 to this year, it was COBOL programming. Project manager; senior instructional programmer; instructional media specialist--varies with project/private non-profit R&D organization

Undesignated

1. Home economist/state--promotion and marketing

2. Limit control and collections (Bank Americard Center)/not applicable

3. Editor (most recent)/free-lance

4. Food, home and garden editor, Arkansas Gazette daily newspaper/ newspaper

5. Card extra (sales)/retail store

6. Consumer consultant (consumer marketing specialist/State government agency; state department of agriculture (Colorado)

APPENDIX E

COMPILATION OF ANSWERS TO SECTION I QUESTION 4

AND THE NARRATIVE PORTION OF SECTION II

Section I Question 4: Briefly describe the three major communications functions of your position.

Answers will be presented by professional sections. The Colleges and Universities, Health and Welfare, Research and Undesignated sections answers will be presented in numerical order, as received. Due to the large number within those sections, from the ESA, Extension, HEIB, and HEIH sections every third answer received will be presented in numerical order. Some respondents did not answer all the questions; therefore, there are many cases where numbers are missing from anticipated consecutive order. Also, there are cases where partial answers are given.

Colleges and Universities

1. (a) Writing research reports from computer printouts
   (b) Writing a monthly newsletter
   (c) Writing grant applications

2. (a) Undergraduate journalism instruction
   (b) Graduate journalism and mass communications instruction
   (c) Coordinate HE journalism B.S. curriculum

3. (a) Teach home economics journalism--two undergraduate courses; advise undergraduate and graduate majors; work with graduate students on research
   (b) Direct Home Economics Information Service for University Extension; guide graduate student writers, work with radio and TV staff
   (c) Train county extension home economists in press and television, others do radio

4. (a) Publicity to local media on college events, research, etc.
   (b) Publicity to systems public relations office for dispatch statewide

5. (a) Write news releases
   (b) Write 1 minute radio spots

6. (a) Classroom
   (b) Administration
   (c) Public

7. (a) Liaison between parents and school
   (b) Parent educator--ways to work with handicapped children
   (c) Teacher supervisor

8. (a) Communicate with students by lecture-demonstration
   (b) Communicate with other faculty on departmental concerns
   (c) Communicate with the community on the relationship of our department with the needs of the community

9. (a) Writing educational materials
   (b) Rewriting submitted materials
   (c) Editing

10. (a) In-service teacher education--programs
    (b) Newsletters and brochures to educators
    (c) Collection and circulation of consumer education resources

11. (a) Writing research publications--popularized and straight
    (b) Teaching
    (c) Public appearances, i.e., radio/TV talk shows

12. (a) Keeping faculty members informed on college policy
    (b) Keeping students informed on college policy
    (c) Teaching

13. (a) Teach day and evening classes in TV production using local cable TV studio. Send out three one-half hour shows per week
    (b) Teach as "on camera" teacher "The Buying Game" consumer education college course in fifth year of production
    (c) Chairman of AHEA Communications/Mass Media Institute

14. (a) Tell students about jobs and how to get them--written and audio-visual media
    (b) Publish lists of vacancies
    (c) Maintain a career information library

15. (a) Communicating with public
    (b) Communicating with staff

Elementary, Secondary, and Adult Education

1. (a) Communicate the goals and achievements of the vocational homemaking program to the community

5. (a) Produce slide program
   (b) Newspaper articles
   (c) Guest on local TV--promotion spots

7. (a) Communicate and disseminate information to teachers
   (b) Work with and set up community advisory committees for our skill programs
   (c) Promote Home economics through many media--legislature, radio, newspapers, TV, groups

10. (a) Disseminating information to members of National Teachers Association
    (b) Work with discipline problems of girls
    (c) Coordinating program for eight teachers

14. (a) Public relations
    (b) Speech
    (c) Business

19. (a) Public relations for program interpretation
    (b) Business communications--for classes, clubs, etc.
    (c) Audio-visual--films, filmstrips, displays, etc.

22. (a) To get basic information to students
    (b) To help them use information
    (c) To help students understand each other

25. (a) Communication with supervisors and associates--in English and Greek
    (b) Communication with parents (public relations)--in Greek
    (c) Communication with students--in Greek

28. (a) Writing and editing
    (b) Graphics and production
    (c) Holding workshops

31. (a) Lecture
    (b) Example
    (c) Demonstration

34. (a) Talking to students
    (b) Listening to students

37. (a) Inter- and intra-agency oral and written communications
    (b) Management responsibility for media program to print and electronic media and for quarterly publication
    (c) Oral and written communications with consumer and professional organizations

40. (a) Plan courses and write teacher guide books
    (b) Totally responsible for each lesson-planning, production
    (c) Serve as talent on each lesson

43. (a) Speaking
    (b) Video tape
    (c) Writing for role play

46. (a) Low income adults--teach better nutrition, food preparation techniques, sanitation, use of money
    (b) Youth--better use of money, topics such as child development, clothing, safety in 4-H program
    (c) Public--latest news in home economics as applied to homemakers and families

50. (a) Develop instructional materials
    (b) Edit staff developed materials
    (c) Produce youth organizational newspapers/magazines

54. (a) Public speaking
    (b) Utilizer of AVA materials (commercially produced and self-made)
    (c) Public relations

58. (a) Public relations
    (b) Writing
    (c) Speaking

61. (a) Communicating the home economics story
    (b) Keep channels open between administrators and home economics teachers
    (c) Keep teachers informed of news media for classroom use

64. (a) Writing newspaper articles announcing adult classes
    (b) Taped announcements on radio-TV panels
    (c) Work with principals, superintendents, community agencies

Extension

1. (a) Home economics information to women
   (b) Home economics information to 4-H girls and boys
   (c) Working with other public agencies

5. (a) Weekly news column
   (b) Radio program (twice a week--5 minutes each)
   (c) Newsletter--TV (once every two months)

8. (a) Radio--2 spots daily, 5 days a week, varying from 30 seconds to 2 minutes on 2 AM (50 miles apart) and 1 FM stations
   (b) TV--coordinate weekly 14 minute regular extension home economist segment (between news and weather at noon); do (prepare and broadcast) at least three months--each extension home economist does a month at a time on one subject
   (c) Newspaper--weekly subject matter releases and special stories

11. (a) Weekly television program (commercial station) on good food buys

(b) Weekly news releases to county extension agents for use in their news columns, radio programs, etc.
(c) Weekly news column in metropolitan paper and others

14. (a) Radio broadcasting--consumer information--on 5 stations (I did this for 10 years, starting with 1 station and gradually adding the others)
(b) Preparation of news releases and feature stories pertaining to extension
(c) I write a monthly column "Around the House" for regional magazine (free lance now, but did it as part of my job previously)
(This women is now retired)

17. (a) Teaching communication skills as part of leadership development
(b) Editing and writing monthly newsletters for agents and directing publications reviews and printing
(c) One to one contacts with state agents; programming and programming analysis

20. (a) Writing news and feature stories
(b) Teaching communications skills
(c) Taking photographs to illustrate news and feature stories

24. (a) Plan programs--contact guests
(b) Write scripts--plan visuals
(c) Do everything along except film, artwork and directing

27. (a) Monthly newsletter to 4,500 homemakers
(b) Twice daily radio spot (1 minute) 6 days a week
(c) News releases to 4 dailies and 6 weeklies for all program activities

30. (a) Promotion and organization of 4-H
(b) Communicate with public extension work
(c) To help the community in any way I can

33. (a) Preparation of camera ready art and copy for educational circulars and brochures for printing
(b) Preparing and producing art work for audio-visual materials (slides, overhead transparencies, exhibits, etc., also television slips)
(c) Consulting and training in the effective use of visual materials

37. (a) Prepare easy reading and understandable publications for disadvantaged clientele
(b) Prepare news releases
(c) 15-minute radio program when regular hostess not there

40. (a) To broadcast (mass media) programs we offer the general population
    (b) To effectively pass along educational information to the population through mass media, lessons, workshops, letters, radio, etc.
    (c) To promote relationships among people by fostering better understanding through communication

44. (a) To announce meetings
    (b) To give subject matter information
    (c) To report

47. (a) Circular newsletters
    (b) Newspaper articles
    (c) Large and small group meetings

50. (a) Preparation of agent training material
    (b) Preparation of administrative papers
    (c) Organization and Development publications for extension publics

53. (a) Communicate throughout the state through mass media the functions, research and news of the college of home economics
    (b) Communicate throughout the state through mass media the functions, educational information and news of the state home economics extension program
    (c) Provide liason (sic) between both programs (above); and communications training

58. (a) Radio
    (b) Television
    (c) Newspaper and circular letters

61. (a) Corresponding with 4-H leaders
    (b) Writing monthly newsletters
    (c) Weekly radio programs and educational presentations

64. (a) Public relations
    (b) Preparation of media material, including booklets, leaflets, etc. (newspapers, magazines, television, radio)
    (c) Conduct workshops in communication to technical staff members and program audiences

57. (a) Monthly news releases sent to 200 papers in Los Angeles
    (b) Public service radio and TV
    (c) From July to October 1973 daily 5-minute TV show

70. (a) Editor of Update, monthly consumer magazine of Extension associate
    (b) Communications coordinator for extension association staff and liaison with communication arts department at Cornell
    (c) TV work, public presentations, weekly newspaper column in normal program work

73. (a) Coordinate all media contacts for agents
    (b) Set up newspaper feature articles (take photos)
    (c) Write newspaper and radio releases

76. (a) Publicity about programs
    (b) Personal counseling
    (c) Teaching

80. (a) Writing newsletters and nutrition education material for teachers
    (b) Writing narrative reports
    (c) Writing news stories and taking news photos

83. (a) Writing periodic newsletters for homemakers
    (b) Occasional radio tapes
    (c) Newspaper writing--publicity, column, features

86. (a) Weekly news column
    (b) Weekly area/local radio program
    (c) Frequent special news articles; also, homemaker newsletter

89. (a) Administration for development of national 4-H TV programs; educational; i.e., "Mulligan Stew"
    (b) Newsletters, correspondence, telephone calls, etc., to State 4-H and other extension staff
    (c) Reports, public relations and general information to other government agencies, general public and education related groups

Health and Welfare

1. (a) Speeches and workshops; press conferences
   (b) Radio and TV guest; news interviews
   (c) Plan, appear on, or produce radio and TV or conferences

2. (a) Mass media
   (b) Speeches
   (c) Telephone

3. (a) Radio-TV programming in mass media for nutrition education
   (b) Communicating on one-to-one basis in dietary consultations
   (c) Communicating through planned program speeches (sic)

4. (a) Mass media
   (b) Educational institutions
   (c) Consumer organizations

5. (a) Prepare and participate in TV programs
   (b) Write articles for newspapers and magazines
   (c) Produce radio programs

6. (a) Present educational programs on nutrition
   (b) Demonstrate dairy food recipes on TV
   (c) Promote the dairy industry through nutrition education

7. (a) Write press releases/organize press conferences
   (b) Write newspaper feature stories/appearances on TV
   (c) Give speeches on subjects pertaining to Federal Trade Commission

8. (a) Editing and write short news items on project I work on
   (b) Processing publications, working with printer, artists, etc.
   (c) Developed newsletter for persons involved in project

9. (a) Hustling mass media space and time
   (b) "Telling FDA's story" (Federal Drug Administration)
   (c) Assessing consumer, professional, student, etc., response and reporting

10. (a) Organize community councils for advise (cq) in operating a multi-service center
    (b) To speak with community groups and media regarding agency
    (c) To prepare applications for funding

11. (a) To acquaint the general public with the laws and operation of FDA (Federal Drug Administration) so consumers can protect themselves better
    (b) To work with teachers and others who have the responsibility of educating the public as they can be informed and pass along their knowledge
    (c) To use mass media as much as possible to further our educational efforts

Home Economists in Business

1. (a) Writing programs for home economists to present
   (b) Preparing publications on care and use of appliances
   (c) Writing and preparing a quarterly newsletter--mailed to company home economists, extension agents and homemaking teachers

4. (a) Find methods of letting the public know of our environmental quality control activities
   (b) Work with consumer consultants (formerly home service) and their programs for the public)
   (c) Maintain departmental environmental resource material file

7. (a) Copywriting
   (b) Food photography
   (c) Public relations

10. (a) Educating consumer
    (b) Communicating consumer views to management
    (c) Vice versa "B"

14. (a) Interpret program to industry backers
    (b) Interpret program to consumers through newspapers, eventually radio
    (c) Assist staff members with visuals for their programs

17. (a) Advertising--layouts, copy, orders
    (b) Teacher/advertiser/magazine correspondence lesson plans
    (c) Public relations--speeches

20. (a) Large variety of PR jobs related to Pillsbury's Annual Bake-off
    (b) Preparing nutrition education materials
    (c) PR activities (from mailers to speeches) for a nutrition education card game I developed for the company

24. (a) Presenting programs and workshops to our customers
    (b) Developing audio-visual material for use in programs
    (c) Interpreting my programs to appropriate the (sic) public (our customers)

27. (a) Development of business-sponsored teaching aids--printed and audio-visual--in home economics subject areas, consumer education, etc., from inception through production
    (b) Have planned conferences for educators
    (c) Correspondence and verbal communication with educators and clients

30. (a) Writing reports (summary of research)
    (b) Speaking to groups
    (c) Letters!!!
    (d) Employees do food photography and demonstrations

33. (a) Develop materials, booklets, tip sheets, audio visuals for general consumer education, advertising, marketing and sales training (internal and external) use
    (b) Develop recipes for and edit cookbook accompanying each (microwave) oven

36. (a) Internal training materials
    (b) External newsletters
    (c) Product presentations

39. (a) Editorial
    (b) Consultation
    (c) Marketing

42. (a) Develop home economics textbooks with authors
    (b) Edit and re-write home economics textbooks
    (c) As free-lancer, specialize in food and nutrition writing

45. (a) Communicating correct food preparation techniques
    (b) Communicating nutrition information
    (c) History and other points of interest

48. (a) Developing articles for publication
(b) Editing/coordinating free-lance writers
(c) Writing for publication

51. (a) Conceptualize and produce educational materials
(b) Direct communication with educators and inquiring public
(c) Speaking engagements

