

THE DEVELOPMENT OF A QUESTIONNAIRE FOR USE IN  
EXTENSION PROGRAM PLANNING

By

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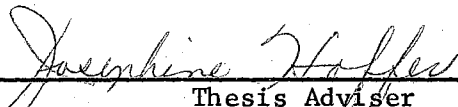
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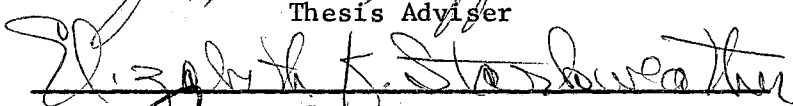
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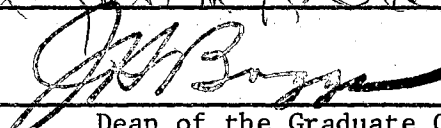
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## CHAPTER I

### THE PROBLEM

For the purpose of planning county programs for Extension Homemakers' Groups, information is needed related to specific interests of the groups if the programs are to be based on needs. Much of the information on county and community situations can be obtained through various government agencies; however, the needs and interests of the homemakers must come from the homemakers. Several methods of obtaining the needed information have been used in extension program planning: personal interviews, telephone surveys, and questionnaires. The questionnaires used have been too long, difficult to complete, or inadequate to gain the information needed. Much of the information obtained through available questionnaires is not usable by extension agents in program planning.

Extension workers are constantly reminded that extension has no predetermined program for the people. Extension workers are given the task of gathering basic information on which to base extension programs. Local information is a must if programs are to be based on needs within the county. Local people must be involved in program planning if programs are to reach the maximum number of people.

Much of the teaching of home economics extension is through Extension Homemakers' Groups. An Extension Homemakers' Group is composed

of women who meet at regular intervals, usually once a month, for the purpose of learning ways of improving their skills in homemaking and family living. Since these groups compose one of extension's largest audiences, extension home economists have the task of planning programs to meet the needs and interest of these homemakers.

Programs of extension are based on "free choice participation" and are successful only to the extent that they focus on and help meet recognized personal, family, and group or community needs. Effective programs are developed by identifying individual and group needs and interests. Extension programs must be based on identified needs which are viewed by the learners as important, since extension audiences are free to participate or not participate. Brunner (4) states that studies of adult education are practically unanimous in agreement that maximum involvement of potential and actual constituents in program building produces the best results.

A method is needed for determining what members of homemakers' groups think their needs are; and a questionnaire appears to be the most practical way of obtaining the information from the largest possible number of members. The information obtained from the questionnaire would give home demonstration agents a basis for determining what members indicate their needs are and to coordinate this information with the actual or real needs of the members. The criteria for such a questionnaire are: (1) that it be short and easy to complete, (2) that it give information regarding characteristics of members, and (3) that it indicate the kinds of information group members are interested in receiving.

Leagans (13) suggests that needs be viewed as the difference between what is and what ought to be. The what is can be determined by studying the situation; and the facts obtained from the situation will generally fall into one of four categories: (1) current trends and outlooks, (2) what people think their needs are, (3) physical factors, and (4) public problems and policy. This study is concerned with the development of a questionnaire which will provide carefully selected facts suitable for analysis and interpretation; thus reflecting the second category -- what people indicate are their needs.

Research in the area of extension program planning has been limited. Telephone surveys and personal interviews have been used, however, neither of these are practical for most agents to use in program planning. The use of the questionnaire for identifying needs appears to have several advantages: (1) it can be administered to a large number of people, (2) it can be sent through the mail, (3) it places less pressure on the individual, and (4) respondents have confidence in their anonymity (18).

The purpose of this study is twofold: (1) to develop a questionnaire that will identify needs and/or interests of members of Extension Homemakers' Groups and (2) to organize the identified needs and interests in a way which provides a basis for program planning.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

Much has been written concerning the importance of gathering information about county situations for the purpose of planning programs for extension audiences. However, little has been written about the best way of obtaining the information. This is possibly because each county situation is different and requires techniques suitable to that county.

Each county in Oklahoma has audiences which have certain similar characteristics; for example, Extension Homemakers' Groups have much in common. It would appear that a way of obtaining information about the needs and interests of these homemakers could be devised and would be suitable for use in program planning in all counties.

The review of related literature for this study can be divided into three major areas: (1) the importance of studying the situation, (2) ways of identifying specific needs and interests of homemakers' groups, and (3) the development and use of a questionnaire.

#### Importance of Studying the Situation

Brunner (4) states that a study of the situation is unquestionably a most useful device in promoting successful adult education programs. There is practically unanimous agreement in all studies that maximum involvement of potential and actual constituents in program building

produces the best results. Brunner also states that:

Research in adult education program planning, for informal and non-credit agencies, clearly shows: (1) that the situation and problems inherent in it must be taken into account along with objectives, interest, and needs of the people; (2) that the participation of local people in developing programs on the basis of facts should be secured; and (3) that the planning itself should become an educational process which will assist people to analyze their own problems and decide on those steps which will help toward their solutions through education. (p. 139)

Leagans (13) states that effective programs are developed by identifying individual and group needs and interests and arranging action that helps meet them. Need identification is immensely complex. It is complex because people are complex; their problems and the related technology are complex; their customs and value systems are complex; and the economic, social and physical environment, in which needs arise and are met, is complex. The task of program planning is made more difficult by the fact that learners must exert effort to meet their own needs. Needs identified as the basis for extension programs, therefore, must be viewed by learners as sufficiently important to evoke voluntary action on their part.

According to Brower (2) awareness is growing among adults and adult educators that students learn best when they help determine their own educational goal and are involved in planning and carrying out educational experiences. This idea was fostered early with rural adults by the Cooperative Extension Service and more recently by adult educators through university sponsored community development programs.

Because participation in extension programs is voluntary, programs must be based on needs or interests which the people themselves recognize or can be led to recognize. However, identification of needs and

interests is complicated by the fact that people often do not know what they are interested in except in terms of what they know is available to them (20).

Kelsey and Hearn (12) suggest that extension work has passed through three stages in program planning. During the early period of extension, men of science brought to the farmer what seemed to be the most needed information from the scientific viewpoint. The next period consisted of an attempt to list all the needs of each community and to consolidate them into a program based on the farmer's own statement of needs. The third phase was one in which the ideas of the specialist were combined with the expressed wants and desires of the families in the community, thereby making use of both real and felt needs. Kelsey and Hearn also state that to be effective, extension work must start with the interests of families and use these as a springboard for developing further interests.

#### Ways of Identifying Specific Needs and Interests

##### of Homemakers' Groups

Descriptive information about the county situation can be obtained from various county, state, and federal agencies; and from this information many real needs of the homemakers can be inferred. Information about real needs is useful in program planning only when it can be blended with the felt needs expressed by the homemakers, and such information is most frequently obtained from surveys. For example, in an area of low income, many families receive USDA donated foods. Available data may indicate the need for information on using the donated foods; however, homemakers may express an interest in information about

using small electrical equipment. The task of the extension home economist is to attempt to satisfy this expressed interest and in so doing to give the needed information about donated foods.

A study by Spivey (19) had the central purpose of obtaining from Oklahoma Home Demonstration Club members their feelings of need for subject matter in the area of home and family living and relating these to certain socioeconomic characteristics. The method used in the study was that of a mailed questionnaire. The results showed a generalization of expressed need for subject matter content for the state of Oklahoma. This generalization may not be true of an specific county. Spivey (19) suggested the possibility of studies of a similar nature with smaller segments of extension clientele.

Leagan (13) states the surveys cannot result in program; they can only help in clarifying existing conditions. The central task facing leaders of extension programs is that of helping people recognize what their behavior is like, what their farm and home practices and conditions are like, what their communities are like, and to see each in relation to what it could and ought to be. All of this must be seen in relation to the knowledge, skill, and effort necessary to help people make changes that are possible and desirable.

#### Development and Use of a Questionnaire

In developing a questionnaire, the researcher must first learn as much as possible about the subject matter, and should then lay out tentatively the logical implications of his problem and draw on his own experiences and the literature for questions which are relevant to the

logical implications. In this way the development of a questionnaire can be thought of as a moving from the inside outward (9).

According to Goode (9) whether or not a mailed questionnaire can be used depends on the type of information needed, the type of respondent to be reached, the accessibility of respondents, and the precision of the researcher's hypothesis.

