

HOME ECONOMICS CONTENT IN THE ELEMENTARY SCHOOL
CURRICULUM: AN ASSESSMENT OF SCOPE, SCHOOL
FEATURES AND TEACHER CHARACTERISTICS

By

WILLA DENE POWELL

Bachelor of Science
University of Arkansas
Fayetteville, Arkansas
1959

Master of Education
Central Washington University
Ellensburg, Washington
1974

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF PHILOSOPHY
May, 1986

Thesis
1986D
P886h
cop. 2

~



HOME ECONOMICS CONTENT IN THE ELEMENTARY SCHOOL
CURRICULUM: AN ASSESSMENT OF SCOPE, SCHOOL
FEATURES AND TEACHER CHARACTERISTICS

Thesis Approved:

Elaine Jorgenson

Thesis Adviser

Robert Perry

Lynn Suter

Marguerite Skuggs

Anna M. Gorman

Norman D. Durbin

Dean of the Graduate College

C O P Y R I G H T

by

Willia Dene Powell

May 10, 1986

ACKNOWLEDGMENTS

Completion of this dissertation was possible through the cooperation and encouragement received from committee members, colleagues, friends and family. Special appreciation is expressed to Dr. Elaine Jorgenson, major and thesis adviser, for her leadership, expertise and understanding throughout this graduate study. Sincere thanks is extended to Dr. Marguerite Scruggs, Dr. Anna Gorman, and Dr. Grovalynn Sisler for their scholarly assistance in this research. Special appreciation is extended to Dr. H. Robert Terry for his encouragement and professional guidance especially in planning this research. Gratitude is expressed to Ruth P. Hughes for granting permission to use the "Census Study" survey instrument in this study.

Sincere thanks for constant encouragement in pursuit of this degree goes to special friends, Dr. Jan Park, Dr. Bettye Gaffney, Dr. Donna Cadwalader, Dr. Bernice Kopel, Dr. Margaret Callsen, JoAnn Seamans, Dr. Sue Dear, and Dr. Beverly Crabtree.

A special thanks for encouragement and words of wisdom is expressed to her mentors in home economics, Marianne Andrews, Nancy Johnson, and Marjorie Lowrance; and to her colleagues: State consultants for Home and Family Life Education; Barbara Bovy, Marcia Riggers, Helen Westrum, Jane Roberts, Betty Lea Trout, Jackie Beck, and Mary Flomer.

Gratitude is expressed to the administrators at Central Washington University, Dr. Edward Harrington, Dr. Jimmie Applegate, and Dr. Luther

Baker; to faculty members Dr. Lois Owen, Dr. Pearl Doucé, Dr. David Gee, Carolyn Schactler, and Patsy Hollingbery for their support and encouragement; to the home economics majors for their expressions of encouragement, and to the secretaries for their patience and deeds of kindness.

A sincere thanks is expressed to her church family for spiritual support and words of encouragement.

A very special expression of appreciation goes to her husband, Donnie M. Powell, son, D. Michael, his wife Sheryl and son David, to her brothers, Terrence L. Powell, and Dickie G. Powell, and to her parents, Mr. and Mrs. Victor L. Powell for giving meaning to home, family, and life. This manuscript is dedicated to her family.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Purpose and Objectives	3
Hypotheses	4
Assumptions	5
Limitations of the Study	6
Definition of Terms	6
Chapter Summary	7
II. REVIEW OF LITERATURE	8
Introduction	8
Curriculum Foundations	9
Curriculum Defined	10
Nature of Knowledge	11
Society and Culture	12
The Individual-Learner	13
Learning Theory	15
Curriculum Development	17
Curricular Aims, Goals and Objectives	18
Content of Home Economics	19
Sequence of the Curriculum	23
Learning Experiences	25
Evaluation	26
Teacher Certification	29
Teacher Preparation	29
Professional Development	29
Summary of Literature Reviewed	30
III. RESEARCH PROCEDURES	31
Introduction	31
Type of Research Design	31
Population and Sample	33
Population	33
Sampling Plan	35
Subsamples	38
Rationale for Selection of the Sample	38
Research Instrument	39
Data Collection	41

Chapter	Page
Analysis of the Data	42
IV. RESULTS AND DISCUSSION	45
Characteristics of the Sample	46
Home Economics Curriculum Content	51
Scope of the Home Economics Topics	51
Home Economics Topics Taught	60
Home Economics in Primary and Intermediate Grades. Elementary School Teachers	63 65
Professional Background of the Elementary School Teacher	65 65
Statistical Findings	68
Grade Placement of Home Economics Topics	69
Classification of School Districts	69
Selected Teachers Variables	71
Professional Background of the Elementary School Teachers	78 78
Professional Development Needs	83
Summary of Chapter	87
V. SUMMARY AND RECOMMENDATIONS	90
Summary	90
Statement of the Problem	90
Purpose and Objectives	91
Hypotheses	92
Collection of Data	92
Survey Population	93
Instrument Design	93
Procedures	94
Findings and Conclusions	94
Recommendations	96
Further Study	96
Research Implications	97
SELECTED BIBLIOGRAPHY	99
APPENDIXES	106
APPENDIX A - CORRESPONDENCE	107
APPENDIX B - RESEARCH INSTRUMENTS	117
APPENDIX C - PROFESSIONAL DEVELOPMENT NEEDS IDENTIFIED BY TEACHER	124 124
APPENDIX D - SOURCE TABLES FOR ANALYSIS OF VARIANCE	128

LIST OF TABLES

Table	Page
I. Size of School Districts Comprising Sample	43
II. Distribution of School Districts	47
III. Distribution of Teachers Within the School District	48
IV. Percent of Instruments Returned for Each Grade Level . . .	49
V. Percent of Instruments Returned by Teachers	50
VI. Distribution of Schools by School Organizational Pattern	52
VII. Number of Times Child Development/Parenting Topics Reported Taught in Elementary Schools	54
VIII. Number of Times Clothing and Textiles Topics Reported Taught in Elementary Schools	55
IX. Number of Times Consumer Education/Management Topics Reported Taught in Elementary Schools	56
X. Number of Times Family Relationships Topics Reported Taught in Elementary Schools	57
XI. Number of Times Foods and Nutrition Topics Reported Taught in Elementary Schools	58
XII. Number of Times Housing/Furnishings/Equipment Topics Reported Taught in Elementary Schools	59
XIII. Summary of Number of Times the Home Economics Topics were Reported Taught	61
XIV. Distribution of Home Economics Content in Basic Elementary Subjects	62
XV. Home Economics Content Reported Taught in Primary and Intermediate Grades	64
XVI. Demographic Characteristics of Elementary School Teachers	66

Table	Page
XVII. Distribution for Elementary School Teachers by Professional Background	67
XVIII. Grade Level Placement of Home Economics Content Summary of Analysis of Variance	70
XIX. Class of School District and Home Economics Content Summary of Analysis of Variance	72
XX. Age Group of Teachers and Home Economics Content Taught Summary of Analysis of Variance	73
XXI. Gender of Teacher and Home Economics Content Taught Summary of Analysis of Variance	74
XXII. Teaching Experience and Home Economics Content Taught Summary of Analysis of Variance	75
XXIII. Teaching Level and Home Economics Content Taught Summary of Analysis of Variance	77
XXIV. Academic Degree and Home Economics Content Taught Summary of Analysis of Variance	79
XXV. Year Degree Granted and Home Economics Content Taught Summary of Analysis of Variance	81
XXVI. Academic Majors and Home Economics Content Taught Summary of Analysis of Variance	82
XXVII. Academic Minor and Home Economics Content Taught Summary of Analysis of Variance	84
XXVIII. Academic Credits and Home Economics Content Taught Summary of Analysis of Variance	85
XXIX. Needs for Professional Preparation in Home Economics . . .	86

CHAPTER I

INTRODUCTION

Home economics programs were not new to the elementary schools according to Baird and Meszaros (1979). Home economics educators had always been concerned with helping families to solve problems of the family as a family. The aim of home economics education was concerned with the development of values, breadth of knowledge based on reason, and wholeness of perspective according to Brown (1980). Brown further noted that professionals in home economics continued to think through the nature, content, and organization of educational programs of home economics in the schools, and that questions regarding the type of student, age, and sex with regard to curriculum were addressed.

Brown (1980) reported that home economics was perceived as an important part of general education for all students during the early 1900s. Home economics curriculum for elementary schools was discussed in the proceedings of several of the early Lake Placid Conferences (American Home Economics Association, 1899-1908).

Recent legislative action, Title II of the Education Amendments of 1976 (PL 94-482) and the Carl Perkins Vocational Educational Act of 1984 (PL 98-524) (Commission for Vocational Education, 1984) advocated home economics programs that encouraged participation of both males and females to prepare for combining the roles of homemaker and wage earner. Home economics must reach a younger audience

for sex-role stereotyping to be eliminated and the multiple role concept accepted. According to Baird and Meszaros (1979, p. 41), "If change is to occur, home economics can not afford to ignore elementary education."

Statement of the Problem

In 1975, Washington State Legislators passed a student learning objectives (SLO) law. The act made every school district accountable to the citizens within its district as to the education offered to students in the subject areas of language arts, reading, and math for grades kindergarten through twelve. Later the law was amended to include SLO's for all disciplines according to RCW Titles 28A and 28B Laws and Annotations (Educational Manual, 1984). The intent of the SLO law was to improve education in the areas of curriculum scope and sequence, student outcomes, teaching processes, curriculum evaluation, and reporting systems (Brouillet, 1980a).

Implementation and assessment of the SLO's for home economics were scheduled for 1985 and later changed to 1986. Communication and interaction among educators across disciplines and across grade levels was necessary in order to plan a well coordinated curriculum for the public schools.

Documents to assist Home and Family Life (HFL) teachers with the preparation of SLO's were prepared by Marcia Riggers (Brouillet, 1982). Riggers outlined the following steps to guide the planning of district level SLO's: 1) develop the scope and sequence for course and program objectives, 2) indicate the grade level or course where the objectives were to be measured, 3) determine the scope and sequence of HFL objectives introduced or attained below the beginning level of HFL

classes at the high school, and 4) determine which objectives were to be included in other subject matter disciplines and at what level, kindergarten through high school. The guidelines were to provide direction for curricular decision making at the school district level. Identification of home economics curriculum content in the elementary grades was needed to facilitate the planning of curriculum scope and sequence for both preservice and in-service teachers as well as to provide baseline data for further research.

In 1979 a National Census Study was conducted by Hughes, Rougvie, and Woods (1980) to provide an update of information pertinent to the current vocational and consumer homemaking programs in the United States. The Census Study provided baseline data for curriculum decision making at the high school level. No major studies regarding home economics content at the elementary school level were located. Baseline data for home economics content in the elementary grades were needed by curriculum decision makers at the district level.

Purpose and Objectives

The overall purpose of this study was to establish a research base for curriculum decision making. In order to accomplish this purpose it was necessary to determine the extent to which the topics essential to home economics were included in the elementary grades; further, to determine whether there was a difference in the scope of home economics content in the primary and intermediate grades, in various classes of school districts, and as associated with selected teacher characteristics.

The specific research objectives guiding the conduct of this study were:

1. To analyze the scope of home economics topics as associated with primary (1-3) and intermediate (4-6) grade levels.

2. To analyze the scope of home economics topics as associated with school classification.

3. To analyze the scope of home economics topics as associated with selected demographic variables.

4. To analyze the scope of home economics topics as associated with selected teacher characteristics.

Two other descriptive objectives were formulated for this study:

5. To determine quantitatively the scope of home economics topics in the elementary grades.

6. To determine some needs for professional development as perceived by the elementary school teachers.

Hypotheses

Using curriculum content data obtained through a survey of the common school districts within the state of Washington, the following hypotheses were tested.

H₁: There is no significant difference in the scope of home economics topics taught as associated with grade placement of the content in the elementary school curriculum:

- a) primary grades (1-3)
- b) intermediate grades (4-6)

H₂: There is no significant difference in the scope of the home economics topics taught as associated with school district classification:

- a) class A

- b) class B
- c) small schools

H₃: There is no significant difference in the scope of home economics topics taught as associated with selected demographic variables:

- a) age
- b) gender
- c) years of teaching experience
- d) grade level of teaching

H₄: There is no significant difference in the scope of home economics topics taught as associated with the professional background of the teacher:

- a) academic degree
- b) year the degree was granted
- c) academic major
- d) academic minor
- e) additional credits earned

Assumptions

The following assumptions were made in planning and conducting this study: Each school district had the required set of measurable student learning objectives for each subject and each grade level, one through six; Each set of student learning objectives provided the basis for completing the appropriate survey instrument.

Teachers assigned to a given school within a school district were representative of all teachers within the district. Each teacher completing the curriculum instrument accurately reported district-wide curriculum topics identified for the designated grade level.

Use of the research instrument designed for assessing the vocational and consumer homemaking programs at the secondary level was appropriate for use at the elementary level. Findings of the national Census Study for curriculum content at the secondary level identified the concepts/topics essential to home economics. Therefore, the instrument seemed appropriate for determining the extent to which the essential topics were included at the elementary level (Appendices A and B).

Limitations of the Study

This home economics curriculum content study was limited to one school within each of the 30 randomly selected school districts within the state of Washington. The survey was further limited to elementary grades, one through six. One curriculum instrument identifying the home economics topics was completed for each grade level, while each teacher within the elementary school surveyed was asked to provide data regarding teacher characteristics.

Further limitations to this study were identified in the oversampling plan. Forty-nine of the 90 school superintendents responded to the initial request for approval to participate in the study. No control for selection bias was implemented at this point in the study.

Definition of Terms

Definitions were formulated and adapted from the literature. For the purpose of this study the following terms were used as defined:

Elementary School Curriculum - the required subjects (language, reading, math, science, social studies, and art) in the elementary grades for the common schools in the state of Washington (Educational Manual, 1984).

Home Economics Content - the six subject matter areas of home economics: child development/parenting, clothing/textiles, consumer education/management, family relationships, foods/nutrition, housing/furnishings/equipment.

Home Economics Topics - the 20 concepts/topics identified as essential to each of the six content areas of home economics (Hughes, Rougvie and Woods, 1980). Topics used in this study referenced the 120 concept/topics identified as essential in the vocational consumer and homemaking programs (Hughes, Rougvie, and Woods, 1980).

School Features - school enrollments were used to classify the school districts in this study according to Class A, Class B, and Small Schools. The enrollment size of small schools was less than 300, the enrollment of class B schools was less than 2,000 while class A school district enrollment was between 2,000 and 19,999 (The Handbook of Washington's Government, 1982).

Scope of Home Economics - the number of essential topics taught as well as the number of times that a topic was taught in the basic subjects of the elementary school curriculum.

Chapter Summary

This research study was designed to determine the extent to which home economics concepts/topics were taught in the elementary grades. The research objectives were established to analyze the scope of home economics topics introduced in the elementary curriculum as associated with grade placement of the topics, certain school features and selected teacher characteristics. The purpose, objectives, and hypotheses presented in this chapter served as the guideline for planning, conducting, and reporting the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

"The nation's public schools are in trouble" (Twentieth Century Fund Task Force, 1983, p. 3). The performance fell short of expectation in measurement of commitment, and competency of teachers as well as student test scores. Members of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy believed that disaster could be averted if there was a national commitment to excellence in the public schools.

Many economic, demographic, social, and political changes had contributed toward the growing gap between goals and achievement of the public schools. School curricula had been homogenized, diluted, and diffused to the point that they no longer had a central purpose according to the commission reports. According to the National Commission on Secondary Vocational Education (1984) curriculum developers in the schools must conceptualize knowledge, devise organizational arrangements, develop instructional methods, and implement administrative procedures that would assure students the opportunity to experience the interrelationship of ideas, as well as the implication and application of knowledge, and the process of discovery, dissemination, and use of information.

Our future success as a nation - our national defense, our social stability and well-being and our national prosperity - will depend on our ability to improve education and training for millions of individual citizens. We must begin now, act now, change now, so that in the future our children will be able to meet the demands of a new era that is already upon us (Education Commission of the State, 1984, p. 14).

The Task Force on Education for Economic Growth (Education Commission, 1984) identified several possible causes for the problems in education, two of which were 1) lack of curriculum aimed at attracting, motivating, and establishing competency in every ability group, and 2) the absence of clear, compelling, and widely agreed upon goals for improving educational performance.

If we are serious about economic growth in America - about improving productivity; about recapturing competitiveness in our basic industries; about guaranteeing to our children a decent standard of living and a rewarding quality of life, then we must get serious about improving education (Education Commission, 1984, p. 32).

The challenge outlined by the various committees concerned with excellence in education suggested that a comprehensive review of curriculum in each of the academic disciplines would be a starting point toward improving the quality of education. The present condition of education seemed to call for serious study of the basic nature of the curriculum and its foundation.

Curriculum Foundations

Curriculum development was identified as a persistent problem by Brown and Paolucci (1982). Ralph Tyler (1949) posed four fundamental questions as a way of viewing instructional programs for the purpose of curriculum development: 1) what educational purpose should the school seek to attain, 2) what educational experiences could be provided that

would likely attain the purpose, 3) how could the educational experiences be effectively organized, and 4) how could attainment of the purposes be determined? Zais (1976) believed that the nature of curriculum and the forces that determined its content and organization was derived from a philosophical foundation.

Curriculum Defined

"A curriculum [was] an organized set of formal educational and/or training intentions" according to Pratt (1980, p. 4). There were many competing definitions of curriculum, however, most writers did agree that curriculum had to do with planning the activities of learning.

The implications of Pratt's (1980) definition were as follows: a) a curriculum was an intention or plan for activities, what was to be learned, the means of evaluating learning, the criteria according to which students were to be admitted to programs, the materials and equipment to be used, and the qualities required of teachers; b) a curriculum articulated the relationships among its different elements as objectives, content, evaluation, and integrated them into a unified and coherent whole. Pratt referred to both education and training in his definition in order to avoid misunderstanding. According to Pratt, curriculum was a system.

According to Zais (1976), a noted curriculum specialist, one's philosophical assumptions regarding the nature of knowledge, society, and culture, the individual and learning theory determined the curriculum goals, content, learning activities, and evaluation. The eclectic model of the curriculum provided by Zais (1976) guided the review of home economics curriculum in this study.

Nature of Knowledge

Curriculum foundations included the basic forces that influenced and shaped the content and organization of the curriculum. Home economics education while focusing on the individual and family had been affected by social, economic, scientific, and technological changes in the American environment. The aim of instruction in home economics was to give the learner a sense of responsibility for the existing conditions and the atmosphere of the home, as well as to provide a place where each member could reach his or her highest physical, intellectual, social, emotional, and spiritual potential (Coon, 1964).

National leaders concerned with curriculum in home economics conducted a series of meetings in Lake Placid, New York (1899-1908) to discuss problems related to standards within the home, how schools could help to solve the problems, what instruction belonged at which grade level, the role of higher education and professional schools as well as forces in the community that could be utilized to alleviate the problems. From its beginning, home economics stood for the study of the economic and ethical problems of society.

The focus of home economics was the study of the interaction process and its reciprocal effect. Home economics was unique in that it was the study of the interaction between man and his environment. East (1980, p. 10) stated that "home economics . . . is the study of laws, conditions, principles and ideals concerned with man's immediate environment and his nature as a social being, and specially the relation between those two factors." Home economics was designed to strengthen family life through educating the individual for family living, improving the services and goods used by families, conducting research to

discover the changing needs of individuals and families, and the means of satisfying those needs while furthering national and world conditions favorable to family living.

Home economics synthesized knowledge drawn from its own research, from physical, biological, and social sciences and arts, and applied the knowledge toward the improvement of the lives of families and individuals. Home economics had always been concerned with family relationships, child development, consumer economics, nutrition and foods, clothing and textiles, housing and interiors, aesthetics and management of resources. Home economics was the only field of study dealing with all aspects of living, and with the interrelationships and total patterns which they formed. Emphasis given to the various ways of living was determined by the needs of individuals and families in the social environment of their time (Scott, 1959).

Society and Culture

Home economists recognized the complexity of change confronting the family and further recognized that a single discipline or area of specialization could not address all the ramifications of change. However, the holistic approach and interdisciplinary nature of home economics made it unique. The uniqueness of home economics centered in the integrative power, because home economics utilized basic principles from many disciplines and applied them as a composite in solving the problems faced by individuals and families in day-by-day living (Brown, 1980).

The values affirmed by the American Home Economics Association (AHEA) contributed toward maintaining the security and well-being of a democratic society.

Home economics stands for the ideal home life of today unhampered by traditions of the past.

The utilization of all resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and family (AHEA, Lake Placid Conference on Home Economics Proceedings, 1904, Vol. 6, p. 31).

Coon (1962) noted that what happened to the community, nation, and world had an impact on family. By the same token, the way families reacted affected what happened in the community, nation, and world.

