

ANALYSIS OF SELECTED HOME ECONOMICS CURRICULUM  
GUIDES IN RELATION TO THE DEVELOPMENTAL TASKS  
AS A BASIS FOR FUTURE CURRICULUM  
CONSIDERATIONS IN POST PRIMARY  
SCHOOLS IN IRELAND

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To the profession of Home Economics in the Republic of Ireland  
this thesis is dedicated.

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## CHAPTER I

### INTRODUCTION

Today educational programs in the Republic of Ireland continue to progress towards the expansion of greater and more challenging opportunities for the future generations. The government has sponsored a survey of the Irish educational system in conjunction with the organization for Economic Cooperation and Development, and a report entitled, Investment in Education, was issued in 1965. As a result of this survey, free education has now been extended to the second level of the educational system known as the post primary schools, that is, the comprehensive, the secondary and the vocational schools. The courses in the vocational schools have been extended from two to three years and additional subjects have been included in the curriculum. In addition, the upper age limit of the period of compulsory school attendance is to be raised from 14 to 15 years in 1970 (1).

The tradition of home and family life continues to receive the support of the government. Home economics education under the Department of Education is given in the schools of Ireland as follows:

- 1) As a separate subject within the general educational curriculum in all post primary schools for girls (12-18 years) and to a limited extent in higher grades of primary schools (10-13 years).

- 2) In full time day courses at separate Home Economics Colleges

(16-20 year age groups).

3) In advanced courses and at professional level such as Institutional Management; Dietetics; Hotel Management and Teacher Training Courses.

4) Separately for out-of-school youth and adults through educational and voluntary organizations and commercial concerns (2).

Perhaps the greatest display of enthusiasm for home economics, however, is apparent among the early adolescents. They are making progress in achieving some of their developmental needs, and they like to explore possible adult roles. The writer has observed that many of them are especially interested in the role of a mother, and are very anxious to accept the responsibility for the care of the younger children in the family. From class discussion it seems apparent that others want to help in the preparation of family meals, and that they take pride in attaining results which provide praise and encouragement from the other members of the family and their friends.

Personal appearance is of utmost importance to the early adolescents, and a study of the effects of foods on the body should encourage good eating habits and food patterns to gain a balanced diet. Clothing choice and construction offers much scope for the creative student who is striving towards independence. The responsibility of the choice of a suitable fabric, color and design, provide a sense of independence which becomes very apparent as the student matures.

Home economics seems desirable for all individuals to begin to achieve satisfaction in their lives, strength and dignity within their homes and a sense of responsibility and leadership in the community. In the United States the members of the home economics profession have



an organization, known as the American Home Economics Association, which is celebrating its sixtieth anniversary this year. This Association believes that if the profession is to meet the challenges of the ever changing world, it must,

- serve more individuals and families and serve them effectively,
- expand research and focus it on needs of individuals and families,
- strengthen education for the profession (3).

Curriculum planners are challenged today by new developments, new knowledge, new teaching techniques and instructional resources. Constant attention to planning seems necessary to meet the rapid advances in science and technology which have an influence on the home. It is the responsibility of the home economics profession to continue to provide programs for the future homemakers which will enable them to develop their potentials and to achieve optimum fulfillment for the welfare of the family and the nation.

This study was made in an attempt to identify some aspects of the curriculum in home economics for the secondary and vocational schools of the United States of America which might be of value in the consideration of future curriculum development for the early adolescent in the post primary schools of the Republic of Ireland.

#### Statement of the Problem

Through a careful study and analysis of existing home economics programs for the post primary schools in the Republic of Ireland, and through a study and analysis of selected home economics programs with new directions in the United States significant aspects will be

identified which could be considered for effective home economics programs in future curriculum development in the Republic of Ireland.

#### Purpose of the Study

The fact that home economics instruction must be included in the curriculum for all post primary girls' schools in the Republic of Ireland indicates the appreciation of the Department of Education for the value of such a program. The importance of the role of homemaker is recorded in the Irish Constitution:

The State recognizes that by her life within the home woman gives the State a support without which the common good cannot be achieved (4).

The need for a comprehensive program in homemaking is essential for all girl students attending post primary schools since it may be the only opportunity for instruction in this important area of education. As early as 1918 worthy home membership was listed as one of the seven cardinal principles of secondary school education (5). The number of people who can acquire knowledge leading to the role of a wise parent and constructive family member in an incidental way are very limited. Coon (6) states:

No one aspect of the school's program can provide the education which insures satisfactory family life. In fact such education is a concern of the school, the home, the church, and the community, for families unable to make satisfactory adjustments hamper the development of the community and the nation. It is important, however, that one part of the school program should focus on this aspect of daily living (6).

Home Economics in the post primary schools in Ireland is included in the curriculum for the two state examinations which are offered annually. The Intermediate Certificate Examination is taken during the third year of the post primary course and the Leaving Certificate

Examination is usually taken two or three years later.

There are three sections in the Intermediate course: (A) Food and Cookery; (B) Home Management and Hygiene; and (C) Needlework including Elementary Dressmaking. Section A, Food and Cookery, consists of a study of foods including the choice, storage, cost, nutritive value and composition of foods. Cookery involves the choice and preparation of meals for the family. Section B, Home Management, includes the choice, care and cleaning of household equipment. Simple first aid is also included in this section. Hygiene includes a study of personal, household and food hygiene. This section also covers an "elementary treatment of the structure of the human body" (8). Section C, Needlework and Elementary Dressmaking involves basic stitches, seams and a choice and structure of common fabrics in use. Students are taught elementary clothing construction, and make garments for themselves. Apart from the written examination the candidates must also take a practical test in Cookery, Home Management, Needlework and Dressmaking. The Leaving Certificate Examination program is being revised at present.

The writer of this study is responsible for implementing the program in home economics, as approved by the Department of Education in Ireland, in a post primary school in Dublin. Since a year's leave of absence has been granted to the writer for graduate study in the United States in home economics education, the writer feels that curriculum leaders in Ireland believe that studies of educational practices in other countries result in information of value to them.

During the academic year the writer attended courses in educational methods and had many opportunities to become familiar with current developments in home economics in the United States. The writer also

participated in a valuable exchange of ideas at the international level with colleagues from many countries.

In 1961 the United States Office of Education initiated a national project for curriculum development in home economics. Probably no secondary school curriculum in the United States has had a richer history of development than that of home economics. Through the years, supervisors of home economics education at state and local levels have initiated curriculum study projects which have produced outstanding guides for home economics school programs (7).

From a survey of literature and a review of the curriculum guides in home economics used in the United States, the writer feels that ideas can be gained for consideration in the future development of curriculum in home economics in Ireland. Furthermore, the writer feels that consideration should be given to the developmental tasks of the adolescent as one of the future bases for an effective curriculum.

#### Specific Objectives

The objectives for this study are as follows:

- 1) To become familiar with the high school home economics programs in the United States of America.
- 2) To study and analyze state curriculum guides in relation to the developmental needs of adolescents.
- 3) To obtain the ideas and the suggestions of the home economics teachers in Ireland regarding present and future curriculum.
- 4) To incorporate the views of the teachers in Ireland with the analysis of the state curriculum guides in making recommendations for consideration in future curriculum development to meet the developmental

tasks of the adolescent in the post primary schools in Ireland.

In meeting these objectives the investigator will attempt to answer the following questions:

- 1) Does the present program in Ireland meet the developmental needs of today's adolescents?
- 2) Does the present program provide effective education for the future homemaker?
- 3) What aspects of home economics other than those currently being taught would be of importance to the future homemaker in Ireland?
- 4) What are the home economics related occupations available in Ireland for consideration in future curriculum development?

#### Limitation of the Study

The study will be limited to:

- 1) An analysis of three state curriculum guides of the United States of America.
- 2) The developmental task concept which is one basis for the analysis of a curriculum.
- 3) An analysis of the syllabus in home economics for the Intermediate Certificate Examination as approved by the Department of Education, Dublin, Ireland.
- 4) A sample of teachers of Home Economics in the post primary schools in the Republic of Ireland who are preparing students for this examination.

#### Definition of Terms

The following six terms were taken from the Rules and Programme

for Secondary Schools, Secondary Education Branch, Dublin, Republic of Ireland, 1968-69 (8).

- 1) Minister means the Minister for Education.
- 2) Department means the Department of Education and includes officers duly authorized to act on behalf of the Minister.
- 3) Secondary school is defined as a school which is recognized by the Minister as providing instruction in an approved curriculum and which complies with the Rules for Secondary Schools made by the Minister.
- 4) Curriculum means the list of those subjects in which instruction is given to the pupils of the school in courses approved by the Minister.
- 5) Intermediate Certificate Examination. The purpose is to testify to the completion of a well balanced course of general education suitable for pupils who leave school at about 16 years of age and, alternatively, to the fitness of the pupils for entry on more advanced courses of study in a secondary or vocational school.
- 6) Leaving Certificate Examination. The aim of the Leaving Certificate is to testify to the completion of a good secondary education and to the fitness of a pupil to enter on a course of study at a university or an educational institution of similar standing (8).

Post Primary Schools. Post primary education commences at twelve years of age and is provided in a secondary, vocational, or comprehensive school in Ireland. The program is usually from five to six years duration (9).

Vocational School. A school designed to provide a program of instruction which provides persons with skills and knowledge for a specific employment opportunity.

Comprehensive School. The program combines both academic and

technical subjects in a wide curriculum to suit the needs and interests of the pupil, and provides specialist guidance and advice on the pupils' abilities and aptitudes. The schools offer the three year Intermediate Certificate Examination course followed by courses of two or three years duration leading to the examination for the award of the Leaving Certificate (1).

State Supervisor. A person appointed to direct the state programs in vocational home economics.

Curriculum Guide. A curriculum guide is a compilation of concepts, generalizations, objectives, learning experiences and evaluation practices based upon research related to adolescents and the areas of home economics. It provides suggestions for scope, sequence and time allocations for the six units in the home economics program.

Developmental Task. A task which arises at or about a certain period in the life of the individual, successful achievement of which leads to the happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks (10),

Developmental Need. The developmental need is the same as the developmental task.

Early Adolescent. A student between the ages of 12 and 14 years.

#### Procedure

To enable the writer to meet the objectives of this study the following procedure was used:

1) Individual conferences were requested with the professors of Home Economics Education at Oklahoma State University to discuss the

curriculum in home economics for high school programs in the United States.

2) The professors recommended the writer to study and choose curriculum guides for analysis for the following reasons:

a) The guides provide suggestions for content, learning experiences and time allocations for the units in the home economics program which are based on the developmental needs and characteristics of the adolescent.

b) The choice of the three state guides of Alabama, Kansas and Ohio was suggested because they have been updated in recent years.

c) The age of the students taking the Intermediate Certificate Examination Program in home economics in the Republic of Ireland is similar to the age of the students who take the basic home economics program in the United States.

3) A questionnaire was prepared to determine the content of a curriculum in home economics to be considered desirable for the future homemakers of Ireland.

4) A letter was sent to the State Supervisor of Home Economics in the Republic of Ireland informing her of the proposed study.

5) The questionnaire was sent to a sample of seventy-five teachers representing all the counties in the Republic of Ireland who have experience in teaching the Intermediate Certificate Examination program in home economics in a comprehensive, secondary or vocational school. A list of the recognized post primary schools in Ireland was received from the Department of Education for this purpose.

6) In choosing the sample, at least one school in a county was represented. Other schools were added to the sample determined by the



following criteria:

- 1) All vocational schools from the largest city.
- 2) Selected sample of vocational and secondary schools from areas where the schools were larger and where there were greater employment opportunities.
- 3) Since there were only three comprehensive schools, all three were included.

A total of 75 schools was included in the selected sample.

Chapter II will include a discussion on the planning of a curriculum and the developmental task concept that relates to the adolescent years. It will also include a description of the Home Economics program for the adolescents in the United States and in the Republic of Ireland.

## CHAPTER II

### THE DEVELOPMENT OF CURRICULUM

A curriculum consists of the means of instruction used by the school to provide opportunities for student learning experiences leading to desired learning outcomes (11). It is the responsibility of all concerned with education as the planning of curriculum continues to meet the demands of an everchanging world.

Tyler (12) suggests four fundamental questions which must be answered in developing a plan of instruction:

- 1) What educational purposes should the school seek to attain?
- 2) What educational experiences can be provided that are likely to attain these purposes?
- 3) How can these educational experiences be effectively organized?
- 4) How can we determine whether these purposes are being attained (12)?