Selltiz (18) lists seven factors which influence the percentage of returns from a mailed questionnaire: (1) sponsorship of the questionnaire, (2) attractiveness of the questionnaire format, (3) length of the questionnaire, (4) nature of the accompanying letter requesting cooperation, (5) ease of filling out the questionnaire and mailing it back, (6) inducement offered to reply, and (7) nature of people to whom the questionnaire is sent.

#### Summary

Most authorities agree that people must be involved in the planning of programs if they are to be successful. There is also agreement that people must recognize the need before steps can be taken to eliminate the need. Support is given to the use of surveys as a method of obtaining information for extension program planning. A questionnaire survey appears to be most useful for obtaining information from the maximum number of people. Such questionnaires are used to obtain information about the needs of homemakers, but none of these indicate the methods of presenting the information which would be most acceptable to Extension Homemakers' Groups. Furthermore much of the information obtained through available questionnaires is not in a form usable by most extension workers. Program planners should keep in mind

that a survey does not make a program but can provide useful information on which programs can be built.

## CHAPTER III

### PROCEDURE

The major purpose of this study was to develop a questionnaire that would facilitate the identification of needs and/or interests of members of Extension Homemakers' Groups. The information obtained from the questionnaires will be used by home demonstration agents in planning programs for these groups.

#### Development of the Questionnaire

Existing questionnaires used in program planning appear to have several shortcomings. They take too much time to complete, are difficult to complete, and are frequently inadequate for gaining the information needed. From experience as a home demonstration agent, the investigator felt the need for a questionnaire that would be suitable for obtaining the needed information and yet would be brief and easy to complete.

The subject matter to be included in the questionnaire was obtained from the Oklahoma Extension publication, Program Suggestions for Family Living-1966. Additional topics were included from other questionnaires. The result was a lengthy questionnaire which required the development of a check sheet for answering in order that the questionnaire be easily administered and yet give the information needed.

The instructions requested that the group member read each statement carefully and then decide if she were interested in receiving more information about the subject. The club member was then asked that she indicate by checking how she would like to receive the desired information: (1) club lesson, (2) workshop-special meeting, (3) council program, or (4) a bulletin. If club lesson was checked, this indicated that the member wanted the information presented at a regular meeting of the homemakers' group as part of the monthly program. By checking workshop-special meeting, the member indicated that she wanted the information presented at a series of special meetings or at one meeting, depending on the kind of information to be presented. If council program was checked, this indicated that the member wanted the information presented at one of the county meetings of the Extension Homemakers' Council. If bulletin was checked, the member felt the information in the form of a bulletin would meet her need. If more than one way of receiving the information was desired, the group member checked more than one item.

#### Pre-test of the Questionnaire

The pre-test of the questionnaire was made by selecting a homemakers' group in Stillwater, Oklahoma. The questionnaire was mailed to fifteen women. They were asked to keep a record of the time it took to complete the questionnaire, and also make a list of any subject matter they felt should be included. The investigator met with the group at their regular meeting to discuss the completed questionnaire.



The length of time for members to complete the questionnaire varied from ten to thirty-five minutes. Most of the group had completed the questionnaire in fifteen to twenty minutes.

The suggestions for other possible subject matter were few, and these were felt to indicate group or individual interests and were not subjects that would interest other groups. Since the questionnaire provided spaces for suggestions of this type, a revision of the questionnaire was not needed. A copy of the questionnaire is found in Appendix A.

#### Selection of the Sample

Since the purpose of the study was to determine if the questionnaire obtained adequate information for planning programs, it was necessary to test the questionnaire in a county in which a follow-up program could be planned. Muskogee County was selected for the following reasons:

- (1) There would be Extension Homemakers' Groups in urban, rural non-farm and rural farm areas.
- (2) The enrollment was large enough to represent various age groups.
- (3) The membership would be representative of various income levels.
- (4) The home demonstration agent was willing to cooperate with the investigator of this study.

The questionnaires were mailed to 250 Extension Homemakers' Group members. The home demonstration agent selected the groups to which the questionnaires would be mailed. As near as could be determined the groups were representative of age groups, place of residence, and level of income throughout the county, thus providing a cross sectional sample

of the membership of Muskogee County's Extension Homemakers' Groups. However, most groups are not entirely one age group, income level or representative of one area of residence.

#### Distribution of the Questionnaire

A letter from the Muskogee County home demonstration agent requesting the member's cooperation was sent with the questionnaire, and also enclosed was an envelope addressed to the Muskogee County home demonstration agent in which the questionnaire was to be returned. The investigator recognized that return of the questionnaire would be larger when returned to the home demonstration agent rather than to investigator whom the members did not know.

#### Final Sample

From the 250 questionnaires mailed, 159 were returned. Fifteen of these were deleted from the final sample for the following reasons: (1) failure to complete the general information requested and/or (2) failure to indicate a desire for any information. The final sample was 144 homemakers' responses.

Table I shows the characteristics of the respondents. The sample is weighted by the over 50 age group. This weighting is typical of most extension groups and is probably typical of Muskogee County's membership. The distribution according to place of residence indicates that the respondents were about equally divided between rural and urban homemakers.

TABLE I  
DESCRIPTION OF RESPONDENTS  
(N = 144)

Characteristic	Classification	Number
Age	29 and under	9
	30-39	23
	49-49	27
	50-59	29
	60 and over	<u>56</u>
	Total	144
Place of residence	Rural farm	37
	Rural non-farm	26
	Town under 2500	10
	City over 10,000	<u>71</u>
	Total	144
Educational attainment	Eight grades or less	20
	1-3 years high school	31
	Completed high school	65
	1-3 years college	17
	4 or more years of college	7
	Did not indicate school completed	<u>4</u>
	Total	144
Number of years a club member	Less than 2	23
	2-4 years	21
	5-9 years	23
	10-14 years	28
	15-19 years	15
	Over 20 years	<u>34</u>
	Total	144
Marital Status	Single	3
	Widowed	28
	Married	<u>113</u>
	Total	144
Employed outside home	35 hours per week regularly	9
	Less than 35 hours per week or employed seasonally	11
	Not employed outside home	<u>124</u>
	Total	144

TABLE I (Continued)

Characteristic	Classification	Number
Number with children	Under 5 years	17
	5-9 years	24
	10-14 years	28
	15-19 years	25
	Total number with children	55*

\*Total does not equal the sum of the women with children in each age group since a woman might have children in several age groups.

## CHAPTER IV

### ANALYSIS OF DATA

The major purpose of this study was to design a questionnaire that would be useful in gathering data for planning yearly programs in Extension Homemakers' Groups. The development of the questionnaire was described in Chapter III.

A second purpose was to identify needs and interests of homemakers' groups in a specific county, and to determine whether these identified needs could be used in planning programs for the groups in that county. The data gathered from the questionnaire and used for this second purpose are discussed in this chapter. (The raw data can be found in Appendix C for readers desiring additional information.)

The information in this chapter is presented only as an example of the kinds of information that can be obtained from the use of this questionnaire. The suggested needs and interests presented are true only of the specific group of homemakers who returned the questionnaire and should not be viewed as generalizations of needs and interests of other counties and groups.

The reader is reminded of the criteria for a questionnaire of this type which were set forth in Chapter I as: (1) one that is short and easy to complete, (2) one that gives information regarding characteristics of members and (3) one that indicates the kinds of information group members are interested in receiving.

### Length and Ease of Completion of the Questionnaire

One of the criteria of the questionnaire was that it be short and easy to complete. The questionnaire, due to the form used, appeared to be long but the time required for the completion was brief. The elimination of the written responses to questions makes the questionnaire particularly easy for homemakers to complete.

### Characteristics Regarding Respondents

The information regarding the characteristics of respondents (see Table I, Chapter III) may be helpful to those involved in program planning for Extension Homemakers' Groups. This information indicates (1) the age groups enrolled in Extension Homemakers' Groups, (2) the areas in the county which have homemakers' groups, (3) the tenure of group membership of the respondents, (4) the marital status of the respondents, (5) the employment status of the respondents, and (6) the number of members with children. Information of this kind points out the type of audience the extension program is reaching, and by implication indicates groups which are not included in Extension Homemakers' Groups.

### Identified Needs of Respondents

Another criterion for the questionnaire was that it indicate the kinds of information group members are interested in receiving. The results from the seven subject matter areas were tabulated to indicate the methods by which the respondents preferred to receive the information. The investigator assumed that a response to a statement was

an indication that the respondent recognized a need for the information. No response was assumed to indicate that the respondent felt no need for the information. There was a potential for each subject matter statement of 144 responses. No one subject matter statement received the maximum response. The highest number of responses to a subject matter statement was 97 for two statements, that of "Understanding Government" and that of "Understanding Other People." The number of responses to individual statements ranged from eight for "Adjustment to the Coming of Children" to 97 for each of the two just cited.