Home economists viewed the family as the miniature world with respect to problems that needed to be solved. According to Swope (1978), if children could form their ideals and standards of living in the early years under the right influence, one would have no fear for the future. Noted home economists attending the current concerns conference in 1978 reaffirmed that family remained the most important unit of society and a place where much training took place--good or bad.

The Individual-Learner

The purpose of home economics was derived from the values expressed philosophically in the creed reported in the Lake Placid Conference Proceedings (AHEA, Lake Placid Conference Proceedings, 1904, Vol. 6). Later the values were referred to by Henderson (1954) as preparation of the people for the several aspects of a home and family life that would be constructive in the development of the kind of society desired in the United States. Hill (1978) reported that home economics could make a difference in the lives of individuals and families by helping all people to develop the ability to 1) guide and nurture the young; 2) teach young children, handicapped, disabled, and elderly, the abilities

needed for independent living; 3) cope with technology of the home; 4) make consumer decisions based on knowledge of the world resources and knowledge of the effect of consumer decisions upon others; 5) maintain "kinships" in new family forms, maintain stability and continuity in the lives of all individuals; 6) develop environments which enhance the quality of life; 7) break down sex role stereotypes and develop healthy concepts of femininity and masculinity; and, 8) plan for feeding self and family based on reliable knowledge of the safety, nutritional quality, and world-wide availability of food.

Tyler (1949) indicated that studies about the learner suggested educational objectives only when the information about the learner was compared with some desirable standards, the present conditions of the learner, and the acceptable norm. The gap in what was observed and what was expected constituted a need.

One need for education was to channel the means by which the needs of learners were met so that the resulting behavior was socially acceptable and the learner was not left under continuous, unrelieved tensions. Learner needs were classified as social, physical, and intellectual. According to Havighurst (1972), the physical, psychological, and social forces contrived to set for the individual a series of developmental tasks to be mastered if the individual was to be a successful human being. Havighurst further stated that developmental tasks were located at the age of special sensitivity for learning them.

One well noted interpretation of the needs of learners was found in Maslow's hierarchy of needs theory (Bigge, 1982). Psychologists pointed out that human beings could maintain themselves in either a state of health or a state of sickness. Health involved satisfying the

basic types of needs identified by Maslow as: psychological need for water, food, and sexual gratification; social needs as affection, belonging, esteem; and self-interpretation needs, as self-realization or meaning of life.

Learning Theory

The mission of home economics was to improve the quality of life for individuals and families thereby improving the quality of life in a democratic society. East (1980) presented four models used to describe home economics. The first model Management of the Household: Economics was based on Aristotle's theory of the household. Aristotle identified five states of mind through which truth was reached: science, art, practical wisdom, intuitive wisdom, and theoretical wisdom. Practical wisdom was the power of deliberation used to create a satisfying state of being. Politics was used to create the best system for people to live in large groups while economics was used to create the best system for people to live together in families and households.

The second model, Application of Science for Improving Environment: Human Ecology, was derived from the well-known definition of home economics. Home economics was an inclusive study, essentially a deductive process, with emphasis on its ecological nature. The scientific model defined home economics as a study with a subject matter composed of four forms of knowledge: laws, conditions, principles, and beliefs; and three kinds of content to know: one's immediate physical environment, one's nature as a social being, and especially the relation between the two factors.

The third model, Inductive Reasoning: Cooking and Sewing, was influenced by John Dewey, William James, and Ralph Waldo Emerson. Dewey, James and Emerson believed that hands-on experience was essential for the development of useful skills, intellectual and moral traits, and to generalize basic insights. James believed that laboratory and shop work cultivated qualities of accuracy, insight into nature, precision, self-reliance, and honesty. Dewey believed that if children were involved in concrete action with actual materials in situations of immediate interest to them they would learn more effectively the general principles underlying the activity, and become more curious about other applications of the principles. Intelligence was that ability which enabled productive action rather than the state of mind that remembered masses of information. The inductive reasoning model suggested that laboratories were essential. Emerson declared that the possession of some manual skill, the ability to work with the body, eyes, ears, and hands was essential to the right quality of a cultivated man. Home economics as an inductive process of education led to the development of reasoning ability, recognition and discovery of basic principles and general rules, and skill.

The fourth model, The Education of Women for Womanhood: Home-making, was combined with the inductive model. The education for womanhood model consisted basically of instruction for girls and women, in what they needed to know in order to be properly feminine and domestic. This model gave way to change as school law mandated elimination of courses in the public schools that were offered or required for the benefit of only one gender.

The justification of curriculum purpose implied the utilization of philosophical reflection. Philosophy was considered as a source of educational aims because the philosophical viewpoint of society suggested the kind of society one ought to have.

Home economists believed that the clearest direction for home economics was to help people identify and develop certain fundamental competence that would be effective in personal and family living regardless of the particular circumstances of the individual family (Scott, 1959).

Curriculum Development

The elements common to curriculum were aims, goals and objectives; subject matter or content; learning activities; and evaluation. The nature of the elements and the organizational pattern in which they were brought together constituted the curriculum in home economics. Tyler (1949) stated that goals were needed aims that were sometimes called objectives. Educational objectives were the criteria by which materials were selected, content was outlined, instructional procedures were developed, and evaluation such as tests and examinations were prepared.

Home economists were concerned with shaping both the parts and the whole of the pattern of daily living for the purpose of improving the quality of life for individuals and families. Creekmore (1968) stated that the concepts basic to home economics defined the purpose and reason for being. Goals were more specific action-oriented expressions of the purpose. Bivens, Fitch, Newkirk, Paolucci, Riggs, St. Marie, and Vaughn (1975) viewed the family ecosystem as the core of curriculum through which the mission of improving the quality of life was carried out.

Curricular Aims, Goals and Objectives

Society tended to produce curricula that were consonant with their philosophy, culture, and theories relative to the nature of man and how people learn. The aim of home economics was defined in the early Lake Placid Conference proceedings and repeatedly recorded by professionals.

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead 1) to maturing in individual self-formation and 2) to enlightened, cooperative participation in the critique and formation of social goals and means for accomplishing them (Brown, 1980, p. 82).

East (1980) defined the central concepts of home economics as development and management. Understanding of self was obtained through an understanding of human development while home management explained the processes of thinking and valuing as they applied to families and homes. The goal of home economics education was to apply rational judgment to domestic life and increase the power of thinking.

The objectives of home economics were 1) to help each student to become a better educated person in thought, language, feelings or motivations, and actions concerning the family, but not just one family; and, 2) to develop the capacity of the learner, to define problems of family in historical-societal context, and to participate in enlightened and reflective solutions to those problems. Home economics was concerned with helping individuals to develop a conceptual system which transformed the individual's way of viewing the family and its relationship to society and culture. The system of concepts was transformed in the process of maturing while the process of reasoning provided the basis upon which beliefs, values, judgments and actions were judged (Brown, 1980).

Content of Home Economics

Brown (1980, p. 83) distinguished between the subject matter of home economics and the content of home economics education curriculum and stated that ". . . the subject matter required in a profession was that knowledge necessary for formulating and solving . . . problems."

Brown (1980) further stated that

Subject matter of the profession of home economics must include areas bearing on the family's problems concerning both communicative action and emancipative action as well as problems concerning material needs solved in part through purposive-rational action (p. 85).

The subject matter of home economics was to include an understanding of the relation among the individual, the family, and social-economic-cultural structures and mechanisms. Home economics content must include, according to Brown (1980), an understanding of the developmental process of individuals and the historical process of self-formation and of social structures.

In response to a growing concern among college and university faculties over the problems of articulation and differentiation of home economics subject matter a conference was held in French Lick, Indiana in 1961 (Lee, 1961). During the beginning stages of the national curriculum study an attempt was made to define the cognitive content of the field through identification of key concepts and principles in each of the subject matter segments of home economics.

The concept approach was conceived as being a systematic, problem-solving approach that forced a critical look at curricula, course content, and learning experiences at all levels. The body of knowledge developed through research in home economics, science and the arts determined the structure of home economics, the purpose determined how

the knowledge would be used, the objectives identified the measurable steps toward accomplishment of the purpose while concepts and generalizations identified the scope and unity of the elements of home economics.

Identification of concepts and generalizations evolved out of seven workshops that focused on the content areas of 1) human development and the family, 2) home management and family economics, 3) foods and nutrition, 4) textiles and clothing, and 5) housing (AHEA, 1967). Three major concepts contributed to the overall purpose of home economics and unified the content. The unifying concepts were human development and interpersonal relationships, values, and management. According to East (1980), the concepts could be grouped as development and management or expanded to include socialization, consumer choice, and coping with daily activities.

Concepts functioned to permit appreciation, direction, economy in communication, meditation, imagination, identification, predication, differentiation, and integration, all of which individuals were encouraged to engage. The type of concepts identified were ideas, rules, generalizations, principles, theories, problems, and areas of family living. Recognition of relevance and derivation of new relationships were required of the effective problem solver.

Concepts and generalizations helped individuals to look at complex ideas in a number of ways and to develop intellectual abilities in order to understand and arrive at generalizations. The concept/generalization approach involved a student's ability to judge data appropriately, to seek the solution to problems, to make observations, to reach generalizations, to experiment and to make application to concrete situations in life, thereby acquiring a set of tools for further problem solving

(AHEA, 1967). The curriculum project, Concepts and Generalizations: Their Place in the High School, was undertaken to assist home economics educators in selecting the essential concepts in order to facilitate student acquisition of the ability to arrive at basic principles and generalizations and make application in new situations, planning of course sequence so that students could develop a mature attitude toward home and family problems, and improvement of communication among different levels and subject matter areas of home economics. Together the concepts provided a conceptual framework of home economics as a whole entity.

Consultants at the French Lick conference (Lee, 1961) stated that

. . . undertaking a restudy of the curriculum on the basis of concept derivation concluded that concepts and generalizations provided:

- a logical and valid method to employ in rethinking the curriculum
- a way to clarify course content and its relation to the basic discipline
- a means of clarifying the relationship of courses between and within subject matter areas
- a lead to better integration among areas in home economics and other areas
- a good basis for developing ideas on sequential learning and articulation (p. 40).

The concepts and generalizations could be organized in a variety of ways, one of which was based on an analysis of the major responsibilities of homemakers. A second structure appropriate for home management or family living for high school was for students planning to combine homemaking and employment upon graduation. A third way to formulate structure was to identify the unifying concepts which were common to all areas of home economics, human development and interpersonal relations, values, and management.

. . . home economics has passed beyond the stage when it was concerned with information giving and the teaching of skills. It now emphasizes the importance of critical judgment and attitudes and is concerned with teaching one to think on some of the most profound problems that confront society today, which are found in miniature in the primary unit of society - the home (Carmichael, 1932, p. 24).

A thorough understanding of the relationship of the less complex facts, principles, and supporting generalizations to the broad generalizations and concepts helped curriculum planners and teachers 1) to keep the focus of learning on the basic concepts, 2) to select only those specific facts, definitions, descriptions, and principles needed to assist the learner in aiming at broad generalizations which could be applied to later learning experiences. Curriculum planners generally agreed that it was better to focus on a few basic ideas in order to help students to comprehend the basic concepts. The concept approach was conceived as being a systematic, problem-solving approach that forced a critical look at curricula, course content, and learning experiences (AHEA, 1967).

In 1980 a national census study of secondary vocational consumer and homemaking programs was published. One purpose for the study was to identify what was taught in the vocational consumer and homemaking programs in the secondary schools in the United States. A list of topics considered essential by vocational home economics teachers was developed for each of the six subject areas included in consumer and homemaking classes, i.e. foods/nutrition, textiles/clothing, child development/parenting, consumer education/management, family relations, and housing/furnishings/equipment. The content of home economics was further clarified through the topics identified as essential to home economics (Hughes, Rougvie, and Woods, 1980).

In 1980 the census study of home economics curriculum showed that two-thirds of the schools in the nation-wide sample included all 120 topics identified as essential. Emphasis placed upon the content areas ranged in descending order of importance from 1) foods and nutrition, 2) clothing and textiles, 3) family relationships, 4) child development/parenting, 5) consumer education/management, and 6) housing/furnishings/equipment. For the state of Washington the order of emphasis varied as follows: 1) foods/nutrition, 2) consumer/education/management, 3) clothing/textiles, 4) child development/parenting, 5) family relationships, and 6) housing/furnishings/equipment.

The critical areas of concern to home economists stipulated by federal legislation and verified by research included: knowledge of nutrition and food use, parenthood education and nurturance of children, consumer education and use of resources as well as the preparation of both males and females to enter the work of the home. According to Hughes, Rougvie, and Woods (1980) the critical issues were addressed through the concepts/topics of home economics curriculum content.

Sequence of the Curriculum

Sequencing of home economics content was an expressed concern at the early Lake Placid Conferences (1899-1908). The pioneer group faced many problems, one of which was organizing courses in home economics in several schools and colleges in order to send trained leaders to instruct in the public and private schools. A committee was appointed to pursue a course of study for public schools and the training of teachers so that "the next generation may live on a higher plane than the present one" (Coon, 1964, p. 1).

In 1900 statistics showed that domestic science, in some form, was taught in the elementary schools of more than 50 cities in the United States. "The sequence of home economics developed through the various educational levels from concrete doing, through the scientific to the economic, but with no sharp dividing lines" (AHEA, Lake Placid Conference, 1901, Vol. 3, p. 1).

The growth reflected not only the natural unfolding of the subject itself, but the natural interest of the pupil at each stage of growth. First, children liked to do-for the pleasure of doing; then ask why; and as the mind matured one could balance values and judge the worth of things in relation to each other. Therefore, home economics encompassed the arts, the science and the economics (AHEA, Lake Placid Conference, 1901, Vol. 3, p. 6).

In 1901 the arrangement of courses was taken into consideration. A detailed course of study was suggested for grades one through eight. The suggested course of study included construction of raffa mats, producing, selecting, preparing food materials, balancing diets, menu planning, and marketing. The high school program dealt with clothing and textiles, housing, home management, first aid, and foods. The home economics curriculum content was correlated with chemistry, fine arts, drawing, biology, physics, history, and civics.

. . . if we are to help the masses of our people by means of the subject, we must do it in the elementary school; and if the work is to have real social value, we must enforce there those economic aspects that in an ideal school develop in perfection in the high school course, to make the work natural and interesting and to avoid dogmatizing (AHEA, Lake Placid Conference, Vol. 3, p. 6).

The prevailing attitude among the early leaders was that handwork belonged strictly in the elementary school, the time to develop self-activity and right habits of doing. Some teachers advocated home economics in grades one, two, and three, with continuous courses in cooking to run through each grade of the elementary school. Other

teachers advocated short lessons organized in series. Consensus was that the ability of students, economy of time, as well as subject matter impacted curriculum decision making.

During the early 1900s it was demonstrated in a few schools that the general teacher in the lower grades could carry on the various kinds of handwork without overcrowding the curriculum. It was found desirable to have special teachers in home economics for grades seven and eight. In the high school more than one teacher was necessary to develop the needed concepts of home economics, and to assist and supervise the general teacher in the lower grades (AHEA, Lake Placid Conference, Vol. 3, 1899-1908).

Matthew (1927) concluded that when planning a course of study in home economics for any school it was essential for the teacher to know the student's home background, the socio-economic condition of the community, the nationalities represented and the social life of the community. The planned lessons in home economics were to meet the identified needs of students.

Learning Experiences

According to Tyler (1949) the term "learning experience" referred to the interaction between the learner and the external conditions in the environment. The challenge to curriculum planners was one of selecting the kind of experiences most likely to produce given educational aims, goals, and objectives.

Tyler (1949) identified certain general principles that were applicable to the selection of learning experiences regardless of the objectives. The guiding principles relative to student attainment of

objectives included: 1) the opportunity to practice the kinds of behavior implied by the objective; 2) the opportunity to obtain satisfaction from carrying on the kind of behavior implied by the objective; 3) experiences within the range of possibility for the students involved; 4) recognizing that many particular experiences may be used to attain the same educational objective; and, 5) recognizing that the same learning experience would usually bring about several outcomes.

According to Tyler (1949) organization of curriculum learning experiences involved the following steps: 1) identifying the organizational scheme, subject, field or core; 2) identifying the general organizational principles to be followed within each of the fields of study; 3) identifying the kind of low level units to be used--lesson, topic, or unit; 4) developing flexible plans called source plans for the teachers; and 5) utilization of teacher-pupil planning for the particular activities carried on by a particular class. Tyler also indicated that consideration was given to experiences related to the varying needs and interests of the individuals likely to be in a given grade, and to providing each individual learner variety enough to stimulate interest and attention. Organizing curriculum experiences involved continuous planning and evaluation in order to obtain the greatest cumulative effect from the various learning experiences.

Evaluation

According to Tyler (1949) certain on-going evaluation took place in choosing and formulating educational objectives and with the selecting and organizing of learning experiences. The purpose of evaluation was to determine if the carefully planned learning experiences

actually functioned to guide the teacher in producing the planned aims and goals of education. Evaluation served to check the validity of the basic hypotheses upon which the instructional program was organized and developed.

Statements of expected competencies served as guidelines for developing evaluative criteria. In 1959 the AHEA committee on philosophy and objectives of home economics identified the following competencies as essential to effective living:

establish values which give meaning to personal, family, and community living; select goals appropriate to these values

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

achieve good interpersonal relationships within the home and within the community

mature the young and foster their physical, mental, and social growth and development

make and carry out intelligent decisions regarding the use of personal, family, and community resources

establish long-range goals for financial security and work toward their achievement

plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family

purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources

perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals

enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure

take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families

develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living (Scott, 1959, p. 9).

Scott (1959, p. 9) prophesized that "As home economists, we can measure the success of our work by the extent to which we contribute to the development by individuals and families of these competencies."

A national project Competency Based Professional Education in Home Economics was conducted in 1974 (AHEA, 1974). The objectives and generalizations in relation to selected concepts provided direction for identifying basic competencies essential to professional development for the individual. The five topics identified for home economics education included: 1) educational philosophy in home economics, 2) professional role, 3) program planning for education in home economics, 4) the educative process in home economics, and 5) research in home economics and education (AHEA, 1974). Competencies and criteria for their assessment were used as a basis for program planning, certification standards and professional improvement of home economics.

The American Home Economics Association served as the accrediting body for the college and university programs in home economics. Assessment of Consumer and Homemaker programs for the various states was mandated by federal legislation.

Curriculum planning as a process included the development of materials and procedures, trying them out, appraising the results, identifying inadequacies and suggesting improvements. Curriculum development involved planning, development, and reappraisal in order to assess the impact of education upon society (Cross, 1973; Tyler, 1949).

Teacher Certification

Teacher Preparation

Central Washington University (CWU) was authorized by the Washington State Board of Education to offer programs leading to the Provisional (Initial) Teaching Certificate and the Standard Teaching Certificate (CWU Catalogue, 1980-1981). The Provisional Certificate was valid for three years and renewable for an additional three years. To qualify for the Provisional Certificate, the student must have completed the general education courses, professional education courses, and an approved subject matter concentration.

Persons teaching in the state of Washington began with a Provisional Certificate which was good for three years. The Provisional Certificate was renewable by furnishing evidence of 12 credits earned toward the Standard Teaching Certificate and one year of successful teaching. A teacher was required to convert the initial certificate to a standard certificate within six years.

Professional Development

Conversion of the provisional certificate required three years of successful teaching and completion of the fifth college year. The standard certificate was valid for teaching in the common schools of Washington on a continuing basis and for a period of six years.

The fifth year of study may have been completed in combination with the master's degree. The fifth year of study plan was developed by the student, the university adviser, and a local school official. The plan of study was filed with the Director of Teacher-Education and Fifth Year Advisement (CWU Catalogue, 1980-1981).

Summary of Literature Reviewed

The body of knowledge developed through research in home economics, science and the arts determined the structure of home economics. The philosophy for curriculum development in home economics was founded upon certain views regarding the nature of knowledge, nature of man and the nature of a democratic society as well as some basic learning theories. The purpose of home economics determined how the knowledge would be used. The objectives identified the measurable steps necessary to accomplish the purpose while concepts and generalizations identified the scope and unity of the elements for curriculum development in home economics.

CHAPTER III

RESEARCH PROCEDURES

Introduction

The purpose of this study was to establish a research base for curriculum decision making. In order to accomplish the purpose of this study it was necessary to determine the extent to which the topics essential to home economics were included in the elementary grades; and further, to determine whether there was a difference in the scope of home economics content in the primary and intermediate grades, in various school district classifications, and as associated with selected teacher characteristics. The survey research method was used to collect the data analyzed in this study.

Type of Research Design

Descriptive research was identified as the best design for this study for three reasons. First, descriptive research "described and systematically interpreted the facts and characteristics of a given population or area of interest, factually and accurately" according to Isaac and Michael (1982, p. 46). Secondly, research as reported by Best (1981, p. 25) "involves the description, recording, analyzing, and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables."

