

THE DEVELOPMENT OF CRITERIA TO ASSESS THE
SUITABILITY OF AVAILABLE EDUCATIONAL
MATERIALS FOR JUNIOR HIGH SCHOOL
BLACK STUDENTS STUDYING
GROOMING

By

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CHAPTER I

INTRODUCTION

Since the beginning of civilization, man has tried in various ways to improve his appearance. According to legend and written history, women of ancient times applied cosmetics with a deft hand and produced startling results (Tolman, 1969). Roman women were fond of jewelry and elaborate hair styles. Then too, North American Indians often decorated their bodies with paint and their clothing with beadwork (World Book Encyclopedia, 1970).

And so it is that in the twentieth century, great emphasis is placed upon teenage grooming. During these teenage years bodies are developing and emotional changes are occurring. This time of life is especially important for teenagers to develop a set of grooming habits to help them take care of their appearance (Cross, 1970) and many learn this important lesson only in the classroom (Weather, 1969).

While many home economics teachers have difficulty collecting meaningful materials on instruction in grooming, they have found it almost impossible to gather advice for Black students (McConnell, 1969). Until recently, information on grooming aids designed for Black students has been difficult to acquire in educational form. Although today many leading publishers of textbooks and educational materials are presenting information on grooming for Black students, the information still seems to be inadequate for classroom use.

A list of selected criteria for home economics textbooks was published by Tortora in 1968, and several guides are available for choosing textbooks in general (Torres, 1973). However, the writer found no specific published criteria for choosing a textbook which included an adequate treatment of the subject of grooming for Black students. The teacher who must select a textbook for use in a classroom where grooming is taught may have to rely almost entirely on his own judgment. That judgment may or may not be adequate depending upon the teacher's own level of expertise and knowledge about the special problems of Black people.

Many textbooks from all subject areas and all grade levels are currently being criticized for their inadequate representation of certain groups in school textbooks (Rosenberg, 1973). Educators are concerned with finding appropriate methods for assessing textbook bias toward Blacks, Mexican Americans, and American Indians ("Eliminating Textbook Bias, 1973" and Rosenberg, 1973). For this reason, the writer believed that the need existed for the development of criteria to assess textbook treatment of the topic of grooming so classroom instruction will become equally available for all students.

Statement of Problem

In the past, home economics textbooks have contained little information related to Black students in the classroom. The writer found no criteria on which the home economics teacher could base the choice of textbooks. Therefore, the purpose of the study was to develop criteria which could be used for assessing the suitability of textbooks to be used in junior high school grooming classes where

Black students are enrolled.

Objectives of the Study

The objectives of the study were:

1. To develop criteria to assess the suitability of available textbooks for junior high school Black students Studying grooming.
2. To use the criteria to assess the suitability of a selected number of textbooks used in the classroom for Black students.

Definition of Terms

Appearance - is defined as the act of maintaining an outward show of what is proper.

Black - is defined as a person belonging to a dark skinned race; of or relating to a group or race characterized by dark pigmentation.

Cosmetics - are defined as creams, powders, and the like, used for beautifying the skin or hair.

Criteria - are defined as standards on which a judgment or decision may be based.

Grooming - is defined as a set of habits that can be used to help a person look his best.

Opinionnaire - is defined as an information form that attempts to measure the attitude or belief of an individual.

Textbook - is defined as a book dealing with a definite subject of study, systematically arranged for use at a specific level of instruction, and used as a principal source of study material for a given course.

From here on the term "book" is used to mean textbook.

Assumptions

The study was conducted with the belief that the following assumptions are true:

Available books vary in the degree to which they adequately and accurately treat the subject of grooming for Black students.

The degree to which books adequately treat the subject of grooming for Black students can be assessed for suitability with the criteria established.

Procedure

The following procedures were used for the study:

1. A review was made of the books and educational materials which were currently available for use in teaching grooming at the junior high school level. The characteristics found in these books and the information found in the literature were used as the basis for developing the opinionnaire. The opinionnaire involved a rating scale to measure teacher opinions concerning the need for information about hair, skin, make-up, and color selection of clothing.

2. In order to select approximately 30 teachers in the area of grooming to participate in the study, the writer consulted the Head of the Tulsa Public School Research Department. As a result of his suggestions, 30 teachers were selected from The Tulsa Teachers' Telephone Directory. The opinionnaire was mailed to the 30 teachers for completion.

3. The results of the opinionnaire were converted into criteria for assessing available educational materials regarding grooming information for Black students.

4. The completed criteria were used to evaluate a sample number of books.

Limitations of the Study

The study was limited to the suitability of books and educational materials available for junior high school Black students studying grooming.

The study was limited to 30 junior high school home economics teachers in the Tulsa Public School System.

The study was limited to eight books selected from the Curriculum Materials Laboratory at the Oklahoma State University Library and from the current list of State Adopted Home Economics Textbooks for 1976.

Organization of the Study

The objectives of the study, definition of terms, assumptions, procedure, limitations, and other relevant information have been included in this chapter. The information which has provided the background for the study is found in Chapter II. Chapter III consists of the procedures followed in the study including the way the participants were selected, the manner in which the instrument was developed and the way the instrument was used. The results obtained with the opinionnaire, the completed criteria, and the application of the criteria to a sample number of textbooks are found in Chapter IV. Chapter V concludes the

study with the summary, conclusions and the recommendations for further research and for the use of the criteria.

CHAPTER II

BACKGROUND FOR THE STUDY

Home economics teachers have long been concerned with preparing their students in the field of grooming. Many teachers place a major emphasis on grooming because it helps give their students the poise and self-confidence important for achieving popularity and success. Employers tend to hire and promote men and women who take pride in their appearance (World Book Encyclopedia, 1970). While many home economics teachers have difficulty collecting meaningful teaching material on grooming, they have found it almost impossible to gather information or materials for Black students. Make-up, hair care, skin, and color selection of clothing are the main areas of grooming that differ between Black and White students (McConnell, 1969).