When planning the curriculum it is necessary to have some idea of the objectives to be reached so that the content may be outlined, teaching experiences planned, and the tests and examinations prepared.

Taba (13) enumerates the elements of a curriculum:

A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally it includes a program of evaluation of the outcomes (13).

Educational experiences are provided to attain the objectives. Learning takes place through experiences which the learner has, that is through the reactions he makes to the environment in which he is placed. Therefore, the means of education are educational experiences that are gained by the learner. As the curriculum is planned to reach a given objective, it is necessary to arrange educational experiences through which learning will take place and the educational objectives will be achieved (12).

A core curriculum is used in some schools. The central idea is that of common learnings closely associated with the common problems and needs of children and youth. The core consists of subjects from several departments. Leonard (14) sees many advantages in it:

It cuts across subject matter boundaries and draws upon material from all fields...it leaves free a number of elective hours for meeting the needs and interests of each individual pupil...it encourages cooperation between students and teachers in planning the curriculum; it provides for greater flexibility...it provides an exceptionally good opportunity for guidance because of the emphasis on pupils' needs...it emphasizes the development of the whole personality and is as much concerned with the growth of attitudes, critical thinking, social sensitivity and interests as with the acquisition of skills or information (14).

The programs for the early adolescents are usually focused towards the core since in the later years the students have to take courses that will prepare them for either university studies or the type of occupation they plan to enter. Cole (15) feels that both content and method should be adapted to the nature of adolescent needs, adolescent abilities and adolescent attitudes. Classwork ought to be about something that boys and girls want to learn because it is important to them either immediately or in their plans for the future (15).

Teachers and learners may have freedom and flexibility in planning

their activities within the given framework of the curriculum and will have resource to teaching aids and textbooks. The teaching process, then, seems to be closely related to the curriculum guides. Krug (11) feels that the curriculum guides serve desirable purposes in educational improvement. Krug states:

1. They identify specific provisions for the attainment of important general objectives...
2. They serve as media for constructive leadership on a state-wide or system-wide basis...
3. They stimulate and guide the preparation of resource units...
4. They help teachers identify patterns of organization for their courses...
5. They provide a sense of accomplishment in curriculum planning (11).

Curriculum guides cover the entire area of instruction but do not contain extensive or detailed suggestions for activities. The resource materials included in the guides are organized around more particular topics and problems, and they contain many suggestions for teaching. Such guides seem a useful way in which a group may state its ideas. The ultimate sense of accomplishment, then, is that which comes to the teacher who incorporates these ideas into his own practices.

The planning of a curriculum is incomplete without an evaluation which is important to ascertain whether the plans for learning experiences actually function to guide the teacher in producing the sort of outcomes desired. Tyler (12) describes evaluation:

...a process for finding out how far the learning experiences as developed and organized are actually producing the desired results, and the process of evaluation will involve identifying the strengths and weaknesses of the plans...as a result of evaluation it is possible to note in what respects the curriculum is effective and in what respects it needs improvements (12).

It seems that teaching procedures must be continuously evaluated in relation to our developing an understanding of the educational goals.

Since education is a process which seeks to change the behavior of students and to include the mastery of content, it also includes the reactions of students to this content, such as the ways of thinking, or the skills in "knowing how."

Home economics programs are organized to facilitate the achievement of the broad purposes of home economics. Spafford and Amidon (16) have identified the purposes of a home economics program at the secondary level as guiding those it teaches to

...establish values which will give greatest meaning to their personal, family, and community living.

...create a home and community environment conducive to the healthy growth and development of all members of the family.

...achieve wholesome and satisfying interpersonal relationships within the school, home and community.

...use their resources to provide the means for satisfying needs, developing interests and using capacities to attain the values and goals considered most worthwhile for the individual, the family and the community (16).

The early adolescents are interested in making friends, planning simple forms of hospitality and the preparation of nutritious snacks and simple meals. Coon (6) suggests that as they pursue some of these interests, they should be assisted in drawing generalizations in the different areas to serve as guides for their later actions and decisions.

Coon (6) states:

Awareness of the stage of development of individual pupils, their backgrounds and the impact of the environment is only part of the base a home economics teacher uses in guiding pupils at junior high school level. She also needs to be fully aware of the possibilities within each aspect of home economics for helping pupils to become more thoughtful, more capable and more socially sensitive members of families and, thus of the community (6).

Curriculum study is one basis used by the state supervisors of home economics in the United States for guiding the professional growth of

the teachers. Through the cooperative efforts of the state supervisors, the home economics teacher educators in the universities and the secondary and vocational teachers of home economics, curriculum guides have been developed, which the state departments of education publish and distribute. The purpose of the guides is to assist the teachers of secondary and area vocational-technical and post-secondary schools in planning quality homemaking and wage earning programs in home economics. The guides provide content and learning experiences related to the development needs of the adolescents, and also lists of source material for teacher and pupil to use. Krug (11) defines the outlines of curriculum guides into the following sections: (1) significance or point of view; (2) objectives; (3) scope and sequence; (4) unit or topic breakdown for particular grade levels; and (5) suggested activities and materials (11).

The significance serves to define the role of the subject in the school program and to identify its contribution to the general education of youth. According to the curriculum guide for Home Economics in Ohio (17) the success of the program at secondary level is to be measured by the extent to which it helps students accomplish the following:

Appreciate the importance of the home and family in our American way of life...Appreciate the importance of the influence of the home and the family in the development of individuals for living in a changing society...Develop effective intellectual, managerial, manipulative, social and creative abilities and skills essential for satisfying homemaking and family living...Understand the changing roles of family members and the need for understanding and flexibility. Understand the satisfactions and responsibilities of marriage and parenthood and the need for preparation for assuming these roles. Achieve wholesome and satisfying interpersonal relationships within the school, home, and community. Realize the individual and family responsibility for assuming leadership in improving living conditions within

the community...Prepare realistically for assuming the triple role of homemaker, wage-earner and citizen...Become familiar with wage earning opportunities related to home economics (17).

The objectives are specific in nature and give detailed statements pertinent to the subject. For example, the Ohio curriculum guide (17) states that the study of child development should lead to a better understanding of

- 1) Self and others
- 2) Basic needs of children
- 3) Desirable attitudes towards children
- 4) Responsibilities of parenthood
- 5) Influences of heredity and environment on the individual
- 6) Employment opportunities in child care (17).

Scope and sequence refer to the "what" and "when" of the program. For example, whether to include or omit the study of family relationships in home economics is a question of scope. The sequence for a home management and consumer education course suggests sharing responsibilities, managing money, time and ability, decision making in consumer buying and management in family living.

The unit or topic breakdown relates to particular grade levels. The Kansas Guide for Homemaking Education (18) suggests the following breakdown for grades seven and eight in a unit on teaching health and safety:

Topic A: Personal Health

Accepting individual physical and emotional development.

Understanding factors which contribute to good health.

Topic B: Safety Practices

Identifying measures to insure home safety.

Knowing what to do in emergencies.

Helping others to practice safety (18).

Suggested activities and source materials provide increased interest in class instruction, and make the content more meaningful. These include the use of displays through flannel graphs and bulletin boards, panel reports on topics related to class work, field trips, films and talks by guest speakers.

Curriculum guides must be thoughtfully used if they are to serve the purpose for which they are intended. They are invaluable in recalling the elements of different aspects of home economics that may be taught to suit the needs of the students in a variety of circumstances.

The writer believes that a homemaking program based on the needs and interests of the adolescents will be stimulating and will contribute towards the development of happy personalities. Curriculum planning results in better teaching and better learning experiences, and is the rational way of responding to a changing society.

#### Developmental Tasks

The process of human growth and the concept of the developmental needs or tasks that relate to the adolescent years will be discussed in this section. The personality of an individual seems to be related to the developmental tasks, for the self, together with society and the biological organism defines the developmental tasks for the individual. The importance of the developmental task depends on the personality. For example, one child may feel quite indifferent about his relations with his age mates while another may feel it is a very important task. Erikson



(19) considers that performance on developmental tasks is related to personality primarily through emotional rather than intellectual factors.

Duvall (20) describes the developmental tasks as "a growth responsibility the individual assumes for his own development as he relates himself to his life situation" (20). Duvall (21) feels that much time and effort should be devoted to them. Positive flexible attitudes tend to help the child and Duvall (21) says that "the successful accomplishment of these tasks brings the teenager to adulthood eager and ready for his privileges and responsibilities" (21).

Erikson (19) has identified eight stages in the life cycle of man, each of which brings a special crisis. He feels that if the child is successful in solving the central conflict of each stage he will normally proceed with confidence to the next stage. Failure to succeed with the task will often result in failure to solve succeeding conflicts.

The first stage commences with the infant who wants love and affection from his environment. If he receives it he begins to trust the world and this has an effect on his personality development. This stage is one of the most important since it is the foundation for other tasks to be achieved as life progresses (19).

Growth continues with early childhood as the child is encouraged to "stand on his own two feet," while his environment protects him against meaningless and arbitrary experiences of shame and of early doubt. Erikson (19) suggests that play age is a time when the child should receive encouragement for initiative and to learn the potentials of his growing powers which will help him to achieve a healthy

personality.

When school age is reached the child wants to do and make things with others. In learning to accept instruction and to win recognition for his achievements he opens the way for the capacity of work enjoyment.

Erikson (19) considers that the physiological revolution that comes with puberty, such as the rapid body growth and sexual maturity "forces the adolescent to question all sameness and continuities relied on earlier." This developmental task is what Erikson (19) calls a "sense of identity" in which the adolescent wants to clarify his role.

Erikson (19) continues by saying that young adulthood and adulthood bring security and the young person finds he is able to establish intimacy with himself, with other people of the same sex and the opposite sex. Generativity grows from the intimacies of adulthood. Erikson (19) describes it as "primarily the concern in guiding and establishing the next generation." A lack of this component of the healthy personality often leads to melancholy and unhappiness.

The final cycle is defined as integrity. Erikson (19) states:

Only in him who in some way has taken care of things and people, and has adapted himself to the triumphs and disappointments adherent to being, the originator of others or the generator of products and ideas - only in him may gradually ripen the fruit of these seven stages. I know no better word for it than ego integrity (19).

Maslow (22) has a different opinion on the achievement of a healthy personality. He sees it developing through the physiological needs which he thinks are the most important of all. Maslow (22) says that "a person who is lacking food, safety, love and esteem would most probably hunger for food more strongly than for anything else." When the physiological needs are gratified Maslow (22) suggests that a new set

of needs emerge known as "safety needs," for example, the life belt or shelter from a storm. When these needs are satisfied man then looks for love, affection, and the need to belong. He yearns for a place in the group and will strive to achieve this goal.

Maslow (22) continues by suggesting a sub-division of these needs, namely, the desire for strength, achievement, adequacy and confidence to face the world, and the desire for prestige, status, recognition and appreciation. Fulfillment of these needs leads to feelings of self confidence, worth, adequacy and of being useful in the world. A lack of them produces feelings of inferiority.

A final need for the individual is to do what he is best fitted for in life. The artist must paint and the poet must write poetry. Maslow (22) says "what a man can be, he must be. This need we may call self-actualization."

Havighurst (10) appears to agree with Erikson (19) regarding the developmental tasks of life that constitute a healthy and satisfactory growth; the things a person must learn if he is to be a reasonably happy and successful person. Havighurst (10) also seems to agree with Maslow (22) that the physiological needs play an important part in the development of a personality. Havighurst (10) states that if the developmental task is not achieved at the proper time, it will not be achieved well and a failure in this task may cause partial or complete failure in the achieving of other tasks which are yet to come.

Hall and Paolucci (23) consider that since a large part of home economics teaching takes place when the individual is an adolescent it is necessary to be most familiar with the developmental tasks of the adolescent. Havighurst (10) has assigned ten developmental tasks to

the period of adolescence. The first eight which seem to refer to the early adolescent will be discussed since this is the age group upon which this study is based.