Thirdly, according to Best (1981, p. 24) descriptive research was concerned with "hypothesis formulation and testing . . . and the development of generalizations." The facts sought in this study from which generalizations may be made concerned the scope of home economics curriculum content in the elementary schools as associated with grade level placement, school district classification, certain demographics, and selected teacher characteristics.

Research authorities were not in agreement as to what constituted descriptive research, but in broad terms often included all forms of research except historical and experimental. Isaac and Michael (1982) suggested that descriptive designs could be subdivided into a number of types. Survey research was one such type.

Surveys were the most widely used technique in education and the behavioral sciences for the collection of data. They were a means of gathering information that describes the nature and extent of a specified set of data ranging from physical counts and frequencies to attitude and opinions. This information . . . can be used to answer questions that have been raised, . . . to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally to determine what exists, in which amounts, and in what context (Isaac and Michael, 1982, p. 128).

The purpose or guiding principles underlying surveys involved systematic planning, execution and collection of data, representativeness of the population, objectivity, and resulted in quantifiable data according to Best (1981). The guiding principles for survey research were utilized while obtaining the data for this study. The findings were used to judge whether there was a significant difference in the scope of home economics topics in the primary and intermediate grades, in various classes of school districts, in certain demographic variables, and in selected teacher characteristics.

Population and Sample

The sample in this study was selected from a cross section of school districts within the common school system in the state of Washington. The population was comprised of 299 school districts.

Population

The school districts were classified as class A districts and class B districts according to the total number of students enrolled. The class A school districts had a student enrollment size of 2,000 or more while the class B school districts had less than 2,000 students enrolled. As of October 1984, there were 87 class A school districts and 212 class B school districts in the state of Washington. Of the 212 class B school districts, 89 districts were further classified as small schools. The districts classified as small schools had a total student enrollment of less than 300 (The Handbook of Washington Government, 1982).

Once the population was clearly identified, the investigator obtained a list of school district names prepared by researchers for the Superintendent of Public Instruction of the state of Washington. According to Van Dalen (1979, p. 128) the next steps were to "draw representative units from the list, and . . . obtain a sufficiently large sample to represent the characteristics of the population." The 299 school districts had been stratified into 13 strata ranging in size from less than 50 students to more than 20,000 students. It was virtually impossible to measure the entire school district population due to the size. According to Best (1981) statisticians had worked out mathematical models and techniques which enabled investigators

to take a sample, calculate the mean, and estimate with a given degree of certainty how well the sample estimated the "true" mean or population mean.

Sampling theory provided the foundation for much of the work in statistical inference. According to Best (1981), statistician's belief that an adequate sample had the same characteristics of the population was a misconception. Many statisticians thought the variation in sample means was due to what was known as sampling error. Sampling error described the chance variations that were inevitable when a number of randomly selected sample means were computed.

Inferring a population characteristic of a random sample was not an exact process. However, since the nature of the variations of the sample means were known, it was possible to estimate the degree of variation of sample means on a probability basis known as the central limits theorem. The central limits theorem described the characteristics of sample means if a large number of equal-sized samples were selected at random from an infinite population. According to Best (1981)

1. The means of the samples would be normally distributed
2. The mean value of the sample means would be the same as the mean of the population
3. The distribution of sample means would have its own standard deviation . . . known as the standard error of the mean . . . (p. 266).

The sample distribution of the mean would be normal regardless of the shape of the population from which the samples were drawn, if the sample size was sufficiently large. Some surveys included the entire target population. However, if the sample did not include the entire population appropriate statistical tests were to be used in order to make predictions about the entire population (Orlich, Clark, Fagan, and Rust, 1975).

Sampling Plan

Surveying the entire population of a comparatively small group may eliminate the chance of sampling bias and was the preferred procedure. However, sampling was deemed appropriate if precautions were taken with the sampling techniques used (Orlich et al., 1975). A proportional, stratified, random sampling plan was used in this study.

Some textbooks for statistics specified a sample size of $N=30$ as large. The sample size $N=30$ from a known population of 299 school districts was equal to 10 percent of the total population. Van Dalen (1979) and Best (1981) considered 10 percent of a known population to be large.

Thirty school districts comprised the sample for this study. The school districts were randomly selected from the predetermined strata prepared for the Superintendent of Public Instruction. The 13 homogeneous groupings were based on the school district enrollment size and the relationship of their size to the total population of common schools. For each of the 13 identified strata a proportional number was determined in order to produce a representative sample.

According to Best (1981, p. 14) "In mailed questionnaire studies . . . the percentage of response frequently was as low as 20-30 percent, a larger initial sample mailing was indicated." A plan for over sampling was therefore designed. According to Isaac and Michael (1982), many studies, knowingly or unknowingly, build in a volunteer factor in the selection of participants. Questionnaire studies depending on the voluntary cooperation of the respondents to elect themselves into one or more of the treatment groups was one example of selection bias cited by Isaac and Michael.

In selecting the sample for this study the individual school districts were numbered consecutively (001-299) beginning with the largest school district. The desired proportion corresponding to the percentage of the total number of districts was calculated. A table of random numbers was used to select the sample. The last three digits of each number was used. The table of random numbers was entered at the left hand column and read first vertically then horizontally until the quota for each strata had been reached. A total of 90 school districts were drawn in order to compensate for a potentially low return rate.

The name and address of the superintendent for each of the school districts was obtained from the office of the Superintendent of Public Instruction. The superintendents for the 90 school districts were contacted regarding permission for the district to be included in the study. Each superintendent received a letter describing the study, a sample of the research instrument, and a copy of the letters addressed to the principals and teachers. The three letters outlined the procedure for completing the survey. The self-addressed postcard was to be returned by the superintendent. Permission to participate in the study was granted by providing the name of the principal in the school building located nearest to the central administration office, and the number of teachers per grade level on the returned postcard. Forty-nine of the postcards were returned. Forty-five of the superintendents granted permission for the study to be conducted in their school district.

As the postcards were received, the district identification code was recorded onto a data sheet. The postcards were dated and filed. The

actual sample N=45 was carefully compared to the stratified random sample.

Instruments were prepared for mailing when a representative sample of 30 schools had granted permission to participate in the study. Each principal received a research package containing one curriculum instrument for each grade level one through six, one instrument per teacher for each of the six grades, one checklist regarding school features along with a letter for each teacher. A letter to the principal included the instructions for conducting the survey. Numerical codes for each grade level were affixed to the instruments. A return envelope, properly coded, was included.

The survey materials were assembled according to district requirements, placed in labeled envelopes, weighed, stamped, and mailed April 30, 1985. Within two weeks, survey instruments were mailed to 15 additional school districts, as soon as approval for the study had been granted.

According to Isaac and Michael (1982) eight classes of extraneous variables which, if not controlled in the experimental design, may produce effects becoming confounded with the effect of the experimental variable. One of the variables impacting validity of a study was history. History was described as "specific events occurring between the first and second measurements in addition to the experimental variables" (Isaac and Michael, 1982, p. 59). According to Orlich et al. (1975)

the timing of a survey is critical. Some school districts have policies which specify that no one is obliged to complete any questionnaire which has not been approved by the district. Additionally . . . a researcher should attempt to contact the intended respondents in October, November,

February, March, and April. These months tend to be less busy in completing reports by school personnel (pp. 3-4).

The survey sample in this study consisted of the school districts that had been granted approval to participate by their respective district personnel.

Subsamples

For the purpose of forming generalizations, statistical comparisons were needed. Two subsamples identified for this purpose were school classification based on district enrollment, and grade level.

The school districts were subdivided according to school district classification. Class A school enrollments ranged in number from 2,000 to more than 20,000. Class B school enrollments ranged in number from 300 to less than 2,000. Class B schools were further divided by identifying the rural school districts with an enrollment of less than 300 students as Small Schools.

The grade level variable was subdivided into primary grades and intermediate grades. The primary subset was comprised of grades one through three, while the intermediate subset was comprised of grades four through six. The organizational patterns for the schools varied. Twenty-five of the schools contained the grades one through six (1-6).

Rationale for Selection of the Sample

The process of sampling made it possible to draw valid inferences or generalizations on the basis of carefully observed variables within a relatively small proportion of the population. Randomization made it possible to estimate the variation in characteristics of successive random samples drawn from the same population. It was possible to

estimate the degree of variation of the sample means on a probability basis using the central limits theorem (Best, 1981). In the proportional, stratified, random sampling procedure each school district within the state of Washington had an equal chance of being selected.

Research Instrument

The national Census Survey for vocational and consumer homemaking programs conducted by Hughes, Rougvie, and Woods (1980) measured 20 topics for each of the six areas of home economics at the secondary level. The instrument had previously been used to identify what was taught and who was served by vocational consumer and homemaking programs in the secondary schools (grades 9 through 12) across the United States. A list of 20 topics considered essential by vocational home economics teachers were developed for each of the six content areas included in vocational consumer and homemaking classes, i.e., child development/parenting, clothing/textiles, consumer/education/management, family relations, foods/nutrition, and housing/furnishings/equipment.

Hughes, Rougvie, and Woods (1980) used the nine taxonomy codes to study the secondary school concerns. The taxonomy codes on the research instrument were replaced with six subject headings to designate the elementary school curriculum in the state of Washington. The subjects identified as basic education (RCW 1984) included 1) reading, 2) language, 3) math 4) social studies, 5) science, and 6) art. Health and physical education were identified by the teachers as 7) other.

The rationale for using the census survey instrument included the following: 1) baseline data for making further comparisons were available, 2) the instrument was valid, reliable, objective and usable

with minor adaptations, 3) the survey instrument could be easily administered at the district level, 4) the 120 fixed-choice response items necessitated checking the proper category, the data could be recorded as the SLO's were being assessed or revised at the end of the school year, 5) baseline data at the elementary school level would facilitate curriculum decision making at the school district level as well as be useful in home economics methods and curriculum courses at the college level (Hughes, Rougvie, and Woods, 1980). Since home economics curriculum content at the high school level reflected the essential topics it was of value to use the existing instrument. The home economics curriculum survey instrument fulfilled the purpose of this study. Ruth P. Hughes granted permission to use the instrument (Appendix A).

Additional information, regarding the teachers was collected. These data from nine fixed-choice questions relating to demographics and professional background provided the basis for the statistical analyses performed. The necessary school features were arranged on a separate four item checklist. The survey instrument was professionally designed and color coded in order to facilitate handling.

The research instrument was validated for this study by conducting personal interviews with a teacher educator, a department chairman of home economics, an elementary school principal, an elementary school teacher and a researcher. The recommendations necessitated simplifying the instructions, omitting the use of student learning objectives as a basis for checking the topics essential to home economics and condensing the school district information requested. The revised instrument was checked again by the chairman of the home economics department and a researcher.

The survey instruments were coded by assigning the appropriate grade level number. District codes were affixed to each of the survey instruments. The appropriate number of survey instruments was prepared for each participating school district according to the information provided by the superintendent of the schools.

Data Collection

Research instruments were mailed to the 45 school principals identified by the superintendent of the schools randomly selected from the 299 districts in the state of Washington. The cover letters identified the study and outlined the plan for collecting the data. The principals were asked to distribute the coded instruments. A teacher for each grade level whose last initial was nearest to the letter "M" in the alphabet was asked to complete the instrument containing the home economics topics. Each teacher in the building assigned to grades one through six was asked to complete the teacher characteristics portion of the survey instrument. The principal was asked to check the appropriate school features. In addition, the principal was asked to collect and return all instruments in the envelope provided.

The preaddressed, stamped, and coded envelopes were included in order to evoke a good response, and to facilitate record keeping. A follow-up telephone survey of the nonrespondents was conducted. Six of the nonreturned instruments were not received by the school districts while five completed returns were not received by the researcher.

The survey instruments were returned by 33 school principals for a 73 percent return. Three of the returned instruments were deemed not

usable due to omission of the home economics topics portion of the survey. The adjusted response rate resulted in a sample size of 30 school districts as outlined in Table I. The 30 school districts represented 10 percent of the total population.

Analysis of the Data

Upon receipt of the survey instruments, the district codes were recorded onto data cards and the survey instruments for accuracy in record keeping. The curriculum topics were counted and coded in binary numbers, each of the 120 rows received a score (number 0-512). Data were entered into the computer as floating numbers in sets of six rows. Each row contained the scores for 20 questions. Each district code contained a set of scores for grades one through six in each of the six content areas of home economics.

Appropriate codes for discrete and continuous data were respectively affixed to each school feature and teacher characteristic item. Data were entered into the computer as three separate data sets between June 25 and July 3, 1985 by the investigator and two professional researchers.

The analysis of data included frequency counts to determine the extent to which home economics topics were taught at various grade levels, in various content areas, and in various school districts. This analysis completed objective number five to quantify the scope of home economics in the elementary school curriculum. A series of one-way analysis of variance tests were conducted to test the null hypotheses.

The analysis of variance test was used for the following reasons: the data contained one independent variable with varying levels, an

TABLE I
 SIZE OF SCHOOL DISTRICTS COMPRISING SAMPLE

School Districts	Size	Usable District Responses
Class A	20,000 and over	1
	10,000 - 19,999	2
	5,000 - 9,999	2
	3,000 - 4,999	2
	2,000 - 2,999	2
Class B	1,000 - 1,999	4
	700 - 999	3
	500 - 699	3
	300 - 499	2
Small School	200 - 299	2
	100 - 199	3
	50 - 99	2
	Less than 50	<u>2</u>
Total		30

equal number of scores were not necessary and the test for differences was between or among the groups studied. The data collected in this study met the following assumptions for the analysis of variance test. The scores were normally distributed in the population and the variance in treatment were homogeneous.

Many statisticians recommended the analysis of variance test even though the data were not from an interval scale, others challenged the use. To avoid the controversy, Linton and Gallo (1976, p. 127) referred to the data as "score" data. The scale intervals between scores were equal at any point on the scale, and equal intervals between scores were presumed to reflect equal differences in the behaviors being measured.

The analysis of variance tests and Scheffé procedures were conducted using the SPSSx computer program.

CHAPTER IV

RESULTS AND DISCUSSION

The study of home economics topics in the elementary school curriculum was an assessment of home economics curriculum content, school features and teacher characteristics. The purpose of this study was to establish a research base for curriculum decision making. In order to accomplish the purpose of this study it was necessary to determine the extent to which the topics essential to home economics were included in the elementary grades; further, to determine whether there was a significant difference in the scope of home economics content in the primary and intermediate grades, in various school classifications, and as associated with selected teacher characteristics.

Four specific research objectives guiding the conduct of this study were:

1) To analyze the scope of home economics topics as associated with the primary one through three and the intermediate four through six grades.

2) To analyze the scope of home economics topics as associated with school district classification.

3) To analyze the scope of home economics topics as associated with selected demographic variables.

4) To analyze the scope of home economics topics as associated with selected teacher characteristics.

Two descriptive objectives were formulated for this study:

5) To determine quantitatively the scope of home economics topics in the elementary grades.

6) To determine some needs for professional development as perceived by the elementary school teachers.

Characteristics of the Sample

The study of home economics content in the elementary school curriculum involved a 10 percent sample of the total number of school districts within the state of Washington. The representative sample included 30 school districts, 131 curriculum instruments for grades one through six, and 228 teachers for the same grade levels.

The school district size ranged from less than 50 to not over 20,000 students enrolled. The three largest school districts with enrollments more than 20,000 were not represented in this study. The numbers and size of school districts are reported in Table II. There were nine class A school districts, 10 class B school districts and 11 small school districts represented in the study.

The numbers of teachers within the school districts are reported in Table III. There were 54 teachers in class A school districts, 126 teachers in class B school districts and 48 teachers in small school districts represented in the study.

The percentage of instruments returned for each grade level varied from 72 percent to 80 percent and is reported in Table IV. The 80 percent of instruments returned were from grade levels one and six.

The percentage of instruments returned by the teachers are reported in Table V. Thirty-six percent of the second grade teachers and 61

TABLE II
DISTRIBUTION OF SCHOOL DISTRICTS

Size of Schools	N	Schools Percent
Class A		
10,000 - 19,999	1	3.3
5,000 - 9,999	1	3.3
3,000 - 4,999	3	10.0
2,000 - 2,999	4	13.3
Total	9	30.0
Class B		
1,000 - 1,999	4	13.3
700 - 999	1	3.3
500 - 699	1	3.3
300 - 499	4	13.3
Total	10	33.0
Small Schools		
200 - 299	3	10.0
100 - 199	6	20.0
50 - 99	1	3.3
less than 50	1	3.3
Total	11	37.0
Grand Total	30	100.0

TABLE III
DISTRIBUTION OF TEACHERS WITHIN THE SCHOOL DISTRICT

Size of Schools	Teachers	
	N	Percent
Class A		
10,000 - 19,999	9	3.9
5,000 - 9,999	17	7.4
3,000 - 4,999	19	8.3
2,000 - 2,999	9	3.9
Total	54	23.7
Class B		
1,000 - 1,999	76	33.3
700 - 999	17	7.4
500 - 699	12	5.2
300 - 499	21	9.2
Total	126	55.3
Small Schools		
200 - 299	11	4.8
100 - 199	30	13.1
50 - 99	5	2.1
less than 50	2	0.8
Total	48	21.0
Grand Total	228	100.0

TABLE IV
PERCENT OF INSTRUMENTS RETURNED
FOR EACH GRADE LEVEL

Grade Level	N	Instruments Percent
1	24	80.0
2	23	73.0
3	23	79.0
4	21	72.0
5	20	74.0
6	21	80.0
Total	131	

TABLE V
PERCENT OF INSTRUMENTS
RETURNED BY TEACHERS

Grade Level	Teachers	
	N	Percent
1	44	53.0
2	34	36.0
3	40	50.0
4	35	50.0
5	40	61.0
6	<u>35</u>	53.0
Total	228	

percent of the fifth grade teachers in the study returned the teacher characteristic instruments.

The school districts surveyed in this study represented 10 percent of the known population which according to Best (1981) comprised a valid study. Certain variables beyond the researcher's control contributed to the unequal number of instruments for each grade level. The numbers of school districts representing the various school organizational patterns are reported in Table VI. A cursory view of the data revealed that 25 of the 30 schools contained all six elementary grade levels studied.

Home Economics Curriculum Content

To determine the extent of home economics topics taught in the elementary school curriculum the following questions were asked. To what extent were the six content areas of home economics emphasized in the elementary schools? The 120 item, closed response instrument was used to determine the scope of home economics curriculum content. The breadth of home economics content was obtained by counting how many of the 120 topics were taught within the basic subjects of the elementary school curriculum. The score for each topic was computed by counting the number of times a given topic was reported taught across the curriculum. A score was obtained for each topic. The obtained scores were summed for the 20 topics within each concept area of home economics.

Scope of the Home Economics Topics

The number of home economics topics taught in the elementary

TABLE VI
 DISTRIBUTION OF SCHOOLS BY SCHOOL
 ORGANIZATIONAL PATTERN

Organizational Grade Level	Rate of Return	
	N	Percent
1-12	4	13.3
1- 8	4	13.3
1- 7	1	3.3
1- 6	16	53.3
1- 5	2	6.7
1- 4	1	3.3
1- 3	1	3.3
1- 2	1	3.3

curriculum was totaled for each of the six content areas of home economics. The required subjects in the elementary curriculum included language, reading, math, science, social studies, and art. The topics identified in the column labeled other were taught in health, physical education, special projects or units of study, as well as throughout the curriculum. Home economics topics taught in subjects other than the required curriculum were counted and reported separately.

The essential topics taught were totaled for each of the six areas of home economics and placed in tables seven through twelve. Each table represented one content area of home economics. Table VII included the frequency distributions for child development/parenting. Table VIII represented the frequency distributions for clothing/textiles. Likewise, Table IX represented consumer education/management; Table X contained data for family relationships; Table XI contained data for foods/nutrition, while Table XII contained the data for housing/furnishing/equipment.

Some of the topics essential to each of the six home economics content areas were taught in each of the basic elementary subjects as well as in health, physical education, special projects and throughout the curriculum with one exception. Child development/parenting was not taught in physical education.