A summary of the results of responses in each subject matter area is presented in Appendix C, page 62, for those who may wish more specific information.

Appendix B, page 43, presents the 142 subject matter statements in rank order of preference. The number of requests represents the total number of all ways the respondents wished to receive the information. This could provide, for those involved in program planning, an overall view of what homemakers indicate as their needs and interests.

Appendix B, page 48, shows the rank order of the 142 subject matter statements as to the preference for the type of club lessons. Information from this table shows the kinds of information homemakers want to receive and also indicates how the respondents prefer to receive the information.

Appendix B, page 53, presents in rank order the preference of subject matter to be presented as workshops or special meetings. Information of this type would aid those involved with program planning to identify the best ways of presenting the subject matter homemakers are interested in receiving. The investigator did not include in the rank

order all the subject matter statements included on the questionnaire since the number of requests for a specific area decreased markedly after the first ten ranked statements. Subject matter with less than five requests was not ranked since justification for inclusion in the program for a large group could not be made. The statements and the number of requests for each subject matter statement may be found in Appendix C, page 62.

Appendix B, page 55, shows the rank order of preference of subject matter to be presented as council programs. Due to the small number of requests for information to be presented in this way, subject matter with less than five requests was not ranked; however, those desiring additional information may refer to Appendix C, page 62.

The rank order of preference for bulletins is given in Appendix B, page 56. This information would be helpful to the agents in securing bulletins and would also point out the areas in which bulletins should be developed.

#### Application of Data to Program Planning

The overall objective of the Extension Family Living Program is to help people better understand how to use their resources, skills, and abilities effectively in adapting to the social, economical, cultural, and technological changes that affect the individual, family and community life (15). Therefore, from the information obtained from the respondents, a suggested program of work for Extension Homemakers' Groups was developed and is given in Table II.



TABLE II

## SUGGESTED PROGRAM OF WORK FOR EXTENSION HOMEMAKERS' GROUPS

Subject Matter Statements	Club Lesson	Workshop Spec. Mtg.	Council Program
Understanding government-----	X		
Understanding other people-----	X		
Handling day-to-day tensions-----	X		
Studying community facilities-----		X	
Adjustment to growing older-----			X
Timesavers in preparing foods-----	X		
Preparing desserts-----	X		
Buying, storage, and use of foods-----	X		
Foods and nutrition for the family-----	X		
Foods for special occasions-----		X*	
Entertaining simply for special occasions-----		X*	
Short cuts in home sewing-----	X		
Selecting clothing for style and fit----	X		
Selecting becoming dress designs-----	X		
Adjustment and care of the sewing machine-----		X**	
Selecting fabrics for sewing-----		X**	
Selecting accessories for the home-----	X		
Refinishing furniture-----		X	
Knowing plants and varieties suitable for location-----	X		
Safe use of pesticides-----			X
Buying wisely-----			X
First aid training-----		X	
Medical self-help training-----		X	
Facts about fallout protection-----			X
TOTALS-----	12	6	4

\*The two subjects will be combined into one special meeting.

\*\*The two subjects will be combined into one workshop.

The framework for the purposed program was taken from the highest ranking subject matter statements on the questionnaire. As near as possible, the subject matter would be presented in the way requested by the respondents. Due to the nature of some of the subject matter statements, the type of meeting at which the subject matter was to be presented was modified. Example: The statement "giving first aid" ranked high in preference for a club lesson. The nature of the subject matter is such that it is more adaptable to a workshop than to a club lesson.

The investigator assumes that bulletins would be distributed at the various meetings, at the county extension office, or mailed on request. The knowledge of the requests for information from bulletins in each area would be helpful to agents in securing bulletins and in developing new ones.

Extension programs are composed of varying subject matter areas and the types of meeting used to present this information depends on the specific county situation. Realizing this, the investigator does not assume that the four methods of communicating information listed on the questionnaire are the only acceptable ones for presenting information to homemakers' groups; however, it is assumed that the four methods are common to most counties in Oklahoma.

The investigator is aware that the same information when used by another agent or perhaps a program committee may be viewed with different emphasis. The basic information would be the same, the modifications probably would be in the ways of presenting the information and in the number of meetings to be held during the year.

## CHAPTER V

### SUMMARY

This study was concerned with the problem of planning programs for Extension Homemakers' Groups. The purpose of the study was twofold: (1) to develop a questionnaire that will identify needs and/or interests of members of Extension Homemakers' Groups and (2) to organize the identified needs and interests to provide a sample basis for program planning.

The study was based on the assumption that through the use of a questionnaire, information which would be useful in planning programs could be obtained from members of homemakers' groups.

The final sample was composed of 144 respondents to a mailed questionnaire. All the respondents were residents of Muskogee County, Oklahoma and were members of Extension Homemakers' Groups. The selection of groups to participate in the study was made by the Muskogee County home demonstration agent on the bases of age, place of residence and level of income.

The questionnaire was mailed to 250 members of homemakers' groups. A letter from the Muskogee County home demonstration agent and a return envelope were sent with the questionnaire. The respondents to the questionnaire indicated the need for information on subject matter areas by checking the ways in which they preferred to receive the information.

## Findings

Characteristics of Respondents. Information regarding the characteristics of respondents as identified by the respondents themselves are listed below. The total number of respondents was 144.

(1) More respondents were in the middle age and older age groups than in the younger adult groups.

(2) More than one-half of the respondents had maintained membership in homemakers' groups for ten or more years.

(3) The educational levels of the respondents ranged from less than eight years of schooling to four years of college.

(4) Three of the respondents were single, 113 were married, and 28 were widowed.

(5) Ten of the respondents resided in small towns under 2500 population, 71 resided in towns with over 10,000 population, and 63 resided in rural areas.

(6) The majority of the respondents were not employed away from home.

Identified Needs of Respondents. Findings on the identified needs of the respondents are reported for 142 subject matter statements which were included on the questionnaire.

(1) Each subject matter statement was indicated as needed by some respondents but the total number of requests ranged from the high of 97 to the low of eight.

(2) Each subject matter statement was requested as a club lesson by some respondents, but the total number of requests for club lessons ranged from a high of 59 to a low of one request.

(3) Of the subject matter statements, 136 were requested as workshops or special meetings by some respondents.

(4) Of the subject matter statements, 120 were requested as council programs by some respondents.

(5) Each subject matter statement in the form of a bulletin was requested by some respondents. The total number of requests for bulletins ranged from a high of 37 to a low of four requests.

#### Application of Findings for Program Planning

Extension programs are composed of varying subject matter, and methods of presenting information depends on the specific county situation. The four types of meetings for presenting information used in this questionnaire are common to most counties in Oklahoma.

The questionnaire should be useful to people involved in planning programs for Extension Homemakers' Groups in that it provides three kinds of information: (1) characteristics of group members, (2) kinds of subject matter the group members need or want, and (3) the method preferred by group members for receiving the information.

#### Recommendations for Use of the Questionnaire

For the purpose of program planning, information related to specific needs and interests of Extension Homemakers' Groups is needed if programs are to be based on needs. The questionnaire used in this study is one way of obtaining the needed information.

The questionnaire used in the study was developed by the investigator to be used by agents in planning programs for Extension Homemakers' Groups in the county where the agent would be working as a home

demonstration agent. The questionnaire is available to agents who may find a questionnaire of this type useful.

In the present study the purpose was to test the effectiveness of the questionnaire for use in program planning. The purpose was fulfilled. When the questionnaire is actually used in another county, an effort should be made to obtain a high return of the questionnaires in order to assure a representative sampling of the homemakers before program planning is attempted.

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APPENDIX A

Dear Club Member,

This is a questionnaire that will give you an opportunity to help in planning the Extension Club program for the coming year.

Please read each statement carefully and then decide if you are interested in learning more about the subject. Check how you would like to receive the information. If you have no interest in the subject, leave it blank.

When you have completed the questionnaire, return it to the County Extension Office.

#### INSTRUCTIONS FOR CHECKING THE QUESTIONNAIRE

	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
If you would like a club lesson on the subject, place a check mark under club lesson	✓			
If you would like to have the information presented at a workshop or special meeting, place a check mark under workshop-special meeting		✓		
If you would like to have the information presented as a council program, place a check mark under council program			✓	
If a bulletin would meet your need, place a check mark under bulletin				✓
If you prefer two or more ways to receive the information check your preferences		✓	✓	✓

#### GENERAL INFORMATION

The information you give here will not be singled out for use. It will be put in with the total group for analyzing the answers to the statements that will follow.

