

INDEPENDENCE OF CONCEPTS FOR A FINITE GEOMETRIC SPACE

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By

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IDENTIFICATION OF CONCEPTS FOR A TWELFTH GRADE HOME  
ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS

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## CHAPTER I

### INTRODUCTION

The goal of education in the United States is to permit and promote the development of each individual to his fullest capacity so that he is an effective member of a democratic society. Education provided by schools endeavors to meet the needs of all individuals. In a senior high school the individuals to be served are: (1) those who marry as soon as they are graduated; (2) those who are college-bound; (3) those who are preparing for wage-earning occupations without further education; (4) those who do not finish high school; and (5) those who are planning additional training other than college. As a high school curriculum, and more specifically a home economics program, is organized and reviewed, the needs of these different groups of students should be kept in mind.

According to Amidon, special courses in the upper high school classes were being developed for the college-bound in a number of schools. She reported that where these courses were offered in such a way as to be meaningful to students, they were being widely elected.<sup>1</sup> At the time of the study in the public high schools in Wichita, Kansas, no specific course was offered that included all areas of home economics

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<sup>1</sup>Edna P. Amidon, "Education for Home and Family," School Life, XLII (May, 1960), p. 33.

and that met the needs of high school college-bound seniors.

#### Statement of Problem

The study was an attempt to identify: (1) the interest of college-bound students, teachers, and principals in a twelfth grade home economics course for college-bound students, and (2) the concepts in home economics of value to the college-bound student. A questionnaire was used to obtain opinions of twelfth grade college-bound students, high school principals, and high school homemaking coordinators in five public high schools of Wichita, Kansas, regarding concepts of value and interest in a home economics course for college-bound students.

#### Purposes of the Study

The following purposes were kept in mind when the study concerning a twelfth grade home economics course for college-bound students was undertaken:

1. To review literature related to the needs, interests, and values of college-bound students as pertaining to home and family life.
2. To develop a better understanding of education, curriculum development, and home economics in relation to the needs of the college-bound student.
3. To identify by means of a questionnaire: (a) the interest of college-bound students for such a course; (b) the most desirable length of a twelfth grade home economics course for college-bound students; (c) the class membership (girls only, boys only, both boys and girls); and (d) the concepts that would be of most value to include in a twelfth grade home economics course for college-bound students.

4. To study the effect of marital status, sex, amount of home economics education, and classification (student, teacher, or principal) of person responding upon the selection of concepts of most value in each area of home economics.

5. To acquaint principals and twelfth grade college-bound students, through the use of a questionnaire, with some purposes and concepts in home economics in an attempt to develop a better understanding of the contribution of home economics to the general education of the college-bound student.

6. To offer suggestions and recommend concepts that would be of value in a semester or year course in home economics for the twelfth grade college-bound student in Wichita, Kansas.

#### Definition of Terms

The following definitions were accepted for use in this study:

Areas of home economics included in this study are personal and family living, child development, housing and home furnishings, food and nutrition, management and consumer education, and clothing and textiles.

College as used in this study refers to an institution of higher learning furnishing courses in liberal arts and sciences. This would not include business or technical colleges.

College-bound students in this study are those high school students in twelfth grade who have indicated a definite interest in attending college by taking English Composition, College Reading, or Advanced Placement English in the public high schools of Wichita, Kansas.

Concept is an idea that includes all that is characteristically associated with or suggested by a term.



High school in this study refers to grades ten, eleven, and twelve.

Homemaking coordinators are teachers in the high schools who were selected by their principals to act as coordinators of their homemaking department. The functions of this paid position are to prepare budgets, attend city department meetings, and to carry out any other duties the principal may assign.

Principals in this study refers to the head principal in each of the Wichita public high schools, East, North, South, Southeast, and West.

Topic is the word used on the questionnaire instead of "concept" for clearer understanding by the students.

#### Hypothesis of the Study

The following hypothesis was used to give direction to this study: Through studying the responses of principals, home economics coordinators, and college-bound students regarding a twelfth grade home economics course, it will be possible to: (1) indicate the interest of students for such a course; (2) suggest the preferred length of the course; (3) define class membership (girls only, boys only, and both boys and girls); (4) identify concepts to include in a twelfth grade home economics course for college-bound students; and (5) relate the influence of sex, marital status, and amount of home economics education to the responses made to the last three items.

#### Assumptions

Underlining the previous hypothesis are the following assumptions:

1. Cooperative planning of students, teachers, administrators, and people in the community aids in the development of a course that meets

the needs of the students and community.

2. A sound home economics curriculum is built on knowledge of the needs, interests, aspirations, abilities, and achievements of the particular group to be taught.

3. Home economics can make a unique contribution to the general education of the college-bound student.

4. When the purpose and content of a course are understood, the course is more likely to be supported and successful.

#### General Procedure

The study was a type of descriptive-survey. Before conducting the survey, literature was reviewed concerning education in the public schools, curriculum in the high schools, home economics in the high schools, and home economics and the college-bound student.

The data-gathering instrument was a questionnaire. It was used to obtain opinions from principals, homemaking coordinators, and twelfth grade college-bound students as to: (1) the interest in a twelfth grade home economics course for college-bound students; (2) the most desirable length of a twelfth grade home economics course for college-bound students; (3) the class membership (girls only, boys only, both boys and girls); and (4) home economics concepts of value to the college-bound student. Other items on the questionnaire included personal data (school identification, sex, marital status, and home economics courses taken) and a statement as to the purpose of the course. The homemaking coordinators and principals were asked to check only the concepts, class membership, and length of course.

At Oklahoma State University the questionnaire was distributed to

five senior home economics education majors who had recently finished student teaching in high schools. Comments were sought from them in regard to directions and terminology used in the questionnaire. Revisions were made in light of their suggestions.

A research proposal form which included a description of the proposed study, the purposes and expected outcomes, the personnel to be involved, anticipated duration of the study, procedures and methods to be employed, method of evaluation, and suggested follow-up activities was submitted for approval to the administrators of the public school system of Wichita, Kansas.

A letter was sent to five high school principals in Wichita, Kansas, in December, 1963 explaining the study and requesting an appointment to discuss the study with them during the last week of Christmas vacation. During the talk with the principals the study was explained in more detail and the student sample for the study was discussed. English Composition, College Reading, and Advanced Placement English were the courses offered for college-bound students in the Wichita public high schools. With a few exceptions all college-bound students would take one of these courses. The second semester students in the courses listed above were given the questionnaire by their English teachers to fill out in their English classes during the first part of 1964. Before distribution to the students, the questionnaires were given to the home-making coordinators so they would be informed of the study. Questionnaires were personally distributed to the principals by the researcher.

After the data were collected, the results were tabulated. The results were shared briefly with the home economics coordinators at one

of their monthly meetings. Conclusions were drawn from the results of the study and recommendations concerning the use of the results were made.

## CHAPTER II

### EDUCATION AND HOME ECONOMICS FOR THE COLLEGE-BOUND STUDENT

When considering a problem, a statement and evaluation of the present knowledge and available information dealing with the problem is a basis for sound development. A discussion and integration of the findings through literature, experience, and the researcher's beliefs will be presented.

#### Education in the United States

Each person can and does make a unique contribution to society. Our democratic society needs individuals who think critically for themselves, respect the rights of others, and endeavor to foster an effective relationship with the fellow men to promote an effective society. Sayers and Madden stated:

It seems clear that the human individual is the essential fact and principle point of concern in a democracy, and that not only the school but all the institutions in a democratic society exist for the purpose of promoting his growth.<sup>1</sup>

Through utilization and cooperation of the educational efforts of home, school, church, recreational agencies, youth serving organizations, library, press, motion pictures, radio, television, and others, this democratic society can meet educational needs. It is the task of the

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<sup>1</sup>Ephraim Vern Sayers and Ward Madden, Education and the Democratic Faith (New York: Appleton-Century-Crofts, Inc., 1959), p. 429.

schools to encourage each individual to develop to his fullest capacity so that he is an effective member of a democratic society.

The school makes a definite and unique contribution to an individual's educational needs. The school is a miniature society in that it is made up of students typical of its geographical area, and it provides opportunities for practicing those behaviors which promote democratic individuality. Schools have teachers educated in arts and sciences and the school staff is skilled in facilitating the learning of students. Tyler listed the kinds of educational tasks appropriate for the schools as: (1) learnings based upon the arts and sciences; (2) learning of complex and difficult things requiring organization of experience and distribution of practice over a length of time; (3) learning where necessary factors are not obvious and where principles, concepts, and meanings must be brought to the attention of the learner; (4) learning where the experiences required cannot be provided directly in the activities of daily life; (5) learning which necessitates more refined experiences than available in life outside of the school; and (6) learning in which re-examination and interpretation of experiences are essential.<sup>2</sup>

In schools today an emphasis is placed on creative interaction, learning by discovery, and developing usable generalizations from specifics.<sup>3</sup> The development of the understanding of basic principles

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<sup>2</sup>Ralph W. Tyler, "Educational Objectives of American Democracy," The Nation's Children, ed. Eli Ginsberg, Vol. II, Golden Anniversary White House Conference on Children and Youth (New York: Columbia University Press, 1960), pp. 78-79.

<sup>3</sup>Edgar Dale, "Learning to Learn," The Education Digest, XXIV (November, 1963), p. 23.

and concepts will aid each individual in relating and integrating new ideas. In this democratic nation a good educational program in the schools is one which makes possible the consideration and respect of each individual, the development of critical and creative thinking, the opportunity for self expression, the promotion of the good of mankind, and the practice of democratic living. This kind of a program lends itself to promoting optimal development of each individual for effective world citizenship.

### Curriculum in the Secondary Schools

With the goal of promoting each individual's growth to the fullest capacity, the curriculum for a given school is likely to be developed with the individual student in mind. Grouping within a school and within a class is essential to meet the individual's needs, interests, abilities, and important social interactions. There are many possible grouping plans and a particular student may be a part of different groups. No one grouping plan may be relied upon as best for all situations. In dealing with individuals, individual differences, and groups, an educational program may provide the knowledge and skill which is a common necessity for all. Of course, varying degrees of quality and quantity of attainment by the different groups and the individuals within each group may be expected.

The trends in high school curriculum point to a consideration for the individual. Romine listed the trends in high school curriculum as: concern with important, present-day life problems; development of kindergarten through twelfth grade programs; use of newer types of

organization; and more attention to individual differences.<sup>4</sup> The development of educational programs for kindergarten through twelfth grade goes along with the theory that human growth and development is a continuous process. A look at the total program may be needed, even to coordinating the curricula of college and high school. There has been a shift within courses from emphasis on subject matter per se to that of content and experiences which make a genuine contribution to important educational goals. Each course is evaluated as to its part in the total program. The growing attention to individual differences was evident from current literature on grouping, from concern for both the more able and the culturally deprived students, and from suggestions of assignments to provide greater opportunity and challenge to the students of varying abilities, backgrounds, interests, and needs. The emphasis within given courses has been on critical, creative, and reflective thinking in making wise decisions for today so the student will be prepared for tomorrow. While the acquisition of specific subject matter is important, the ability to think through and to apply the subject matter wisely is the goal.

Growth of the individual for effective membership in American democracy points up the need and desire for cooperative school and community curriculum planning. A course of study which is best for the majority of students will more likely be developed through cooperative planning of community, teacher, parent, school counselor,

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<sup>4</sup>Stephan Romine, "Trends in the Secondary-School Curriculum," Issues in Curriculum Development, ed. Marvin D. Alcorn and James M. Linley (Yonkers-on-Hudson, New York: World Book Company, 1959), pp. 110-112.



administrator, and student. This also suggests that the schools provide many offerings and give the students as many choices as possible.