54. (a) Demonstrations and talks for groups
(b) Telephone explanations, question answering
(c) Explanations of appliances on one to one basis

57. (a) Public
(b) Business
(c) TV, radio, newapaper

60. (a) Producing, developing and writing brochures, phamphlets (sic), cookbooks related to our major product: cheese
(b) Coordination of out-of-state market by market public relations: e.g., food editor contact, release writing, etc.
(c) Speaking to consumer and professional groups about product

63. (a) Developing broad concept of market research study to find answers to specific marketing problems
(b) Reporting results of study to client in written form
(c) Interpreting information for homemakers

66. (a) Writing magazine articles about food
(b) Writing use and care directions for small equipment
(c) Teaching cooking by demonstration--on television and to live audiences

69. (a) Communicating company and departmental functions to my seven home economists
(b) Communicating departmental functions to my own supervisor
(c) Communicating company programs and departmental programs to the public

72. (a) two days a week--write food page articles
(b) Write magazine articles and news releases free-lance
(c) Prepare booklets for clients

76. (a) Prepare copy that is helpful to our readers
(b) Direct staff members in preparing good copy
(c) Communicating our needs to test kitchen for recipe development

80. (a) Writing advertising copy

84. (a) Write two features a week--subject either assigned or I find them
(b) Photography--whatever is needed for my articles

(c) Write incidental news--and occasional hard news (when assigned)

88. (a) Training home economist
(b) Communicating with marketing staff to determine needed programs
(c) Prepare programs for home economics to present to the public

91. (a) Demonstrations to large groups
(b) TV, radio, news items to general public
(c) One-to-one help for homemakers

94. (a) Public speaking to community organizations
(b) Demonstrating use of equipment in the home
(c) Functioning as part of residential section

97. (a) Collection of fee
(b) Directing of food service
(c) Public relations with parents

100. (a) PR, women's interest, all media
(b) Article writing, foods and nutrition
(c) Article writing, equipment and other subjects

103. (a) Contact advertising agencies
(b) Prepare written proposals
(c) Suggest educational programs and various media forms

107. (a) Develop educational/consumer publications or materials (planning and production)
(b) Copywriting

110. (a) Introduce new products to consumers
(b) Customer service (educational)
(c) Process customer complaints

114. (a) Analyze and interpret changing trends in society as they affect families and women
(b) Originate and write advertising campaigns
(c) Write and make commercials for clients, write booklets and brochures

117. (a) Interviewing applicants
(b) Departmental communications
(c) Interdepartmental communications

120. (a) Food photography for ads
(b) Script consultant for TV commercials
(c) Writing copy and articles for print

123. (a) Approval for printed material
(b) Purchase printing
(c) Supervise layouts for use and care

126. (a) Communicate to educators
(b) Communicate to news media
(c) Communicate to consumers

129. (a) Initiate food features
(b) Write daily news stories
(c) Investigative reporting

132. (a) To provide information on conservation of energy through mass media and organized groups

(b) To become established as an effective communicator: company to consumer; consumer to company; and provide leadership in developing communication skills among other employees in the assigned territory

136. (a) Research
(b) Writing
(c) Story or article finder

142. (a) Writing and rewriting
(b) Editing
(c) Photography

145. (a) Public relations program with community
(b) Advertising, publicity
(c) 70 tenant communicators

148. (a) Public relations--public speaking, one-to-one (home calls and phone calls) as well as large-group programs and demonstration assemblies
(b) Journalism--writing, for newspapers and magazines, locally and on a national basis (Transmission magazine)
(c) Other mass media, mainly TV, radio and video tape

151. (a) Interpret the company's message to the end user--marketing concepts, products, programs, etc.
(b) Food photography and set-ups
(c) Writing letters and product releases for the company

154. (a) Editing company magazine
(b) Brochure writing and compiling
(c) Public speaking

157. (a) Writing
(b) Photography
(c) Telephone conversations and speaches (sic)

161. (a) Writing care and use handbooks for consumer use
(b) Informing client and supervisors of project status using both oral and written means
(c) Cooperation with art department--checking, revising, etc., to project completion

164. (a) Direct staff of home economists and others in conducting test kitchens and other testing facilities
(b) Plan and get produced the editorial pages for food, household equipment, home entertaining and other home management including photography
(c) Represent the magazine, attend press showings, trips, tours, etc., also entertain guests and have tours of the test areas; also public speaking and do the radio commercials

167. (a) Check with newspapers to make certain corrected ads run on schedule
(b) Schedule local advertising with smaller papers and give production dates
(c) Supervise production department

170. (a) Internal marketing communications
(b) Visual programs
(c) Correspondence, press releases, etc.

173. (a) Preparing presentations on electric and gas energy for the department
(b) Presenting reasons for new department direction and company policies to department members
(c) Informing customers of our department services

176. (a) Public relations

180. (a) I write articles for magazines (at this time mostly retirement magazines); I am also author of a cookbook
(b) I develop recipes and write publicity material for various food products
(c) I have helped develop and formulate recipes and formulas for a restaurant and at present working on a new commercial food product

183. (a) Develop consumer information materials for adults--low-income
(b) Exhibit and disseminate materials
(c) Attend annual state and national conferences and workshops--participate in seminars on teaching consumer education and promoting company material

186. (a) Public speaking--demonstration to explain a product, usually "live audience"
(b) Sometimes interviewed on radio or TV to explain a product
(c) Occasionally contact print media to explain a product

189. (a) Researching and interviewing for articles
(b) Writing up articles, columns, etc., and editing others
(c) Selecting artwork/setting up photography

192. (a) Editing syndicate and local features, planning and sizing art--more and more editing by computer scannerscope
(b) Writing variety of features--careers, crafts, family trends
(c) Making up pages of section (8 to 18 pages), now all by photo-comp cold type

195. (a) Facilitate good public relations with patients and past patients, especially to determine charity accounts
(b) Develop and promote a new courtesy card system for the hospital--from design of card to advertising it
(c) Write procedures book for jobs in administration center

198. (a) New product or service development
(b) Writing
(c) Corporate identity programs--image conceptualization and promotion

202. (a) Writing food publicity copy for food editors, consumer magazines, supermarket home economists, etc., (also radio and TV) also food photos for these groups
(b) Writing recipe leaflets, food ad copy, etc., for consuming public
(c) Corresponding with consumers (letter writing, etc.)

205. (a) Public relations
(b) Business communications
(c) Journalism; graphics

209. (a) Consumer--with product information
(b) Business--with information about the consumer
(c) Educator--with information about business, consumer and products

Home Economists in Homemaking

1. (a) Making appointments with individuals
(b) Discussing needs of individuals
(c) Selling programs to fit needs

6. (a) Verbally imparting information
(b) Demonstrating techniques
(c) Entertainment

11. (a) Communicating and relating to others, especially students and parents
(b) Writing skills
(c) Communicating through the end products of our media--the school newspaper, the yearbook and my column

14. As a girl scout leader and organizer:
    (a) Disseminating information about scouts to prospective families and leaders
    (b) Providing information to current leaders
    (c) Writing and communicating to higher ups in council

18. (a) Compile and design format for 4 issues (of Minnesota Home Economics Association newsletter) annually
    (b) Submit occasional articles to Journal of Home Economics

21. (a) Assist in preparation and responsible for distribution of quarterly newletter
    (b) Handle all correspondence and communication between national office and college chapters
    (c) Liaison person between national office and professional organizations
    (Executive secretary of Home Economics Honor Society)

27. (a) Promote community services
    (b) Promote pride in historical and cultural heritage
    (c) Provide media for area news, youth encouragement, etc.

30. (a) Help prepare recipe copy for weekly food section
    (b) Do food feature stories
    (c) Take food color pictures

Research

1. (a) New menu items
   (b) Low food cost
   (c) Recipe development

2. (a) Design, develop and implement R & D projects (parts or wholes), working with staff, consultants and clients
   (b) Design, develop and deliver instructional materials in various media, again working with the above
   (c) Design, develop and implement project documentation, including technical reports and administrative records

Undesignated

1. (a) Promotion of Texas foods
   (b) Marketing of Texas foods
   (c) Displaying of Texas foods

2. (a) Customer relations
   (b) Collecting
   (c) Curtailing usage of Bank Americard

3. (a) Writing
   (b) Editing
   (c) Photographs

4. (a) Writing food-home features
   (b) Covering food-home related news

5. (a) Discerning customer needs
   (b) Explaining store merchandise and policy to customers
   (c) Communicating customer wants to management

6. (a) Communications liasison between consumers and producers, processors, retailers or others involved in marketing or agricultural products
   (b) Consumer education programs via news media
   (c) Consumer education programs personally presented

SECTION II NARRATIVE: How you use this communications skill, media, or tool in your work.

Answers will be presented by communications skill, media, or tool, according to professional section. The Colleges and Universities, Health and Welfare, Research, and Undesignated sections answers will be presented in numerical order, as received. Due to the large number within those sections, from ESA, Extension, HEIB and HEIH sections every third answer as received will be presented in numerical order. Some respondents did not answer all the questions; therefore, there are many cases where numbers are missing from anticipated consecutive order.

There is one exception to the above statement about ESA, Estension, HEIB and HEIH sections. When "Other" as a communications skill, took, or media is discussed, all answers from each section will be presented.

Advertising: Copy, layout, art (rough/finished); placement; copy for package, etc.; directions; suggestions or approval at any step in ad preparation; client or agency contact. Use of ads in teaching/programs

Advertising--Colleges and Universities

2. Do not now use directly.

8. Bulletin board material for new products, new fashion details.

11. Was test kitchen home economist for Kellogg; did some copy, layout--currently do a little for publications.

Advertising--Elementary, Secondary and Adult Education

2. Do not prepare ads, but refer to them in teaching consumer education.

19. Used commercially and made ads for teaching various units.

26. Cooperate with department of health for venereal disease ads.

37. Review manuscripts for clarity of textural material and illustrations. Recommend appropriate changes.

47. Use ads in teaching--consumerism.

58. Prepare material and suggest layout for ads announcing classes.

64. Posters announcing the consumer and adult homemaking program.

Advertising--Extension

7. Use advertisements in connection with fair and recruitment.

28. Limited use in preparing programs and publicity materials for certain statewide events.

35. Did write a few ads.

50. Brochure layout and copy for advertising extension events and activities.

56. When previously employed as a political speech writer, these tools were used to assess sample layouts and logos for the campaign. Although I didn't complete the work myself I felt better qualified to judge and decide a most effective style.

62. Public relations aspect of "extension before the public."

71. Layout used in lesson visuals and newsletters.

79. Plan with artist for promotional flyers, etc.

83. Use of ads in teaching programs--consumerism.

89. Review and approve copy, layout art etc., for publications.

Advertising--Health and Welfare

1. Directly and/or indirectly plan ads and promotion for education and information programs.

6. Layouts for Dairy Council publications.

7. Responsible for coordination of a regional ad campaign on the Truth in Lending Law, created and produced by the Seattle Advertising Federation for our office as a public service.

Advertising--Home Economists in Business

2. Preparation of flyers advertising my classes; preparation of visuals for selling TV pilot.

7. Write food publicity releases, packing copy.

10. Did not take, but layout and design bag stuffers and other consumer information.

14. Develop brochures to interpret program to consumers, leaders, industry; develop flyers to create awareness of future programs.

20. My first jobs were in advertising. Now use specifically in preparing direct mail campaign on Poppin Swap nutrition game. Skills learned in advertising useful in many PR areas (how to present information more effectively, etc.).

26. I have participated as model for company advertising and work with advertising agency on layouts, etc.

30. Frequently plan package directions; carton copy.

34. Sell advertising space, therefore, suggest copy and layouts to possible advertisers.

39. Planned advertising programs for previous department I managed.

45. Layouts, copy for cook books.

51. Suggestions and approval given to promotion department for all ads and promotions of material handled by my division.

59. Act as director of advertising for our corporation and thus approve all layout and finished art for advertising messages--whether from our agency or free lancers.

64. Use for recipe folders and consumer newsletter.

69. Prepare recommendations for advertising department of what I want. Also, produce direct mail and handout brochures in conjunction with advertising department.

75. Layout; placement--made flyers for PIES.

79. Write copy and assist with layout of ads promoting tours I escort. Placing of ads for political campaign with which I've assisted.

86. Indirect use in my editorial work; helps me to understand the needs and wants of advertisers thus enables me to help our magazine space salesman when interests coincide.

94. Not now in use due to utility company withdrawl (sic) from promotional campaigns, however demand is there for energy efficiency appliance campaigns.

97. Previous job--on a magazine--Good Housekeeping.

102. To develop handouts need to design/plan how it is to be layed out.

107. Have developed ad campaigns, ads, determined schedule and placement for educational programs.

114. As an account executive I write presentations, copy, recipes and commercials (All (listed) except teaching).

119. Use in promotional pieces on TV programs--publicity campaigns; i.e., Consumers Week--prepare material for mass media--prepare flyers for TV shows.

123. Approval of copy for ads and package.

127. Work with ad agency in designing ads and writing copy for some.

129. Took theory and process of advertising. Wouldn't use <u>at all</u> while working for newspaper.

138. Our materials are advertised on a continuing basis. Work with ad agency.

145. Copy, suggestions and approval of ad preparation for center.

148. Some art and layout work employed in developing brochures.

152. In preparing charts for presentations.

155. Work with advertisements for selling our products. Example--newspapers, Weight Watchers publications, window sales.

159. As assistant manager of advertising worked with agency on national level.

166. As a home economist have given my professional approval of script of advertising agency on food products.

169. Prepare copy, layout and graphics for corporate and division advertisements. Prepare copy for brochures.

176. Layout newspaper ads for our store. Work with the advertising representative of the local newspaper with ad preparation.

180. Have developed and written directions for use of product--recipes using product. Have prepared the product for photography for labels--for advertising. Have written and checked ad copy for accuracy--prepared recipes for ads and for the photographs.

184. Ads about three times a year--prepared, placed.

192. Layout of pages with stories and photos.

195. Wrote guidelines for hospital courtesy card project and planned methods of promotion and advertising. Wrote news release on project. Worked with newspaper advertising personnel in planning a half-page ad on card.