1. How many years have you been an Extension Club member? (Check one)

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> less than 2 | <input type="checkbox"/> 10-14       |
| <input type="checkbox"/> 2-4         | <input type="checkbox"/> 15-19       |
| <input type="checkbox"/> 5-9         | <input type="checkbox"/> 20 and over |

2. In what organizations other than the Extension Club are you a participating member?

_____	_____
_____	_____
_____	_____

3. What was your age group on your last birthday? (Check one)

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> 29 or under | <input type="checkbox"/> 50-59       |
| <input type="checkbox"/> 30-39       | <input type="checkbox"/> 60 and over |
| <input type="checkbox"/> 40-49       |                                      |

4. What is the highest grade in school you completed? (Check one)

- |   |  |
|---|--|
| <input type="checkbox"/> 8 or less                | <input type="checkbox"/> 1-3 years college         |
| <input type="checkbox"/> 1-3 years in high school | <input type="checkbox"/> 4 or more years college   |
| <input type="checkbox"/> completed high school    | <input type="checkbox"/> any other (Explain) _____ |

\_\_\_\_\_

5. What is your marital status? (Check one)

- |  |  |
|--|--|
| <input type="checkbox"/> never married | <input type="checkbox"/> widowed                       |
| <input type="checkbox"/> married now   | <input type="checkbox"/> divorced or legally separated |

6. Are you employed? \_\_\_\_\_ Kind of work \_\_\_\_\_

Approximate number of hours worked each week \_\_\_\_\_

7. What is your husband's occupation? \_\_\_\_\_

8. Number in your family (include yourself and any relatives living with the family). \_\_\_\_\_

9. If you have relatives living with you, what is their relation to you? \_\_\_\_\_

\_\_\_\_\_

10. How many children in the family are living at home? \_\_\_\_\_ Indicate the number of children in each age group.

\_\_\_\_\_ under 5 years old

\_\_\_\_\_ 5-9 years

\_\_\_\_\_ 10-14 years

\_\_\_\_\_ 15-19 years

11. Which of the following describes where you live? (Check one)

\_\_\_\_\_ on the farm

\_\_\_\_\_ rural area but not farm

\_\_\_\_\_ small town under 2,500

\_\_\_\_\_ town of 2,500-9,999

\_\_\_\_\_ town of 10,000 to 49,999

\_\_\_\_\_ or in its edges

\_\_\_\_\_ city of 50,000 or over

\_\_\_\_\_ or in its edges

12. Do you drive a car? \_\_\_\_\_ Do you have transportation available to extension meetings? \_\_\_\_\_

13. What time do you prefer for local club meetings?

\_\_\_\_\_ morning

\_\_\_\_\_ afternoon

\_\_\_\_\_ night

\_\_\_\_\_ no preference

14. At what time do you prefer county meetings?

\_\_\_\_\_ mornings

\_\_\_\_\_ afternoons

\_\_\_\_\_ nights

\_\_\_\_\_ no preference

#### FAMILY RELATIONS AND CHILD DEVELOPMENT

Listed below are some areas of interest in family life. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in the area, leave it blank.

INFANTS AND TODDLERS	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Prenatal care				
Meeting the developmental needs of infants (birth to 1 year)				
Meeting the developmental needs of toddlers (1 year to 2½ years)				

<u>PRESCHOOL CHILDREN (2½ to 5)</u>	<u>Club Lesson</u>	<u>Workshop-Spec.Mtg.</u>	<u>Council Program</u>	<u>Bulletin</u>
Guidance of preschool children				
Meeting the emotional needs of preschool children				
Importance of children's play				
Selection of toys and equipment				
Selection of books and music				
Special activities for preschool children				
<u>SCHOOL AGE CHILDREN (6-12)</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>
Importance of home and outside influences on growth				
Problems of the school age child				
Handling behavior problems				
Reading, television, hobbies and recreation				
Helping your child understand his body				
<u>TEEN-AGE CHILDREN</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>	<u>XXXXXXXXXX</u>
Parent and teen-agers relationships				
Planning for the future				
Importance of home and community				
Understanding the needs of teenagers				
Understanding boy and girl relationships				

MIDDLE AND LATER YEARS	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Adjustment after the children are gone				
Relationships between generations				
Adjustment to growing older				
Grandparent relationships				
Adjustment to retirement				
FAMILY CONCERNS	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Changes that occur during the family life cycle				
Appreciation of family members as individuals				
Setting family goals				
Selection of books and magazines for family reading				
MARRIAGE RELATIONSHIPS	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX
Adjustment in early marriage				
Adjustment to coming of children				
In-law relationships				
Religion				
Money management				
Developing satisfying husband and wife relations				
COMMUNITY	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX
Responsibility as a citizen				
Understanding government (city, county, state, and federal)				
Group care of children				

COMMUNITY (continued)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Study of community facilities (library, recreation, health)				
PERSONAL ADJUSTMENT	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Handling day to day tensions				
Meeting our emotional needs				
Understanding other people				
OTHER (WRITE IN)	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX

#### FOODS AND NUTRITION

Listed below are some areas of foods and nutrition. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, please leave it blank.

NUTRITION AND MEAL PLANNING	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Foods and nutrition for the family				
Foods and nutrition for children				
Foods and nutrition for older people				
Recognition of food fads and fallacies				
Buying, storage and use of foods				
FOOD PREPARATION	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Vegetable cookery				

FOOD PREPARATION (continued)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Meat cookery				
Outdoor cookery				
Time savers in preparing foods				
Cooking with spices, herbs, and seasonings				
Using USDA donated foods				
Preparing desserts				
Breadmaking				
Using milk in foods				
Foods for special occasions				
MEAL SERVICE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Family meal service and etiquette				
Community meals				
Entertaining simply for special occasions				
FOOD PRESERVATION	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Home canning of fruits and vegetables				
Home canning of meats				
Quality in home canned foods				
Equipment needed for canning				
Home freezing of fruits and vegetables				
Home freezing of meats				
Selection and use of home freezers				
Freezing prepared foods				



OTHERS (WRITE IN)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin

## CLOTHING

Listed below are some areas of clothing. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, leave it blank.

BUYING CLOTHING	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Using credit				
Selecting clothing for fit and style				
Selecting fabrics for sewing				
Buying children's clothing				
Buying adult clothing				
Buying shoes				
CARE OF CLOTHING	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Storage and care of out-of-season clothing				
Proper care of clothing				
Laundering of fabrics				
Techniques for repair and upkeep of clothing				
Stain removal				
Care of new fabrics and finishes				
PERSONAL APPEARANCE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Selecting accessories				

PERSONAL APPEARANCE (continued)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Selecting foundation garments				
Selecting becoming dress designs				
Grooming				
Clothing for the physically handicapped homemaker				
Selecting shoes for appearance and comfort				
CLOTHING CONSTRUCTION	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Adjustment and care of sewing machine				
Fitting garments				
Interfacings, backings and lining				
Pattern Alterations				
Tailoring suits and coats				
Beginning sewing				
Sewing on new fabrics				
Short cuts in home sewing				
OTHERS (WRITE IN)				

#### HOUSING, FURNISHINGS AND EQUIPMENT

Listed below are some areas of housing, furnishings and equipment. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, leave it blank.

HOME FURNISHINGS	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Selecting accessories for the home				
Refinishing furniture				
Constructing slip covers				
Upholstering furniture				
Selecting color for the home				
Buying chairs				
Buying wood furniture (chests, dressers, etc.)				
Carpet and rug selection				
Selecting draperies and curtains				
Buying furnishings (sheets, towels, etc.)				
HOUSING AND EQUIPMENT	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Planning a new home				
Remodeling an old home				
Planning kitchens				
Planning and arranging bathrooms				
Planning workroom for laundry and other equipment				
Planning kitchen storage				
Planning bedroom and closet storage				
Planning home lighting				
Planning outdoor lighting				
Selection and care of floor coverings				

HOUSING AND EQUIPMENT (cont.)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Selection and care of counter surface finishes				
Arrangement of kitchen				
Buying small electrical equipment (mixers, blenders, etc.)				
Selection and care of cooking utensils				
Selection of large equipment (ranges, refrigerators, etc.)				
OTHERS (WRITE IN)				

#### FAMILY ECONOMICS AND HOME MANAGEMENT

Listed below are some areas of family economics and home management. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, leave it blank.