Developmental Task 1. New and More Mature Relations with Age Mates of Both Sexes (10)

The first developmental task for the adolescent is achieving new and more mature relations with age mates of both sexes (10). Duvall (21) suggests that one of the first signs of adolescence noted by mothers is a critical attitude of youngsters about the physical features of the house. They develop ravenous appetites and feel the refrigerator is no longer large enough to meet the demands for snacks and meals. They criticize the furniture and consider it shabby. They want to bring their friends to their home and feel anxious that it should be acceptable to them. Adolescents desire praise, loyalty and leadership, and they learn to become very attractive to the opposite sex. Until middle adolescence there is a tendency to fall in and out of love. Havighurst (10) feels that social relations among the adolescents are influenced by the degree of physical maturity which they have attained.

Hatcher and Andrews (24) describe some of the barriers which prevent a normal development in adolescence. Parental restrictions often prohibit social relationships with the opposite sex. Frequently a girl is reluctant to face her role as a woman while a boy may have a highly emotional attachment for his mother which may keep him from becoming interested in girls of his own age (24).

The urge for social approval becomes very strong. Popularity with their peers and the ability to make friends are considered important

goals to the early adolescents. They form groups and learn how to converse, how to dance, and play social games. The greatest influence is the power of group approval for they like to wear the clothes which meet the approval of the group, and to adopt the same hair style. Girls mature socially more rapidly than boys, and are often more interested in boys who are older than themselves. Coon (6) feels that home economics is very helpful to this age group:

Real progress will have been made by some in achieving some of the developmental tasks of early adolescence; others will still need help with a large number of these tasks...They often need guidance in establishing their identity with both sex groups and in setting standards for relations with the opposite sex. They need to feel like others in the peer group, to gain success with them, and to accept differences in themselves and others (6).

The psychologists consider these friendships of utmost importance. Cole (15) states that "one of the deepest of adolescent needs is the need to be supported and approved by his peers. Deviations of any sort from the mode of the group are painful" (15). The young adolescent is so dependent on the approval of his group that he cannot afford to run the risk of ridicule by them. It seems, therefore, that a teacher should always consider the nature of this dependence of adolescence upon their age mates for while it endures it is a formative influence in the life of the average boy and girl (15).

Success in accomplishing this task means a reasonably good social adjustment throughout life and a good chance to achieve the other developmental tasks of adolescence. Failure may mean unhappiness in life. A delay in accomplishing this task does not seem to have any serious consequences though it may mean an unhappy adolescence.

Developmental Task 2. Achieving a Masculine or Feminine Social Role (10)

Havighurst (10) suggests that the second developmental task of the early adolescent is achieving a masculine or feminine social role (10). The nature of this task is to learn a socially approved adult masculine or feminine role. For girls this means an acceptance of the idea of becoming a woman, and for the boy an acceptance of becoming a man. Boys seem to find this task easy. Most girls find it easy too, but some feel they want the independence of a career and so they may be slower to accept their social role.

Coon (6) stresses the fact that the rapid changes in physical growth and in social and emotional reactions are factors which influence the kind of home economics program needed. Adolescents like to explore possible adult roles and they are especially interested in young children. McCormack (25) supports this statement with a suggestion for the school program:

Help in gaining some understanding of the interests and abilities of children at different ages and knowledge of ways to give wise guidance will be helpful and, at the same time, will serve as an aid in gaining some further understanding of themselves (25).

Hall and Paolucci (23) describe the contribution home economics can make in helping girls to recognize and clarify their feminine role:

In units on "Understanding Self" some time can be devoted to study and discussion of accepting a feminine role; chapter meetings of home economics oriented clubs, for example, the Future Homemakers of America, might well have meetings devoted to this subject. Women in the community who have been successful in the accepting of their feminine roles could serve as excellent resource people in both instances (23).

Many girls will be interested in earning money through a part-time job that will not interfere too much with the school work. They like to accept the care of young children and babysitting can be a valuable

experience for them.

Adolescents have a growing interest in personal appearance and a knowledge of good grooming and care of clothing is of special interest to them. The well groomed girl - always clean, neat and having a becoming hair style - is making great progress in growing up for she will get approval at school and at play. A study of the ways in which food habits and nutrition may contribute to their personal attractiveness should be very acceptable. Cole (15) suggests an effective approach:

Sound nutritional patterns should certainly be explained to adolescents, but a teacher can as effectively talk to a blank wall unless she liberally laces her information concerning vitamins and proteins with the motivations of achieving a clear skin and building more athletic endurance (15).

Developmental Task 3. Accepting One's Physique and Using the Body Effectively (10)

Havighurst (10) describes the third developmental task of the early adolescent as accepting one's physique and using the body effectively. The goal of this task is to become proud, or at least tolerant of one's body and to learn to protect it with personal satisfaction. This is a time when the early adolescent learns what his adult physique will be - whether he will be tall or short. He becomes very concerned about his development and often compares himself with his age group.

Education implications for this stage are stated by Havighurst (10):

1. Use criteria of skill and physical development in grouping students for physical education.
2. Teach about the physical changes of adolescence, stressing the normality of variability.
3. Apply criteria of physical development in grouping students at junior high school level.
4. Use dancing and painting to build up appreciation of the beauty of the human body.

5. Make it easy for a student to ask for information and assurance with respect to his own physical development (10).

One of the areas of stress for the teenage relates to this developmental task. Adolescents cannot be expected to understand the changes that have taken place in their bodies and to acquire sensible attitudes towards them without help from adults. Cole (15) considers that this information is best given by parents and that the school can also contribute. Cole (15) states:

A realistic hygiene program, from the junior high school on, should take into account the needs of those boys and girls who must leave school early. These young people are going out into the community to develop as personalities and as citizens with a potential for good that is frequently as high as those who remain longer in the student status, but the very situations which lead to their early departure from school often indicate a greater than usual need for early and intensive help from school (15).

Adolescents will obtain the knowledge they require from some source if it is not available through the home and school. Sometimes the information is given in such a way that there is much secrecy and feelings of shame. In fact, the child may be very unhappy and have feelings of insecurity in his developmental achievement.

#### Developmental Task 4. Emotional Independence of Parents and Other Adults (10)

The fourth developmental task suggested by Havighurst is achieving emotional independence of parents, and other adults (10). At this stage adolescents tend to argue with their parents. Fleck (26) and others explain this situation by pointing out that it is a sign that the adolescent is preparing to break away from home. Parents will be more apt to allow the child to make his own decisions when he demonstrates an increased ability to be more independent by assuming more



responsibilities willingly. Fleck (26) and others state:

The need to be independent comes naturally during this period of development. Sometimes difficulties arise when the adolescent fails to recognize that developing his independence is a gradual process. It takes considerable time to learn the skills that are needed to make intelligent decisions and to handle the new responsibilities that come with independence (26).

Coon (6) considers that the home economics program can help the adolescent. Coon (6) states:

The emphasis in home economics in junior and in senior high schools is closely associated with this maturing process. The home economics program may help the early adolescent gain some understanding of himself and others, some competence in certain home activities and a better basis for making decisions about personal and family problems (6).

The adolescent wants to be independent and yet the adult world is strange and they feel they want the security of parental protection. The parents want their children to be independent and yet they are afraid the world may harm them. In this confusion, many adolescents often rebel when parents assert their authority, and they can become dependent children when parents want them to accept responsibility.

Psychologists believe that if parents can regulate their own behavior they will not have much trouble with the children, for children follow what they see. Cole (15) considers that the first trait of a good home is that it is willing to release gradually the control by the parents. Cole (15) states: "Emancipation has to take place and the parental share of this operation is an acceptance of the basic fact" (15). There are many ways in which the adolescent may gradually achieve this necessary freedom. As children mature it is desirable that they should have an allowance so that they may buy independently of their parents. Naturally they will buy some things they really do not want but they will not learn to spend money wisely and appropriately by any

other method than by actually spending it.

Coon (6) is concerned about the infinite number of decisions which have to be made in the purchase of goods and services as presented to youth. Coon (6) states that "the amount and kind of advertising directed at teenagers makes it imperative that they be able to evaluate it objectively if they are to become wise consumers" (6).

Havighurst (10) suggests the following educational implications:

1. Study the conflict of the generations in literature.
2. Study social changes as it effects morals.
3. For teachers: learn to play a useful role in the process of psychological weaning.
4. Help parents to understand the problem and to attack it constructively (10).

#### Developmental Task 5. Assurance of Economic Independence (10)

The fifth developmental task for the adolescent is achieving assurance of economic independence (10). The goal is to feel able to make a living. This primarily is a task for boys and it is of increasing importance for girls. There is a great desire to "grow up" and earn money.

Havighurst (10) considers that the approach to this problem is to reduce the importance of earning money as an end in itself, and to give recognition to the fact that education is society's investment in the adolescent and thus they gain a sense of assurance from their studies. Success in their school work may demonstrate their economic adequacy.

Fleck (27) and others suggest that it is an opportunity for the adolescent to look at the situation from the fact that it offers an opportunity to reduce family expenses, and to assume some responsibility. Fleck (27) and others make the following suggestions to the adolescents: Shine father's shoes, wash the family car, bring the

groceries home or keep a vegetable garden to supply the family table (27). Fleck (27) and others continue by reminding the adolescents that such services are actually their contribution to the welfare of the family.

Developmental Task 6. Selection and Preparation for an Occupation (10)

Havighurst (10) describes the sixth task as selecting and preparing for an occupation (10). The nature of this task is to choose an occupation for which one has the necessary ability and to make preparation for it.

Havighurst (10) thinks that the educational system has a major responsibility in this area and he makes the following suggestions:

1. School and college should adopt the general principle that the formal schooling should be mainly vocational.
2. Schools and colleges should take responsibility for scientific vocational guidance of their students.
3. Schools and colleges should experiment with liberal or general education in a vocational setting.
4. Standards should be raised in certain high school courses that lead to professional occupations (10).

Some schools provide courses with special emphasis within the courses to develop wage-earning skills. Coon (6) describes some of those related to homemaking, such as food service, assistants in child care centers, nurse's aides and family aides in homes of the aged or others. Coon (6) states:

For scientifically inclined students, a study of the science of nutrition, food preparation, textiles and equipment is of interest. Artistically gifted students find a challenge in the design of clothing and textiles and in planning and furnishing a home. The field of child development and family relations is of special interest to those concerned with social psychological situations (6).

Developmental Task 7. Preparation for Marriage and Family Life (10)

The seventh developmental task described by Havighurst (10) is preparing for marriage and family life (10). The objective is to develop a positive attitude towards the family and having children, and also to receive knowledge necessary for home management and child rearing.

The normal social expectation for girls is that of assuming the role of wife and mother. Many women also assume a career and it seems there are evidences that women are reluctant to place value on the role of homemaker and often say, "I'm just a housewife." Hall and Paolucci (23) stress the fact that home economics is basically oriented towards this developmental task:

Class activities relative to clothing, feeding and housing the family can be geared towards the achievement of this task. Home management units that deal with the economical use of available working capacity, money, and materials provide knowledge necessary for competence in this task (23).

Adolescents show some variability in their attitudes towards marriage. Some are fearful of it, others look forward to it with great pleasure as the most important thing in life while some take it as a matter of course. These attitudes may be reflections of home experiences.

Psychologists say that a good home is interesting, exciting, stimulating and furnishes its children with models. Cole (15) states:

From parents and from parental attitudes towards each other, adolescents derive most of their ideas about home life and marriage. Adolescents are already beginning to think about a home of their own. They can have no greater help in developing healthy attitudes than a good model of happy marriage in their own home (15).

Developmental Task 8. Development of Intellectual Skills and Concepts Necessary for Civic Competence (10)

Havighurst (10) describes the eighth developmental task as developing intellectual skills and concepts necessary for civic competence (10). The nature of this task is to develop concepts of law, government, economics, politics, geography, human nature and social institutions which fit the modern world. The educational implications are focused on good citizenship. Havighurst (10) says that the procedures most generally approved are:

1. To provide experiences on the basis of which students can form important concepts. For example, experiences in student government, community and regional surveys, field trips, participation in local civic projects.
2. To study contemporary social problems (10).

Field trips are a rich source of learning experiences where students can observe and study materials in their functional settings or to observe workers in their occupational environments. Visits to supermarkets, fabric stores, day care centers, food processing factories provide a break away from classroom routines and give an increased interest to the knowledge of the classroom.

Fleck (26) and others describe the importance of community service to adolescents. They say:

Family members cannot confine themselves to their own families. There are constant contacts with the outer world, and it is important to have some concern about the people outside the home. Community service rendered by a young person or adult will help him to be a better family member because he will have learned to be more understanding...The satisfaction you derive from helping others will be only one of the benefits you derive from community service...Most important of all, you learn to understand people better (26).