Adequate Education for Black Students in Textbooks

American society has been concerned about adequate education for Black people since 1927, when the Ursuline Nuns attempted to teach Black students for the first time (Low, 1962). The concern continued, but the Supreme Court on May 17, 1954, ruled against segregation in an attempt to improve education for Black students (Low, 1962). Even though integration is in effect, adequate education is still a problem because many textbooks from all subject areas and all grade levels

inadequately treat subject matter related to Black people. Brodbelt (1972) reported that "the textbook is still the main stay of most classroom teachers" (p. 487). Although a textbook is not recommended as the only source for a class Quigley (1973) indicated that it can serve as a foundation for other resources. Drachler (1970) also supported the idea when he said, "It is because the textbook is such an important educational tool that we take the time to evaluate its strengths and weaknesses" (p. 16). Brodbelt (1972) expressed the following convictions concerning textbook selection:

In order for the teacher to make a wise choice of texts, he will need to employ carefully determined, well-thought out criteria for textbook selection. Such criteria should be based upon a comprehensive philosophy with goals that have been clearly defined to meet the broader objectives of the curricular program Thus, the next step in selecting a textbook is to develop an instrument which is most effective in providing a functionally workable means to eliminate personal biases and guarantee validity (p. 487).

In making a choice of available textbooks, a teacher can rely, to a certain extent, on what general criteria are available, although Torres (1973) suggested that even those which are available are too often based on inadequate research. Tortora (1968) suggested questions for selecting home economics textbooks follow:

1. Does this book contain information in most of the areas of the course for which it is intended?
2. Is the author an accepted authority in his field?
3. Is the book up-to-date in its content?
4. Is the copyright date: Less than two years? More than two years? Less than five? More than five?
5. Are the results of research incorporated?
6. Will the level on which it is written be appropriate to the student with whom I will use it?

7. What has been the reaction of students who have looked over this book for me?
8. Is the philosophy of the author as expressed in the introduction and in the text compatible with mine? With the community in which I teach? Within the goals of the course?
9. Do illustrations add eye appeal while serving a purpose?
10. Is the style of writing interesting?
11. Does the book include an index, student bibliography, suggested activities, lists of the films or other supplemental materials? (pp. 42-43)

In addition, the teacher should consider the book's treatment of minority groups (Lester, 1970) and the division of the subject matter into "proper proportions according to its significance" (Lester, 1970, p. 97). The typography should also be considered, including such things as easily read type and appropriate paper (Torres, 1973). Similar to Tortora's (1968) concern for material appropriate to the level of the students, is Torres' (1973) emphasis on the reading level of the material.

Schell (1973) suggested that books which are not precisely written for the subject being studied are inappropriate for student needs. He reported that books written specifically for the subject being studied bring more motivation and achievement than those of a general nature.

A number of teachers indicated difficulty in locating teaching materials suitable for Black students enrolled in a class where grooming was being taught (Weathers, 1969). Cooper (1972) said that

". . . learning experiences, pictures, illustrations, and even pronouns, are likely to be white oriented" (p. 57). She also suggested that teachers must make the effort to develop and locate materials suitable for minority groups.

Grooming

An attractive appearance is essential if one is to deal successfully with the complexities of modern living. With good grooming goes the self-confidence that helps a person make the most of his personality and abilities. On the other hand, the self-consciousness that results from an unattractive, unkempt appearance can dim the most sterling of qualities (Beery, 1966).

In establishing a definition for grooming, there seemed to be as many meanings as there were authors. However, they were all directly related to the development of the individual. Furthermore, it was hoped that the knowledge of grooming would equip the individual with information to help him solve his unique grooming problems. Definitions of the various authors are given in an attempt to clarify the meaning of grooming.

Beery (1966) defined grooming as follows:

Good grooming depends upon neatness, cleanliness, posture, and health. More superficially, it also depends upon good taste in and careful attention to make-up, hair style, and clothes (p. 78).

Cross (1970) stated her definition of grooming in the following manner:

Grooming is the process of making yourself neat, tidy, and smart looking. It implies cleanliness and orderliness, which qualities contribute to attractiveness (p. 31).

The scope of grooming was defined by Pollard (1961), as

Grooming refers to the care a person gives to himself and his clothing, and to the good taste involved in choosing and wearing clothing and all types of accessories, and in using cosmetics. The well groomed girl or boy is more cheerful, more self assured, and more efficient than those who feel self-conscious or unhappy about their appearance (p. 61).

The World Book Encyclopedia (1970), gave the following definition of grooming:

Grooming is the art of making oneself attractive. Well groomed persons always look fresh and clean. They keep their hair neatly trimmed and combed, and wear clean, freshly pressed clothes. Good health makes people more attractive, so grooming also depends on eating the right foods, getting enough sleep, and exercising regularly (p. 388).

Sturm, Grieser and Roberts (1968) defined grooming as follows:

Grooming is a set of habits that can be used to help a person look his best. These habits consist of a number of things: poise, clothes, posture, face, hair, body, hands, and feet, and a person's health, both physical and mental (p. 2).

The following description was used in a curriculum guide from the Oklahoma Department of Vocational and Technical Education (1968):

Grooming is a course that is included in many areas of home economics. The course is designed primarily for junior high school students. The emphasis is placed upon helping the individual develop the ability to apply grooming principles and to help him improve his appearance. The Oklahoma guide also makes a recommendation that the unit of Grooming should last for nine weeks and should include the following sub-topics: Cleanliness, Health, Posture, Hair, Skin, Clothes, and Weight Control (p. 38).

Basically, all the authors' definitions were similar, with some more detailed than others, but all directly related to the development of the individual.

Hair

A person's hair is nature's frame for his face (Pollard, 1969), and is one of the most important aspects of one's entire appearance. Hair that is healthy, clean, well-groomed, and worn in a style that is becoming adds attractiveness to the overall appearance (Sturm, Grieser, and Roberts, 1968).

