

IMPLICATIONS FOR SECONDARY HOMEMAKING
CURRICULUM AS INTERPRETED BY COMMUNITY
SURVEY IN A METROPOLITAN AREA

A THESIS

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CHAPTER I

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

Evaluation, development, and change are continuing processes of education. Without constant evaluation of the present situation and developmental growth and change, education becomes static and fails to meet its purpose.

Home economics education, if it is to make significant contributions to education, family and community, must stay constantly aware of the changes in today's society, the philosophy and purpose of modern education, and federal legislation which directly affects the organization and direction of study. Development of a curriculum which provides advancement and success of the individual, which meets with the satisfaction and approval of the family, which strengthens and enriches the community, and which operates within the scope of school administrative policy should be the goal of home economics educators. In order to achieve this goal, it is necessary to obtain not only the cooperation of administrators and teachers, but also the cooperation of all individuals served by the public school.

According to educators at Ohio State University (2)

The public schools of America belong not to boards of education, nor to teachers, nor

to groups of influential citizens, but to all the people. No public school can withdraw from or neglect this relationship to the people who support it. School officials, teachers, and parents, and the public generally, are partners in a common enterprise: to help each child develop into an independent person who can think for himself, reach his own judgments, and play his proper part as an effective citizen.

With this thought in mind, educational planning and development become not just the job of wise, well-intentioned groups or individuals, but the responsibility of all in a democratic society.

The purpose of this study was to investigate methods of broadening the home economics program which will serve the youth and adults of the community within the scope of school administrative policies.

The specific objectives of the study were:

- 1) To investigate the needs of the home economics curriculum in a secondary school in a metropolitan area as interpreted by administrators, teachers, parents, and students.
- 2) To survey attitudes of administrators, teachers, parents, and students toward home economics as a contributing study in general education.
- 3) To examine the positions of administrators, teachers, parents, and students concerning useful vocational homemaking education, gainful employment in home economics related occupations, and coordinated vocational academic education.

- 4) To investigate attitudes of administrators, teachers, parents, and students toward the inclusion of such topics as sex education, social responsibilities, values, drugs, and human development in the homemaking curriculum.
- 5) To acquire information concerning the attitudes of administrators, teachers, parents, and students toward homemaking in the elementary school in a metropolitan area.
- 6) To make inquiries of administrators, teachers, parents, and students concerning the adult homemaking program under the direction of the public school.

REVIEW OF LITERATURE

Changes in Society

One of the great forces which must be considered by education today is change. Curriculum evaluation, development, and adjustment should be continuous. This is especially true in the field of home economics education. In order to make a significant contribution to family, education, and the community the field of home economics education cannot be static. Evolution of today's world is occurring more rapidly than ever before. Changes in today's society which directly affect the homemaking curriculum and deserve very special attention are many.

Some of the changes in today's society which point out a need for evaluation of home economics programs are, according to Simpson (41), the large number of women involved in the dual role of homemaker-wage earner, the increasing number of one-parent families, and the so-called sexual revolution. The increasing number of new households being established and the mobility of today's population are other conditions described by Simpson.

The status and needs of man by the year 2000 will be influenced by continued growth in every activity. Byrd (11) stated that the most significant growth predictions which

indicate a need for evaluation of home economics curricula are:

- 1) A doubling of world population;
- 2) Increased physical and mental stress;
- 3) Mounting environmental pollution;
- 4) A soaring gross national product;
- 5) A move to ocean farming and the use of synthetic proteins;
- 6) A dilemma of "people problems";
- 7) A pro-family shift;
- 8) Added momentum of the knowledge explosion;
- 9) Shortened work time;
- 10) Unemployment as a major problem of the unskilled;
- 11) Scarcity of natural resources, and
- 12) The prolongation of life beyond the age of 70.

Home economics evaluation, according to Brucher (6), is necessary in terms of social and scientific forces which are creating change in the lives of individuals and families. Changes that most reshape lives are the technological revolution, increasing population, changing concept of the family, and a re-evaluation of education at all levels and in all fields.

Purposes of Home Economics Education

An adaptation to these changes in society comes within the designated goals of home economics education, for it carries the major purpose of improving family life and helping to develop skills and abilities in homemaking and related homemaking careers. Authorities recognize this dual purpose in stating their philosophies of home economics education.

One such authority is McGrath (31). This author, in defining home economics, stated that home economics is not a distinct body of knowledge, skills, and ethics. Home economics, like education, is an area of human interest and concern that includes a number of occupations and other life activities. The central mission of home economics, according to McGrath, has been and must continue to be family service. The family is the center of learning where individuals should grow and achieve basic learnings in order to live productive, rewarding, and satisfying lives.

Hall and Paolucci (20) indicated that the home economics programs should be designed to prepare all individuals, kindergarten through adult education, for effective family living. Program emphases suggested by these authors are family living, gainful employment, and professional preparation. According to Hall and Paolucci, family living

programs are important because they carry the purpose of preparing individuals for home life and the responsibilities of a family. Students considered eligible for family living are all secondary school students, both boys and girls. Elementary pupils and adults may also benefit from the family living emphasis. The curriculum for family living should include all areas of home economics in sequence course studies.

Trump's (44) major thesis concerning home economics is that, since all students are family members, some home economics education is necessary at all levels to provide knowledge which is essential, desirable, and enriching. To carry out this thesis, Trump developed a curriculum model which provided for homemaking education from kindergarten through adult education. Kindergarten through third grade should provide a planned, informal study of family and personal relations, respect for others, problem solving, and personal responsibilities. Grades four through nine should develop family living skills and attitudes in health, food, clothing, housing, safety, money management, the arts, and child care. Review, reinforcement, and updating of information presented previously for all students, plus depth education for some, should be provided for grades 10 through adult education.

Fleck (17) defined home economics as a course of study which includes physical, biological, and social sciences, the arts, and the humanities which are applicable to the improvement of family living. Aspects of family living that are the concern of home economics are 1) family relationships and child development, 2) consumption and economics, 3) nutritional needs, 4) clothing needs, 5) textiles as related to clothing and the home, 6) housing for the family, 7) art as an integral part of life, and 8) management of resources. Fleck indicated that home economics is not the only professional field dealing with these aspects of family living, but is the only field concerned with all of them.

Horn (22) pointed out that homemaking is basically dedicated to family service. Home economics education as interpreted by Horn, is an inter-disciplinary field with focus on problems of families. As an academic discipline, it uses not only one single and distinct body of knowledge and skill but gathers from many disciplines to concentrate on improvement of individual, family, and home.

Brucher (7) indicated that, as automation increases the need for human brawn decreases, education will become more of a necessity than in years past. The need to prepare women with competencies as wife, mother, homemaker, and community member as well as wage earner will also

increase. Since the concern of home economics education is the improvement of individual and family, Brucher contended that homemaking must teach individuals to adapt to the new situations of a changing world. To view life realistically is to realize that change is occurring and individuals must adapt to the change. To provide knowledge to aid individuals in countering the human tendency to resist change, then, is one of the primary challenges for today's homemaking education.

The essential content of education for family life in a rapidly changing world, according to East (16), can be gathered into two concepts: development and management. Development deals with physical growth, intellectual and emotional maturation, continual personal development and family interaction. Management includes organizing, planning, choosing, goal-setting, and decision-making--all related to the material culture of the family as well as to group decisions in relation to the larger society. As the family changes to a consuming agent in an interdependent world, the need for management and development skills will be increased and home economics education can meet this need.

Creekmore (13) defined and identified home economics as a study of the interaction of the whole man with his near environment. With this definition there comes the

need to move from traditional home economics, whose primary concern has been the physical characteristics of man and his environment, to a new concept of home economics. This new concept includes the study of the interaction process as related to the physical, behavioristic, and aesthetic knowledge about man. In development of courses along these lines there is a necessity to include knowledge in the areas of food, clothing, and shelter. Without this knowledge, the interactions between individuals in a family situation and an environment cannot always be clearly understood.

Place of Home Economics in General Education

A definite need for re-evaluation of general education curricula which do not recognize the importance of home-making education is evident. Only through such a re-evaluation can home economics assume its responsibilities in general education to meet the needs of the changing society. Much study has been done in the interest of giving home economics its rightful place in general education. According to the committee for the 1954 White House Conference on Education (43), the modern school should specifically include courses designed to teach domestic skills, provide vocational education tailored to the abilities of each pupil and to the needs of the community and nation, and include programs designed to foster wholesome family life.

The purpose of home economics education follows the purpose of general education as outlined by Alexander and Saylor (3). These authors indicated that the best way to determine the functions and purposes of general education is to determine the basic competencies of effective living in today's world. The basic competencies were defined as:

- 1) To be able to act on the basis of a well defined and deliberately chosen set of values, standards, principles of behavior and moral codes that exemplify fully the basic principles and beliefs of our society.
- 2) To be able to use the methods of creative intelligence in solving life's problems.
- 3) To be able to understand the world about one, in its varied manifestations of the physical world, the cultural factors, the social, political, and economic conditions of the times, and the beliefs and traditions of the peoples of the world.
- 4) To be able to use effectively the skills of communication, computation; reading, generalizing, data gathering, and prediction.
- 5) To be able to discern between the important and the unimportant in terms of cultural values, democratic beliefs, and the well being of one's fellow man.
- 6) To be able to maintain good mental and physical health so that one may participate in the affairs of daily living with equanimity, confidence, security, and vigor.
- 7) To be able to exercise effectively one's responsibilities as a citizen of his community, his state, his nation, and his world.
- 8) To be able to participate satisfactorily in the life of one's family group.
- 9) To be able to work efficiently and competently in one's vocation.

- 10) To be able to establish mutually satisfactory relationships with one's associates, friends, and neighbors.
- 11) To be able to express oneself creatively.
- 12) To be able to enjoy living.
- 13) To be able to direct one's own efforts and utilize his own talents in a full realization of his potentialities and capabilities for personal self-satisfaction and contribution to the welfare of mankind.

The home economics program when properly carried out will contribute to the preparation of students in all these basic competencies. Alexander and Saylor determined that due to the practical nature and the direct relation to the adult activities of women, homemaking is regarded by many educators as having contributed more than perhaps any other course of study in general education to the needs of high school girls. Among these contributions to students of homemaking are teaching better techniques for jobs at home, providing information for immediate use at home and providing information needed for marriage and motherhood, and preparing for specific occupations.

According to Krug (27), homemaking is the most immediately practical field in the high school program. Not only are students preparing for adult life, but acquiring understandings, skills and attitudes that can be put to immediate and direct use.