Since the remaining developmental tasks relate to the later adolescent years which are not included in this study, a brief description will

be given of them. The ninth developmental task is desiring and achieving socially responsible behavior (10). The goal of this task is to participate as a responsible adult in the life of the community, region and nation, and to take account of one's values of society in one's personal behavior.

Havighurst (10) describes the tenth developmental task as acquiring a set of values and an ethical system as a guide to behavior. The nature of this task is to form a set of values that can be realized and to develop a conscious purpose of realizing them.

A curriculum based on the developmental tasks of the adolescent should seem to be stimulating and provide happiness for him in his efforts to gain self identification and maturity. Thus the "teachable moment," when he is ready to achieve a certain task, seems to be a desirable basis for a curriculum. Taba (13) sees several advantages in using the concept of developmental tasks in curriculum planning. Taba (13) states:

1. A developmental task is essentially a task of learning which an individual must accomplish in order to be a successful, productive and healthy person.
2. It organizes the knowledge about development, which is usually splintered in several directions.
3. It points clearly to the necessity of understanding and facing the complex relationship between the conditions of learning and the dimensions of development.
4. It helps to extend and to clarify the educational objectives and emphasizes the need to discover the teachable moment by guiding the timing and pacing of educational effort so that those things that are related or can be related to the developmental tasks are taught when conditions are most favorable (13).

Although each student develops according to his own individuality, the adolescent growth patterns seem to allow for a general planning. A curriculum that is designed to meet the needs of the students should consider the purposes, the background and the maturity of the learner.

in helping him to achieve a desirable education and a healthy personality.

### Education for the Adolescent in Ireland

In recent years research in the United States has indicated that the developmental tasks of the students can be effectively used as one basis in planning a curriculum. Apart from that concept, there are other factors which must be considered. These include an appreciation of how the student learns, the environment in which he lives and the philosophy of education which is suitable to his needs.

The Constitution of Ireland (28) recognizes that parents are free to provide for the education of their children "in their homes, in private schools or in schools recognized or established by the State" (28). To ensure the greatest freedom in the field of education, the State aims at a school system giving equal support and freedom to each religious denomination (9). The Department of Education prescribes the programs, and provides free education in the primary and post primary schools up to the compulsory school attendance age of 14 years. "The government intends to raise the age of compulsory schooling to 15 years as from 1970" (1). All teaching appointments in the recognized schools in Ireland are subject to the sanction of the Department of Education.

#### Primary Schools

Education usually commences from the age of four years. The management of the schools is in the care of the various religious denominations. "Teachers are trained in Teacher Training Colleges recognized by the Department of Education, and appointments in each school are made

by the local manager" (9).

### Post Primary Schools

Post primary education is provided from twelve years of age in

- 1) secondary schools.
- 2) vocational schools and
- 3) comprehensive schools.

Two state examinations are offered annually:

- 1) The Intermediate Certificate Examination in the third year and
- 2) The Leaving Certificate Examination taken two or three years later.

The secondary schools are in the charge of boards of governors, religious communities or individuals. The program is academic and is from five to six years' duration. Teachers requesting certification "must be university graduates who have a Diploma in Education, or graduates of a college of Art, Home Economics, or Physical Education" (9).

The vocational schools were established through the Vocational Act of 1930. They are under the management of a vocational education committee elected by the authority for each area. The courses offered are mainly practical. As from 1969 the government decided to "offer the Intermediate Certificate Examination, which had been confined to secondary schools, to the students of the vocational schools, and a revised three year program has been prescribed for this course" (1).

The comprehensive schools have been recently erected in those areas lacking secondary or vocational schools (1). The program combines academic and technical subjects in a wide curriculum.



## Home Economics in Ireland

Home economics is included in the curriculum for all the girls' schools in Ireland and is "an approved subject with marks assigned at the Intermediate Certificate Examination" (8). It is a three year course. Home economics is also an approved subject for the Leaving Certificate Examination which is usually taken two or three years after the Intermediate Certificate. In the secondary schools the students usually have a choice between Science, Latin, Art and Home Economics. "In the comprehensive and vocational schools the choice is between Commerce and Home Economics" (9). In each of these schools, however, a choice may depend on the school facilities. If no choice is offered Home Economics is taken by all the students.

The syllabus for the course is planned by a committee. The members are the home economics inspectors of the Department of Education (known as state supervisors in the United States) and the home economics teachers representing the three types of post primary schools, the comprehensive, the secondary and the vocational schools. The teachers' professional organizations are also represented. The syllabus is subject to the approval of the Department of Education.

There are three sections in the approved syllabus: A) Food and Cookery; B) Home Management and Hygiene; C) Needlework including Elementary Dressmaking (8). Food and Cookery consists of a study of foods including the choice, storage, cost, nutritive value and composition of foods. Cookery involves the choice and preparation of meals for the family.

Home management covers the choice, care and cleaning of household equipment. Simple first aid is also in this section. Hygiene includes

a study of personal, household and food hygiene and the hygienic handling of foods. This section also covers an "elementary treatment of the structure of the human body" (8).

Section C includes Needlework and Elementary Dressmaking, and this area involves the basic stitches, seams, and a choice and structure of common fabrics in use. Students are taught elementary clothing construction and make garments for themselves.

A suggested list of books is also available for the guidance of the teachers, and it includes some sources from which visual aids, films and filmstrips may be obtained. It is the responsibility of each school to arrange their own sequence of work and time allocations for each section of the approved syllabus.

#### Home Economics in the United States

In contrast to the development of the syllabus in Ireland, curriculum guides are used in the United States. The programs are arranged for the students from grades seven to twelve. This age group is similar to the Intermediate and Leaving Certificate Examination programs for the students in Ireland. In grades 11 and 12 the course is expanded to include a program in pre-employment home economics related occupations apart from the homemaking program. This pre-employment study is continued in post secondary and area vocational and technical schools through funds made available through the Vocational Act of 1963.

The curriculum guides of the States of Alabama, Kansas and Ohio, analyzed for this study were compiled through the cooperative efforts of the home economics supervisory staff of the State Departments of

Education, the teacher educators of the universities and the home economics teachers who have served as area curriculum leaders in their districts. The names of the participants who contributed to the presentation are included. The state curriculum guides also have a description of the contributions of the home economics program to the entire school program, and the broad purposes of home economics. The changes which affect youth and their families with implications for home economics programs, and the characteristics and developmental needs of the students are the bases used for the guides.

Six units are usually contained in the home economics curriculum guides:

- 1) Home Management, Family Finance, Consumer Buying
- 2) Personal, Family and Community Relations
- 3) Child Development
- 4) Foods, Nutrition and Health
- 5) Clothing, Textiles and Related Art
- 6) Housing, Home Furnishings and Equipment.

The guides provide suggestions for scope, sequence and a time allocation for each unit in the home economics program for the entire school. They also include suggested learning experiences, evaluation experiences and types of activities and teaching methods which may be used in the development of each unit.

#### Summary

The school curriculum is planned to attain desirable objectives for the learner and is based on the learner's needs and interests, and the society in which he is placed. A core curriculum is used in some

schools to provide a wide choice for the student and greater flexibility for the program in meeting the needs of all students in the development of a happy personality. A curriculum based on the developmental needs of the adolescent seems to be desirable in his efforts to achieve confidence and independence. Since part of a home economics program is undertaken while the student is an adolescent it seems that the developmental tasks could be considered as one basis for a stimulating curriculum. Home Economics is included in the curriculum for all girls' post primary schools in Ireland. It may be a compulsory or elective subject depending on the facilities available in each area. Home Economics is included in the program for the state examination known as the Intermediate Certificate Examination. The syllabus is planned by a committee representing the home economics inspectors (known as state supervisors in the United States) and the teachers representing the post primary schools and their professional organizations. It is subject to the approval of the Department of Education. The syllabus contains three sections: Food and Cookery; (a study of foods including cost and nutritive value, and the choice and preparation of meals) Home Management and Hygiene; (the choice, care and cleaning of household equipment and a study of personal, food and household hygiene) and Needlework including Elementary Dressmaking which is known as Clothing Construction in the United States.

Programs in home economics are elective in the United States and they are arranged for the students from grades seven to twelve which is the same age group as the students taking the Intermediate and Leaving Certificate Examinations in Ireland. Apart from the homemaking aspect of the program, the course is expanded to include pre-employment home

economics related occupations for the advanced students. This study continues in the post secondary and area vocational and technical schools.

Curriculum guides are used in the United States in contrast to a syllabus used in Ireland. The state curriculum guides of Alabama, Kansas, and Ohio, which were analyzed for this study, were compiled through the cooperation of the State Supervisors of Home Economics, the teacher educators of the universities and the home economics teachers who have served as area curriculum leaders. These guides are based on the developmental needs of the adolescents and they provide suggestions for scope, sequence, time allocations and learning experiences. There are usually six units in the program: Home Management, Family Finance and Consumer Buying; Personal, Family and Community Relations; Child Development; Foods, Nutrition and Health; Clothing, Textiles and Related Art and Housing, Home Furnishings and Equipment.

Chapter III will include a description of the procedure used for the study. Chapter IV will include an analysis of the three selected state curriculum guides of Alabama, Kansas and Ohio, and a description of the questionnaire (See Appendix B). This questionnaire was developed with emphasis upon the developmental needs of the adolescents, and was sent to a selected sample of post primary schools in Ireland to ascertain how the Irish program in home economics compared with the programs for the same age group in the United States.

## CHAPTER III

### PROCEDURE

The data for this study was obtained through a questionnaire which was based on the syllabus in home economics for the Intermediate Examination program used in the post primary schools in Ireland and an analysis of three selected state curriculum guides used in the United States. The three selected state curriculum guides of Alabama, Kansas and Ohio, were chosen for the following reasons: 1) they were recommended to the writer by the professors of home economics education at Oklahoma State University; 2) they provide suggestions for scope, sequence and time allocations for programs in home economics based on the developmental tasks of the adolescent student; 3) they include suggestions for programs for students in grades seven to nine who are the same age as the students taking the Intermediate Examination program in Ireland; 4) the curriculum guides have been updated in recent years.

The writer of this study analyzed the three state curriculum guides in home economics for the States of Alabama, Kansas and Ohio, for scope, sequence, time allocations and teaching techniques based on the developmental tasks of the adolescent. The developmental task concept was chosen because it is a new concept for the writer and the majority of the guides for home economics in the United States which were studied included the use of this concept. It is one basis used in

curriculum planning in the United States.

A questionnaire was developed to be sent to a selected sample of post primary schools in Ireland. This questionnaire (see Appendix B) was based upon the syllabus in home economics which is used for the Intermediate Certificate Examination with the approval of the Department of Education. The questionnaire was developed with emphasis upon the developmental needs of the adolescents. It was sent to a selected sample of post primary schools in Ireland to ascertain how the Irish program in home economics compared with the programs for the same age group in the United States,

Additional questions in the questionnaire related to other aspects of the Irish program which could be used in curriculum planning. These questions involved content, time allocation, facilities, teaching methods and teaching aids, students' attitudes to home economics, the important aspects of the program in the preparation for the role of a future homemaker and suggestions for the orientation of the program towards employment opportunities.

#### Description of the Group Studied

The group studied consisted of a sample of seventy-five home economics teachers who had experience in teaching the Intermediate Examination program in the post primary schools in Ireland. The sample was chosen from a list of recognized post primary schools which was received from the Department of Education for this purpose. In choosing the sample, at least one school in each county was represented. Other schools were added to the sample determined by the following criteria:

- 1) All vocational schools from the largest city.

2) A selected sample of vocational and secondary schools from areas where the schools were larger, and where there were greater employment opportunities.

3) Since there were only three comprehensive schools, all three were included.

A total of 75 schools was included in the selected sample. Eighty per cent, 61 schools, of the sample responded to the questionnaire.

#### Summary

In summary, the data for this study was obtained through a questionnaire which was based on the syllabus in home economics for the Intermediate Examination program in Ireland and an analysis of three selected home economics state curriculum guides. This questionnaire was sent to a selected sample of 75 post primary schools in Ireland to ascertain how the Irish program in home economics compared with the programs for the same age group in the United States.