Some educators suggest a program for college-bound students that leaves little room for electives. As stated in a University of Kansas bulletin:

The Kansas State Superintendent of Public Instruction requires that to be graduated from an accredited Kansas high school a student must have successfully completed at least three units of language arts; two units of social studies which shall include one unit of American history and one-half unit of government including the Constitution of the United States; one unit of science; one unit of health and physical education; and nine additional units. . . . High-school students who have ambitions to attend college are wise to take what is commonly called a college-preparatory program, which includes as much English, foreign language, mathematics, science, and social studies as possible.<sup>5</sup>

In an article in Illinois Education, Hand stated:

An adequate college-preparatory program in grades nine through 12 would include at least four full years of work in each of the standard academic subject fields of English, mathematics, science, and social studies. It would also include at least three full years of work in at least one modern foreign language.

This does not mean that college-bound students should enroll in grades nine through 12 for four years of English, plus four years of mathematics, plus four years of science, plus four years of social studies, plus three years of foreign language. Rather, what is meant is that every such student should have the opportunity to enroll for work of the indicated depth in any one or more of these subject fields, as his interests and capabilities may warrant.<sup>6</sup>

Other educators encouraged various elective offerings to meet the individual's needs and interests. Wiles reported that evidence from the Eight Year Study supports the position that no particular set of courses in high school provides the best preparation for college for all students.

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<sup>5</sup>University of Kansas, General Information Bulletin (Lawrence, Kansas: University of Kansas, 1962), pp. 6-7.

<sup>6</sup>Harold C. Hand, "Are College-Prep Programs Adequate?" Illinois Education, L (November, 1961), pp. 118-119.

He further reported that the Commission on Education of Adolescents of the Association for Supervision and Curriculum Development suggested that required courses be kept to a minimum and that there should be no specialized curriculum in the school such as college preparatory.<sup>7</sup> Each student's curriculum can be tailored to his needs in terms of selection of courses made by a student, his parents, and his counselor. By attending summer school and carrying heavy subject loads during the school year, the student can pursue basic courses fundamental to education of all youths and still elect other courses and activities in accordance with his particular interests and needs.

#### Home Economics in Secondary Schools

At the secondary level, home economics is concerned with the growth of each individual as a person and with his achievement of a satisfying home and family life for himself and members of his family. This is fundamental in a democracy for a goal of a democratic society is to have life rich, generous, and satisfying for everyone.

Home economics plays an important part in education that deals with the solving of personal, home, family, and social problems because it provides actual experiences in these behaviors. Some of the unique features of home economics are its concern for family living, its unifying of knowledge from many fields in the solving of personal and family problems, its personalizing of instruction, and its emphasis on acquiring

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<sup>7</sup>Kimbal Wiles, "What Lies Ahead for American Secondary Schools" (conference material at the Southern Regional Home Economics Education Conference, Roanoke, Virginia, February 2, 1961), pp. 1-3.

techniques and skills of living. In home economics the individual can be helped in recognizing problems, setting goals, gathering evidence, examining the facts and ideas, organizing them for use, weighing the evidence, drawing conclusions, trying out and evaluating these conclusions, and applying principles and generalizations to various personal and family problems as well as to changing world situations. Simpson said:

. . . there appear to be strong efforts in teacher education programs, at both the pre-service and in-service levels, to prepare home economics teachers to work more effectively with their students in developing the ability to think.<sup>8</sup>

A sound home economics curriculum or program for a particular school depends upon the needs, interests, aspirations, and abilities of the students enrolled in that school and the community. Generally four groups of students can be identified by senior high school as needing different kinds and amounts of homemaking education. The groups are as follows: (1) the college-bound, who may or may not have an opportunity to elect home economics at the college level; (2) the students who are preparing for wage-earning; (3) the students who will marry soon; and (4) the high school drop-out. These groups include boys because in a democratic society cooperative relationship involves a shared homemaking experience. Within each group there may be a wide variance of need, interest, and ability. Home economics can help all the individuals develop competencies for effective personal, home, and family life. As a part of helping individuals develop competencies fundamental to

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<sup>8</sup>Elizabeth Simpson, "Selected Issues and Problems in Secondary Education," Journal of Home Economics, LV (January, 1963), p. 11.

effective living, Swanson mentioned the need: (1) to examine and become acquainted with the setting in which today's families live; (2) to identify situations and occurrences within this setting which may be reflected, either directly or indirectly, in what the family is, how it behaves, and what its goals and values are; and (3) to consider special problems that beset family and society today.<sup>9</sup>

Today in many schools experimentation is being carried on with different patterns of placement and with the content of home economics programs. Amidon suggested that in both curriculum planning and teaching methods, new ways are needed to identify and to take into account the diversity in student capacity and needs as affected by mental ability, aspirations, emotional development, and cultural heritage.<sup>10</sup>

When the needs of the students and families are identified, choosing what the student should learn becomes a problem. Recent attention has been given to the identification of the fundamental principles, the broad concepts, and the big ideas in the various subject fields. Psychologists and educators generally agree that students learn best the information they organize into generalizations or principles. With the constantly expanding volume of information about home and family there comes a need for critical evaluation of the content in the various home economics courses. Amidon suggested that what is taught in home economics should lead to understanding concepts, principles, or

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<sup>9</sup>Pearl Swanson, "New Resources for Research," Journal of Home Economics, LV (March, 1961), p. 161.

<sup>10</sup>Edna P. Amidon, "Preparation for the Role of Homemaker," Practical/Forecast, IX (November, 1963), p. 50.

generalizations that are important in home economics.<sup>11</sup> Hence, concepts, principles, and generalizations become another guideline for determining course content. Many home economists are now involved in the task of identifying concepts to be taught in the various areas of home economics. The last few summers, workshops across the country have been devoted to identifying concepts of value in home economics.

Strong home economics programs meet the needs of the students and the community and are based on findings of research added to the best thinking and practices of people in the field.

#### Home Economics and the College-Bound Student

As was stated earlier, the home economics program in a high school should be developed to meet the needs of different groups of students, one group being the college-bound students. There is sometimes considerable pressure for college-bound students to take courses other than home economics. The need for home economics exists, yet many colleges do not offer courses in home economics. Krug in the book The Secondary School Curriculum stated:

In general, homemaking electives in the senior high school, including those courses dealing with specialized and technical aspects of foods and clothing, have much to offer to many kinds of students of various intellectual levels and in various tracks or curricula. . . . There is sufficient content to challenge even those of the highest abilities. We have also moved away from the idea that advanced work in homemaking is somehow more relevant to non-college-preparatory students than to those who are college bound. Most college-preparatory tracks have enough flexibility to permit interested students to elect one or two years of senior high school homemaking. The important

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<sup>11</sup>Edna P. Amidon, "The Task of Home Economics Education in Public Schools" (paper read at the Home Economics Section, American Vocational Association, December 5, 1961).

considerations beyond the initial requirements or constants are the interests, goals, and aspirations of individual students, both boys and girls. A good elective program in homemaking, when understood and supported by the entire school staff, will never lack students.<sup>12</sup>

The contribution and overall purposes of home economics and college-preparatory programs were discussed earlier. Now home economics courses for college-bound students will be considered. The researcher sees the specific purposes of home economics for the college-bound students, as a part of their general education, to be as follows:

1. To encourage establishing values which give meaning to personal and family living, and to select goals appropriate to these values throughout life.

2. To develop the ability to think through personal and family situations and to develop ways of thinking that can apply to ever-occurring situations.

3. To synthesize knowledge from (1) home economics, (2) physical, biological, and social sciences, and (3) arts, and to apply these ideas and principles to everyday life.

There are various ways to meet the purposes mentioned. Wheeler mentioned that schools have been planning for the college-bound by advanced testing and placing in specialized classes, by adapting courses already set up, and by introducing summer school courses.<sup>13</sup> Another possibility, Cowles suggested, was to encourage learning without

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<sup>12</sup>Edward A. Krug, The Secondary School Curriculum (New York: Harper and Brothers, 1960), p. 488.

<sup>13</sup>Ruth Wheeler, "Home-Economics for College-Bound Girls," National Education Association Journal, XLIX (March, 1960), p. 19.

academic credit within free or study time.<sup>14</sup> Whatever way each school, including teachers, students, and parents, decides would be best will depend on the local situation and the findings of research. The local group needs to see where a home economics program for the college-bound with the above purposes will best fit into schedules for college-bound students. This might be at the eleventh or twelfth grade level because of the opportunity to take more electives there. The use of various teaching methods such as lectures, discussion, seminars, research, and laboratory will depend upon the students, teacher, and again any research on the matter.

The actual content of a given course as mentioned before will be dependent upon: (1) needs of the individual students including their developmental needs; (2) the current home and family needs and situations of the community and nation; (3) concepts and generalizations important in the area of study; (4) findings from research done in the area; and (5) the present knowledge of school administrators, teachers, students, parents, and community members. These content determinants may overlap. However, for a better understanding, each one will be examined separately.

Since an understanding of the college-bound group may be a means of promoting better education, a summary of the developmental characteristics, problems, and values of this group relating to content of a home economics course will be reviewed. By the time the students are seniors, they have developed physically mature figures and features which make this an

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<sup>14</sup>Ruth C. Cowles, "Home Economics for Intellectual Competency," Journal of Home Economics, LII (October, 1960), p. 808.

opportune time to study clothing selection and personal grooming. Public acceptance and social participation become important and there is a growing necessity to make a good impression. Personality characteristics such as initiative, extraversion, buoyant energy, and social sensitivity give direction to a study of personal and family living.

Preparing for marriage and family life is a significant task of girls aged seventeen to twenty. The United States Bureau of Census for 1959 stated that the peak age for marriage of women is eighteen.<sup>15</sup> The fact that one out of approximately four marriages ends in divorce indicates that marriage and family relationships are very real problems for youth.<sup>16</sup> These figures might not be the same for the college-bound, but they certainly include this group for during the freshman and sophomore year of college and even before entering college, some students marry.

Some people may believe that students can elect a course later that will guide them in the area of family relations. According to a study done by Iffert about six out of ten college freshmen will eventually receive degrees, about half of the withdrawals occur before the sophomore year, and marriage is the major reason for discontinuing college attendance among women students.<sup>17</sup> Also some colleges do not offer home economics courses. Due to these facts there is concern for educating

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<sup>15</sup>Harold W. Bernard, Human Development in Western Culture (Boston: Allyn and Bacon, Inc., 1962), p. 288.

<sup>16</sup>Ibid.

<sup>17</sup>Robert E. Iffert, Retention and Withdrawal of College Students, United States Department of Health, Education, and Welfare, Bulletin 1958, No. 1 (Washington: Government Printing Office, 1957), pp. 100-106.



students during the last years of high school. Coon reported two interesting points in her study: (1) that the largest proportion (3%) of boys enrolled in a home economics course were in twelfth grade; and (2) that in the last several years, there seemed to be growing interest in courses in home economics for both girls and boys together. These courses focus on personal development and preparation for marriage and parenthood.<sup>18</sup>

The acquisition of a set of values certainly bears mentioning. The normally maturing older adolescent is forming a set of concepts and values that provides him with strengths and inspirations to enter adulthood. The development of self-concept and social self-realization are especially important during this period. Through serious discussions it is possible to guide these young adults in making decisions that will help them develop long-range values.