Hair is made of complex proteins like the rest of the body; but unlike skin, for instance, it has no circulatory system, no nerves, no living tissue. Hair texture, porosity, elasticity and abundance are inherited characteristics. Hair grows about six inches a year; and each hair has a life span of from three to five years, after which it falls out and a new hair begins to grow and take its place (Anderson, 1974).

Because hair is not alive, it cannot regenerate itself. It cannot replace damaged cells but substances can be applied to protect and strengthen the hair. Chemicals can strip hair of its color or it can make hair curly or straight. Shampoos, rinses, and conditioners can add body and luster, and make hair easier to handle. All of these substances produce temporary effects and must be repeated at appropriate times (Anderson, 1974).

Basically textbooks and other educational materials presented general rules of good hair care as follows:

1. Brush daily. Start at the scalp. Work out with an upward motion on a few strands at a time. Brush at least five minutes.
2. Shampoo the hair as often as dirt, oil, and perspiration

build up.

3. Select and use a satisfactory shampoo for your type of hair.
4. Use a hair conditioner if one is needed.

For those with naturally straight hair, hair preparations usually present no problems. If these people prefer curls, permanents are available which will last until new hair grows in. Most Black students, however, have kinky hair which can be difficult to manage depending on the thickness (Weathers, 1969). Those who have naturally curly hair are often encouraged by style trends to straighten their hair. Three methods available for effective hair straightening are metal pressing combs, electric pressing combs, and chemical straighteners. Hot metal pressing, is good only from shampoo to shampoo. Electric pressing lasts only a few days and does not hold up if the hair gets damp. Chemical hair straightening is the most favored method today because the hair does not need to be restraightened every time it is washed (McConnell, 1969). It does tend to dry out the hair and make it brittle. The use of a hair conditioner is recommended to keep the hair shining, healthy, and sturdy enough to resist breaking. All of these methods can be done at home, but each one can damage the hair. Therefore, it is usually wise to visit a trained beautician for these treatments (Whitcomb and Lang, 1971).

For natural as well as straight hairstyles, spray-on sheen is available to add luster to the hair. A cream hair dressing applied to the scalp and hair prevents drying. However, too much hair dressing only results in greasy hair that attracts lint and dirt (Weathers, 1969).

Skin

The condition of a person's skin is affected by both internal and external factors. Among the internal factors are heredity, age, state of health, presence of disease, nutritional habits and glandular changes. The external factors include: weather; the temperature and humidity of the air indoors; sun exposure; contact with chemicals; friction that causes blisters, callouses and corns; and simply soap and water (Tolman, 1969).

In caring for their skin, Black students will find, like most adolescents, that their faces are usually oily. The procedure for cleansing and protecting the skin is as follows:

1. Use warm water, mild soap, and a rough, clean washcloth.
2. Briskly rub later all over your body, particularly on the back of the neck, on the elbows and knees, between the legs, and between the toes. Rinse well.
3. Quickly rub yourself dry with a rough bath towel.
4. If you choose to use a light cologne, spray it onto your body immediately after you bathe and allow it to dry.
5. Pat on talcum or dusting powder (if you choose to use it).
6. Shave your legs and underarms when necessary.

Most Black students will find that after bathing, their skin will often have an ashy look from dry, dead skin. Elbows, knees, and feet should get special scrubbing with washcloth, bath brush, or pumice stone to remove the dead skin. The problem can then be solved by

using a body moisturizer, lotion, or baby oil daily (McConnell, 1969).

Many cosmeticians and skin specialists agree that Black students have larger skin pores than White students, which may result in from 40 to 60 per cent more oil secretion (Weathers, 1969). Often the forehead and nose are oily while the rest of the face is normal or dry. Beauty experts recommend the use of a cleanser made for oily skin around the forehead and nose after a daily cleansing with a deep-pore facial cleanser to remove make-up and oils (McNair and Lewis, 1972). Frequent steaming of the face with hot towels also helps to dry up some of the excessive oils characteristic of some skins (Archer, 1968).

Make-up

From Nefertiti of ancient Egypt until the present time, women have used cosmetics to enhance their natural beauty. Until a few short years ago, the beauty secrets of the world's loveliest women belonged to a favored few. It was not until late in the nineteenth century that word leaked out--the common girl could improve on nature with powder, paint and perfume (Tolman, 1969).

The question of make-up would be a lot easier if there were such a thing as black and white skin. However we all know, Black women come in every shade from deepest brown to the lightest tan. Skin tones vary from extremely warm (red tones) to extremely cool (ashen tones) (McNair and Lewis, 1972). For any girl, finding the right make-up is sort of a trial-and-error process until she discovers the right brands, colors, and combinations for her skin type and coloring (Cobe, 1971).

Finding the appropriate shade of make-up no longer needs to be a problem. Now available in many department stores are foundations and powders with base colors especially created to blend with darker skin tones (Weathers, 1969). Most Black girls find that bronze, coral, orange and dark peach blushers complement their coloring best. Various shades of blusher, shadow bases, and highlighters can be used to emphasize or de-emphasize certain features. Cheek bones can be played up with a lighter make-up base or blusher. A round face can look thinner by applying a shadow shade or darker base in the hollow of the cheeks. To make the nose look shorter or thinner, a girl can use a dark base or shadow along the sides (Whitcomb and Lang, 1971).

Lipstick colors may also present a problem. In recent years many girls have not been wearing lipstick. Used in moderation and in the right color tones, however, lipstick enhances the complexion and adds definition to the face (Weathers, 1969). Lipstick in pink shades with beige, brown or coral tones is perfect for dark complexions. A yellow lipstick, sold in most cosmetic and variety stores, can be used for corrective purposes (Cobe, 1971).

Eyeshadows, liners and mascara present no problem if they are used correctly. Many girls prefer to wear only a liner and mascara during the day. For shadows, white and beige with a dark brown contour have become popular. Shadows should be applied in muted color to complement the clothing being worn. Eyeliner and mascara of the same color should be worn together. Dull black, dark brown, gray and navy blue are all effective colors (Weathers, 1969).