In the next chapter, an analysis of the questionnaire and an analysis of the selected home economics state curriculum guides will be discussed. These analyses will be compared in relation to the developmental task concept since this concept seems to be one often used in the United States to help teachers to develop learning experiences to meet the needs of the adolescents. The other questions will be analyzed and compared to the three selected state home economics curriculum guides to enable the writer to make some suggestions for consideration in future curriculum development in the post primary schools in Ireland to meet the needs of the students.



## CHAPTER IV

### ANALYSIS OF THE UNITED STATES' HOME ECONOMICS CURRICULUM GUIDES AND THE PROGRAM IN THE POST PRIMARY SCHOOLS IN IRELAND

This chapter will include an analysis of the questionnaire and an analysis of the selected home economics curriculum guides used in the United States. These analyses will be compared in relation to the developmental task concept since this concept seems to be one often used in the United States to help teachers to develop learning experiences to meet the needs of the adolescents. The other questions in the questionnaire (See Appendix B) will be analyzed and compared to the three selected state curriculum guides of Alabama, Kansas and Ohio, to enable the writer to make some suggestions for consideration in future curriculum development in Ireland to meet the needs of the students.

Eighty per cent, 61 schools, of the selected sample responded to the questionnaire which was sent to the post primary schools in Ireland. The first ten questions of the questionnaire (See Appendix B) were related to the general program of home economics in the post primary schools in Ireland. Question nine (See Appendix B) is based upon the developmental tasks and will be analyzed first.

Since the curriculum guides selected for the analysis in this study used the developmental task concept in suggesting learning experiences, analysis of the answers to this question will be compared to the

selected home economics state curriculum guides of the United States. The question asked the teachers of Ireland the extent to which they believed their program was meeting the developmental tasks of adolescents. Table I indicates how the selected sample of Irish schools felt the classwork which prepares students for the Intermediate Examination in home economics meets the developmental tasks of the adolescent.

Table I suggests that the majority of the Irish teachers seem to feel that their program met the developmental task concept mainly through the preparation for marriage and family life. Half of the sample, fifty per cent, thirty one schools, considered that the task of achieving the female social role is met to a great extent in the Irish home economics course. Two other tasks, accepting one's physique and developing intellectual skills were mentioned by thirty-five per cent of the sample, twenty-one schools, as being gained to a great extent in the Intermediate Examination program.

On the following pages some examples of the suggested learning experiences related to each developmental task in the units in the three selected state home economics curriculum guides are illustrated. The opinions of the Irish respondents to the ways in which their program meets the developmental needs of today's adolescents are included in narrative form.

Developmental Task: New and More Mature Relations with Age Mates of Both Sexes

This first developmental task of the early adolescent is provided for in the units of the three selected home economics state curriculum guides in the following way:

TABLE I

THE EXTENT OF THE USE OF THE DEVELOPMENTAL TASK CONCEPT  
BY THE TEACHERS IN IRELAND

Developmental Task	To a Great Extent	To a Lesser Extent	To a Small Extent	Not at All	Do Not Know
	*				
1. New and More Mature Relations with Age Mates of Both Sexes	21%	2%	23%	21%	33%
2. Achieving Female Social Role	50%	15%	21%	2%	12%
3. Accepting One's Physique	35%	15%	23%	3%	24%
4. Emotional Independence of Parents	21%	10%	23%	16%	30%
5. Assurance of Economic Independence	15%	15%	28%	16%	26%
6. Selecting and Preparing for an Occupation	30%	21%	30%	6%	13%
7. Preparing for Marriage and Family Life	66%	10%	13%	6%	5%
8. Developing Intellectual Skills	35%	18%	26%	3%	18%

\*Percentage was figured on the 80 per cent, 61 questionnaires, returned by the sample.

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finance, and Consumer Buying	Planning of storage and keeping articles in their places.
2. Personal, Family and Commu- nity Relations	Learning about qualities needed in acquiring and keeping friends.
3. Child Development	Learning to understand self and others through understanding chil- dren.
4. Foods, Nutrition and Health	Studying mealtime sociability and table manners.
5. Clothing, Textiles and Re- lated Art	Improving personal appearance
6. Housing, Home Furnishings and Equipment	Learning to be a cooperative home member

The selected sample of Irish schools who answered the questionnaire replied that the Intermediate Examination program seemed to meet this task of new and more mature relations with age mates of both sexes as follows: Twenty-one per cent, 13 schools, felt that this need was met to a great extent through school functions. Twenty-three per cent, 14 schools, stated that the need was met to a small extent through behavior in group assignments when equipment had to be shared. Thirty-three per cent, 20 schools, did not say how the task was met by the Irish program.

Since the developmental task concept was a new concept for the

writer, she believes that perhaps the selected sample from Ireland was not familiar with it. The selected group responded in terms of the total home economics program. In Ireland the term section is used in the syllabus instead of the term unit which is used in the state curriculum guides. There are three sections in the Irish program: A) Food and Cookery, B) Home Management and Hygiene, C) Needlework including Elementary Dressmaking. Section A, Food and Cookery, is similar to the unit in the three selected state curriculum guides, Foods, Nutrition and Health. Section B, Home Management and Hygiene includes the choice, care and cleaning of household equipment, personal and food hygiene, and a study of simple first aid. Section C, Needlework, including Elementary Dressmaking, is similar to the unit Clothing, Textiles and Related Art in the three selected state curriculum guides.

It seemed to the writer that this developmental task was met in both the three selected state curriculum guides of the United States and in the Irish program for home economics through Foods, Nutrition and Health, in learning to improve food habits, and gaining and understanding of the relationship of diet to health and appearance. Clothing, Textiles, and Related Art seems to develop this task in improving one's personal appearance through a selection of desirable clothing. Home Management seems to encourage the task through group assignments when students learn to cooperate with each other in the sharing of equipment. The Irish sample felt that their program met this task particularly through school functions, such as parent teachers' meetings, prize-giving day, and parties for the senior citizens when the students seem to cooperate with each other in achieving goals, and, therefore, it is assumed that more mature relations with age mates was attained.

The writer feels that this task gains further encouragement through the unit on Personal, Family and Community Relations in the selected home economics curriculum guides. The students learn about their heredity, their emotional and physical growth, and their role in life. It seems that this particular unit provides discussion on the qualities that are needed for making friends with age mates of both sexes, and the contributions of such friendships to one's fulfillment as a person.

Developmental Task: Achieving Female Social Role

The second developmental task is provided for in the units of the three selected state home economics curriculum guides in the following manner:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finances, Consumer Buying	Learning good buying practices.
2. Personal, Family and Commu- nity Relations	Studying differences and similiarities of growth in teenagers.
3. Child Development	Helping with care of children.
4. Foods, Nutrition and Health	Learning about the relationship of food to health and appearance
5. Clothing, Textiles and Related Art	Learning to use judgment in selecting clothes and accessories
6. Housing, Home Furnishings and Equipment	Developing some ability in performing tasks in the care of the house

Those responding in the questionnaire seemed to think that the Irish program met this task of achieving the female social role in the following ways: half of the group, fifty per cent, 31 schools, felt this need was met to a great extent through learning to entertain during school functions and learning to entertain friends in their homes. Twenty-one per cent, 13 schools, stated that the Irish program met the second developmental task to a small extent through home responsibilities in the absence of mother for a short period. A small minority, twelve per cent, 7 schools, did not indicate how the Irish program met this task.

This task, achieving a female social role, was developed in many ways in the Irish program and in the three selected state curriculum guides. Foods, Nutrition and Health seem to promote this task through experiences gained in the presentation of simple meals when the students wish to entertain age mates and other friends in their homes. Clothing construction seems to increase a knowledge of personal grooming and the selected Irish group reported that home management seems to encourage a sense of responsibility for the teenager through accepting responsibilities in the home for the care of the family for short periods. Family life consultants suggest that one of the first signs of adolescence noted by mothers is a critical attitude of youngsters about the physical features of the house. The unit on Housing and Home Furnishing in the selected home economics curriculum guides seems to relate to this indication of the developing adolescent when it is assumed that a sense of pride in their homes would be encouraged through such a study.

Developmental Task: Accepting One's Physique

The third developmental task is provided for in the units of the three selected state curriculum guides as follows:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finances, Consumer Buying	Learning to plan our resources.
2. Personal, Family and Commu- nity Relations	Participating in group activities, such as the Future Homemakers of America.
3. Child Development	Studying basic physical needs of children.
4. Foods, Nutrition and Health	Applying management in food prepa- ration.
5. Clothing, Textiles and Related Art	Constructing clothes to make the physical self more desirable
6. Housing, Home Furnishings and Equipment	Learning to share a bedroom with a younger sister.

The selected sample of Irish schools stated that this developmental task, accepting one's physique, is met in the Irish program in the following ways: the greatest percentage, thirty-five per cent, 21 schools, considered that the task was met to a great extent through school fashion parades. Twenty-three per cent, 14 schools, said the students seemed anxious to discuss child development. Twenty-four per cent, 15 schools, did not say how this developmental task was met by



the Irish program.

This particular developmental task, accepting one's physique, seems to be met to a high degree in the selected home economics curriculum guides in the unit on Personal, Family and Community Relations when the students have an opportunity to learn about interpersonal relationships. Clothing construction in the Irish program and in the curriculum guides seems to promote this developmental task also through learning to choose a style of garment that will make the wearer attractive. Food habits and their effects on personal appearance seem to provide the teenager with an appreciation of the contribution of a balanced diet to his overall good health and vigor. This developmental task is also encouraged through instruction in child development in the United States' program. The selected Irish sample stated that some of their students requested discussion on child development. From the writers discussions with individual students and from discussions with staff members in her school, she feels that the students are anxious to know about their role in life and that they wish to learn about the care and understanding of children.

Developmental Task: Emotional Independence of Parents and Other Adults

The fourth developmental task is provided for in the units of the three selected state home economics curriculum guides as follows:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family	Learning to make decisions in the

Finances, Consumer Buying	choice of purchases.
2. Personal, Family and Community Relations	Learning respect for the rights and properties of others.
3. Child Development	Studying about accidents to children.
4. Foods, Nutrition and Health	Learning the use of appliances.
5. Clothing, Textiles and Related Art	Learning the selection of fabrics.
6. Housing, Home Furnishings and Equipment	Learning to arrange a study area which may be adapted to a living room or bedroom.

The selected group of Irish schools stated that students in their schools are striving for emotional independence of parents in different ways. Almost one-fifth, twenty-one per cent, 13 schools, felt that the students acquire a sense of home management to a great extent when they are left at home to care for the family for a short period of time. Twenty-three per cent, 14 schools, stated that the Irish program met the task to a small extent through some students acquiring a higher standard of homemaking skills than their mothers. Thirty per cent, 18 schools, did not reply to the way in which this developmental task was met in the Irish program.

Emotional independence of parents, seems to be provided for in many aspects of the three selected state curriculum guides and in the Irish syllabus used for the Intermediate Examination program. Home Management, Family Finances and Consumer Buying could help the students confidence in making decisions in their shopping experiences. The consumer education aspect of the course seems to help them to read and

understand the information contained on the labels which should be useful to the buyer in making a wise choice. In the curriculum guides, Personal, Family and Community Relations seem to encourage a sense of respect for the rights and properties of others, and it may create a spirit of leadership in the group. Through child development, the teenagers would seem to have the opportunity to gain confidence in the responsibility and the care of children. In both countries many opportunities provided in the laboratory experiences of the foods, nutrition and health programs would seem to give opportunity for developing emotional independence of the parents. The students have opportunities to handle equipment and to make decisions in the preparation of simple meals. The writer has observed in her class experiences with adolescents in Ireland, that they seem to make the majority of the decisions regarding the style of garments they wish to make, and that they seem to feel that their mothers' will be happy about their choices.

The selected Irish sample felt that this developmental task could be developed when a student is given opportunity to care for the home when the parents are away for a short time. From discussions with her students, the writer has also observed this emotional independence, and some adolescents like to have an opportunity to discuss their home responsibilities and they seem to take pride in them.

#### Developmental Task: Assurance of Economic Independence

The fifth developmental task is provided for in the units of the three selected home economics state curriculum guides in the following ways:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finances, Consumer Buying	Learning to understand money management terms.
2. Personal, Family and Commu- nity Relations	Learning to understand boy/girl friendships.
3. Child Development	Understanding the obligations and responsibilities of the babysitter.
4. Foods, Nutrition and Health	Learning to select food products efficiently and economically.
5. Clothing, Textiles and Related Art	Learning to judge well constructed garments.
6. Housing, Home Furnishings and Equipment	Learning to choose suitable fur- nishings.