Broadening Homemaking Curriculum

As challenges to and in recognition of the expanding roles of home economics, the federal government recently enacted legislation directly involving homemaking educators in development and evaluation of curriculum. The Vocational Education Act of 1963 (37) provided for changes in the homemaking program emphasizing gainful employment. This federal legislation recognized the woman as an increasing source for the labor force of the United States and challenged homemaking education to become a contributing force in the preparation of women in home economics related careers. Particular emphasis was placed on jobs such as child care, food aides, nursing home aides; job situations which do not require college training.

In 1968, President Johnson signed the Vocational Education Amendments of 1968 (38). This legislation defined "consumer homemaking education" as education designed to help individuals and families improve home environments and the quality of personal and family life. According to this document, instruction to be offered to both youth and adults was described as food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities. Programs were to be designed for youth

and adults who have entered or are preparing to enter the work of the home; as well as preparing for the role of homemaker-wage earner or to contribute to the employability of such youth and adults. Also homemaking programs receiving allocation under this legislation would include consumer education as an integral part of the curriculum.

Home economics education is beginning to meet some of the challenges presented by changes in today's society, by the re-evaluation of the purposes and philosophy of modern schools and by the directives of federal legislation. The traditional homemaking program of secondary schools is broadening to include not only useful homemaking to prepare homemakers, but also gainful homemaking which aids in preparing for the dual role of homemaker-wage earner in homemaking related occupations. In attempting to meet the needs of all individuals, homemaking education programs are being designed to aid in the employability and development of the potential school dropout. The homemaking curriculum is also expanding to meet the needs of the total community by including home and family life education at the elementary level and increasing adult homemaking education.

Useful homemaking education, which carries the primary purpose of preparing youth for effective family living, has and will continue to play an important part in education.

However, a need for evaluation and curriculum development was indicated by a study prepared in 1959 by the United States Department of Health, Education and Welfare. This study, reported by Mallory (29), indicated that 95 per cent of all public schools teach home economics. Enrollment in these schools showed 49 per cent of the girls and 1.0 per cent of the boys participating in homemaking classes. The Office of Education considered subject matter of major concern in this study. Although some information was offered in all areas of homemaking, one-half to three-fourths of the total class time was spent on foods and clothing in grades 7 through 11. Grade 12 showed a more even distribution of time devoted to the various areas of home economics. As a result of the investigation the Office of Education called a conference in February, 1961, to consider how to help educators provide a more effective curriculum. The outcome of seven workshops held was the development of concepts and generalizations to aid in curriculum development. These concepts and generalizations were organized into five sections: 1) Human Development and the Family, 2) Home Management and Family Economics, 3) Food and Nutrition, 4) Housing, and 5) Textiles and Clothing. Recommendations presented by the Office of Education were found to be acceptable to most home economics educators, as many of the modern curricula utilize and develop these basic concepts and generalizations as guidelines.

Riemann (40), in investigating the values and benefits gained by students in vocational homemaking, interviewed former homemaking students to determine areas of homemaking which proved to be most beneficial. The persons interviewed indicated values and benefits derived from all areas presented in the vocational homemaking program. Areas considered most valuable and beneficial were clothing and textiles and foods and nutrition.

Preparing youth for effective family living in today's society indicates a need to prepare all youth, boys as well as girls. Gauger's study (18), to determine the needs and interest for family living education, found evidence to support required courses in family life education for both boys and girls. In interpreting data obtained from 128 high school boys and 128 high school girls Reagan (39) found there is a need for homemaking programs designed to meet the needs of teenage boys. Results of the study indicate that high school homemaking courses significantly influence the strengthening of values related to self and others.

Justification for providing home and family living for boys was indicated by studies conducted by Graham (19) and Buck (10). Data for these studies were collected from parents and boys and parents, boys, teachers and high school administrators.

Homemaking which prepares for the dual role of homemaker-wage earner is a trend in homemaking education which is broadening and gaining in recognition. Hurt and Alexander (24) stated this trend as another challenge added to the traditional purpose of preparing homemakers-- the challenge to prepare youth and adults to assume the responsibilities of homemaker-wage earner. According to these authors, when the Vocational Educational Amendments of 1968 indicated a need for contributing to the employability of youth and adults, a requirement was created for training in personal qualities necessary for job success. Personal qualities such as trustworthiness, responsibility, ability to work with others, and acceptable appearance are traits which contribute to the employability of an individual. Home economics education can provide this training. Homemaking education offers training in development of personal qualities as well as developing abilities to manage home and family responsibilities in order that work and employment can be dealt with effectively. The areas of management: time, money, and energy are important areas of learning provided for youth and adults in preparation for homemaker-wage earner.

The fact that women need preparation for the dual role of homemaker-wage earner is reinforced by labor reports according to Moore (33). These reports indicated that 98

per cent of the women of the nation will, within the next decade, have worked in paid employment at some period of their lives. Perella (36) wrote that the American labor force is changing rapidly. In 1968 one out of three married women worked. Of all working women, 57 per cent were married. The most substantial increase in labor force participation of married women was among those whose husbands' incomes were above average. Perella indicated that the higher the educational attainment of women, the greater the likelihood of labor force participation. This is significant in that many of these women will complete high school and therefore will have the opportunity to participate in the gainful employment program in homemaking curricula.

In determining the attitudes of high school students and young adults toward the gainful employment of married women, Nelson and Goldman (35) conducted a study in two parts. Data were first collected in 1958-1959 from students enrolled in family living courses and from similar students not enrolled in the course. Information obtained was to determine attitudes concerning working wives. In 1966, the second part of the data was obtained in a follow-up study of the previously surveyed students and also from a family living class of 1965-1966. Findings indicated a change in attitudes as both males and females became more accepting

of wives' gainful employment. Males did, however, express a desire for wives to become full time homemakers in the future.

Fleck (17) indicated that although the improvement of home and family living will continue to be the primary concern of home economics education, the preparation of students for the world of work must be given attention. Trends which directly relate to the need for vocational education, according to Fleck, are the growing number of teenagers seeking employment, the increasing number of married women entering the labor force, and the mobility of the nation's working population. The wage earning curriculum will need to prepare students for the dual role of wage earner and homemaker and to provide the students with knowledge about selecting and finding a job, required skills, and developing an appreciation for the meaning of work.

Gainful employment education as interpreted by Hall and Paolucci (20) is training for employability in a specific job for which opportunities exist. These authors indicated that students in gainful employment programs would be screened for characteristics required for a particular job. Persons best served by the gainful employment program are secondary school students, out-of-school youth, and adults.

The gainful employment curriculum should develop limited and concentrated skills to permit immediate employment.

Nelson (34) indicated that the responsibilities of education as well as general education and liberal studies for the academically talented include occupational education for all youth. The Vocational Education Act of 1963 re-defined home economics education to include not only homemaking, but also gainful employment in jobs requiring home economics understanding and skills. Nelson reported a pilot course in gainful employment conducted in New York in 1964. For this study, classes offered preparation for entry-level jobs in food service or child care services. One of the most evident outcomes of the program was that students were achieving some success and recognition for the first time in their school experience. The study established that the characteristics of a successful program in home economics occupational education include: 1) a positive teacher, 2) the support of the administration, 3) a program of personal guidance, and 4) an acceptance of the course by students because of practical relationship to outside work experience.

Recent studies which support the need for expanding the gainful employment program have been made by researchers. Irwin (25), Zerbe (45), and Alredge (4). Specific recommendations resulting from these studies include

providing better information for students concerning the world of work and providing work experiences related to the needs of the students and community.

Contributions to the employability of students are measured not only in terms of acquired skills but also in personal qualities which affect job success. Howell (23) conducted a study of 169 girls and 46 employers to evaluate job-training programs. Findings indicated that learnings which increase skills in human relations, which develop initiative and which develop responsibility were considered most important in strengthening employment preparation. Research by McCool (30) also pointed out that employers seem to be more concerned with personal characteristics which contribute to employability than specific skills or knowledge.

In meeting the challenge of providing for all individuals in society, there comes the problem of those students who have been labeled potential dropouts, low achievers, or socially disadvantaged. As a means of determining effective methods of coping with these special problems, two home economics courses were developed for potential dropout pupils in inner city schools. These programs were experimentally tested in a cooperative research project by Lowe, Dalrymple, and Nelson (28). This project included pupils in four states and seven

cities. Schools selected for the study were schools with high enrollment of socially disadvantaged and potential dropouts. Pupils participating in the study were boys and girls; Caucasians and Negroes; English and Spanish-speaking Americans. Since these experimental courses were to include those pupils who were school failures with special social and learning handicaps, programs were designed to improve the pupil's self image; to keep pupils in school; to improve pupil attitude toward school, family, and work; and to contribute to employability. The study began in September, 1968, with pre-testing, followed by retesting in May, 1969, and again in May, 1970. Although the final evaluation of the project has not been reported, on the basis of partial data researchers Lowe, Dalrymple, and Nelson indicated that the course did meet with a good measure of success. Student, teacher, and administrator evaluations have indicated favorable contributions made by the project.

Angliss (5) conducted an evaluation of curriculum methods and materials prepared for use in experimental courses involving disadvantaged students. Evaluations of a homemaking program to prepare for the dual role of homemaker-wage earner and a program to prepare for homemaker only were included in the study. Data were collected through instruments developed for written evaluation and personal interview. Findings indicated a favorable acceptance of the courses by both students and teachers.

The Home Economics Coordinated Vocational-Academic Education program, according to the Texas Education Agency (14), is designed for students with special learning handicaps. Those students who qualify for participation in the program generally are low or under-achievers who lack skill in communication, and show disinterest in school. Often these students are normal or above normal in potential ability but have no personal goals and lack a sense of purpose and self-confidence. Frequently these students are members of low income facilities or long term recipients of welfare or other subsistence. The Coordinated Vocational-Academic Education Program provides dual educational opportunities where students can acquire a saleable vocational skill while receiving basic modified knowledge in mathematics, science, English, and social studies. A recent study conducted by the Texas Education Agency showed 69 school districts reporting on 3,162 students who entered the Coordinated Vocational-Academic Education program in September, 1967. Results of this study indicated a 24 per cent decrease in absenteeism, a 63 per cent decrease in suspension, and a 55 per cent decrease in referrals for disciplinary reasons. Also the study indicated a 79 per cent decrease in failure of academic subjects. Evidence indicated that the modified academic learning situation did provide an achievable level of success for the handicapped learner.

Broudy (6) stated that as family life problems become more involved the need for knowledge becomes greater. The author challenged home economics to assist students in developing abilities to define their problems and the problems of society and to deal with these problems realistically. Trump (44) indicated that it can be assumed that all individuals are a part of a family and a society, thus, home economics education which deals with improving home and family life is necessary at all levels of education, including the elementary school.

Homemaking education provided in elementary school has taken various forms in its experimental stages. Bryan (8) reported that the Thomas Metcalf Laboratory School of Illinois State University attempts to increase children's interest in home and family living by providing a "resource" program in home economics. In this program elementary class projects and units are coordinated with related units in areas of homemaking. Parent, teacher, and student reactions to the program were both appreciative and enthusiastic.