A study of problems of college students and young homemakers can give clues to content for a college-bound home economics course. In a study by Simpson of personal problems of college home economics students, fifteen per cent or more of the students mentioned the following problems: "not organizing time to best advantage," "not knowing what I really want," and "wondering if I'll ever find a suitable mate."<sup>19</sup> Budgeting time and money are also problems for beginning college students which suggest that a home economics course might include a study of time

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<sup>18</sup>Beulah Coon, Home Economics in the Public Secondary Schools, United States Department of Health, Education, and Welfare (Washington: Government Printing Office, 1962), pp. 35-37.

<sup>19</sup>Elizabeth J. Simpson, "Distinctive Personal Problems of Home Economics Students at the University of Illinois," Possible Clues for Recruitment from Research (Urbana, Illinois: University of Illinois, June, 1957), pp. 65-68.

and money management.

In a study by Schubert and Dalrymple, problem areas listed by one-third or more of the young homemakers were:

- (1) foods--meal planning, (2) housekeeping--seasonal cleaning,
- (3) clothing--mending and remodeling, (4) supervision--discipline of children, (5) management--making major decisions, and planning work schedules and family budgets.<sup>20</sup>

Questionnaires concerning homemaking problems could be handed out in each community so that each school might gain insight into the needs of the homes and families in that community.

Townsend in College Freshmen Speak Out presented an opinion of a college boy which might give direction not so much as to content but as to how the college-bound course should be taught:

I feel that every high school should strengthen its work in such things as vocabulary, ability to read well and express yourself in writing, complete knowledge to term paper writing, how to take long tests, etc.<sup>21</sup>

Certainly home economics can be taught so that effective ways of reading, writing, and communicating orally can be further developed. In home economics it is possible to give a student experiences in planning, practicing, and evaluating that will make his reading meaningful. Emphasis can be placed on reading, discussing, and writing of concepts instead of actual homemaking skill development.

Several persons have written suggestions as to the types of concepts and generalizations that are important to be taught in a home

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<sup>20</sup>Genevieve W. Schubert and Julia I. Dalrymple, "Problems and Needs of Young Homemakers: Implications for High School Home Economics," Journal of Home Economics, LI (May, 1959), p. 366.

<sup>21</sup>Agatha Townsend, College Freshmen Speak Out (New York: Harper Brothers, 1956), p. 13.

economics course for college-bound students. Wheeler named the following as valuable to college-bound girls: (1) the understanding of the effect of personal and family values on the use of time, energy, and money; (2) an understanding of child development; (3) family interaction in different cultures; (4) basic principles of nutrition; (5) food preparation even though there is no class preparation of meals; and (6) understanding the relationship of fiber, yarn and fabric construction, and fabric finishes to the function of textile consumer products.<sup>22</sup> Some of the states have developed home economics curriculum guides for twelfth grade boys and girls which give some other suggestions of content for the college-bound course.

Two studies have been completed concerning home economics and the college-bound student. Hoffman obtained opinions of college sophomore and senior women at Purdue University about the most important purposes and topics of a high school home economics class for college-bound girls.<sup>23</sup> The opinions of these college sophomore and senior women indicated that the most important purposes were:

1. To be an informed consumer.
2. To prepare girls for a home of their own.
3. To prepare girls to assume the general responsibilities of a wife and mother.<sup>24</sup>

The opinions further indicated that the most important topics to include in a high school home economics class for college-bound girls were:

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<sup>22</sup>Wheeler, p. 19.

<sup>23</sup>Mary M. Hoffman, "Opinions of College Sophomore and Senior Women Concerning a High School Course in Home Economics for Junior or Senior College-Bound Girls" (unpublished Master's thesis, Purdue University, August, 1962), p. vii.

<sup>24</sup>Ibid.

1. Planning balanced meals.
2. Basic cooking.
3. Nutrition principles.
4. Buying foods.
5. Making wise decisions in managing time and money.
6. Getting your money's worth when buying.
7. Experiences in budgeting.
8. Preparing for marriage.
9. Understanding children.
10. Sex education.
11. Simple clothing construction.<sup>25</sup>

Corwin studied six schools to determine the characteristics of a home economics program at the senior high school level which would meet the needs of college-bound students and attract and challenge them. From the findings of this study it was concluded that the course should: be offered at the twelfth grade level; be offered on the same basis in regard to credit value and class hours as other college-preparatory subjects; be one year in length; have no prerequisites; be offered to young women only; and include units on all areas of home economics with particular emphasis on family relations and personality development. It was indicated in the study that the students were most interested in boy-girl relationships, very interested in child care, and more interested in related areas of clothing, grooming, and dressing properly than they were in food and nutrition. The overall course content which Corwin suggested from the study included the role of the women, personality development, marriage and the family, child growth and development, financial management, nutrition and foods, maintaining health, time and energy management, home furnishings, and survey of clothing problems.<sup>26</sup>

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<sup>25</sup>Ibid.

<sup>26</sup>Leune Holmes Corwin, "Home Economics Program for the College Preparatory Girl at the Senior High School Level" (unpublished Master's thesis, Simmons College, 1961), pp. 1-2, 78-81.

In Bay City, Michigan, a one year course for college-bound students and better business students includes concepts on understanding home economics; meal planning; basic techniques and principles of food buying, serving, and preparing; consumer buying; laundry; nutrition and figure control; understanding one's role for today's world; introduction to interior design; sewing; clothing selection; and alterations.<sup>27</sup>

Each home economics course for the college-bound will be a little different. The preceding information regarding education, curriculum, needs of the students, current home and family needs, concepts and generalizations in home economics important for the college-bound, and findings from research can be added to the present knowledge and experiences of the students, school administrators, teacher, and community to help develop a course in home economics for the college-bound students of a particular school system.

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<sup>27</sup>Carol Purgaski, Home economics teacher, Central High School, Bay City, Michigan. Personal letter, November, 1963.

## CHAPTER III

### DEVELOPMENT AND ADMINISTRATION OF INSTRUMENT

A better understanding of education, curriculum, home economics, and the college-bound student was gained through a review of the literature. The review provided a foundation for the development of the study which deals with concepts for a twelfth grade course in home economics for the college-bound student. The data were obtained through the use of a questionnaire. The information that is procured from an instrument is only as good as the instrument that is used. Therefore, an attempt was made to develop an instrument that was appropriate for the study and was effective in its style, content, and administration.

#### Development of the Instrument

The study was an attempt to identify: (1) home economics concepts of value to the college-bound student; (2) the interest in a twelfth grade home economics course for college-bound students; (3) the class membership preferred (girls only, boys only, or both boys and girls); and (4) the most desirable length of a course. The information desired to be obtained by the instrument included home economics concepts of value to college-bound students, personal data, indication as to interest in a twelfth grade home economics course for college-bound students, and reaction to class structure. A questionnaire was decided upon to get a wide sample of opinions.

The first step in compiling the concepts to be included in the questionnaire was to select the areas in home economics that would be represented. The areas were selected and named to correspond with current professional usage and with terms familiar to the students in Wichita, Kansas. The areas were: "Personal and Family Living," "Child Development," "Housing and Home Furnishing," "Food and Nutrition," "Management and Consumer Education," and "Clothing and Textiles."

A listing was made of all home economics concepts suggested in these areas. The suggestions were obtained from: two state and one city curriculum guides that were developed for a twelfth grade home economics course with no prerequisites; a home economics textbook that was written for grades eleven and twelve; two magazine articles concerning content of home economics for the college-bound student; two masters' theses concerning home economics for the college-bound student; and one study concerning problem areas of young homemakers. Since the suggestions were not all stated alike, there was a need for interpreting and combining when they were tabulated.

The selection of concepts was based on (1) the majority of times they were mentioned in the sources and (2) the judgment and experiences of the researcher. In selecting the concepts the researcher attempted to: (1) provide a broad representation of the field of home economics since one of the purposes of the study was to acquaint people with the content of home economics; (2) represent each area somewhat equally; (3) parallel the concepts in depth; (4) make each section about the same length; (5) include concepts suitable to be included in a semester course as well as a year course; and (6) limit the number of concepts included on the questionnaire because of the length of time involved in

completing a long questionnaire. The final selection of concepts was a sample of all possible concepts to include in a twelfth grade home economics course for college-bound students.

The statements of concepts on the questionnaire began with an action word in an effort to involve the respondent. An attempt was made to state the concept so that it could be understood and had some meaning to the respondent. The respondents were asked if they desired a semester course to check only three to four concepts in each area; if they desired a year, to check five to seven concepts. This encouraged the respondent to think about which ones would be of most value since it would be impossible in a semester or year to cover all the concepts. An opportunity for free responses was included at the end of each section to permit the respondent to include any concepts he thought were important.

The arrangement of the areas of home economics on the questionnaire was planned. "Personal and Family Living" was the first section because the review of literature indicated a particular interest of the students in this area. Some people think only of clothing and foods when home economics is mentioned. Therefore, "Food and Nutrition" was the fourth section and "Clothing and Textiles" the last section of the questionnaire.

As stated earlier, the information desired from the questionnaire included home economics concepts of value to college-bound students, personal data, indication as to interest in a twelfth grade home economics course for college-bound students, and reaction to class structure. Therefore, the questionnaire developed contained items regarding concepts, personal data, reaction to class membership and length, interest



for the course, and the purpose of the course. The reasons for including concepts and arrangement of the concepts was discussed previously. Personal information regarding the respondents was desired because the researcher wanted to identify the characteristics of students (sex, marital status, and amount of home economics education) who would be interested in a home economics course for college-bound students. These data were also desired because the researcher wanted to determine what influence they had on the selection of concepts, interest in the course, and selection of characteristics of the course. Following the personal data items, there was a statement of the purpose of a twelfth grade home economics course for college-bound students. This was an attempt to inform the respondents of the purpose, and to set the framework for thinking through the desired characteristics and concepts.

The items regarding class membership and length of the course were listed next. The preferences indicated by the respondents in checking these items offered help in recommending class structure and the number of concepts of value.

The last item of the questionnaire was concerned with the interest of the respondents in taking the home economics course providing it incorporated the preferences of the respondent as to length of course, class membership, and concepts of value. The answers to this item indicated the overall interest of a twelfth grade home economics course for college-bound students. To encourage the respondent to read through the concepts before making a decision about his interest in a home economics course, the question concerning interest was placed at the end of the questionnaire. It was hoped that through reading the entire questionnaire the respondents would become acquainted with some purposes

and concepts in home economics so that they might develop a better understanding of the contribution of home economics to the general education of the college-bound student.

The questionnaire was distributed to five senior home economics education majors at Oklahoma State University who had recently finished student teaching in high schools. Comments were sought from them in regard to directions and terminology used in the questionnaire. The necessary revisions were made in light of their suggestions.

A research proposal form which included a description of the proposed study, the purposes and expected outcomes, the personnel to be involved, anticipated duration of the study, procedure and methods to be employed, method of evaluation, and suggested follow-up activities was submitted to administrators of the public school system of Wichita, Kansas for approval. The study was also discussed with the curriculum director and the home economics consultant for their suggestions and approval.

#### Sample

A letter was sent to five public high school principals in Wichita, Kansas, in December of 1963 explaining the study and requesting an appointment to discuss the study with them during the last week of Christmas vacation. During the conference with the principals, the study was explained in more detail and the student sample for the study was discussed. Only five out of the six public high schools in Wichita were used because the sixth school had just recently been admitted to the school system and was involved in other matters.