The five topics taught the highest number of times were topics numbered 61, 62, 63, 64 in family relationships (Table X) and topic 46 in consumer education management (Table IX). Two topics, numbered 35 and 40, in clothing and textiles (Table VIII), tied for the lowest number of times taught. The topics taught the fewest number of times in clothing and textiles were identified on the research instrument as

TABLE VII
 NUMBER OF TIMES CHILD DEVELOPMENT/PARENTING
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

		01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	07 Health	08 H P E	09 Project	10 Other	TOTAL
Family Planning Decisions	001	1	2		1	20		4		1	2	31
Financial Consideration of Parenting	002		1	3	2	4		2			3	15
Emotional Consideration of Parenting	003	1	3		4	7		2			5	22
Environmental Consideration of Parenting, e g , neighborhood	004		1		7	12	1	1		1	2	25
Roles and Responsibilities of Parents	005	3	5	1	7	28		2		1	4	51
Reproduction, e g , pre-conception to birth	006	1	1		9	2	1	8		2	8	32
Maternal Health and Nutrition	007				12			5		1	3	21
Birth of the Baby	008				6	1		7		2	5	21
Physical Growth and Development	009	2	1	4	40	12	2	18		4	8	91
Social-psychological Development	010	3	3		14	21	2	12		2	6	63
Intellectual Development	011	9	10	8	18	13	3	4		1	2	68
Creative Expression Development	012	40	17	1	8	10	28	3		1	2	110
Health and Nutrition of Children	013	3	3	1	54	15	3	29		6	11	125
Safety and First Aid	014	2	2	1	42	22	2	32		8	16	127
Child rearing Practices	015				3	7	1	3		1	3	18
Children with Special Needs	016	3	6	1	3	13		8		3	6	43
Child Abuse	017	2	1		7	12	1	20		9	15	67
Family Support Services	018		1		2	9		8		4	6	30
Child Support Services and Legislation	019		1		1	4		5		2	3	16
Child Care Services	020				1	2		4		2	3	12
TOTAL		70	58	20	241	214	44	177		51	113	988

TABLE VIII
 NUMBER OF TIMES CLOTHING AND TEXTILES
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

		01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	Health	H P E	Project	07 Other	TOTAL
Functions of Clothing	021	4	3	15	59	4		2		1	2	90
Social, Psychological, Cultural and Environmental Aspects of Clothing	022	3	3	2	52	1		1				62
Value, Interest and Attitude Expression Through Clothing	023	2	1	1	24	1		1			1	31
Planning and Selection of Clothing	024		1	3	12			5			1	22
Care of Apparel	025	2		5	6	1		7		1	6	28
Color, Line and Design	026			1		22		4				27
Personal Appearance	027	2	1	19	15	1		26	1	1	15	81
Fiber Characteristics	028		1	2	7	1		3			1	15
Fabric Construction	029		1	2	4	1		3			1	12
Fabric Finishes	030			2	3			3			1	9
Label Information	031	1	1		6			3		1	4	16
Evaluation of Apparel Quality	032	1			2			3			1	7
Alterations and Remodeling	033				2			3			2	7
Selection, Use and Care of Equipment	034				2	1		3			1	7
Pattern Alteration and Fitting	035				2			3			1	6
Construction Skills	036				3	1		3			2	9
Pride in Workmanship	037	7	5	2	3	10	11	5			2	45
Fashion and the Marketplace	038				3			3			1	7
Special Clothing Requirements for Individuals, e g , children, hand-capped and aged	039		2	1	7			3			1	14
Resource Use in Clothing Decisions	040			1	1			3			1	6
TOTAL		22	19	4	55	220	45	87	1	4	44	501

TABLE IX
 NUMBER OF TIMES CONSUMER EDUCATION/MANAGEMENT
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

		01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	Health	H P E	Project	07 Other	Other	TOTAL
Values Goals and Standards	041	12	14	8	6	42	4	9	1	5	14		115
Decision Making	042	11	12	16	14	47	5	13	1	9	11		139
Resources, e g , human/non human, distribution of, conservation of	043	4	5	3	30	34	3	2		1	2		84
Management Process e g , planning, organizing, implementing, evaluating	044	10	8	9	8	15	5	2		1	5		63
Management Procedures/Practices, e g work simplification organizing records	045	6	4	3	1	5	1	1		1	4		26
Communication Skills	046	69	30	4	8	29	7	4		4	11		166
Consumer Rights and Responsi- bilities	047	3	1	4	2	13	1	2			4		30
Financial Planning, e g , budgets assets savings, investments	048		3	8		7		1			3		22
Consumer Buying	049		1	14	1	10		3		1	3		33
Credit	050			7	1	3		1			3		15
Insurance	051			2		1	1	1			3		8
Taxes	052			6		8		1			3		18
Pricing, e g , unit pricing, product coding	053			13	3			1		1	3		21
Advertising	054	12	10	3	2	17	5	4		5	5		63
Labels Warranties Guarantees	055	2	2			2		4		2	4		16
Packaging	056	3	1		1	1	2	2		1	5		16
Relationship between the Consumer and the Economy e g supply and demand inflation and recession	057			1	3	21		1		2	3		31
Marketing, e g , retail outlets wholesale discount mail order	058	1				3		1			3		8
Consumer Problems e g , deception fraud	059	2	4	1	2	10	1	2		1	3		26
Consumer Resources e g govern- mental non governmental	060	2	2		3	7	2	1			1		18
TOTAL		137	97	102	85	275	37	56	2	34	93		918

TABLE X
 NUMBER OF TIMES FAMILY RELATIONSHIPS
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

		01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	Health	H P E	07 Other	Project	Other	TOTAL
Self Concept	061	22	18	7	16	52	13	23	1	14	19		185
Attitudes and Emotions	062	16	14	6	16	52	8	25	1	13	15		166
Basic Needs	063	11	9	5	31	65	4	19		3	11		158
Values and Goals	064	14	16	9	14	49	8	20	1	10	17		158
Characteristics Basic to Relationships e.g., cooperating, understanding, compromising	065	12	10	4	10	44	5	18	1	9	16		129
Human Sexuality	066				3	4		9		5	5		26
Domestic Violence and Human Abuse	067	1			4	9		13		4	12		43
Changing Roles of Individuals in Families and Society	068	1	4		3	42		9			7		66
Problem solving/Decision making	069	15	11	16	14	41	3	14		10	13		137
Family as a Stabilizing Unit in Stress and Crisis	070		1		2	9		7		1	8		28
Mate Selection	071		1		1	3		3			1		9
Life Styles	072		3		2	30	2	4			3		44
Expectations/Realities of Relationships	073	1	2	1	3	7	1	4			3		22
Laws and Regulations Affecting Families	074				2	13	1	4		2	1		23
Readiness for Serious Commitments e.g., career marriage, parenthood	075		2		1	3		4		1	1		12
Functions of the Family	076	2	4	1	4	33	2	8		1	5		60
Life Cycle	077		2		17	11		4		1	3		38
Varying Family Structures	078	1	4		3	31	1	6		2	2		50
Communication and Interaction Skills e.g., active listening, positive feedback resolving conflict	079	24	13	5	10	26	3	7		9	7		104
Multiple Roles of Family Members	080	2	3		6	48		7		1	3		70
TOTAL		122	117	54	162	572	51	208	4	86	152		1528

TABLE XI
 NUMBER OF TIMES FOODS AND NUTRITION
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

		01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	Health	H P E	Project	07 Other	TOTAL
Food Guide, e g , Basic 4	081	3	2	1	53	8	4	35	1	4	8	119
Nutrients and their Sources	082		1		46	8		30	1	5	9	100
Functions of Nutrients in the Body	083				37	8		26		3	10	84
Planning for Individual and Family Nutrition	084			1	23	7	1	21		1	5	59
Food Habits and Health	085	1	1		57	13	3	39		4	10	128
Nutrition throughout the Life Cycle	086				20	7		12			5	44
Reliable Sources of Nutrition Information	087				10	5		13			1	29
Special Food Requirements for Individuals, e g children, aged special diets pregnancy	088				8	3		11		1	1	24
Weight Control	089			1	12	3		13			5	34
Influences of Family Values and Customs on Food Patterns	090	1	1		10	22	1	9		1	5	50
Fads and Fallacies	091		3		8	2	2	13			2	30
Safety and Sanitation in the Kitchen	092				10	3		19		1	4	37
Factors Involved in Food Planning, e g , nutritional needs of family, family values and goals, costs, time and energy	093			1	4	1		9			3	18
Alternative Daily Food Patterns e g , number of meals, snacks meals away from home	094	1		1	12	2		11		1		28
Food Preparation	095	4	1	1	9	6	1	12		3	1	38
Convenience Foods	096				10	2	1	8	1	2	1	25
Planning and Organizing for Buying Food, e g , shopping lists use of advertisements and specials, seasonal foods	097		1	1	7	5		6			3	23
Managing the Food Budget	098		1	1	1	3		5			1	12
Labeling and Food Standards	099		2	1	2	5	1	6			1	18
Practices Related to Preserving Nutritive Value of Food in Marketing, Preparation, Preservation and Storage	100				6	2		6	1	1	3	19
TOTALS		10	13	9	345	115	14	304	4	27	78	919

TABLE XII
 NUMBER OF TIMES HOUSING/FURNISHINGS/EQUIPMENT
 TOPICS REPORTED TAUGHT IN
 ELEMENTARY SCHOOLS

	01 Language	02 Reading	03 Math	04 Science	05 Social Studies	06 Art	Health	H P E	07 Other	Project	Other	TOTAL
Function of Housing, e g , shelter physical social and psychological needs	101	1	10	65				2	1	3		82
Influences of Housing on Individuals and Families, e g , self concept, social status, communication, interaction	102	2		27		1				3		33
Factors Influencing Housing Decisions e g , human, environmental, energy requirements social, economic conditions, and policies of local government regarding police, fire schools	103	1	3	32		1				3		40
Types of Housing, e g , single family dwelling, apartments, mobile homes	104	5	3	56	1	1				3		69
Choosing, Locating and Evaluating Housing, e g , rural vs urban new vs existing, public vs private transportation	105		1	20		1				3		25
Legal Aspects of Housing, e g zoning, leases contracts insurance	106			3		1				3		7
Financial Factors Related to Renting, Buying, Building, Relocating	107		2	4		1				3		10
Relationship between Housing Selection available Resources Priorities of Values and Goals and the Decision-making Process	108			1	7	1				3		12
Adapting Housing for Individual and Family Needs e g various stages of life cycle special needs of family members	109	1	1		5	1				3		11
Selection, Maintenance and Care of Housing, Furnishing and Equipment	110	1		3	4	1				4		13
Aesthetic Aspects of Home Furnishings and Equipment	111			4	1	1				3		9
Housing Conservation through Renovation and/or Restoration	112			1	5	1				3		10
Evaluation of Quality of Interior Exterior and Mechanical Features of Housing	113			1	3	1				3		8
Factors Influencing Furnishing Decisions e g family life style costs quality preference	114	1	2		9	1			1	3		17
Factors Influencing Furniture Arrangement e g traffic patterns principles of balance and placement	115			1	1	1			1	3		7
Factors Influencing Equipment Decisions e g , energy requirements costs preferences	116		2		3	1				3		9
Citizens Responsibility to Community regarding Housing, e g maintenance grounds care local government	117			1	8	1	4		2	3		19
Storage	118				3		1			6		10
Safety in the Home	119	1	1	18	36	1	33	1	8	10		109
Housing in the Future	120	2	2	3	13	3	1			3		27
TOTALS		7	12	7	45	308	7	54	3	13	71	527

clothing construction. A composite of home economics topics taught in the elementary school is displayed in Table XIII. The 20 topics for each content area of home economics are listed in Appendix B.

The combined total number of times for the home economics topics taught in the 30 school districts reflected the following scores: for child development/parenting, a high score of 127 for topic number 14 to a low score of 12 for topic number 20; for clothing and textiles a high score of 90 for topic number 21 to a low score of 6 for topics number 35 and number 40; for consumer education/management a high score of 166 for topic number 46 to a low score of 8 for topics numbers 51 and 58; for family relationships a high score of 185 for topic number 61 to a low score of 9 for topic number 71; for foods/nutrition a high score of 128 for topic number 85 to a low score of 12 for topic number 98; and for housing/furnishings/equipment a high score of 109 for topic number 119 to a low score of 7 for topics numbers 106 and 115. The highest combined score of 1,528 for topics most frequently taught was in the home economics content area of family relationships. The lowest combined score of 501 for topics taught least frequently was in the area of clothing and textiles.

Home Economics Topics Taught

Home economics content in the elementary curriculum was determined by counting the number of times each topic was taught in each elementary subject. The scores for each content area of home economics were totaled for the basic elementary subjects and reported in Table XIV.

TABLE XIII
SUMMARY OF NUMBER OF TIMES THE HOME ECONOMICS
TOPICS WERE REPORTED TAUGHT

Topic Number ^a	Home Economics Content Areas ^b					
	CD/P	C/T	CE/M	FR	F/N	H/F/E
1	31	90	15	185	119	82
2	15	62	139	166	100	33
3	22	31	84	158	84	40
4	25	22	63	158	59	69
5	51	28	26	129	128	25
6	32	27	166	26	44	7
7	21	81	30	43	29	10
8	21	15	22	66	24	12
9	91	12	33	137	34	11
10	63	9	15	28	50	13
11	68	16	8	9	30	9
12	110	7	18	44	37	10
13	125	7	21	22	18	8
14	127	7	63	23	28	7
15	18	6	16	12	38	7
16	43	9	16	60	25	9
17	67	45	31	38	23	19
18	30	7	8	50	12	10
19	16	14	28	104	18	109
20	12	6	18	70	19	27
Totals	988	501	918	1,528	919	527

^aThe numbers 1-20 represent the 20 topics for each content area in Home Economics (Appendix B).

^bContent Code:

CD/P = Child Development/Parenting -Topics 1-20
C/T = Clothing/Textiles -Topics 21-40
CE/P = Consumer Education/Management -Topics 41-60
FR = Family Relationships -Topics 61-80
F/N = Foods and Nutrition -Topics 81-100
H/F/E = Housing/Furnishing/Equipment -Topics 101-120

TABLE XIV
DISTRIBUTION OF HOME ECONOMICS CONTENT
IN BASIC ELEMENTARY SUBJECTS

Elementary Subject	Home Economics Concept Areas						Total
	CD/P	C/T	CE/M	FR	F/N	H/F/E	
Language	70	22	137	122	10	7	368
Reading	58	19	97	117	13	12	316
Math	20	4	102	54	9	7	196
Science	241	55	85	162	345	45	933
Social Studies	214	220	275	572	115	308	1,704
Art	44	45	37	51	14	7	198
Other ^a	341	136	185	450	413	141	1,666
Total	988	501	918	1,528	919	527	5,381

^aOther indicates health, health and physical education, special projects, and taught throughout the curriculum.

The data in Table XIV showed that home economics curriculum was taught 1,704 times in social studies, 933 times in science, 368 times in language arts, 316 times in reading, 198 times in art and 196 times in math. In response to "other" home economics curriculum was taught 1,666 times. The teachers identified other as health 896 times, health and physical education 14 times, special projects or units of study 215 times, and throughout the entire elementary school curriculum 571 times. The 215 special projects included 86 in family relationships, 51 in child development, 34 in consumer management, 27 in foods and nutrition, 13 in housing/furniture/equipment, and 4 in clothing and textiles.

Home Economics in Primary and Intermediate Grades

The number of school districts including home economics topics in the elementary curriculum is recorded in Table XV. Upon studying the content of Table XV it was apparent that topics in both family relationships and foods/nutrition were reported as taught in the elementary curriculum more often than the other content areas of home economics. The housing/equipment/furnishings topics were reported as taught in the elementary curriculum less often. It was noted in the school organizational patterns (Table VI) that only 25 of the 30 schools surveyed housed all six of the elementary grades. The frequency counts for the topics taught did not represent an equal number of responses for each grade. Home economics content was reported a greater number of times for the primary grades than for the intermediate grades.

TABLE XV
HOME ECONOMICS CONTENT REPORTED TAUGHT
IN PRIMARY AND INTERMEDIATE GRADES

Grade Level	Home Economics Content Areas						Number of Topics by Grade
	CD/P	C/T	CE/M	FR	F/N	H/F/E	
<u>Primary</u>							
1	23	19	21	24	24	20	131
2	18	15	16	19	19	18	105
3	23	20	20	20	23	23	129
Total	64	54	57	63	66	61	365
<u>Intermediate</u>							
4	21	18	20	21	21	19	120
5	19	16	18	19	18	18	108
6	19	16	18	19	16	14	102
Total	59	50	56	59	55	51	330
Grand Totals	123	104	113	122	121	112	695

Note: Number of school districts = 30
Number of grades represented = 131

Elementary School Teachers

In preparation for the analysis of selected demographic variables related to the elementary school teachers a frequency distribution table was prepared. The four variables identified were: gender, age, years of teaching experience, and grade level of teaching. The classifications and frequency distributions were tabulated and are displayed in Table XVI.

Professional Background of the Elementary School Teacher

Data for the variables used to describe the professional preparation of the elementary school teachers included: latest college degree earned, year the degree was granted, academic major and minor, and additional credits earned beyond the latest degree. The classification and frequency distributions were placed in Table XVII.

Most of the teachers surveyed had earned their college degrees prior to 1973. The researcher arbitrarily classified the variable "year degree granted" as prior to 1973 and 1973 to date.

The unequal number of responses for the variables gave evidence of missing data with the exception of the academic minor. Some broad area degrees such as home economics did not require students to declare an academic minor.

By the end of the sixth year of teaching, a fifth year of college credit was required in order to obtain the standard teaching certificate for the state of Washington. Fifty-two percent of the teachers had earned additional credits beyond the fifth year required for the standard certification. Thirteen percent of the teachers were working

TABLE XVI
DEMOGRAPHIC CHARACTERISTICS OF ELEMENTARY SCHOOL TEACHERS

Variable	Classification	Participants	
		N	Percent
Gender	Male	41	20
	Female	162	80
	Total	203	100
Age Range	20-35	80	36
	36-45	92	41
	46-over	52	23
	Total	224	100
Years of Teaching Experience	Up to 5	41	18
	6-10	63	28
	11-15	66	29
	16-20	29	13
	20-over	27	12
	Total	226	100
Grade Level Assignment	1	44	19
	2	34	15
	3	40	18
	4	35	15
	5	40	18
	6	35	15
	Total	228	100

TABLE XVII
 DISTRIBUTION FOR ELEMENTARY SCHOOL TEACHERS
 BY PROFESSIONAL BACKGROUND

Variable	Classification	Number	Percent
<u>Highest Degree</u>	Bachelor's Degree	174	86.0
	Master's Degree	17	8.0
	Doctoral/Specialist	12	6.0
	Total	203	100.0
<u>Year Degree Granted</u>	Prior to 1973	120	59.0
	1973 to Date	84	41.0
	Total	204	100.0
<u>Major</u>	Home Economics plus Early Childhood Education	16	8.0
	Math, Science	43	22.0
	Arts, Language	21	11.0
	Education plus Other	116	59.0
	Total	196	100.0
<u>Minor</u>	Home Economics plus Early Childhood Education	6	4.0
	Math, Science	41	25.0
	Arts, Language	25	15.0
	Education/Other	92	56.0
	Total	164	100.0
<u>Additional Credits</u>	Less than 5th Year	27	13.0
	5th Year	70	35.0
	6th Year	36	18.0
	More than 6th Year	43	21.0
	Other	26	13.0
	Total	202	100.0

toward the required fifth year of education. No attempt was made to assess the nature of the credits obtained.

Statistical Findings

Four null hypotheses were formulated to analyze the data. The scope of home economics curriculum content in the elementary school curriculum was studied. Comparisons were made according to school classification, grade level placement, demographic and professional background of the teachers.

A series of one-way ANOVA tests were conducted by the SPSSx procedure. The statistical test of significance allowed the researcher to evaluate the probability that the observed sample values would occur if the null hypotheses were true. If the probability was sufficiently low, the researcher would feel justified in rejecting the null hypothesis (Linton and Gallo, 1975). Before conducting the tests, the alpha level $p < .05$ was selected to minimize the probability of rejecting a null hypothesis when it was true. Acceptance of the $p < .05$ alpha level would reduce the probability of accepting a null hypothesis when it was actually false.

The statistical test of significance did not provide information on strength of the relationship regardless of the alpha level at which the null hypothesis was rejected. In order to hold the error rate constant the Scheffé test, most conservative, least powerful was conducted to provide information about differences between specific groups or sets of measurements in the study (Linton and Gallo, 1976).

Grade Placement of Home Economics Topics

Table XVIII presents the probability values resulting from the analysis of variance test for differences in the mean scores for primary and intermediate grade placement of home economics topics. The obtained F ratio 8.387 for all home economics content areas was statistically significant at the $p < .05$ level of probability.

The null hypothesis stating there is no significant difference in the scope of home economics curriculum content (essential topics) as associated with grade placement of the topics in the elementary school curriculum was not accepted. The means for five content areas of home economics were significantly different at the primary and intermediate grade levels.

Inspection of the means in Table XVIII indicated that child development/parenting; clothing/textiles; consumer education/management; family relationships and foods/nutrition topics were included in the curriculum a significantly greater number of times in the intermediate grades four through six than in the primary grades one through three. Housing/furnishings/equipment topics were also taught more frequently in the intermediate grades but the difference was not significant at the $p < .05$ level. The probability value for the total mean scores for all content areas of home economics met the criterion of $p < .05$.