According to a recent report from Columbus, Indiana (1) there is a need to help children understand good nutrition, be aware of foods of other cultures, develop interest in foods, improve behavior in the school lunchroom and promote good health and manners. To meet these needs the Columbus

schools have incorporated the use of a nutrition education teacher, who provides learnings for the elementary school children. As educators begin to recognize the value of and need for more family life education, enrichment programs for the elementary school are becoming more effective as determined by McKendrick (32), Buchanan (3), and DeVaney (15).

Havighurst (21) reinforced the need for adult education when he stated:

In this 20th century world the ordinary person has to learn more new things after the age of 20 than ever before in human history. People of all levels of economic life need to go on learning new things as adults.

Havighurst pointed out that the major function of an adult education program should provide learnings to improve personal competence, civic competence, and increase the joy of living. This function as presented by Havighurst, is substantiated in a recent study by Kjellberg (26). Data were collected to determine the effectiveness of adult homemaking programs. Information gathered from 354 members of adult classes indicated that most participants desired to continue to improve and learn throughout life.

According to Cortright (12) and Spitze (42), the challenge to home economists is to provide a definition for

"homemaker literacy" and evaluate and develop programs accordingly. Spitze indicated that the homemaker should at least be able to read signs, labels, forms, instructions, read the newspaper, use a clock, calendar, simple recipes, and ordinary appliances. The homemaker should be able to write well enough to fill out forms, do personal correspondence and keep family records. Computing skills necessary include handling money, comparing prices, recognizing credit cost, and using ordinary measuring devices. Spitze indicated that "homemaker literacy" will also include social skills. Along with basic reading, writing, and computing skills the homemaker needs to develop self confidence and to trust her own ability, to acquire some knowledge of how people behave, and to gain knowledge of the community.

Assessment of the home economics program by students, parents, homemaking teachers, and school administrators should provide a means of evaluation as well as indicating methods of development and change. The present study has been conducted in order to aid in developing a homemaking program which recognizes the present society and the demands of federal legislation. Such a program could then meet the needs of students and adults of the community, contribute to general education, and fall well within the scope of school administrative policy.

CHAPTER II

P R O C E D U R E

The present study was conducted to investigate attitudes of students, parents, homemaking teachers, and secondary school administrators of Mesquite, Texas, concerning the five home economics disciplines incorporated in the homemaking curriculum. The study also investigated attitudes concerning the importance of types of learning in each of the disciplines. The research provided information that may be meaningful in planning a homemaking curriculum to meet the needs of students and adults of the community within the scope of school administrative policy.

The participants were secondary school students enrolled in homemaking courses at North Mesquite High School, parents of those students, teachers of homemaking in the junior and senior high schools of Mesquite, Texas, and secondary school administrators of Mesquite Independent School District, Mesquite, Texas. The sample for this study consisted of 241 students enrolled in Homemaking I, II, III, and Home and Family Living classes, 95 parents of students enrolled in homemaking, 13 homemaking teachers, and nine secondary school administrators.

Data were collected by means of a questionnaire developed by the author. The survey was administered to students during regular class periods. Surveys were sent to 231 parents of students by mail along with a letter explaining the purpose of the study and a stamped self addressed envelope for ease in returning. Of the 231 surveys mailed, 99 were returned. Four of the surveys returned were not useable. Teachers and administrators were contacted personally by the author to present the survey and to explain the purpose of the study.

Information provided by the questionnaire resulted from individual responses to three types of questions. In the first type of question, each participant was asked to indicate "Yes," "No," or "Undecided" to the importance of the five home economics disciplines. The five disciplines were named as Clothing and Textiles, Foods and Nutrition, Home Management and Family Economics, Housing, and Human Development and the Family. The second type of responses were given when participants rated according to order of importance seven types of learnings. Using the scale of 7 to 1, for the degree of importance in each of the homemaking disciplines, the participants rated the following types of learning: mastery of skills, science and technology, art appreciation, social relationships, consumer awareness, teaching of concepts, and vocational preparation.

Thirdly, the participants responded "Yes," "No," or "Undecided" to questions concerning the place of homemaking in general education and the expanding homemaking curriculum. Questions were answered in relation to homemaking programs such as homemaking for gainful employment, home and family life for the potential drop out, elementary school homemaking, and adult education. Attitudes of the participants toward the inclusion of in depth studies of current social problems in the homemaking curriculum were also investigated by "Yes," "No," or "Undecided" responses. Complex Chi Square Contingency Tables were used to statistically analyze related aspects of the data.

A copy of the questionnaire "Secondary Homemaking Curriculum Survey" follows.

The following survey is designed to assist in curriculum development. It is not for the purpose of evaluating the present program, except in terms of adapting units of study to the needs of the community. In answering the following questions please consider the learnings you feel would be beneficial to the students and adults of the community.

I. CLOTHING AND TEXTILES

Do you consider the area of clothing and textiles an important part of homemaking for the high school?

_____ Yes _____ No _____ Undecided

If "Yes", please rate the following types of learnings as to order of importance in the area of clothing and textiles. Rate according to importance as follows:

- | | |
|----------------------------|-----------------------|
| 7 - Most important | 4 - Satisfactory |
| 6 - Very important | 3 - Slight importance |
| 5 - Important | 2 - Little importance |
| 1 - Least or no importance | |

_____ Mastery of skills
(such as making a garment, selecting a pattern, sewing on buttons)

_____ Science and technology
(such as textile construction, machine maintenance)

_____ Art appreciation
(such as study of design, style and fashion)

_____ Social relationships
(such as psychological and social implications of clothing)

_____ Consumer awareness
(such as wardrobe planning and buymanship, clothing and textiles in the economy)

_____ Teaching of concepts
(such as development of clothing taste as a reflection of self)

_____ Vocational preparation
(such as seamstress, alterationist, fabric salesperson)

II. FOODS AND NUTRITION

Do you consider the area of foods and nutrition an important part of homemaking for the high school?

_____ Yes _____ No _____ Undecided

If "Yes", please rate the following types of learnings as to order of importance in the area of foods and nutrition. Rate according to importance as follows:

- | | |
|----------------------------|-----------------------|
| 7 - Most important | 4 - Satisfactory |
| 6 - Very important | 3 - Slight importance |
| 5 - Important | 2 - Little importance |
| 1 - Least or no importance | |

- _____ Mastery of skills
(such as planning meals, preparing food)
- _____ Science and technology
(such as equipment maintenance, food technology, nutrition, special diets)
- _____ Art appreciation
(such as eye-appealing meals, table setting, centerpieces)
- _____ Social relationships
(such as food for two, food for the family, food for special occasions)
- _____ Consumer awareness
(such as marketing, budgeting the food dollar, comparison shopping)
- _____ Teaching of concepts
(such as manners, importance of food, broadening food interests)
- _____ Vocational preparation
(such as food service, catering, food salesperson, quantity cookery)

III. HOME MANAGEMENT AND FAMILY ECONOMICS

Do you consider the area of home management and family economics an important part of homemaking for the high school?

_____ Yes _____ No _____ Undecided

If "Yes", please rate the following types of learnings as to order of importance in the area of home management and family economics. Rate according to importance as follows:

- | | |
|----------------------------|-----------------------|
| 7 - Most important | 4 - Satisfactory |
| 6 - Very important | 3 - Slight importance |
| 5 - Important | 2 - Little importance |
| 1 - Least or no importance | |

_____ Mastery of skills
(such as how to make a budget, management of time, money and energy)

_____ Science and technology
(such as equipment maintenance, study of household cleaners and laundry products)

_____ Art appreciation
(such as value of art as a family financial investment)

_____ Social relationships
(such as family economic security, effects of money on society)

_____ Consumer awareness
(such as value of money, how to buy)

_____ Teaching of concepts
(such as steps in problem solving, importance of money and savings)

_____ Vocational preparation
(such as institutional aides, domestic service, janitorial service)

IV. HOUSING

Do you consider the area of housing an important part of homemaking in the high school?

_____ Yes _____ No _____ Undecided

If "Yes", please rate the following types of learnings as to order of importance in the area of housing as follows:

- | | |
|----------------------------|-----------------------|
| 7 - Most important | 4 - Satisfactory |
| 6 - Very important | 3 - Slight importance |
| 5 - Important | 2 - Little importance |
| 1 - Least or no importance | |

_____ Mastery of skills
(such as how to arrange furniture, how to clean and maintain a home)

_____ Science and technology
(such as equipment maintenance, understanding of public utilities)

_____ Art appreciation
(such as principles of interior decoration, use of color and fabrics in the home)

_____ Social relationships
(such as factors influencing form of housing)

_____ Consumer awareness
(such as how to buy furnishings, how to choose a home)

_____ Teaching of concepts
(such as value of home ownership)

_____ Vocational preparation
(such as furniture salesperson, interior decorator)

V. HUMAN DEVELOPMENT AND THE FAMILY

Do you consider the area of human development and the family an important part of homemaking for the high school?

_____ Yes _____ No _____ Undecided

If "Yes", please rate the following types of learning as to order of importance in the area of human development and the family as follows:

- | | |
|----------------------------|-----------------------|
| 7 - Most important | 4 - Satisfactory |
| 6 - Very important | 3 - Slight importance |
| 5 - Important | 2 - Little importance |
| 1 - Least or no importance | |

- _____ Mastery of skills
(such as how to care for infants, storytelling for pre-schoolers, develop ability to understand self)
- _____ Science and technology
(such as human growth and development)
- _____ Art appreciation
(such as personal pride, development of appreciation for talent of self and others)
- _____ Social relationships
(such as process of socialization, preparing for marriage, relating to others, dating)
- _____ Consumer awareness
(such as effects of economy on society, social class structure as related to economy)
- _____ Teaching of concepts
(such as individual responsibilities to self, individual responsibilities to community, personality development)
- _____ Vocational preparation
(such as babysitting, nursery school worker)

Do you consider homemaking an important part of the general high school curriculum?

_____ Yes _____ No _____ Undecided

Do you feel homemaking should be required for high school graduation?

_____ Yes _____ No _____ Undecided

Do you think homemaking should be offered to boys as well as girls?

_____ Yes _____ No _____ Undecided

Do you feel a course which would prepare students for gainful employment in home economics related occupations would improve the high school curriculum?

_____ Yes _____ No _____ Undecided

Do you feel that a course in family life education would be advantageous to the potential drop out of the school?

_____ Yes _____ No _____ Undecided

Do you consider home and family life education important at the elementary school level?

_____ Yes _____ No _____ Undecided

Do you consider the adult homemaking education program an important part of the high school program?

_____ Yes _____ No _____ Undecided

Do you feel that the home economics curriculum should include and study in depth current social problems?

