

A PROPOSED INSTRUMENT FOR LOCATING STUDENT NEEDS
AND A SURVEY OF METHODS USED

STRATHMORE PARCHMENT

By

VERLA OLDHAM ALLEN

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THESIS AND ABSTRACT APPROVED:

Lela O'Toole

Thesis Adviser

Millie Pearson

Faculty Representative

A. C. Mcintosh

Dean of the Graduate School

266731

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STRATHMORE PARCHMENT

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CHAPTER I

PHILOSOPHY

The form of education which prevails in any country reflects the existing social order, and in turn the social order is influenced by the philosophy of the people. Today the two major conflicting social orders in the world are communism and democracy. The people, as a whole, in the United States accept the democratic way of life as the most desirable, and although they do not achieve this way of life to the fullest extent, it is realized to a fuller extent than in some of the other countries of the world.

In a democracy, the worth of the individual is considered of paramount importance, and each individual, with all of his differences, has value to himself and to society. We find this evidenced in the following statement of Thayer, Zachry, and Kotinsky:

The conviction that personality is the center of value and that all social organizations get their significance from their promise to enhance the individual: to guarantee the sacredness of his person, to safeguard his rights, to extend his opportunities--this has been stated as the keystone of the democratic tradition.¹

It must be pointed out, however, that democracy does not stand for a rugged individualism in which everything revolves solely around the individual;

¹ V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky, Reorganizing Secondary Education (as quoted from T. V. Smith, The Promise of American Politics [Chicago: University of Chicago Press, 2nd Edition, 1936], p. 48), p. 64.

instead, it holds that the worth of the individual is increased by his interplay with others. As he gives of his worth to society, that same worth grows within himself. Such a philosophy is definitely in accord and derived in part from the teaching of Jesus of Nazareth. A democracy seems to follow these principles. These principles maintain that the individual grows as he lives and works for the welfare of others. Individuals are of more worth to society when they develop their own distinctive personalities rather than conform to an accepted pattern. In a democracy, recognition is given to the fact that every individual has certain capacities, and that he must continue to grow, adjusting continuously to an ever changing social order, even though each person may not develop to the full extent of his possibilities. It is necessary in a democratic nation that every individual recognize and exercise the right to use his intelligence in helping solve problems of common concern as well as those of personal concern. It is his duty to accept and discharge his citizenship responsibilities rather than being content to accept the decisions of others alone.

Democracy functions only as individuals work together cooperatively in arriving at common goals. Men disagree and have different points of view, but through the interplay of thoughts and ideas, a better course of action can come forth. Individuals must be willing to compromise ". . . in the hope that an acceptable solution will emerge--a solution different from any of the narrow original aims of any of the participants, yet genuinely representative of the ultimate interest of all."² This cooperation in groups must also prevail among national and international groups if world

² Ibid., p. 74.

problems are to be settled without violence.

The survival of the democratic way of life is dependent upon the development of democratic individuals. In a democratic nation it is the responsibility of the individual to strive to become a person who:

1. Is able and willing to think through problems of personal and joint concern.
2. Is socially sensitive, sympathetic, and understands the problems of others; regardless of race, color, creed, economic status, or other differences.
3. Is openminded to the beliefs, attitudes, and values of others.
4. Is a cooperative home member and citizen.
5. Has faith in his own creative ability and in his ability to meet new situations.
6. Is able to direct his own life as a mature individual.
7. Has appreciation for the esthetic qualities in all of life's experiences.
8. Has the best possible health--both physical and mental.
9. Achieves and maintains a sense of security.
10. Has a thirst for knowledge and continues to learn as long as he has life.
11. Continues to clarify his own values and to develop a philosophy of life which is consistent with the democratic way of life.
12. Practices democratic living.
13. Maintains a sense of achievement.
14. Is concerned with the welfare of others.

Within recent years educators in the secondary school have not always clearly recognized and planned a program to meet the needs of the students concerned. Today there exist among the different types of curriculum two plans which bring controversy as to their merits. These are the experience-centered curriculum as opposed to the subject-centered curriculum. The

experience-centered curriculum is being increasingly accepted by educators as the one which more nearly accomplishes the objectives of training students to become effective members of a democratic society. Since this is true, it would be well to take a closer look at such a curriculum and to determine implications for the homemaking program.

There has been some confusion concerning the meaning of the term "experience-centered curriculum." To some educators, it implies absolute freedom on the part of the student to do what he wishes, to select those activities he desires, and to proceed according to his own whims or interests. In this conception, the curriculum has no plan--there is no pupil or teacher preplanning. The teacher is present, but he believes he must keep "hands off." This is sometimes referred to as the child-centered school.

This mere participation in activities does not measure up to the true meaning of experience as John Dewey explains it. He defines experience as an interaction between the whole being and his environment, each acting upon the other.

To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction--discovery of the connection of things.³

Thus, mere activity is not necessarily experience; one must comprehend the connection between doing and undergoing in order to gain meaning as a guide for future action.

³ Harold Alberty, Reorganizing the High-School Curriculum (as quoted from John Dewey, Democracy and Education [New York: The Macmillan Company, 1916] pp. 163-164), p. 121.

All experience is not actually educative. The learning might be in the wrong direction. As opposed to the "child-centered curriculum" learning needs the guidance of the teacher to steer it in the desirable direction for as Dewey says ". . . when and only when development in a particular line conduces to continuing growth does it answer to the criterion of education as growing."⁴ Experience may dull the student's responsiveness or put him into a rut. Experience without direction is meaningless.