Classification of School Districts

The one-way analysis of variance tests were conducted to determine if there were significant differences in the scope of home economics curriculum content as associated with school district classification,

TABLE XVIII
 GRADE LEVEL PLACEMENT OF HOME ECONOMICS CONTENT
 SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Grade Level	n Scores	Mean Score	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				4.347*	.038
Grades 1-3	104	7.24	5.96		
4-6	100	9.44	8.88		
<u>C/T</u>				4.527*	.035
Grades 1-3	104	3.21	4.24		
4-6	100	4.69	5.61		
<u>CE/U</u>				20.287*	.000
Grades 1-3	104	4.69	6.76		
4-6	100	10.16	10.28		
<u>FR</u>				5.386*	.021
Grades 1-3	104	10.47	8.56		
4-6	100	14.23	14.02		
<u>F/N</u>				4.719*	.031
Grades 1-3	104	6.19	5.34		
4-6	100	8.07	6.77		
<u>H/F/E</u>				1.267	.262
Grades 1-3	104	3.69	4.38		
4-6	100	4.52	6.02		
<u>Total Content</u>				8.387*	.004
Grades 1-3	104	35.50	30.66		
4-6	100	51.11	45.21		
Total		43.15	39.18		

*p<.05

n = 131

df = 2 and 128

i.e. class A, class B and small schools. The probability values for differences in means for the school districts are displayed in Table XIX.

The F ratio 0.363 was not significant at the $p < .05$ level. Therefore, the null hypothesis cannot be rejected. The difference in the number of home economics topics taught among the class A, class B, and small school districts was not significantly different at the $p < .05$ level.

Selected Teachers Variables

The one-way analysis of variance test was used to determine if there was a significant difference in the scope of home economics curriculum content associated with selected demographic variables for the teachers (i.e. age, gender, and years of teaching experience). Detailed results of the analysis of variance tests and the probability value for differences in the means for the selected demographic variables are displayed in Tables XX, XXI, and XXII.

Age. Home economics topics in consumer education/management and foods/nutrition were taught a significantly greater number of times by teachers in the 20-35 year age group and the 46 and above age group than in the 36-45 year age group. The F ratio 2.932 for the differences in the total home economics content taught was not significant at the $p < .05$ level. The Scheffé test $P = .056$ was not significant at the $p < .05$ level. The null hypothesis stating there is no significant difference in home economics curriculum content taught by teachers in various age groups was accepted. Regardless of age, the data showed a

TABLE XIX
 CLASS OF SCHOOL DISTRICT AND HOME ECONOMICS CONTENT
 SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content School Districts	n Scores	Mean	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				1.278	.282
Class A	30	9.23	6.10		
Class B	59	6.71	7.90		
Small Schools	42	7.50	6.32		
<u>C/T</u>				.412	.663
Class A	30	3.87	5.14		
Class B	59	3.42	4.42		
Small Schools	42	4.36	5.90		
<u>CE/M</u>				.398	.672
Class A	30	5.70	4.81		
Class B	59	7.29	7.95		
Small Schools	42	7.55	12.70		
<u>FR</u>				.110	.896
Class A	30	12.47	9.39		
Class B	59	11.34	11.70		
Small Schools	42	11.55	10.73		
<u>F/N</u>				1.237	.294
Class A	30	7.30	6.36		
Class B	59	6.07	5.57		
Small Schools	42	8.14	8.05		
<u>H/F/E</u>				1.770	.174
Class A	30	4.40	4.42		
Class B	59	3.10	4.45		
Small Schools	42	5.05	6.70		
<u>Total (1-6)</u>				.363	.697
Class A	30	42.97	30.49		
Class B	59	37.93	35.33		
Small Schools	42	44.14	47.41		
Total	131	41.07	38.49		

df = 2 and 128

TABLE XX
AGE GROUP OF TEACHERS AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Age	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				1.622	.200
20-35	71	9.42	9.41		
36-45	88	7.26	6.05		
46+	43	8.37	6.76		
<u>C/T</u>				1.565	.212
20-35	71	4.66	6.30		
36-45	88	3.26	4.04		
46+	43	3.86	4.11		
<u>CE/M</u>				3.594*	.029
20-35	71	8.92	11.93		
36-45	88	5.43	5.99		
46+	43	8.72	8.36		
<u>FR</u>				2.745	.067
20-35	71	13.21	13.44		
36-45	88	10.25	8.82		
46+	43	15.00	13.36		
<u>F/N</u>				3.195*	.043
20-35	71	8.10	7.56		
36-45	88	5.90	5.23		
46+	43	8.14	5.40		
<u>H/F/E</u>				1.381	.254
20-35	71	4.72	6.96		
36-45	88	3.39	3.93		
46+	43	4.42	4.24		
<u>Total</u>				2.932	.056
20-35	71	49.03	50.74		
36-45	88	35.49	29.02		
46+	43	48.51	33.42		
Total	202	43.02	39.23		

*p<.05

df = 2 and 199

TABLE XXI
GENDER OF TEACHER AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Gender	Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				.508	.477
Females	162	8.15	7.55		
Males	41	9.10	7.88		
<u>C/T</u>				2.596	.109
Females	162	3.67	4.74		
Males	41	5.07	5.89		
<u>CE/M</u>				1.283	.721
Females	162	7.23	9.57		
Males	41	7.80	6.91		
<u>FR</u>				1.944	.165
Females	162	12.85	12.47		
Males	41	10.00	7.66		
<u>F/N</u>				.603	.438
Females	162	6.96	6.24		
Males	41	7.80	6.29		
<u>H/F/E</u>				.041	.839
Females	162	4.08	5.10		
Males	41	4.27	5.91		
<u>Total</u>				.026	.871
Females	162	42.93	40.45		
Males	41	44.05	34.72		
<u>Total</u>	203	43.16	39.28		

df = 1 and 201

TABLE XXII
TEACHING EXPERIENCE AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Years Experience	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				1.236	.297
5 or less	38	8.92	7.88		
6-10	56	8.54	9.28		
11-15	60	6.75	5.99		
16-20	26	8.54	5.57		
More than 20	24	10.54	8.06		
<u>C/T</u>				1.885	.114
5 or less	38	4.74	6.48		
6-10	56	3.39	4.93		
11-15	60	3.03	2.74		
16-20	26	4.19	5.11		
More than 20	24	5.92	6.28		
<u>CE/M</u>				.835	.504
5 or less	38	9.29	13.04		
6-10	56	6.43	8.56		
11-15	60	6.40	7.80		
16-20	26	8.12	7.08		
More than 20	24	8.17	7.40		
<u>FR</u>				.100	.982
5 or less	38	11.84	10.50		
6-10	56	12.14	13.33		
11-15	60	12.17	12.16		
16-20	26	13.62	11.37		
More than 20	24	12.42	8.99		
<u>F/N</u>				.882	.476
5 or less	38	8.55	8.47		
6-10	56	6.75	5.88		
11-15	60	6.25	4.66		
16-20	26	7.38	6.33		
More than 20	24	7.54	6.26		
<u>H/F/E</u>				1.272	.282
5 or less	38	4.50	7.42		
6-10	58	3.86	5.00		
11-15	60	3.17	2.82		
16-20	26	4.58	5.25		
More than 20	24	5.83	6.22		
<u>Total</u>				.705	.589
5 or less	38	47.84	50.11		
6-10	56	41.11	42.57		
11-15	60	37.77	30.73		
16-20	26	46.42	33.37		
More than 20	24	50.42	36.81		
Total	204	43.15	39.18		

df = 4 and 199

significant difference in two content areas of home economics taught, consumer education/management $p.030$ and foods/nutrition $p.043$. The statistical conclusions were based on the total scores for the six home economics content areas.

Gender. The means and probability value for differences in home economics curriculum content taught by males and females were recorded in Table XXI. The F ratio 0.026 for gender with a probability level of $p.871$ did not meet the criterion of $p<.05$; therefore, the difference in home economics topics taught could not be attributed to gender. The null hypothesis stating there is no significant difference in the home economics curriculum content taught and gender of the teacher was accepted.

Years of Teaching Experience. The F ratio 0.705 for number of years of teaching experience was not significant at the $p<.05$ level (Table XXII). The null hypothesis stating there is no significant difference in the home economics topics taught and the years of teaching experience was accepted.

Grade Level of Teaching. Table XXIII provides detailed results of the analysis of variance tests as well as the probability values for differences in the means for home economics topics taught and the grade level of teaching. Two home economics content areas, consumer education/management F ratio 7.294 and family relationships F ratio 3.461 , with $p<.05$ indicated that there was a significant difference. When the mean scores for all home economics curriculum areas were combined the probability value for the F ratio 3.188 was at the $p.009$ level. The null hypothesis stating there is no significant difference in the

TABLE XXIII
TEACHING LEVEL AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Grade Level	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				2.185	.057
Grade 1	42	8.45	6.83		
2	29	5.90	4.81		
3	33	6.88	5.54		
4	34	9.88	11.07		
5	35	7.43	6.05		
6	31	11.23	8.69		
<u>C/T</u>				2.020	.077
Grade 1	42	2.95	3.19		
2	29	2.76	2.06		
3	33	3.94	6.36		
4	34	5.65	6.07		
5	35	3.29	3.41		
6	31	5.23	6.82		
<u>CE/M</u>				7.294*	.000
Grade 1	42	3.45	2.29		
2	29	3.34	2.74		
3	33	7.45	11.05		
4	34	13.82	14.54		
5	35	7.86	6.79		
6	31	8.74	6.38		
<u>FR</u>				3.461*	.005
Grade 1	42	11.10	6.52		
2	29	9.03	8.55		
3	33	10.94	10.73		
4	34	19.41	20.06		
5	35	12.31	10.03		
6	31	10.71	6.66		
<u>F/N</u>				1.950	.088
Grade 1	42	5.90	4.43		
2	29	4.93	3.81		
3	33	7.67	7.55		
4	34	8.94	8.37		
5	35	7.00	4.18		
6	31	8.32	7.22		
<u>H/F/E</u>				1.160	.331
Grade 1	42	3.19	3.01		
2	29	3.10	2.24		
3	33	4.85	6.61		
4	34	5.38	7.32		
5	35	3.54	2.58		
6	31	4.68	7.16		
<u>Total Topics</u>				3.188	.009
Grade 1	42	35.05	21.94		
2	29	29.07	19.01		
3	33	41.73	44.90		
4	34	63.09	62.32		
5	35	41.43	27.24		
6	31	48.90	36.83		
Total	204	43.15	39.18		

*Scheffé procedure found pairs of groups significantly different at the $p < .05$ level.

df = 5 and 198

home economics topics taught and the grade level of teaching was not accepted.

Specific comparison tests were conducted using the Scheffé procedure. Significant differences at the 95 percent confidence interval for the means indicated that consumer education/management topics were taught by the fourth grade teachers a greater number of times than were taught by first and second grade teachers. Family relationships topics were taught a significantly greater number of times by fourth grade teachers than by second grade teachers. For the six combined areas of home economics, fourth grade teachers taught a significantly greater number of home economics topics than did the second grade teachers.

Professional Background of the Elementary School Teachers

Hypothesis number four stated there is no significant difference in the scope of home economics curriculum as related to professional background of the elementary school teachers. Detailed results of the ANOVA tests and the probability level for the differences in curriculum means for the selected variables in professional background are displayed in Tables XXIV, XXV, XXVI, XXVII, and XXVIII.

The one-way analysis of variance test was conducted to determine if there was a significant difference in the scope of home economics content and professional background of the teachers, i.e. academic degree, date of the degree, major, minor, and additional academic credits earned.

Academic Degree. Probability values for differences in the means for the academic degree were placed in Table XXIV. The F ratio 0.278 with

TABLE XXIV
ACADEMIC DEGREE AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Degree	Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				.261	.771
Bachelors	174	8.34	7.66		
Masters	17	7.24	5.86		
Doctoral/Specialist	12	9.25	9.42		
<u>C/T</u>				.198	.821
Bachelors	174	3.84	4.89		
Masters	17	4.29	6.18		
Doctoral/Specialist	12	4.67	5.40		
<u>CE/M</u>				.131	.878
Bachelors	174	7.34	9.37		
Masters	17	7.06	6.19		
Doctoral/Specialist	12	8.67	8.80		
<u>FR</u>				.806	.448
Bachelors	174	12.34	11.92		
Masters	17	10.06	7.81		
Doctoral/Specialist	12	15.67	13.09		
<u>F/N</u>				.261	.771
Bachelors	174	7.01	6.10		
Masters	17	7.76	7.45		
Doctoral/Specialist	12	8.08	6.78		
<u>H/F/E</u>				.196	.822
Bachelors	174	4.01	5.18		
Masters	17	4.53	6.33		
Doctoral/Specialist	12	4.83	5.36		
<u>Total Topics</u>				.279	.757
Bachelors	174	42.89	40.02		
Masters	17	40.94	35.48		
Doctoral/Specialist	12	51.17	34.90		
Total	203	43.22	39.27		

df = 2 and 200

p.752 level did not meet the criterion of $p < .05$; therefore, differences in the means were not attributed to the academic degree held by the teachers. The null hypothesis stating there is no significant difference in the scope of home economics topics taught and the teachers' academic degree was accepted.

Year the Degree was Granted. Probability values for differences in the means for the year the academic degree was granted were provided in Table XXV. It was noted that teachers with degrees granted in the past 11 years taught foods and nutrition more than teachers with degrees granted in 1973 or before. However, the F ratio 2.124 with p.147 level did not meet the criterion of $p < .05$ established prior to the test. The differences in the mean scores were not attributed to the year in which the academic degree was granted. The null hypothesis stating there is no significant difference in the scope of home economics topics taught and the year the academic degree was granted was accepted.

Academic Major. Table XXVI provided information regarding the probability values determined by the analysis of variance for the academic majors. It was noted that 16 teachers had majored in home economics or early childhood education. However, the F ratio 0.223 with p.881 was not significant at the $p < .05$ level for the academic major and the home economics topics taught. The differences in the means were not attributed to the academic major. The null hypothesis stating there is no significant difference in the scope of home economics topics taught and the teacher's academic major was accepted.

TABLE XXV
YEAR DEGREE GRANTED AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Degree Year	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				.994	.320
1945-1973	120	7.88	6.49		
1974-1985	84	8.95	8.94		
<u>C/T</u>				2.143	.145
1945-1973	120	3.51	4.08		
1974-1985	84	4.55	6.06		
<u>CE/M</u>				2.126	.146
1945-1973	120	6.60	7.17		
1974-1985	84	8.48	11.20		
<u>FR</u>				1.329	.250
1945-1973	120	11.53	10.38		
1974-1985	84	13.44	13.32		
<u>F/N</u>				2.846	.093
1945-1973	120	6.50	5.10		
1974-1985	84	7.99	7.50		
<u>H/F/E</u>				.886	.348
1945-1973	120	3.81	4.15		
1974-1985	84	4.51	6.52		
<u>Total Topics</u>				2.124	.147
1945-1973	120	39.82	30.92		
1974-1985	84	47.92	48.42		
Total	204	43.15	39.18		

df = 1 and 202

TABLE XXVI
ACADEMIC MAJORS AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Major	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				.198	.897
H Ec ^a + ECE ^b	16	7.56	6.14		
Math + Science	43	8.19	8.17		
Art + Language	21	8.10	8.20		
Educational General ^c	116	8.84	7.65		
<u>C/T</u>				.224	.880
H Ec + ECE	16	3.31	4.35		
Math + Science	43	3.91	4.69		
Art + Language	21	4.67	7.19		
Education General	116	4.06	4.89		
<u>CE/M</u>				.983	.402
H Ec + ECE	16	6.81	8.86		
Math + Science	43	8.88	9.12		
Art + Language	21	9.81	17.55		
Education General	116	6.85	6.79		
<u>FR</u>				1.019	.386
H Ec + ECE	16	15.31	14.75		
Math + Science	43	14.56	14.41		
Art + Language	21	12.67	13.64		
Education General	116	11.49	9.79		
<u>F/N</u>				.826	.481
H Ec + ECE	16	9.50	7.12		
Math + Science	43	6.93	5.51		
Art + Language	21	7.81	10.09		
Education General	116	7.02	5.54		
<u>H/F/E</u>				.383	.765
H Ec + ECE	16	4.06	3.38		
Math + Science	43	3.95	4.99		
Art + Language	21	5.38	8.77		
Education General	116	4.12	4.88		
<u>Total Topics</u>				.223	.881
H Ec + ECE	16	46.56	37.86		
Math + Science	43	46.42	41.73		
Art + Language	21	48.43	62.82		
Education General	116	42.39	33.65		
<u>Total</u>	196	44.26	39.54		

^aH Ec = Home Economics

^bECE = Early Childhood

^cEducation General = No minor declared

df = 3 and 192.

Academic Minor. Probability values determined by the analysis of variance for difference in the means for the academic minor of the teachers were provided in Table XXVII. Results showed that foods and nutrition topics were taught a greater number of times, F ratio of 2.657 for teachers with academic minors in art and language arts. The probability value of 0.050 met the criterion of $p < .05$, however, the specific comparison test for the Scheffé procedure was not significant at the 95 percent confidence interval for the means. The differences in the F ratio 2.146 for the total curriculum content of home economics produced a probability level of $p .097$. The null hypothesis stating there is no significant difference in the scope of home economics topics taught and the teacher's academic minor was accepted.

Credit Beyond the Latest Degree. Probability values determined by the analysis of variance for differences in the means for credits earned beyond the latest academic degree were displayed in Table XXVIII. The F ratio 0.333 with $p .855$ did not meet the criterion of $p < .05$; therefore, differences in the means were not attributed to the credits earned beyond the latest academic degree. The null hypothesis stating there is no significant difference in the scope of home economics topics taught and the academic credit earned beyond the latest academic degree was accepted.

Professional Development Needs

To determine the teacher needs for professional development, the elementary school teachers were asked to check the home economics content areas they perceived as needed in teacher preparation. The results are presented in Table XXIX.

TABLE XXVII
ACADEMIC MINOR AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Minor	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				1.872	.137
H Ec ^a + ECE ^b	6	11.17	7.44		
Math + Science	41	7.95	8.76		
Art + Language	25	11.88	7.07		
Education General ^c	92	8.21	7.36		
<u>C/T</u>				1.915	.129
H Ec + ECE	6	3.17	2.14		
Math + Science	41	4.37	5.42		
Art + Language	25	6.32	6.59		
Education General	92	3.51	5.03		
<u>CE/M</u>				1.232	.300
H Ec + ECE	6	7.67	3.78		
Math + Science	41	8.85	9.91		
Art + Language	25	10.16	8.70		
Education General	92	6.51	9.79		
<u>FR</u>				2.331	.076
H Ec + ECE	6	12.50	5.68		
Math + Science	41	13.15	14.97		
Art + Language	25	18.40	13.77		
Education General	92	11.29	10.02		
<u>F/N</u>				2.657	.050
H Ec + ECE	6	4.67	2.88		
Math + Science	41	7.71	6.17		
Art + Language	25	10.60	6.46		
Education General	92	6.86	6.63		
<u>H/F/E</u>				1.093	.354
H Ec + ECE	6	2.50	0.84		
Math + Science	41	4.51	5.51		
Art + Language	25	6.08	6.81		
Education General	92	4.07	5.40		
<u>Total Topics</u>				2.146	.097
H Ec + ECE	6	41.67	15.96		
Math + Science	41	46.54	45.10		
Art + Language	25	63.44	39.53		
Education General	92	40.45	39.44		
Total	164	45.52	40.86		

^aH Ec = Home Economics

^bECE = Early Childhood

^cEducation General = No minor declared

df = 3 and 160

TABLE XXVIII
ACADEMIC CREDITS AND HOME ECONOMICS CONTENT TAUGHT
SUMMARY OF ANALYSIS OF VARIANCE

H. E. Content Credits	n Teachers	Means	Std. Dev.	F Ratio	Probability Level
<u>CD/P</u>				.585	.674
Less than 5th year	27	9.67	8.73		
5th year	70	7.97	7.28		
6th year	36	9.06	6.95		
Above 6th year	43	7.42	6.56		
Other	26	7.46	8.09		
<u>C/T</u>				.478	.752
Less than 5th year	27	5.04	7.27		
5th year	70	3.60	4.60		
6th year	36	3.72	4.37		
Above 6th year	43	3.60	4.10		
Other	26	4.11	5.10		
<u>CE/M</u>				.958	.432
Less than 5th year	27	9.59	15.12		
5th year	70	6.69	7.06		
6th year	36	5.81	5.70		
Above 6th year	43	8.28	8.67		
Other	26	6.58	8.71		
<u>FR</u>				.615	.652
Less than 5th year	27	11.22	11.03		
5th year	70	11.85	10.78		
6th year	36	10.47	6.28		
Above 6th year	43	14.16	13.84		
Other	26	12.73	13.53		
<u>F/N</u>				.381	.822
Less than 5th year	27	8.22	9.63		
5th year	70	6.61	5.21		
6th year	36	6.69	5.19		
Above 6th year	43	7.37	6.20		
Other	26	7.08	5.77		
<u>H/F/E</u>				.406	.804
Less than 5th year	27	5.07	8.62		
5th year	70	3.61	4.35		
6th year	36	3.83	4.44		
Above 6th year	43	4.02	4.30		
Other	26	4.23	4.99		
<u>Total Topics</u>				.333	.855
Less than 5th year	27	48.81	57.10		
5th year	70	40.33	33.60		
6th year	36	39.58	26.13		
Above 6th year	43	44.86	37.51		
Other	26	42.19	41.58		
Total	202	42.53	38.04		

df = 4 and 197

TABLE XXIX
NEEDS FOR PROFESSIONAL PREPARATION
IN HOME ECONOMICS

Home Economics Content	n	Percent
Child Development/Family Relations	154	67.5
Foods/Nutrition	133	58.3
Home/Consumer Management	40	17.5
Other	17	7.5
Clothing/Textiles	13	5.7
Family Housing	8	3.5

In addition to the perceived needs for home economics content the teachers were asked to identify other professional development needs. One hundred eleven teachers responded by identifying 59 topics perceived as needed for professional development. Fifty-one of the responses related to teaching methods and/or materials; 28 responses identified varying needs related to home economics content as relationships, management (personal, school, and home), child development, foods and nutrition and housing. For the remaining responses, three teachers expressed a need for special in-service training in all areas of home economics in preparation for teaching in the elementary schools. The individual responses were itemized and placed in Appendix C.