200. Worked as advertising saleswoman for newspaper. Did complete ad--selling, copy, layout and graphics (rough). I also worked for an advertising agency as copy writer and worked on planning of ads.

203. Do weekly newsletter and other written communications.

207. I feel I use this for my own personal benefit not really in my work.

Advertising--Home Economists in Homemaking

1. Used in extension classes and preparation for adult education classes. Theory for such also gleaned from required art courses in undergraduate program.

11. Used in work with high school newspaper, yearbook, and also in newspaper position formerly held as Assistant Editor

15. Ad man handled this, although we would make suggestions. Did layout in high school journalism--newspaper and yearbook.

27. Layout 16 pages tabloid weekly to 1,550 subscribers. Includes directions to ad girl--all lay-up (sic).

32. 4-H Week advertising--encouragement, check of ads, possibilities.

Advertising--Research

2. Did all in college 1 in HE jobs with food and equipment manufacturers between 1948 and 1959. Served as consultant to marketing groups between 1955 and 1959. Worked as member of ad agency staff between 1953 and 1955.

Advertising--Undesignated

1. Layout newspaper specials. Write and set copy for layouts.

2. Checked copy for pull-out magazine ads.

AUDIO-VISUAL: Write, edit, produce, direct, provide talent for slide shows, filmstrips, films transparencies, audio tapes. Use these media and/or displays, demonstrations, multi-media package, etc., in teaching/ programs.

Audio-Visual--Colleges and Universities

2. Teaching aids; earlier in extension communications.

3. Plan transparencies for teaching, training of extension home economists; produce slides for teaching, training of extension home economists, extension leaders; plan, script film documentaries with extension specialists, others.

4. Use AV techniques as classroom teacher.

6. Prepared slides on weight control; posters.

8. Produce slide presentations for class on clothing techniques. Use some prepared filmstrips and transparencies produced by pattern companies.

10. Scripts for slide presentations regarding center's activities and content presentations.

11. Put together course on Iron Rich Foods for East Tennessee; used on phone viewer; done some other slide strips.

12. Taught students to give demonstrations on food preparation and had them appear on live television (or taped and shown later) for some ten years.

14. Produced slide-tape "What Do You Know About Home Economics?" included supervising some photography, contacting all "stars" (recent grads shown at work) writing, script, choosing music,

narration--had helpful advise on all; produced packets to course "Professional Relations" (senior level) again had help--includes a lot on career development, job hunting techniques, resources.

Audio-Visual--Elementary, Secondary, and Adult Education

1. Write, photograph, tape and edit--slide/tape presentations related to individualized and innovative homemaking programs in Dallas. Use all audio-visuals in my classroom.

6. Develop slide presentations for use by teachers in state; develop audio tapes for same end; have done a little video taping for use of other district supervisors.

11. Everyday classroom activities always include an audio-visual aid of some type. Some purchased. Others "self-made."

15. Use tapes which I've recorded on cassettes. Made illustrative materials used in classroom demonstrations and instruction.

19. Classes used in writing skits and plays in the teaching program under my leadership.

22. Use in classroom: filmstrips and films.

25. Slides, films, tapes, transparencies, displays and demonstrations--as available will be employed throughout the school building and in my teaching.

28. Help coordinate multimedia teaching packages; developing displays.

31. Learned how to use several audio visual aids--secure in using same--consequently do not hesitate to order film, tapes, slides, etc.

35. Make transparencies and tapes for use in teaching in all areas.

38. Dual slide show on careers in home economics. Used Kodak carousel projector.

41. Make slides and script on food processes for classroom use; make transparencies, flash cards on appliances and utensils, fabrics, in all areas.

47. Use all of these forms in teaching; develop some of my own.

51. Take photos of different steps of food preparation, etc., for use in teaching slide shows.

54. Use all types of audio visual aids in teaching programs (filmstrips, transparencies, tapes, displays, charts, demonstrations, individual learning packages). Some self-made. Note: presently taking a college audio visual aids course in selection and utilization of materials and production.

57. Preparing visuals and narrations for use in daily teaching.

61. Develop filmstrip, slides, tapes, transparencies for use in classes.

64. We use films, filmstrips, transparencies and demonstration as teaching aids.

Audio-Visuals--Extension

2. Prepared displays, conducted demonstrations and made teaching tools to use when teaching high school students; collected items and set up window displays.

5. Produce visuals for demonstrations, lessons, etc., for homemakers, youth that I work with; i.e., transparencies.

8. Have taken on as the job training. We have Pat La Flame in Michigan!

11. Prepare and produce television films and radio tapes on food marketing information for use by County Extension agents and commercial TV and radio stations throughout state.

14. Prepare slide shows, transparencies, audio tapes--for use in teaching, displays, etc.

17. We all sorts of audio-visual devises--slides, tapes, flip charts, transparencies, etc., to teach the educational programs I use. The ideas are usually mine and then I use the information technology staff to complete details.

21. I prepared slide shows mostly of good visual aids I saw at workshops, etc., to help me present the same type of information with less effort.

28. Advise agents and specialists in selection of materials, etc., for audio tapes and slide shows and exhibits.

32. Consult with subject matter specialists in selection of visual methods, help key in visuals to accomplish message, objectives, prepare art work and produce visual materials (slides, overhead transparencies, films, exhibits, velcro boards). Covers all subject matter areas.

37. Prepare slide sets and scripts.

43. Use visual aids to communicate with supervisors--supervisors also develop own aids to communicate with clientele.

47. Strong believer in visualizing all lessons--prepared many overhead transparencies, tapes. Made home furnishings slide set this year. Use flannel board extensively.

50. Preparing OD kits for volunteer leaders.

53. Use often for writing, editing radio scripts, planning slide shows. Use radio for much of my work (if not tapes, written scripts). Also the audio visual class I took comes in very helpful when I am preparing workshops and training sessions for home economics/ journalism (communications) in general as well as the job in this office.

56. Did not take any course specifically related to audio-visual, but it would have been useful in designing displays for international conferences and assembling slides for multi-media presentations--both of these tasks I's completing with my present job.

59. Tapes for radio.

63. Produced a slide set on 4-H activities, helped write script, suggested photos. Video tape Green Circle program--"Starred" in one hour session--designed format for program.

66. Am developing slide show on extension home economics. Am developing slides on "Life Cycle of Working Women" for new extension program. Developed slides for setments of a traveling clothing program.

70. Prepared a slide show on inception and production of an extension monthly magazine. Frequently assemble slides to compliment talks. Use prepared audio-visual program in extension programs.

75. Use displays, demonstrations and multi-media packages in program. Produce slides.

81. For training extension home economist agents.

86. Use these media for all programs.

89. To some extens assist in production of a variety of audio-visual materials and use them. Many times responsible for production as related to 4-H programs.

Audio-Visuals--Health and Welfare

1. Have written, edited and produced a series of 26 educational TV programs--15 to 30 minutes in length--for statewide ETV use.

3. Write nutrition education materials, newspaper articles, prepare slide shows, food demonstrations, etc.

5. I use very much in my work slide shows.

7. Use audio-visual materials in many of my educational programs.

9. Develop and use slide shows for presentations; develop taped presentations.

11. Make transparencies for my own use, posters, etc., as needed. Plan exhibits. Have done closed circuit TV shows as well as making appearances on regular commercial TV.

Audio-Visuals--Home Economists in Business

1. Plan programs for home economists to present. Plan and produce filmstrips and slides with scripts for use by home economists.

6. In the public relations end of my work I sometimes need to prepare slide shows, displays or demonstrations. Also have prepared tapes to be used in youth programs.

9. Develop slides and photos for marketing presentation.

14. Develop slide show about our program to show backers what we do.

19. Free-lance script writing.

24. Produced a slide program on laundry care and equipment. Actually, I wrote the script.

28. Do this in conjunction with TV scripts.

32. Plan, write, edit TV scripts for two products. Make all visuals and direct photography for accompanying slides.

36. Prepare own materials for training programs and do the programs.

39. Prepared audio-visual materials with staff and specialist's assistance.

44. Write own material for seminars, letters and invitations for clients, etc. Also includes special travel out material for meetings, conventions, etc.

51. Have written and produced filmstrip. Have responsibility for conceptualizing and approving any AV aids used in the division--including revisions of existing material.

54. Wrote script and "starred" in six video tapes (about 10 minutes each) of use of electric appliances.

59. Have been actively involved in all facets of production for educational purposes in other jobs prior to this one. Took an AV graduate course just to familiarize myself with equipment in the area. See many uses even with our company in future.

63. Did this in a previous job. Scripting filmstrips. Helping with accompanying photos.

70. In assessing programs prepared by outside films.

84. Produced audio portion and wrote filmstrip continuity for presentation on household employment as an occupation.

89. It was a poorly taught busywork course and not relevent enough--even for those who went into teaching.

93. Have assembled various flip charts for demonstration and talks to groups. Am presently preparing a slide program to aid the consumer in "Energy Conservation" to be set up in various high traffic areas.

96. Write and produce slides for special TV mailings; provide appropriate material for radio tapes, scripts.

101. Prepare slide kits for TV; prepare slide shows for client/new business presentations.

108. Educational kits often contain filmstrips and I have been involved in the development of these.

114. I write and am the talent for radio and television.

118. In former job wrote scripts for presentations, selected visuals, gave demonstrations.

122. Advisory service to clients producing filmstrips for educational programs.

128. I help produce transparencies featuring food illustrations and some time other non-food subjects.

134. General background for supervision and client contact.

142. Take photos for slide shows. Select films for and plan and organize annual meeting film previews.

145. Direct audio-visual production for education of merchants.

148. Wrote scripts to accompany several slide presentations. I prepared: (1) Tender Loving Laundry Care, and (2) Cooking Al Fresco, etc.

151. Put together a slide show showing what a home economist in business does for various companies, wrote script; put together many demonstrations.

156. Use of company produced (sales technique and product features oriented) for in-store training of sales personnel.

159. As manager of consumer communications, supervised persons responsible for this. Also edited all companies ads on national level. Wrote demonstrations for use by 60 persons.

166. Produced a slide presentation, edited, to present before civic groups, women's clubs and schools. It is a consumer education documentary on federally inspected processing of fresh meats.

172. We produce a variety of materials for use by our technicians--these include record/filmstrips training package; manuals (repair); bulletins; "quick-fix" sheets; detailed lessons for our field instructors and so on.

180. Have written script and prepared recipes and uses and prepared the food for photography for film strips, movies and TV commercials.

184. Photos for training slide show.

190. Prepare audio cassettes. Coordinate some material for scripts.

196. Use to a limited degree in preparation of speeches.

201. Produced, scripted, directed avocado natural beauty film, avocato--puppet film for TV. Wrote Vikki Carr, Kathleen Freeman, houseplant radio script with avocado orientation. Produced complete filmstrip set; narration, slides, teachers' guides, recipe sheets.

204. Lead "talent" for TV scripts for radio--5 days per week--15 minutes.

207. Have set up displays for bulletin boards in order to communicate more effectively with students.

Audio-Visuals--Home Economists in Homemaking

1. Prepared programs for adult education classes--primarily slide presentations. Studied undergraduate school minor of radio and TV.

10. Starred in film and wrote my script--"There Ought to Be a Law." Produced to inform legislators and consumers of the Uniform Consumer Credit Code.

14. Did several in school for student teaching experience. Also single concept films for other classes as well as created and edited HELP packages (individualized instruction).

17. Wrote script, assembled props, "starred" in video tape blender demonstration.

26. Have set up displays of adult education activities in our local church.

32. Audio-video tapes for TV, audio for radio.

Audio-Visuals--Research

2. Review, select, design, develop and supervise production of mainly film media, for use in packaged training programs.

Audio-Visuals--Undesignated

1. Use multi-media in demonstrations and programs.

3. Taped student comments, radio plays in classroom.

6. Consumer education programs; producer--awareness programs; I prepare transparencies, edit slides and write scripts for my own presentations. Have written and produced audio-tapes for radio. Present demonstrations on television.

BUSINESS COMMUNICATIONS: Any non-mass-media communication intended to perpetrate, directly or indirectly, the goals of an organized group--includes memos, letters, reports, conference participation/leadership.

Business Communications--Colleges and Universities

2. Doesn't everyone--always.

3. Letters to HEIB's, AHEA Communications Section members regarding our major and possible internships.

7. Project proposals, letters to social service agencies, evaluation reports on children and projects.

10. Letters, reports, memos.

12. In my personal correspondence and work as a dean.

Business Communications--Elementary, Secondary and Adult Education

1. Write business letters in job. Organize workshops and meetings for THEA, B&PW and Smothrace Clubs (a college career club that I sponsor).

7. All this process has been used for organizing bond issues and developing advisory committees for the business and industrial sector of the populace.

17. Monthly newsletter; reports to board of directors, national YWCA; United Fund.

21. Present reports to in-service and administrative groups; internal memos; business letters.

26. Wrote goals for VD project--letters, memos, reports--upteen of them--and always a chore.

29. In teaching there are endless reports and letters to be sent to Texas Education Agency, my supervisor, and workshops and conferences.

37. Plan and direct preparation of letters to total membership of various non-profit organizations. Participate in seminars, conferences, etc.

40. Write letters and reports in relation to my work. Have been communications chairman of MHEA for two years.

45. Prepare reports.

48. Wrote letters constantly in my former position as home economics supervisor and now as author.

52. All types reports--research memos and curriculum objectives.

58. Write memos, letters, reports.

62. Took it (leadership conference) to gain communication skills for the improvement of our local education association (negotiations, etc.).

Business Communications--Extension

4. Many letters, home study courses, reports, conferences, committee training.

9. I work with and through organizations in a good show of my work and write many letters and reports.

13. Constantly sending letters to service groups and government groups such as County Council requesting money or spreading idea of program--several reports required in this work.

16. Personal and direct contacts.

21. Reports. Reports. Reports--Job justification types of things. Included weekly reports, annual reports, and success stories.

27. Extension's middle name is report! In addition, I answer an average of 25 letters a week.

36. Letters to other professionals, agencies.

40. I am constantly involved in conferences and must provide leadership as well as teach leadership to my clientele. I prepare many reports, both to my supervisors and to my clientele.