FAMILY ECONOMICS	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Planned spending and keeping home accounts				
Keeping family records				
Understanding family business				
Use of credit				
Buying wisely				
HOME MANAGEMENT	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Use of time and resources				

HOME MANAGEMENT (continued)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Using management in homemaking				
Techniques for laundering				
Ironing techniques				
FAMILY SAFETY	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Safety in the home				
Teaching safety rules				
Giving first aid				
OTHERS (WRITE IN)				

#### LANDSCAPING AND GARDENING

Listed below are some areas of landscaping and gardening. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, leave it blank.

LANDSCAPING	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Making a landscape plan				
Knowing plants and varieties suitable for location				
Caring for lawns				
Caring for landscape plantings (pruning, using fertilizer)				
GARDENING	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Planning a garden				
Selecting plant varieties				

GARDENING (continued)	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Controlling insects and weeds				
Safe use of pesticides				
OTHERS (WRITE IN)				

### CIVIL DEFENSE

Listed below are some areas of civil defense. If you are interested in learning more about an area, check how you would like to receive the information: club lesson, workshop-special meeting, council program, or bulletin. You may check more than one way to receive the information. If you are not interested in an area, leave it blank.

	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin
Civil defense (general information)				
American Red Cross First Aid training				
Medical Self-help Training				
Facts about fall out protection				

### CRAFTS

If you are interested in crafts, write in the kind of craft and then check how you would like to receive the information.

CRAFTS	Club Lesson	Workshop-Spec.Mtg.	Council Program	Bulletin

Return your questionnaire to the County Extension Office

APPENDIX B

TABLE III

RANK ORDER AND TOTAL NUMBER OF REQUESTS ON 142 SUBJECT MATTER  
STATEMENTS ON PROGRAM CONTENT

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Understanding government-----	1.5	97
Understanding other people-----	1.5	97
Foods for special occasions-----	3.0	93
Shortcuts in home sewing-----	4.0	92
Giving first aid-----	5.0	90
Handling day-to-day tensions-----	6.5	87
Stain removal-----	6.5	87
Entertaining simply for special occasions-----	8.5	86
Refinishing furniture-----	8.5	86
Timesavers in preparing foods-----	10.0	83
Selecting clothing for style and fit-----	11.0	80
Foods and nutrition for older people-----	12.5	79
Medical self-help training-----	12.5	79
Selecting becoming dress designs-----	14.0	77
Caring for landscape plantings-----	16.5	76
Knowing plants and varieties suitable for location-----	16.5	76
Selecting accessories - clothing-----	16.5	76
Preparing desserts-----	16.5	76
Outdoor cookery-----	19.5	74
Buying, storage, and use of food-----	19.5	74
Meat cookery-----	21.0	73
Adjustment and care of the sewing machine-----	22.0	72
Buying wisely-----	23.5	71
Selecting accessories for the home-----	23.5	71
Foods and nutrition for the family-----	25.5	70
Cooking with spices, herbs, and seasonings-----	25.5	70
Study of community facilities-----	27.0	69
Adjustment to growing older-----	29.5	68
Controlling insects and weeds-----	29.5	68
Selecting fabrics for sewing-----	29.5	68
Care of new fabrics and finishes-----	29.5	68
Storage and care of out of season clothing-----	32.5	67
Facts about fallout protection-----	32.5	67
Adjustment after children are gone-----	34.5	65



TABLE III (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Safe use of pesticides-----	34.5	65
Planned spending and keeping home accounts-----	36.0	64
Appreciation of family members-----	37.0	63
Responsibility as a citizen-----	39.0	62
Meeting our emotional needs-----	39.0	62
Selecting draperies and curtains-----	39.0	62
Selecting shoes for appearance and comfort-----	41.0	60
Home freezing of fruits and vegetables-----	42.0	59
Selecting foundation garments-----	43.5	58
American Red Cross first aid training-----	43.5	58
Bread making-----	45.5	57
Freezing prepared foods-----	45.5	57
Selection for books for family reading-----	48.5	56
Selecting color for the home-----	48.5	56
Buying shoes-----	48.5	56
Techniques of repair and upkeep of clothing-----	48.5	56
Keeping family records-----	51.0	55
Vegetable cookery-----	54.0	54
Sewing on new fabrics-----	54.0	54
Planning kitchens-----	54.0	54
Selection of counter surface finishes-----	54.0	54
Relationships between generations-----	54.0	54
Carpet and rug selection-----	58.0	53
Grandparent relationships-----	58.0	53
Safety in the home-----	58.0	53
Family meal service and etiquette-----	60.5	52
Understanding needs of teenagers-----	60.5	52
Adjustment to retirement-----	64.5	51
Upholstering furniture-----	64.5	51
Arrangement of the kitchen-----	64.5	51
Ironing techniques-----	64.5	51
Fitting garments-----	64.5	51
Recognition of food fads and fallacies-----	64.5	51
Making a landscape plan-----	69.0	50

TABLE III (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Understanding family business-----	69.0	50
Using management in homemaking-----	69.0	50
Constructing slip covers-----	72.0	49
Teaching safety rules-----	72.0	49
Grooming-----	72.0	49
Parent and teenage relations-----	75.5	48
Civil defense information-----	75.5	48
Laundering fabrics-----	75.5	48
Home freezing of meats-----	75.5	48
Selection and care of cooking utensils----	79.5	47
Remodeling an old home-----	79.5	47
Proper care of clothing-----	79.5	47
Interfacing, backings, and linings-----	79.5	47
Planning kitchen storage-----	83.5	46
Techniques for laundering-----	83.5	46
Pattern alterations-----	83.5	46
Setting family goals-----	83.5	46
Caring for lawns-----	89.0	45
Selection of plant varieties-----	89.0	45
Use of time and resources-----	89.0	45
Home canning of fruits and vegetables----	89.0	45
Buying adult clothing-----	89.0	45
Community meals-----	89.0	45
Using milk in foods-----	89.0	45
Planning a garden-----	94.5	44
Selection and care of floor coverings----	94.5	44
Understanding boy and girl relationships--	94.5	44
Tailoring suits and coats-----	94.5	44
Changes that occur in the family life cycle-----	97.5	43
Planning and arranging bathrooms-----	97.5	43
Planning for the future - teenagers-----	99.0	42
Planning bedroom and closet storage-----	100.0	41
Importance of home and community-----	102.0	40
Problems of school age children-----	102.0	40

TABLE III (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Selection of large equipment for the home-----	102.0	40
Money management-----	105.5	38
Development of satisfying husband and wife relations-----	105.5	38
Buying wood furniture-----	105.5	38
Buying small equipment for the home-----	105.5	38
Buying chairs-----	108.5	37
Selection and use of the home freezer-----	108.5	37
Helping your child understand his body----	111.0	36
Importance of home and outside influences on growth-----	111.0	36
Buying furnishings-----	111.0	36
Religion-----	113.5	35
Planning the workroom for laundry and other equipment-----	113.5	35
Handling behavior problems-----	115.0	34
Using USDA donated foods-----	117.0	32
Buying children's clothing-----	117.0	32
Beginning sewing-----	117.0	32
Group care of children-----	119.0	30
Reading, television, hobbies and recreation of the school age child-----	122.0	29
Planning a new home-----	122.0	29
Planning outdoor lighting-----	122.0	29
Use of credit-----	122.0	29
Foods and nutrition for children-----	122.0	29
Planning home lighting-----	125.0	27
Using credit (clothing)-----	126.0	26
In-law relationships-----	128.5	24
Selection of books and music for preschool children-----	128.5	24
Home canning of meats-----	128.5	24
Equipment needed for canning-----	128.5	24
Quality in home canned foods-----	131.0	21
Meeting emotional needs of preschool children-----	132.0	20

TABLE III (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Selection of toys and equipment for preschool children-----	133.5	18
Special activities for preschool children-	133.5	18
Importance of children's play-----	135.0	16
Prenatal care-----	136.5	15
Guidance of the preschool child-----	136.5	15
Meeting developmental needs of infants----	138.0	13
Clothing for the physically handicapped homemaker-----	139.0	11
Adjustment in early marriage-----	140.5	10
Meeting developmental needs of toddlers---	140.5	10
Adjustment to the coming of children-----	142.0	8