In the Wichita public high schools the semester courses offered in English for the college-bound students were English Composition, College Reading, and Advanced Placement English. With a few exceptions all college-bound students would take one of these courses. These courses were offered both semesters. The principals indicated that about half of all the college-bound students enrolled in these courses the first semester and the other half, the second semester. In talking with the English teachers of Wichita High School South after the questionnaires were collected, the researcher learned that at South more college-bound students took these English courses in the fall and, therefore, the sample might be smaller. The second semester students in the courses listed above were selected as the samples.

#### Administration of Questionnaire

The questionnaires were first given to the homemaking coordinators so that they would be informed of the study. The questionnaires were distributed personally to each principal. He filled out one questionnaire and distributed the rest to the English teachers of the selected courses. The questionnaires were given to the students by their English teachers and were filled out in class during the first part of 1964.

## CHAPTER IV

### PRESENTATION AND INTERPRETATION OF FINDINGS

The study was undertaken as a means of attempting to answer the following questions:

1. What is the interest in a twelfth grade home economics course for college-bound students?
2. What are some of the characteristics of the course (class membership and length) that seem desirable?
3. What concepts would be of value to include in a home economics course for college-bound students?
4. What is the influence of sex, marital status, and amount of home economics education on the answers to the above questions?

It was hypothesized that through studying the responses of principals, homemaking coordinators, and college-bound students regarding a twelfth grade home economics course for college-bound students, it would be possible to: (1) indicate the interest of students for the course; (2) suggest the preferred length of the course; (3) define class membership (girls only, boys only, or both boys and girls); (4) identify concepts to include in the course; and (5) relate the influence of sex, marital status, and amount of home economics education on the responses to the above four items.

To obtain answers to the above questions, the questionnaires that were given to college-bound students, homemaking coordinators, and high

school principals were tabulated and analyzed. Information in the review of literature further aided in answering the questions.

The questionnaires supplied by the students were tabulated first by schools and then combined. Tabulations of preferred class membership (girls only, boys only, or both boys and girls), length of course, and concepts were made only from those questionnaires where the respondent had indicated an interest in taking the course. This seemed best because effective courses are developed with the particular students in the class in mind. Even though those students who indicated an interest could not enroll in the course before graduating, they would be similar to the students who would likely enroll in such a course if offered in the future.

Questionnaires were tabulated even though the respondent checked more or fewer concepts than were suggested. The main objective of limiting the selection was to encourage consideration as to which ones might be of most value. There were only a few cases where the respondents checked more or fewer concepts. Since a tabulation of the concepts most checked could still be made, these questionnaires were not discarded. To determine the effect of the amount of home economics education might have on the responses three groupings were developed. Since in the public schools of Wichita, Kansas, eighth grade home economics is required of all female students but not of male students, "little or no" was used for grouping the females who checked one or no courses, and the males who checked no courses. The group "some" included those females who indicated that they had taken two to three courses, and males, one to two courses. The group "much" included students who had taken four or more courses.

Data concerning each question on the questionnaire are presented in this chapter. In the study there were eleven females and three males who were engaged to be married. This represented five per cent of the interested students. Since this percentage was so low, determining the influence of marital status was not thought advisable. The sample was limited to five high schools in Wichita, Kansas. Complete data are to be found in the appendix.

### Interest

Almost half (42%) of the college-bound students who were given the questionnaire indicated that they would have been interested in taking such a home economics course had it been available. Half (50%) of the students given the questionnaire checked that they were not interested and a small number (8%) gave no response on the question concerning their interest. As noted in Table I, in two schools, South (51%) and West (56%), more than half of the students indicated an interest. In East (36%), North (46%) and Southeast (32%) less than half of the students checked having an interest in the course. The number of students in each school expressing an interest in the course ranged from twenty-three to seventy-four with a total of 265 students interested in the course in the five schools. It was pointed out in the previous chapter that principals indicated that the sample of students was about half of all college-bound students in the twelfth grade, the exception being South. If this was a valid sample of students, there would be at least twice this number, or 530 students, who might be interested in taking such a course. As stated earlier, Amidon reported that wherever upper high school classes for the college-bound students are being

TABLE I

THE INTEREST OF COLLEGE-BOUND STUDENTS IN A TWELFTH GRADE SEMESTER OR YEAR  
HOLE ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS

Schools	Semester						Interested						Not Interested						No Response											
	1		2		3		Year			Total			M		F		T		M		F		T							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%						
East (140)	17	12	26	18	43	31	2	1	5	4	7	5	19	14	31	22	50	36	53	38	28	20	81	58	7	5	2	1	9	6
North (160)	23	14	34	21	57	36	8	5	9	6	17	11	31	19	43	27	74	46	48	30	30	19	78	49	5	3	3	2	3	5
South (45)	8	18	13	29	21	47	1	2	1	2	2	4	9	20	14	31	23	51	10	22	10	22	20	44	0	0	2	4	2	4
Southeast (179)	5	3	45	25	50	28	1	1	7	4	8	4	6	3	52	29	58	32	53	30	39	22	92	51	13	7	16	9	29	16
West (107)	17	16	22	21	39	36	6	6	15	14	21	20	23	21	37	35	60	56	30	28	16	15	46	43	0	0	1	1	1	1
Total (631)	70	11	110	22	210	33	18	3	37	6	55	9	88	14	177	28	265	42	194	31	123	19	317	50	25	4	24	4	49	8

<sup>1</sup><sub>M</sub> means male.

<sup>2</sup><sub>F</sub> means female.

<sup>3</sup><sub>T</sub> means total.

offered in such a way as to be meaningful to the students, they are being widely elected.<sup>1</sup> The response of students in Wichita, Kansas, indicates that there was interest in such a course.

As shown in Table II, of the students who indicated an interest in the course about two-thirds were female (67%) and one-third were male (33%). Four out of five schools had about the same ratio of females to males (58%-62% to 38%-42%) interested in the course. However, of the Southeast students who were interested in the course 90 per cent were females and 10 per cent were males. Most (72%) of the females who indicated an interest in the course had either "some" or "much" home economics education. About one-half of the females at East (48%) and one-third of the females at Southeast (37%) who were interested in the course had "little or no" home economics education. There was a considerable difference between these percentages and those of the other three schools, North (19%), South (21%), and West (13%). Of eighty-eight males who indicated an interest in the course, sixty-six had "little or no" home economics education. As stated earlier, 95 per cent of the students questioned were not engaged or married.

#### Characteristics of the Course

Almost all (96%) of the respondents (students, homemaking coordinators, and principals) preferred that the course be offered for both boys and girls. As shown by Table III, most of the students (96%), the homemaking coordinators (80%), and the principals (80%) desired this class

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<sup>1</sup>Edna P. Amidon, "Education for Home and Family," School Life, XLIII (May, 1960), p. 33.



TABLE II

COMPARISON OF INTEREST IN A TWELFTH GRADE HOME ECONOMICS  
COURSE FOR COLLEGE-BOUND STUDENTS ACCORDING  
TO AMOUNT OF HOME ECONOMICS EDUCATION

Amount of Home Economics	Student	Schools										Total (265)	
		East (50)		North (74)		South (23)		Southeast (58)		West (60)			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Little or no <sup>1</sup>	F <sup>4</sup>	15	30	8	11	3	13	19	33	5	8	50	19
	M <sup>5</sup>	17	34	24	32	6	26	5	9	14	23	66	25
Some <sup>2</sup>	F	11	22	17	23	8	35	15	26	17	28	68	26
	M	2	4	7	9	3	13	1	2	9	15	22	8
Much <sup>3</sup>	F	5	10	18	24	3	13	18	31	15	25	59	22
	M	0	0	0	0	0	0	0	0	0	0	0	0
Total	F	31	62	43	58	14	61	52	90	37	62	177	67
	M	19	38	31	42	9	39	6	10	23	38	88	33

<sup>1</sup>Little or no means the females had taken 0-1 courses and the males had taken 0 courses.

<sup>2</sup>Some means the females had taken 2-3 courses and the males had taken 1-2 courses.

<sup>3</sup>Much means the students had taken 4 or more courses.

<sup>4</sup>F means female.

<sup>5</sup>M means male.

membership. One homemaking coordinator wanted separated courses offered for girls and boys.

As also shown by Table III, three-fourths (75%) of all the respondents (students, homemaking coordinators, and principals) thought it would be best to offer the course for the length of a semester. Only a very small number (5%) of the students who indicated an interest

TABLE III

THE DESIRED LENGTH AND CLASS MEMBERSHIP OF A TWELFTH GRADE HOME ECONOMICS COURSE FOR THE COLLEGE-BOUND STUDENTS AS EXPRESSED BY INTERESTED STUDENTS, HOMEMAKING COORDINATORS, AND PRINCIPALS

Characteristics	Students (265)		Homemaking Coordinators (5)		Principals (5)		Total (275)	
	No.	%	No.	%	No.	%	No.	%
<b>Class membership</b>								
Girls only	10	4	1	20	1	20	12	4
Boys only	0	0	1	20	0	0	1	0
Both boys and girls	255	96	4	80	4	80	263	96
<b>Length</b>								
Semester	198	75	4	80	3	60	205	75
Year	55	21	2	40	1	20	58	21
Summer	12	5	0	0	1	20	13	5

preferred a summer school course. Since this was such a small percentage and a summer course corresponds in length to a semester course, they were grouped together in the rest of the findings. One homemaking coordinator checked both a year and a semester with a question mark. The principal and homemaking coordinator who checked a year as the best length were not from the same schools. The two highest percentages of students who preferred a year course were from West (35%) and North (23%). In the other three schools only 8 to 14 per cent of the interested students preferred a year.

Almost the same percentage of males (80%) and females (79%) were interested in a semester course; therefore, sex seemed to have little or

no effect on the selection of the length of the course when the total interested student sample was considered. The amount of home economics education of females also seemed to have little effect on their selection as to the length of the course. This is shown in Table IV by the relatively constant percentages in the semester and year columns of the females. According to the data in this table, it would appear that those males having "little or no" home economics experience preferred the semester course.

TABLE IV

THE DESIRED LENGTH OF A TWELFTH GRADE HOME ECONOMICS COURSE  
FOR COLLEGE-BOUND STUDENTS AS EXPRESSED BY INTERESTED  
STUDENTS WITH VARYING AMOUNTS  
OF HOME ECONOMICS EDUCATION

Amount of Home Economics	Students	Length of Course				Total	
		Semester		Year			
		No.	%	No.	%	No.	%
Little or no <sup>1</sup>	Female	40	23	10	6	50	28
	Male	54	61	12	13	66	75
	Both	94	35	22	8	116	44
Some <sup>2</sup>	Female	57	32	11	6	68	38
	Male	16	19	6	7	22	25
	Both	73	28	17	6	90	34
Much <sup>3</sup>	Female	43	24	16	9	59	33
	Male	0	0	0	0	0	0
	Both	43	16	16	6	59	22
Total	Female	140	79	37	21	177	100
	Male	70	80	18	20	88	100
	Both	210	79	55	21	265	100

<sup>1</sup>Little or no means the females had taken 0-1 courses and the males had taken 0 courses.

<sup>2</sup>Some means the females had taken 2-3 courses and the males had taken 1-2 courses.

<sup>3</sup>Much means the students had taken 4 or more courses.

To summarize, almost all the respondents preferred a course for girls and boys, and three-fourths of the respondents preferred a semester course. Sex and amount of home economics had little effect on either of these selections. The findings as to desirable length of course and class membership do not agree with those of Corwin who found that a home economics course for college-bound students would be best if it were offered for young women only and for one year in length.<sup>2</sup> However, Coon reported that there was a growing interest in courses in home economics for boys and girls together.<sup>3</sup>

### Concepts

All the concepts listed on the questionnaire were checked by at least five per cent of the students. Even though an opportunity was given for free responses comparatively few students added other concepts. The concepts written in were generally more specific statements than those included in the original list, or than those concepts that were listed in a later area of the questionnaire. The concept checked by the fewest number of students (5%) was that of the responsibilities of a baby sitter, the next lowest (17%) was programs for consumer protection.