The selected group responding in the questionnaire felt that their program in Ireland was helping to meet this developmental task through shopping experiences. Fifteen per cent, nine schools, felt that the program met this task to a great extent through experiences gained in the making of purchases for class use. Twenty-eight per cent, 17 schools, stated that this task was met in the home rather than at school to a small extent through shopping assignments for the family, and in a minor way through the development of home industries to supplement the family income. Twenty-six per cent, 16 schools, did not respond to the way in which the Irish program met this developmental task.

In the selected home economics curriculum guides the unit on family finances suggests that the development of this task could be related to learning and understanding money management terms, in gaining an appreciation of the value of money and the effects of advertising on the family budget. Child development discussions would seem to provide an understanding of the obligations and responsibilities of the babysitter, and encourage an assurance of economic independence in accepting the care and protection of children.

The selected Irish sample felt that this developmental task was met to a great extent through experiences gained in the selection of fabrics for a clothing construction unit, and in the purchases of food for laboratory experiences in Foods, Nutrition and Health. The Irish schools also stated that through their class discussions, some students reported on their increasing ability to undertake shopping assignments for the family.

Developmental Task: Selection and Preparation for an Occupation

This sixth developmental task is provided for in the units of the three selected state home economics curriculum guides as follows:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finances, Consumer Buying	Learning to appreciate the cost of living and discussing the specific ways in which the family income may be increased through skills,

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|   | talents and abilities.   |
| 2. Personal, Family and Community Relations | Studying personal abilities and aptitudes for various careers.   |
| 3. Child Development                        | Discussing the opportunities and studying the requirements for employment in recreational centers, day care centers. |
| 4. Foods, Nutrition and Health              | Discussing careers in the area of food research.   |
| 5. Clothing, Textiles and Related Art       | Learning to make applications for careers in clothing.   |
| 6. Housing, Home Furnishings and Equipment  | Learning about job opportunities in making furnishings and understanding the use of all types of home equipment.     |

The selected home economics curriculum guides seem to support this developmental task of selecting and preparing for an occupation through resource talks on employment opportunities in each area of the course and in gaining experience in making applications for careers. Through the unit on Home Management, Family Finances and Consumer Buying the students seem to begin to learn an appreciation of the cost of living and they discuss ways in which the family income could be increased through individual skills and talents.

The Irish schools responding in the selected sample stated that they felt the Irish program met this developmental task of selection and preparing for an occupation, as follows: Thirty per cent, 18 schools, felt the program provides a better understanding of the role

of homemaker to a great extent. Thirty per cent, 18 schools, indicated that they felt the program provides career interests in the tourist industry to a small extent for some students. Thirteen per cent, eight schools, did not indicate the contribution the Irish program made towards this developmental task.

The selected Irish group felt that this task was met through a better understanding of the role of a future homemaker and that it apparently provides confidence in that occupation. They also felt that the Irish program helps to create interest in a career in the expanding tourist industry. The use, care and storage of equipment used in Foods, Nutrition and Health, and in the clothing unit also seems to help in preparing for an occupation, for it is assumed that students taking an occupation will have to accept responsibilities for equipment and goods.

Developmental Task: Preparation for Marriage and Family Life

The seventh developmental task is provided for in the units of the three selected state curriculum guides in the following way:

Units in the Selected Home Economics State Curriculum Guides	Examples of Learning Experiences that Might Aid in Accomplishing the Developmental Task
1. Home Management, Family Finances, Consumer Buying	Learning to evaluate advertisements and labels.
2. Personal, Family and Commu- nity Relations	Learning to understand the matura- tion process.
3. Child Development	Learning to understand the devel- opmental stages and individual

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|  | differences in children.   |
| 4. Foods, Nutrition and Health             | Learning to plan meals that fill the nutritional needs of teenagers.             |
| 5. Clothing, Textiles and Related Art      | Gaining experience in the management of clothing.                                |
| 6. Housing, Home Furnishings and Equipment | Learning to make wise choices in buying or improvising furnishings for the home. |

The selected sample of Irish schools felt that their program helped the students to prepare for this developmental task in these ways: The majority of the Irish respondents, sixty-six per cent, 40 schools, stated that the program provided confidence in setting up a home to a great extent. Thirteen per cent, eight schools, thought that projects in Foods, Home Management and Nutrition provided for this task to a small extent while a minor number of schools considered that the students are too immature to start to meet this developmental task.

The seventh developmental task seems to achieve much support in programs in home economics in both the United States and Ireland. Housing and Home Furnishings in the selected guides seem to have a very close relationship to the home life of the family. The selected Irish sample felt that the Irish program seemed to provide great confidence in setting up a home and that this fact was evident in visits made by the teachers to the homes of the past students. The unit on Personal, Family and Community Relations seems to provide an understanding of the maturation process of the adolescent and an appreciation of the awareness of individual differences in the developmental stages in children seems to be gained in the child development course. Planning for



the nutritional needs of the family is included in the Foods, Nutrition and Health unit of the programs in both countries. Learning about money management, how to evaluate labels and advertisements and the wise choices to be considered in the purchase of a home and its furnishings seem to help the students start to meet this developmental task in the selected state curriculum guides.

Developmental Task: Development of Intellectual Skills and Concepts  
Necessary for Civic Competence

The Irish schools responding in the selected sample stated that the Intermediate Examination program helped to meet this developmental task of developing intellectual skills as follows: one-third of the group, thirty-five per cent, 21 schools, felt the program provided for this task through critical thinking in decisions relating to homemaking. Twenty-six per cent, 16 schools, stated that the Irish program provided for this task in a small way through appreciation of color, harmony, and skilled craftsmanship. Three per cent, 2 schools, felt that there was no scope in the Intermediate Examination program for developing intellectual skills due to the excessive emphasis on practical skills. Eighteen per cent, 11 schools, did not mention how the Irish program met this developmental task.

In the United States problem solving situations are incorporated in most units for the purpose of developing intellectual skills. Students are given opportunity for decision making in pupil-teacher planning and for developing leadership roles through the national youth

organization, the Future Homemakers of America, which is an integral part of the schools home economics programs. The over-all goal is "to help individuals improve personal, family and community living." Students are often expected to read from resource materials and to present these materials to the other students in the class or to use the information in planning activities in selected units.

The selected Irish group felt that preparing for an Intermediate Examination program provided for this developmental task to a small extent through critical thinking in decisions relating to the many aspects of homemaking. Several of the sample stated that they felt that an understanding of the value of the nutrients in foods which help to promote a balanced diet, and the appreciation of color and harmony gained through the clothing unit also encourage this developmental task. A small minority stated that the Intermediate Examination program in home economics did not provide any scope for the intellectual skills because of the greater emphasis on the practical skills.

In summarizing, it seems to the writer that if the learning experiences suggested in the selected state curriculum guides are used effectively, the adolescents should have opportunities to work towards meeting their developmental tasks. As the students gain in maturity and self confidence they should also acquire a happy and healthy personality.

The other questions in the questionnaire (see Appendix B) related to the general program for home economics in the post primary schools in Ireland and they will be analyzed and compared to the state curriculum guides to enable the writer to make some suggestions for consideration in future curriculum developments in Ireland to meet the needs.

of the students. The first question to be analyzed related to the feelings of the selected Irish sample regarding the amount of practical and theoretical work in the present program in home economics. The respondents were also asked to include any other comments they wished to make in this regard.

The analysis of the first question indicated that forty per cent, 24 schools, of the selected group considered that the present program was satisfactory. The remainder of the sample gave the following explanations for their suggestions for improvements. Thirty-three per cent, 20 schools, felt that more time is necessary for practical work if the students are to gain learning experiences to achieve confidence in the role of a homemaker which the present program focus seems to suggest. Other suggestions made were that since the present program involves more practical than written work the group felt that the proportion of marks for the Intermediate Examination in home economics should be allocated accordingly. More emphasis on the science of homemaking in relation to management, budgeting, social services and health services was also included.

The second question (see Appendix B) was concerned with the time allocations for the weekly program. There is no official time allocation for the weekly class instruction in the Irish schools, but the Department of Education has suggested four hours. The amount of time for home economics depended on the number of subjects offered in each school, and as a result, the time allocation varied.

The greatest number, forty per cent, 24 schools, recommended three weekly class periods to provide a total of 4 hours and 15 minutes instruction in the week, and thirty-eight per cent, 23 schools, stated

that they would prefer two weekly periods to give a total of 3 hours and 20 minutes in the week. The schools that recommended a single block period each week considered 3 hours and 20 minutes a satisfactory allocation. A small percentage suggested that four weekly periods were desirable and that they had 5 hours and 30 minutes for home economics at present. Four schools did not respond and twenty-three per cent, 14 schools, recommended the completion of one section of the three part home economics program at a time. The reason given for this recommendation by the selected group was continuity, especially in the clothing construction section where the schools felt that the students were anxious to complete and wear their garments within a reasonable time.

Through the analysis of the state guides and in conferences with home economics teachers, the writer has found that classes in home economics in the United States are usually held for one hour daily. In the selected curriculum guides a time allocation is suggested for each unit and the greater emphasis is usually suggested for the two units, Foods, Nutrition and Health and Clothing, Textiles and Related Art. Twelve weeks for each of these units were recommended for the year, (approximately 60 hours for each unit in the year).

Questions three and four (see Appendix B) concerned additional facilities and financial allowances which the selected sample considered desirable for their schools. Since these two questions were closely connected, the replies were combined. Several suggestions for additional facilities were included in the replies. The greatest number, forty-three per cent, 26 schools, felt that they would like their students to gain practical experience in the daily routine of homemaking through the addition of a small home management center in the school.

The suggestion of self-contained kitchen units and a dinette off the class kitchen would also seem to contribute to such a learning experience, and would probably encourage independence and responsibility for the developing adolescents. More modern equipment was the choice of twenty-three per cent, 14 schools. A home economics reference library for both teachers and students was suggested by twenty-five per cent, 15 schools, and another quarter of the group, 15 schools, suggested a yearly allowance of 10 pounds, that is 25 dollars, for the provision of small equipment and the opportunity for experimental work with new food products. Six per cent, 4 schools, in the selected sample stated that they were satisfied with their centers. About one quarter of the sample seemed to feel that modern equipment is essential in all the schools today where the future homemakers of Ireland expect to gain learning experiences in the use of wise consumer choices when planning their future homes. From class discussions on the choice of equipment the writer's students have informed her that their homes contain the desirable labor saving equipment which has still to be procured for their classrooms.

The fifth question (see Appendix B) included the kinds of teaching methods and teaching aids in use in the Irish schools, and the teaching methods and teaching aids that the sample considered desirable for use. Demonstration, discussion and lecture were the principal teaching methods used by the entire selected sample. The project method seemed to be used principally in the Food and Cookery section, that is the preparation and serving of simple meals. It seems that this teaching method is connected with the active participation in the school functions, the provision of refreshments at parent teachers' meetings and school

parties, and in the organization of projects in the community. The respondents to the questionnaire did not use reports which may suggest that there is a lack of library facilities in some of the schools. A minor percentage stated they used buzz sessions, while others said "they were ideal but that the present time allocation did not permit them," "must try the buzz sessions," and "buzz sessions are not desirable for this age group." In the United States, buzz sessions and class reports are also used, and the writer has observed that they seem to add further interest to the class experiences, through the increased participation by the students. An important aspect of the program in the United States seems to be student participation.

Apart from textbooks the teaching aids which were available in the Irish schools and the teaching aids which the selected sample felt were desirable to have for home economics classes were indicated in the following way:

The majority of the selected sample, seventy per cent, 43 schools, stated they had reference books, bulletin boards and flannel graphs while thirty per cent, 18 schools, felt that they were all desirable to have in the schools. Curriculum guides, as distinct from a syllabus which is used in Ireland, were not available in any of the selected Irish schools and over half of the sample, sixty per cent, 36 schools, considered that they thought they would be desirable to have for the program. Resource materials, charts and professional journals were in use in fifty-nine per cent, 36 schools. They were considered desirable by thirty-seven per cent, 22 schools, in the sample. A small group of schools, sixteen per cent, 10 schools, have field trips and interviews, while thirty per cent, 18 schools, stated they would like to have them

but that the weekly time allocation did not permit them. Audio visual equipment was used in forty-four per cent, 27 schools, and the remaining respondents, forty-eight per cent, 29 schools, considered them desirable. Since suggestions for teaching aids for each unit were given in the three selected state curriculum guides, it can perhaps be assumed that the majority of schools in the United States have these teaching aids.