The child-centered curriculum stresses the doing. The subject-centered curriculum, on the other hand, puts the emphasis not solely upon doing but also upon the undergoing phase of experience. Activity may be present, but it may be teacher inspired activity. The experience-centered curriculum, in the concept as accepted by many educators today, emphasizes both the doing and the interpretive aspects of experience. The doing, however, comes first with subject matter being used to make the activity more meaningful. All experiences may not be first hand. Vicarious experiences may add much to the curriculum when they are combined with first hand experiences which give them meaning.

The experience-centered curriculum has certain characteristics which are necessary for an effective secondary school program. The administrator and his whole staff must develop a philosophy of education giving an important place to the experience-centered curriculum as one of the most effective means of preparing individuals to live in a democratic society. The administrator must offer leadership, encouragement, materials, and time for developing such a curriculum.

⁴ John Dewey, Experience and Education, p. 29.

Experiences and activities are the center of this curriculum. This does not mean that subject matter is left out, but that it is used to enrich the experiences--to interrelate them to the past and give direction to the future. The experiences are centered in problems of present day living. The curriculum content and the experiences are determined by present experiences, needs, and interests of the students. The sequence of these experiences and activities is determined by the most pressing problems, the maturity, and environment of the students. If the experience-centered curriculum is organized into a core curriculum, separate subjects may also be taught, to develop personal interests or to meet specific needs. With emphasis placed upon development of the individuality of every student, the curriculum must be planned to meet the needs of each individual student.

The experience-centered curriculum has excellent potentialities for promoting a closer relationship between departments within the school and between the school and the community because one of its purposes is to help students integrate all their learning experiences.

The experience-centered curriculum is consistent with the psychology of learning which holds that the individual learns as a whole organism with his intellectual, emotional, and physical sides all working hand in hand. Such a psychology stresses that individuals do not learn facts alone, but that they develop attitudes at the same time, which are influenced by their physical and emotional well being. The experience-centered curriculum does not place its emphasis solely upon the learning of knowledge, attitudes, and skills, but it recognizes that they will be gained more meaningfully when the student is working toward a more realistic goal. John Dewey stresses the importance of these incidental learnings when he

says:

For these attitudes are fundamentally what count in the future. The most important attitude that can be formed is that of desire to go on learning.....What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul; loses his appreciation of things worthwhile, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur?⁵

The experience-centered curriculum has been proven to not only meet the present needs of students better than the subject-centered curriculum, but also to better promote the development of incidental learnings which are desirable in persons living in a democratic society. The very organization and life of the experience-centered curriculum is an experience in living democracy such as that provided by cooperative planning of the curriculum and its activities by the students, teacher, and parents.

The experience-centered curriculum demands certain things of the teaching staff of the school. All available resources--school and community, physical and social--must be utilized to their fullest extent. A wide variety of teaching methods and techniques are essential, in meeting individual needs and in stimulating students toward further growth. Extra curricular activities and guidance are an essential and inseparable part of the curriculum. The whole atmosphere of the school must be one of friendliness and cooperativeness. Fear and compulsion have no place as motivating agencies.

Individuals learn as a whole organism with the intellectual, emotional, and physical sides all interacting. A student cannot sit rigidly straight and quiet and learn effectively facts which have no interest for him and

⁵ Ibid., p. 49.

are not interrelated with his problems--the body rebels, the emotions rebel, and the mind cannot function satisfactorily. Students must feel a need or be made aware of one for a certain study to be effective. They learn through experiences which are related to their everyday problems in living much more effectively than through the sole study of subject matter. Individuals retain longer those things taught as principles and generalizations than specific facts, especially when the learning experience requires the application of principles. A situation is more conducive to learning if an atmosphere of friendliness and trust prevails among all individuals present.

A concept of evaluation as an aid to guiding continued growth of individuals, rather than a method for obtaining grades, has extreme importance in this type of functional program. Living in a democratic society effectively necessitates that individuals be able to evaluate themselves critically in order to continue development in the desired direction.

Training individuals to live in a democratic society starts at birth and never ceases. It comes about in many ways and in many places, but the educational system has a tremendous challenge in assuming a large part of this responsibility. The secondary school and the homemaking department have a very important part in meeting this challenge of turning out students as effective citizens of a democratic nation.

Home economics at the secondary level has been criticized for its failure to emphasize the practical training of individuals for homemaking. Since democracy depends upon effective democratic individuals for its survival, it becomes increasingly apparent to educators that it is essential to train individuals for homemaking. Our way of life depends upon happy homes since democracy is born and nurtured in the home.

We cannot hope for a decent orderly society that recognizes and conserves human values so long as the home ignores or denies the human personality and destroys the dignity of any of its members, since they will destructively react upon our society. For a democratic society, then, it is becoming clear that we must have sane, integrated, emotionally mature personalities who find in living, especially in marriage and family life, worthwhile goals and opportunities and so are able to create and maintain a democratic society dedicated to human values.⁶

Educators recognize the importance of family life upon individuals, and the importance of educating for family life. Education must be concerned with training individuals for democratic citizenship; an important part of such training is preparation for family living.