Summary of Chapter

Topics essential to home economics curriculum content were taught in the elementary schools in the state of Washington. The study included 228 teachers, and 131 elementary grades, in 30 school districts.

The manner in which the data were prepared for statistical analysis was reported for each research objective. A series of one-way analysis of variance tests were conducted to test the four null hypotheses. Each hypothesis was accepted or not accepted on the basis of the test of significance at the $p < .05$ level according to the Scheffé procedure.

H_1 : There is no significant difference in the scope of home economics topics taught as associated with grade placement of the content in the elementary school curriculum:

Primary grades 1-3	Not Accepted
Intermediate grades 4-6	Not Accepted

H₂: There is no significant difference in the scope of home economics topics taught as associated with school district classification:

Class A	Accepted
Class B	Accepted
Small Schools	Accepted

H₃: There is no significant difference in the scope of home economics curriculum content as associated with selected demographic variables:

Age	Accepted
Gender	Accepted
Years of Teaching Experience	Accepted
Grade Level of Teaching	Not Accepted

H₄: There is no significant difference in the scope of home economics curriculum content as associated with the professional background of the teachers:

Academic Degree	Accepted
Year the Degree was Granted	Accepted
Academic Major	Accepted
Academic Minor	Accepted
Additional Credits Earned	Accepted

Topics from each of the six content areas of home economics were taught in the elementary grades one through six. For the six content areas, home economics topics were taught in six elementary subjects in addition to health, physical education, special units and throughout the curriculum. Home economics curriculum was taught by both male and female teachers, by teachers of all ages, and by teachers with varying academic degrees, majors, minors, and academic credits earned beyond the highest degree held. Home economics topics taught were significantly different in the primary and intermediate grades. More home economics topics were taught at the fourth grade level than at other grade levels. Less home economics topics were taught at the second grade level than at other grade levels.

Findings from the study of home economics content in the elementary school curriculum were not compared with the findings reported in the national census study of secondary vocational consumer and home-making programs. Results of the census study were intended to furnish data for use by curriculum decision makers as well as for use by state and local home economics supervisors, and home economics teacher educators in colleges and universities, according to Hughes, Rougvie, and Woods (1980).

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The study of home economics content in the elementary school curriculum was conducted in 1985. The survey method of research was utilized to conduct the study.

Statement of the Problem

Legislators in the state of Washington mandated the development of student learning objectives for all grade levels of the common schools of Washington, kindergarten through grade 12. The student learning objectives (SLO) law required the implementation of a local educational program based on learning objectives. The intent of the SLO law was to improve education in the areas of curriculum scope and sequence, student outcomes, teaching processes, curriculum evaluation, accountability, and reporting systems (Brouillet, 1980a).

Communication and interaction among educators across disciplines and across grade levels were necessary in order to plan a well coordinated curriculum for the public schools. Baseline data for home economics content in the elementary grades were needed by curriculum decision makers. No major studies regarding home economics curriculum content at the elementary school level were located. However, the national census study conducted by Hughes, Rougvie, and Woods (1980)

provided information pertinent to the current vocational and consumer homemaking programs in the United States.

Purpose and Objectives

The purpose of this study was to establish a research base for curriculum decision making. To accomplish this purpose it was necessary to determine the extent to which the topics essential to home economics curriculum were included in the elementary school curriculum. Furthermore, it was necessary to determine if there was a significant difference in the scope of home economics in the primary and intermediate grade levels, in various classes of schools, and as associated with certain teacher characteristics.

The specific research objectives formulated to accomplish the purpose of this study were:

1. To analyze the scope of home economics topics as associated with the primary (1-3) and intermediate (4-6) grade levels;
2. To analyze the scope of home economics topics as associated with school classification;
3. To analyze the scope of home economics topics as associated with selected demographic variables;
4. To analyze the scope of home economics topics as associated with selected teacher characteristics.

Two descriptive objectives were formulated to complete the purpose of this study:

5. To determine quantitatively the scope of home economics topics in the elementary school curriculum, and
6. To determine some needs for professional development as perceived by the elementary school teachers.

Hypotheses

Data obtained in the survey of the common school districts within the state of Washington were quantified and utilized to test four null hypotheses.

1. There is no significant difference in the scope of home economics topics taught as associated with grade placement of the content in the elementary school curriculum; primary grades one through three (1-3) and intermediate grades four through six (4-6).

2. There is no significant difference in the scope of home economics topics taught as associated with school classification, i.e. class A, class B, and small schools.

3. There is no significant difference in the scope of home economics topics taught as associated with selected demographic variables; teacher age, gender, years of teaching experience, and grade level of teaching.

4. There is no significant difference in the scope of home economics topics taught as associated with the professional background of the teacher; academic degree, year the academic degree was granted, academic major, academic minor, and additional credits earned beyond the last degree.

Collection of Data

Data used in this study were collected using the instrument prepared for the census study of consumer and homemaking programs. The appropriate number of research instruments and cover letters were mailed to the identified school principal for each of the 45 participating school districts. Thirty-three of the school principals

responded to the survey. Three of the school principals did not return the curriculum instruments, therefore, the researcher classified the remaining data for those school districts as not usable. The 30 participating school districts represented 10 percent of the known population.

Survey Population

A population of 299 school districts within the common schools of the state of Washington were used to select the proportional, stratified, random sample. Thirty-three of the 45 school districts returned the survey instruments, 30 of which were usable. Each elementary school teacher in a designated school was asked to complete the teacher characteristics instrument. Of the 312 teachers surveyed, 228 responded. One teacher per grade level was designated to complete the curriculum content instrument for that grade. Of the 171 curriculum instruments mailed, 131 were returned. The data for each of the 131 instruments showed that certain home economics topics were taught at the designated grade level.

Instrument Design

The research instrument prepared for the "census study" of consumer and homemaking programs by Hughes, Rougvie, and Woods (1980) was adapted for this study. The 120 concepts/topics identified as essential to home economics content were used. Elementary subjects defined as basic education in the state of Washington were used to assess where the home economics topics were taught within the grades one through six. Data for school classification and teacher characteristics were also collected.

Procedures

Statistical analyses were conducted using the SPSSx computer program. Frequency distributions were used to describe and prepare the data for analysis. A series of one-way analysis of variance and Scheffé procedures were used to test the hypotheses and to make specific comparisons.

Findings and Conclusions

The elementary school teachers in this study perceived that they were teaching the 120 topics essential to home economics curriculum content. Furthermore, the home economics topics were taught in language, reading, math, science, social studies, art, and other special projects throughout the elementary school curriculum.

From the statistical analysis of the data the following results were indicated.

Primary and Intermediate Grade Level. The grade level in which home economics topics were taught was significantly greater at the $p < .05$ level for the intermediate grades than for the primary grades. Home economics topics included in the intermediate grades, four through six, produced a mean score of 56.11 while topics included in the primary grades, one through three, produced a mean score of 35.50.

School Classification. The scope of home economics topics taught in the elementary school curriculum was not significantly different at the $p .05$ level for the class A, class B, and small school districts.

Teacher Characteristics. The demographic variables of teacher age,

gender, and years of teaching experience were not a significant source of variance in the scope of home economics topics taught in the elementary school curriculum. However, the grade level of teaching was significant at the $p < .05$ level. The F ratio of 41.43 for the fourth grade teachers was significantly greater than the F ratio of 29.07 for the second grade teachers. Home economics topics in consumer education/management, and in family relationships were significantly different at the $p .000$, and $p .005$ levels respectively.

Professional Background of the Teacher. The professional background of the teacher, i.e. academic degree, major, and minor; year the degree was granted, and academic credits earned in addition to the latest degree was not a significant source of variance for the scope of home economics topics taught in the elementary school curriculum.

Additional Findings. In addition to the statistical findings the data showed that home economics topics were included in the elementary grades one through six. Furthermore, home economics topics were taught by the general classroom teacher. A need may exist for the high school home economics teacher to coordinate and supervise the special projects and concept development of home economics topics at the various grade levels as was suggested in the Lake Placid Conference Proceedings 1901, Vol. III (AHEA, 1899-1908). No research effort was made to assess the scope and sequence of the home economics topics taught at the elementary, middle/junior high, and senior high schools as was suggested by Riggers (1981).

A need for home economics subject matter in professional preparation was perceived by the elementary school teachers. Sixty-seven

percent of the teachers identified a need for professional development credits in the area of child development and family relationships. Fifty-eight percent of the teachers identified a need for professional preparation in the area of foods and nutrition. Less than 50 percent of the teachers surveyed expressed a need for professional development credits in consumer/education/management, clothing/textiles, and housing/equipment/furnishings when identified as home economics. However, it was noted that 28 teachers identified relationships, management (personal, school, and home), child development, foods and nutrition, and housing as other professional development needs.

Recommendations

The purpose of this study was to establish a research base for curriculum decision making. Recent legislative action, especially the student learning objective (SLO) law, made communication and interaction among educators across disciplines and across grade levels necessary for the purpose of curriculum coordination and improvement.

Further Study

The findings in this study suggest the following recommendations.

1. Duplication of this study in the three largest school districts within the state of Washington may provide information that would be helpful to curriculum decision makers.
2. Replication of this study at the middle school level for grades six through eight is needed.
3. Analysis of existing data concerning the topics taught within each of the content areas of home economics is needed. A

study for each content area of home economics needs to be conducted in order to determine the extent to which the teachers are accountable for teaching the topics essential to consumer and homemaking education.

4. A study needs to be conducted to determine the type of learning experiences that are planned to introduce or to develop the concepts/topics identified as essential to consumer and homemaking education.

5. A study needs to be conducted to determine the grade level and the subject in which the students are held accountable for learning the concepts/topics essential to consumer and homemaking education.

6. A study needs to be conducted to determine how well the home economics curriculum for kindergarten through grade 12 carries out the educational purposes of the common schools of Washington. Further research to determine what learning experiences need to be provided; how the educational experiences may be organized most effectively; and how attainment of the common school purposes may best be assessed is needed.

7. Additional study is needed in order to determine how well teachers are prepared to teach the concepts/topics identified as essential to consumer and homemaking education. These recommendations are consistent with the curriculum models identified by Tyler (1949) and Zais (1976).

Research Implications

The findings in this study may have implications for curriculum decision making at the college and university level regarding teacher preparation programs. Since the elementary school teachers reportedly

taught topics essential to home economics content, professional development credits may be needed. In addition, these findings may have implications for curriculum decision makers in communicating across disciplines and across grade levels (Brouillet, 1980a). Findings in this study may have implications for the preparation of home economics teachers as well as for planning professional development programs. The desire of this researcher was to further the aims of home economics education especially the concern with breadth of knowledge based on reason, and wholeness of perspective expressed by Brown (1980).

SELECTED BIBLIOGRAPHY

- American Home Economics Association (AHEA). (1899-1908). Lake Placid Conference on Home Economics Proceedings (Vols. 1-10). Washington, D.C.: Author.
- American Home Economics Association (AHEA). (1967). Concepts and generalizations: Their place in high school home economics curriculum development (Report of a National Project). Washington, D. C.: Author.
- American Home Economics Association (AHEA). (1974). Competency-based professional education in home economics: Selected competencies and criteria. Washington, D. C.: Author.
- Baird, J., & Meszaros, P. (1979, Spring). Elementary school programs: Expanding frontiers for home economics. Journal of Home Economics, pp. 39-41.
- Baldwin, K. E. (1949). The AHEA saga. Washington, D. C.: American Home Economics Association.
- Bell, T. H. (1984). Suggested priorities and goals for American education. American Education Journal, USDE, 20 (2), 30-32.
- Best, J. W. (1981). Research in education (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Bevier, I. (1924). Home economics in education. Philadelphia: J. B. Lippincott.
- Bigge, M. L. (1982). Learning theories for teachers (4th ed.). New York: Harper and Row.
- Bivens, G., Fitch, M., Newkirk, G., Paolucci, B., Riggs, E., St. Marie, S., & Vaughn, G. (1975, May). Home economics. Journal of Home Economics, pp. 26-27.
- Bloom, B., Krathwohl, D., & Masia, B. (1964). Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain. New York: David McKay.
- Blondino, C. (1976). Handbook for implementation of the student learning objectives law. Olympia, WA: Superintendent of Public Instruction.

- Blondino, C., Buel, S., & Scofield, S. (1975). K-12 course goals trainer manual (rev. ed.). Olympia, WA: Superintendent of Public Instruction.
- Borg, W. R., & Gall, M. D. (1979). Educational research: An introduction (3rd ed.). New York: Longman.
- Brouillet, F. B. (1977a). Rules and regulations of the superintendent of public instruction for the common schools, state of Washington (Title 392 WAC). Olympia, WA: Superintendent of Public Instruction.
- Brouillet, F. B. (1977b). Small schools student learning objectives. Olympia, WA: Superintendent of Public Instruction.
- Brouillet, F. B. (1980a). Assessment: Student learning objectives. Olympia, WA: Superintendent of Public Instruction.
- Brouillet, F. B. (1980b). SLO task force report. Olympia, WA: Superintendent of Public Instruction.
- Brouillet, F. B. (1980c). Student learning objectives for multicultural education in the basic skills. Olympia, WA: Superintendent of Public Instruction.
- Brouillet, F. B. (1982). Suggested student learning objectives for home and family life education, A guide for developing scope and sequence. Olympia, WA: Superintendent of Public Instruction.
- Brown, C. M., & Haley, A. H. (1928). The teaching of home economics. Boston: Houghton-Mifflin.
- Brown, M. (1967). Value in home economics. Journal of Home Economics, 59 (10), 769-775.
- Brown, M. (1978). A conceptual scheme and decision rule for the selection and organization of home economics curriculum content. Madison, WI: Superintendent of Public Instruction.
- Brown, M. (1980). What is home economics education? Minneapolis: University of Minnesota.
- Brown, M., & Paolucci, B. (1982). Home economics: A definition. Washington, D. C.: American Home Economics Association.
- Calvert, M. R., & Smith, L. B. (1949). Advanced course in homemaking. Kingsport, TN: Kingsport Press.
- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. Boston: Houghton-Mifflin.
- Caputo, C. C., & Haymore, J. (1981). The value of home economics education: Observations of students, teachers, and parents. University Park: Pennsylvania State University.

- Carmichael, O. C. (1932). Home economics in higher education. Journal of Home Economics, 24, 851.
- Carver, M. N. (1979). Home economics as an academic discipline: A short history. Tucson: University of Arizona.
- Central Washington University Catalogue 1980-81. (1980). Ellensburg, WA: Office of University Publications.
- Cohen, M. (1982). Effective schools: Accumulating research findings. American Education Journal, 18 (1), 13-15.
- Commission for Vocational Education (CVE). (1984). Overview of the Carl Perkins Vocational Education Act: Public Law 98-524. Olympia, WA: Author.
- Cooley, A. M., & Spohr, W. (1920). Household arts for home and school (Vol. II). New York: Macmillan.
- Cooley, A. M., Winchell, C. M., Spohr, W. H., & Marshall, J. A. (1922). Home economics in the elementary school. New York: Macmillan.
- Coon, B. I. (1962). Home economics in the public secondary schools: A report of a national study. Washington, D. C.: U. S. Department of Health, Education and Welfare.
- Coon, B. I. (1964). Home economics instruction in the secondary schools. Washington, D. C.: The Center for Applied Research in Education.
- Crabtree, B., & Hughes, L. (1974, September). Future competencies needed in home economics. Journal of Home Economics, pp. 27-29.
- Creekmore, A. M. (1968). The concept basic to home economics. Journal of Home Economics, 60 (2), 93-99.
- Croce, A. (1984, Nov/Dec). Supervisor's notebook - the K-6 plan double your universe of students. Forecast, pp. 15-16.
- Cross, A. (1973). Home economics evaluation. Columbus, OH: Charles E. Merrill.
- Danton, L. (1979). Student learning objectives: State of the art. Olympia, WA: Superintendent of Public Instruction.
- Downie, N. M., & Heath, R. W. (1980). Basic statistical methods (4th ed.). New York: Harper and Row.
- Dryer, A. R. (1927). The placement of home economics content in junior and senior high schools. New York: Columbia University.
- East, M. (1973). Introduction. Lake Placid Year 11 (Conference on home economics proceedings). Washington, D. C.: American Home Economics Association.

- East, M. (1978). Home economics a profession? A discipline? University Park: The Pennsylvania State University.
- East, M. (1980). Home economics past, present, and future. Boston: Allyn and Bacon.
- East, M. (1982). Caroline Hunt philosopher for home economics. University Park: The Pennsylvania State University.
- Education Commission of the State and Colorado Department of Education Staff. (1984). Action in the states: Progress toward education renewal: A report by the Task Force of Education for economic growth. Denver: Author.
- Education Amendments of 1976 (PL 94-482). (1976, Oct. 12). United States Statutes at Large, 90, 2081-2325.
- Educational Manual. (1984). RCW Titles 28A & 28B laws and annotations (p. 114). Seattle: Book Publishing Co.
- Griffin, W. P., & Clayton, K. (1981). Standards for vocational home economics education. Austin: The University of Texas.
- Handbook of Washington's government (5th ed.). (1982). Olympia: Washington State Research Council.
- Hanna, A. K. (1922). Home economics in the elementary and secondary school. Boston: Witcomb and Barrows.
- Hatcher, H., & Halchin, L. (1973). The teaching of home economics (3rd ed.). Boston: Houghton-Mifflin.
- Havighurst, R. J. (1972). Developmental tasks and education (3rd ed.). Chicago: The University of Chicago.
- Henderson, C. (1980, Fall). Exploring the future of home economics. Journal of Home Economics, pp. 23-26.
- Henderson, G. M. (1954). Development of home economics in the United States: With special reference to its purposes and integrating function. University Park: The Pennsylvania State University, College of Home Economics.
- Hill, A. D. (1978). Building our profession. Proceedings of the Conference on Current Concerns in Home Economics (pp. 41-43). Urbana-Champaign: University of Illinois.
- Home Economics Teacher Educators. (1978). Competencies in home economics. Ames: Iowa State University Press.
- Horn, M. J. (1981, Spring). Home economics: A recitation of definition. Journal of Home Economics, pp. 19-23.

- Hughes, R. P., Rougvie, B., & Woods, B. (1980). The national census study of secondary vocational consumer and homemaking programs. Ames: Iowa State University Research Foundation.
- Hunt, C. L. (1958). The life of Ellen H. Richards. Washington, D. C.: American Home Economics Association.
- Hunt, J. B. (1983). Action for excellence: A comprehensive plan to improve our nations schools. Washington, D. C.: Education Commission of the States.
- Isaac, S., & Michael, W. B. (1982). Handbook in research and evaluation (2nd ed.). San Diego: EDITS
- Johnson, B. (1980). A comparison of the Washington census study to the national census study of secondary vocational consumer and homemaking programs. Olympia, WA: Superintendent of Public Instruction.
- Keenan, D. B. (1981). Performance-based teacher education (Occasional Monograph No. 1). Carbondale: Southern Illinois University.
- Kish, L. (1965). Survey sampling. New York: John Wiley.
- Lee, J. (Chair). (1961). Home economics seminar in French Lick, Indiana. Washington, D. C.: American Home Economics Association.
- Linton, M., & Gallo, P. S., Jr. (1975). The practical statistician: Simplified handbook of statistics. Monterey, CA: Brooks/Cole.
- McGinnis, E. (1932). Home economics and education for family life. Washington, D. C.: American Home Economics Association.
- McGrath, E. J. (1968). The changing mission of home economics. Journal of Home Economics, 60 (2), 85-92.
- McNeil, J. D. (1977). Curriculum: A comprehensive introduction. Boston: Little, Brown and Co.
- Mager, R. (1962). Preparing instructional objectives. Palo Alto, CA: Fearon.
- Matthew, M. L. (1927). Elementary home economics. Boston: Little, Brown and Co.
- The National Commission on Excellence in Education. (1983). A nation at risk: The imperative for reform. Washington, D. C.: U. S. Government Printing Office.
- The National Commission on Secondary Vocational Education. (1984). The unfinished agenda: The role of education in the high school. Columbus, OH: The National Center for Research in Vocational Education.