_____ Yes _____ No _____ Undecided

If "Yes", do you consider the teaching of the following subjects advisable for high school study?

Identification of sex roles

_____ Yes _____ No _____ Undecided

Human body growth and development

_____ Yes _____ No _____ Undecided

Sexual responses in marriage

_____ Yes _____ No _____ Undecided

Studies in social structure

_____ Yes _____ No _____ Undecided

Studies of racism

_____ Yes _____ No _____ Undecided

Study of the aged in today's society

_____ Yes _____ No _____ Undecided

Study of the dependent children of today's society

_____ Yes _____ No _____ - Undecided

Study of the importance of the individual

_____ Yes _____ No _____ Undecided

Study of the importance of the family

_____ Yes _____ No _____ Undecided

Study of the importance of the community or society of which one is a member

_____ Yes _____ No _____ Undecided

Study of the physical and social effects of drug usage

_____ Yes _____ No _____ Undecided

ADDITIONAL COMMENTS:

CHAPTER III

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

The purpose of the study was to investigate the attitudes of students, parents, teachers, and administrators toward specifics of the home economics curriculum of a secondary school in a metropolitan area. The investigator's awareness to methods for broadening the home economics program to serve the youth and adults of the community within the scope of school administrative policy will be increased by this study. A questionnaire was developed and administered to obtain opinions as to the importance of five home economics disciplines, ratings as to the importance of seven types of learning presented in the study of home economics, attitudes toward home economics as a contributing study in general education, opinions concerning the expanding homemaking program, and attitudes toward the inclusion of the study of social problems in the homemaking curriculum.

The sample consisted of four groups. These groups were:

- 1) Two hundred and forty one girls enrolled in the

homemaking classes of North Mesquite High School, Mesquite, Texas, during the school year 1970-1971, (classes include Homemaking I, II, III, and Home and Family Living; grade classification of the groups was freshmen, sophomores, juniors, and seniors);

- 2) Ninety five parents of the students enrolled in homemaking classes at North Mesquite High School, Mesquite, Texas;
- 3) Thirteen home economics teachers employed in the Mesquite Independent School District; and
- 4) Nine administrators; superintendent, assistant superintendent, vocational coordinators, and principals of the secondary schools in Mesquite, Texas.

IMPORTANCE OF HOME ECONOMICS DISCIPLINES

In interpreting and considering the data it is important to note the size differential in the different groups. The substantial size of student and parent groups as compared to the number of teachers and administrators is sufficient to create limitations.

The five home economics disciplines presented for consideration as to importance were clothing and textiles,

food and nutrition, home management and family economics, housing, and human development and the family. These disciplines are deemed important by the Office of Education of the United States Department of Health, Education, and Welfare in a 1961 report by Mallory (29).

The question "Do you consider the area of clothing and textiles an important part of homemaking for the high school?" was answered with a "Yes", "No", or "Undecided" by all the 358 participants. Students responded with 98.4 per cent answering "Yes" and 1.7 per cent answering "Undecided". Parents, teachers, and administrators responded with 100 per cent answering "Yes". Results definitely indicate the importance of clothing and textiles in the homemaking curriculum.

In considering the discipline of food and nutrition all 358 participants answered with "Yes", "No", or "Undecided". Student responses were as follows: 97.5 per cent "Yes", 0.4 per cent "No", and 2.1 per cent "Undecided". Teachers and administrators replied 100 per cent "Yes". Results indicate only nine participants did not respond "Yes" to the importance of food and nutrition in the homemaking curriculum, thus indicating the study of food and nutrition to be an important part of the secondary homemaking curriculum.

Answers to the question "Do you consider home management and family economics an important part of homemaking for the high school?" revealed that 84.2 per cent of the students answered "Yes", 4.1 per cent answered "No", and 7.4 per cent "Undecided". Teachers replied 92.3 per cent "Yes" and 7.7 per cent "No", with none "Undecided". Administrators answered 100 per cent "Yes". Analysis indicates that 48 participants or 13.4 per cent of the total 358 responses were "No" or "Undecided".

The area of housing was considered by all 358 participants. Student responses revealed 85.5 per cent "Yes", 5.8 per cent "No", and 8.7 per cent "Undecided". Parents answered with 85.3 per cent "Yes", 5.3 per cent "No", and 9.5 per cent "Undecided". Teachers and administrators responded 100 per cent "Yes". Forty nine or 13.7 per cent of the total 358 participants gave answers of "No" or "Undecided".

The discipline human development and the family was considered by 358 participants with the question "Do you consider the area of human development and the family to be an important part of homemaking for the high school?". Responses given by students were 90.0 per cent "Yes", 3.7 per cent "No", and 5.3 per cent responding "Undecided". Responses by teachers and administrators were 100 per cent "Yes". Three hundred and twenty three of the total

participants indicated "Yes" while 15 indicated "No" and 20 of the participants responded "Undecided". As only 9.8 per cent of the total participants indicated "No" or "Undecided" it is indicated that the area of human development and the family is an important part of homemaking for the high school.

Analysis indicated that all groups -- students, parents, teachers, and administrators -- consider all the five home economics disciplines as important parts of homemaking for the high school. The disciplines of clothing and textiles and food and nutrition received the largest percentage of approval with home management and family economics receiving the least approval. Administrators consistently indicated 100 per cent "Yes" in the importance of the five disciplines. Teachers indicated 100 per cent "Yes" in all areas except home management and family economics with one participant indicating "No". The majority of non-positive responses given by students and parents was "Undecided" rather than "No". Table I shows specific responses given by participants in regard to importance of the home economics disciplines.

RATINGS OF TYPES OF LEARNING PRESENTED IN HOME ECONOMICS

Types of learnings presented in home economics were considered by the participants that responded "Yes" to

TABLE I
RESPONSES OF 358 PARTICIPANTS TO THE IMPORTANCE
OF FIVE HOME ECONOMICS DISCIPLINES

Discipline	Participant Responses							
	Students (N=241)		Parents (N=95)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Clothing and Textiles								
Yes	237	98.3	95	100	13	100	9	100
No	0	0	0	0	0	0	0	0
Undecided	4	1.7	0	0	0	0	0	0
Food and Nutrition								
Yes	235	97.5	92	96.8	13	100	9	100
No	1	.4	1	1.1	0	0	0	0
Undecided	5	2.1	2	2.1	0	0	0	0
Home Management and Family Economics								
Yes	203	84.2	86	90.5	12	92.3	9	100
No	10	4.1	2	2.1	1	7.7	0	0
Undecided	28	11.6	7	7.4	0	0	0	0

TABLE I (CONTINUED)
 RESPONSES OF 358 PARTICIPANTS TO THE IMPORTANCE
 OF FIVE HOME ECONOMICS DISCIPLINES

Discipline	Participant Responses							
	Students (N=241)		Parents (N=95)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per- Cent
Housing								
Yes	206	85.5	81	85.3	13	100	9	100
No	14	5.8	5	5.3	0	0	0	0
Undecided	21	8.7	9	9.5	0	0	0	0
Human Development and The Family								
Yes	217	90.0	84	88.4	13	100	9	100
No	9	3.7	6	6.3	0	0	0	0
Undecided	15	6.2	5	5.3	0	0	0	0

the importance of the various areas of the homemaking program. The types of learning evaluated by participants were mastery of skills, science and technology, art appreciation, social relationships, consumer awareness, teaching of concepts, and vocational preparation. The learnings were rated according to importance as follows:

- | | |
|----------------------------|-----------------------|
| 7 Most Important | 4 Satisfactory |
| 6 - Very Important | 3 - Slight Importance |
| 5 - Important | 2 - Little Importance |
| 1 - Least or No Importance | |

The chi-square method of analysis was used to determine the relationship between responses as presented by the different groups. Comparisons were made between ratings of importance as perceived by students, parents, teachers, and administrators. Chi-square values and probability of responses to types of learnings are shown on Table II through VI. The number of responses in each area and percentages are reported in Tables VII through XXVI.

Ratings of the types of learning presented in clothing and textiles indicated that the majority of all groups tend to feel mastery of skills and consumer awareness to be the most important types of learning. Analysis showed that only 25 participants rated mastery of skills less than 5 or "Important". Of these participants, 20 were students, three were parents, and one teacher. Consumer awareness received

TABLE II
CHI-SQUARE VALUES AND PROBABILITY
OF TYPES OF LEARNING IN CLOTHING AND TEXTILES

Type of Learning	Chi-square value	Degrees Freedom	Probability
Mastery of skills	12.05	6	NS
Science and technology	6.67	6	NS
Art appreciation	8.38	5	NS
Social relationships	4.32	5	NS
Consumer awareness	14.66	5	.01
Teaching of concepts	7.56	5	NS
Vocational preparation	8.39	6	NS

TABLE III
CHI-SQUARE VALUES AND PROBABILITY
OF TYPES OF LEARNING IN FOOD AND NUTRITION

Type of Learning	Chi-square value	Degrees Freedom	Probability
Mastery of skills	9.33	6	NS
Science and technology	14.55	5	NS
Art appreciation	11.74	5	NS
Social relationships	14.17	5	NS
Consumer awareness	9.50	4	.05
Teaching of concepts	12.79	5	NS
Vocational preparation	6.94	5	NS

TABLE IV
CHI-SQUARE VALUES AND PROBABILITY
OF TYPES OF LEARNING IN HOME MANAGEMENT AND FAMILY ECONOMICS

Type of Learning	Chi-square value	Degrees Freedom	Probability
Mastery of skills	7.92	6	NS
Science and technology	9.36	12	NS
Art appreciation	35.70	4	.01
Social relationships	22.03	5	.01
Consumer awareness	8.41	6	NS
Teaching of concepts	3.23	4	NS
Vocational preparation	19.01	9	NS

TABLE V
CHI-SQUARE VALUES AND PROBABILITY
OF TYPES OF LEARNING IN HOUSING

Type of Learning	Chi-square value	Degrees Freedom	Probability
Mastery of skills	-	-	-
Science and technology	8.37	6	NS
Art appreciation	5.38	4	NS
Social relationships	13.29	6	NS
Consumer awareness	-	-	-
Teaching of concepts	9.80	5	NS
Vocational preparation	6.87	6	NS

TABLE VI
CHI-SQUARE VALUES AND PROBABILITY
OF TYPES OF LEARNING IN HUMAN DEVELOPMENT AND THE FAMILY

Type of Learning	Chi-square Value	Degrees Freedom	Probability
Mastery of skills	-	-	-
Science and technology	6.28	5	NS
Art appreciation	11.47	5	NS
Social relationships	-	-	-
Consumer awareness	18.77	6	.01
Teaching of concepts	13.85	4	.01
Vocational preparation	-	-	-

the same type of rating with 69.2 per cent students, 80.0 per cent parents; 84.6 per cent teachers, and 88.9 per cent administrators indicating ratings of "Important" to "Most Important". Chi-square analysis of the ratings of all groups to determine the difference the individual groups placed on the importance of mastery of skills indicated no significant difference at the .01 level. Statistically there was no difference in the ratings by students and parents of consumer awareness in the area of clothing and textiles. Types of learnings which tended to receive the lowest rating were art appreciation and social relationships. Teaching of concepts and vocational preparation tended to receive the widest distribution of opinions concerning importance. Analysis indicated no type of learning in clothing and textiles received a majority of ratings below 4 or "Satisfactory". Statistical analysis by chi-square method to determine relationships between the four groups indicated no difference in the opinions of the groups at the .01 level of significance. Tables VII through X show numbers and percentages of responses by the four groups.