The homemaking department must accept a major responsibility in educating individuals for home and family living. The writer believes that an effective homemaking department:

1. Bases its curriculum around experiences which are related to problems of everyday living.
2. Uses subject matter as needed to enrich experiences and helps interrelate them to past and future experiences.
3. Selects experiences and their sequence according to the most pressing problems, interests, and maturity of students.
4. Recognizes and uses the excellent opportunity which exists in the experience-centered curriculum for promoting desirable community-school relations.
5. Recognizes and makes use of the fact that the homemaking curriculum can work harmoniously with the psychology of learning which stresses learning as changing human behavior. The informal and friendly atmosphere which may prevail in the homemaking department is conducive to real learning. The relationships within the department should be that of friends, mature people, working together to promote the growth of all. There is no place for compulsion and fear as motivating factors.
6. Accepts the responsibility of training students for democratic

⁶ Joint Committee on Curriculum Aspects of Education for Home and Family Living, Family Living and Our Schools, p. 6.

living. It must provide abundant experiences in group living to develop cooperativeness, social sensitivity, respect for others, consistent values, harmonious relationships, and other essential qualities. Pedro Orata who writes of home economics in the Philippines emphasizes the importance of this aspect of the homemaking program by saying:

Values and relationships should be the core of the program--family affection, understanding and consideration for each other, sharing the good things of life and keeping to oneself its sorrows and disappointments, and practicing the democratic way of life. These are the warp and woof of family life, indeed of national and international life.⁷

Values, relationships, cooperativeness, and other traits which are essential to a democratic way of life are not innate, but must be developed. The homemaking department must assume its share of the extremely important job of helping students achieve them.

7. Recognizes the place of guidance and the so called "extra curricular activities," such as the Future Homemakers of America activities, an integral part of the homemaking curriculum. These should be closely interrelated with class work to utilize all of the possibilities.
8. Recognizes the necessity of helping students develop the ability to evaluate themselves critically in order to continue growth in the desired direction. More concern is given to the growth of individuals than to the teaching of facts and testing for grades. Individuals must be helped to see their growth.
9. Uses all resources, school and community, both physical and social, to the fullest extent possible to meet the needs of all individuals.
10. Uses a wide variety of teaching methods and techniques to meet the needs of individuals and groups.
11. Is concerned with all individuals, all ages and both sexes. No person must be denied the right to an education which will help improve his home life and make him a better member of a democratic culture.
12. Is concerned with meeting the needs of all individuals. The

⁷ Pedro T. Orata, "Education for Home and Family Living," Journal of Home Economics, XLI (January, 1949), 6.

homemaking department must use every possible method to help locate the needs and problems of individuals and of the community, and use these as a basis for planning the total homemaking program.

A homemaking department can be functional only to the extent that the teacher is able to make it so. To be a functional teacher the individual must:

1. Understand and like people. She must be friends with her students, other staff members, and people in the community. She must know all levels of society and be able to meet people on their own levels as a friend. A functional program can only be built upon a basis of friendliness and trust.
2. Be physically, emotionally, and mentally mature and stable.
3. Have and use educational and civic leadership abilities.
4. Have an interest in political, economic, national, and international affairs; social relationships; sports; and arts.
5. Be skilled in oral and written communications.
6. Understand the psychological, philosophical, social, and scientific bases of education and be able to make a practical application of these phases.
7. Become acquainted with and use all community resources which have value for the program such as the social agencies, religious organizations, legal agencies, and health-recreational agencies. She must willingly and enthusiastically participate in community social and civic life, being an effective member of the community.
8. Be personally and professionally alert, keeping up with news of her profession, attending professional meetings, and continuing to improve herself personally, professionally, and educationally.
9. Have a wide background of subject matter understanding in home economics and many related areas in order to help students effectively solve their problems.
10. Be able to think and talk intelligently about family life, race problems, world peace, labor conflicts, and other controversial issues.
11. Recognize the responsibility and role of education in helping solve world problems.

12. Encourage self evaluation for herself and her students as a guide for continued growth.
13. Understand the ethics of teaching as a profession and of home-making education.
14. Be able to work with students in planning and carrying out a meaningful curriculum.
15. Know how to locate, collect, interpret, and use data on student needs.

It may be reemphasized that our whole democratic way of life depends upon an educational program which is based upon student needs and interests. Stratemeyer brings this fact out when she says:

This final challenge to the curriculum worker calls for a curriculum that is developed to meet present needs in such a way as to build bases for sound choice and action in the future, to build the needed urge to use these bases for action in major areas of life.⁸

A number of methods are available for discovering student needs. One of the most valuable techniques is to speak directly to the students themselves, asking for their opinion of the needs of their own age group. The homemaking department must then meet the challenge of helping its students to recognize and solve their urgent problems. It is the responsibility of the homemaking teacher to locate student needs and to plan her curriculum and other aspects of the program accordingly.

⁸ Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim, *Developing a Curriculum for Modern Living*, p. 67.

CHAPTER II

DESCRIPTION OF THE STUDY

On the basis of the previously stated philosophy, a study was undertaken which deals with "A Proposed Instrument for Locating Student Needs and a Survey of Methods Used." This study proposed: (a) to identify the methods used by vocational homemaking teachers in Oklahoma in locating student needs and the use made of such information, and (b) to develop a proposed instrument for locating the needs of homemaking students in secondary schools, with suggestions for its use.