44. Write regular newsletters, make numerous reports, and provide leadership for county activities.

48. Many letters; conference sessions on leadership at state 4-H Leadership Conferences; organization of various events.

54. Letters and reports to extension homemakers members and leaders and to other less formally organized groups. Reports to area and state extension administration.

58. Many letters, reports, workshops and conferences.

62. Daily types of things.

65. Drafts of letters to encourage various publicity efforts--to schools, radio, etc. Participation in staff conferences on communications.

70. Use all business communications mentioned--in daily work and committee work for professional associations.

75. Letters, memos and reports are used to promote programs.

79. All forms of non-mass-media communications needed to conduct teaching programs; write memos, letters, reports, coordinate conferences.

86. Letters to clientele, administrative reports and letters.

90. Prepare and sent out all sorts of memos, letters, reports, conference notes, etc.

Business Communications--Health and Welfare

1. Provide weekly and monthly (2) reports to our national (government) office reporting Ed and Info activities planned and executed and the response or consumer reaction and feedback.

2. Letters to consumers and industry.

3. Daily in correspondence, monthly reports, memos.

7. Daily use of memos, letters, etc., to communicate my ideas to FTC staff and others.

8. Writing and editing reports for project; also write letters and memos for persons working in project.

9. All these in normal public relations and education capacity.

10. For communication with superior management and with subordinate staff.

Business Communications--Home Economists in Business

1. Write business letters and memos. Organize and conduct conference/workshops for staff--and fn (sic) staff to conduct.

4. Have attended management workshop which contained much information on communicating.

8. Correspondence, inter-office and client memo, client reports.

15. Mainly for writing memos and reports as well as letters.

19. In all my proposals, project reports, etc. Vital to be able to communicate.

24. Prepare memos and reports on special meetings and conferences I attend.

30. Research reports.

34. Write business letters to advertisers, memos to co-workers, some reports.

37. Constantly writing letters, memos, reports, etc., both for company and professional organizations.

40. Write year-end reports and new business proposals.

44. Send out press releases when needed by clients for which I am responsible.

49. Handle all reader letters, memos, business communication for my area of interest on the magazine.

54. Write letters, memos, reports.

57. Write memos and reports to my home office.

63. Constantly needed. Conference participation leads to positions of leadership and possibility of advancing one's own pet projects.

68. As supervisor, home economics education, wrote letters to school superintendents, home economics teachers, FHA officers and members; wrote report of each home economics department visited. At present time--write news request cards and letters.

76. All those listed.

84. Serve as workshop leader, conference planner for Washington Press Women, WHEA, Head Start nutrition education. Give speeches on newspaper as a career. Have prepared annual reports for national employment program, written many memos, letters, newsletters (in former job--administration)

89. I took a secretarial course against dean's advice--smartest thing I did!

92. Writing business letters to advertisers, public relations firms and readers.

95. Write up reports of tests done with over 500 family test group members who live all across the USA. Have been chairwoman of many conferences--local, state, district and national--past president of local, state organizations both in home economics and advertising.

99. All you have listed plus client contact.

102. Very important in analyzing mail and making development suggestions. Have monthly, semi-annual reports, also notations of errors found, asking other people to handle.

106. Use in all areas as a coordinator between the companies marketing departments and the consumer; also, use in inter-company relationships.

109. Account administration involves memos/letters/reports, conference participation, etc.

113. Use of business communication in relation to civic clubs.

116. Use everyday on all interoffice correspondence.

120. Not as a college class, but as a business organization class. Useful in business letter writing, communications.

123. All types of communication.

127. Answer company correspondence from educators, students, etc.

133. Write reports of functions attended. Write memos about work.

138. Heavy correspondence, reports, etc.

143. These skills have opened door to every job I have ever had; unfortunately a must for most females.

146. Letter writing for activities of my position. Letters to potential CHEA-AHEA members as local membership chairman.

149. Project progress reports--at least once daily.

152. Participate in committee meetings and sales meetings frequently. Communicate to all management-leaders through memorandums. Report progress of all research and development with details.

158. The home economists conduct workshops for adult groups including company employees.

163. Help volunteer workers become skilled with leadership and communication skills.

170. Memos, conference reports, correspondence, manuals.

180. Some work of this type is always included in most jobs.

184. Use constantly.

190. Prepare and publish weekly newsletter. Handle all requests for environmental information for department.

196. About 75 percent of my time is devoted to use of all of these skills.

200. I was consumer information specialist for the Missouri Dept. of Agriculture, therefore, many letters, memos, reports, conference/ participation. I organized the Missouri Youthpower Conference and spoke at others--some national.

203. Do many reports, a monthly conference letter.

209. Almost a daily task, including reports on all work which I do with conclusions and recommendations.

Business Communications--Home Economists in Homemaking

1. Took English classes. Any organization I've worked for has shown how they require communication to be set up--"form"--under their own circumstances and functions.

7. Work on preparation of layouts and roughs for clients for training manuals for store personnel.

15. Memos, reports in group leadership role for leaders of youth 19-25.

20. Preparation of memos and reports.

32. Newsletter writing--monthly. Special events memos. Monthly reports to state officers. Taught, helped organize in state-wide conferences, meetings, 4-H Summer Schools, judges trainings, state fairs, county fairs.

Business Communications--Research

2. I did quite a bit of secretarial and general office work between 1943 and 1948. Prepared and/or supervised much consumer correspondence between 1953 and 1959. Prepared and/or supervised much student correspondence between 1966 and 1968. Now do memos and administrative or technical reports, as required.

Business Communications--Undesignated

1. All types of reports, persuasive letters intended to secure interest in projects and promotional programs.

2. Write letters to customers.

3. HEIB newsletters; written reports of supervision of home projects.

6. Coordination of consumer programs with other agencies, associations in our state. Answer consumer questions via telephone, letters. Present reports of meetings. Plan conferences involving various

areas of agriculture and/or consumer interests. Present departmental programs to agricultural commodity organizations for support. Coordinate consumer interest activities of commodity organizations.

GRAPHICS: Preparation of layouts, rough or finished art for package and/or product design, booklets, folders, posters, magazines, ads, charts, etc. Use of such in teaching/programs.

Graphics--Colleges and Universities

2. Teach.

3. Use them, don't produce them.

8. Use of booklets, etc., in teaching. Bulletin board display.

10. Design of brochures, displays, regarding consumer education.

11. Design of tables, placement of photos in research public.

15. Layout and rough art for departmental publications.

Graphics--Elementary, Secondary, and Adult Education

1. Produce the layout for newsletter of professional organization; wrote communications career flyer.

7. Delegate this to another area.

15. Mainly used for displays and bulletin boards.

19. Made posters, booklets used in the teaching program; also used in the school newspaper.

24. Flip board used for illustrations.

28. Layout and design of magazines, booklets, leaflets.

37. Review responsibility, primarily.

40. Have written many teacher guide books to be used with my television series. Use charts and graphs on my programs.

44. Use a lot of charts in teaching, especially for a consumer education course.

48. Must supervise art work for book.

51. Prepare workbook-type booklets for use as learning aids.

56. Bulletin boards.

62. Use foldouts from professional home economics magazines as teaching aids.

Graphics--Extension

2. Produced and used posters, charts and folders for teaching and displays (window exhibits, class exhibits). I prepared the posters and charts.

6. Utilize art students to prepare teaching aids.

10. Preparing posters--method demonstrations.

13. Design programs for our activities.

17. Suggest art work and layouts for publications.

21. Mostly the preparation of booklet or brochure covers to use as handout literature. These were printed professionally. The subjects varied from sour dough bread to pest control.

29. Use in preparing newsletters.

40. Prepare layouts and finished art for extension circulars, research bulletins, teaching brochures; also magazine layout and art for college magazine--all camera-ready layout. Content varies with subject matter.

37. Low income publications and other publications also.

48. 4-H teaching literature, preparation of.

52. Visuals for TV and direct teaching; includes bulletin boards.

57. Newsletters to various audiences possibly fit here--audiences include 4-H families, young homemakers and general homemakers. Selection, writing, editing and layout are all a part of these.

60. Produced charts--reading package labels/nutrition; Kenyan history and geography.

64. Prepare layouts, rough art for booklet and leaflets, posters, etc.

67. Worked with artist and photographer.

70. Layouts (rough and mechanicals) for Update (monthly consumer magazine of extension association). Design posters, charts, leaflets, etc., to support talks and exhibits.

75. Posters are produced for programs.

80. Preparation of newsletters--layouts and drawings.

83. Poster design and preparation, layout for newsletters.

88. At two recent workshops with the home economists in my district (20 counties), I used copies of their newsletters to clientele, booklets and other educational handout material for them to see, evaluate and realize the importance of attractive, well-designed and neat materials.

Graphics--Health and Welfare

2. Preparation of exhibits.

5. Prepare brochures for education on nutrition, also flyers and posters.

10. Preparation of brochures, stationery, posters.

Graphics--Home Economists in Business

1. Prepare and check layouts for booklets for use in teaching in schools and in giving demonstrations to homemakers groups.

5. Layout of newsletters--type specs, proofing, selection and cropping of pictures.

9. Pamphlets and cookbook layout.

18. Suggest ideas and direct effort of outside art services.

24. Prepare charts, handouts, booklets for my teaching programs.

28. I have produced several leaflets and booklets from start to finish. On occasion they are "cheap and dirties" where existing art is used and all pasteup is performed by me. Other times I work directly with artist, preparing copy and mock-up for his completion.

33. As described in the column facing page. If the material was a home economics vehicle, it had to get my approval to get committed to print, etc.

38. Prepare recipe leaflets, recipe booklets, consumer brochures, direct mailing leaflet.

41. Brochure, folder writing for clients. Layout, write company newsletter.

51. Give approval to art department--work with artist--my concepts, his implimentation (sic)

60. Use to evaluate performance of artists and designers who prepare layouts for booklets, folders, billboards, ads, etc., newspaper slicks, etc. Good to have on low-budget projects where must do self. Nice to know TYPE.

66. Often when writing a use and care or recipe leaflet, I am asked by client to prepare a suggested layout for the piece. An artist takes it from there, but often follows my suggestions for placement, type size, type of art to be used for illustrations, etc.

70. Don't actually do layouts, but find my background helpful in dealing with designers, artists and printers.

78. Layout of magazine.

86. Should have taken such as a course--on the job training is good, but some background would have helped.

94. Poster and charts can be made up by main office art department if advance notice is given, however, ideas come from departments, department heads.

97. (On the job training)--Tillie _____? Foods, Calif.

101. Rough work for brochures, annual reports.

106. Prepare recipe leaflets, package layouts, ads, posters.

116. Rough layouts for booklets. Final layouts, keylines, etc., done by outside firms.

120. Use in client contact in planning ads.

127. Work with graphic designers on art for educational packages.

134. Supervision. Client contact.

142. Some layout and pasteups.

146. Cover design for program handouts.

151. Layouts for photos and charts, folders, booklets. Worked with artist, made rough sketches and story boards.

155. Work with new box-packaging, cooking charts to be included; design booklets for use within company; i.e., sales meetings, conferences.

158. The home economists design the booklets and pamphlets to be given to the various groups.

163. Design phamplets (sic), booklets, flyers to carry information about cooperatives and milk industry to members.

178. Layout of copy, artwork and pictures in magazine.

181. Work with artist in planning layouts for consumer booklets.

187. Conceptual layouts for packages, folders, booklets, fact sheets.

193. Need more background in this area; props for programs.

198. I submit layouts with visual policy directives to graphic designers--for collateral pieces, advertisements, packaged programs.

202. Rough layouts and designs for recipe leaflets, food photography, ads, charts, etc. Decisions on lettering, type-set, graphics of creative letterhead.

209. For business purposes and very frequent application.

Graphics--Home Economists in Homemaking

1. Gleaned from all art courses taken and interest in various art media and modes of expression.

11. Used with high school newspaper and yearbook.

19. Preparation of recipe folders, handouts, etc. Layout, some sketching, some posters.

32. Charts were needed, made and used.

Graphics--Research

2. All in column 1 plus layout for CRT terminals and other computer graphics.

Graphics--Undesignated

1. Preparation of recipe folders and booklets. Designing of promotional posters.

3. Statistical reports and posters.

6. Prepare rough layouts for recipe folders produced by advertising agencies. Prepare finished design for recipe and information folders produced through use of state facilities.

JOURNALISM: Writing, editing news or feature stories or columns for newspapers, magazines, radio or TV, including house organs. Use of these in teaching/programs.

Journalism--Colleges and Universities

1. Write and edit newsletter.

2. Teach.

3. Write, direct Home Economics Information Service to Wisconsin dailies and county extension home economists. Work with graduate students on this. Teach news, feature writing courses.

5. Use writing news releases and radio scripts.

6. Research and other articles.

9. Knowing the format was useful in past jobs. A knowledge of editing techniques continues to be useful.

10. Newsletter to educators.

11. Have written publicity reports, recruiting circulars.

12. Published numerous bulletins.

14. Writing the above; also wrote short releases to publicize the slides, tape; helpful in writing placement reports.

15. Write departmental publications and news releases.

Journalism--Elementary, Secondary, and Adult Education

1. Written many magazine and newspaper information articles related to vocational homemaking programs.

7. Delegate this to another area.

13. Am always asked to submit stories for newspaper publication.

18. Write stories for school newspaper about the home economics program.

21. Article in international daily newspaper on pressure cooking; write a monthly food newsletter.

25. Write features for house organ and hometown newspapers.

28. Writing, editing magazine and other publications.

32. Writing ad copy for job oriented programs. Public information of teacher and programs (fashion shows, etc.).

35. News for school and local newspaper about FHA activities. Article for What's New in Home Economics to explain HERO-FHA.

39. Writing feature stories for newspapers.

42. Writing my own materials for teaching reading to remedial secondary students.

46. Wrote monthly column for newspaper about county graduate home economist association.

50. Writing annual descriptive reports and news stories covering state meetings of teachers, FHA, UHT. Writing copy for printed programs; captions for photos in FHA magazine. Edit copy for annual and biennial reports; FHA magazine; curriculum guides.

