

## The Implications of the Scottsdale Meeting to the Units of Home Economics in American Universities and Colleges: An Analysis Based on Some Questionnaire

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This research aims to examine how the administrators of the Home Economics-related academic units in American universities and colleges have responded to the 1993 Scottsdale Conference's resolution to change the name of the profession and what problem areas they find with respect to the field of Home Economics.

According to the questionnaire survey we conducted with the cooperation of the American deans and administrators of these courses in September 1995, 61.0% of the respondents supported the name change of the profession from Home Economics (HE) to Family and Consumer Sciences (FCS). The follow-up research in 1998 showed that the number of the academic units at the university/college level employing the terminology, FCS in their names had increased from 20 (1995) to 46 (1998), with the number of the academic units using nomenclature of HE, decreasing from 60 to only 28.

It appears that trends in the field of HE in the United States toward addressing the long-seated problems in terms of professional recognition and identity have been the driving force towards supporting the name change of the profession.

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**Keywords:** Units of Home Economics in American Universities and Colleges, the Scottsdale Meeting, questionnaire, name change of the profession.

### INTRODUCTION

This research aims to examine the impact of the decision reached at the 1993 Scottsdale Meeting to change the name of their discipline from Home Economics (hereafter HE) to Family and Consumer Sciences (hereafter FCS). It also aims to explore the implications of this name change for HE-related subjects in American universities and colleges and the present status of the profession in American academia by analyzing the responses to the questionnaire sent in 1995 to the academic administrators and instructors involved with HE in the States.

To begin this study, we researched the development of HE by examining the historical changes revealed in the theme and content of the research

papers contributed over the years to the HE-related journals in the States. Some significant differences were noted between the present and the past papers in terms of both the number of contribution and the areas of specialization. The results of our research clearly show that the discipline has grown to maturity in the United States through the process of evolution (Yoshimoto *et al.* 1992; Azuma *et al.* 1992; Kodera *et al.* 1995). Accordingly, five major HE organizations\*<sup>1</sup> in the U.S. established a task force—the National

\*<sup>1</sup> American HE Association, Association of Administrators of HE, National Council of Administrators of HE, National Association of Extension Home Economists, American Vocational Association-HE Education Division.

Task Force on Professional Unity and Identity—before the Scottsdale Meeting to address professional reform issues, explore the unity and identity of the profession, analyze its true nature and examine various names for it in current usage (Matsushima 1994). As a result of the ensuing discussions, the Scottsdale Meeting resolved that the name for the profession should be changed to FCS (American Home Economics Association 1996).

Prior to the 1993 meeting, some HE-related departments and academic units had been working to change their names as part of their efforts in the New Direction campaign of 1959. It is reasonable to assume that the recent decision by the above-mentioned five organizations to change their respective names for the first time in a century since the Lake Placid Conference will have a significant influence on the direction of HE in the U.S. in the future.

In Japan, *Kaseigaku Shorai Koso 1984* (Japan Society of Home Economics 1984) discussed the name and definition of HE. The *Kaseigaku Shorai Koso 1994* (Japan Society of Home Economics 1995) revealed a great diversity of names for HE-related academic units in Japanese universities and colleges. It is noted that the views and opinions favoring the name change for school units have gained momentum in Japan in recent years, and that the name change has also become a pressing issue for the HE-related academic societies (Japan Society of Home Economics 1995). In response to these statements, the Sectional Meeting on the Principles of HE in Japan has for the past few years discussed whether the name should be changed in the near future. Against this backdrop, a number of these HE-related academic units in Japanese universities and colleges have changed their names from *Kaseigakubu* to *Seikatsukagakubu* or similar nomenclature (Hayashi 1991). And the Sectional Meeting of Home Management of the Japan Society of HE has changed its name to the Sectional Meeting of Family Resource Management.

Under these circumstances, it seems likely that Japanese HE will have to consider changing the name of the profession at some point in the future, as has already proven to be the case in the U.S. In light of this precedent, it seems prudent to review the history of American HE in order to explain its ramifications for the profession as a whole.