Color Selection of Clothing

The skin and facial coloring are the most important considerations in choosing attractive wardrobe colors. Nearly three-fourths of the world's population is composed of dark skinned people. Skin colors vary, however, from the fairest white to ebony black depending on the amount of pigment present (Strum, Griesner, Lyle, and Roberts, 1973). There is probably a wider and more varied skin color range among Black people than any other race. So, color selection in clothing is an individual matter and a problem of great importance for many Black students (McConnell, 1969).

A flair for color results in a look of beautiful coordination that will do far more for a person's appearance than money by itself can ever accomplish. The basic rule is to select colors that repeat the most desirable undertones of a person's skin and to avoid colors that repeat any undesirable undertones (Whitcomb and Lang, 1971).

Related warm hues or contrasting hues in rich, slightly grayed tones, are usually flattering for dark skins. Warm middle tones of reds, greens, blues, and neutrals are good also. Cool colors, slightly grayed, lessen harsh contrast with skin tone. Tans should be darker or lighter than skin tone. Brown, beige, creamy white, and dull gold harmonize well with skin tone. Blacks should avoid light, clear tints and intense, hard blues, greens and violets (Sturm, Grieser, Lyle and Roberts, 1973).

Summary

The examination of literature revealed that grooming is an important part in the development of a person's life and that a definite need is

present for information related to the hair, skin, make-up, and color selection of clothing for Black students. All of the authors expressed the idea that information presented on these topics was limited in educational materials used in the classroom. The hair, skin, make-up and color selection of clothing are the areas which are most noticeable and are therefore the most important ones to a person's appearance. These are also the areas which present problems for Black students studying grooming because of the lack of available educational materials. There appeared to be a need to develop criteria to help teachers select the best educational materials available to be used by Black students studying grooming in the classroom.

CHAPTER III

PROCEDURES

The purpose of the study was the development of criteria to assess the suitability of educational materials for junior high school Black students studying grooming. The procedures used in the study are described in this chapter and consist of discussion of the following:

- (1) the selection of the teachers whose opinions served as the basis for the criteria;
- (2) the development of the opinionnaire used to obtain the teachers' opinions;
- (3) the conversion of the results obtained with the opinionnaire into criteria;
- (4) the use of the completed criteria with a sample of educational materials.

Selection of the Participants

The respondents selected to participate in this study were teachers (both Black and White) of junior high school home economics classes of the Tulsa Public School System. The following criteria were used in the selection of the participants:

- (1) The teacher would be willing to participate in the study;

- (2) The teacher would have taught grooming at the junior high school level at some time during 1974-1976.

To obtain the names and addresses of the teachers needed for the study, the writer consulted the head of the Tulsa Public School Research Department. He explained the details and procedures involved in obtaining the names and addresses of teachers through the research department. He also explained that these teachers could be contacted personally, which would save the writer a considerable amount of time. After consultation, the writer decided to independently select the teachers from The Tulsa Teachers' Telephone Directory. Forty-five junior high school teachers were listed in the Directory. The writer decided to limit the number of participants to 30 because of the possibility that some of the 45 teachers might not have taught grooming at the junior high school level. The first 30 teachers contacted by telephone that met the qualifications and agreed to participate were used in the study.

Development of the Opinionnaire

To accomplish the objectives of this study, an opinionnaire was developed which was believed to be an appropriate form for obtaining the opinions of selected teachers in determining suitable criteria for the selection of educational materials for junior high school students. An opinion is ". . . a verbal expression of an attitude" according to Thurston (1970, p. 132), whereas "An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire" (Best, 1970, p. 173).

As background development for the opinionnaire, a review was made of educational materials available. Notes were made after each review concerning the way each topic of grooming was treated. In comparing the notes, the writer found four topics that seemed to lack adequate information on grooming for Black students. These four topics were hair, skin, make-up and color selection of clothing.

In each article and textbook reviewed on grooming, the four topics listed above were presented in the material related to grooming; but they had little or no information relative to Black students. The writer found when reviewing the background literature for the opinionnaire that hair, skin, make-up and color selection of clothing were the main areas of grooming that differed between Black and White students. Due to the fact that these areas seemed to lack adequate educational treatment for Black students, they were used as the basis for constructing the opinionnaire.

The opinionnaire (Appendix), consisting of 16 concepts, was designed to determine the attitudes of the selected teachers concerning information needed to teach about hair, skin, make-up and color selection of clothing in relation to Black students. The concepts were grouped into categories and accompanied by a choice of four responses of degree and two descriptions of ways to present the material. The four responses of degree were essential, desirable, nice to know, and unnecessary. The two ways to present the materials were narrative and picture.

Evaluation of the Opinionnaire

Prior to the completion of the instrument a group of six home economics educators evaluated the opinionnaire based on the following points:

- (1) Clear, understandable on instructions
- (2) Clarity of wording
- (3) Sequence of statements
- (4) Validity of contents
- (5) Suitability of length
- (6) Ease in completing

Minor changes were made in the instrument from the suggestions and comments given by the evaluation group. As a result, one statement was deleted and three were added. Sixteen concepts were included in the final draft.

Some of the terminology used in the instrument was simplified to facilitate understanding by the participants of the information being sought. On October 23, 1976, the opinionnaire (Appendix) was mailed to each of the 30 teachers who agreed to participate in the study.

Analysis

Only 29 of the 30 teachers selected to participate in the study returned the opinionnaire. The writer selected another teacher from The Tulsa Teachers' Telephone Directory and she agreed to participate. This made it possible to obtain the desired number of 30 completed opinionnaires. The information was analyzed and compiled according to the number of responses made to each of the 16 concepts. The responses were analyzed as to the number of "Essential," "Desirable,"

"Nice to Know," and "Unnecessary," replies. Each of the concepts was also analyzed according to the two forms of presentation "Narrative" and "Pictures." The numbers and percentages were tabulated and recorded in tables in Chapter IV. Responses to a single question at the end of the opinionnaire, "Yes," "No," and "Undecided" were also recorded in a table. After each statement was analyzed and recorded, the writer determined the preferred form of presentation, narrative or pictures, according to the responses given by the teachers to each concept. It was then decided that for a concept to be developed into a criteria it must receive 50 per cent of the responses for narrative, pictures, or both under "Essential." The concepts reaching the 50 per cent mark and forming the suggested criteria are shown on page 34.