Question six (see Appendix B) related to the way in which the students are chosen for the home economics course in the selected sample of Irish schools. The respondents stated that in almost half of the schools, forty-five per cent, 27 schools, home economics was compulsory while twenty-six per cent, 16 schools, said that the students were advised by the principal or other school personnel to take the course. In some centers, twenty-three per cent, 14 schools, the students elected to take the subject. Other replies for the choice of home economics included "it was requested by parents," and "the less gifted students were advised by the career guidance teacher." The sample also stated that in some schools the students have a choice between 1) Home Economics or Art; 2) Home Economics or Commerce; 3) Home Economics, Art, Latin, or Science.

In the United States it is usually an elective subject in the school program. It is offered to students from grades 7 to 12 whose ages are from 12 to 18 years. Through the Vocational Act of 1963 opportunities for learning to be gainfully employed are being made available for the later adolescent students.

Evidence of the attraction or dislike for home economics in the Intermediate program in Ireland was requested in question seven (see

Appendix B). The majority of the sample felt it was an attractive subject in the schools. Sixty per cent, 37 schools, reported that they did not have sufficient facilities to accept all the students who wished to take the course. Other reasons mentioned for the attraction of home economics for the early adolescents included the following statements: 1) practical work appeals to this age group; 2) some pupils undertake home projects and discuss them with their teachers; 3) in some areas the students leave school at the end of the Intermediate program and they depend on an aspect of home economics for employment; 4) students who are absent in the morning attend school for the home economics class in the afternoon; 5) when the students are offered a list of eight subjects from which they may choose, in order of preference, the next year's course, home economics is listed not lower than number 3, and it often gains first or second preference. Thirteen per cent, eight schools, in the sample considered home economics was not attractive. The main reason given for the lack of attraction for home economics in Ireland was that the teachers felt it was losing its popularity because it is not an acceptable examination subject for a Leaving Certificate requirement for admission to the universities in Ireland.

Question eight (see Appendix B) read as follows: How do you help students to overcome a dislike for one or more sections of home economics? It was the opinion of the selected sample that, in general, a dislike for one or more sections does not arise. Encouragement through project work and through national competitions organized by the semi-state bodies were the suggestions made by sixty-two per cent, 37 schools, to help the students to overcome a dislike.

The next question related to the aspect of home economics in the



Irish program which was considered important to the future homemaker. The respondents were asked to number their choices in a given list of subjects using "1" for the most important. Almost half of the selected schools, forty-two per cent, 25 schools, gave their first preference for home management, and a somewhat similar number, thirty-eight per cent, 23 schools, considered cookery (the preparation and serving of meals) as the second most important aspect in the Irish program. Hygiene, nutrition and consumer education were the next in order of preference as suggested by twenty-six per cent, 16 schools. The clothing construction section seemed to be the least important aspect and was suggested by forty-five per cent, 27 schools. The results seem to suggest that the greatest emphasis should be in the area of the management of the home. The writer observed that this opinion supports the recommendation made by the group for a home management center within the schools, the provision of self-contained units in the class kitchens and the addition of dinettes. In the United States there seems to be greater emphasis on theoretical aspect of home economics in the suggested learning experiences in the three selected state guides.

Other aspects of home economics that the selected sample felt would be of importance to a future homemaker in Ireland were included in question 11 (see Appendix B). Child care and development was the chief aspect of importance considered for the role of a future homemaker by thirty-five per cent, 21 schools, in the selected Irish sample. With the next three choices, planning a home, home nursing, and money management, which were suggested by approximately twenty-one per cent, 13 schools, the writer has observed that these suggestions also seem to relate to the preference for home management as the main aspect of

importance in the Irish program. There was no response from twenty-eight per cent, 17 schools, in the sample. The United States programs in the selected state curriculum guides also include units on child care and development, housing and family finances.

Question 12 (see Appendix B) requested the selected Irish sample of schools to enumerate the occupations related to home economics which are available in Ireland for those students who intend to leave school after the Intermediate Examination. Eighty-two per cent, 50 schools, mentioned several related occupations in the tourist industry and food services. Other minor suggestions made by the sample included occupations as receptionist to dental and medical practitioners, air hostess, laboratory technician and hair stylist. Thirteen per cent, 8 schools, did not make any suggestions. From the occupations enumerated by the majority of the schools in the selected Irish sample, the tourist industry and food services seemed to be the more closely related home economics occupations available in Ireland at present. The three selected home economics state curriculum guides of the United States expand their home economics programs during the last two years of the school program to include training directed towards gainful employment in home economics related occupations as well as the homemaking course. The Vocational Act of 1963 provided this scope for vocational Home Economics.

Question 13 (see Appendix B) was divided into two parts. The first part, a) related to changes the selected sample would like to make in the present home economics program. The second part, b) related to changes they would like to make to orientate the program towards employment opportunities. The following changes in the present program were suggested by the selected sample: eighteen per cent, 11

schools, stated that they felt the program should be reviewed frequently to keep abreast with modern trends in homemaking. Eighteen per cent, 11 schools, stated that a certified minimum number of class attendance hours should be required by each student for admission to the practical examination in home economics. They also stated that those students who did not pass that part of the examination should not be eligible for the written examination. Sixteen per cent, 10 schools, suggested that they would like an increase in the present allocation of teaching hours which are recommended by the Department of Education. Other suggestions made by a few of the selected Irish sample included the following statements:

1. The practical examinations should be conducted by an examining board instead of the present assessment by the teachers of their own students.
2. Less emphasis should be made on the perfect garment and that more practical construction methods should be adopted in the clothing unit.
3. That the written examination in home economics should be abolished.
4. The program should be planned towards employment opportunities for those students who will leave school on reaching the compulsory attendance age.

Thirty-five per cent, 21 schools, did not make any suggestions for a change in the present program in Ireland.

The main suggestion for the orientation of the course in home economics towards employment was "a discussion with employers of home economics related occupations to consider the suitability of a program desirable to them." This suggestion was made by thirty-six per cent, 22 schools, in the sample. Other suggestions included "a specific study of Food and Nutrition or Clothing and Textiles." Field trips were also recommended to provide the students with additional interest in available occupations. Half of the sample, fifty-three per cent, 32 schools,

did not make any suggestions.

The last question requested the selected sample to make any other comments they wished to make regarding a three-year program in home economics to meet the developmental needs of the Intermediate student in Ireland. The main comment was a request for "some graded textbooks to suit the developmental needs of the early adolescent as the present supply of textbooks was too advanced for this age group." This suggestion was made by eighteen per cent, 11 schools, in the sample. Textbooks seem to be available for the different grade levels in the United States. Twelve per cent, 7 schools, felt that "home economics should be a compulsory subject for this age group."

Other suggestions mentioned by the selected group included the following: 1) "A selection of books and journals on nutrition, grooming and etiquette should be provided by the schools for the use of the students." During visits to the schools in Oklahoma the writer observed that journals relating to aspects of home economics were displayed in each classroom for the use of the students. 2) "That funds should be made available to permit guest speakers to address the students during the course." 3) "Business firms should consider the award of scholarships to the less privileged students for studies in occupations related to home economics."

#### Summary

Chapter IV included an analysis of the questionnaire and an analysis of the selected home economics state curriculum guides. These analyses were compared in relation to the developmental task concept since this concept seems to be one often used in the United States to

help teachers to develop learning experiences to meet the needs of the adolescents. The other questions in the questionnaire (see Appendix B) were analyzed and compared to the three selected state curriculum guides to enable the writer to make some suggestions for consideration in future curriculum development in Ireland to meet the needs of the students.

The writer in analyzing the home economics guides and syllabus found the following similarities in the home economics programs in the United States and Ireland. The unit, Clothing, Textiles and Related Art, in the United States program is the same as the Needlework and Elementary Dressmaking section in the Irish program; the unit, Foods, Nutrition and Health in the state curriculum guides is similar to the Food and Cookery section in the Irish syllabus; the purpose of both programs for the early adolescent is homemaking and a list of reference books and sources of audio visual aids is available for both countries. The differences observed were the fact that there is no state examination in the States of Alabama, Kansas and Ohio, and the students receive credits towards their high school diploma for courses taken in home economics. The scope of the United States program is broader, the students participate in planning it, and there is no youth organization related to the school home economics program in Ireland, to compare with the Future Homemakers of America.

The questions in the questionnaire (see Appendix B) relating to the Intermediate Certificate Examination included the feelings of the teachers regarding the amount of practical and theoretical work in the program; time allocations; additional facilities desirable; teaching methods and teaching aids; students' attitudes to the subject and the

aspect of home economics considered important to the future homemaker in Ireland. Forty per cent, 24 schools, considered the present course is satisfactory. The remainder of the sample made suggestions for improvements which included a request for an increase in the time allocation to enable the student to gain confidence in the role of a homemaker; more emphasis on management, budgeting, social and health services, and an increase in the proportion of marks allocated for the practical examination. The time allocation for the weekly program seemed to vary in many areas and the majority of the sample favored three weekly periods to provide 4 hours, 15 minutes instruction. In the United States the classes are held for one hour daily, and the curriculum guides suggest the time allocations for each of the six units in the program. At present the emphasis is on the two units, Food, Nutrition and Health and Clothing, Textiles and Related Art with 60 hours for each unit in the year.

Additional facilities considered desirable by the Irish schools included home management centers, kitchen units, dinettes, reference libraries, more frequent supply of modern equipment and a yearly allowance for experimental work. The writer felt that perhaps the home management centers were not a realistic suggestion for some areas where a desirable number of teachers would not be available to share the supervision. Reference libraries seem desirable for both teachers and students, and a more frequent replacement of modern equipment might provide the students with learning experiences in the use of wise consumer choices in planning their future homes. Six per cent, 4 schools, seemed to be satisfied with their facilities.

The principal teaching methods used in the Irish schools were

demonstration, lecture, discussion and project. In the United States buzz sessions and class reports were also included which seems to suggest that an important aspect of the program is student participation. Reference books and display boards seemed to be available in seventy per cent, 43 Irish schools. The majority of the sample, sixty per cent, 36 schools, seemed to indicate that they considered that a curriculum guide would be desirable for suggested learning experiences. Resource materials, charts and professional journals were available in most schools, and field trips and interviews seemed to be desirable but the sample felt that the present time allocation did not permit them. All these teaching techniques were suggested in the home economics state curriculum guides and it can perhaps be assumed that the majority of the schools in the United States use them.

Home economics seems to be compulsory in the majority of the post primary schools in Ireland, while some centers seem to offer it as an elective subject. In the United States it is an elective subject and through the Vocational Act of 1963 opportunities for pre-employment experiences are available for the later adolescents. Sixty per cent, 37 schools, in Ireland seemed to feel that home economics has been an attractive subject for the early adolescent but that it was losing its popularity because it is not an acceptable examination subject for a Leaving Certificate requirement for admission to the universities. Home Management seemed to be the most important aspect of the program for the future homemakers of Ireland and a somewhat similar number of schools indicated that Food and Cookery, (the study of food and the preparation and serving of meals), was next in importance, followed by Hygiene, Nutrition, Consumer Education and Clothing Construction. The writer

observed that this opinion supports the suggestion for home management centers, kitchen units and dinettes which seem to indicate some of the needs expressed in the developmental tasks of the adolescents.

Other aspects of home economics that the Irish schools seemed to consider would be important for a future homemaker included Child Care and Development, Choice and Planning of Homes, Home Nursing and Money Management. The writer observed that these choices also seem to focus on the management of the home, and that these subjects are included in the home economics state curriculum guides of the United States.

Additional questions related to employment opportunities and the changes desirable in the present program. The chief home economics related occupations which seem to be available in Ireland are in the tourist industry and in food services, and to a lesser degree as sales assistants in stores and in occupations in the clothing services. An increase in the time allocation, a certified minimum class attendance for admission to the practical examination and a compulsory pass in the practical part were the suggestions for change which the selected sample seemed to consider desirable. They also indicated that an orientation towards employment opportunities might be considered for students who may leave school on reaching the compulsory attendance age.