57. Write news articles for local paper and work with FHA public relations chairman in carrying out her duties.

61. Write new stories about new programs and exciting events.

Journalism--Extension

2. Prepared news articles--assisted with editorial articles in the area of home economics.

5. Write a weekly column, do special news releases on my programs; prepare two radio programs each week.

8. Took radio speech in college--have minor in speech and English. Have also taken special on the job training. They didn't offer much in TV in 1940!

11. Prepare copy for a credit union monthly newsletter; food technology newsletter; provide copy on weekly basis to newspapers and radio stations; plan and produce short television films.

14. Writing news or feature stories for newspapers, magazines.

17. Often give rough ideas or written stories to news writers in extension information technology division.

21. I prepared routine news articles, but also prepared several feature articles (usually one page) to promote programs to benefit the entire community.

27. Write/edit newsletter (six pages) monthly; write/edit five radio spots weekly.

30. Radio and TV--have a weekly radio program; write a bi-weekly news column.

35. Wrote letters, reports, news stories and features; taught news writing one semester in college; edited news releases and stories.

38. Eight-page newsletter printed every month. Also educational newspaper articles and press releases. Letter series (10 section) on "Be a Professional Shopper" (for grocer shopping).

42. News articles during student teaching.

45. Write low income resource packet stories, edit radio script. Helped student with writing for radio.

48. News items for 4-H adult home economics newsletters--adult; youth; low income adults (bi-lingual).

51. Do article writing for "4-H Guidelines" explained above and for "4-H Doings" a monthly printed 4-H house organ going to extension agents, 4-H donors and friends.

54. Weekly newspaper column--usually edit. Write news articles and features for local paper and Farm News. Write four-page monthly newsletter for EH members. Edit for radio.

58. News articles, feature stories, radio and TV.

62. Develop "handout" material. Edit monthly county extension magazine, news releases, radio program, weekly columns, monthly homemakers newsletter, etc.

65. Regularly place features in 14 counties on people, activities of nutrition education program; arrange photos of events.

69. Write a weekly news article for local paper and a monthly newsletter (circulation--1,500).

73. Write feature stories for newspaper and house organ (city and state).

76. Wrote for college newspaper; write news releases; weekly column; weekly radio program.

80. Write news stories, report past and future events via news releases. Wrote articles for American School Food Service Journal.

86. Write weekly news column and radio programs, write numerous special releases for papers and radio.

89. Write; edit.

Journalism--Health and Welfare

1. Cooperatively or as a consultant; could do more with better training.

2. Writing press releases and consumer phone messages.

3. Newspaper articles; radio spots.

6. Writing articles for the Dairy Council. I also use journalism in my position as PR chairman for GHEA.

7. Write press releases, feature stories, scripts for TV shows, radio spots, etc.

8. Edit teaching materials and handle publishing of these, also write news items on project I am working on.

9. Do a regular column for local professional newsletters; do magazine and journal articles.

10. For public media coverage and staff bulletin.

11. Write news stories; plan radio and TV interviews; write for magazine occasionally.

Journalism--Home Economists in Business

1. Check copy of company ads when subject matter is home economics oriented. Also prepare newsletter for mailing to home economists.

5. Writing newsletters, food releases and features.

8. Writing press releases, newsletters.

11. In preparing for our annual fashion shows, along with the making of our original designed outfits--we had to creatively write the descriptions for the public.

15. Feature stories and package directions. An interesting area (directions) and one that could probably be easily included in a writing course as an exercise.

20. Releases.

25. Writing newspaper and magazine stories, booklet, speeches and programs.

28. Produce media releases five or six times a year. Include crop reports, photo-recipe releases, general information, TV-radio scripts.

32. Write articles about our products for magazines. Did press releases for newspapers (although there is a full-time PR person).

36. Write product releases and prepare brochures for consumers.

40. Write feature stories for consumer food pages and food service publications.

43. Write homemaking pages for publications. Write news releases for local papers.

46. Handle ideas and production of food section in six magazine issues a year; scope includes work on project from idea stage through production and editing and photographic coordination as well.

49. Write and edit all color and black and white stories in my field.

55. Stories to local papers about workshops in local schools. Some spot TV appearances to promote nutrition and food.

59. Am always writing news releases, house organs, etc. Many times I've wished I had taken (journalism).

64. Writing for newspapers and other journals (food promotion, etc.).

68. Helped students with home economics page in school newspaper; helped students with radio programs. Prepared and edited curriculum materials. Prepared script for radio and TV programs; participant in TV programs. Edit material for IHEA newsletter.

71. Write newspaper food articles. Have written material for educational booklets.

77. My entire job--rewrite, edit, features, columns.

83. Writing papers on styles, fabric, sales, etc.

86. Basic skills needed in my work--writing and editing for a professional home economics magazine.

91. Write for local newspapers, company magazine, free-lance some; formerly wrote for TV and radio.

94. We write up scripts for our consumer education programs to be on file for new department employees.

98. Scripts are written to accompany the presentations.

101. Very much involved in writing and editing news releases, articles.

106. Use in all areas mentioned.

109. Write newspaper copy, TV scripts.

113. Preparation news releases on program information or consumer information.

118. Write news, feature stories; columns for professional newsletters, etc.

121. Write a weekly question and answer homemaker's column.

124. Mostly in editing. Used to write and can except for time required.

127. Write pamphlets and brochures for educational use.

131. Work with man in public information on press releases which go out from division offices with consumer affairs specialist name imprinted. Column on consumer tips which goes out with consumer's _____?

134. Occasional releases.

142. Major part of job. Edit, write, and rewrite articles, news items, columns for journal. Also edit and write copy for handbooks, publications and newsletters.

145. Wish I had classes as undergraduate!

149. Writing newspaper stories about film productions and about producers. Also articles on films for professional journals.

152. Writing articles and books.

156. Writing and placing of feature stories in suburban No. Virginia newspapers of sewing contest winners and related home sewing feature stories.

158. Home economists write the scripts to be used for the various programs.

162. Had only rather basic courses available to home ec majors and far too few participated even in those. Use all of those listed regularly . . . basis of our business.

166. Write column in newspaper for our chain; also column for in-house newsletter. Write cooking and recipe pamphlets.

170. Press releases, occasional feature.

175. In the area of participation in professional organizations I write publicity releases occasionally. Also write material for news releases for public programs that I participate in.

180. I have been the editor in the Home Ec department of a food chain, the Home Economics Editor of a magazine. As a consultant to advertising agencies with food accounts I have prepared many booklets, leaflets, copy for food pages of newspapers and magazines, etc. I have sold magazine articles, written and developed recipes for a cookbook for a company--had my own cookbook published.

183. Write own materials for consumer literature (had to take a course for help; did not have it in college). It should be included as part of home ec curriculum.

188. Write copy for editorial food pages. Edit recipes for magazine presentation. Write monthly column on happenings in the food world.

191. Writing and occasionally editing news and feature stories on food for weekly special sections of large evening daily newspaper.

194. Write food headlines, photography captions, interview people for potential editorial features.

197. News releases on recipes, etc.

201. Newspaper and magazine copy writing strong educational background, use continually on job. Radio and TV writing impossible to obtain at Iowa State--staff in journalism department totally oriented to printed media. Took TV production techniques course at California State/Long Beach to make up for void. Valuable course--use the knowledge a lot now.

205. Writing and editing news releases for newspapers, radio PSA, house organs.

Journalism--Home Economists in Homemaking

1. Not much use. (Sought the course work because wanted an appreciation for the topic.)

5. Edited newsletters at state level for five professional organizations five years. News releases for same--to newspapers and radio.

11. Have used in past five years in all three jobs.

15. Weekly food or appliance article for newspaper.

20. Wrote articles in professional journals and edited a Temple newsletter. (I took a journalism course in graduate school in the journalism department called Writing the Special Article.)

26. Chairman of weekly column for Sunday paper written by local group home economists in homemaking. I give suggestions and occasionally write a column. Column answers questions sent in by readers. Also write occasional articles for local paper regarding education programs at local church.

29. Writing and editing for magazines; we're teaching and programs which really amount to teaching.

Journalism--Research

2. All in column 1, particularly between 1952 and 1959. Little between 1966 and now.

Journalism--Undesignated

1. Write feature stories, radio and TV programs.

3. Six and one-half years writing, editing feature stories and columns for newspapers.

4. Write features on food and home. Report on related events. Edit copy. Write headlines. Page layouts. Proof reading. All for newspaper food and home section.

6. Write regular column for departmental newspaper for public readership. Write own scripts for radio and television PSA's and information programs. Occasionally write news items or feature stories for local newspapers and magazines.

PHOTOGRAPHY: Planning, composition, preparation of product, props for photography to be used in ad, package, mass media, program use. Professional talent on or behind camera. Using for purposes of record. Use of finished product in teaching/programs.

Photography--Colleges and Universities

2. Earlier professional use and now use in editing classes.

3. Plan photo project as part of news writing class--with help of staff photographer.

6. Personal mostly but have used professionally.

8. Samples prepared for 8mm and 35mm photography and use of own or department equipment in production for class use.

10. Slides regarding center's activities.

11. Records of food habit research in East Tennessee; use those in teaching cultural foods class.

14. Planning and supervising photography for slide tape; composition of brochures.

15. Take photos for departmental publications.

Photography--Elementary, Secondary, and Adult Education

1. Do all my own photography for slide programs and black/white photos for magazine articles including developing and printing black/white photos.

7. Delegated to another area.

17. Take pictures for publicity; make prints, etc.

24. Picture stories used.

28. Cropping photos; styling for photos.

35. Pictures for newspaper, slide story of program and scrapbook record of activities.

38. Pictures for dual slide show.

48. Direct photography for book.

51. Take photos of various class events and activities for use in school--mostly to have available to document class activities.

58. Occasionally suggest composition for photographs to be used in newspaper publicity and brochures.

Photography--Extension

6. Have used pictures in teaching. (Could use more knowledge in using camera.)

10. Result demonstration photos (before and after). Record keeping.

15. Usually use professionals. Occasionally take own black and white photos for news.

20. Take eight to ten rolls of film (black and white) each week for use with news and features released through the Oklahoma State University news bureau of the division of public information. Also took colored slides for careers in home economics and for a national pilot housing project.

27. In college I planned the course as it was an independent study. Do not use on this job, but was formerly a free-lance home economist in food photography.

33. Planning visual support for various projects--involve slides and/or black and white photos. Often times slide series.

37. Pictures and captions in news releases. Pictures in publications.

43. Take some pictures--Help supervisees (agents) to think of communicating via photography.

48. Photos for newspaper articles.

52. Photograph extension events for newspaper reporting and extension news articles.

58. Pictures for news articles, office records.

62. Use slides in teaching, pictures for record--I am, amazingly enough, getting pretty good at it.

66. Often assist newspaper photographer in setting up props for stories I've written.

71. Clemson extension provides in-service training in this area to add background material to articles, features, news stories.

79. Plan photography needed for television programs.

86. Some teaching of these to 4-H'ers keeping records for awards. In '66 and '67 did some live area TV shows.

90. Black and white photography and processing for news release and records. Color slides used in programs and teaching.

Photography--Health and Welfare

2. Preparation of educational material for slides.

5. I took a course or workshop on slides preparation sponsored by the Kodak Company. But, not when I was in college.

Photography--Home Economists in Business

1. Plan picture composition, prepare product and props for photography--for use in slide programs and filmstrips; also company ads. Photographer is a professional.

4. Have worked with ad agency some.

7. Plan, prop and supervise photography for food publicity releases for newspapers and TV. Ads and packaging.

13. Develop recipes, prepare food set-ups and assemble props for photography used in newspaper features, ads, packaging and TV.

16. Used for record keeping.

20. Plan, hunt props--do set-ups and in emergencies help prepare food for 100 black and white and color.

26. I plan photographs for my slide presentation for tour, groups, etc. Usually have professional to take pictures.

30. Firm employee: food photography for clients.

33. Where food and the cooking performance of the oven was concerned, I was on camera (that is on set) for the shooting.

37. Preparation of products, props for TV and slides mentioned above.

41. Food photography for PR use--newspaper, magazine--prepare, arrange, propr, fashion photography for clients--product publicity.

46. Learned all on the job. I plan and prop and style food photographs; work with graphic designer/art director in production; also co-ordinate food stylist on set; communicate ideas to photographer.

49. Prop and supervise photos. Take scouting slides of kitchens on trips.

53. PR photos; national ad photography--fashion coordination catalog ad mailer photos.

60. Use to evaluate photography and design for food ads and cookbook illustrations. Use for purposes of record if have to. Wish I had taken more courses in area. Would use more often. Took course in food photography at Culinary School of Arts in Chicago. Wish there would be some more information available in this area for non-professional photography people.

66. One communicates with pictures as well as with words. My work frequently involves preparing food for photography--for public relations use, for ads, for packages. I am also learning to take photographs myself to make some of my articles (about non-recipe subjects) more salable.

70. Don't use in present job but supervised photography in previous job.

76. Course was basic photography not related to food photography which is a current responsibility.

79. Take some pictures (usually people not product) for publication.

90. Planned and/or assisted with props for photography for covers and material for magazine.

95. Prepared food for photography and worked with photographer for package photos--prepared foods for TV commercials, participated as talent for TV commercials.

99. Total responsibility for numerous BW and color food publicity photos. (Work with stylist, food stylist, photographers, test kitchens.) Also write, direct, appear in filmclips. Live TV appearances, all efforts are PR with minor exceptions.

105. It is extremely important to write letters appropriate for the correct level audience (consumer) with all necessary data included.

110. Used in layout for promoting products.

116. Plan, compose, prop photos. Use professional photographer. Kitchen prepares food. Am primarily involved in food photography for newspapers.

120. No basic background classes but use it frequently in ads and TV commercials. Basically concerned with food photography. Classes would have been most helpful.

123. Product photography for use and care and for dealers.

128. I have learned this during last 20 years on the job. Our food photographs are used in product illustration, ads, packages, book and editorial illustrations.

134. Advertising photography supervision.

142. Professional journal photographer--primarily for articles. Also photos of organization activities (awards), conferences, for slide shows and publications.

149. Stills for promotional purposes when distributing films.

153. Use in setting up photos to be shot by company photographers. Judge and select photos to be used in publicity releases, product news, corporate news.