Use of the Criteria

The criteria were tried out with a sample of textbooks (8) selected from the Curriculum Materials Laboratory at Oklahoma State University Library and from the current list of State adopted Home Economics textbooks for 1976. The writer used the completed criteria list which consisted of 16 concepts according to the findings of the opinionnaire to assess the suitability of educational materials on grooming for use by Black students.

Summary

This chapter has detailed the procedures used in the selection of respondents, the development of the opinionnaire, the analysis of the data, and the use of the criteria with a sample of educational materials.

The results obtained with the opinionnaire, the criteria list and the results of using the criteria with the sample of educational materials are reported in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Analysis of data obtained from the study followed three steps and are presented in this chapter: (1) analyzing opinions held by teachers concerning information needed in educational materials used by junior high school Black students studying grooming; (2) formulation of criteria for educational material selection; and (3) evaluation of selected books using the criteria.

Analysis of the Opinionnaire

The percentages used in this study were obtained by dividing the number of responses to each statement by the number of participants who returned the opinionnaires. Each statement was analyzed separately before proceeding to the next statement. The results were tabulated and are presented in Tables I through IV.

Concepts Related to the Hair

Table I shows the results of the responses made to the concepts related to the hair. The data in this table revealed that all seven of the concepts were found to be essential in the narrative form. The largest number of narrative responses was made to concepts number five and seven.

TABLE I

OPINIONS CONCERNING CRITERIA RELATED TO THE HAIR

Total Responses = 30									
Statement	<u>Number and Per Cent of Responses</u>								
	Essential		Desirable		Nice to Know		Unnecessary		
	N	%	N	%	N	%	N	%	
<u>Hair</u>									
1. Various hair textures.									
A. Narrative	17	56.6	8	26.6	4	13.3	1	3.33	
B. Pictures	12	40.0	12	40.0	5	16.6	1	3.33	
2. Shampooing chemically straightened hair.									
A. Narrative	19	63.3	5	16.6	5	16.6	1	3.33	
B. Pictures	8	23.3	13	43.3	9	30.0	0	0.00	
3. Oil treatment methods for the hair.									
A. Narrative	19	63.3	9	30.0	2	6.6	0	0.00	
B. Picture	10	33.3	12	40.0	6	20.0	2	6.6	

TABLE I (Continued)

Total Responses = 30									
Statement	<u>Number and Per Cent of Responses</u>								
	Essential		Desirable		Nice to Know		Unnecessary		
	N	%	N	%	N	%	N	%	
Hair (Continued)									
4. Straightening hair by hot metal combs, electric combs and chemical straighteners.									
A. Narrative	16	53.3	5	16.6	9	30.0	0	0.00	
B. Pictures	12	40.0	9	30.0	9	30.0	0	0.00	
5. Curling hair by curling irons, electric curlers and permanent rollers.									
A. Narrative	21	70.0	5	16.6	4	13.3	0	0.00	
B. Pictures	14	46.6	10	33.3	6	20.0	0	0.00	
6. Hair styles such as the natural (afro) and curly.									
A. Narrative	17	56.5	10	33.3	3	10.0	0	0.00	
B. Pictures	10	33.3	13	43.3	7	23.3	0	0.00	

TABLE I (Continued)

Total Responses = 30

Statement	<u>Number and Per Cent of Responses</u>							
	Essential		Desirable		Nice to Know		Unnecessary	
	N	%	N	%	N	%	N	%
<hr/>								
Hair (Continued)								
7. Coordination of hair color with skin tone.								
A. Narrative	21	70.0	6	20.0	3	10.0	0	0.00
B. Pictures	17	56.6	10	33.3	3	10.0	0	0.00

Each of these concepts received 70 per cent of the responses. Under the picture form, number seven was the only one that was believed to be essential, and received 56.6 per cent of the responses. It was also revealed that five of the teachers reported either number one, two, or three as being unnecessary in one form or the other.

Concepts Related to Skin

The responses to the concepts related to the skin appear in Table II. Each of the four concepts was reported to be essential in the narrative form. The fourth concept in this table received the largest number of narrative responses (83.3 per cent) with numbers one and three, following with 76.6 per cent each. Under the picture form, number four was the only one considered to be essential. This concept received 63.3 per cent of the responses. Three of the respondents checked either number one, three, or four as unnecessary in picture form.

Concepts Related to Make-up

The responses made to the concepts related to make-up are presented in Table III. The data revealed that all four of the concepts were believed to be essential in both the narrative and picture forms. The first concept received the largest number of essential responses for both narrative and picture (76.6 per cent). The data also indicated that none of the teachers believed that any of these concepts were unnecessary.

TABLE II

OPINIONS CONCERNING CRITERIA RELATED TO THE SKIN

Statement	Total Responses = 30							
	<u>Number and Per Cent of Responses</u>							
	Essential		Desirable		Nice to Know		Unnecessary	
	N	%	N	%	N	%	N	%
<u>SKIN</u>								
1. Skin moisturizers and treatments (bathing the skin produces an ashy look on the elbows, knees and feet).								
A. Narrative	23	76.6	5	16.6	2	6.6	0	0.00
B. Pictures	12	40.0	11	33.3	6	20.0	1	3.33
2. Cleansing skin with large pores.								
A. Narrative	21	70.0	8	26.6	1	3.33	0	0.00
B. Pictures	10	33.3	15	50.0	5	16.6	0	0.00
3. Protecting skin with large pores from excessive oiliness.								
A. Narrative	23	76.6	6	20.0	1	3.33	0	0.00
B. Pictures	9	30.0	16	53.3	5	16.6	1	3.33
4. Cultural eating habits and their effect on the skin.								
A. Narrative	25	83.3	3	10.0	2	6.33	0	0.00
B. Pictures	19	63.3	8	26.6	3	10.0	1	3.33