Statistical analysis of types of learnings in food and nutrition revealed a very slightly significant difference in the ratings of students and parents of consumer awareness at the .05 level of significance. All other types of learnings revealed no difference in the ratings at the .01 level of significance. Consumer awareness and mastery of skills

TABLE VII
STUDENT RATING OF TYPES OF LEARNING
IN CLOTHING AND TEXTILES

Types of Learning	Student Rating (N=237)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per Cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	98	41.4	67	28.3	51	21.5	12	5.1	6	2.5	1	.42	2	.84
Science and Technology	9	3.8	30	12.7	61	25.7	56	23.6	31	13.1	29	12.2	21	8.9
Art Appreciation	12	5.1	52	21.9	79	33.3	56	23.6	20	8.4	10	4.2	8	3.4
Social Relationships	6	2.5	24	10.1	44	18.6	55	23.2	43	18.1	36	15.2	29	12.2
Consumer Awareness	27	11.4	62	26.2	75	31.6	40	16.9	18	7.6	11	4.6	4	1.7
Teaching of Concepts	33	13.9	48	20.3	56	23.6	51	21.5	28	11.8	16	6.8	5	2.1
Vocational Preparation	21	8.9	25	10.5	50	21.1	59	24.9	28	11.8	28	11.8	26	10.9

TABLE VIII
PARENT RATING OF TYPES OF LEARNING
IN CLOTHING AND TEXTILES

Types of Learning	Parent Rating (N=95)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	57	60.0	17	17.9	18	18.9	1	1.1	2	2.1	0	0	0	0
Science and Technology	9	9.5	14	14.7	28	29.5	16	16.8	9	9.5	11	11.6	8	8.4
Art Appreciation	10	10.5	21	22.1	38	40.0	11	11.6	7	7.4	8	8.4	0	0
Social Relationships	7	7.4	7	7.4	26	27.4	19	20.0	15	15.8	10	10.5	11	11.6
Consumer Awareness	23	24.2	25	26.3	28	29.5	10	10.5	3	3.2	6	6.3	0	0
Teaching of Concepts	17	17.9	23	24.2	28	29.5	9	9.5	11	11.6	6	6.3	1	1.1
Vocational Preparation	13	13.7	8	8.4	17	17.9	15	15.8	11	11.6	11	11.6	20	21.1

TABLE IX
TEACHER RATING OF TYPES OF LEARNING
IN CLOTHING AND TEXTILES

Types of Learning	Teacher Rating (N=13)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	7	53.8	5	38.5	0	0	0	0	1	7.7	0	0	0	0
Science and Technology	0	0	1	7.7	4	30.8	3	23.1	1	7.7	4	30.8	0	0
Art Appreciation	0	0	1	7.7	8	61.5	2	15.4	1	7.7	1	7.7	0	0
Social Relationships	1	7.7	0	0	1	7.7	3	23.1	1	7.7	1	7.7	6	46.2
Consumer Awareness	6	46.2	2	15.4	3	23.1	0	0	1	7.7	0	0	1	7.7
Teaching of Concepts	0	0	1	7.7	4	30.8	4	30.8	1	7.7	3	23.1	0	0
Vocational Preparation	0	0	3	23.1	3	23.1	2	15.4	4	30.8	0	0	1	7.7

TABLE X
ADMINISTRATOR RATING OF TYPES OF LEARNING
IN CLOTHING AND TEXTILES

Types of Learning	Administrator Rating (N=9)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	4	44.4	2	22.2	3	33.3	0	0	0	0	0	0	0	0
Science and Technology	0	0	2	22.2	4	44.4	2	22.2	1	11.1	0	0	0	0
Art Appreciation	0	0	1	11.1	2	22.2	4	44.4	1	11.1	1	11.1	0	0
Social Relationships	0	0	1	11.1	4	44.4	2	22.2	1	11.1	0	0	1	11.1
Consumer Awareness	3	33.3	2	22.2	3	33.3	1	11.1	0	0	0	0	0	0
Teaching of Concepts	0	0	5	55.5	2	22.2	0	0	1	11.1	0	0	1	11.1
Vocational Preparation	1	11.1	1	11.1	5	55.5	1	11.1	0	0	1	11.1	0	0

were consistently rated higher than other types of learnings. Teaching of concepts in food and nutrition was also considered important. Learnings dealing with science and technology and social relationships received a majority of 4 and 5 ratings. Vocational preparation was considered least important as the majority of all participants rated it only "Satisfactory" or less. Detailed data information is presented on Tables XI through XIV.

Analysis indicated a large difference in ratings of types of learnings in the area of home management and family economics. All groups consistently rated mastery of skills high in importance, with a majority of all groups considering this learning to be "Very" and "Most Important". Eighteen of the total 310 participants rating this learning considered it to be "Satisfactory" or less. Chi-square analysis indicated no significant difference in opinions of the groups concerning learning related to skills, science and technology, consumer awareness, and teaching of concepts. The teaching of concepts was considered by all groups to be an important type of learning in the area of home management and family economics. A wide spread of ratings was shown in the learning of science and technology with the largest number of participants rating this learning as "Important" or "Satisfactory". Analysis of the ratings of art appreciation revealed a significant difference at the .01 level of significance. Students tended to give art

TABLE XI
STUDENT RATING OF TYPES OF LEARNING
IN FOOD AND NUTRITION

Types of Learning	Student Rating (N=235)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Mastery of Skills	115	48.9	60	25.5	42	17.9	7	2.9	5	2.1	3	1.3	3	1.3
Science and Technology	23	9.8	50	21.3	75	31.9	46	19.6	14	5.9	23	9.8	4	1.7
Art Appreciation	18	7.7	54	22.9	67	28.5	53	22.6	24	10.2	15	6.4	4	1.7
Social Relationships	14	5.9	62	26.4	79	33.6	43	18.3	19	8.1	12	5.1	6	2.6
Consumer Awareness	64	27.2	75	31.9	55	23.4	20	8.5	15	6.4	4	1.7	2	.85
Teaching of Concepts	27	11.5	38	16.2	67	28.5	42	17.9	32	13.6	21	8.9	8	3.4
Vocational Preparation	6	2.6	17	7.2	45	19.1	54	22.9	35	14.9	22	9.4	56	23.9

TABLE XII
PARENT RATING OF TYPES OF LEARNING
IN FOOD AND NUTRITION

Types of Learning	Parent Rating (N=92)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	64	69.6	16	17.4	10	10.9	1	1.1	1	1.1	0	0	0	0
Science and Technology	21	22.8	23	25.0	24	26.1	8	8.7	7	7.6	7	7.6	2	2.2
Art Appreciation	11	11.9	10	10.9	40	43.5	17	18.5	8	8.7	4	4.4	2	2.2
Social Relationships	15	16.3	13	14.2	29	31.5	15	16.3	9	9.8	11	11.9	0	0
Consumer Awareness	39	42.4	30	32.6	14	15.2	4	4.4	3	3.3	2	2.2	0	0
Teaching of Concepts	24	26.1	15	16.3	26	28.3	10	10.9	8	8.7	6	6.5	3	3.3
Vocational Preparation	7	7.6	5	5.4	21	22.8	12	13.1	8	8.7	9	9.8	30	32.6

TABLE XIII
TEACHER RATING OF TYPES OF LEARNING
IN FOOD AND NUTRITION

Types of Learning	Teacher Rating (N=13)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	7	53.8	3	23.1	2	15.4	0	0	0	0	1	7.7	0	0
Science and Technology	1	7.7	3	23.1	4	23.1	0	0	4	30.8	1	7.7	0	0
Art Appreciation	2	15.4	2	15.4	2	15.4	4	30.8	1	7.7	2	15.4	0	0
Social Relationships	1	7.7	1	7.7	4	30.8	2	15.4	1	7.7	2	15.4	2	15.4
Consumer Awareness	5	38.5	4	30.8	1	7.7	1	7.7	1	7.7	0	0	1	7.7
Teaching of Concepts	2	15.4	4	30.8	2	15.4	1	7.7	1	7.7	2	15.4	1	7.7
Vocational Preparation	1	7.7	2	15.4	1	7.7	1	7.7	1	7.7	2	15.4	5	38.5

TABLE XIV
ADMINISTRATOR RATING OF TYPES OF LEARNING
IN FOOD AND NUTRITION

Types of Learning	Administrator Rating (N=9)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	4	44.4	3	33.3	1	11.1	1	11.1	0	0	0	0	0	0
Science and Technology	0	0	3	33.3	5	55.5	1	11.1	0	0	0	0	0	0
Art Appreciation	0	0	1	11.1	1	11.1	4	44.4	1	11.1	2	22.2	0	0
Social Relationships	0	0	1	11.1	3	33.3	3	33.3	2	22.2	0	0	0	0
Consumer Awareness	5	55.5	1	11.1	3	33.3	0	0	0	0	0	0	0	0
Teaching of Concepts	1	11.1	3	33.3	3	33.3	1	11.1	1	11.1	0	0	0	0
Vocational Preparation	0	0	1	11.1	2	22.2	2	22.2	0	0	2	22.2	2	22.2

appreciation a high rating, while teachers rated the learning of "Little" or "No Importance". Results indicated that in considering the learning of social relationships in home management and family economics teachers and administrators tend to agree that the learning is "Satisfactory" to "Important". Chi-square analysis of the ratings by students and parents indicated a significant difference. The majority of students tend to agree with teachers and administrators, while the majority of parents consider the learning more important than did other groups. Vocational preparation was given very little approval as most participants rated this learning with 4 or lower. Statistically no significant difference was indicated at the .01 level. Tables XV through XVIII list results of types of learning in home management and family economics.

All groups tended to agree in the ratings of types of learnings presented in the discipline of housing as analysis revealed non-significant differences. Learnings related to mastery of skills, art appreciation and consumer awareness were given the highest ratings. Vocational preparation was rated least important with a majority of participant ratings of less than 4. More information concerning responses is noted on Tables XIX through XXII.