This problem was selected for the following reasons:

1. It was believed that the major basis for planning the homemaking program is a recognition of the needs of the specific group in any school and community.
2. The writer became aware during her early teaching experience, that schools are not meeting the needs of their students to the fullest extent possible.
3. The belief was strong that the home economics program provides an excellent opportunity to meet many of the needs of students, but that teachers do not study these needs carefully enough, nor use the recognized needs sufficiently in planning the curriculum and in teaching.
4. Home economics teachers have expressed a desire for instruments to use in locating the needs of homemaking students.
5. A limited number of instruments for locating student needs are now available to homemaking teachers.
6. The writer believed that an instrument to be used in locating needs, would be of value to herself and other teachers in

improving their own homemaking programs.

The study was conducted with the following basic assumptions in mind:

1. That a variety of methods, including instruments, used for locating student needs would be revealed.
2. That inquiries sent to teachers regarding methods they use in locating needs, might show that they do not make a thorough study of the needs of their students nor use the information secured to the fullest extent possible.
3. That teachers need assistance in developing instruments for locating student needs.
4. That student needs can be located through opinions of the students themselves and of others who work with them.
5. That statements of opinion regarding student needs, if supplemented by a study of literature dealing with this subject could be of value in developing an instrument for locating student needs.
6. That a proposed instrument for locating student needs can be of value as a basis for curriculum planning, but that it will be of most help when teachers adapt, and improve it to fit their own teaching situation.

The scope of the study was limited to the following:

1. Surveying the methods vocational homemaking teachers in Oklahoma use frequently and occasionally in locating the needs of their students.
2. Locating the ways in which the vocational homemaking teachers make use of the information they obtain concerning student needs.
3. Constructing a preliminary instrument for determining needs of homemaking students at the upper high school level, giving major consideration only to the knowledge, understandings, and skills needed in three areas of living--personal, personal-social, and social-civic-economic. Since another study was being carried on at the time this study was in progress, which dealt with attitudes and interests, major concern was not given to those evidences of individual need.
4. Refining the preliminary instrument partially upon the basis of recommendations made by persons connected with ten selected schools including administrators, homemaking teachers, homemaking students enrolled as seniors, graduates of the school who had been enrolled in homemaking, parents of students who were or had been enrolled in homemaking, and selected teacher

trainers.

5. Presenting the proposed instrument or checklist for locating student needs as a suggested framework which homemaking teachers may use in making their own instrument for identifying student needs, and making suggestions for the use of the proposed checklist. The preliminary instrument as it was finally developed was not to be presented as a completed product nor to be used as such by teachers. The writer does not presume to say how much responsibility home economics should take in helping to solve the problems included in the list of statements. Neither is it held that the lists of specific needs under the major areas of need are considered complete. No attempt was made to exhaust the lists. It was expected that each teacher would make additions and changes to suit her own group of students. Although the number of schools was limited to ten, it was believed that opinions secured from the people represented could be sufficiently accurate to help in refining the preliminary instrument.
6. Presenting the instrument without testing it after its completion, and recommending it as a proposed checklist to be modified, improved, and used by homemaking teachers.
7. Although the study provides implications for curriculum improvement, it was not the purpose of the writer to point up these implications in detail. The instrument was not to be set up as a basis for planning any specific type of curriculum. It was to be developed with a view toward locating the overall needs of students, to be helpful as a basis for planning an effective, life-centered, ever-changing curriculum. Both the preliminary and the proposed instruments were planned to include the needs of both boys and girls.

A description of the procedures used in conducting the study will help the reader clarify the manner in which the study was carried out. Through a questionnaire, as seen in Appendix II, data was secured for the first part of the study. The questionnaire was concerned with locating methods used frequently and occasionally by vocational homemaking teachers in Oklahoma and the uses made of such information. Vocational homemaking teachers in 225 schools in the state were sent the questionnaire in order to secure the necessary data.

The second part of the study included the preparation of the preliminary instrument for locating student needs as shown in Appendix XIII. In

developing the tentative instrument for locating the needs of homemaking students at the secondary level, the writer: (a) drew on her own experience in teaching in vocational homemaking programs, (b) reviewed the current literature on student needs, and (c) consulted with college home economics education faculty members.

Certain references were especially helpful in setting up the framework for the instrument, including the areas of living, the major areas of needs and the most urgent of the specific needs. Science in General Education, Reorganizing Secondary Education by Thayer, Zachry, and Kotinsky, How Children Develop, and some of the mimeographed materials from the University School at Ohio State University were invaluable in organizing the instrument. Other sources also offered assistance.¹

The instrument was set up under the three areas of living--personal, personal-social, and social-civic-economic, although this classification of student needs is not the only one to be used in studying and determining needs. Other classifications may do the job as well or better; however, after reviewing the literature related to student needs this organization was decided upon. A brief summary of the meaning of each area will further clarify the interpretation given by the writer.

Personal living includes the problems an individual meets in growing up as he develops as a person, and as he is affected in his personal growth by family problems.

Personal-social living includes primarily the problems of living with the family, but also may refer to those in living with other people.

¹ See references listed in Bibliography.

Social-civic-economic living includes the problems one would meet in living in the community, state, nation, and world. It includes his contacts with institutions and organizations through which he may contribute to the betterment of his fellow man. It also includes the economic problems of earning a living and of becoming an intelligent consumer.