TABLE III

OPINIONS CONCERNING CRITERIA RELATED TO MAKE-UP

Statement	Total Responses = 30							
	Number and Per Cent of Responses							
	Essential		Desirable		Nice to Know		Unnecessary	
	N	%	N	%	N	%	N	%
<u>MAKE-UP</u>								
1. Identifying skin color tone such as Ebony, Copper, and Mocha.								
A. Narrative	23	76.6	6	20.0	1	3.33	0	0.00
B. Pictures	23	76.6	6	20.0	1	3.33	0	0.00
2. Selection of foundations, cover-up powders and lipsticks cerated to blend with dark skin.								
A. Narrative	22	73.3	6	20.0	2	6.6	0	0.00
B. Pictures	21	70.0	7	23.3	2	6.6	0	0.00
3. Selection of eye shadow colors appropriate for skin tone.								
A. Narrative	17	56.6	10	33.3	3	10.0	0	0.00
B. Pictures	16	53.3	11	36.6	3	10.0	0	0.00
4. Application of make-up to emphasize or de-emphasize certain features.								
A. Narrative	19	63.3	7	23.3	4	13.3	0	0.00
B. Pictures	18	60.0	9	30.0	3	10.0	0	0.00

Concepts Related to Color Selection

of Clothing

The response to the one concept related to color selection of clothing appear in Table IV. The concept in this table received 63.3 per cent of the essential responses for the narrative form and 50 per cent of the essential responses for the picture form. The data revealed that this concept was considered necessary in both forms.

Response to the Question

The question at the end of the opinionnaire was designed to determine whether teachers felt that educational materials currently available contained adequate information on grooming for all students. A unanimous negative response was given by the teachers.

The Completed Criteria for Assessing Educational Materials for Black Students

The purpose of this study was to develop criteria to assess the suitability of education materials for junior high school Black students studying grooming. These criteria were formulated to help home economics teachers choose the best available books and educational materials for Black students to use in the classroom.

The opinions which the 30 home economics teachers expressed in the opinionnaire were converted into the completed criteria according to the procedure explained in Chapter III. This conversion resulted in 16 criteria which represented the suggested treatment that should be given to the subject of grooming in educational materials. The final list of these criteria and the recommended form of presentation are given here.

TABLE IV
 OPINIONS CONCERNING CRITERIA RELATED TO THE
 ASPECTS OF COLOR SELECTION OF CLOTHING

Statement		Total Responses = 30								
		<u>Number and Per Cent of Responses</u>								
		Essential		Desirable		Nice to Know		Unnecessary		
		N	%	N	%	N	%	N	%	
<hr/>										
<u>COLOR SELECTION OF CLOTHING</u>										
1. Selection of clothing to accent skin color.										
A. Narrative		19	63.3	8	26.6	2	6.6	1	3.33	
B. Pictures		15	50.0	10	33.3	2	6.6	1	3.33	

I. Hair

1. Various hair textures (Narrative)
2. Shampooing chemically straightened hair (Narrative)
3. Oil treatment methods for the hair (Narrative)
4. Straightening hair by hot metal combs, electric combs, and chemical straighteners (Narrative)
5. Curling hair by curling irons, electric curlers and permanent rollers (Narrative)
6. Hair styles such as the natural (afro) and curly (Narrative)
7. Coordination of hair color with skin tone (Narrative and pictures)

II. Skin

8. Skin moisturizers and treatments (Bathing the skin produces an ashy look on the elbows, knees and feet) (Narrative)
9. Cleansing skin with large pores (Narrative)
10. Protecting skin with large pores from excessive oiliness (Narrative)
11. Cultural eating habits and their effect on the skin (Narrative and pictures)

III. Make-Up

12. Identifying skin color tone such as Ebony, Copper and Mocha (Narrative and pictures)
13. Selection of foundations, cover-up powders, and lipsticks created to blend with dark skin (Narrative and pictures)
14. Selection of eye shadow colors appropriate for skin tone (Narrative and pictures)

III. Make-Up (Continued)

15. Application of make-up to emphasize or de-emphasize certain features (Narrative and pictures)

IV. Color Selection of Clothing

16. Selection of clothing to accent skin color (Narrative and pictures)

Use of the Criteria

Eight books were selected from the Curriculum Materials Laboratory at Oklahoma State University Library and from the current list of State adopted Home Economics Textbooks for 1976. These books were evaluated by the writer to see if they included concepts related to the criteria.

Results of evaluating the eight books are shown in Table V. In order to save space a number was given to each of the books. Each book is identified at the bottom of the table. When one of the 16 criteria was referred to in a book a check mark was placed under that book's number and the form in which it was found: narrative, pictures, or both. It was possible for each of the eight books to have 32 check marks if information related to all of the criteria was found in both forms of presentation.

The first book selected to test the criteria was Dress by Gawne and Oerke. The chapter on grooming was thoroughly read to obtain information related to the criteria established. The results showed that only two of the criteria related to grooming for Black students were referred to in the Gawne and Oerke chapter.

TABLE V (Continued)

Statements	*Books Used																								
<u>HAIR</u> (Continued)																									
6. Hair styles such as the natural (afro) and curly																									
A. Narrative	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8		✓						✓								
1	2	3	4	5	6	7	8																		
	✓						✓																		
B. Pictures																									
7. Coordination of hair color with skin tone																									
A. Narrative	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td> </tr> </table>							✓	✓							✓									
						✓	✓																		
						✓																			
B. Pictures																									
<u>SKIN</u>																									
1. Skin moisturizers and treatment																									
A. Narrative	<table border="1"> <tr> <td></td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				✓			✓	✓																
			✓			✓	✓																		
B. Pictures																									
2. Cleansing skin with large pores																									
A. Narrative	<table border="1"> <tr> <td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		✓		✓	✓		✓	✓																
	✓		✓	✓		✓	✓																		
B. Pictures																									
3. Protecting skin with large pores from excessive oiliness																									
A. Narrative	<table border="1"> <tr> <td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		✓		✓			✓	✓																
	✓		✓			✓	✓																		
B. Pictures																									
4. Cultural eating habits and their effect on the skin																									
A. Narrative	<table border="1"> <tr> <td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>			✓		✓			✓																
		✓		✓			✓																		
B. Pictures																									