Social relationships and mastery of skills were considered by all groups to be the most important types

TABLE XV
STUDENT RATING OF TYPES OF LEARNING
IN HOME MANAGEMENT AND FAMILY ECONOMICS

Types of Learning	Student Rating (N=203)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	98	48.3	48	23.6	41	20.2	11	5.4	5	2.5	0	0	0	0
Science and Technology	12	5.9	41	20.2	67	33.0	45	22.2	20	9.9	10	4.9	8	3.9
Art Appreciation	14	6.9	23	11.3	64	31.5	51	25.1	30	14.8	15	7.4	6	2.9
Social Relationships	11	5.4	38	18.7	60	29.6	50	24.6	19	9.4	20	9.9	5	2.3
Consumer Awareness	56	27.6	77	37.9	39	19.2	18	8.9	8	3.9	2	.99	3	1.5
Teaching of Concepts	43	21.2	53	26.1	62	30.5	22	10.8	13	6.4	8	3.9	2	.99
Vocational Preparation	4	1.9	8	3.9	30	14.8	59	29.1	23	11.3	29	14.3	50	24.6

TABLE XVI
PARENT RATING OF TYPES OF LEARNING
IN HOME MANAGEMENT AND FAMILY ECONOMICS

Types of Learning	Parent Rating (N=86)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Mastery of Skills	53	61.6	19	22.1	14	16.3	0	0	0	0	0	0	0	0
Science and Technology	11	12.8	13	15.1	23	26.4	19	22.1	15	17.4	3	3.5	2	2.3
Art Appreciation	11	12.8	6	6.9	18	20.9	8	9.3	10	11.6	27	31.4	6	6.9
Social Relationships	17	19.8	14	16.3	21	24.4	19	22.1	13	15.1	2	2.3	0	0
Consumer Awareness	32	37.2	33	38.4	16	18.6	4	4.7	1	1.2	0	0	0	0
Teaching of Concepts	26	30.2	21	24.4	25	29.1	7	8.1	5	5.8	2	2.3	0	0
Vocational Preparation	9	10.5	3	3.5	17	19.8	10	11.6	6	6.9	9	10.5	32	37.2

TABLE XVII
TEACHER RATING OF TYPES OF LEARNING
IN HOME MANAGEMENT AND FAMILY ECONOMICS

Types of Learning	Teacher Rating (N=12)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	4	33.3	3	25.0	4	33.3	0	0	0	0	1	8.3	0	0
Science and Technology	0	0	1	8.3	3	25.0	5	41.7	1	8.3	2	16.7	0	0
Art Appreciation	0	0	0	0	1	8.3	5	41.7	2	16.7	2	16.7	2	16.7
Social Relationships	1	8.3	2	16.7	3	25.0	3	25.0	2	16.7	1	8.3	0	0
Consumer Awareness	5	41.7	4	33.3	1	8.3	0	0	1	8.3	0	0	1	8.3
Teaching of Concepts	2	16.7	7	58.3	0	0	2	16.7	0	0	1	8.3	0	0
Vocational Preparation	1	8.3	2	16.7	0	0	2	16.7	3	25.0	0	0	4	33.3

TABLE XVIII
ADMINISTRATOR RATING OF TYPES OF LEARNING
IN HOME MANAGEMENT AND FAMILY ECONOMICS

Types of Learning	Administrator Rating (N=9)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	4	44.4	4	44.4	0	0	1	11.1	0	0	0	0	0	0
Science and Technology	0	0	4	44.4	2	22.2	2	22.2	0	0	0	0	1	11.1
Art Appreciation	0	0	1	11.1	1	11.1	3	33.3	3	33.3	0	0	1	11.1
Social Relationships	0	0	1	11.1	4	44.4	2	22.2	0	0	2	22.2	0	0
Consumer Awareness	5	55.5	0	0	3	33.3	1	11.1	0	0	0	0	0	0
Teaching of Concepts	2	22.2	6	66.6	0	0	1	11.1	0	0	0	0	0	0
Vocational Preparation	0	0	1	11.1	2	22.2	2	22.2	2	22.2	1	11.1	1	11.1

TABLE XIX
STUDENT RATING OF TYPES OF LEARNING
IN HOUSING

Types of Learning	Student Rating (N=206)													
	High												'Low	
	7		6		5		4		3		2		1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	78	37.9	50	24.4	54	26.2	13	6.3	5	2.4	3	1.5	3	1.5
Science and Technology	10	4.9	33	16.0	72	34.9	44	21.4	21	10.2	17	8.3	9	4.4
Art Appreciation	48	23.3	60	29.1	65	31.6	24	11.7	4	1.9	4	1.9	1	.49
Social Relationships	9	4.4	32	15.5	49	23.8	52	25.2	35	16.9	19	9.2	10	4.9
Consumer Awareness	56	27.2	70	33.9	51	24.8	14	6.8	12	5.8	3	1.5	0	0
Teaching of Concepts	28	13.6	48	23.3	49	23.9	36	17.5	17	8.3	18	8.7	10	4.9
Vocational Preparation	14	6.8	23	11.2	41	19.9	45	21.8	23	11.2	23	11.2	37	17.9

TABLE XX
PARENT RATING OF TYPES OF LEARNING
IN HOUSING

Types of Learning	Parent Rating (N=81)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	40	49.4	24	29.6	9	11.1	5	6.2	3	3.7	0	0	0	0
Science and Technology	8	9.9	15	18.5	19	23.5	17	20.9	12	14.8	6	7.4	4	4.9
Art Appreciation	13	16.0	22	27.2	34	41.9	6	7.4	5	6.2	1	1.2	0	0
Social Relationships	10	12.3	8	9.9	17	20.9	13	16.0	13	16.0	14	17.3	6	7.4
Consumer Awareness	26	32.1	23	28.4	24	29.6	3	3.7	4	4.9	0	0	1	1.2
Teaching of Concepts	22	27.2	13	16.0	15	18.5	10	12.3	7	8.6	10	12.3	4	4.9
Vocational Preparation	9	11.1	5	6.2	16	19.8	17	20.9	6	7.4	6	7.4	22	27.2

TABLE XXI
TEACHER RATING OF TYPES OF LEARNING
IN HOUSING

Type of Learning	Teacher Rating (N=13)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	2	15.4	4	30.8	4	30.8	3	23.1	0	0	0	0	0	0
Science and Technology	0	0	2	15.4	1	7.7	3	23.1	3	23.1	3	23.1	1	7.7
Art Appreciation	2	15.4	7	53.8	3	23.1	0	0	1	7.7	0	0	0	0
Social Relationships	0	0	2	15.4	1	7.7	5	38.5	1	7.7	2	15.4	2	15.4
Consumer Awareness	7	53.8	2	15.4	3	23.1	0	0	0	0	0	0	1	7.7
Teaching of Concepts	0	0	2	15.4	3	23.1	2	15.4	2	15.4	2	15.4	2	15.4
Vocational Preparation	1	7.7	1	7.7	2	15.4	4	30.8	2	15.4	1	7.7	2	15.4

TABLE XXII
ADMINISTRATOR RATING OF TYPES OF LEARNING
IN HOUSING

Types of Learning	Administrator Rating (N=9)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	1	11.1	6	66.6	1	11.1	1	11.1	0	0	0	0	0	0
Science and Technology	0	0	2	22.2	4	44.4	2	22.2	1	11.1	0	0	0	0
Art Appreciation	0	0	1	11.1	4	44.4	3	33.3	0	0	1	11.1	0	0
Social Relationships	0	0	0	0	2	22.2	6	66.6	1	11.1	0	0	0	0
Consumer Awareness	4	44.4	4	44.4	0	0	1	11.1	0	0	0	0	0	0
Teaching of Concepts	2	22.2	4	44.4	1	11.1	1	11.1	0	0	0	0	1	11.1
Vocational Preparation	0	0	2	22.2	1	11.1	3	33.3	1	11.1	1	11.1	1	11.1

of learning in human development and the family. In rating social relationships, 89.8 per cent of the total participants agreed that the learning is "Very" or "Most Important". Mastery of skills was rated by 83.3 per cent as "Very" or "Most Important". Agreement as to the importance of art appreciation was indicated as the majority of ratings from all groups were 4 or above. Analysis of consumer awareness, as interpreted by students and parents, showed a significant difference at the .01 level. Students and teachers tended to rate this learning less important than did parents and administrators. A significant difference at the .01 level resulted in opinions concerning the teaching of concepts. Adult groups, parents, teachers, and administrators tended to rate this learning much higher than did the students. Vocational preparation was rated by the majority of participants between 4 and 6, indicating "Satisfactory" to "Very Important". Tables XXIII through XXVI list all figures and percentages for ratings of types of learning in the discipline human development and the family.

HOME ECONOMICS AS A CONTRIBUTING STUDY IN GENERAL EDUCATION

In considering the importance of homemaking in general education, participants were presented three questions. The question "Do you consider homemaking an important part of the general high school curriculum?" was answered by 227

TABLE XXIII
STUDENT RATING OF TYPES OF LEARNING
IN HUMAN DEVELOPMENT AND THE FAMILY

Types of Learning	Student Rating (N=217)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Mastery of Skills	97	44.7	55	25.3	34	15.7	13	5.9	8	3.7	9	4.1	1	.46
Science and Technology	48	22.1	60	27.7	44	20.3	31	14.3	14	6.5	13	5.9	7	3.2
Art Appreciation	40	18.4	63	29.0	55	25.3	29	13.4	12	5.5	12	5.5	6	2.8
Social Relationships	96	44.2	60	27.7	41	18.9	10	4.6	2	.92	3	1.4	5	2.3
Consumer Awareness	17	7.8	30	13.8	58	26.7	54	24.9	22	10.1	12	5.5	24	11.1
Teaching of Concepts	26	11.9	50	23.0	69	31.8	39	17.9	17	7.8	13	5.9	3	1.4
Vocational Preparation	21	9.7	44	20.3	51	23.5	38	17.5	18	8.3	12	5.5	33	15.2

TABLE XXIV
PARENT RATING OF TYPES OF LEARNING
IN HUMAN DEVELOPMENT AND THE FAMILY

Types of Learning	Parent Rating (N=84)													
	High 7		6		5		4		3		2		Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	32	38.1	24	28.6	10	11.9	12	14.3	2	2.4	3	3.6	1	1.2
Science and Technology	19	22.6	15	17.9	21	25.0	11	13.1	11	13.1	4	4.8	3	3.6
Art Appreciation	22	26.2	15	17.9	29	34.5	14	16.7	2	2.4	2	2.4	0	0
Social Relationships	32	38.1	23	27.4	18	21.4	7	8.3	1	1.2	3	3.6	0	0
Consumer Awareness	12	14.3	11	13.1	21	25.0	12	14.3	11	13.1	14	16.7	3	3.6
Teaching of Concepts	24	28.6	20	23.8	19	22.6	9	10.7	9	10.7	1	1.2	2	2.4
Vocational Preparation	11	13.1	9	10.7	12	14.3	16	19.0	2	2.4	7	8.3	27	32.1