As the American case would also seem to be precedent-setting for the Japanese HE profession, it is possible that a study of its history can be useful for

obtaining helpful insight into determining desirable policy directions for HE in Japan by examining the developments in American HE before and after it underwent its name change. As the Japanese HE field marks its 50th year, it is fitting that we consider such issues, directly relating as they do to the very future of our profession.

## METHODOLOGICAL OVERVIEW

Matsushima (1994), Matsushita (1968, 1976), Imai (1972, 1990, 1992, 1995a, b), conducted research to clarify movements and trends in American HE. Other researches, which aimed to examine the development of HE education and related subjects in American universities and colleges, includes an article reported by Inagaki (1971) and a questionnaire survey conducted by Osaka City University in 1972 (Kanbayashi *et al.* 1972). Since then, however, there has been no notable research made on this topic. It is not too much to state that no accurate information on the state of HE in the U.S. is circulated in Japan.

In order to discuss the future of HE in Japan we believe that it is essential to examine trends in HE courses/departments in American universities and colleges, especially in light of developments since the name change of the profession. Towards this end, we conducted a survey, sending a questionnaire to the deans and administrators of HE academic units in the U.S.

## OUTLINE OF THE QUESTIONNAIRE SURVEY

### Purpose

The purpose of this research is to identify trends in HE or related studies in American universities and colleges in the wake of the Scottsdale Meeting's decision to change the name of the profession from HE to FCS in 1993.

### Data-collection method

In September 1995, we mailed a questionnaire to 286 deans and administrators of HE academic units who were listed in the *Family and Consumer Sciences Deans and Administrators May 1995* (American Association of Family and Consumer Science 1995).

### Questionnaire items

The questionnaire consisted of 31 questions covering 11 areas of concern, including: HE-related academic unit nomenclature; subject matter areas; name changes since the establishment of HE-related units; the future direction for HE; HE as professional training and education; student affairs; HE as an

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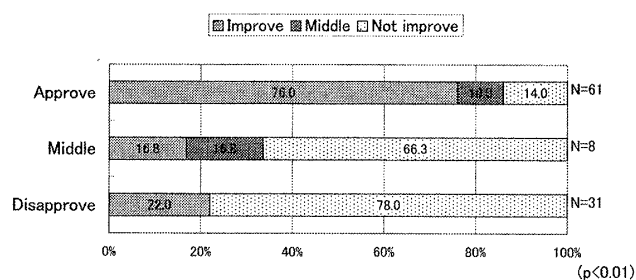


Fig. 1. Approval of the new name in anticipation of improved recognition of the profession

independent field of study; the pros and cons of the Scottsdale Meeting; changes in subject matter; problems facing the American HE profession; and problems concerning HE education as a whole in the U.S.

### Response rate

We collected responses from 123 or 43.0% of the 286 deans and administrators. Responses were received from 46 out of the 50 states in America.

## RESULTS

### Nature of the units

The academic units from which we obtained answers are classified into HE (65.9%), educational (13.8%), agricultural (4.1%) and others (11.4%). The last category includes industry and technology, nutrition/dietetics/food science and technology, design arts, health-related departments and others.

### With reference to the Scottsdale Meeting

When asked about the new name FCS, 64.2% of the respondents expressed their approval, while 18.7% expressed their disapproval. Figure 1 provides a detailed breakdown of these responses. Of those who approved of the new name, many expected that it would bring about an improvement in public recognition of the profession, while many of those who disapproved of the new name did not agree with this notion. The  $\chi^2$  study reveals a significant difference between the former group and the latter group in terms of their perception ( $p < 0.01$ , independent variance). It should be noted, however, that 14.0% of those who approved of the new name did not expect any improvement.

When asked about the best name for HE, taking into account the resolution of the Scottsdale Meeting, 39.2% of the respondents answered that it was FCS, while 33.3% declined to respond. Only 5.0% answered that it was HE.