The preliminary or tentative checklist was prepared and sent to ten schools with vocational homemaking departments which were chosen by selective criteria. The criteria used in selecting the vocational homemaking centers is given below:

1. Are the teacher and others interested in the study and interested in using the findings?
2. Does the teacher have a well balanced homemaking program?
3. Are all sections of the state represented?
4. Are various sizes of communities represented?
5. Are various sizes of homemaking programs represented?
6. Has the teacher been employed in the community for at least two or three years, or had several years of experience in vocational homemaking programs?
7. Are the programs approved as vocational homemaking centers?
8. Do most of the schools selected have 11 or 12 months programs?
9. Are the teachers graduates of various institutions?

In each center, the tentative instrument² was checked by the teacher, one administrator, five homemaking girls in the senior class, five girls who had completed work in homemaking and had graduated from high school, and ten mothers of students having had or were enrolled in homemaking classes. The checklists and letters of directions for each of these persons

² See the preliminary checklist in Appendix XIII, page 87.

were sent to the teachers for distribution. These are included in the appendix.³ No suggestions were made to the teacher for selecting these persons or for administering the instrument. However, because of its length, it was suggested that the teacher might find it more satisfactory to divide the checklist into three sections and have the students check it at different periods of time. A reaction sheet⁴ was included, on which the teacher could give the reactions of each group as well as her own. Such reactions might refer to the length of the checklist, the time required for checking the instrument, and the value of the instrument. Space was left at the close of each major area of the checklist for the addition of other specific needs thought to be urgent to young people. In addition, the teacher was asked to reword any statement which was not clear.

This study is presented in five sections. Chapter I states the philosophy held by the writer concerning education and homemaking in the secondary school. Chapter II describes the study, including the title and purposes of the study, the reasons for undertaking the study, the basic assumptions underlying the study, the limitations, and the procedures used. Chapter III describes and analyzes the questionnaire sent to all vocational homemaking teachers in Oklahoma to determine the methods they use to locate student needs, and the ways in which they use the information after securing it. Chapter IV gives the findings, interpretations, and conclusions concerning the preliminary instrument after it was sent to 220 persons in ten schools to gather their opinions of it and its use. Chapter V summarizes

³ See Appendices VI, VII, VIII, IX, and X, pages 79-84.

⁴ See Appendix XI, page 85.

methods, including instruments, of value to homemaking teachers in determining student needs, and sets forth the refined instrument for locating needs as a basis for planning the homemaking curriculum, with implications and recommendations for its use. The appendix includes a copy of the preliminary questionnaire and accompanying letter which was sent to all vocational homemaking teachers in Oklahoma; the letter which was sent to the ten selected schools asking if they would participate in the study; the preliminary checklist for locating student needs; a copy of each letter of directions sent to teachers, administrators, parents, students, and graduates; and a copy of the reaction sheet which was sent to the teachers.

CHAPTER III

SUMMARY OF FINDINGS AND CONCLUSIONS REGARDING METHODS USED BY VOCATIONAL HOMEMAKING TEACHERS IN OKLAHOMA IN LOCATING STUDENT NEEDS AND THE USE OF INFORMATION SECURED

The preliminary questionnaire was sent to each of the 225 vocational homemaking teachers in Oklahoma. As shown by Table I, these were returned by 40 percent or a total of 90 teachers.

The questionnaire¹ was composed of three questions as follows: (1) "What methods do you use most frequently and find most satisfactory for locating the needs of your students?", (2) "What methods in addition to those mentioned in number one do you occasionally use?", and (3) "How do you use the information secured?" Table I lists the number of teachers answering each of the three questions, showing that all three were not answered by each of the 90 teachers who returned the questionnaire.

TABLE I
RESPONSE TO PRELIMINARY QUESTIONNAIRE

Questionnaires Mailed 225
Questionnaires Returned 90 (40%)

Question Number	Total Number Answered		Total Number Not Answered	
	No.	%	No.	%
1	89	99	1	1
2	80	89	10	11
3	87	97	3	3

¹ See Appendix III, page 76.

The Methods Most Frequently and Occasionally Used for
Locating Student Needs as Reported by Vocational
Homemaking Teachers in Oklahoma

By analyzing the replies of the teachers, the writer found a wide range of methods reported as used most frequently and most satisfactorily in locating student needs. The methods reported by the majority of the teachers are seen in Table II, page 22. Only six of the 41 methods reported were listed by as many as 25 percent of the group. Many of the methods reported by the majority of the group were listed by the same group of teachers. The two methods used most frequently by the teachers were home visits and conferences with students (conferences with individuals and groups). Home visits were reported by 89 percent and conferences by 77 percent of the teachers as listed in Table II.

The four methods (methods 3-6, Table II) considered next most satisfactory by teachers were class discussions, observation of students, conferences with parents, and questionnaires or checklists in specific areas. The percent of teachers reporting these four methods varied from 28 percent to 46 percent. Only 12 to 17 percent of the teachers reported the next seven methods shown on Table II (methods 7-13). These include information sheets, conferences with other teachers, conferences with persons in the community, home projects, pupil questions and suggestions, pre-tests, and Future Homemakers of America activities. Seven additional methods (methods 14-20, Table II) were reported by six to ten percent of the teachers. These methods are: pupil-teacher and/or pupil-teacher-parent planning, extra-curricular and outside activities, observation of community, written papers such as autobiographies, participating in community organizations such as churches, conferences with administrator, and local publications.