- Orlich, D. C., Clark, P. A., Fagan, N. M., & Rust, G. A. (1975). Guide to sensible surveys. Olympia, WA: State Commission for Vocational Education.
- Otto, A. C. (Chairman). (1974, February). Competency-based professional education in home economics (pp. 17-22). Washington, D. C.: American Home Economics Association.
- Peterat, L. B. (1985). Promoting excellence in home economics education. Illinois Teacher, 29 (1), 2-5.
- Pratt, D. (1980). Curriculum: Design and development. New York: Harcourt, Brace, and Jovanovich.
- Riggers, M. (1981, September). Student learning objectives-1985: May be the best thing that ever happened to us. Washington State Home and Family Life Education Communicator, p. 6.
- Rossi, P., & Freeman, H. (1982). Evaluation: A systematic approach (2nd ed.). Beverly Hills, CA: Sage Publications.
- Scott, D. D. (Chair). (1959). Home economics new directions: A statement of philosophy and objectives. Washington, D. C.: American Home Economics Association.
- Seymour, G. E. (1985). Home economics is basic . . . The best foundation. Illinois Teacher, 29 (2), 46.
- Sickler, M. S. (1975). Home economics in the elementary schools: Illinois Teacher, 18 (3), 1936-40
- Simpson, E. J. (1981). What people will need to know in the 80's and beyond. Madison, WI: School of Family Resources and Consumer Services.
- Spafford, I. (1935). Fundamentals in teaching home economics. New York: John Wiley.
- Spitze, H. T. (1984). Yes, our nation is at risk, but . . . Illinois Teacher, 18 (1), 2-4.
- SPSSx User's Guide. (1983). A complete guide to SPSSx language and operations. Chicago: McGraw-Hill.
- Swope, M. R. (1978). Professional roots: Foundations for the future. Proceedings of the Conference on Current Concerns in Home Economics Education (pp. 28-34). Urbana-Champaign: University of Illinois.
- Thompson, B. (1976). A conceptual scheme and decision - rules for the selection and organization of home economics curriculum content (Bulletin No. 0033). Madison: Wisconsin Department of Public Instruction.

- Toffler, A. (1974). Learning for tomorrow: The role of the future in education. New York: Vintage Books.
- Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. (1983). Making the grade. New York: Twentieth Century Fund.
- Tyler, R. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.
- Van Dalen, D. B. (1979). Understanding educational research (4th ed.). New York: McGraw-Hill.
- Wallace, S. A., & Hall, H. C. (1984). Research in home economics education: Past achievements, present accomplishments, future needs. Home Economics Research Journal, 12 (3), 403-419.
- Yankelovich, D. (1974). Home economics image study a qualitative investigation. Washington, D. C.: American Home Economics Association.
- Zais, R. (1976). Curriculum principles and foundations. New York: Harper and Row.

APPENDIXES

APPENDIX A
CORRESPONDENCE

I O W A S T A T E U N I V E R S I T Y

May 9, 1984

Ms. Willa Dean Powell
906 South 36th Avenue
Yakima, WA 98902

Dear Willa Dean:

Enclosed are several items - all coming at once instead of one at a time. On top is the questionnaire which was used for the National Census Project. We began collecting data in the fall of 1979 and the report was distributed late in the summer of 1980.

Next in the packet, with a paper clip, is a set of materials that Frances Smith used in her survey of middle school students. You have her permission to use it but she would like acknowledgement. Next to that is a copy of an article presently being reviewed for publication. This is the study for which the questionnaire was prepared.

If you have further questions with respect to the middle school itself I would suggest that you address them directly to Dr. Smith. I would be pleased to answer any general questions but she is the one who is "current" with the topic. If you quote from her article, you might contact her when you are completing your writing since, by then, it is our hope that it will have been accepted for publication.

When you see Dr. Jorgenson and Dr. Scruggs please give them our best regards. And our best wishes to you for a successful study.

Sincerely,

Ruth P. Hughes
Distinguished Professor in Home Economics
Head, Home Economics Education

RPH:bm
Encl.

Central
Washington
University



Department of Home Economics
Family and Consumer Studies

Ellensburg, Washington 98926

(509) 963-2766

Dear Superintendent:

In an effort to improve the quality of teacher preparation, the Home Economics Family and Consumer Studies Department at Central Washington University is conducting a study of home economics content/topics in the elementary school curriculum. The information obtained will provide a research base for planning curriculum, in-service, and pre-service education for home economics.

This research project will serve as partial fulfillment of the requirements for the Degree of Doctor of Philosophy since I am a doctoral candidate at Oklahoma State University. The cooperation of your school district would be greatly appreciated.

The study will involve 90 elementary schools randomly selected from the school districts in the state of Washington. The data collecting instrument was used for the National "Census Study" of Secondary Vocational Consumer and Homemaking programs in 1979. The curriculum findings can be compared with state and national data as Washington state participated in the national "Census Study." The results will be made available to local school districts for the purpose of curriculum decision-making in home and family life education if desired.

If you are willing for your school district to participate in the research study please complete the enclosed post card with the name of the elementary school principal located nearest to the district administrative building, and the number of teachers assigned to that building. Sign and return the card as soon as possible.

The research instrument will be mailed to the building principal for distribution. The building principal will be provided with a self-addressed, stamped envelope for ease in return of the survey.

Sincerely,

Willie Dene Powell
Teacher Educator/Consultant-CWU

Dr. Luther G. Baker, Chairman
CWU-Home Economics
Family and Consumer Studies

Dr. Elaine Jorgenson, Dept. Head
Home Economics Education and
Community Services
Oklahoma State University
Stillwater, Oklahoma 74078

BELLEVUE PUBLIC SCHOOLS DISTRICT NO 405

310 102nd Avenue N E / Bellevue, Washington 98004 / 455 6000

Don O Neil Superintendent

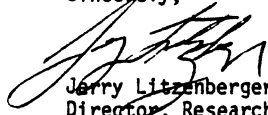
23 April 1985

Ms. Willa Dean Powell
Home Economics Family & Consumer Studies
Central Washington University
Ellensburg, WA 98926

Dear Ms. Powell:

Thank you for your interest in the Home Economics program in Bellevue Public Schools. The procedures to be followed for the conduct of external research projects in Bellevue are outlined in the enclosed Procedure 3240.6. Due to the large volume of requests for participation in research studies it is necessary that we follow this procedure closely. Building principals have expressed a concern to me regarding research projects to be conducted late in the school year. They feel this is a time of considerable activities in the schools and would prefer that research activities be focused in the fall. If you choose to follow the procedures listed and would like to propose your research in the fall of the 1985-86 school year we will consider your request.

Sincerely,



Jerry Litzberger
Director, Research and Evaluation

JL:mk
enclosure

BELLEVUE SCHOOL DISTRICT NO 405

Policy Reference No.	3240
Title	Student Testing and Assessment
Section	Instruction

Procedure No. 3240.6Page 1 of 2

Effective Date:

7 January 1975CONDUCTING AN EXTERNAL RESEARCH PROJECTPROCEDURE1.0 Definition

External research consists of all research projects proposed to be conducted in the Bellevue School District by nondistrict organizations, by persons not employees of the district or by employees of the district for their own purposes (e.g., graduate studies) not directly associated with their district job responsibilities.

2.0 Authority

All proposals for external research which will involve Bellevue School District programs, personnel, students or data must have the prior approval of the director of research and the administrator(s) of the unit(s) which will be involved.

3.0 Procedures

The applicant for approval to conduct external research in the district will

- 3.1 Talk with the director of research while the proposal is still in the idea stage to clarify district research requirements.
- 3.2 Read the district policy pertaining to research testing and assessment.
- 3.3 Turn in the rough draft of the proposal to the director of research at the earliest possible date, so that any modifications can be made
- 3.4 Know the study thoroughly before submitting a proposal. Especially, be able to support its value to the Bellevue School District or to the general advancement of knowledge in education. Have procedures firmly in mind
- 3.5 Submit six copies of the completed results of the study to the director of research so findings can be made available for publication and distribution to appropriate professional personnel in the district

BELLEVUE SCHOOL DISTRICT NO 405	
Policy Reference No	3240
Title	Student Testing and Assessment
Section	Instruction

Procedure No 3240 6
 Page 2 of 2
 Effective Date
7 January 1975

CONDUCTING AN EXTERNAL RESEARCH PROJECT

PROCEDURE

- 3 6 Submit an abstract, not to exceed 300 words, to the research office
- 3 7 In the case of nondistrict organizations and persons not employed by the district, provide a statement holding the district harmless with respect to any liability that may be associated with the research
- 4 0 Proposal format
 Proposals to conduct external research shall contain at least the following sections in the order prescribed
 - 4 1 Title
 - 4 2 A description of the population, including all of its characteristics which are pertinent to the study (e g , number, grade, school)
 - 4 3 A description of any control and experimental situations
 - 4 4 Evaluative devices to be used
 - 4 5 Chronology of procedures, with dates if appropriate
 - 4 6 Statistical treatment of the data
 - 4 7 Appendix Copies of nonstandardized questionnaires, letter to parents and similar documents are to be placed in an appendix when appropriate
 - 4 8 Optional A section entitled "Background of Theory and Research," may be inserted between sections 4 3 and 4 4 of the required sections if the investigator so desires

Prepared by _____ Approved by Wilma Smith
 Signature Signature
 Title _____ Title S/W Area Superintendent

CARROLLS SCHOOL DISTRICT #118

Box 3 - Carrolls, Washington 98609
(206)577-0340


April 24, 1985

Willa Dene Powell
Central Washington University
Ellensburg, Washington 98026

Dear Ms. Powell:

We received the material you sent regarding your survey of Home Economics in the Elementary School Curriculum. The postcard you sent with the material has been misplaced. This letter is sent to inform you that we will be happy to take part in this study. We are a K-6 District with one elementary school. Please forward information to Mr. Gary Greseth, Superintendent at the above address.

Sincerely,


Judith A. Holden
District Secretary

May 17, 1985

Willa Dene Powell,

Since our total elementary student body numbers 80 and we have combined elementary classes, our teachers had difficulty filling out these questionnaires in a way that seemed accurate and useful to you. In fact, our 5th & 6th grade teacher felt that any information she put on them would be misleading.

I'm sorry we couldn't be of more help to you in this survey but perhaps a small rural school, or any elementary school with self-contained classrooms would require a different questionnaire.

Sincerely,



Linda A. Peterson

Trout Lake School

Central
Washington
University



Department of Home Economics
Family and Consumer Studies
Ellensburg, Washington 98926
(509) 963 2766

Mr. W. W. Principal
School District
Street
City, WA 99999

Dear Mr. Principal,

The superintendent of your school district has granted approval for you and your building teachers to respond to a questionnaire, "Home Economics in the Elementary Curriculum." The purpose of this research project is 1) to determine the scope and sequence of basic concepts to home economics, at the elementary level, 2) to identify the root disciplines in which the concepts are taught and 3) to identify some suggestions for professional development and "in-service" education. Enclosed are six (6) copies of the questionnaire, and a "teacher characteristics" form for each teacher (grades one through six), a checklist for the principal, and a return envelope.

Please distribute the "Curriculum Survey Questionnaire," together with a copy of the letter addressed to "Elementary Teachers," to one teacher in each grade level (grades 1-6) in your building. If you have more than one teacher per grade, please give the questionnaire to the one whose name begins with the letter "M" or is closest to it. The "Teacher Characteristics" form should be given to all teachers grades one through six.

This educational survey will provide a research base for curriculum decision making and teacher preparation. In addition, the project will serve as partial fulfillment of the requirements for the degree of Doctor of Philosophy for the principle author, who is a doctoral candidate at Oklahoma State University.

Thank you for returning the completed questionnaire within two weeks. Your cooperation in helping to improve the quality of home economics education and teacher preparation is greatly appreciated. If you would like to have a copy of the final curriculum analysis, please mark the appropriate response on the principals checklist and return with all completed forms.

Sincerely,

Willie Dene Powell
Teacher/Educator/Consultant- CWU

Dr. Elaine Jorgenson, Dept. Head
Home Economics Education and
Community Services
Oklahoma State University
Stillwater, Oklahoma 74078

Dr. Luther G. Baker, Chairman
CWU - Home Economics
Family and Consumer Studies

Central
Washington
University



Department of Home Economics
Family and Consumer Studies

Ellensburg Washington 98926

(509) 963-2766

Dear Teacher:

Your school district superintendent has granted approval for you and your principal to participate in a survey of Home Economics in the Elementary School Curriculum. One teacher per grade level (grades 1-6) in your building is being asked to complete the questionnaire. In addition, each teacher in your building (grades 1-6) is being asked to complete the attached checklist of teacher characteristics.

The purpose of this study is to provide a research base for curriculum planning in home economics education. The research instrument was designed for the National "Census Study" of Home Economics curriculum in the high schools. A random sample of high schools in Washington state was involved in that study. The present study is a continuation and expansion of the previous national one and will provide assistance in curriculum development for teacher preparation in the Department of Home Economics-Family and Consumer Studies at Central Washington University.

The project will also serve as partial fulfillment of the requirements for the Degree of Doctor of Philosophy for the principle author, who is a doctoral candidate at Oklahoma State University. Your cooperation in promptly returning the completed questionnaire to your principal is greatly appreciated.

Thank you for your assistance in the research effort and your interest in improving the quality of education for teachers in home and family life education. Be sure to identify your professional needs and interests on the teacher characteristics survey. A copy of the research results will be made available to your principal upon request.

Sincerely,

Willie Dene Powell
Assistant Professor, Home Economics
Teacher/Educator - State Consultant
Central Washington University
Ellensburg, Washington 98926

Dr. Luther G. Baker, Chairman
Home Economics Family and
Consumer Studies
Central Washington University
Ellensburg, Washington 98926

Dr. Elaine Jorgenson, Dept. Head
Home Economics Education and
Community Services
Oklahoma State University
Stillwater, Oklahoma 74078

APPENDIX B
RESEARCH INSTRUMENTS

HOME ECONOMICS CURRICULUM IN THE ELEMENTARY SCHOOL

This questionnaire is designed to determine the scope and sequence of home economics concepts/topics included in language, reading, math, science, social studies, and art. Please note that *one* curriculum questionnaire is to be completed *per grade level*. In schools having more than one teacher per grade, the teachers may cooperatively complete this questionnaire.

DIRECTIONS

Please identify the concepts/topics included in the curriculum you teach by placing a check (✓) in the

appropriate column. If you are teaching the concept/topic in a specialized unit, please (✓) 07 - "Other" and write the project title at the bottom of the page.

EXAMPLE:

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Food Preparation	095	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenience Foods	096	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CHILD DEVELOPMENT/PARENTING CONCEPTS/ TOPICS:

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Family Planning Decisions	001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Consideration of Parenting	002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Consideration of Parenting	003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Consideration of Parenting, e.g., neighborhood	004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roles and Responsibilities of Parents	005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reproduction, e.g., pre-conception to birth	006	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maternal Health and Nutrition	007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth of the Baby	008	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Growth and Development	009	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-psychological Development	010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Development	011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative Expression Development	012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Nutrition of Children	013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety and First Aid	014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child rearing Practices	015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with Special Needs	016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Abuse	017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Support Services	018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Support Services and Legislation	019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Services	020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify below the subject(s)/course(s) you have included under 07 "other"

CLOTHING AND TEXTILES CONCEPTS/TOPICS

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Functions of Clothing	021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social, Psychological, Cultural and Environmental Aspects of Clothing	022	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value, Interest and Attitude Expression Through Clothing	023	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Selection of Clothing	024	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care of Apparel	025	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color, Line and Design	026	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Appearance	027	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiber Characteristics	028	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fabric Construction	029	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fabric Finishes	030	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Label Information	031	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of Apparel Quality	032	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alterations and Remodeling	033	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection, Use and Care of Equipment	034	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern Alteration and Fitting	035	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction Skills	036	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pride in Workmanship	037	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion and the Marketplace	038	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Clothing Requirements for Individuals, e.g., children, handicapped and aged	039	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Use in Clothing Decisions	040	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify below the subject(s)/course(s) you have included under 07 "other"

CONSUMER EDUCATION AND MANAGEMENT CONCEPTS/TOPICS.

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Values, Goals and Standards	041	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making	042	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources, e g , human/non-human, distribution of, conservation of	043	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management Process, e g , planning, organizing, implementing, evaluating	044	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management Procedures/Practices, e g , work simplification, organizing records	045	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	046	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Rights and Responsibilities	047	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Planning, e g , budgets, assets, savings, investments	048	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Buying	049	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit	050	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurance	051	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxes	052	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pricing, e g , unit pricing, product coding	053	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	054	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labels, Warranties, Guarantees	055	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packaging	056	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship between the Consumer and the Economy, e g , supply and demand, inflation and recession	057	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing, e g , retail outlets, wholesale, discount, mail order	058	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Problems, e g , deception, fraud	059	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Resources, e g , governmental, non governmental	060	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify below the subject(s)/course(s) you have included under 07 "other"

FAMILY RELATIONSHIPS CONCEPTS/TOPICS

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Self Concept	061	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and Emotions	062	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Needs	063	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values and Goals	064	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Characteristics Basic to Relationships, e g , cooperating, under standing, compromising	065	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Sexuality	066	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic Violence and Human Abuse	067	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing Roles of Individuals in Families and Society	068	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving/Decision making	069	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family as a Stabilizing Unit in Stress and Crisis	070	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mate Selection	071	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Styles	072	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations/Realities of Relationships	073	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laws and Regulations Affecting Families	074	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness for Serious Commitments, e g , career, marriage, parenthood	075	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functions of the Family	076	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Cycle	077	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varying Family Structures	078	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and Interaction Skills, e g , active listening, positive feedback, resolving conflict	079	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple Roles of Family Members	080	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify below the subject(s)/course(s) you have included under 07 "other"

FOOD AND NUTRITION CONCEPTS/TOPICS.

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Food Guide, e g , Basic 4	081	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrients and their Sources	082	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functions of Nutrients in the Body	083	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning for Individual and Family Nutrition	084	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Habits and Health	085	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition throughout the Life Cycle	086	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliable Sources of Nutrition Information	087	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Food Requirements for Individuals, e g , children, aged, special diets, pregnancy	088	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight Control	089	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influences of Family Values and Customs on Food Patterns	090	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fads and Fallacies	091	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety and Sanitation in the Kitchen	092	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Factors Involved in Food Planning, e g , nutritional needs of family, family values and goals, costs, time and energy	093	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative Daily Food Patterns, e g , number of meals, snacks, meals away from home	094	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Preparation	095	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenience Foods	096	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organizing for Buying Food, e g , shopping lists, use of advertisements and specials, seasonal foods	097	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing the Food Budget	098	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labeling and Food Standards	099	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices Related to Preserving Nutritive Value of Food in Marketing, Preparation, Preservation and Storage	100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOUSING/HOME FURNISHING/EQUIPMENT CONCEPTS/TOPICS

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Function of Housing, e g , shelter, physical, social and psychological needs	101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influences of Housing on Individuals and Families, e g , self-concept, social status, communication, interaction	102	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Factors influencing Housing Decisions, e g , human, environmental, energy requirements, social, economic conditions, and policies of local government regarding police, fire, schools	103	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Types of Housing, e g , single family dwelling, apartments, mobile homes	104	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing, Locating and Evaluating Housing, e g , rural vs urban, new vs existing, public vs private transportation	105	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Aspects of Housing, e g , zoning, leases, contracts, insurance	106	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Factors Related to Renting, Buying, Building, Relocating	107	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship between Housing Selection, available Resources, Priorities of Values and Goals and the Decision-making Process	108	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapting Housing for Individual and Family Needs, e g , various stages of life cycle, special needs of family members	109	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection, Maintenance and Care of Housing, Furnishing and Equipment	110	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetic Aspects of Home Furnishings, e g , art and design principles	111	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Conservation through Renovation and/or Restoration	112	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of Quality of Interior, Exterior and Mechanical Features of Housing	113	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued on page 4)

*Please specify below the subject(s)/course(s) you have included under 07 "other"

**HOUSING/HOME FURNISHING/EQUIPMENT
CONCEPTS/TOPICS. (continued)**

		01	02	03	04	05	06	07
		Language	Reading	Math	Science	Social Studies	Art	Other
Factors Influencing Furnishing Decisions, e g , family life style, costs, quality, preference	114	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Factors Influencing Furniture Arrangement, e g , traffic patterns, principles of balance and placement	115	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Factors Influencing Equipment Decisions, e g , energy requirements, costs, preferences	116	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizens' Responsibility to Community regarding Housing, e g , maintenance, grounds, care, local government	117	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storage	118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety in the Home	119	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing in the Future	120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify below the subject(s)/course(s) you have included under 07 "other"

***Thank you for contributing toward excellence in
teacher preparation. Your efforts are greatly ap-
preciated.***

"Home Economics in the Elementary School Curriculum"

TEACHER CHARACTERISTICS

** Survey to be completed by each elementary school teacher.

Directions Place an X in the space provided by the appropriate answer to complete the following statements.