TABLE V (Continued)

Statements	*Books Used								
<u>MAKE-UP</u>									
1. Identifying skin color tone such as Ebony, Copper, and Mocha	1	2	3	4	5	6	7	8	
A. Narrative							✓	✓	
B. Pictures							✓	✓	
2. Selection of foundation, cover-up powders and lipsticks created to blend with dark skin									
A. Narrative				✓			✓	✓	
B. Pictures							✓	✓	
3. Selection of eye shadow colors appropriate for dark skin tone									
A. Narrative				✓			✓	✓	
B. Pictures							✓	✓	
4. Application of make-up to emphasize or de-emphasize certain features									
A. Narrative							✓	✓	
B. Pictures							✓	✓	

TABLE V (Continued)

Statements	*Books Used							
<u>COLOR SELECTION OF CLOTHING</u>								
1. Selection of clothing to accent skin color	1	2	3	4	5	6	7	8
A. Narrative							✓	✓
B. Pictures							✓	✓

*Name of books used (complete listing is in bibliography).

1. Dress by Gawne
2. Exploring Home and Family Living by Fernandez and Fleck
3. Introductory Homemaking by Cross
4. Steps in Clothing Skill by Bailey, Dunn, Vansickle
5. Food for You by Davis and McWilliams
6. Home Making for Teenagers by McDermott, Norris, and Nicholas
7. Guide to Modern Clothing by Sturm, Grieser, Lyle, and Roberts
8. Charm by Whitcomb and Lang

These criteria were:

1. Oil treatment methods for the hair;
2. Straightening hair by hot metal combs, electric combs, and chemical straighteners.

The information found for these criteria was in the narrative form only.

Exploring Home and Family Living by Fleck and Fernandez contained a chapter on grooming entitled "Looking My Best." The data obtained from this chapter revealed information related to only five of the 16 criteria. These criteria were:

1. Cleansing skin with large pores;
2. Protecting skin with large pores from excessive oiliness;
3. Various hair textures;
4. Hair styles such as the natural (afro) and curly;
5. Straightening hair by hot metal combs, electric combs, and chemical straighteners.

The information was all in the narrative form.

Introductory Homemaking by Cross contained a chapter on "Accepting One's Appearance," which had a section entitled "Attractiveness is Affected by Grooming." The results obtained from this section showed that information from only one of the 16 criteria was included:

1. Cultural eating habits and their effect on the skin.

The information was in the narrative form only.

The first chapter in Steps in Clothing Skill by Dunn, Bailey and Vansickle was devoted to grooming, "Beauty Tips from Top to Toe."

The writer found information related to seven of the criteria in this chapter. These criteria were:

1. Straightening hair by chemical straighteners;
2. Curling hair with permanent rollers;
3. Skin moisturizers and treatments;
4. Cleansing skin with large pores;
5. Protecting skin with large pores from excessive oiliness;
6. Selection of foundations, cover-up powders, and lipsticks created to blend with dark skin;
7. Selection of eye shadow colors appropriate for skin tone.

All of the above information was presented in the narrative form only.

Food for You by McWilliams and Davis did not have a specific chapter on grooming, but it did have a chapter on skin, hair, and nutrition. The data from this chapter revealed information related to four of the criteria. They were:

1. Oil treatment methods for the hair;
2. Cleansing skin with large pores;
3. Protecting skin with large pores from excessive oiliness;
4. Cultural eating habits and their effect on the skin.

The information was all in the narrative form.

Home Making for Teen-Agers, Book 2 by McDermott, Norris and Nicholas did not contain any information related to grooming for Black students.

In Guide to Modern Clothing by Sturm, Grieser, Lyle, and Roberts, the first chapter revealed information related to 13 of the criteria. The information was in both the narrative and picture forms. The only criteria that did not have related information were:

1. Various hair textures;
2. Hair styles such as the Natural (afro) and curly;
3. Cultural eating habits and their effect on the skin.

Charm, "The Career Girl's Guide to Business and Personal Success," by Whitcomb and Lang not only devoted a chapter to grooming, but one to hair, skin, make-up, and color selection of clothing. The data showed that all of the 16 criteria related to grooming for Black students were met in both the narrative and picture form in this book.

In applying the criteria to the eight books, results revealed that the majority of the books being used at the junior high school level have little information related to grooming for Black students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to develop criteria to assess the suitability of educational materials for junior high school Black students studying grooming. The anticipated application of the study was for the criteria to serve as a guide for home economics teachers to use in selecting the most appropriate educational materials for Black students to use when studying grooming. Thirty teachers were selected from The Tulsa Teachers' Telephone Directory and agreed to participate in the study. All of the participants were teaching grooming or had taught it within the two previous years.

Each of the teachers completed an opinionnaire (Appendix) which consisted of a series of 16 concepts representing possible criteria for assessing educational materials for Black students. The 16 concepts were grouped into four categories: (1) Hair, (2) skin, (3) Make-up, and (4) Color Selection of Clothing.

Each of the 16 concepts in the opinionnaire was accompanied by four degree responses of importance as follows: "Essential," "Desirable," "Nice to Know," and "Unnecessary." Two forms of presentation: "Narrative," and "Pictures" were also included. The teachers were asked to indicate which one of the four degree responses was most appropriate for each of the 16 concepts. They were also asked to indicate whether the information was needed in the narrative form,

picture form, or both forms of presentation. In addition to the 16 concepts the teachers were asked to answer one question related to the availability of educational materials containing adequate information on grooming for all students.

Any concept that received 50 per cent of the "essential" responses under narrative, pictures, or both was accepted as a criterion statement. All of the ideas presented in the opinionnaire met this standard and were used as items in the criteria. These criteria were then used to judge eight selected pieces of educational materials. The results revealed that the majority of the selected books have little information related to grooming for Black students.