TABLE II

THE METHODS MOST FREQUENTLY USED FOR LOCATING STUDENT NEEDS
AS REPORTED BY VOCATIONAL HOMEMAKING TEACHERS IN OKLAHOMA

Activities, Methods, and Instruments Used	Number Reporting	Percent Reporting
1. Home visits	80	89
2. Conferences with students, individual or groups	69	77
3. Class discussions	41	46
4. Observation of students	36	40
5. Conferences with parents	28	31
6. Questionnaires and checklists in specific areas	25	28
7. Information sheets	15	17
8. Conferences with other teachers	14	16
9. Conferences with persons in the community	14	16
10. Home projects	13	13
11. Pupil questions and suggestions	11	12
12. Pre-tests	11	12
13. Future Homemakers of America activities	11	12
14. Pupil-teacher and/or pupil-teacher-parent planning	9	10
15. Extra-curricular and outside activities	9	10
16. Observation of community	9	10
17. Written papers such as autobiographies	8	9
18. Participating in community organizations such as the churches	7	8
19. Conferences with administrators	6	7
20. Local publications	5	6
21. Practical pre-tests	3	3
22. Question box	3	3
23. Adult classes	3	3
24. Parent Teacher Association	2	2
25. Former records	2	2
26. Individual folders	2	2
27. "Wishing Well"	2	2
28. Group work	2	2
29. Diary	1	1
30. Anecdotal records	1	1
31. Checks for democratic ideals and procedures	1	1
32. School testing program for aptitudes, etc.	1	1
33. Progress sheet, accumulative report	1	1
34. Utilize present experiences to locate need	1	1
35. Health clinics	1	1
36. Open house and parent night	1	1
37. Socio-grams	1	1
38. Comparing with needs of former groups	1	1
39. Oral and written evaluations	1	1
40. "Mooney Check List"	1	1
41. Tests	1	1

It is significant to note that each of half of the methods on Table II (methods 21-41) were reported by only one to three percent of the teachers. These methods total 21 of the 41 reported by teachers. Thirty-five out of 41 methods were reported by less than 17 percent of the teachers. This seems to indicate that the majority of Oklahoma vocational homemaking teachers included in the study are not using a wide variety of ways for locating the needs of their students.

The unique phases of the vocational homemaking program include home visits, conferences, home projects, class work, adult classes, and Future Homemakers of America work. Table II is evidence of the use of these phases in locating student needs. Home visits rank at the top of the methods reported, conferences with students second, and class discussions third. These three are important phases of the program, and it is to be expected that they would fall near the top of the methods reported. However, home projects were reported as being used by only 13 percent of the teachers and activities of Future Homemakers of America by only 12 percent. Adult classes were reported by only three percent, and group work, which has been encouraged in the Oklahoma program, was reported by only two percent of the teachers. However, an analysis of Table II and Table IV, page 25, shows that some methods being used occasionally were reported by almost as large a percent of teachers as those being used frequently.

Table III, page 24, presents an analysis of the methods reported as being most frequently used in locating student needs. This designates that teachers are using several of the methods through classwork as a means of discovering the needs of their students. These methods include class discussion, observation of the student, pupil-teacher or pupil-teacher-parent planning, written papers such as autobiographies, group work, utilization

TABLE III

ANALYSIS OF METHODS (INCLUDING INSTRUMENTS) MOST
FREQUENTLY USED FOR LOCATING STUDENT NEEDS

Methods Used Through Homemaking Classwork	Methods Used Through Activities Other Than Classwork	Instruments Used Specifically for the Purpose of Locating Student Needs
Class discussion. Observation of students. Pupil-teacher and pupil-teacher- parent planning. Written papers. Group work. Utilize present experiences to locate needs. Comparing with needs of former groups. Student questions and sugges- tions.	Conferences: With students. With other teachers. With administrators. With parents. With other persons in the com- munity. Home visits. Home projects. Future Homemakers of America. Adult classes. Participation of teacher in community organizations such as churches. Local publications. Parent Teacher Association. Health clinics. Open house and parent night. Observation of community. Observation of students. Extra-curricular school acti- vities and other outside activities.	Questionnaires and checklists. Information sheets. Pre-tests. Practical pre-tests. Written papers (e. g. autobiogra- phies). Question box. Former records. "Wishing Well." Diary. Anecdotal records. Checks for democratic ideals and procedures. Individual folders. School testing program. Progress sheets. Socio-grams Oral and written evaluations. "Mooney Check List." Tests.

TABLE IV

METHODS OCCASIONALLY USED BY VOCATIONAL HOMEMAKING
TEACHERS IN OKLAHOMA IN LOCATING STUDENT NEEDS

Activities, Methods, and Instruments Used	Number Reporting	Percent Reporting
1. Conferences with students	22	24
2. Observation of students	11	12
3. Conferences with parents	11	12
4. Questionnaires and checklists in specific areas	11	12
5. Conferences with administrator	11	12
6. Pre-tests	10	11
7. Conferences with persons in the community	10	11
8. Class discussion	9	10
9. Written work such as autobiographies	8	9
10. Future Homemakers of America activities	5	6
11. Conferences with students or groups	5	6
12. Question box	5	6
13. Former records	4	4
14. School records and case histories	4	4
15. Adult program	4	4
16. Conferences with former homemaking teacher	3	3
17. Information sheets	3	3
18. "Wishing Well"	3	3
19. Home visits	3	3
20. Observation of community	3	3
21. Socio-drama	3	3
22. Student questions and suggestions	3	3
23. Extra-curricular and outside activities	2	2
24. Practical pre-tests	2	2
25. Conferences with district supervisors	1	1
26. Conferences with teachers in other communities of similar conditions	1	1
27. Teacher-student planning	1	1
28. "Mooney Check List"	1	1
29. Comparing with needs of former groups	1	1
30. Parent Teacher Association	1	1
31. Buzz session	1	1
32. Oral or written reaction to cartoon or story.	1	1
33. Conferences with specialist on student needs	1	1
34. Field trips	1	1
35. Diagnostic tests (Purdue Univ., Lafayette)	1	1
36. Local publications	1	1
37. Old tests and lesson plans	1	1
38. Evaluation charts	1	1
39. School testing program	1	1