TABLE IV  
RANK ORDER OF 142 SUBJECT MATTER STATEMENTS AS TO  
PREFERENCE FOR CLUB LESSONS

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Understanding other people-----	1.0	59
Understanding government-----	2.0	54
Foods for special occasions-----	3.0	53
Short cuts in home sewing-----	4.0	52
Timesavers in preparing foods-----	5.5	49
Selecting becoming dress designs-----	5.5	49
Preparing desserts-----	7.0	47
Giving first aid-----	9.0	46
Entertaining simply for special occasions-----	9.0	46
Selecting clothing for style and fit-----	9.0	46
Selecting accessories for clothing-----	12.0	45
Outdoor cookery-----	12.0	45
Selecting fabrics for sewing-----	12.0	45
Handling day-to-day tensions-----	16.0	44
Stain removal-----	16.0	44
Foods and nutrition for older people-----	16.0	44
Knowing plants and varieties suitable for the location-----	16.0	44
Buying, storage and use of foods-----	16.0	44
Cooking with spices, herbs, and seasonings-----	19.0	41
Caring for landscape plantings-----	21.5	40
Meat cookery-----	21.5	40
Selecting accessories for the home-----	21.5	40
Foods and nutrition for the family-----	21.5	40
Study of community facilities-----	24.5	37
Storage and care of out-of-season clothing-----	24.5	37
Medical self-help training-----	26.5	36
Selecting shoes for appearance and comfort-----	26.5	36
Adjustment and care of the sewing machine-----	28.5	35
Buying wisely-----	28.5	35
Adjustment to growing older-----	31.0	34

TABLE IV (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Care of new fabrics and finishes-----	31.0	34
Sewing on new fabrics-----	31.0	34
Home freezing of fruits and vegetables----	33.5	33
Appreciation of family members-----	33.5	33
Freezing prepared foods-----	35.5	31
Buying shoes-----	35.5	31
Refinishing furniture-----	37.0	30
Controlling insects and weeds-----	40.5	29
Safe use of pesticides-----	40.5	29
Responsibility as a citizen-----	40.5	29
Bread making-----	40.5	29
Planning kitchens-----	40.5	29
Ironing techniques-----	40.5	29
Vegetable cookery-----	46.0	28
Selecting color for the home-----	46.0	28
Selecting foundation garments-----	46.0	28
Meeting our emotional needs-----	46.0	28
Planned spending and keeping home accounts-----	46.0	28
Facts about fallout protection-----	51.5	27
Selecting draperies and curtains-----	51.5	27
Arrangement of the kitchen-----	51.5	27
Grooming-----	51.5	27
Laundering fabrics-----	51.5	27
Using milk in foods-----	51.5	27
Techniques of repair and upkeep of clothing-----	58.0	26
Keeping family records-----	58.0	26
Understanding family business-----	58.0	26
Using management in homemaking-----	58.0	26
Use of time and resources-----	58.0	26
Buying adult clothing-----	58.0	26
Community meals-----	58.0	26
Adjustment after the children are gone----	65.0	25
Safety in the home-----	65.0	25
Making a landscape plan-----	65.0	25
Proper care of clothing-----	65.0	25

TABLE IV (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Interfacings, backing, and linings-----	65.0	25
Planning kitchen storage-----	65.0	25
Home canning of fruits and vegetables-----	65.0	25
Fitting garments-----	70.5	24
Recognition of food fads and fallacies-----	70.5	24
Techniques in laundering-----	70.5	24
Selection and care of floor coverings-----	70.5	24
Selection of counter surface finishes-----	75.5	23
Adjustment to retirement-----	75.5	23
Civil defense information-----	75.5	23
Selection and care of cooking utensils-----	75.5	23
Remodeling an old home-----	75.5	23
Planning bedroom and closet storage-----	75.5	23
Selection of books for family reading-----	82.5	22
Family meal service and etiquette-----	82.5	22
Teaching safety rules-----	82.5	22
Home freezing of meats-----	82.5	22
Setting family goals-----	82.5	22
Selection of plant varieties for the garden-----	82.5	22
Changes that occur in the family life cycle-----	82.5	22
Buying furnishings-----	82.5	22
American Red Cross first aid training-----	91.5	20
Relationships between generations-----	91.5	20
Grandparent relationships-----	91.5	20
Understanding the needs of teenagers-----	91.5	20
Parent and teenager relationships-----	91.5	20
Caring for lawns-----	91.5	20
Planning and arranging bathrooms-----	91.5	20
Selection of large equipment for the home-----	91.5	20
Money management-----	91.5	20
Importance of home and outside influences on growth-----	91.5	20
Carpet and rug selection-----	97.5	19

TABLE IV (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Pattern alterations-----	97.5	19
Planning a garden-----	99.5	18
Buying chairs-----	99.5	18
Buying wood furniture-----	102.5	17
Selection and use of home freezers-----	102.5	17
Planning workroom for laundry and other equipment-----	102.5	17
Planning for the future-----	102.5	17
Buying small equipment for the home-----	105.0	16
Upholstering furniture-----	107.0	15
Handling behavior problems-----	107.0	15
Planning home lighting-----	107.0	15
Construction of slip covers-----	112.5	14
Tailoring suits and coats-----	112.5	14
Importance of home and community-----	112.5	14
Developing satisfying husband and wife relations-----	112.5	14
Buying children's clothing-----	112.5	14
Religion-----	112.5	14
Planning outdoor lighting-----	112.5	14
Foods and nutrition for children-----	112.5	14
Use of credit-----	117.5	13
Group care of children-----	117.5	13
Problems of the school age child-----	120.5	12
Using USDA donated foods-----	120.5	12
Using credit - clothing-----	120.5	12
In-law relationships-----	120.5	12
Understanding boy and girl relationships--	123.5	11
Equipment needed for canning-----	123.5	11
Reading, television, hobbies and recreation for school age children-----	126.5	10
Planning a new home-----	126.5	10
Home canning of meats-----	126.5	10
Quality in home canning-----	126.5	10
Beginning sewing-----	129.5	9
Selection of books and music for preschool children-----	129.5	9



TABLE IV (Continued)

Subject Matter Statements (N = 142)	Rank Order	Number of Requests
Meeting emotional needs of preschool children-----	131.0	8
Special activities for preschool children-----	132.5	7
Guidance of preschool children-----	132.5	7
Helping your child understand his body----	134.0	6
Selection of toys and equipment for preschool children-----	135.5	5
Prenatal care-----	135.5	5
Importance of children's play-----	138.5	3
Meeting developmental need of infants----	138.5	3
Adjustment in early marriage-----	138.5	3
Meeting developmental needs of toddlers---	138.5	3
Adjustment to the coming of children-----	141.0	2
Clothing for the physically handicapped homemaker-----	142.0	1

TABLE V  
RANK ORDER OF PREFERENCE OF SUBJECT MATTER FOR WORKSHOPS  
OR SPECIAL MEETINGS

Subject Matter (N = 47)*	Rank Order	Frequency Score
Refinishing furniture-----	1.0	31
American Red Cross first aid training-----	2.0	25
Upholstering furniture-----	3.0	22
Constructing slip covers-----	4.0	20
Medical self-help training-----	5.5	16
Tailoring suits and coats-----	5.5	16
Giving first aid-----	7.0	15
Adjustment and care of the sewing machine-----	8.0	14
Selecting clothing for style and fit-----	9.0	11
Fitting garments-----	10.5	10
Pattern alterations-----	10.5	10
Short cuts in home sewing-----	12.0	9
Interfacing, backing and lining-----	14.0	8
Entertaining simply for special occasions-----	14.0	8
Beginning sewing-----	14.0	8
Making a landscape plan-----	18.5	7
Selecting fabrics for sewing-----	18.5	7
Understanding boy and girl relationships-----	18.5	7
Planned spending and keeping home accounts-----	18.5	7
Buying children's clothing-----	18.5	7
Facts about fallout protection-----	18.5	7
Handling day-to-day tensions-----	27.0	6
Foods and nutrition for older people-----	27.0	6
Caring for landscape plantings-----	27.0	6
Knowing plant varieties suitable for location-----	27.0	6
Outdoor cookery-----	27.0	6
Buying, storage, and use of food-----	27.0	6
Buying wisely-----	27.0	6
Controlling insects and weeds-----	27.0	6
Meeting our emotional needs-----	27.0	6
Home freezing for fruits and vegetables---	27.0	6
Planning kitchens-----	27.0	6
Civil defense information-----	27.0	6
Understanding other people-----	40.5	5

TABLE V (Continued)

Subject Matter (N = 47)*	Rank Order	Frequency Score
Stain removal-----	40.5	5
Timesavers in preparing foods-----	40.5	5
Foods and nutrition for the family-----	40.5	5
Bread making-----	40.5	5
Understanding family business-----	40.5	5
Using management in homemaking-----	40.5	5
Teaching safety rules-----	40.5	5
Remodeling an old home-----	40.5	5
Home canning for fruits and vegetables----	40.5	5
Planning for the future-----	40.5	5
Helping your child understand his body----	40.5	5
Handling behavior problems-----	40.5	5
Planning a new home-----	40.5	5

\*Subject matter with less than five requests was not ranked.