The majority of HE academic units in American universities and colleges supported the Scottsdale

Meeting's decision regarding the name change based on the expectation that the change would improve public recognition of HE as a profession and legitimate academic field.

### Current trends in academic unit naming

Most name changes occurred during and after the 1970's, increasing in number throughout the 1980's and 1990's. Out of the 78 changes in the 1990's, 40 of these were to FCS, with 25 of these 40 occurring after the Scottsdale Meeting.

The breakdown of the names showed chronological changes, as shown in Fig. 2. Until the year of 1900, the majority of the units had a name starting with the word "Domestic." In and after the 1910's, there was an accelerating trend of unification and consolidation in the HE field based on the agreements reached at the first Lake Placid Conference. This momentum continued for the better part of the 20th Century, although by the 1970's "trendy" names such as Human Ecology and Human Resources began to appear in curricula around the country, again, as a reflection of social trends of the times. In the 1980's, there were further changes to non-HE names, reducing the ratio of HE-headed names to nearly 50%. By 1995, this ratio had decreased to 7.0%, while the ratio of names containing FCS became the largest variation.

As a follow-up study to investigate current trends, we visited the Web sites of our subject universities and colleges 3 years after administering our original questionnaire. We found that there were additional name changes in the period from 1995 to 1998 as indicated in Table 1. These results show that many units have changed their names from HE to FCS after the questionnaire survey in 1995.

A review of historical changes in the names for the units of HE or related subjects showed that "Domestic"-headed names were dominant until the Lake Placid Conference (1909). Since then, unification toward HE gained momentum and continued up until the 1970's, followed by a period of diversification that continued until the early 1990's. After the Scottsdale Meeting, however, this trend has reversed in the direction of unification once again, making FCS the mainstream as the name for HE-related units.

### Present subject matter areas and future movements

Our questionnaire included items referring to subject matter content based on the classification by the *FCS Research Journal*. Eighty seven point four percent of the respondents indicated that they taught