In planning the content of any course some criteria must be established for selecting the concepts to be taught for it would be impossible

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<sup>2</sup>Leune Holmes Corwin, "Home Economics Program for the College Preparatory Girl at the Senior High School Level" (unpublished Master's thesis, Simmons College, 1961), p. 78.

<sup>3</sup>Beulah Coon, Home Economics in the Public Secondary Schools, United States Department of Health, Education, and Welfare (Washington: Government Printing Office, 1962), pp. 35-37.

to develop all concepts. All the concepts which were checked by 57 per cent or more of the students were considered valuable to include in a home economics course for college-bound students. The reasons for selecting these concepts checked by 57 per cent or more of the students, rather than 51 per cent or some other percentage, were as follows:

1. Concepts checked by over 50 per cent of the students would naturally interest the majority of students.

2. The number of concepts selected from the responses of the students should be approximately the number desired in the course.

3. The percentage of 57 was the only percentage which met the above qualifications and also occurred at a break in the distribution of percentages.

Since there were five homemaking coordinators and five principals, the percentages were 0, 20, 40, 60, 80, or 100. The concepts selected by 60 per cent or more of each of these two groups were considered as valuable to these groups to include in a course for the first two reasons.

By examination of Table V, the concepts of most value to students, homemaking coordinators, and principals can be identified. The concepts selected to be most valued by 57 per cent or more of the interested students are marked in Table V by an asterisk to the right of the percentages. This was also done for percentages of 60 per cent or more for the homemaking coordinators and principals.

The five top concepts selected by a large majority (75% or more) of students were as follows in rank order:

Budgeting of money (86%)

Building a successful marriage (82%)

TABLE V  
 IDENTIFICATION OF CONCEPTS FOR A TWELFTH GRADE HOME ECONOMICS COURSE  
 FOR COLLEGE-BOUND STUDENTS AS EXPRESSED BY INTERESTED STUDENTS,  
 HOME MAKING COORDINATORS, AND PRINCIPALS

Concepts	Students (265)		Homemaking Coordinators (5)		Principals (5)	
	No.	%	No.	%	No.	%
<b>Personal and Family Living</b>						
Understanding of self and others	140	53	3	60*	2	40
Development of good personality	114	43	2	40	3	60*
Role of women and men in family	155	58*	3	60*	3	60*
Development of good family relations	116	55	3	60*	2	40
Preparation for marriage	183	69*	3	60*	4	80*
Building a successful marriage	217	82*	5	100*	5	100*
Leisure time activities	76	29	2	40	2	40
Others	4	2	0	0	1	20
<b>Child Development</b>						
Preparation for becoming a parent	200	75*	3	60*	4	80*
Care of expectant mother	99	37	2	40	2	40
Care of infant	129	49	5	100*	2	40
Care of young children	98	37	3	60*	2	40
Understanding of age characteristics	155	58*	5	100*	3	60*
Understanding child behavior	171	65*	1	20	3	60*
Guidance and discipline of children	211	80*	3	60*	2	40
Responsibilities of a baby sitter	14	5	0	0	0	0
Others	4	2	0	0	1	20
<b>Housing and Home Furnishing</b>						
Choice of place to live	138	52	4	80*	4	80*
Selection and purchase of a home	163	62*	3	60*	3	60*
Planning and construction of a home	75	28	1	20	2	40
Selection of colors, furnishings, and accessories	171	65*	3	60*	5	100*
Furniture arrangement	79	30	3	60*	1	20
Selection of household equipment and appliances	132	50	3	60*	3	60*
Care and use of household equipment and appliances	76	29	0	0	3	60*
Furniture renovation	79	30	1	20	1	20
Care of home furnishings, walls, and floors	71	27	2	40	1	20
Performance of everyday and seasonal household tasks	118	45	3	60*	1	20
Other	2	1	0	0	0	0
<b>Food and Nutrition</b>						
Selection of food for self	155	58*	4	80*	4	80*
Meal planning	187	71*	4	80*	4	80*
Food preservation	73	28	0	0	0	0
Preparation of everyday family meals	150	57*	5	100*	3	60*
Preparation of food for entertaining	105	40	1	20	2	40
Methods of serving food	135	51	4	80*	0	0
Mealtime enjoyment	96	36	0	0	2	40
Selection and purchase of table appointments	78	29	2	40	1	20
Evaluation of popular information	103	39	4	80*	3	60*
Other	4	2	0	0	0	0
<b>Management and Consumer Education</b>						
Budgeting of money	229	86*	4	80*	2	40
Decision-making in managing time, energy, equipment, and money	173	65*	4	80*	5	100*
Wise purchasing	164	62*	5	100*	5	100*
Planning and following through	70	26	1	20	1	20
Insurance, savings, stocks, bonds, and wills	203	77*	1	20	2	40
Programs for consumer protection	46	17	2	40	1	20
Use of available information for intelligent buying	136	51	4	80*	4	80*
Other	1	0	0	0	0	0
<b>Clothing and Textiles</b>						
Grooming	124	47	2	40	5	100*
Selection and purchase of one's clothes	143	54	3	60*	1	20
Personal clothing wardrobe	130	49	1	20	1	20
Identification of suitable fabrics for various uses	142	54	4	80*	3	60*
Selection and purchase of family clothing	151	57*	4	80*	2	40
Making vs. buying vs. altering clothes	63	24	2	40	3	60*
Construction and alteration of clothes	75	28	1	20	1	20
Laundry	169	64*	5	100*	5	100*
Other	2	1	0	0	0	0

\* Concepts selected by 57% or more in each respondent category

Guidance and discipline of children (80%)

Insurance, savings, stocks, bonds, and wills, etc. (77%)

Preparation for becoming a parent (75%)

All of these are primarily concerned with the early stages of married life. It can be noted that the two areas most represented in the five top concepts were "Child Development" and "Management and Consumer Education." These areas also contained the greatest number (4 each) of concepts chosen by over 57 per cent of the students.

As noted in Table V, the students were interested in the skill of preparing everyday family meals (57%) but were not intensely interested in the construction and alteration of clothes (28%). The concept of laundry was selected by a much greater percentage of interested students than the concept of constructing and altering clothes. The concepts which 57 per cent of the students felt were of most value in this study included approximately the same ones that the sophomore and senior college women in Hoffman's study indicated with the exception of simple clothing construction.<sup>4</sup> As reported earlier, Corwin's study revealed that the students were most interested in boy-girl relationships and understanding marriage, very interested in child care, and more interested in the related areas of clothing, grooming, and dressing properly than in food and nutrition. The responses of the students in this study were somewhat the same as those in Corwin's study with the exception that the students in this study indicated more interest in food and nutrition

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<sup>4</sup>Mary M. Hoffman, "Opinions of College Sophomore and Senior Women Concerning a High School Course in Home Economics for Junior or Senior College-Bound Girls" (unpublished Master's thesis, Purdue University, August, 1962), p. vii.

than in grooming and dressing properly.<sup>5</sup>

It can be noted in Table VII, found in the appendix on page 59, that in a few cases there was some difference (25% or above) among student's selections of concepts in the different schools. The care of the expectant mother was selected by 51 per cent of students at North and 22 per cent at South (difference of 29%); selection of colors, furnishings, and accessories by 86 per cent at Southeast and 61 per cent at North (difference of 25%); care and use of household equipment and appliances by 42 per cent at West and 9 per cent at South (difference of 33%); meal planning 80 per cent at West and 52 per cent at South (difference of 28%); planning and following through 37 per cent at West and 9 per cent at South (difference of 28%); and making vs. buying vs. altering clothes 37 per cent at West and 4 per cent at South (difference of 33%). However, on the whole the students from the various schools checked about the same concepts that would be most value and those of little apparent value.

As noted in Table IX in the appendix on page 63, the factor of sex had very little to do with the selection of concepts. In all but four cases there was little difference (1% to 13%) in the percentages of females and males selecting a concept. In fact in the selection of almost all of the concepts, there was less than ten per cent difference between female and male selections. The concepts selected by the females and males that differed above 18 per cent were development of good family relationships (female 61% and male 43%), choice of place to live (female 45% and male 67%), selection of colors, furnishings, and

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<sup>5</sup>Corwin, pp. 78-79.



accessories (71% females and 51% males) and construction and alteration of clothes (35% females and 15% males). The differences in the selection of these particular concepts for males and females perhaps could be expected.

The amount of home economics education seemed to have little or no effect on the selection of concepts. To check the effect of the amount of home economics education on the selection of concepts, arbitrary percentage groups were set up. The concepts of most value were those checked by 57 per cent or more of the respondents, questionable value those checked by 45 to 56 per cent, and little value those checked by 44 per cent and fewer of the students. Data presented in Table IX in the appendix shows that a few concepts where perhaps a difference could be noted were: development of good personality (male "little or no" home economics 39%, and male "some" home economics 50%); selection of food for self (females, "little or no" home economics 40%, females, "some" home economics 56%, and females, "much" home economics 64%); and identification of suitable fabrics for various uses (males, "little or no" home economics 58% and males, "some" home economics 32%).

The concepts selected by five (100%) of the homemaking coordinators were:

- Building a successful marriage
- Care of infants
- Understanding of age characteristics
- Preparation of everyday family meals
- Wise purchasing

All but one of these concepts were selected also by the students as being of value.

A few particular differences in the selections of concepts were noted as follows: understanding child behavior (students 65% and teachers 20%); evaluation of popular information (students 39% and teachers 80%); and insurance, savings, stocks, bonds, and wills (students 77% and teachers 20%). These differences may be worth considering or examining when the content of a twelfth grade home economics course for college-bound students is selected.

Concepts selected by five (100%) of the high school principals were:

Building a successful marriage

Selection of colors, furnishings, and accessories

Decision-making in managing time, energy, equipment, and money

Wise purchasing

Grooming

Laundry

The only concept that appeared in the top group selected by both students (75% or more) and homemaking coordinators (100%) was building a successful marriage. All of the principals selected the concept of grooming but only 40 per cent of the homemaking coordinators, and 47 per cent of the students selected it. Only 40 per cent of the principals, as compared to 80 per cent of the students and 60 per cent of the coordinators, selected the concept of guidance and discipline of children. The concept of budgeting of money was of most value to students (86%) and to homemaking coordinators (80%), while only 40 per cent of the principals selected it. The concept of insurance, savings, stocks, bonds, and wills, etc. was selected by 77 per cent of students, 40 per cent of the principals, and 20 per cent of homemaking coordinators.

The concepts that were selected by 57 per cent or more of all respondents were as follows:

Personal and Family Living

- Role of women and men in the family
- Preparation for marriage
- Building a successful marriage

Child Development

- Preparation for becoming a parent
- Understanding of age characteristics

Housing and Home Furnishing

- Selection and purchase of a home
- Selection of colors, furnishings, and accessories

Food and Nutrition

- Selection of food for self
- Meal planning
- Preparation of everyday family meals

Management and Consumer Education

- Decision-making in managing time, energy, equipment, and money
- Wise purchasing

Clothing and Textiles

- Laundry

The course interested two-fifths of the students surveyed. The desired characteristics were a semester in length and a class membership of both boys and girls. The desired characteristics of the course differed with the findings of other studies but the concepts selected as of value were in agreement for the most part with the other studies.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The study was an attempt to identify (1) the interest of college-bound students, teachers, and principals in a twelfth grade home economics course for college-bound students and (2) the concepts in home economics of value to college-bound students. A questionnaire was used to obtain opinions of twelfth grade college-bound students, high school principals, and high school homemaking coordinators in five public high schools in Wichita, Kansas, regarding concepts of value and possible interest in a home economics course for college-bound students.