157. This has been a major part of all my jobs since college graduation and not that I've had to "learn by doing" or from observing others. It's one of my favorite areas--I've done more food photography.

161. Only once have I helped the photo department--and that was using skills as a home economist for food preparation.

166. Prepare food for TV ads, but infrequently.

171. Understanding of photographers' problems.

180. I have done considerable preparation of food and household products for photography, TV commercials--be in a few myself. Have had my hands used as model in a number of photographs.

186. On camera interview--"props" usually food prepared for viewing.

189. Have taken own photos to accompany a story; must choose others' photos to suit a layout.

194. Plan food photography, explicit food preparation and styling, props, colors, flowers, mood. Prepare food for and supervise photographer and stylist.

197. Aid in food photography for packages, etc.

201. Planning, composition, preparation of product, props for photography to be used. All aspects of food photography--learned from three years at Carnation. Done many, many photos--in all those areas. Iowa State unable to teach us food photography--no one there knew it and it is a world all its own.

208. I have done (food set ups) work for artist sketches; photographs for movies, slides, magazines, newspapers, TV.

Photography--Home Economists in Homemaking

1. No use. Have never delved into this art form except for appreciation of it.

11. Necessary for yearbook and newspaper work.

17. Prepared product, gathered props and set up composition and directed photography of recipe book.

28. Illustrate articles for free-lance writing such as one on "organic Gardening" for May issue of "The Farm Wife" magazine.

32. Photography for promotion of 4-H projects, activities, methods--for use in training sessions and news media--TV and papers.

Photography--Research

2. All in column 1 for food photography, particularly between 1953 and 1959. Now do mostly review, selection, and design work for training materials.

Photography--Undesignated

1. Plan, set-up for professional photo shots of food displays. Take candid shots for news releases.

3. Prepared food for photography; planned and assembled props; hands used in process spots.

4. Planning and composing occasional food pictures.

PUBLIC RELATIONS: Interpreting your program, product, profession, etc., to appropriate publics--consumers, industry, community/school leaders, other professionals, media, etc. Client or agency contact. Corporate or product/service level.

Public Relations--College or Universities

2. Teach public opinion and mass communication.

3. Production of pamphlets on "Home Economics Journalism as a Field" and other recruitment pieces.

4. Unfortunately, my job has not involved the wider scope of PR--I have been directed to publicize events, research, novelties, etc.

7. Talk to parents about services available to them in our program. Interpret my role to other professionals. Work with other agencies to provide coordinated services.

8. On a personal basis to members of Honolulu Fashion Groups, home economics association and business and professional leaders in the islands. Three-day departmental display at large shopping center.

10. Interpreting Center's programs to advisory committee, school personnel and funding sources.

11. Currently interpret our program to the public; also needed some PR in conducting my research.

14. Part of journalism courses--use of brochures, reports, audio-visuals to describe the service and our products, the students.

15. Interpret department to publics.

Public Relations--Elementary, Secondary, and Adult Education

1. Writing a publicity campaign for a new nutrition education program for another state.

5. Promote school-community relations. Community survey to ascertain needs for home economics work-study program.

9. We give many programs on home economics. I served as NCHEA president for two years and spoke to many people in our state.

15. Yearly reports to school board and administration on programs, objectives, etc.

19. With parents, teachers, students--at banquets, faculty meetings--PTSA meetings; news articles.

23. Send out monthly newsletter of program. Send press release to newspaper of special programs.

26. The core of our project--work closely with county superintendents and county health office.

29. Speeches to PTA and civic clubs; one-to-one basis with employers and community leaders, school personnel.

35. Interpret program to community/school leaders, employers, parents, etc.

39. Interpreting program to school leaders, prof, community.

45. Interpret program to parents/administration.

50. Talks with color slides before civic groups, teacher education groups, state board of education. Instructional programs for teachers, FHA and UHT on how to tell the homemaking education FHA and UHT story.

55. Providing information, etc., concerning home economics profession.

60. Interpreting to school board and community.

64. Interpret the program to administrators and community.

Public Relations--Extension

3. Public relations comprise a very large part of extension work; therefore I am always working with the public.

6. Public relations is a major part of my job. Work with all individuals, groups, etc., to "sell" them on my programs.

10. Always presenting civic, social group programs--career day's high school and university.

14. Interpreting extension program to consumers, general public, professionals, media, etc.

17. Most often the selling of extension is to non-extension oriented clientele. Have to sell any subject you wish to get across.

21. Spoke to agencies, civic groups and any others who themselves or their clientele could take advantage of extension services. Worked with health care services, community centers, etc., to interpret program hoping to prevent overlap of home economics offerings.

28. Constant contact with public through daily radio programs, do some direct teaching in informal situation for lay audiences.

33. Designing of programs and materials to interpret communication role of my department to new staff and public.

37. Work with many agencies.

43. Supervise agents who communicate directly.

48. Promoting understanding of extension's functions to various groups and individuals.

52. Have spoken to groups explaining what cooperative extension is.

55. Conduct training meetings for county extension agents (home economics) to interpret the Texas Extension home economics program.

58. All the time, in every situation.

63. Guest speakers at PTA's, school career days; reply to inquiries regarding 4-H program.

66. Developed printed materials to advertise extension. Serve on boards of directors. Act as PR person for local Home-Health Aide Agency (am a director) and now represent them on United Fund PR committee.

70. Frequently talk to community groups about extension programs.

74. Right--interpreting program to others--working with other agencies, civic clubs, etc. Explaining policy, program changes to para-professionals.

77. To general public.

82. Visit with president of statewide women's organizations--child study, League of Women Voters, Women's clubs, NOW, etc. Invite legislators, governor's wife, university president, etc., to attend and meet with department chairman for support. Contact all speakers for programs. Host editors in attendance (or arrange for).

86. In all relations with clientele, donors, sponsors, supporters.

89. All underlined: interpreting your program, product, profession, etc., to appropriate publics--consumers, industry, community/school leaders, other professionals, media, etc.

Public Relations--Health and Welfare

1. Function as liaison between my agency and the consumer--interpreting scientific law enforcement work of the agency to the consumer.

2. Interpret FDA's activities to consumers, industry-school leaders, other professionals, media.

3. Interpret nutrition education programming of agency for public--consumers of materials and professionals in other fields.

5. At the graduate level I have just taken a course on public relations as part of the curriculum of public administration. It is very much in my work.

6. PR is used in my job in every aspect. Through contact with the general public and promotion of the dairy industry.

7. Am in constant contact with media people, community leaders and others to explain the role of the FTC and programs, cases, in our office.

8. Talk to individuals and groups about project I work on.

9. As described--interpret FDA and its activities to anyone who wants to know.

10. Give speeches to groups, for media.

11. Interpret and explain program to professional and educational groups, sometimes business groups, and the general public.

Public Relations--Home Economists in Business

1. Interpret our program to staff and company management.

4. Presentation of programs through speakers bureau of which I am a member.

7. Public relations with client and consumers.

10. I am part of this department.

14. Most of my work is done for this purpose--also maintain contacts with media personnel.

19. For 10 years at every level. A strong suit, but learned only basics in college.

24. Present programs on proper use of residential electrical equipment to our customers, educators in the community and schools plus students and other adults.

28. This is done through consumer mail, professional groups, school contacts, releases.

34. I use public relations in every aspect of my job. I deal with agencies and the client in order to get appropriate advertising for the home economics teacher.

37. Interpreting programs and profession to own employees, product and company to consumers, education, extension, utilities, etc.

40. Supervise two PR programs, parts of which are to improve corporate image, but programs mostly deal with product publicity.

43. Give talks and demonstrations on net things for the home.

46. Have done a few talks to consumer groups describing my job; also interpreting the magazine's food program to potential and actual advertisers; client and agency contact; work also with our corporate PR department.

50. More of my job than home economics, especially toward civic, social, service organizations.

54. Interpret some company policies to customer groups. Give career talks to youth groups.

57. Much of my work is PR. Product oriented to various groups.

60. Constant use with consumers, media, and food professionals. Must sell retail promotion to food editors, leaders of professional groups and retailers.

66. Much of the writing I do is press releases for food companies and occasionally an article for a trade publication, both to advance a corporate point of view in a newsworthy enough manner that it will be reprinted in other media.

69. Give consumer education programs in both high school and junior high school classes and to adult groups. Also do TV programs and professional group programs.

76. A previous job was as product publicist for large food company. I worked out of the PR department.

83. Relating material to our consuming public.

89. Either "ass kissing" or put up and shut up much of the time. Well learned in college.

92. Interviewing for stories, public relations contacts with advertisers.

95. Have been featured speaker for local, regional, state, national and international meetings of various kinds. Often work with advertising agencies and manufacturers regarding our test programs. Participate in sales meetings.

98. Explain corporate policies to the community.

101. This is my whole business.

105. Information must be transmitted via telephone and letter so as to spread good will and enhance company image.

108. Contact with clients (sponsors of materials). Communicate with educators and consumers concerning educational materials.

113. Formulation of years programs, then interpret programs to consumer community leaders.

116. Am in PR department--deal with wholesale trade, consumers, corporate clients, etc.

120. Basic to my business--selling the client, selling myself to them and the services I can offer and in turn doing the same thing for their product.

123. Approval of PR copy.

127. Speak before groups of teachers, home economists, etc. Also, speak occasionally to our sales force.

131. Prepare slide presentations on our programs to present to community leaders, educators so they become acquainted with our programs.

134. Supervision, client contact.

143. Right on.

146. My entire job fits here--corporate, product, service to consumers of all ages and income levels.

149. Selling the sponsor on the program concept. Selling the television station on the program. Selling yourself and your company to the commercial sponsor.

152. Interpreting program, product, profession, etc.

155. Demonstrate products to customers (restaurants, schools, hospitals, drive-ins, consumers). Tour people through plant facilities (customers and new personnel). Represent company at conventions, meetings within complex.

158. This is the major emphasis of the job--telling the public utility's story to homemakers, school children, civic groups, etc.

162. Since I'm now a public relations professional full-time, needless to say some preparation would have been helpful and would probably have accelerated advancement.

166. This is the real meat of my job. Must articulate consumer demands and customer complaints to proper management head. Must exert pressure for change while maintaining good work relationship with all levels from store personnel to president of company. Must represent company policy to the consumer.

170. Representing the company to other professionals, customers.

175. Present the company's ideas to the consumers as well as project a good image of a personal organization rather than a large impersonal monopoly.

180. I have given talks to clubs, various classes at schools, appeared at food shows, given demonstrations at fairs, etc.

183. Interpret materials to company--community, school administrators, teachers, business organizations.

186. Interpreting product to consumers.

190. Speak to all types of groups--educational, professional and business on variety of subjects and trying to enhance company image.

193. Course has been helpful and use many of the principles of PR.

196. Mostly through written media. However, do represent the Standards Institute from time to time at consumer oriented conferences and other meetings.

200. Gave consumer programs to extension groups, school lunch workers, teachers. I have used this in every job. It includes so much I could never mention it all.

203. Interpreting our programs to the public.

209. A great deal of PR in all phases.

Public Relations--Home Economists in Homemaking

1. Not presented as a PR course--gleanings from communications theory, speech courses, etc. Find that the sales industry is more technique oriented rather than education oriented for its personnel.

7. Took on national PR programs for two clients through national contests, PR releases, etc.

13. Have done for League of Women Voters, University of Connecticut League, Boy Scouts, church, etc.

19. Present programs to schools, clubs, consumers, etc. Also making proposals to clients to secure contracts.

25. Present agency's services to organizations--e.g., Kiwanis, Newcomers.

29. Interpreting program and product to consumers, industry, community school leaders and other professionals.

Public Relations--Research

2. All in column 1, particularly between 1953 and 1962. Now do almost none.

Public Relations--Undesignated

1. Use constantly in all facets of program, selling the idea and acceptance of my particular job, product and program to all the levels listed.

2. Handle individual problems of customers.

3. Lectured at colleges (that speech prepared by engineering department).

6. Interpret consumer concerns to industry and departmental inspection and protection divisions and vice versa (interpret industry concerns and departmental services to consumers, educators, media, etc.). Telephone and personal contact with news media regarding products, promotions, programs.

RADIO-TV: Educational or commercial; broadcast, closed circuit or CATV. Write, edit, produce, direct, place, artist, pre-preparation of product/props, talent (guest or regular)--anything on radio or TV--PSA, ads, programs. Suggestions or approval at any step of production. Use in teaching/programs.

Radio-TV--Colleges and Universities

2. Earlier professional use. Now teach basics in reporting classes.

3. Radio taught as part of news writing class (by other personnel); also part of information service. Daily program and disc service done by others. Television production for university station and USDA project done by graduate student. I direct class unit on this, for news writing class.

10. Guest on local TV shows.

13. Teach cable TV productions class. Produce three one-half hour shows per week. Teach college course as "on camera" teacher and producer of consumer education series--now in fifth year broadcasting to San Francisco.

14. Guest appearances on radio-TV; also occasional free-lance narration/commercials talent.

Radio-TV--Elementary, Secondary, and Adult Education

2. Occasionally have interviews on radio and/or television to publicize my program or a project which my students have undertaken. In 1969-1970 my HERO-FHA chapter and another FHA chapter held commodity food demonstrations for the public. An article appeared in Forecast for Home Economics in February of 1970 about them. It was written by my husband who majored in journalism.

7. On our closed circuit TV I prepare and appear in programs for teachers. Guest on radio and TV programs.

17. Interview shows; public service announcements.

23. Appear occasionally on talk shows.

36. Wrote radio scripts on consumer buying techniques.

44. On a school TV station we do panel discussions and replays of food labs for other classes.

50. Write and edit scripts for FHA state meeting broadcasts. Write suggestions on how-to; write scripts, talk on radio, appear on TV.

61. I have done shows for local TV stations.

Radio-TV--Extension

3. Present two programs a week that are aired.

6. Prepare public service announcements for radio. Prepare and perform in a television consumer education program weekly.

9. Two to five minute radio programs weekly on family living topics. PSA, 30 seconds--for radio on topics related to home economics and resource development.