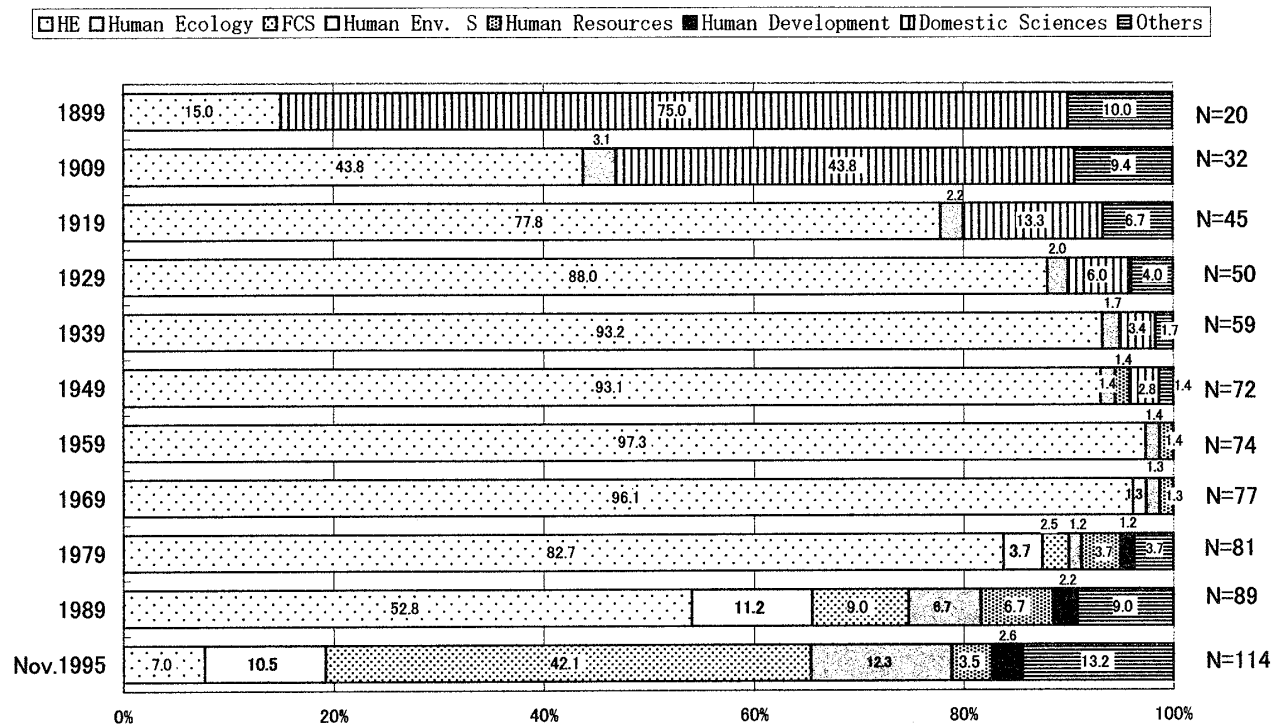


Fig. 2. Ratio of the names of units for each year

Clothing, Textiles and Merchandising courses; 85.6% indicated Food and Nutrition; 77.5% Family Studies; and 72.1% Human Development. More than 70% taught all four of these top areas.

In response to questions concerning subject matter under consideration for future emphasis in HE-related studies, Food and Nutrition and Family Studies were considered the most important, followed by Human Development and Family Economics and Management. On the other hand, Clothing, Textiles and Merchandising, which is currently the most widely taught subject matter area, is expected to be far less important in the future, ranking sixth in the "emphasis for the future" list compiled from survey responses (Fig. 3).

Although Food and Nutrition has remained important since the early period of the foundation of HE, Family Studies has been assuming greater importance in recent years. This trend was observed in Azuma's analysis of American HE journals (Azuma *et al.* 1992), and it would appear to justify use of the word "family" in the new professional nomenclature of FCS.

#### Employment obtained by graduates

Concerning the percentage of graduates with Bachelor's Degrees obtaining professional employment in the field of HE, 47.1% of the respondents answered that 90% or more of their graduates were

able to secure such employment upon completion of their studies, with an additional 18.9% of administrators giving figures between 80% and 90% (Fig. 4).

Regarding the types of jobs obtained by graduates, retail buyers comprised the largest group, followed by vocational HE teachers, day care teachers and country extension agents. With the categories of vocational HE teachers and day care workers combined, educational staff constitute the largest group.

#### HE academic standards

When asked about whether or not the academic standard of their own unit is considered equivalent to that of other academic courses at their universities, 90.2% of the respondents answered affirmatively. On the other hand, when asked about whether or not the standard of units of HE is evaluated highly in the U.S., nearly 40% of them answered negatively. Compared to the results of Osaka City University's 1972 study, the percentage of respondents answering negatively to this question has increased by more than 10% in the U.S.

The evaluation or "image" of HE academic units is generally low in the U.S., a situation which is reflected in the survey respondents' indication that they believe the issue of low recognition to be the largest problem facing the HE profession as a whole.

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Table 1. Name changes of the units from 1995 to 1998\*

	1995											Total			
	CFSc	CFSt	Cons	FEnS	FRes	FStu	FCS	HoEc	HuDv	HEcl	HuES		HRes	HuSc	Others
Consumer & Family Sciences	2														2
Consumer & Family Studies		2													2
Consumer Sciences			2				1							1	4
Family Environmental Sciences				1											1
Family Resources					2										2
Family Studies						4									4
Family & Consumer Sciences				1		20	22		1					2	46
Home Economics							28								28
Human Development							1	2							3
Human Ecology									17						17
Human Environmental Sciences							2			13					15
Human Resources											4				4
Human Sciences							4						7		11
Others							2		2				1	10	15
Total	2	2	2	2	2	4	60	2	20	13	4	4	8	13	154

\* As of January, 1998. The names were listed on the table, when there were two or more units with the same name for respective years. One hundred and fifty-four universities which were included in both the 1995 AAFCS list of 286 universities (official names) and the January 1998 list of 162 higher education unit members registered on the AAFCS home page were selected as the population (or the subject of the study).