The results of this study showed that more than two out of five college-bound students surveyed were interested in a twelfth grade home economics course for college-bound students. Almost all of the interested respondents indicated that the course should be offered for both boys and girls, and three out of four respondents desired a semester course. There was little or no difference in the responses according to sex or amount of home economics education on the length of the course or class membership.

The study identified the following home economics concepts that would seem to be of value to college-bound students:

- Personal and Family Living
  - Role of women and men in the family
  - Preparation for marriage
  - Building a successful marriage

#### Child Development

Preparation for becoming a parent  
Understanding of age characteristics

#### Housing and Home Furnishing

Selection and purchase of a home  
Selection of colors, furnishings, and accessories

#### Food and Nutrition

Selection of food for self  
Meal planning  
Preparation of everyday family meals

#### Management and Consumer Education

Decision-making in managing time, energy, equipment, and money  
Wise purchasing

#### Clothing and Textiles

Laundry

There was little or no effect of sex or amount of home economics education on the selection of concepts.

The researcher believes that adequate evidence has been presented to conclude that in general the hypothesis was supported by the findings. The hypothesis was that through studying the responses of principals, homemaking coordinators, and college-bound students regarding a twelfth grade home economics course, it would be possible to: (1) indicate the interest of students for such a course; (2) suggest the preferred length of the course; (3) define class membership (girls only, boys only, or both boys and girls); (4) identify concepts to include in a home economics course for college-bound students; and (5) relate the influence of sex, marital status, and amount of home economics education on the responses made to the above four items. The findings seemed to show little or no support of the fifth part of the hypothesis.

On the basis of this study it would seem desirable to establish a twelfth grade home economics course for college-bound students in the public high schools of Wichita, Kansas. According to the findings, the

desirable length of the course would be a semester and it should be open to both boys and girls.

The concepts that the researcher would recommend for the course are based on: (1) the recommended course length (semester) which limits the number of concepts that could be included; (2) the class membership preferred (both boys and girls) which means the concepts should be of interest to both boys and girls; (3) the selection of concepts that definitely interested the college-bound students; (4) the selection of concepts that the majority of the homemaking coordinators and principals indicated were of most value; (5) the fact that all areas of home economics have some value; and (6) the opinions and experiences of the researcher. The home economics concepts that this researcher would recommend to include in a twelfth grade home economics course for college-bound students are as follows:

**Personal and Family Living**

- Building a successful marriage
- Preparation for marriage
- Role of women and men in the family

**Child Development**

- Guidance and discipline of children
- Preparation for becoming a parent
- Understanding of age characteristics
- Understanding child behavior

**Housing and Home Furnishing**

- Selection of colors, furnishings, and accessories
- Choice of place to live
- Selection and purchase of a home

**Food and Nutrition**

- Meal planning
- Selection of food for self
- Preparation of everyday family meals

**Management and Consumer Education**

Budgeting of money

Decision-making in managing time, energy, equipment, and money

Wise purchasing

Insurance, savings, stocks, bonds, and wills, etc.

**Clothing and Textiles**

Selection and purchase of family clothing

Laundry

Even though these concepts might serve as a guide for the development of the content of a twelfth grade home economics course for college-bound students, they would not necessarily be the ones that should be included in all situations. Each teacher and each school would need to determine through research procedures the actual concepts to be taught in a particular course. A questionnaire similar to the one used in this study might aid students and teachers in planning the content for a class. The concepts, once determined for a course, would probably not be constant. A revision of concepts from semester to semester would likely be desirable to meet the changing needs of students and society.

Additional research concerning (1) the needs of the community and (2) the reasons why some students are not interested in a twelfth grade home economics course for college-bound students would further aid in developing such a course.

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A P P E N D I X

## QUESTIONNAIRE

School \_\_\_\_\_  
 Male \_\_\_\_\_ Female \_\_\_\_\_

## INFORMATION PLEASE

You were selected for this study because you indicated an interest in attending college by enrolling in this English course. I am interested in your opinion as to a twelfth grade course in home economics for students who plan on attending college. This is a study being made by a former Wichita high school home economics teacher in cooperation with the Home Economics Department at Oklahoma State University. You do not need to sign your name.

Please check (x) the following that apply to you.

Single \_\_\_\_\_  
 Engaged \_\_\_\_\_  
 Married \_\_\_\_\_

Are you or have you taken any of the following home economics courses? Please check (x) those you have taken and double check (xx) those you are taking now.

_____ Homemaking 7	_____ Foods I
_____ Homemaking 8	_____ Foods II
_____ Homemaking I	_____ Housing and Home Furnishing
_____ Homemaking II	_____ Boys Homemaking
_____ Clothing I	_____ Home and Family Living
_____ Clothing II	_____ Child Care and Development
_____ Clothing III	_____ Others, please list
_____ (Tailoring)	

Everyone is a member of some family group and must make decisions throughout life. Therefore the major purpose of a home economics course for any twelfth grade college-bound student would be to help each student to live a more useful and satisfying personal and family life, especially by developing the abilities to make wise decisions in the area of personal and family life.

Do you think a course with the major purpose as listed above should be offered for girls only, boys only, or both girls and boys? Please check (x) the one you would prefer.

\_\_\_\_\_ Girls only \_\_\_\_\_ Boys only \_\_\_\_\_ Both boys and girls

Do you think it would be best to offer the course for a semester, a year, or a summer? Please check (x) one that would best fit your plans.

\_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Summer

If you checked SEMESTER or SUMMER, please check (x) 3 to 4 topics in the left column in each area of home economics that you think would be of most value to you in a twelfth grade home economics course for college-bound students. If you write in another topic, please count it as one of the 3 to 4 you check.

If you checked YEAR, please check (x) 5 to 7 topics in the right column in each area of home economics that you think would be of most value to you in a twelfth grade home economics course for college-bound students. If you write in another topic, please count it as one of the 5 to 7 you check.

SEMESTER  
Check (x)  
3-4 topics

PERSONAL AND FAMILY LIVING

YEAR  
Check (x)  
5-7 topics

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Understanding myself and others.....  | <input type="checkbox"/> |
| <input type="checkbox"/> | Developing a wholesome, well-adjusted personality   | <input type="checkbox"/> |
| <input type="checkbox"/> | Understanding the role of women and the role of<br>men in the family.....                       | <input type="checkbox"/> |
| <input type="checkbox"/> | Developing good relationships with family members   | <input type="checkbox"/> |
| <input type="checkbox"/> | Preparing for marriage, including dating,<br>courtship, selecting of mate, and engagement...    | <input type="checkbox"/> |
| <input type="checkbox"/> | Building a successful marriage including adjust-<br>ing to problems.....                        | <input type="checkbox"/> |
| <input type="checkbox"/> | Considering scope of leisure-time activities and<br>possibilities for personal fulfillment..... | <input type="checkbox"/> |
| <input type="checkbox"/> | Other, please list.....   | <input type="checkbox"/> |

SEMESTER  
Check (x)  
3-4 topics

CHILD DEVELOPMENT

YEAR  
Check (x)  
5-7 topics

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Planning and preparing for becoming a parent.....   | <input type="checkbox"/> |
| <input type="checkbox"/> | Caring for mother before baby is born.....  | <input type="checkbox"/> |
| <input type="checkbox"/> | Caring for infant.....  | <input type="checkbox"/> |
| <input type="checkbox"/> | Caring for young children.....  | <input type="checkbox"/> |
| <input type="checkbox"/> | Understanding what children are like at different<br>age levels.....                          | <input type="checkbox"/> |
| <input type="checkbox"/> | Understanding behavior of a child in different<br>situations and under varied conditions..... | <input type="checkbox"/> |
| <input type="checkbox"/> | Guiding and disciplining a child at different<br>stages of growth.....                        | <input type="checkbox"/> |
| <input type="checkbox"/> | Learning the responsibilities of a baby-sitter...   | <input type="checkbox"/> |
| <input type="checkbox"/> | Other, please list.....   | <input type="checkbox"/> |

SEMESTER  
Check (x)  
3-4 topics

## HOUSING AND HOME FURNISHING

YEAR  
Check (x)  
5-7 topics

- Choosing a place to live, including the type  
of residence and location.....  
 Selecting and purchasing a home.....  
 Planning and constructing a new home.....  
 Selecting colors, furnishings, and accessories  
for a room, apartment, or home.....  
 Arranging furnishings in different rooms.....  
 Selecting household equipment and appliances.....  
 Using and caring for household equipment and  
appliances.....  
 Painting, refinishing, or making over furniture....  
 Caring for home furnishings, walls, and floors.....  
 Acquiring knowledge and skills needed in performing  
everyday and seasonal household tasks.....  
 Other, please list.....

SEMESTER  
Check (x)  
3-4 topics

## FOODS AND NUTRITION

YEAR  
Check (x)  
5-7 topics

- Learning about and selecting foods that meet  
my daily needs.....  
 Planning meals to meet the needs of a family.....  
 Preserving foods by canning and freezing.....  
 Preparing foods for everyday family meals.....  
 Preparing foods for special occasions for  
entertaining.....  
 Learning appropriate and effective methods of  
serving food.....  
 Learning how to make mealtime a pleasant time.....  
 Selecting and purchasing table appointments, like  
china and silver.....  
 Judging the quality of popular information on  
foods and/or nutrition.....  
 Other, please list.....

SEMESTER	MANAGEMENT AND CONSUMER EDUCATION	YEAR
Check (x)		Check (x)
3-4 topics		5-7 topics

- Planning for wise use of my money while at college and throughout life. (Budgeting).....  
 Making wise choices and decisions in managing time, energy, equipment, and money to reach my goals.....  
 Getting my money's worth when buying.....  
 Learning the value of making and carrying out a plan.....  
 Learning about insurance, savings, stocks, bonds, and wills, etc. ....  
 Understanding programs for protecting consumers....  
 Becoming an intelligent consumer through the use of available information.....  
 Other, please list.....

SEMESTER	CLOTHING AND TEXTILES	YEAR
Check (x)		Check (x)
3-4 topics		5-7 topics

- Keeping myself well-groomed.....  
 Selecting and buying becoming clothes for myself...  
 Planning a clothing wardrobe for myself.....  
 Learning to identify suitable fabrics for different uses.....  
 Selecting and buying clothes for a family.....  
 Deciding when to make, when to make over, and when to buy clothes ready-made.....  
 Making and/or making over clothes.....  
 Caring for clothing including laundering, pressing and mending different materials.....  
 Other, please list.....

Would you have been interested in taking the home economics course this year had it been available? This would be assuming that the course would have incorporated the preferences you indicated above as to length of course, class member make-up, and included the majority of topics you indicated would be most valuable.