12. Write, edit and present consumer information to four radio stations, bi-weekly.

15. Again, superficially hit in college courses. In radio and TV work I deal mostly with commercial stations.

20. Produced 15-minute radio programs and five 5-minute programs weekly for six years. Did 13-1/2 minute TV program on food buying in Oregon while working as consumer marketing specialist. Occasionally do radio programs now.

25. Radio--write and broadcast daily (Monday-Friday); Television--prepare for and present weekly program as guest talent.

29. Use in doing weekly radio program.

32. Do a weekly radio program on local station.

37. Have done TV programs at university and free-lance also. Radio programs--previously was director of women's programs.

42. Taught lesson on closed circuit TV.

45. Produce consumer tape service, introduce specialists, acquire talent, direct, edit. Used as features and PSA's. Wrote self-instructional unit on "How to Use Radio."

50. Developed 60 TV PSAs and 120 radio PSA's to reach low income public in general consumer competencies.

53. Some radio tapes; much radio script writing; very little television work except public service spots.

57. Weekly educational radio program taped and mailed. Have guests several times a year. I select material and "do" the tapes.

61. Tape weekly 5-minute programs from material provided by university.

65. Scripts to publicize Mulligan Stew on TV.

69. Do occasional short (5 minute) TV programs (demonstrations) as part of a public service broadcast on commercial TV.

73. Appear on local "talk shows."

76. Do weekly radio program.

80. (This particular course wasn't required but fulfilled part of requirements.) Prepared a few radio tapes--also telephone-radio interview.

84. Write, guest on TV program.

88. At present, I do not use radio or TV, but have done TV. Advise home economists in their radio programs (selection of material). I do have 30 minutes statewide TV coverage on the home economics profession planned for the near future.

91. Occasionally do TV or radio to promote program.

Radio-TV--Health and Welfare

1. I do or have done all of the described.

2. All of these--usually as a guest on public service time.

3. TV programs on various foods and nutrition subjects as guest on educational TV.

5. Prepare TV and radio programs.

6. Present radio and TV programs promoting the dairy industry.

Radio-TV--Home Economists in Business

1. Called in by public information department to check and approve TV ads; also check ads.

7. Write TV releases.

10. Appear on both radio and TV.

23. We plan to get involved with this soon.

26. Did TV and radio commercials on "conserve energy" theme. Our advertising agency did copy and I was spokesman.

32. Plan, write, edit two TV scripts with slides to be used for local TV stations and extension agents women's programs. Prepare and design all visuals and props.

36. Write scripts on products and appear on camera.

39. Did radio and TV appearances to introduce new products.

43. Studied use of radio while on fellowship in USDA. Appear on local station as guest.

53. Special fashion shows commercial spots. Programs.

56. Write material for public service announcements.

60. Pretty much lost in this area as far as advertising and commercial work goes. Did have some parts of courses relating to doing demos on TV and writing radio scripts. Only use TV demos at this time and infrequently.

68. Helped with and took part in radio and TV presentation.

71. Appear on radio and TV with planned interview of with new ideas to present (energy saving, multiple use, gift ideas).

79. Guest talent on radio and television on an irregular basis.

88. Work with home economist in planning a short presentation on cooking.

93. Guest speaker from time to time; ex. 4 times within the last year.

96. Write, edit scripts; prepare slide-visuals.

101. Involved with placing guests on TV shows; suggesting questions, visuals.

110. Promoting the company and the products.

115. Do a good deal of special appearance work.

119. Daily radio and TV shows--do all production, planning, etc.

124. Produced, directed and "starred" in both TV and radio for product publicity programs. Was Radio-TV speech major previously. Have done most of the descriptive duties outlined.

128. I do this infrequently. We have prepared 35 minute slides for use on TV.

134. Supervision. Client contact.

143. Just getting into this. I took outside classes in TV writing.

148. Worked on all aspects of this area. My student teaching in speech gave me eight weeks exposure to TV production prior.

151. Did TV food and talk shows, worked with product, props, talent, structure of talk.

154. I've prepared nutrition and consumer education radio spots. Will be getting into work with the companies advertising--consumer and nutrition information as part of the ad.

161. Occasionally write radio ads as part of an advertising package to be sent to dealers from the manufacturer.

169. Write radio commercials.

174. Appear as guest on various TV and radio programs.

180. I have appeared as guest on TV shows, talk shows, and have helped prepare ideas and copy for such shows.

186. Pre-preparation of product/props; talent guest.

191. Have used in earlier positions--wrote radio and TV scripts for a nationally-known church leader.

198. I write scripts for radio programs, occasionally, depending on clients' needs.

202. Write radio-TV questions prior to guest appearance as well as radio-TV publicity releases. Have appeared on shows only twice.

209. Have done regular radio and TV programs, as talent. Now do guest appearances introducing new products, for companies. H.E. need more work in all aspects.

Radio-TV--Home Economists in Homemaking

1. Extension service did radio spots. Would enjoy any work in this area which came my way. Find R-TV very creative avenue.

7. Appear on TV and radio shows as a guest for my clients. Had very own TV show for 22 years.

13. Programs over WILI for LWV and Boy Scouts--wrote and took part--also asked questions of mayor on "Meet the Press" type program.

18. I arranged a short course through U. of M. short course office for 40 home economists a few years ago as we were preparing for a TV series aimed at Jr. High School students through educational TV (KTCA) for St. Paul public schools.

29. Guest TV.

Radio-TV--Research

2. All in column 1 for commercial TV, particularly between 1953 and 1959. Managed a TV correspondence course between 1966 and 1968. Assisted in preliminary planning for a series of educational TV courses in 1968.

Radio-TV--Undesignated

1. To varying degrees with each program. I do write and conduct guest spots and PDA, I do ALL preparation for program as far as props for TV. Also write, edit and produce TV and radio.

3. Wrote one-minute radio spot announcements. Three per month for more than a year.

6. Use of radio and TV in consumer education and product promotion. Talent (both guest and regular) for information shows. Live television food demonstrations--total preparation and delivery. Write and/or deliver PSA's.

RESEARCH: Includes pure communication research and market or field research used to determine effectiveness of outgoing communications, acceptability of product, anticipation of future needs, etc.

Research--Colleges and Universities

2. Teach and advise graduate research. Basic mass communication theory.

3. Continuing research on effectiveness of Information Service. Media research--women's news in daily papers; public relations and the women's editor. Audience research--family planning communications.

11. Field research on Maxim. Phone research on attitudes--communication used in research--product acceptability.

13. Ph.D. dissertation--"Effectiveness of TV Consumer Education Series with Disadvantaged Groups"--planning sabbatical study.

15. Research material for publications.

Research--Elementary, Secondary, and Adult Education

1. Did a readability study of all textbooks (homemaking) up for adoption in our local school district.

7. No time--except attending conferences where I can gain this type of information.

19. Surveys and questionnaires pertaining to problems working with.

37. Planning, direction of and review of mail surveys.

61. Research for up-date in my area.

Research--Extension

4. Constant evaluation techniques used to indicate effectiveness and need for various types of.

20. Determined which information sources homemakers in urban trending counties refer to for answers to questions that come up around the house in a Master's study at the University of Wisconsin--Madison.

35. Did research project for a food company together with USDA.

48. Must do this primarily for public service questions.

53. In preparing plan of work for extension accountability program, try to research out how and whom I have been reading and if successful. Very hard to determine statewide effectiveness, but seems to be easier in this subject-matter field (home ec and consumer information, than many other college areas--we use clipping returns).

77. Nutrition habits of clientele.

83. Survey of clients to determine which media they prefer.

89. In-depth evaluations of 4-H TV.

Research--Health and Welfare

2. Consumer research.

3. Only in terms of personal research on effectiveness of programs.

7. Do this to the extent that I evaluate all my programs.

9. Have not used as on job as other factors mentioned in study; need to use more.

11. Have done market and field research in the past. Not doing so now.

Research--Home Economists in Business

1. Occasionally survey to determine extent of use and acceptability of programs.

5. Research for newsletters.

18. Management counseling and business research. Advise president and chairman of client companies as to needed research projects, handle execution of same through recognized research firms (Gallup, Yankelovich, etc.).

26. Evaluation of educational programs we have in school system.

30. All types of consumer research--concepts, product, attitude, etc.

35. For food companies and appliance companies.

44. Research products and special projects for clients.

51. Use research in terms of acceptability of product and anticipation of future needs. Some research done by me, some (most) in cooperation with research services.

60. I use general research techniques to try to evaluate programs; difficult; could have used more background in this area. Very little understanding of its importance at corporate level cause small non-profit operation. Would use more if I had a larger budget and knew how better.

70. Research on plans, attitudes and expectations of consumers with regard to their finances.

86. Helps in working with marketing and promotions department to develop magazine to appeal more and more to a known audience.

95. Work regularly with 500 farm and 500 countryside families to get opinions and reactions to ideas or in testing products in their homes or on farms.

99. Surveys of users of my material. Funding and interpreting market research.

106. I do marketing forecasting and analysis; test new products.

114. All.

124. All consumer relations work uses data received from product users to project trends, problems, likes, dislikes.

129. Essential to evaluate studies, research to know if objective, reliable, accurate--actually newsworthy.

138. All material out of department is heavily researched.

148. Psychological--statistical research; intra-company.

155. Test product through the food service involved with the complex and get acceptability of product before putting on market. Get priorities for research and development of new products (determined by volume).

162. Very much needed by all home economists in business . . . both to plan effective programs and to become part of a marketing team--interpretation of statistics critical.

174. Do testing of new products--also comparison testing.

181. Research primarily entails effectiveness of our programs--looking always for new ideas.

193. Use from the standpoint that customer surveys are budgeted through our department. Do not get directly involved; just provide input.

196. Use communication research to a limited degree in preparation of articles and reports.

202. Involved in planning of types of questions to be asked by a market research company on a product. Also involved in giving product directions, etc.

Research--Home Economists in Homemaking

1. Heavy emphasis was placed on this in coursework. But found very little necessity for its use in the "field." Example: Extension provided area specialists who do research. Insurance industry also provides "back-up" people.

27. Weekly historical feature; editorial nearly every week.

Research--Research

2. All in column 1 for product research, particularly between 1953 and 1959. Now, design, develop, and evaluate pilot tests of training materials.

Research--Undesignated

1. Use in reporting feedback on all promotional efforts.

2. Master's thesis dealt with adequacy of consumer information about automatic washers.

6. Market and field research used to determine product acceptability or effectiveness of promotion. I have gathered the data on occasion; and on other occasions, I have had to interpret and present data collected by others.

SPEECH: Writing speeches, audio scripts. Any forms of public speaking including conducting workshops, speeches to consumer, professional or industry groups.

Speech--Colleges and Universities

2. Earlier professional use; now lecture.

3. A few to professional groups, research reporting, lay groups.

4. Only as organize classroom presentations.

10. Public speaking to teacher groups, service groups, advisory groups.

14. Have appeared before career day groups, service clubs, classes, student clubs.

Speech--Elementary, Secondary, and Adult Education

1. Write speeches, audio tape scripts on individualized instruction. Present speeches to professional organizations and educational institutions.

5. Promote home economics to community at social and civic meetings; also make slides and use.

9. I have written and given many speeches to professional groups. I help with workshops.

14. Workshops. Speeches--consumers, industry and professional.

19. Public speaking at groups in the community. Writing speeches for presentation, conducting a team teaching workshop.

23. I write and give speeches to large and small groups.

26. Did 50 workshops fiscal year 1973-74; 15 speaking engagements.

29. Planning and writing scripts for slide shows and taping them.

34. I have held many offices in organizations and groups, including president of a Sunday School class and the local branch of A.A.U.W.

37. Plan, direct preparation of, and edit.

43. Every day.

47. Day-to-day teaching.

50. Write or edit speeches for director; prepare and give talks on communication skills to teachers and students, THEA and dietetic groups.

54. Program chairman and vice president of local AHEA group; do program moderating.

57. Working with local and state FHA officers to be a more effective teacher myself.

61. I write and present speeches at universities, conferences, board meetings.

Speech--Extension

2. Composed speeches and poems--actually read and/or recite these at state and district meetings of professional home economics groups (extension agents and homemaking teachers).

5. Speeches to organizations, youth groups, homemakers, 4-H members.

8. Use speech training constantly--called on for many special, non-estension group programs as well as regular extension activities.

11. Demonstration techniques included information on selling products to consumers.

14. Writing speeches, audio scripts, lesson plans for teaching--all forms of public speaking.

17. Much of my work involves writing and presenting speeches to assembled audiences.

21. This was almost entirely workshop or lesson demonstration presentation.

28. Write and deliver speeches, audio scripts.

32. I do leader training, open meetings and guest speaking.

37. Much public relations with organizations and agencies.

40. I use these skills in preparing lessons to teach; in writing speeches to promote our work among organized groups, etc.

44. I have written and given speeches to the consumer for workshops and to professional groups. I have also written speeches for others.

47. Give talks all the time.

50. Speeches to both professionals and lay public.

53. Some public speaking, often to undergraduate students pursuing careers; professional communications workshops and training programs. Often write audio scripts.

57. Again--radio programs--taped. In my position, I write, interpret and present information in leader training, special interest workshops, public meetings, etc.

60. Script writing of style show which students presented.

63. Conduct ambassador training programs for teen 4-H'ers. Information given regarding speech-writing, getting on programs and general communication techniques.

66. Write speeches and present for variety of groups. Conduct workshops; serve as moderator; hostess.

69. Give lecture/demonstrations to groups of homemakers, conduct workshops, preside at meetings (4-H and professional groups).

73. Speak to women's clubs, professional groups, high school classes.

76. Give speeches to clubs; present lessons and do workshops. As president of the state extension home economists, do PR speeches.

80. Many presentations before groups such as demonstration of blender, crockpot. Training of para-professionals. Informal speaking to groups of youth.

83. Conducting workshops, speaking to community groups.

87. Used continuously in teaching process.

90. Speak before civic and clientele groups to interpret program and conduct workshops.

Speech--Health and Welfare

1. I do all of the described.

2. All of these.

3. Use constantly in giving programs to varied audiences--workshops, lectures, discussion groups.

5. At the graduate level I also took a course on "training" which included conducting workshops and all kind of training to groups; continuous use in my work.