Top page of the AAFCS home page: <http://www.aafcs.org/>

Subdivided page listing higher education units: <http://www.aafcs.org/pages/professional/college.html>

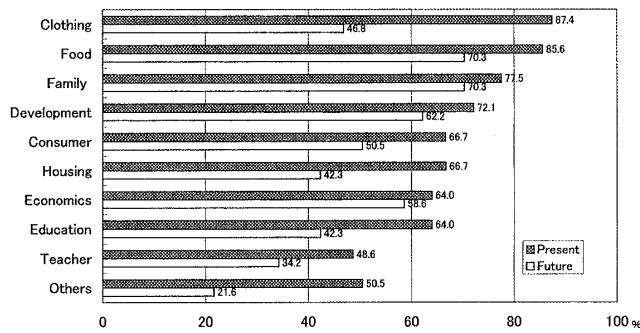


Fig. 3. Subject matter areas: for the present and the future

Clothing: clothing, textiles, and merchandising; Food: food and nutrition, Family: family studies; Development: human development; Consumer: consumer sciences; Housing: housing, equipment, and design; Economics: family economics and management; Education: home economics education; Teacher: teacher education. *N* = 111.

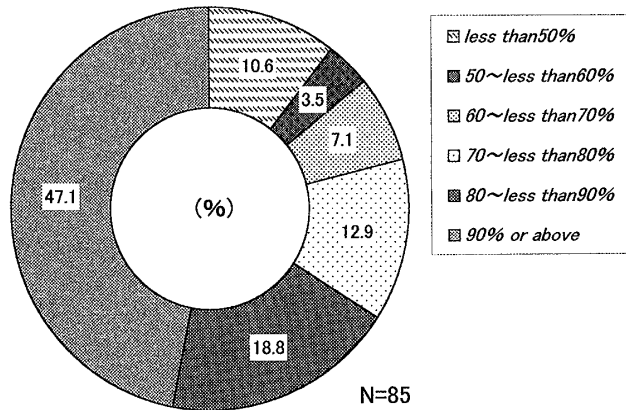


Fig. 4. Ratio of the graduates with professional jobs

**Fluctuations in the number of applicants for HE programs**

Forty nine point six percent of survey respondents answered that applications for enrollment in their HE-related programs were increasing, while 13.8% of them answered that it was decreasing. With the number of program closures—which accounts for 6.0% of the total—added to the latter group, the ratio increased to approximately 20%.

**Ratio of male students**

Over 50% of the survey responses regarding gender lines in program enrollment indicated that fewer than 10% of their student body was comprised of males. As this result shows, the ratio of male students in the units of HE is small. Cross-processing the number of male students and the names for the units revealed, however, it is revealed that the ratio of male students is high in programs with decidedly “non-HE” type names such as Human Ecology, while