TABLE XXV
TEACHER RATING OF TYPES OF LEARNING
IN HUMAN DEVELOPMENT AND THE FAMILY

Types of Learning	Teacher Rating (N=13)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	5	38.5	4	30.8	0	0	1	7.7	1	7.7	1	7.7	1	7.7
Science and Technology	1	7.7	2	15.4	1	7.7	4	30.8	2	15.4	2	15.4	1	7.7
Art Appreciation	1	7.7	4	30.8	1	7.7	3	23.1	1	7.7	2	15.4	1	7.7
Social Relationships	3	23.1	7	53.8	2	15.4	0	0	1	7.7	0	0	0	0
Consumer Awareness	1	7.7	0	0	4	30.8	3	23.1	0	0	1	7.7	4	30.8
Teaching of Concepts	3	23.1	2	15.4	4	30.8	2	15.4	1	7.7	1	7.7	0	0
Vocational Preparation	0	0	2	15.4	2	15.4	5	38.5	2	15.4	1	7.7	1	7.7

TABLE XXVI
ADMINISTRATOR RATING OF TYPES OF LEARNING
IN HUMAN DEVELOPMENT AND THE FAMILY

Types of Learning	Administrator Rating (N=9)													
	High 7		6		5		4		3		2		'Low 1	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Mastery of Skills	3	33.3	5	55.5	0	0	1	11.1	0	0	0	0	0	0
Science and Technology	1	11.1	4	44.4	1	11.1	1	11.1	0	0	0	0	2	22.2
Art Appreciation	2	22.2	1	11.1	3	33.3	1	11.1	2	22.2	0	0	0	0
Social Relationships	0	0	5	55.5	3	33.3	1	11.1	0	0	0	0	0	0
Consumer Awareness	1	11.1	3	33.3	1	11.1	2	22.2	0	0	2	22.2	0	0
Teaching of Concepts	4	44.4	3	33.3	0	0	2	22.2	0	0	0	0	0	0
Vocational Preparation	0	0	0	0	3	33.3	6	66.6	0	0	0	0	0	0

students. Of those responding the answers were as follows: 90.7 per cent "Yes", 3.5 per cent "No", and 5.7 per cent "Undecided". Ninety-one parents responded with 93.4 per cent "Yes", 2.2 per cent "No", and 4.4 per cent "Undecided". Twelve teachers responded to the question with 100 per cent "Yes". The nine administrators replied 100 per cent "Yes". Of the total 358 participants, 19 gave no response to the question. As each group responded over 90 per cent "Yes" indications are that homemaking does contribute to general education. Table XXVII gives detailed information concerning group responses.

Participants were asked "Do you feel homemaking should be required for high school graduation?". Of the 339 participants responding the following results were noted. Student responses indicated 25.9 per cent "Yes", 54.6 per cent "No", and 19.4 per cent "Undecided". Responses given by parents were 46.2 per cent "Yes", 42.9 per cent "No", and 10.9 per cent "Undecided". Twelve teachers responded with 50.0 per cent "Yes", 33.3 per cent "No", and 16.7 per cent "Undecided". Administrators responded with 33.3 per cent "Yes", 55.5 per cent "No", and 11.1 per cent "Undecided". Statistically there was a significant difference at the .05 level of significance in opinions of students and parents as determined by chi-square method of analysis. Participants tended to respond "No" or "Undecided"; thus indicating that home-

TABLE XXVII
PARTICIPANT RESPONSES CONCERNING IMPORTANCE OF HOME MAKING
TO GENERAL HIGH SCHOOL CURRICULUM

Response	Participant Responses							
	Students (N=227)		Parents (N=91)		Teachers (N=12)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	206	90.7	85	93.4	12	100	9	100
No	8	3.5	2	2.2	0	0	0	0
Undecided	13	5.7	4	4.4	0	0	0	0

making should not be required for high school graduation as shown on Table XXVIII.

The third question in regard to homemaking and general education was "Do you think homemaking should be offered to boys as well as girls?". In answering this question students responded 66.7 per cent "Yes", 13.8 per cent "No", and 19.6 per cent "Undecided", with one person giving no response. Ninety-four of the parents responded with 68.1 per cent "Yes", 10.6 per cent "No", and 21.3 per cent "Undecided". Twelve, or 92.3 per cent, of the teachers answered "Yes", with only one indicating "Undecided". Administrators responded 66.7 per cent "Yes" and 33.3 per cent "Undecided". None of the teachers or administrators responded "No". Analysis indicates the majority of all groups feel that homemaking should be offered to boys as well as girls. No significant difference was found in opinions of students and parents. Table XXIX indicates numbers and percentages of group responses.

EXPANDING HOMEMAKING PROGRAM

In order to interpret attitudes of the community concerning new trends in homemaking curriculum, participants were asked questions concerning four types of programs which have been developed to meet the needs of all youth and adults of the community. The first question, "Do you

TABLE XXVIII
PARTICIPANT RESPONSES INDICATING OPINIONS CONCERNING HOME MAKING
REQUIRED FOR HIGH SCHOOL GRADUATION

Response	Participant Responses							
	Students (N=227)		Parents (N=91)		Teachers (N=12)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	59	25.9	42	46.2	6	50.0	3	33.3
No	124	54.6	39	42.9	4	33.3	5	55.6
Undecided	44	19.4	10	10.9	2	16.7	1	11.1

Note: obtained $\chi^2=12.76$; Table $\chi^2(.05; df=2)=6.0$

TABLE XXIX
PARTICIPANT RESPONSES CONCERNING OPINIONS OF HOME MAKING COURSE
OFFERINGS TO BOYS

Response	Participant Responses							
	Students (N=240)		Parents (N=94)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Yes	160	66.7	64	68.1	12	92.3	6	66.7
No	33	13.8	10	10.6	0	0	0	0
Undecided	47	19.6	20	21.3	1	7.7	3	33.3

Note: obtained $\chi^2 = .62$; Table $\chi^2(.05; df=2) = 6.0$

feel a course which would prepare students for gainful employment in home economics related occupations would improve the high school curriculum?" was answered by 354 of the total 358 participants. Student responses indicated 63.3 per cent "Yes", 7.9 per cent "No", and 28.5 per cent "Undecided". Two students gave no response. In considering the question, parents replied 72.0 per cent "Yes", 9.7 per cent "No", and 18.3 per cent "Undecided". No response was given by two parents. Teachers answered with 92.3 per cent "Yes", and 7.7 per cent "Undecided". "No" was not indicated by teachers. Only one administrator indicated "Undecided", with all others, or 88.9 per cent, responding "Yes". The majority of all groups indicated that programs for gainful employment in home economics related occupations would improve the high school curriculum. Only a small portion of the participants indicated "No". Teachers and administrators agree favorably, with only one person in each group being "Undecided" and none giving a negative response. Detailed data is presented on Table XXX.

"Do you feel that a course in family life education would be advantageous to the potential drop-out of the school?" was asked of all participants. Of the 358 total participants 354 persons responded. "Yes" responses were given by 56.5 per cent of the students, while 15.5 per cent indicated "No" and 28.0 per cent "Undecided". Parents answered with 69.9 per cent "Yes", 13.9 per cent "No", and

TABLE XXX
PARTICIPANT RESPONSES CONCERNING GAINFUL EMPLOYMENT

Responses	Participant Responses							
	Students (N=239)		Parents (N=93)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	152	63.6	67	72.0	12	92.3	8	88.9
No	19	7.9	9	9.7	0	0	0	0
Undecided	68	28.4	17	18.3	1	7.7	1	11.1

Note: obtained $\chi^2=3.66$: Table $\chi^2(.05; df=2)=6.0$

16.2 per cent "Undecided". Teacher replies indicated 84.6 per cent "Yes" and 15.4 per cent "Undecided". There were no negative responses from the teacher group. Administrators responded with 77.8 per cent "Yes", 11.1 per cent "No", and 11.1 per cent "Undecided". The majority of all groups indicated that a course in family life education would be advantageous for the potential school dropout. Analysis indicated no significant difference in the opinions of students and parents. Detailed data information is given on Table XXXI.

When considering the importance of home and family life at the elementary school level the majority of the adult groups indicated an importance for such a study; 56.9 per cent of the parents, 84.6 per cent of the teachers, and 55.6 per cent of the administrators indicating "Yes". Student opinions showed the largest number of participants responding "No". Student responses were 31.8 per cent "Yes", 47.3 per cent "No", and 20.9 per cent "Undecided". Chi-square analysis revealed a significant difference at the .01 level, indicating a difference of opinions of students and parents. Table XXXII gives detailed information concerning group opinions.

The majority of participants considered the adult homemaking program to be an important part of the high school program. Student responses were 67.8 per cent "Yes",

TABLE XXXI
PARTICIPANT RESPONSES CONCERNING FAMILY LIFE EDUCATION
FOR THE POTENTIAL SCHOOL DROP OUT

Response	Participant Responses							
	Students (N=239)		Parents (N=93)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	135	56.5	65	69.9	11	84.6	7	77.8
No	37	15.5	13	13.9	0	0	1	11.1
Undecided	67	28.0	15	16.2	2	15.4	1	11.1

Note: obtained $\chi^2=5.84$; Table $\chi^2(.05; df=2)=6.0$

TABLE XXXII
PARTICIPANT RESPONSES CONCERNING HOME AND FAMILY LIFE EDUCATION
FOR THE ELEMENTARY SCHOOL

Response	Participant Responses							
	Students (N=239)		Parents (N=93)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	76	41.8	53	56.9	11	84.6	5	55.6
No	113	47.3	24	25.8	1	7.7	3	33.3
Undecided	50	20.9	16	17.2	1	7.7	1	11.1

Note: obtained $\chi^2=18.83$; Table $\chi^2(.01; df=2)=9.2$

12.6 per cent "No", and 19.7 per cent "Undecided". Parents responded with 70.9 per cent "Yes", 10.8 per cent "No", and 18.3 per cent "Undecided". Nine, or 69.2 per cent, of the teachers indicated "Yes", with 15.4 per cent indicating "No", and 15.4 per cent indicating "Undecided". Administrators responded with 77.8 per cent "Yes", 11.1 per cent "No", and 11.1 per cent "Undecided". Statistically there was no difference in responses given. Numbers and percentages of responses to opinions concerning adult education are shown on Table XXXIII.