Through the analyses of the questionnaire and the state curriculum guides, the Irish program seemed to meet the developmental tasks of the adolescent to a lesser extent than the program for the same age group in the United States. This concept for curriculum planning is one basis to be considered and it was not familiar to the writer. The selected sample seemed to indicate that they were not familiar with it also and that they were not sure how their program met these needs of



the students. Through the learning experiences suggested in the six units of the home economics program in the selected state curriculum guides, the writer observed that they seemed to encourage independence, confidence and maturity. The addition of a nationwide youth organization related to the school home economics program also seemed to help the students in their adolescent development.

Chapter V will include the summary and the conclusions of the study. Suggestions will also be made for consideration in future curriculum development in home economics programs for the Intermediate Certificate Examination in the post primary schools of Ireland.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND SUGGESTIONS

This study was undertaken in an attempt to identify some significant aspects of the curriculum in home economics for the secondary and vocational schools of the United States of America which could be considered for future curriculum development in the post primary schools in Ireland. To become familiar with the current programs in the United States, the professors of home economics education at Oklahoma State University recommended that the writer study and analyze a sample of the most recently updated state curriculum guides. The writer analyzed the scope, sequence, time allocations and teaching techniques described in the guides for the early adolescents in grades seven to nine which are based on the developmental tasks. The developmental task concept was chosen because it was a new concept for the writer and the majority of the home economics state curriculum guides in the United States which were analyzed included the use of this concept. It is one basis used in curriculum planning in the United States. These students are the same age group as the students in the post primary schools in Ireland who are taking the Intermediate Certificate Examination program.

A questionnaire with emphasis upon the developmental tasks of the adolescent was sent to a selected sample of post primary schools in Ireland to ascertain how the Irish program in home economics compared with the programs for the same age group in the United States. The

selected sample of Irish schools was chosen from a list of the recognized post primary schools in Ireland sent by the Department of Education for this purpose. The sample included a school in each county, all vocational schools from the largest city, and selected secondary and vocational schools in areas where greater employment opportunities were available. Since there were only three comprehensive schools, all three were included. Additional questions in the questionnaire related to other aspects of the Irish program which could be used in curriculum planning. These questions involved content, time allocation, facilities, teaching methods and teaching aids, students' attitudes to home economics, the important aspects of the program in the preparation for the role of a future homemaker and suggestions for the orientation of the program towards employment opportunities.

Since the concept of the developmental needs of the adolescent was new both to the writer and the selected sample, it seemed that some of the schools were not sure how the Irish program met these adolescent needs. The replies indicated that the Intermediate Certificate Examination program in home economics was meeting the developmental needs of the future homemakers to a lesser extent than was evidenced by the analysis of types of experiences suggested in the selected curriculum guides of the United States. Through the suggested learning experiences in the curriculum guides, opportunities for meeting the developmental needs of the students seemed to be suggested.

Following an analysis of the questionnaire it seemed to the writer that the Irish respondents felt there was a need for continuous study and planning of the present program. Some of the suggestions made included an increase in the weekly time allocation; evaluation of the

marking system; practical examinations conducted by a panel of examiners; a supply of graded textbooks and the provision of free materials for qualified students. Additional facilities which were suggested by the sample of Irish schools included home management centers, individual kitchen units, adjoining dinettes and reference libraries for students and teachers. According to responses on the questionnaire, Home Management was considered the most important aspect of home economics for the role of the future homemaker in Ireland. Cookery, (the preparation and serving of meals) was the next most important aspect followed by Hygiene, Nutrition and Consumer Education. The teachers contacted seemed to think that the Clothing Construction section was least important.

These suggestions for additional facilities and the opinion of the teachers that home management was a most important aspect of home economics for the future homemaker seem to indicate concern for the developmental tasks of the adolescent in achieving the female social role, gaining emotional independence and the preparation for marriage and family life. The other aspects of home economics in the selected state guides include units on Family Finance, Personal, Family and Community Relations, Child Development and Housing and Home Furnishings.

Several of the developmental tasks meeting the needs of the adolescents seem to be suggested in other units. Family Finance seems to develop an assurance of economic independence through suggested learning experiences in sources of income. The tasks of achieving mature relations with age mates could be gained through classes in boy/girl friendships and suggested learning experiences regarding the respect for the rights and properties of others are included in the unit on

Personal, Family and Community Relations.

Accepting one's physique may be achieved in the suggested learning experiences in the curriculum guides through a study of Child Development. The planning and choice of a home which is included in the Housing and Home Furnishings unit, and an appreciation of aesthetic values contribute to the development of the intellectual skills.

The teachers indicated that a curriculum guide, as distinct from a syllabus used in the post primary schools in Ireland, is desirable for the school program since it gives suggestions for scope, sequence, time allocation, teaching aids and teaching methods. The principal teaching methods used by the sample as stated in answers to the questionnaire are demonstration, lecture, discussion and projects. The majority of the Irish schools have some reference books and display and audio visual materials, but they consider that the time allocation does not permit the use of resource materials, interviews, field trips, reports and buzz sessions. Suggestions for learning experiences and teaching aids are included in the suggested learning experiences in the curriculum guides in the United States.

The Irish teachers seemed to think that home economics has been attractive to the adolescent in Ireland, but they considered that it is losing its popularity because it is not an acceptable subject in a Leaving Certificate requirement for admission to a university. Other aspects of home economics which the sample indicated would be important in consideration for the future programs included an addition of units in Child Care and Development, Choice, Planning and Furnishing of Homes, Money Management and Home Nursing. There are units for these subjects in the selected state curriculum guides of the United States which the

writer studied and analyzed.

Additional changes which the Irish schools recommended for their program included a request for an increase in the time allocation; the requirement of a certified minimum number of class attendance hours for the practical examination; a compulsory pass in the practical examination; and a specific study of Food and Nutrition or Textiles and Clothing to orient the program towards employment for the students who may leave school on reaching the compulsory attendance age. Finally, the teachers considered that the chief home economics related occupations for the Intermediate Examination students in Ireland are in the tourist industry and in food services, and to a lesser degree as sales assistants in stores and in occupations in the clothing services. In the United States, Congress passed the Vocational Act of 1963 which made gainful employment a part of the home economics homemaking program for the students in grades eleven and twelve. These students are the same age as the fifth and sixth year students in the Republic of Ireland.

After analyzing the replies of the teachers, the writer wishes to make the following suggestions:

- 1) That the provision of reference libraries for students and teachers is desirable.
- 2) That consideration be given to the more frequent supply of modern equipment in the schools so that the students may gain learning experiences in the use of wise consumer choices when planning their future homes.
- 3) That consideration be given to the recommendation of Home Economics as a desirable compulsory subject for the future homemakers in all the post primary schools.

4) That consideration be given to raising the status of home economics in the Republic of Ireland.

5) That the curriculum committee for home economics programs in the post primary schools consider the following suggestions:

a) Invite the teachers in these schools to participate in the preliminary curriculum development of future programs.

b) Develop a curriculum guide to provide suggestions for learning experiences, teaching aids and techniques related to the approved syllabus of the Department of Education, and the needs of the adolescent students in the Republic of Ireland.

c) Standardize the allocation of hours for the program in home economics in all the post primary schools.

d) Limit the number of students in a practical class for effective learning experience.

e) Consider broadening the content of the program to a possible orientation towards employment in the larger industrial areas since some students may leave school on reaching the compulsory attendance age.

Forty per cent of the selected teachers, considered that the present program is satisfactory. However, changes taking place in society require constant evaluation, analysis and recommendations for consideration and for desirable change in future curriculum development.

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APPENDIX A

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Home Economics Education  
372-6211, Ext. 486

74074

1820 Arrowhead Place  
Stillwater, Oklahoma 74074 U.S.A.  
April 15, 1969

Dear Colleague:

The Department of Education has granted me one year's leave of absence, and I am doing a graduate study in Home Economics Education at Oklahoma State University. It includes a study of curriculum.

I am sending you a copy of Miss Bonfil's letter regarding my study. The enclosed questionnaire is being sent to 75 teachers who have either secondary or vocational school experience.

I would be most grateful for your kind cooperation in sending me the information requested for this study. To enable me to complete it, I would appreciate your kind response as soon as it is convenient for you.

I enclose a stamped, addressed envelope. I would be grateful if you should kindly check the airmail weight and post your reply not later than May 1.

On the completion of the study, I will send you the findings and recommendations.

Sincerely,

(Miss) Pat Thunder

Adviser, Elaine Jorgenson  
Coordinator  
Home Economics Education

Enclosures

APPENDIX B

This questionnaire refers to the Intermediate Certificate Examination in Home Economics. Rules and Programme for Secondary Schools, 1968-69, pages 89-91.

1. Which of the following statements express your feelings about the present programme in Home Economics?

\_\_\_\_\_ present programme satisfactory  
 \_\_\_\_\_ more practical work than is necessary  
 \_\_\_\_\_ less practical work than is necessary  
 \_\_\_\_\_ more theory than is necessary  
 \_\_\_\_\_ less theory than is necessary  
 \_\_\_\_\_ other comments

2. What time allocations do you recommend for a weekly programme during a school year?

a) one daily period of \_\_\_\_\_ minutes  
 b) two periods of \_\_\_\_\_ minutes per week  
 c) three periods of \_\_\_\_\_ minutes per week  
 d) one block period of time \_\_\_\_\_ per week  
 e) complete one section (ex. food and cookery) of the yearly programme at a time.

3. If you could have additional facilities for Home Economics, what would they be?

4. If you were given the opportunity for receiving an added financial allowance to meet your needs, how much would you request?

5. Apart from textbooks, teaching methods and teaching aids provide a realistic knowledge of Home Economics. Please indicate which you use, and what are available and desirable for you:

<u>A. Teaching Methods</u>	<u>Used in What Subject</u>
1) Demonstration	
2) Discussion	
3) Lecture	
4) Report	
5) Project	
6) Buzz Sessions (discussion by students in small groups)	
List others	

B. <u>Teaching Aids</u>	<u>Available to You</u>	<u>Desirable to Have</u>
1) Reference Books		
2) Bulletin Board		
3) Flannel graph		
4) Curriculum Guides (Teaching suggestions for the programme)		
5) Resource Materials		
6) Charts		
7) Professional Journals		
8) Field Trips		
9) Interviews		
10) Film Projector		
11) Tape Recorder		
12) Overhead Projector		
13) Other		

6. How are students chosen for the course? (please indicate answer)

- a) The subject is compulsory
- b) The student is advised by the principal or other school personnel
- c) The student herself elects to take the course
- d) Other

7. What evidence do you have that the course attracts students or does not attract them?

8. How do you help students to overcome a dislike for one or more sections of Home Economics?

9. How does the present programme meet the following developmental needs of today's adolescents and prepare them for future homemakers? Please indicate in appropriate column on the following page.

	To a great extent	To a lesser extent	To a small extent	Not at all	Do not know	Evidences
A) New and more mature relations with age mates of both sexes						
B) Achieving female social role						
C) Accepting one's physique						
D) Emotional independence of parents						
E) Assurance of economic independence						
F) Selecting and preparing for an occupation						
G) Preparing for marriage and family life						
H) Developing intellectual skills						

Evidence  
 Ex. "learning to entertain in the home" as part of achieving female social role

10. What aspects of Home Economics do you consider important in the preparation for the role of a future homemaker? (Number your choice in order of importance using "1" for most important.)

- \_\_\_\_\_ Consumer Education
- \_\_\_\_\_ Cookery
- \_\_\_\_\_ Dressmaking (elementary)

- \_\_\_\_\_ Home Management
- \_\_\_\_\_ Hygiene
- \_\_\_\_\_ Needlework
- \_\_\_\_\_ Nutrition

11. Are there any other aspects of Home Economics that would be of importance to a future homemaker?
  
12. What occupations related to Home Economics are available for students who intend to leave school after the Intermediate Examination?
  
13. If you had the opportunity, what changes would you like to make in
  - a) the present programme?
  
  - b) to orientate the programme towards employment opportunities?
  
14. Write any other comments you wish to make regarding a three-year curriculum in Home Economics relating to developmental needs of Intermediate students.



VITA

Patricia M. Thunder

Candidate for the Degree of

Master of Science

**Thesis:** ANALYSIS OF SELECTED HOME ECONOMICS CURRICULUM GUIDES IN  
RELATION TO THE DEVELOPMENTAL TASKS AS A BASIS FOR FUTURE  
CURRICULUM CONSIDERATIONS IN POST PRIMARY SCHOOLS IN IRELAND

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