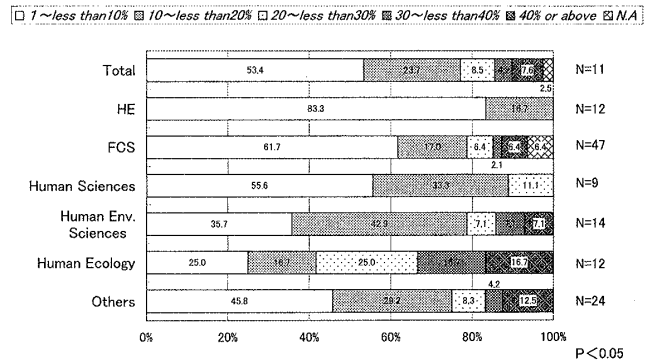


Fig. 5. Ratio of male students in relation to the names of units

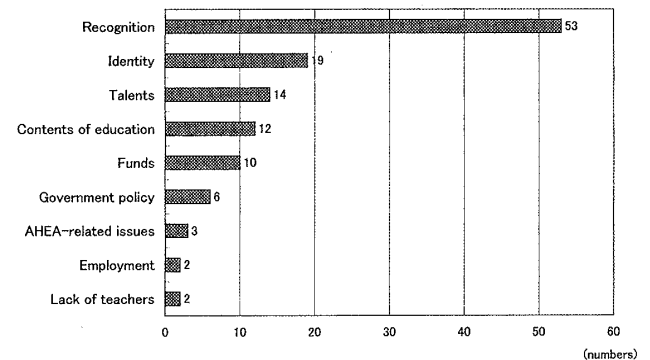


Fig. 6. Greatest problems facing our profession

the ratio is small for academic units with more traditional HE-related names (Fig. 5). These results suggest that the naming of these academic programs may have a heretofore-unappreciated effect on gender ratios in student enrollment.

**The greatest problem facing the American HE profession**

Our questionnaire adopted a free-description formula concerning what respondents felt to be “the greatest problem facing the profession of HE in the U.S.” The answers to this question were classified into 9 categories (Fig. 6). The largest category was recognition, followed by identity, professional development and educational content.

**1. Recognition**

The problems concerning an improper understanding or a low evaluation of HE were classified into the category of recognition. Those who had such a perception of the profession included senior administrators of universities and colleges, students and members of society in general. Examples of an improper understanding included the following descriptions: HE is the exclusive domain of women; it is an obsolete discipline; it has a negatively dated 1950’s;

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it is associated with high school curricula. There was also a description that HE was not necessarily recognized as a discipline meriting authority among families and consumers. As this description suggests, the issue of recognition or an improper understanding of HE turned out to be the greatest problem. Those respondents that pointed out the issue of recognition with respect to HE, including the issue of the name for this profession, accounted for 53 or nearly 50% of the total.

## 2. Identity

The second largest problem is shown to be the identity of HE. Examples of responses in this light include the following descriptions: HE is a fragmented, passive profession; it has failed to keep abreast with the times; it lacks cohesion; it is facing an identity crisis at the present, *etc.* These responses reveal concerns about the segmentation and fragmentation of this discipline. Many respondents voice a need for a unifying public recognition of HE, with others developing this notion with the opinion that the new name change would help enhance the cohesion of the profession.

## 3. Professional development

Similar to difficulties facing the profession in Japan, American respondents to the survey indicate problems including the diminishing membership of academic societies, financial difficulties of higher education producing leaders for the next generation, *etc.* which can be classified into the category of Professional Development. Fourteen respondents point out a shrinking size of the 18-to-22 age group as a factor in this problem.

## 4. Other difficulties facing the profession

Twelve universities point out educational problems, specifically, the continuation of HE courses in school education, the necessity of selecting the contents of education with a focus on the needs of families, *etc.* Ten respondents point out financial problems, and six respondents note the impact of the government's change of policies regarding HE education.

In addition, three respondents point out problems concerning the stance of academic societies, noting the need for stronger leadership in high-level decision-making and policy formulation.

The greatest problem facing the profession of American HE and education is identified as recognition, and it is noted that the nature of HE is not understood properly. Another major problem is a crisis of identity, and it is regarded as a source of many other problems. It is also clear that there is a

similar concern about the present contents of HE education. Some respondents express the opinion that the name change of the profession will help resolve these problems.

## DISCUSSION

The name change of the U.S. HE profession would appear to reflect the fact that the discipline has had to deal with identity and "image" problems throughout its history. The reasons for this difficulty include: negative social evaluation associated with the name "HE"; differentiation from other fields in terms of definition; curricular content issues; maintaining professional standards; perception that it is research with an excessive focus on women's education; social needs for the profession; families as the subject of research; and lastly, the changing roles of families and women in modern society.

Although the new name became FCS, there are no particular descriptions from respondents concerning "consumers" in this survey. There is room for further research on this matter.