TABLE VI

## RANK ORDER OF PREFERENCE OF SUBJECT MATTER FOR COUNCIL PROGRAMS

Subject Matter (N = 13)*	Rank Order	Frequency Score
Understanding government-----	1.0	13
Study of community facilities-----	2.5	9
Responsibility as a citizen-----	2.5	9
Teaching safety rules-----	4.0	7
Care of new fabrics and finishes-----	5.5	6
Facts about fallout protection-----	5.5	6
Caring for landscape plantings-----	10.0	5
Buying wisely-----	10.0	5
Civil defense information-----	10.0	5
Remodeling an old home-----	10.0	5
Setting family goals-----	10.0	5
Understanding boy and girl relationships--	10.0	5
Planning for the future-----	10.0	5

\* Subject matter with less than five requests was not ranked.

TABLE VII  
RANK ORDER OF 142 SUBJECT MATTER STATEMENTS AS TO  
PREFERENCE FOR BULLETINS

Subject Matter Statement (N = 142)	Rank Order	Number of Requests
Stain removal-----	1.0	37
Foods for special occasions-----	2.0	35
Handling day-to-day tensions-----	3.0	34
Adjustment after the children are gone----	4.0	32
Grandparent relationships-----	5.0	31
Controlling insects and weeds-----	7.5	30
Entertaining simply for special occasions-	7.5	30
Timesavers in preparing foods-----	7.5	30
Safe use of pesticides-----	7.5	30
Selection of books for family reading----	11.0	29
Short cuts in home sewing-----	11.0	29
Understanding other people-----	11.0	29
Carpet and rug selection-----	15.0	28
Foods and nutrition for older people-----	15.0	28
Meat cookery-----	15.0	28
Selecting draperies and curtains-----	15.0	28
Relationships between generations-----	15.0	28
Selecting accessories for the home-----	20.5	27
Adjustment to growing older-----	20.5	27
Care of new fabrics and finishes-----	20.5	27
Storage and care of out-of-season clothing-----	20.5	27
Facts about fallout protection-----	20.5	27
Selection of counter surface finishes-----	20.5	27
Understanding government-----	25.5	26
Giving first aid-----	25.5	26
Planned spending and keeping home accounts	25.5	26
Adjustment to retirement-----	25.5	26
Medical self-help training-----	31.0	25
Caring of landscape plantings-----	31.0	25
Selecting clothing accessories-----	31.0	25
Buying wisely-----	31.0	25
Cooking with spices, herbs, and seasonings-----	31.0	25
Appreciation of family members as indi- viduals-----	31.0	25

TABLE VII (Continued)

Subject Matter Statement (N = 142)	Rank Order	Number of Requests
Selection of foundation garments-----	31.0	25
Refinishing furniture-----	37.5	24
Foods and nutrition for the family-----	37.5	24
Meeting our emotional needs-----	37.5	24
Family meal service and etiquette-----	37.5	24
Understanding needs of teenagers-----	37.5	24
Parent and teenage relationships-----	37.5	24
Knowing plants and varieties suitable for location-----	42.5	23
Buying, storage and use of foods-----	42.5	23
Freezing prepared foods-----	42.5	23
Selecting color for the home-----	42.5	23
Bread making-----	48.0	22
Preparing desserts-----	48.0	22
Buying shoes-----	48.0	22
Techniques of repair and upkeep of clothing-----	48.0	22
Keeping family records-----	48.0	22
Vegetable cookery-----	48.0	22
Caring for lawns-----	48.0	22
Problems of the school age child-----	56.5	21
Selecting clothing for style and fit-----	56.5	21
Understanding boy and girl relationships--	56.5	21
Selecting becoming dress designs-----	56.5	21
Outdoor cookery-----	56.5	21
Adjustment and care of the sewing machine-	56.5	21
Responsibility as a citizen-----	56.5	21
Selecting shoes for appearance and comfort-----	56.5	21
Arrangement of the kitchen-----	56.5	21
Helping your child understand his body----	56.5	21
Safety in the home-----	65.0	20
Grooming-----	65.0	20
Laundering fabrics-----	65.0	20
Selection and care of cooking utensils----	65.0	20
Selection of plant varieties for the garden-----	65.0	20

TABLE VII (Continued)

Subject Matter Statement (N = 142)	Rank Order	Number of Requests
Changes that occur in the family life cycle-----	65.0	20
Developing satisfying husband and wife relations-----	65.0	20
Study of community facilities-----	71.0	19
Home freezing of meats-----	71.0	19
Planning a garden-----	71.0	19
Selection and care of floor coverings-----	71.0	19
Religion-----	71.0	19
Planning kitchens-----	78.0	18
Ironing techniques-----	78.0	18
Understanding family business-----	78.0	18
Teaching safety rules-----	78.0	18
Techniques for laundering-----	78.0	18
Setting family goals-----	78.0	18
Planning and arranging bathrooms-----	78.0	18
Importance of home and community-----	78.0	18
Buying small equipment-----	78.0	18
Home freezing of fruits and vegetables-----	84.0	17
Proper care of clothing-----	84.0	17
Pattern alterations-----	84.0	17
Making a landscape plan-----	88.5	16
Using management in homemaking-----	88.5	16
Using milk in foods-----	88.5	16
Planning bedroom and closet storage-----	88.5	16
Selection of large equipment for the home-----	88.5	16
Buying wood furniture-----	88.5	16
Buying chairs-----	95.5	15
Selecting fabrics for sewing-----	95.5	15
Fitting garments-----	95.5	15
Planning kitchen storage-----	95.5	15
Planning for the future-----	95.5	15
Selection and use of home freezers-----	95.5	15
Planning workroom for laundry and other equipment-----	95.5	15
Sewing on new fabrics-----	95.5	15
Recognition of food fads and fallacies-----	103.5	14

TABLE VII (Continued)

Subject Matter Statement (N = 142)	Rank Order	Number of Requests
Constructing slip covers-----	103.5	14
Civil defense information-----	103.5	14
Remodeling an old home-----	103.5	14
Buying adult clothing-----	103.5	14
Money management-----	103.5	14
Buying furnishings-----	103.5	14
Reading, television, hobbies and recreation for school age children-----	103.5	14
Upholstering furniture-----	113.0	13
Interfactings, backings, and linings-----	113.0	13
Home canning of fruits and vegetables-----	113.0	13
Community meals-----	113.0	13
Importance of home and outside influence on growth-----	113.0	13
Handling behavior problems-----	113.0	13
Using USDA donated foods-----	113.0	13
Beginning sewing-----	113.0	13
Planning a new home-----	113.0	13
Planning outdoor lighting-----	113.0	13
Foods and nutrition for children-----	113.0	13
Using time and resources-----	122.5	12
Tailoring suits and coats-----	122.5	12
Group care of children-----	122.5	12
Use of credit-----	122.5	12
Using credit (clothing)-----	122.5	12
Selection of books and music for preschool children-----	122.5	12
Selection of toys and equipment for preschool children-----	122.5	12
Importance of children's play-----	122.5	12
American Red Cross first aid training-----	128.0	11
In-law relationships-----	128.0	11
Equipment needed for canning-----	128.0	11
Buying children's clothing-----	130.5	10



TABLE VII (Continued)

Subject Matter Statement (N = 142)	Rank Order	Number of Requests
Planning home lighting-----	130.5	10
Home canning of meats-----	133.5	9
Quality in home canned foods-----	133.5	9
Meeting developmental needs of infants----	133.5	9
Clothing for the physically handicapped homemaker-----	133.5	9
Prenatal care-----	136.5	8
Meeting emotional needs of preschool children-----	136.5	8
Special activities for preschool children-	138.5	7
Adjustment in early marriage-----	138.5	7
Adjustment to coming of children-----	140.0	6
Meeting developmental needs of toddlers---	141.0	5
Guidance of preschool children-----	142.0	4