of present experiences, and comparing the class with former groups. Teachers reported a wide variety of methods through activities other than class work, although many of these, as shown on Table II, page 22, were listed by a very small percent of the total group. These methods included conferences with students, other teachers, administrators, parents, and other persons in the community, home visits, home projects, Future Homemakers of America activities, adult classes, Parent Teacher Association, teacher participation in community organizations such as the churches, local publications, observation of students, observation of the community, extra curricular and outside activities, health clinics, and open house or parent night.

A number of instruments were listed as being used to locate student needs although the majority of them were reported only by a few teachers. Questionnaires and checklists were reported by 25 teachers as being used frequently, and by 11 as being used occasionally. These instruments, however, were used only in units such as clothing or family relations. The only checklist reported which covered the major needs of students was "Mooney's Check List"; it is reported one time in Table II, page 22, and once in Table IV, page 25. Information sheets, pre-tests, and written papers were reported by eight to 15 teachers as being used frequently. Less than five teachers reported using: practical pre-tests, question box, former records, "Wishing Well," diary anecdotal records, checks for democratic ideals and procedures, individual folders, school testing program, progress sheets, socio-grams, oral and written evaluations, "Mooney Check List."² Some of these instruments offer excellent possibilities for locating the

² See Tables II and IV, pages 22 and 25.

needs of students, yet their use is limited.

How Vocational Homemaking Teachers in Oklahoma
Use Information Concerning Student Needs

Seventy-eight percent of the teachers reported that they use the information on needs in preplanning class activities and units of work. Many of these, however, were vague in their statements and the use of this information was not actually clarified. Twenty-seven percent of the teachers reported use of it in guiding home projects, and 21 percent in counseling on individual problems. Six to 13 percent reported the use of their knowledge of student needs in: guiding activities of Future Homemakers of America, student and teacher evaluation, classroom guidance, planning adult programs, setting up goals and objectives which may be a part of preplanning class activities, establishing friendly teacher-pupil relationships, and interpreting the program to the school and community. As shown on Table V, page 28, less than four percent of the teachers reported as many as two thirds of the methods listed. Only three percent report use of the information in planning their home visits or their conferences with parents and adults, and only one percent in reorganizing their teaching methods. Many teachers probably use their information on student needs to greater advantage than they realize or reported, but the vagueness of the statements may indicate that they are not aware of how they do use or might use this information.

Table VI, page 29, classifies into three areas the ways teachers reported use of the information they secure on student needs. These are related to: (1) class activities, (2) school activities other than classwork, and (3) adult and community program. This analysis points up the unique phases of the vocational program--classwork, Future Homemakers of

TABLE V

USE OF INFORMATION CONCERNING STUDENT NEEDS AS REPORTED
BY VOCATIONAL HOMEMAKING TEACHERS IN OKLAHOMA

Methods Used	Number Reporting	Percent Reporting
1. Preplanning class activities and units of work	70	78
2. Guiding home projects	24	27
3. Counseling on individual problems	19	21
4. Guiding Future Homemaker of America activities	12	13
5. Making teacher and student evaluations	10	11
6. Giving classroom guidance	8	9
7. Planning adult program	7	8
8. Setting up goals and objectives	6	7
9. Establishing friendly teacher-pupil relationships	5	6
10. Interpreting program to school and community	5	6
11. Selecting film, resource people and illustrative material	4	4
12. Helping other teachers understand the student	4	4
13. Stimulating desire for further personal growth	4	4
14. Improving teachers' understanding of student	4	4
15. Carrying out student-teacher and/or student-teacher-parent planning	3	3
16. Planning home visits	3	3
17. Having conferences with parents and other adults	2	2
18. Helping students discover personal talents and interests	2	2
19. Assisting with community projects	2	2
20. Planning field trips	2	2
21. Establishing friendly relations between home and school	2	2
22. Reorganizing teaching methods	1	1
23. Reorganizing teaching techniques e. g. score cards	1	1
24. Working with more local agencies	1	1
25. Assisting out-of-school-youth	1	1
26. Making personal file for students	1	1
27. Planning lunch room improvements	1	1
28. Maintaining discipline	1	1
29. Selecting library books, bulletins, etc.	1	1
30. Helping girls gain a sense of achievement	1	1