What seems to be most important with respect to the recent name change is that the name HE is no longer recognized as the name for the profession in its current state. New names after the 1960's have blurred the demarcation among disciplines, making it more difficult for the HE profession to establish its identity. As the answers to the questionnaire reveal, there is now little reference to this profession as a women-dominated organization with a focus on the education for women.

It is also necessary to give careful consideration to the fact that less than half or 43.0% of the universities responded to the questionnaire. However, this may be due to the lengthy nature of the questionnaire, or possibly to a lowered sense of obligation or urgency on the part of those who declined to return completed surveys as this study is not American in origin. Even so, we think that the results provide a good general picture of the condition of HE-related programs in the United States, as no geographical bias is evident in the responses we received from 46 out of the 50 American states.

It should be noted, however, that 33.3% of the respondents failed to answer the request for a "best" new name for the profession. We feel that this is a possible indication of conditions in American universities in which there is still a lot of doubt and uncertainty remaining as to the appropriate naming

Table 2. Name changes of Japanese Home Economics units from 1975 to 1997

1975		1997	
			(New)
Kasei Gakubu	40	Kasei Gakubu	23
		Seikatsu Kagakubu	10 (1)
		Ningen Kagakubu	4 (1)
		Ningen Gakubu	3 (3)
		Seikatsu Kankyo Gakubu	2
		Ningen Seikatsu Gakubu	2 (1)
		Ningen Shakai Gakubu	1
		Kenko Kagakubu	1
Total	40	Total	46 (6)

(New) means newly-established departments. There was a gap among the same Japanese names, when they were translated into English names.

of HE-related units.

In Japan, units of HE-related subjects in universities, colleges, and junior colleges are changing and diversifying their names as indicated in Table 2. Considering these trends in Japan and the U.S., it is necessary to make a review on the present name "Kaseigaku" in order to discuss the future of Japanese HE.

### CONCLUSION

It seems apparent that the basic motivation for the name change of the profession resolved at the Scottsdale Meeting lies in a desire to rectify widespread and fundamental identity and "image" problems the profession has been faced with for so long. Accordingly, the proportion of HE-related academic units that have adopted FCS nomenclature in their names has risen steadily in recent years. However, the persistence of HE or alternate nomenclature in a large number of programs reveals that the profession has yet to achieve the unity on the naming issue that it seeks. Developments regarding this issue will have to be watched carefully for the time being.

It is of great importance for Japan to see whether or not American HE (FCS) will overcome its present difficulties and achieve further development through various means, including the recent decision to change the name of the profession. We should pay closer attention to the future movements of American HE (FCS). We aim to clarify the actual situation and the area of problems concerning American HE by analyzing the curriculums of universities, colleges and

departments.

We would like to offer our sincerest gratitude to all of the American HE-related academic unit administrators and other officials who kindly cooperated in this research by responding to our survey. Portions of this paper were reported in the 48th and 49th Annual Meeting of the Japan Society of HE in 1995 and 1996, respectively, and in the summer seminar of the Sectional Meeting of the Principles of HE in 1997.

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## スコッツデール会議のアメリカ家政学への影響—アンケートに基づく分析

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本研究はアメリカの家政系学部がスコッツデール会議 (1993) における名称変更の決議をどのように受け止め、家政学についてどのような問題意識をもっているかを明らかにする事を目的とする。

アメリカ家政系学部の部科長を対象に 1995 年 9 月にアンケート調査を実施した結果、スコッツデール会議で採択された新しい名称「Family and Consumer Sciences (FCS)」については、支持する回答が 61.0% を占め、それに伴い学部名称を FCS に変更する動きがみられた。さらに 1998 年の追跡調査によると、FCS を用いている大学は 20 校から 46 校に増加し、Home Economics は 60 校から 28 校に減少した。

アメリカ家政学の名称変更をめぐる背景には、プロフェッションの認識とそのアイデンティティをめぐる様々な問題に対し、名称変更によってその状況を改善しようとする動きが見られた。

キーワード：アメリカ家政系学部、スコッツデール会議、アンケート調査、プロフェッション名称変更。