Yes \_\_\_\_\_ No \_\_\_\_\_

TABLE VI

THE DESIRED LENGTH OF A TWELFTH GRADE HOME ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS AS EXPRESSED BY INTERESTED STUDENTS IN EACH SCHOOL WITH VARYING AMOUNTS OF HOME ECONOMICS EDUCATION

School	Amount of Home Economics	Students	Semester		Year		Total	
			No.	%	No.	%	No.	%
East (50)	Little or no <sup>1</sup>	F <sup>4</sup>	12	24	3	6	15	30
		M <sup>5</sup>	15	30	2	4	17	34
	Some <sup>2</sup>	F	9	18	2	4	11	22
		M	2	4	0	0	2	4
	Much <sup>3</sup>	F	5	10	0	0	5	10
		M	0	0	0	0	0	0
North (74)	Little or no	F	6	8	2	3	8	11
		M	18	24	6	8	24	32
	Some	F	14	19	3	4	17	23
		M	5	7	2	3	7	9
	Much	F	14	19	4	5	18	24
		M	0	0	0	0	0	0
South (23)	Little or no	F	2	9	1	4	3	13
		M	5	22	1	4	6	26
	Some	F	8	35	0	0	8	35
		M	3	13	0	0	3	13
	Much	F	3	13	0	0	3	13
		M	0	0	0	0	0	0
Southeast (58)	Little or no	F	17	29	2	3	19	33
		M	4	7	1	2	5	9
	Some	F	13	22	2	3	15	26
		M	1	2	0	0	1	2
	Much	F	15	26	3	5	18	31
		M	0	0	0	0	0	0
West (60)	Little or no	F	3	5	2	3	5	8
		M	12	20	2	3	14	23
	Some	F	13	22	4	7	17	28
		M	5	8	4	7	9	15
	Much	F	6	10	9	15	15	25
		M	0	0	0	0	0	0

<sup>1</sup>Little or no means that the females had 0-1 courses and the males had 0 courses.

<sup>2</sup>Some means that the females had 2-3 courses and the males had 1-2 courses.

<sup>3</sup>Much means that the students had 4 or more courses.

<sup>4</sup>F means female.

<sup>5</sup>M means male.

TABLE VII

IDENTIFICATION OF CONCEPTS FOR A TWELFTH GRADE HOME ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS  
AS EXPRESSED BY INTERESTED COLLEGE-BOUND STUDENTS IN EACH SCHOOL

Concepts	East (50)		North (74)		South (23)		Schools		Southeast (58)		West (60)		Total (265)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personal and Family Living														
Understanding of self and others	24	48	40	54	16	70	24	41	36	60	140	53		
Development of good personality	24	48	26	35	12	52	28	48	24	40	114	43		
Role of women and men in family	26	52	50	68	14	61	25	43	40	67	155	58		
Development of good family relations	27	54	35	47	13	57	32	55	39	65	146	55		
Preparation for marriage	30	60	61	82	16	70	39	67	37	62	183	69		
Building a successful marriage	39	78	62	84	16	70	48	83	52	87	217	82		
Leisure-time activities	16	32	19	26	3	13	20	34	18	30	76	29		
Other	0	0	3	4	0	0	1	2	0	0	4	2		
Child Development														
Preparation for becoming a parent	36	70	60	81	18	78	41	71	45	75	200	75		
Care of expectant mother	14	28	38	51	5	22	21	36	21	35	99	37		
Care of infant	24	48	40	54	10	43	26	45	29	48	129	49		
Care of young children	25	50	25	34	5	22	16	28	27	45	98	37		
Understanding of age characteristics	27	54	39	53	13	57	30	52	46	77	155	53		
Understanding child behavior	35	70	38	51	17	74	36	62	45	75	171	65		
Guidance and discipline of children	39	78	56	76	20	87	47	81	49	82	211	80		
Responsibilities of a baby sitter	4	8	3	4	0	0	6	10	1	2	14	5		
Other	0	0	3	4	0	0	1	2	0	0	4	2		
Housing and Home Furnishing														
Choice of place to live	25	50	47	64	13	57	21	36	32	53	138	52		
Selection and purchase of a home	32	64	48	65	16	70	28	48	39	65	163	62		
Planning and construction of a home	17	34	15	20	5	22	14	24	24	40	75	28		
Selection of colors, furnishings and accessories	30	60	45	61	13	57	50	86	33	55	171	65		
Furniture arrangement	15	30	25	34	3	13	21	36	15	25	79	30		
Selection of household equipment and appliances	26	52	39	53	10	43	24	41	33	55	132	50		
Care and use of household equipment and appliances	15	30	19	26	2	9	15	26	25	42	76	29		



TABLE VII (Continued)

Concepts	Schools											
	East (50)		North (74)		South (23)		Southeast (58)		West (60)		Total (265)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Furniture renovation	14	28	18	24	4	17	19	33	24	40	79	30
Care of home furnishings, walls and floors	13	26	12	16	6	26	18	31	22	37	71	27
Performance of everyday and seasonal household tasks	22	44	30	41	12	52	28	48	26	43	118	45
Other	0	0	1	1	0	0	0	0	1	2	2	1
<b>Food and Nutrition</b>												
Selection of food for self	26	52	46	62	14	61	33	57	36	60	155	58
Meal planning	33	66	51	69	12	52	43	74	48	80	187	71
Food preservation	8	16	29	39	6	26	13	22	17	28	73	28
Preparation of everyday family meals	34	68	38	51	11	48	34	60	32	53	150	57
Preparation of food for entertaining	24	48	24	32	10	43	22	38	25	42	105	40
Methods of serving food	25	50	34	46	11	48	30	52	35	58	135	51
Mealtime enjoyment	18	36	25	34	11	48	16	28	26	43	96	36
Selection and purchase of table appointments	16	32	20	27	6	26	14	24	22	37	78	29
Evaluation of popular information	19	38	33	45	4	17	20	34	27	45	103	39
Other	0	0	1	1	0	0	1	2	2	3	4	2
<b>Management and Consumer Education</b>												
Budgeting of money	42	84	63	85	21	91	52	90	51	85	229	86
Decision-making in managing time, energy, equipment and money	34	68	49	66	12	52	36	62	42	70	173	65
Wise purchasing	28	56	45	61	17	74	31	53	43	72	164	62
Planning and following through	12	24	25	34	2	9	9	16	22	37	70	26
Insurance, savings, stocks, bonds, and wills	40	80	62	84	21	91	39	67	41	68	203	77
Programs for consumer protection	8	16	10	14	2	9	10	17	16	27	46	17
Use of available information for intelligent buying	29	58	32	43	11	48	32	55	32	53	136	51
Other	0	0	1	1	0	0	0	0	0	0	1	0
<b>Clothing and Textiles</b>												
Grooming	21	41	34	46	11	48	24	41	34	57	124	47
Selection and purchase of one's clothes	26	52	40	54	12	52	29	50	36	60	143	54
Personal clothing wardrobe	22	44	33	45	9	39	31	53	35	58	130	49
Identification of suitable fabrics for various uses	24	48	42	57	12	52	27	47	37	62	142	54
Selection and purchase of family clothing	30	60	48	65	13	57	28	48	32	53	151	57
Making vs. buying vs. altering clothes	11	22	19	26	1	4	10	17	22	37	63	24
Construction and alteration of clothes	13	26	20	27	5	22	22	38	15	25	75	28
Laundry	32	64	51	69	12	52	36	62	38	63	169	64
Other	0	0	1	1	1	4	0	0	0	0	2	1

TABLE VIII

IDENTIFICATION OF CONCEPTS FOR A SEMESTER OR YEAR LONG ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS  
AS EXPRESSED BY INTERESTED COLLEGE-BOUND STUDENTS IN EACH SCHOOL

Concepts	Semester						Year																	
	East		North		South		Southeast		West		Total		East		North		South		Southeast		West		Total	
	(43)	(57)	(21)	(50)	(39)	(210)	(7)	(17)	(2)	(8)	(21)	(55)	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
<b>Personal and Family Living</b>																								
Understanding of self and others	19	44	26	46	15	71	20	40	21	54	101	48	5	71	14	82	1	50	4	50	15	71	39	71
Development of good personality	19	44	17	30	11	52	23	46	11	28	81	39	5	71	9	53	1	50	5	62	13	62	33	60
Role of women and men in family	22	51	37	65	12	57	21	42	25	64	117	56	4	57	13	76	2	100	4	50	15	71	33	69
Development of good family relations	22	51	26	46	12	57	26	52	22	56	108	51	5	71	9	53	1	50	6	75	17	81	38	69
Preparation for marriage	24	56	45	79	14	67	33	66	20	51	136	65	6	86	16	94	2	100	6	75	17	81	47	85
Building a successful marriage	32	74	43	84	14	67	40	80	31	79	165	79	7	100	14	82	2	100	3	100	21	100	52	95
Leisure-time activities	10	23	13	23	2	10	16	32	10	26	51	24	6	86	6	35	1	50	4	50	8	38	25	45
Other	0	0	1	2	0	0	0	0	0	0	1	0	0	0	2	12	0	0	1	12	0	0	3	5
<b>Child Development</b>																								
Preparation for becoming a parent	29	67	45	79	17	81	34	68	27	69	152	72	7	100	15	88	1	50	7	88	18	86	43	87
Care of expectant mother	9	21	24	42	4	19	16	32	4	10	57	27	5	71	14	82	1	50	5	62	17	81	42	76
Care of infant	17	40	27	47	9	43	20	40	11	28	34	40	7	100	13	76	1	50	6	75	13	86	45	82
Care of young children	19	44	14	25	5	24	12	24	12	31	62	30	6	86	11	65	0	0	4	50	15	71	36	65
Understanding of age characteristics	23	53	30	53	11	52	25	50	29	74	118	56	4	57	9	53	2	100	5	62	17	81	37	67
Understanding child behavior	29	67	26	46	15	71	30	60	28	72	128	61	6	86	12	71	2	100	6	75	17	81	43	78
Guidance and discipline of children	32	74	44	77	13	66	41	82	31	79	166	79	7	100	12	71	2	100	6	75	18	86	45	82
Responsibilities of a baby sitter	2	5	2	4	0	0	5	10	0	0	9	4	2	29	1	6	0	0	1	12	1	5	5	9
Other	0	0	2	4	0	0	1	2	0	0	3	1	0	0	1	6	0	0	0	0	0	0	1	2
<b>Housing and Home Furnishing</b>																								
Choice of place to live	20	47	34	60	12	57	19	38	17	44	102	49	5	71	13	76	1	50	2	25	15	71	36	65
Selection and purchase of a home	27	63	34	60	14	67	22	44	22	56	119	57	5	71	14	82	2	100	6	75	17	81	44	80
Planning and construction of a home	13	30	6	11	5	24	13	26	10	26	47	22	4	57	9	53	0	0	1	12	14	67	28	51
Selection of colors, furnishings and accessories	24	56	32	56	12	57	44	88	21	54	133	63	6	86	13	76	1	50	6	75	12	57	38	69
Furniture arrangement	11	26	17	30	3	14	17	34	4	10	52	25	4	57	8	47	0	0	4	50	11	52	27	49
Selection of household equipment and appliances	19	44	28	49	9	43	15	36	17	44	91	43	7	100	11	65	1	50	6	75	16	76	41	75
Care and use of household equipment and appliances	12	28	14	25	2	10	11	22	11	28	50	24	3	43	5	29	0	0	4	50	14	67	26	47

TABLE VIII (Continued)