STUDY OF CURRENT SOCIAL PROBLEMS

Statistical analysis of the question "Do you feel that the home economics curriculum should include and study in depth current social problems?" revealed a significant difference in response of students and parents at the .01 level of significance. Findings indicated student responses as 71.5 per cent "Yes", 12.6 per cent "No", and 15.9 per cent "Undecided". Parents replied with 52.1 per cent "Yes", 37.2 per cent "No", and 10.6 per cent "Undecided". Teachers considered the study of social problems important as 69.2 per cent responded "Yes". Responses from administrators indicated 44.4 per cent "Yes", 22.2 per cent "No", and 33.3 per cent "Undecided". Table XXXIV shows detailed information concerning group responses.

TABLE XXXIII
PARTICIPANT RESPONSES CONCERNING ADULT HOMEMAKING EDUCATION

Responses	Participant Responses							
	Students (N=239)		Parents (N=93)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	162	67.8	66	70.9	9	69.2	7	77.8
No	30	12.6	10	10.8	2	15.4	1	11.1
Undecided	47	19.7	17	18.3	2	15.4	1	11.1

Note: obtained $\chi^2=.35$; Table $\chi^2(.05; df=2)=6.0$

TABLE XXXIV
PARTICIPANT RESPONSES CONCERNING THE STUDY OF
CURRENT SOCIAL PROBLEMS IN HOMEMAKING

Responses	Participant Responses							
	Students (N=239)		Parents (N=94)		Teachers (N=13)		Administrators (N=9)	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Yes	171	71.5	49	52.1	9	69.2	4	44.4
No	30	12.6	35	37.2	2	15.4	2	22.2
Undecided	38	15.9	10	10.7	2	15.4	3	33.3

Note: obtained $\chi^2=.35$; Table $\chi^2(.05; df=2)=6.0$

Two hundred thirty three participants that answered "Yes" to the question concerning the inclusion of social problems in the homemaking curriculum were asked to consider 11 subjects as to advisability for high school study. Analysis indicated that the majority of all groups felt 10 subjects to be important.

In considering problems dealing with sex education the majority of all groups tended to feel these studies were advisable for study in the high school homemaking program. Body growth and development seemed to be considered highly important as 100 per cent of parents, teachers, and administrators indicated "Yes" and 90.1 per cent of the student group replied "Yes". Identification of sex roles and sexual responses in marriage were also considered important by the majority of participants with few negative responses.

Questions concerning the study of social structure and problems dealing with society tended to receive the least approval. Students, as a group, tended to consider such studies more acceptable than did the adult group.

Studies dealing with the individual and his near environment were considered important by all groups. The least interest was shown in the area of study of the community or society of which one is a member.

Study of the physical and social effects of drug usage was considered advisable by all groups. Twenty-six negative responses to this study occurred in the student group, with one administrator indicating "Undecided". Specific responses are presented on Tables XXXV through XXXVIII.

TABLE XXXV
STUDENT RESPONSES AS TO THE ADVISABILITY OF INCLUSION OF
SOCIAL PROBLEM STUDIES IN THE HIGH SCHOOL

Problem	Student Responses					
	Yes		No		Undecided	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Identification of sex roles	147	87.1	3	1.8	19	11.1
Human body growth and development	154	90.1	8	4.7	9	5.3
Sexual responses in marriage	142	83.5	8	4.7	20	11.8
Studies in social structure	123	71.9	19	11.1	29	16.9
Studies of racism	123	71.9	17	9.9	31	18.1
Study of the aged in today's society	110	64.7	19	11.1	41	24.1
Study of the dependent children of today's society	124	73.8	13	7.7	31	18.5
Study of the importance of the individual	153	91.1	6	3.6	9	5.4
Study of the importance of the family	152	90.5	10	5.9	6	3.6
Study of the importance of the community or society of which one is a member	111	66.1	21	12.5	36	21.4
Study of the physical and social effects of drug usage	143	84.6	18	10.7	8	4.7

TABLE XXXVI
PARENT RESPONSES AS TO THE ADVISABILITY OF INCLUSION OF
SOCIAL PROBLEM STUDIES IN THE HIGH SCHOOL

Problem	Parent Responses					
	Yes		No		Undecided	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Identification of sex roles	37	75.5	3	6.1	9	18.4
Human body growth and development	49	100.0	0	0	0	0
Sexual responses in marriage	37	75.5	5	10.2	7	14.3
Studies in social structure	42	85.7	1	2.1	6	12.2
studies of racism	42	85.7	3	6.1	4	8.2
Study of the aged in today's society	40	81.6	1	2.0	8	16.3
Study of the dependent children of today's society	40	83.3	1	2.1	7	14.6
Study of the importance of the individual	47	97.9	1	2.1	0	0
Study of the importance of the family	46	95.8	0	0	2	4.2
Study of the importance of the community or society of which one is a member	43	89.6	0	0	5	10.4
Study of the physical and social effects of drug usage	48	100.0	0	0	0	0

TABLE XXXVII
TEACHER RESPONSES AS TO THE ADVISABILITY OF INCLUSION OF
SOCIAL PROBLEM STUDIES IN THE HIGH SCHOOL

Problem	Teacher Responses					
	Yes		No		Undecided	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Identification of sex roles	9	100	0	0	0	0
Human body growth and development	9	100	0	0	0	0
Sexual responses in marriage	5	55.6	0	0	4	44.4
Studies of social structure	7	77.8	0	0	2	22.2
Studies of racism	4	44.4	1	11.1	4	44.4
Study of the aged in today's society	8	88.9	0	0	1	11.1
Study of the dependent children of today's society	7	77.8	0	0	2	22.2
Study of the importance of the individual	9	100	0	0	0	0
Study of the importance of the family	9	100	0	0	0	0
Study of the importance of the community or society of which one is a member	8	88.9	0	0	1	11.1
Study of the physical and social effects of drug usage	9	100	0	0	0	0

TABLE XXXVIII

ADMINISTRATOR RESPONSES AS TO THE ADVISABILITY OF INCLUSION OF
SOCIAL PROBLEM STUDIES IN THE HIGH SCHOOL

Problem	Administrator Responses					
	Yes		No		Undecided	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Identification of sex roles	3	75.0	1	25.0	0	0
Human body growth and development	4	100	0	0	0	0
Sexual responses in marriage	4	100	0	0	0	0
Studies in social structure	4	100	0	0	0	0
Studies of racism	1	25.0	2	50.0	1	25.0
Study of the aged in today's society	3	75.0	0	0	1	25.0
Study of the dependent children of today's society	1	25.0	1	25.0	2	50.0
Study of the importance of the individual	4	100	0	0	0	0
Study of the importance of the family	4	100	0	0	0	0
Study of the importance of the community or society of which one is a member	4	100	0	0	0	0
Study of the physical and social effects of drug usage	3	75.0	0	0	1	25.0

CHAPTER IV

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

The purpose of this study was to increase the investigator's ability to be aware of methods for broadening the home economics program to serve the youth and adults of the community within the scope of school administrative policies. The specific objectives of the study were:

- 1) To investigate the needs of the home economics curriculum in a secondary school in a metropolitan area as interpreted by students, parents, teachers, and administrators.
- 2) To survey attitudes of students, parents, teachers, and administrators toward home economics as a contributing study in general education.
- 3) To examine the position of students, parents, teachers, and administrators concerning useful vocational homemaking education, gainful employment in home economics related occupations, and coordinated vocational academic education.
- 4) To investigate attitudes of students, parents, teachers, and administrators toward the inclusion of such topics as sex education, social responsibilities, values, drugs, and human development in the homemaking curriculum.
- 5) To explore the reaction of students, parents, teachers, and administrators toward homemaking in the elementary school in a metropolitan area.

- 6) To make inquiries of students, parents, teachers, and administrators concerning the adult home-making program under the direction of the public school.

Data were collected by means of an instrument developed by the investigator. The survey was administered to students during the regular class periods. Parents received survey forms through the mail. Teachers and administrators were contacted personally by the investigator to present the survey form. Information obtained included opinions as to the importance of five home economics disciplines, ratings as to the importance of seven types of learning presented in the study of home economics, attitudes toward home economics as a contributing study in general education, opinions concerning the expanding homemaking program, and attitudes toward the inclusion of the study of social problems in the homemaking curriculum.

The sample consisted of 241 students, 95 parents, 13 teachers, and nine administrators. All participants were directly involved with the public school in the capacity of employment or as members of the community population served by the school.

In determining the opinions of students, parents, teachers, and administrators concerning the importance of the five home economics disciplines all were found to be

important at the high school level. Administrators indicated 100 per cent "Yes" to all disciplines. Teachers responded 100 per cent to the disciplines of clothing and textiles, foods and nutrition, housing and human development and the family. One teacher indicated "No" to the area of home management and family economics. Student and parent groups tended to agree in opinions concerning the importance of the areas of study in homemaking. Clothing and textiles and foods and nutrition were considered to be the most important areas as over 96 per cent of both students and parents responded "Yes" to these studies. The areas of human development and the family and housing received approximately the same degree of approval by students and parents. The area of home management and family economics received the largest amount of disagreement between groups. Adult groups had a tendency to place more importance on this study than did students.

Attitudes of the participants concerning the importance of the types of learning presented in homemaking tend to reveal the majority of acceptance to learnings dealing with mastery of skills and consumer awareness. These two types of learnings were consistently rated high by all groups. Science and technology was considered important in the areas of foods and nutrition and human development and the family. Learnings dealing with art appreciation seemed to be most acceptable in areas of

housing and human development and the family. Teaching of concepts received more approval in the areas of home management and family economics and human development and the family. Widespread opinions were indicated toward the learning of vocational preparation. Analysis showed the majority of rating for vocational preparation to be 4 or a satisfactory learning experience. The most approval was in the area of job preparation related to human development and the family.

Participants evaluated the expanding homemaking program by considering the importance of gainful employment in home economics related occupations, family life education for the potential school dropout, home and family life in the elementary school, and the adult homemaking program. All programs received a majority of approval from all groups with the exception of student opinions concerning home and family life education in the elementary school. Over 60 per cent of the students responded negatively to this expanding program.

Analysis indicated that homemaking is a contributing study in general education with over 90 per cent of all groups indicating "Yes". Participants generally thought that homemaking should be offered to boys as well as girls, but did not feel homemaking should be required for high school graduation.

Attitudes of the participants concerning the inclusion of in-depth study of current social problems indicated over 50 per cent of all groups showed approval. Parent group, however, tended to consider the study of social problems less acceptable than other groups.

In considering 11 specific social problems analysis indicated the most important to be areas of sex education and studies concerning the individual and his near environment. Results indicated that students consider problems of society more acceptable for study than do adult groups.

The investigator recommends that future studies should include more teachers and administrators. Further study of types of learnings considered important to students and community would provide additional information for effective planning to meet the responsibilities of the public school. Research concerning the expanding homemaking programs in other geographic areas could establish implications for curriculum development and professional preparation.

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