APPENDIX C

TABLE VIII

MAJOR SUBJECT MATTER AREAS WITH NUMBER OF REQUESTS FOR EACH  
SUBJECT MATTER STATEMENT

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
<u>Family Relations and Child Development</u>					
Understanding govern- ment-----	97	54	4	13	26
Understanding other people-----	97	59	5	4	29
Handling day-to-day tensions-----	87	44	6	3	34
Study of community facilities-----	69	37	4	9	19
Adjustment to growing older-----	68	34	3	4	27
Adjustment after the children are gone--	65	25	4	4	32
Appreciation of family members as individuals-----	63	33	1	4	25
Responsibility as a citizen-----	62	29	3	9	21
Meeting our emotional needs-----	62	28	6	4	24
Selection of books for family reading-----	56	22	2	2	30
Relationships between generations-----	54	20	3	3	28
Grandparent relation- ships-----	53	20	0	2	31
Understanding needs of teenagers-----	52	20	4	4	24
Adjustment to retire- ment-----	51	23	0	2	26
Parent and teenage relationships-----	48	20	6	4	18
Setting family goals-	46	22	1	5	18
Understanding boy and girl relationships-	44	11	7	5	21
Changes that occur during the family life cycle-----	43	22	0	1	20

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
Planning for the future-----	42	17	5	5	15
Importance of home and community-----	40	14	5	3	18
Problems of school age child-----	40	12	4	2	22
Money management-----	38	20	3	1	14
Developing satisfying husband and wife relationships-----	38	14	2	2	20
Helping your child understand his body-----	36	6	5	5	21
Importance of home and outside influence on growth-----	36	20	2	1	13
Religion-----	35	14	1	1	19
Handling behavior problems-----	34	15	5	1	13
Group care of children-----	30	13	2	3	12
Reading, television, hobbies and recreation-----	29	10	4	1	14
In-law relationships--	24	12	1	0	11
Selection of books and music for preschool child-----	24	9	3	0	12
Meeting the emotional needs of the pre- school child-----	20	8	3	1	8
Selection of toys and equipment-----	18	5	1	0	12
Special activities for preschool children--	18	7	3	1	7
Importance of children's play-----	16	3	1	0	12
Guidance of the pre- school child-----	15	7	4	0	4

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop * Spec. Mtg.	Council Program	Bulletin
Prenatal care-----	15	5	2	0	4
Meeting the develop- mental needs of infants-----	13	3	1	0	9
Meeting the develop- mental needs of toddlers-----	10	3	2	0	5
Adjustment in early marriage-----	10	3	0	0	7
Adjustment to the coming of children--	8	2	0	0	6
<u>Foods and Nutrition</u>					
Foods for special occasions-----	93	53	2	3	35
Entertaining simply for special occasions-----	86	46	8	2	30
Timesavers in preparing foods-----	83	49	5	2	27
Foods and nutrition for older people----	79	44	6	1	28
Preparing desserts----	76	47	4	3	22
Outdoor cookery-----	74	45	6	2	21
Buying, storage and use of foods-----	74	44	6	1	23
Meat cookery-----	73	40	3	2	28
Foods and nutrition for the family-----	70	40	5	1	24
Cooking with spices, herbs and seasonings	70	41	2	2	25
Home freezing of fruits and vegetables-----	59	33	6	3	17
Bread making-----	57	29	5	1	22
Freezing prepared foods-----	57	31	1	2	23
Vegetable cookery-----	54	28	4	0	22
Family meal service and etiquette-----	52	22	4	2	24

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
Recognition of food fads and fallacies----	51	24	2	1	14
Home freezing of meats	48	22	3	4	19
Home canning of fruits and vegetables-----	45	25	5	2	13
Community meals-----	45	26	3	3	13
Using milk in foods---	45	27	1	1	16
Selection and use of home freezers-----	37	17	2	3	15
Using USDA donated foods-----	32	12	2	1	17
Foods and nutrition for children-----	29	14	2	0	13
Home canning of meats-	24	10	3	2	9
Equipment needed for canning-----	24	11	1	1	11
Quality in home canned foods-----	21	10	1	1	9
<u>Clothing</u>					
Short cuts in home sewing-----	92	52	9	2	29
Stain removal-----	87	44	5	1	37
Selecting clothing for style and fit-----	80	46	11	2	21
Selecting becoming dress designs-----	77	49	5	2	21
Selecting accessories-	76	45	3	3	25
Adjustment and care of sewing machine-----	72	35	14	2	21
Selecting fabrics for sewing-----	68	45	7	1	15
Care of new fabrics and finishes-----	68	34	5	2	27
Storage and care of out-of-season clothing-----	67	37	2	1	27
Selecting shoes for ap- pearance and comfort	60	36	1	2	21

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
Selecting foundation garments-----	58	28	1	4	25
Buying shoes-----	56	31	3	0	22
Techniques of repair and upkeep of clothing-----	56	26	4	4	22
Sewing on new fabrics-	54	34	4	1	15
Fitting garments-----	51	24	10	2	15
Grooming-----	49	27	1	1	20
Laundrying of fabrics-	48	27	1	0	20
Proper care of clothing-----	47	25	4	1	17
Interfacings, backings, and linings-----	47	25	8	1	10
Pattern alterations---	46	19	10	0	17
Buying adult clothing-	45	26	3	2	14
Tailoring suits and coats-----	44	14	16	2	12
Buying children's clothing-----	32	14	7	1	10
Beginning sewing-----	32	9	8	2	13
Using credit-----	26	12	0	2	12
Clothing for the physi- cally handicapped homemaker-----	11	1	1	0	9
<u>Housing, Furnishing and Equipment</u>					
Refinishing furniture-	86	30	31	1	24
Selecting accessories for the home-----	71	40	3	1	27
Selecting draperies and curtains-----	62	27	4	3	28
Selecting color for the home-----	56	28	3	2	23
Planning the kitchen--	54	29	6	1	18
Selection of counter surface finishes----	54	23	2	2	27

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
Carpet and rug selection-----	53	19	3	2	29
Upholstering furniture-----	51	15	22	1	13
Arrangement of kitchens-----	51	27	2	1	21
Constructing slip covers-----	49	14	20	1	14
Selection and care of cooking utensils----	47	23	3	1	20
Remodeling an old home-----	47	23	5	5	14
Planning kitchen storage-----	46	25	4	2	15
Selection and care of floor coverings----	44	24	2	0	19
Planning and arranging bathrooms-----	43	20	4	1	18
Planning bedroom and closet storage-----	41	23	2	0	16
Selection of large equipment-----	40	20	3	1	16
Buying wood furniture-	38	17	3	2	16
Buying small electrical equipment-----	38	16	2	2	18
Buying chairs-----	37	18	1	2	18
Buying furnishings----	36	22	0	0	14
Planning workroom for laundry and other equipment-----	35	17	3	0	15
Planning a new home---	29	10	5	1	13
Planning outdoor lighting-----	29	14	2	0	13
Planning home lighting-----	27	15	2	0	10



TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop Spec. Mtg.	Council Program	Bulletin
<u>Family Economics and Home Management</u>					
Giving first aid-----	90	46	15	3	26
Buying wisely-----	71	35	6	5	25
Planned spending and keeping home					
accounts-----	64	28	7	3	26
Keeping family records	55	26	4	3	22
Safety in the home-----	53	25	4	4	20
Ironing techniques-----	51	29	2	2	18
Understanding family business-----	50	26	5	1	18
Using management in homemaking-----	50	26	5	3	16
Teaching safety rules-	49	22	5	9	18
Techniques for laundering-----	46	24	2	2	18
Use of time and resources-----	45	26	4	3	12
Use of credit-----	29	13	2	2	12
<u>Landscaping and Gardening</u>					
Caring for landscape plantings-----	76	40	6	5	25
Knowing plants and varieties suitable for the location-----	76	44	6	3	23
Controlling insects and weeds-----	68	29	6	2	31
Safe use of pesti- cides	65	29	4	2	30
Making a landscape plan-----	50	25	7	2	16
Caring for lawns-----	45	20	2	1	22
Selecting plant varie- ties for the garden-	45	22	1	2	20
Planning a garden-----	44	18	3	4	19

TABLE VIII (Continued)

Subject Matter Statements	Total Requests	Club Lesson	Workshop - Spec. Mtg.	Council Program	Bulletin
<u>Civil Defense</u>					
Medical self-help training-----	79	36	16	2	25
Facts about fallout protection-----	67	27	7	6	27
American Red Cross first aid training--	58	20	25	2	11
Civil defense infor- mation-----	48	23	6	5	14

VITA

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