Concepts	Semester											Year												
	East		North		South		Southeast		West		Total	East		North		South		Southeast		West		Total		
	(43)	(57)	(21)	(50)	(39)	(210)	(7)	(17)	(2)	(8)	(21)	(55)	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %				
Furniture renovation	9	21	12	21	2	10	13	25	12	31	48	23	5	71	6	35	2	100	6	75	12	57	31	56
Care of home furnishings, walls and floors	10	23	8	14	6	29	13	26	9	23	46	22	3	43	4	24	0	0	5	62	13	62	25	45
Performance of everyday and seasonal household tasks	17	40	24	42	11	52	24	48	17	44	93	44	5	71	6	35	1	50	4	50	9	43	25	45
Other	0	0	0	0	0	0	0	0	1	3	1	0	0	0	1	6	0	0	0	0	0	0	1	2
<b>Food and Nutrition</b>																								
Selection of food for self	20	47	37	65	13	62	27	54	23	59	120	57	6	86	9	53	1	50	6	75	13	62	35	64
Meal planning	28	65	38	67	11	52	36	72	30	77	143	68	5	71	13	76	1	50	7	88	13	66	44	80
Food preservation	6	14	18	32	4	19	8	16	6	15	42	20	2	29	11	65	2	100	5	62	11	52	31	56
Preparation of everyday family meals	27	63	27	47	10	48	31	62	17	44	112	53	7	100	11	65	1	50	4	50	15	71	33	69
Preparation of food for entertaining	19	44	17	30	9	43	18	36	11	23	74	35	5	71	7	41	1	50	4	50	14	67	31	56
Methods of serving food	21	49	24	42	9	43	27	54	21	54	102	49	4	57	10	59	2	100	3	38	14	67	33	60
Mealtime enjoyment	13	30	16	28	11	52	13	26	14	36	67	32	5	71	9	53	0	0	3	38	12	57	29	53
Selection and purchase of table appointments	10	23	12	21	5	24	11	22	6	15	44	21	6	86	8	47	1	50	3	33	16	76	34	62
Evaluation of popular information	15	35	26	46	3	14	15	30	16	41	75	36	4	57	7	41	1	50	5	62	11	52	23	51
Other	0	0	0	0	0	0	1	2	2	5	3	14	0	0	1	6	0	0	0	0	0	0	1	2
<b>Management and Consumer Education</b>																								
Budgeting of money	36	84	48	84	19	90	45	90	32	82	180	86	7	100	15	88	2	100	7	83	18	86	49	39
Decision-making in managing time, energy, equipment and money	28	65	35	61	10	48	32	64	24	62	129	61	6	86	14	82	2	100	4	50	18	86	44	30
Wise purchasing	21	49	33	58	15	71	24	48	25	64	118	56	7	100	12	71	2	100	7	83	13	66	46	84
Planning and following through	7	16	15	26	2	10	7	14	11	28	42	20	5	71	10	59	0	0	2	25	11	52	23	51
Insurance, savings, stocks, bonds, and wills	36	84	46	81	19	90	34	68	24	62	159	76	4	57	16	94	2	100	5	62	17	81	44	80
Programs for consumer protection	5	12	4	7	1	5	8	16	6	15	24	11	3	43	6	35	1	50	2	25	10	48	22	40
Use of available information for intelligent buying	22	51	23	40	10	48	26	52	17	44	98	47	7	100	9	53	1	50	6	75	15	71	38	69
Other	0	0	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Clothing and Textiles</b>																								
Grooming	17	40	24	42	10	48	19	38	18	46	88	42	4	57	10	59	1	50	5	62	16	76	36	65
Selection and purchase of one's clothes	22	51	28	49	11	52	22	44	24	62	107	51	4	57	12	71	1	50	7	88	12	57	36	65
Personal clothing wardrobe	18	42	22	39	8	38	28	56	20	51	96	46	4	57	11	65	1	50	3	38	15	71	34	62
Identification of suitable fabrics for various uses	18	42	32	56	10	48	23	46	21	54	104	50	6	86	10	59	2	100	4	50	16	76	38	69
Selection and purchase of family clothing	26	60	36	63	11	52	24	48	15	38	112	53	4	57	12	71	2	100	4	50	17	81	39	71
Making vs. buying vs. altering clothes	8	19	9	16	1	5	9	18	10	26	37	18	3	43	10	59	0	0	1	12	12	57	26	47
Construction and alteration of clothes	9	21	13	23	4	19	18	36	5	13	49	23	4	57	7	41	1	50	4	50	10	48	26	47
Laundry	27	63	40	70	12	57	29	58	19	49	127	60	5	71	11	65	0	0	7	88	19	90	42	76
Other	0	0	0	0	1	5	0	0	0	0	1	0	0	0	1	6	0	0	0	0	0	0	1	2

TABLE IX

IDENTIFICATION OF CONCEPTS FOR A TWELFTH GRADE HOME ECONOMICS COURSE FOR COLLEGE-BOUND STUDENTS AS EXPRESSED BY INTERESTED STUDENTS WITH VARYING AMOUNTS OF HOME ECONOMICS EDUCATION

Concepts	Amount of Home Economics Education										Total					
	Little or No <sup>1</sup>		Some <sup>2</sup>				Much <sup>3</sup>		F(177)		M(83)					
	F(50)	M(60)	F(68)	M(22)	F(59)	M(0)	F(177)	M(83)								
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%					
<b>Personal and Family Living</b>																
Understanding of self and others	21	42	36	55	40	59	17	77	26	44	0	0	57	49	53	60
Development of good personality	18	36	26	39	32	47	13	59	25	42	0	0	75	42	39	44
Role of women and men in family	25	50	45	68	35	51	10	45	40	68	0	0	103	56	55	63
Development of good family relations	33	66	26	39	40	59	12	55	35	59	0	0	103	61	33	43
Preparation for marriage	33	66	45	68	46	68	14	64	45	76	0	0	124	70	59	67
Building a successful marriage	44	88	54	82	54	79	15	68	50	85	0	0	145	84	69	73
Leisure-time activities	15	30	25	38	17	25	4	18	15	25	0	0	47	27	29	33
Other	1	2	2	3	1	1	0	0	0	0	0	0	2	11	2	2
<b>Child Development</b>																
Preparation for becoming a parent	31	62	51	77	56	82	13	59	49	83	0	0	136	77	64	73
Care of expectant mother	17	34	29	44	16	24	8	36	29	49	0	0	62	35	37	42
Care of infant	28	56	32	43	30	44	8	36	31	53	0	0	59	50	40	45
Care of young children	19	38	21	32	27	40	10	45	21	36	0	0	67	33	31	35
Understanding of age characteristics	23	46	36	55	40	59	15	62	41	69	0	0	104	59	51	58
Understanding child behavior	34	68	41	62	48	71	16	73	32	54	0	0	114	64	57	65
Guidance and discipline of children	42	84	50	76	53	78	16	73	50	85	0	0	145	82	66	75
Responsibilities of a baby sitter	2	4	3	5	3	4	2	9	4	7	0	0	9	5	5	6
Other	1	2	1	2	1	1	0	0	1	2	0	0	3	2	1	1
<b>Housing and Home Furnishing</b>																
Choice of place to live	17	34	44	67	34	50	15	68	28	47	0	0	79	45	59	67
Selection and purchase of a home	27	54	42	64	40	59	15	68	39	66	0	0	106	60	57	65
Planning and construction of a home	14	28	17	26	17	25	6	27	21	36	0	0	52	29	23	26
Selection of colors, furnishings and accessories	35	70	33	50	43	71	12	55	43	73	0	0	126	71	45	51
Furniture arrangement	16	32	17	26	20	29	8	36	18	31	0	0	54	31	25	23
Selection of household equipment and appliances	23	46	30	45	36	53	11	50	32	54	0	0	91	51	41	47
Care and use of household equipment and appliances	14	28	22	33	16	24	1	5	23	39	0	0	53	30	23	26

<sup>1</sup>Little or no means that the females had 0-1 courses and the males had 0 courses.

<sup>2</sup>Some means that the females had 2-3 courses and the males had 1-2 courses.

<sup>3</sup>Much means that the students had 4 or more courses.

<sup>4</sup>F means female.

<sup>5</sup>M means male.

TABLE IX (Continued)

Concepts	Amount of Home Economics Education															
	Little or No <sup>1</sup>				Some <sup>2</sup>				Much <sup>3</sup>				Total			
	F(50)		M(60)		F(68)		M(22)		F(59)		M(0)		F(177)		M(83)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Furniture renovation	17	34	17	26	16	24	6	27	23	39	0	0	56	32	23	26
Care of home furnishings, walls and floors	15	30	12	18	17	25	7	32	20	34	0	0	52	29	19	22
Performance of everyday and seasonal household tasks	25	50	27	41	32	47	10	45	24	41	0	0	81	46	37	42
Other	0	0	0	0	0	0	1	5	1	2	0	0	1	1	1	1
<b>Food and Nutrition</b>																
Selection of food for self	20	40	42	64	38	56	17	77	38	64	0	0	96	54	59	67
Meal planning	37	74	41	62	47	69	15	68	47	80	0	0	131	74	56	64
Food preservation	16	32	14	21	21	31	3	14	19	32	0	0	56	32	17	19
Preparation of everyday family meals	28	56	34	52	37	54	12	55	39	66	0	0	104	59	46	52
Preparation of food for entertaining	23	46	23	35	26	33	10	45	23	39	0	0	72	41	33	38
Methods of serving food	28	56	33	50	31	46	15	63	23	47	0	0	87	49	48	55
Leisuretime enjoyment	17	34	21	32	33	49	9	41	16	27	0	0	66	37	30	34
Selection and purchase of table appointments	18	36	15	23	20	29	4	18	21	36	0	0	59	33	19	22
Evaluation of popular information	16	32	29	44	25	37	10	45	23	39	0	0	64	36	39	44
Other	0	0	0	0	1	1	1	5	2	3	0	0	3	2	1	1
<b>Management and Consumer Education</b>																
Budgeting of money	46	92	55	83	59	87	22	100	47	80	0	0	152	86	77	88
Decision-making in managing time, energy, equipment and money	34	68	44	67	47	69	13	59	35	59	0	0	116	66	57	65
Wise purchasing	29	58	41	62	41	60	14	64	39	66	0	0	109	62	55	63
Planning and following through	10	20	15	23	22	32	7	32	16	27	0	0	48	27	22	25
Insurance, savings, stocks, bonds, and wills	42	84	55	83	49	72	17	77	40	68	0	0	131	74	72	82
Programs for consumer protection	11	22	12	18	5	7	6	27	12	20	0	0	28	16	18	20
Use of available information for intelligent buying	23	46	29	44	37	54	10	45	37	63	0	0	97	55	39	44
Other	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1
<b>Clothing and Textiles</b>																
Grooming	17	34	32	48	34	50	13	59	28	47	0	0	79	45	45	51
Selection and purchase of one's clothes	24	48	40	61	34	50	11	50	34	58	0	0	92	52	51	58
Personal clothing wardrobe	25	50	28	42	33	49	13	59	31	53	0	0	89	50	41	47
Identification of suitable fabrics for various uses	31	62	38	58	37	54	7	32	29	49	0	0	97	55	45	51
Selection and purchase of family clothing	28	56	33	50	41	60	12	55	37	63	0	0	106	60	45	51
Making vs. buying vs. altering clothing	14	28	13	20	10	15	7	32	19	32	0	0	43	24	20	23
Construction and alteration of clothes	21	42	7	11	17	25	6	27	24	41	0	0	62	35	13	15
Laundry	30	60	36	55	49	72	17	77	37	63	0	0	116	66	53	60
Other	0	0	1	2	1	1	0	0	0	0	0	0	1	1	1	1

VITA

Sandra Lee Paxson Shepoiser

Candidate for the Degree of

Master of Science

Thesis: IDENTIFICATION OF CONCEPTS FOR A TWELFTH GRADE HOME ECONOMICS  
COURSE FOR COLLEGE-BOUND STUDENTS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Cedar Rapids, Iowa, March 30, 1937, the daughter of William Lloyd and Mildred Ione Paxson. Married to David LeRoy Shepoiser, June 13, 1959.

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