6. Use in radio and TV work and in every form of work in nutrition education.

7. Give at least one speech a week to business groups, consumers.

8. Work in association with others on the planning and carrying out of workshops.

9. Daily--speaking to groups of professionals, consumers, students, business people--some friendly; some hostile!

10. Speeches to groups; radio and TV spots and scrips (sic).

11. Make speeches to all types of audiences. I write my own. I also plan and conduct workshops.

Speech--Home Economists in Business

1. Prepare speeches for personal use before professional and industry groups.

4. Member of company speaker's bureau. Write speeches for self and supervisor on home service.

8. Writing speeches for self and organization officers.

11. Speaker's bureau in college. Came in handy during college years. Discussions with other colleges, universities, business groups.

18. Write and present own speeches to professional and consumer groups. Suggest ideas and edit speech copy for client presentations. Set up conferences and workshops for clients and professional organizations.

21. Gave speech to professional woman's club.

25. Writing and giving speeches.

28. Do public speaking to seminars, industry and civic groups.

32. Write TV scripts. Public speaking to consumer, teacher, extension groups.

35. Women's groups; college groups; consumer groups.

38. Much speaking to consumers, professional, civic and industry groups. Write and prepare visuals.

41. Write speeches for myself. (Spoke at Texas State Fair 1973 for a food client.)

44. Speeches to consumer and professional groups.

47. Explaining a book layout at meetings.

50. Responsible for script for all demos and programs.

54. Yes! Much public speaking. Conduct workshops for homemaking teachers and some industry groups. As for speech, I have found an effective speaking voice to be a valuable tool.

57. Make presentations to salespeople in department stores, consumers, professionals, etc.

60. Conduct workshops for food professionals constantly; speeches to community organizations a lot: e.g., Kiwanis, Rotary Club, etc. Also to many consumer groups: e.g., farm wives, Dairy Month Committee, etc. Write for others sometimes.

64. For programs; radio and TV scripts.

67. In presenting information to groups it is necessary to analyze the group and write the speech to fit them, for their personal reference, etc.

70. Public speaking.

73. My staff does this.

77. Only had one basic course--definitely need more since journalists deal with public and have to speak at functions often.

86. General confidence on the job--helps in speaking with management _____? magazine, professional groups, students and teachers, press relations people; quite necessary.

90. Speeches (to about 100 groups a year for 16 years), consumers, professional, university and business groups.

94. Big part of work.

97. Public speaking.

100. In former job gave speeches. In present job, help prepare.

103. Good experience for making group presentations--or leadership in organization.

107. Have done speech work--concept, development, presentation for all sorts of workshops and educational programs.

113. Prepare scripts used for demonstrations or programs for high school, college or adult groups.

116. Usually in conjunction with radio and TV appearances, or slide presentations.

120. Speaking to groups, presenting programs, children's cooking classes.

123. Professionally in the HEIB organization. In making project presentations to management.

126. Public relations appearances, conventions, workshops, etc.

132. Write and give public speeches to the consumer.

138. Do public speaking.

143. Do occassional (sic) speech writing. Course I took was not very apropos.

146. This is a constant, on-going activity for this position I hold.

150. Nutrition talks using visuals which I wrote and supervised in production.

153. Use when editing scripts for radio or film clips (short spots for TV). Use when participating in professional groups (HEIB, etc.).

156. Speech and demonstration to Colored Fashion Industries Accessory Group national meeting, March 1974.

159. Introduction of new products on national level. Speeches to consumer, professional and industry groups.

163. Assist volunteers as they gain in ability to communicate with others through public speaking and presenting information to them.

169. Writing scripts for slide presentations. Write own speeches to student groups.

174. Give talks, etc., to schools, professional organizations, etc.

180. I have given talks at schools, before club groups, etc. Some of this has been as volunteer work (Nutrition Committed of Heart Assoc., etc.). But it is usually connected with my work.

183. Write own presentation speeches when used, mostly outline work to be presented and speak without reading--more effective for me. Public speaking should also be included in H. Ec.

187. Write and give speeches to students, adults--product and image publicity for company; write speeches for client presentations and new business presentations.

193. Handle all types of presentations and conduct internal and external meetings.

196. Have used all of these skills on a regular basis.

200. Wrote my own speeches for conventions. Public speaking includes workshops on food, consumer programs (lots). Speech for Missouri AHEA teachers.

206. Giving seminars; teaching; demonstrations.

209. Do frequent talks/workshops before consumers, professionals and industry groups.

Speech--Home Economists in Homemaking

1. This was the area I hated the most but find I use the most after graduation. Used in speeches, conferences with clients, etc. This is pivotal point of use of communication theory in most of all area of my work.

5. Speeches to consumers on honorarium basis. Volunteer level: 26 speeches to introduce new health agency to county government and populace. Frequently speak to school classes on journalism.

11. Most frequently used in teaching and advising; however, somewhat used in speaking before groups for the newspaper when I was assistant editor.

15. Only extemporaneous.

20. Spoke at group meetings in nutrition.

28. Write speeches for others--one especially, a Russian born resident near Paris.

32. Yes.

Speech--Research

2. Mostly lecture-demonstrations to consumers and promotional booth management at conventions, particularly between 1953 and 1962.

Speech--Undesignated

1. Definitely use in all areas. TV, radio, consumer groups, professional and industry groups.

3. Have spoken before community, professional and industry groups.

4. Talks to student groups and business groups (limited because of time).

6. Write own speeches for consumer, professional and industry groups. Write own audio scripts. Have cooperated in writing speeches for our commissioner and governor before industry or consumer groups.

OTHER: Any communications function--tool, skill, or media--not elsewhere covered.

Colleges and Universities

2. Basic interpersonal communication.

9. Creative writing--knowing how to make writing come alive I have found one of the best tools. I have noted that home economists sadly lack the ability to write clearly. Many are too often sloppy in their use of the langauge.

11. Psychology of Advertising; Interviewing Techniques; Anthropolocy.

13. Proposal writing; communications theory and application.

Elementary, Secondary, and Adult Education

1. Learning packages and programmed instruction materials--I constantly am writing, reviewing or editing learning packages or programmed instruction materials for my own classroom. I serve on HELP's review board.

17. Window displays.

27. Group skills, group dynamics, interpersonal relationships, leadership skills and styles; sociology, psychology, cultural and ethnic groups. People skills are essential in communications work especially when this work is done in person.

31. Marketing--skills helpful as knowledge obtained helps to give students an idea of importance of shopping wisely.

37. Of primary importance--communications on a daily basis of ideas, objectives and goals to supportive staff.

45. Demonstration techniques--classroom use.

Extension

15. Do training in communications methods and media for others.
Bulletin Editing--This course makes me aware of why things are done and needed improvements. Use skills learned to teach others who are authors of bulletins.
Advanced Home Economics Feature Writing--Each week, I write one or more feature stories on home economics and twenty or more news stories or photo-features.

43. Video-tape; portable conference phone--use of video-tape to extend expertise of specialists; a conference phone to facilitate communications of various levels of organization.

53. I just wanted to add a post script: and stress what I feel is a most important part of this whole home economics communications area, and in holding a professional job in this field and that is the importance of keeping abreast of the field, keeping up with new knowledge, reading magazines, consumer publications, and attending professional meetings as well as being part of a professional organization.

59. Personal problem solving situations.

67. Theater arts courses.

71. Development of circular letters and special program or event publicity--training received as in-service, given by Clemson Univ. to all professional extension staff.

77. Semantics--person-to-person communication.

86. Demonstration writing and techniques--in planning and presenting own presentations and in teaching techniques of method demonstrations to 4-H'ers and leaders.

88. Communications workshops are continuously planned utilizing specialists in our state office and other resource people for county extension personnel.

Health and Welfare

1. Technical or special orientation related to Audio-Visual equipment, its selection, care and use, some repair--I choose, use and care for a variety of audio-visual equipment.

10. Working with para-professionals to enable them to be communicators.

Home Economists in Business

20. Magazine writing (now know (as) depth reporting and writing); editorial planning for magazine--published many magazine articles as a free-lancer; now use same techniques in writing features for Bake-Off publications, company newspaper and in-depth background materials for the media.

25. Education course involving use of visual aids in teaching--planning home ec teacher lesson plan guides, developing educational materials--posters, fact leaflets, etc. I would like to see more communications courses required and emphasized in home economics studies. Communications tools broaden the opportunities of home economists and help greatly to disseminate the knowledge we acquire in schools.

27. Interviewed participants of overseas seminar for client prior to seminar.

32. Background as a magazine editor used to interpret such needs for our PR person.

37. Demonstrations included in Basic Equipment course. Did not take Demonstration Techniques course (elective)--preparation of foods in products, demonstration of products. Must say that course was unrealistic and learned most and all on job.

54. Demonstration techniques--not required, but recommended for someone giving demonstrations.

57. Food demonstrations--do many food demonstrations on TV and for consumer groups.

60. Business sales and marketing includes general business skills, understanding of the economy, how business works, how to use this knowledge to get what you need done--constantly having to use general skills of marketing . . . being able to interpret my program in the light of effective marketing; e.g., will it help somebody make a profit, or whatever it is that person needs to do (reach consumers, reader, etc.).

72. Interviewing techniques; development of feature articles.

76. Rhetoric; a review course in basic writing skills; demonstration techniques--writing and speaking with confidence is much easier when grammar and sentence structure are second nature; a great help in writing good copy that explains how to do something.

79. Food demonstrations; cooking school type.

86. Practical experience during college--was chief reason for being hired in this position.

90. Judging--judge on county, district, state and national level; judge for finals in National Mrs. America six years; finals National Dairy Princess six years; final National Cherry Pie Contest two years; finals Pillsbury Bake-Off one year.

99. Demonstrations; live (require techniques and skills similar to TV).

102. Computer education--development of self paced programs which the student can tudor (sic) or learn information.

108. Typing is important--its much easier and faster to get your ideas down on paper if you can type.

115. Some thought should be given to how we communicate with fellow professionals--our self image and our inter-organization communications.

118. Typography, magazine writing--used to a certain extent, but other courses such as business communications, graphics and more in-depth writing would have been helpful.

133. Marketing--I write about new food products. A knowledge of marketing helps understand distribution, sales, etc.

142. Exhibits; group dynamics (non-verbal communications), media and the law--good to know.

143. Printing methods; editing--if you don't work with a graphic artist this can be very important; this can mean two things and I use both: editing of technical reports for grammar, punctuation, style, also putting together a periodical requires setting priorities, etc.

147. Statistical analysis and interpretation of data collected in consumer studies.

149. Frequently act as film interviewer; mass mailing list contact approaches.

151. Visualization techniques--visualize finished product; plus package design course.

156. Display--do window displays weekly and change in-store promotional displays to coincide with national and regional promotions. Prepare and assemble props, etc., as necessary.

157. Food demonstration--I've used before both live and television audiences. Knowing the skills puts one at ease with the task.

162. Marketing--whether you're participating in the planning of marketing or a consumer on the receiving end, I believe it is essential to understand for effectively communicating--especially in this day of consumerism.

170. Instruction manuals--recipe editing, writing copy, layout and graphics.

179. Knowledge of typing and shorthand will sure help with skills listed! I mentioned in work description, but is not really covered above: communications on one-to-one basis. Example: Answering consumer letters is 25 percent of my job. The techniques of a friendly letter yet solves the problem--should be taught in communications. Should also cover in college courses how to interview for job and writing the resume. Cover personality! The "proper one" is important to effectively communicate with all types of people!

187. Internal communications as function of management. I don't think my college education helped me specifically for the work I do now, but it got me started and without my home ec degree I couldn't do what I do now. I am presently involved in management and definitely feel the need for more training.

191. Publications--organized, wrote, edited, even indexed cookbooks and booklets. Knowledge of production of publication essential, I believe. Writer must know limitation of production process.

194. Be able to speak and chat informally relating to food, publications, editorial content and purpose.

208. Salesmanship--use constantly in "selling" product; although I never write an order.

209. Publishing--have done publishing of booklets and magazine articles. Think the procedures important for today's professional.

Home Economists in Homemaking

2. Self sell with appearance presentability.

5. Marketing and writing free-lance features--sold 14 articles, soon ready to market book manuscript. Am now able to market at query level rather than unsolicited manuscript.

15. Skits used extensively in teaching.

Research

2. What about subject-matter expertise--something to communicate is also a tool? From 1968 to now I have worked in computer-administered-instruction (design, development, and implementation). I have used some aspect of statistics in almost every job I have had. I am bi-lingual. My job between 1953 and 1959 was in Mexico. Recently, I have translated and adapted management proposals, technical correspondence and reports, and instructional materials in my regular job and as a consultant.

VITA

Donna Voss Adair was born February 18, 1945, in Sinton, Texas. She was reared in the neighboring town of Odem and attended public schools there until May, 1963 when she was graduated valedictorian in a class of about 25.

In 1965 she was graduated from Del Mar College in Corpus Christi, Texas, with an Associate of Arts. She was graduated from The University of Texas at Austin with a Bachelor of Journalism in June, 1968 and with a Bachelor of Science in Home Economics in August, 1968.

Before entering The University of Tennessee--Knoxville in the summer of 1970 as a graduate student, she was information specialist and program director in the administrative and East Texas offices of Dairy Council, Inc. While at The University of Tennessee she taught journalism courses at Carson-Newman College in Jefferson City.

Since leaving Knoxville in mid-1972 she has been promotion director at Northwest Mall, a regional shopping center in Houston owned by The Rouse Company and is currently employed by the Cordovan Corporation, publishers of the Houston Business Journal, a weekly business newspaper. At the Houston Business Journal she edits the annual directory of Houston Public Companies, writes a daily business news radio program and for the newspaper writes in the areas of communications, retailing and agribusiness.

She has been a director of TexasGulf chapter, Society of Professional Journalists, Sigma Delta Chi, for two years. She is

president-elect of the South Texas Home Economists in Business, publicity chairwoman for the national Home Economists in Business annual meeting to be in San Antonio June, 1975 and is public relations chairwoman for the Texas Home Economics Association. She is also a member of Women in Communications, Inc., and has been a member of Alpha Epsilon Rho honorary broadcasting fraternity and Public Relations Society of America.

Her husband, Art, is a writer for A. I. E. Studios, Inc., in Houston.