1. Current grade level assignment
 First Second Third Fourth Fifth Sixth
2. Teaching experience in years
 up to 5 6-10 11-15 16-20 more than 20
3. Gender.
 Female Male
4. Age Range in years
 20-25 26-35 36-45 46-55 56-65 over 65
5. Educational background by college degree/s earned
 (Mark all that apply)
 B.A. B.S. Year Earned, 19____
 M.A. M.S. M.Ed. Specialist Year Earned, 19____
 Ed.D Ph.D. Specialist Year Earned, 19____
6. Academic Major of the Baccalaureate Degree
 Math Science Social Science
 Art Language Home Economics _____ other
7. Academic minor declared in any degree (Mark all that apply)
 Math Science Social Science
 Art Language Home Economics _____ other
8. College credits in addition to the highest degree earned
 under 5th year 5th year 6th year
 over 6th year other
9. Mark the following subject matter area/s you would consider as desirable for professional development credits
 Child Development / Family Relations Foods / Nutrition
 Home / Consumer Management Family Housing
 Clothing / Textiles Other (Please list)
10. Please identify your Professional Development (in-service) needs

* If you would like a copy of the research findings please indicate here ____.

** Please complete and return to your school principal.

DEMOGRAPHICS CHECKLIST

*To be completed by the building principal

1. Please check the category most clearly identifying the number of students (grades 1-6) enrolled in your school.

<input type="checkbox"/> less than 100	<input type="checkbox"/> 500 - 599	<input type="checkbox"/> other
<input type="checkbox"/> 100 - 199	<input type="checkbox"/> 600 - 699	(please indicate the
<input type="checkbox"/> 200 - 299	<input type="checkbox"/> 700 - 799	number)
<input type="checkbox"/> 300 - 399	<input type="checkbox"/> 800 - 899	
<input type="checkbox"/> 400 - 499	<input type="checkbox"/> 900 - 1000	

2. Please check the organizational pattern that most accurately describes the program in your building.

K - 6 K - 8 K - 9 K - 12 Other

3. Please identify the approximate enrollment of the total school district (include all schools).

<input type="checkbox"/> less than 50	<input type="checkbox"/> 500 - 699	<input type="checkbox"/> 5,000 - 9,999
<input type="checkbox"/> 50 - 99	<input type="checkbox"/> 700 - 999	<input type="checkbox"/> 10,000 - 19,000
<input type="checkbox"/> 100 - 199	<input type="checkbox"/> 1,000 - 1,999	<input type="checkbox"/> 20,000 - Over
<input type="checkbox"/> 200 - 299	<input type="checkbox"/> 2,000 - 2,999	
<input type="checkbox"/> 300 - 499	<input type="checkbox"/> 3,000 - 4,999	

4. Please identify the best description of your community.

metropolitan area of 500,000 or more
 metropolitan area of 50,000 - 499,999
 urban area of 25,000 - 49,999
 in or near a city of 10,000 - 24,999
 in or near a town of 2,500 - 9,999
 rural area - no population center as large as 2,500

5. Please check "yes" if you would like a copy of the final curriculum analysis.

Yes No

*Please return this questionnaire along with all survey materials from the teachers.

APPENDIX C
PROFESSIONAL DEVELOPMENT NEEDS
IDENTIFIED BY TEACHER

PROFESSIONAL DEVELOPMENT NEEDS
Identified by Teacher

NEED	NUMBER
1. Writing	(8)
penmanship	2
writing, creative, syntax structure, reports	2
creative writing	3
spelling	1
2. New science methods	(7)
3. Art	(6)
4. Computer	(6)
software	2
introduction	1
classes	3
5. Management	(6)
time	2
general management	1
classroom	1
stress	1
learning center	1
6. Music	(5)
7. Nutrition/foods, ideas and materials	(5)
8. Child abuse curriculum	(4)
9. Math new trends in math	(5)
10. Counseling (adolescent psychology) (1)	(4)
11. Career education	(2)
12. Family relations	(2)
13. Conflict resolution- children and adults	(2)
14. Functions of nutrition in the body-simplified way of teaching this to primary children	(1)
15. Learning styles (children)	(3)
16. Include various developmental and relational aspects in relation to decision-making, self-esteem and coping	(2)
17. Meeting needs of gifted children	(2)

NEED	NUMBER
18. Social studies	(2)
19. Alcohol-drug prevention	(1)
20. An approach to use to inform a child of his/her hygiene with relation to acceptable, appropriate, and or the norm	(1)
21. Any new adoption needs (in-service)	(1)
22. Anything we can learn--new and fresh ideas or refresh old ones	(1)
23. Communication skills	(1)
24. Community health	(1)
25. Conferring with parents	(1)
26. Consumer management and personal finance	(1)
27. Creative projects	(1)
28. Crises intervention	(1)
29. Curriculum development	(1)
30. Discipline	(1)
31. Discipline for children that came from unstructured homes i.e. (parents are alcoholics, single parents, generally uninterested in their child's education)	(1)
32. Early childhood behavioral disabilities	(1)
33. Expectations in child development (ages 5-8) i.e. emotional, social as well as academic	(1)
34. Family housing	(1)
35. Hands-on science workshops	(1)
36. Hold in-service classes for primary and elementary teacher in order to prepare teachers to teach home economics to the young students	(1)
37. I am always interested in workshops that apply to my area - primary	(1)
38. Individualized instruction	(1)
39. Instructional theory into practice (ITIP)	(1)

NEED	NUMBER
40. It would be very helpful to have a refresher course in public and personal health	(1)
41. Learning centers	(1)
42. Materials, resources	(1)
43. Meeting needs of children with different learning styles	(1)
44. Media and its effect on buying	(1)
45. Methods courses	(1)
46. More "at task" teaching methods	(1)
47. More informational type courses dealing with new methods of teaching students. It would be nice if in-service courses offered were tied to or based on the latest research in the field of education	(1)
48. New curriculum in-service	(1)
49. Nutrition effects on learning achievements	(1)
50. Parenting education	(1)
51. Physical education ideas	(1)
52. Public relations	(1)
53. Reading (new trends)	(1)
54. Right brain/left brain learning	(1)
55. Since I teach elementary school I would need a great deal of in-service in the above areas	(1)
56. Teaching language	(1)
57. The development of individual packets to help students understand their future related needs	(1)
58. There is no current emphasis on home economics education in our elementary program. Perhaps some easy to apply principles and units that would fit nicely into existing curriculum would improve the knowledge of our students	(1)

APPENDIX D
SOURCE TABLES FOR ANALYSIS
OF VARIANCE

GRADE LEVEL PLACEMENT OF HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	246.7	246.7	4.35	0.038
WITHIN GROUPS	202	11461.6	56.7		
TOTAL	203	11708.3			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	111.4	111.4	4.53	0.035
WITHIN GROUPS	202	4972.7	24.6		
TOTAL	203	5084.1			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	1524.1	1524.1	20.29	0.000
WITHIN GROUPS	202	15175.6	75.1		
TOTAL	203	16699.7			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	720.3	720.3	5.38	0.021
WITHIN GROUPS	202	27013.6	133.7		
TOTAL	203	27733.9			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	179.7	179.7	4.72	0.031
WITHIN GROUPS	202	7694.7	38.1		
TOTAL	203	7874.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	34.9	34.9	1.27	0.261
WITHIN GROUPS	202	5567.1	27.6		
TOTAL	203	5602.0			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	12422.5	12422.5	8.39	0.004
WITHIN GROUPS	202	299203.8	1481.2		
TOTAL	203	311626.3			

CLASS OF SCHOOL DISTRICT AND HOME ECONOMICS CONTENT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	126.5	63.3	1.28	0.282
WITHIN GROUPS	128	6340.0	49.5		
TOTAL	130	6466.5			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	21.4	10.7	0.41	0.663
WITHIN GROUPS	128	3327.5	26.0		
TOTAL	130	3348.9			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	68.2	34.1	0.40	0.672
WITHIN GROUPS	128	10954.8	85.6		
TOTAL	130	11023.0			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	26.1	13.1	0.11	0.896
WITHIN GROUPS	128	15221.1	118.9		
TOTAL	130	15247.2			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	108.8	54.4	1.24	0.294
WITHIN GROUPS	128	5629.2	44.0		
TOTAL	130	5738.0			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	98.4	49.2	1.77	0.174
WITHIN GROUPS	128	3558.5	27.8		
TOTAL	130	3656.9			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	1085.4	542.7	0.36	0.697
WITHIN GROUPS	128	191541.8	1496.4		
TOTAL	130	192627.2			

AGE GROUP OF TEACHERS AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	184.2	92.1	1.62	0.202
WITHIN GROUPS	199	11302.4	56.8		
TOTAL	201	11486.6			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	77.1	38.6	1.56	0.212
WITHIN GROUPS	199	4904.0	24.6		
TOTAL	201	4981.1			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	578.6	289.3	3.59	0.029
WITHIN GROUPS	199	16017.7	80.5		
TOTAL	201	16596.3			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	742.2	371.1	2.74	0.067
WITHIN GROUPS	199	26904.3	135.1		
TOTAL	201	27646.5			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	244.0	122.0	3.19	0.043
WITHIN GROUPS	199	7599.5	38.2		
TOTAL	201	7843.5			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	76.2	38.1	1.38	0.254
WITHIN GROUPS	199	5489.7	27.6		
TOTAL	201	5565.9			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	8851.2	4425.6	2.93	0.056
WITHIN GROUPS	199	300430.7	1509.7		
TOTAL	201	309281.9			

GENDER OF TEACHER AND HOME ECONOMIC CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	29.5	29.5	0.51	0.477
WITHIN GROUPS	201	11660.0	58.0		
TOTAL	202	11689.5			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	64.7	64.7	2.60	0.109
WITHIN GROUPS	201	5010.8	24.9		
TOTAL	202	5075.5			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	10.6	10.6	0.13	0.721
WITHIN GROUPS	201	16667.5	82.9		
TOTAL	202	16678.1			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	265.0	265.0	1.94	0.165
WITHIN GROUPS	201	27393.1	136.3		
TOTAL	202	27658.1			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	23.5	23.5	0.60	0.438
WITHIN GROUPS	201	7841.1	39.0		
TOTAL	202	7864.7			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	1.2	1.2	0.04	0.838
WITHIN GROUPS	201	5584.0	27.8		
TOTAL	202	5585.2			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	40.8	40.8	0.03	0.871
WITHIN GROUPS	201	311584.2	1550.2		
TOTAL	203	311625.0			

TEACHING EXPERIENCE AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	283.9	71.0	1.24	0.297
WITHIN GROUPS	199	11424.4	57.4		
TOTAL	203	11708.3			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	185.6	46.4	1.89	0.114
WITHIN GROUPS	199	4898.5	24.6		
TOTAL	203	5084.1			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	275.8	68.9	0.84	0.504
WITHIN GROUPS	199	16423.9	82.5		
TOTAL	203	16699.7			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	55.7	13.9	0.10	0.982
WITHIN GROUPS	199	27678.2	139.1		
TOTAL	203	27733.9			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	137.1	34.3	0.88	0.476
WITHIN GROUPS	199	7737.3	38.9		
TOTAL	203	7874.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	139.7	34.9	1.27	0.282
WITHIN GROUPS	199	5462.4	27.4		
TOTAL	203	5602.1			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	4355.0	1088.7	0.71	0.589
WITHIN GROUPS	199	307271.3	1544.1		
TOTAL	203	311626.3			

TEACHING LEVEL AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	612.2	122.4	2.18	0.057
WITHIN GROUPS	198	11096.1	56.0		
TOTAL	203	11708.3			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	246.8	49.4	2.02	0.077
WITHIN GROUPS	198	4837.4	24.4		
TOTAL	203	5084.2			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	2597.4	519.5	7.29	0.000
WITHIN GROUPS	198	14102.3	71.2		
TOTAL	203	16699.7			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	2229.3	445.9	3.46	0.005
WITHIN GROUPS	198	25504.6	128.8		
TOTAL	203	27733.9			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	368.9	73.8	1.95	0.088
WITHIN GROUPS	198	7505.5	37.9		
TOTAL	203	7874.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	159.1	31.8	1.16	0.331
WITHIN GROUPS	198	5442.9	27.5		
TOTAL	203	5602.0			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	5	23220.0	4644.0	3.19	0.009
WITHIN GROUPS	198	288406.3	1456.6		
TOTAL	203	311626.3			

ACADEMIC DEGREE AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	30.4	15.2	0.26	0.771
WITHIN GROUPS	200	11670.6	58.3		
TOTAL	202	11701.0			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	10.0	5.0	0.20	0.821
WITHIN GROUPS	200	5073.0	25.4		
TOTAL	202	5083.0			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	21.9	10.9	0.13	0.877
WITHIN GROUPS	200	16658.6	83.3		
TOTAL	202	16680.5			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	221.2	110.6	0.81	0.448
WITHIN GROUPS	200	27458.9	137.3		
TOTAL	202	27680.1			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	20.4	10.2	0.26	0.771
WITHIN GROUPS	200	7837.0	39.2		
TOTAL	202	7857.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	10.9	5.5	0.20	0.822
WITHIN GROUPS	200	5589.9	27.9		
TOTAL	202	5600.8			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	2	864.9	432.5	0.28	0.757
WITHIN GROUPS	200	310587.5	1552.9		
TOTAL	202	311452.4			

YEAR DEGREE GRANTED AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	57.3	57.3	0.99	0.320
WITHIN GROUPS	202	11650.9	57.7		
TOTAL	203	11708.2			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	53.4	53.4	2.14	0.145
WITHIN GROUPS	202	5030.8	24.9		
TOTAL	203	5084.2			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	173.9	173.9	2.13	0.146
WITHIN GROUPS	202	16525.7	81.8		
TOTAL	203	16699.6			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	181.3	181.3	1.33	0.250
WITHIN GROUPS	202	27552.6	136.4		
TOTAL	203	27733.9			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	109.4	109.4	2.84	0.093
WITHIN GROUPS	202	7765.0	38.4		
TOTAL	203	7874.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	24.5	24.5	0.89	0.348
WITHIN GROUPS	202	5577.6	27.6		
TOTAL	203	5602.1			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	3241.9	3241.9	2.12	0.147
WITHIN GROUPS	202	308384.4	1526.7		
TOTAL	203	311626.3			

ACADEMIC MAJORS AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	35.5	11.8	0.20	0.897
WITHIN GROUPS	192	11449.5	59.6		
TOTAL	195	11485.0			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	17.5	5.8	0.22	0.880
WITHIN GROUPS	192	4996.3	26.0		
TOTAL	195	5013.8			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	247.9	82.6	0.98	0.402
WITHIN GROUPS	192	16142.6	84.1		
TOTAL	195	16390.5			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	425.3	141.7	1.02	0.386
WITHIN GROUPS	192	26713.7	139.1		
TOTAL	195	27139.0			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	98.0	32.7	0.83	0.481
WITHIN GROUPS	192	7594.0	39.5		
TOTAL	195	7692.0			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	32.9	11.0	0.38	0.765
WITHIN GROUPS	192	5494.1	28.6		
TOTAL	195	5527.0			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	1056.6	352.2	0.22	0.881
WITHIN GROUPS	192	303827.1	1582.4		
TOTAL	195	304883.7			

ACADEMIC MINOR AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	332.7	110.9	1.87	0.137
WITHIN GROUPS	160	9480.4	59.2		
TOTAL	163	9813.1			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	163.0	54.3	1.91	0.129
WITHIN GROUPS	160	4540.8	28.4		
TOTAL	163	4703.8			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	336.0	112.0	1.23	0.300
WITHIN GROUPS	160	14540.8	90.9		
TOTAL	163	14876.8			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	997.1	332.4	2.33	0.076
WITHIN GROUPS	160	22811.7	142.6		
TOTAL	163	23808.8			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	327.4	109.1	2.66	0.050
WITHIN GROUPS	160	6573.0	41.1		
TOTAL	163	6900.4			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	102.9	34.3	1.09	0.354
WITHIN GROUPS	160	5023.2	31.4		
TOTAL	163	5126.1			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	10528.5	3509.5	2.15	0.097
WITHIN GROUPS	160	261660.4	1635.4		
TOTAL	163	272188.9			

ACADEMIC CREDITS AND HOME ECONOMICS CONTENT TAUGHT
SOURCE TABLE FOR ANALYSIS OF VARIANCE

CHILD DEVELOPMENT/PARENTING

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	128.0	32.0	0.59	0.674
WITHIN GROUPS	197	10771.8	54.7		
TOTAL	201	10899.8			

CLOTHING/TEXTILES

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	47.2	11.8	0.48	0.751
WITHIN GROUPS	197	4861.9	24.7		
TOTAL	201	4909.1			

CONSUMER EDUCATION/MANAGEMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	302.9	75.7	0.96	0.432
WITHIN GROUPS	197	15568.2	79.0		
TOTAL	201	15871.1			

FAMILY RELATIONSHIPS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	314.6	78.6	0.62	0.652
WITHIN GROUPS	197	25178.6	127.8		
TOTAL	201	25493.1			

FOODS AND NUTRITION

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	59.4	14.8	0.38	0.822
WITHIN GROUPS	197	7668.8	38.9		
TOTAL	201	7728.2			

HOUSING/FURNISHINGS/EQUIPMENT

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	43.9	11.0	0.41	0.804
WITHIN GROUPS	197	5331.0	27.1		
TOTAL	201	5375.0			

TOTAL TOPICS

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	4	1954.8	488.7	0.33	0.855
WITHIN GROUPS	197	288859.5	1466.3		
TOTAL	201	290814.3			

VITA ²

Willa Dene Powell

Candidate for the Degree of

Doctor of Philosophy

Thesis: HOME ECONOMICS CONTENT IN THE ELEMENTARY SCHOOL CURRICULUM:
AN ASSESSMENT OF SCOPE, SCHOOL FEATURES AND TEACHER
CHARACTERISTICS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Hatfield, Arkansas, September 21, 1933,
the daughter of Victor L. and Ada B. Powell. Wife of Donnie
M. Powell and mother of D. Michael Powell.

Education: Graduated from Hatfield High School, Hatfield,
Arkansas, in May, 1951; received the Bachelor of Science
degree in Home Economics Education from the University of
Arkansas in January, 1959; received the Master of Education
degree from Central Washington State College, August, 1974;
attended Washington State University during summer of 1980;
completed requirements for the Doctor of Philosophy degree
at Oklahoma State University in May, 1986.

Professional Experiences: Teacher, Elementary School, Greenland,
Arkansas, 1957-58; Vocational Home Economics Teacher,
Greenland, Arkansas, 1958-60, Lincoln, Arkansas, 1960-61,
Hatfield, Arkansas, 1961-62; Instructor, Singer Sewing
Company, Yakima, Washington, 1962-64; Vocational Home
Economics Teacher, Yakima, Washington, 1966-75; Instructor
Home Economics/Teacher Educator/State Consultant, Central
Washington State University, 1975-79; Assistant Professor,
Home Economics Teacher Educator/State Consultant, Central
Washington University, 1979-82; Teaching Associate, Department
of Home Economics Education and Community Services, Oklahoma
State University, Fall 1982; Research Associate, Department
of Home Economics and Community Services, Oklahoma State
University, 1982-83; Assistant Professor, Home Economics
Teacher Educator/State Consultant, Central Washington Uni-
versity, 1983 to present.

Professional Organizations: American Home Economics Association; American Vocational Association; Home Economics Education Association; National Association of Teacher Educators for Vocational Home Economics; Association of Home Economics State Supervisors; Association for Supervisors and Curriculum Development; Association of Teacher Educators; Phi Delta Kappa; Alpha Delta Kappa; Washington Home Economics Association; Washington Vocational Association; Yakima Home Economics Association; Honorary member of Washington Association of Future Homemakers of America.