Conclusions

The conclusions reached in this study were based upon the responses of the teachers to the concepts within the four categories of the opinionnaire and to the one question. The conclusions reached by the writer are:

1. There is a need for criteria that can be used by teachers in selecting educational materials for Black students.
2. The needs of teachers concerning information about educational materials for Black students seem to be fairly well represented in the 16 concepts chosen for this study.
3. There is a definite need for more information to be included in classroom books in relation to grooming for Black students in the areas of hair, skin, make-up, and color selection of clothing.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The findings should be made available to all home economics teachers who teach grooming in Oklahoma.
2. The committee which makes decisions concerning the adoption of books for Oklahoma schools should consider using this or similar criteria for selecting books to be used in classes where Black students are involved.
3. More research should be done over a larger segment of the population and in other school districts to obtain the attitudes of other teachers toward information related to grooming for Black students.
4. Research should also be done in the areas of grooming information related to Black male students and other minority races.

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APPENDIX

THE OPINIONNAIRE

2512 North Xanthus Ave.
Tulsa, Oklahoma 74110
October 20, 1976

Dear

As a teacher of Home Economics who is knowledgeable in the area of grooming, I am asking your cooperation in completing the enclosed opinionnaire and returning it to me in the stamped, self-addressed envelope. The opinionnaire involves criteria by which educational materials can be evaluated in relation to grooming problems of Black students in junior high classrooms. The results will be converted into criteria which could serve as a guide for the selection of educational materials for use in teaching grooming to junior high school students. I will greatly appreciate your help.

Please return the opinionnaire by November 10, 1976. A copy of the criteria and a list of educational materials will be send to you if desired when the work is completed.

Sincerely,

Ella L. Stewart

Lora Cacy
Thesis Adviser
Associate Professor
Home Economics Education

Enclosures

The writer is attempting to develop criteria by which educational materials can be evaluated in relation to grooming problems of Black students in junior high school classrooms. Your opinion of desirable content would be greatly appreciated in helping to arrive at a suitable set of criteria. You can do this by studying each statement carefully and then placing a check mark () in the appropriate column. Please check separately for each narrative and pictures, resulting in two check marks () for each statement. Please do not omit any item.

Do teachers who have Black students in their classrooms need the following information included in educational materials used in grooming units at the junior high school level?

Essential
Desirable
Nice to Know
Unnecessary

HAIR

1. Various hair textures

A. Narrative

B. Pictures

2. Shampooing chemically straightened hair

A. Narrative

B. Pictures

3. Oil treatment methods for the hair

A. Narrative

B. Pictures

4. Straightening hair by hot metal combs, electric combs, and chemical straighteners

A. Narrative

B. Pictures

- | | Essential | Desirable | Nice to Know | Unnecessary |
|---|-----------|-----------|--------------|-------------|
| 5. Curling hair by curling irons, electric curlers, and permanent rollers | | | | |
| A. Narrative | | | | |
| B. Pictures | | | | |
| 6. Hair styles such as the natural (afro) and curly. | | | | |
| A. Narrative | | | | |
| B. Pictures | | | | |
| 7. Coordination of hair color with skin tone | | | | |
| A. Narrative | | | | |
| B. Pictures | | | | |

SKIN

- | | | | | |
|--|--|--|--|--|
| 1. Skin moisturizers and treatments. (Bathing the skin produces an ashy look on the elbows, knees and feet). | | | | |
| A. Narrative | | | | |
| B. Pictures | | | | |
| 2. Cleansing skin with large pores | | | | |
| A. Narrative | | | | |
| B. Pictures | | | | |
| 3. Protecting skin with large pores from excessive oiliness | | | | |

4. Cultural eating habits and their effect on the skin

- A. Narrative
- B. Pictures

Essential				
Desirable				
Nice to Know				
Unnecessary				

MAKE-UP

1. Identifying skin color tone such as Ebony, Copper, and Mocha

- A. Narrative
- B. Pictures

2. Selection of foundations, cover-up powders, and lipsticks created to blend with dark skin

- A. Narrative
- B. Pictures

3. Selection of eye shadow colors appropriate for skin tone

- A. Narrative
- B. Pictures

4. Application of make-up to emphasize or de-emphasize certain features

COLOR SELECTION OF CLOTHING

1. Selection of clothing to accent skin color

- A. Narrative
- B. Pictures

ADDITIONAL INFORMATION

1. Do you feel that educational materials available to you have adequate information on grooming for all students?

_____ Yes

_____ No

_____ Undecided

2. If there are criteria items which have not been presented in this opinionnaire that you feel should be important in the teaching of Black students, please list them here.

3. If you have educational materials that are useful in teaching junior high school Black students, please list them.

VITA

Ella Louise Stewart

Candidate for the Degree of

Master of Science

Thesis: THE DEVELOPMENT OF CRITERIA TO ASSESS THE SUITABILITY OF AVAILABLE EDUCATIONAL MATERIALS FOR JUNIOR HIGH SCHOOL BLACK STUDENTS STUDYING GROOMING

Major Field: Home Economics Education

Biographical:

Personal Data: Born at Boley, Oklahoma, June 16, 1950, the daughter of Mr. and Mrs. Floyd Shaw.

Education: Graduated from Raymond S. McLain Public High School, Tulsa, Oklahoma, in May, 1968; received the Bachelor of Science in Education degree from Northeastern Oklahoma State University, Tahlequah, Oklahoma in 1973, with a major in Home Economics Education; attended graduate school at Oklahoma State University, Stillwater, Oklahoma; completed requirements for the Master of Science degree in July, 1977, with a major in Home Economics Education.

Professional Experience: Home Economics teacher, Tulsa Public School, District No. 1, Tulsa, Oklahoma, 1974-76.

Professional Organizations: American Home Economics Association, Oklahoma Home Economics Association, Oklahoma Education Association, Tulsa Classroom Teachers Association and National Education Association.