TABLE VI
ANALYSIS OF WAYS TEACHERS USE INFORMATION
SECURED ON STUDENT NEEDS

Class Activities	' School Activities Other' Than Homemaking Classwork	Adult and Community Program
<u>Planning:</u>		
1. Preplanning class activities and units.	1. Guiding home projects.	1. Planning adult program.
2. Setting up goals and objectives.	2. Planning home visits.	2. Conferring with parents and adults.
3. Carrying on student-teacher, student-teacher-parent planning.	3. Guiding Future Homemakers of America activities.	3. Assisting with community projects.
4. Planning field trips.	4. Counseling with students.	4. Working with more local agencies.
	5. Establishing friendly relations.	5. Assisting out-of-school youth.
	6. Helping other teachers understand students.	6. Establishing friendly relations between home and school.
<u>Guidance:</u>		
1. Guiding students through classwork.		
<u>Relationships:</u>		
1. Improving homemaking teachers' understanding.		
<u>Methods:</u>		
1. Reorganizing methods of teaching.		
2. Reorganizing teaching techniques.		
<u>Evaluation:</u>		
1. Evaluating through teacher and student participation.		
<u>Locate and Select Teaching Aids (Materials and Resource People):</u>		
1. Selecting films, illustrative material and resource people.		
2. Selecting library books, bulletins, etc.		
3. Making personal file for students.		

America activities, home visits, home projects, conferences, and adult program. Emphasis is also placed on improving relations and understanding between teachers, students, and parents, which is basic to a functional homemaking program.

The data secured on methods teachers use to discover the needs of their students, and how they use the information seems to indicate that:

1. A variety of methods for locating student needs are being used by teachers. A large percent of teachers may not be aware of the variety of available methods and instruments for locating student needs and/or they may not have analyzed and reported all of the methods being used.
2. Teachers may not be aware of the importance of basing their curriculum upon student needs, which also may indicate limited background or study of student needs.
3. Teachers may be at a loss in using the information they do obtain on student needs. The variety of ways in which this information is profitably used is limited.
4. There seems to be a need for the development of instruments which will aid teachers in locating the overall needs of students as a basis for curriculum planning.
5. The majority of teachers do not use instruments for locating overall needs of students.

CHAPTER IV

SUMMARY OF FINDINGS AND CONCLUSIONS REGARDING REACTIONS OF STUDENTS, GRADUATES, TEACHERS, ADMINISTRATORS, AND PARENTS IN TEN SELECTED COMMUNITIES TO A PRELIMINARY CHECKLIST FOR LOCATING STUDENT NEEDS

A preliminary checklist for locating student needs was set up under the three areas of living--personal, personal-social, and social-civic-economic. The total checklist includes 202 statements. As shown by Table VII, page 32, each of the three areas of living covers certain major areas of need. These are subdivided into a number of specific areas. However, no attempt was made to list all of the specific needs which should be included under each major area of need. No definite number of statements was planned under any one heading; the main purpose was to cover the major areas with some of the specific needs listed under each major area of need. The various subject matter interests within the homemaking curriculum were carefully considered as the instrument was developed. The writer checked with several state teachers' guides in order to cover the different phases of homemaking. The checklist is concerned only with the knowledge, understandings, and skills which are essential in meeting the major needs within the three areas of living, and which the author believes should be met to varying degrees by the homemaking curriculum; the degree of emphasis to be determined by many local conditions such as grade level, backgrounds of students, needs and interests of students, and community resources available.

TABLE VII

MAJOR AREAS OF NEED INCLUDED UNDER EACH AREA OF
LIVING WITHIN THE CHECKLIST

Personal Living	Personal-Social Living	Social-Civic-Economic Living
I. Need for Effective Personal Health.	I. Need for Appreciating and Participating in Worthwhile Sports and Recreation.	I. Need of Becoming a Functioning Citizen of the Community.
II. Need for Self Assurance.	II. Need for Living in My School Satisfactorily.	II. Need for an Understanding of Housing Problems.
III. Need for Developing a Satisfying World Picture and a Workable Philosophy of Life.	III. Need for Living in the Home Satisfyingly.	III. Need for Beautifying the Community.
IV. Need for Variety of Personal Interests.	IV. Need for Living in the Neighborhood Harmoniously.	IV. Need for Developing Ability to Earn a Living.
V. Need for Esthetic Satisfaction.	V. Need for Developing Friends With the Same and Opposite Sex.	V. Need for Knowledge, Skills, Understandings, and Appreciations Which Are Necessary to Handle Money Wisely.
	VI. Need for Developing Home-making Understandings, Skills, Interests, and Appreciations.	VI. Need for Becoming a Functioning Citizen of the State, Nation, and World.

The checklist was prepared for and used with upper class students and adults. However, it could be used for lower class students if the homemaking teacher modifies and adapts it to their level. The instrument was planned to be used in locating the total needs of homemaking students. It was not planned to be used for setting up any specific type of curriculum; rather, it is believed that the information secured through the instrument may be the basis for planning any type of effective curriculum selected by a school. For example, information gained from it could be used in planning a core curriculum for both boys and girls, since the interest and needs of each group are included. The instrument was intended to be used specifically for locating the needs of homemaking students, however, the overall areas of living and of major areas of need could well be the basis for developing an instrument for determining student needs in other subject matter classes.

Each of the ten schools to which checklists were sent returned all or part of them. Table VIII, page 34, gives the number of checklists mailed, and also the number and percent returned by the various groups. Each teacher was asked to give on a reaction sheet¹ the approximate time required for each group of people to complete the checklist as a whole. Teachers reported the following variations in the time required: teachers 18 to 90 minutes, administrators 20 to 90 minutes, parents 15 to 160 minutes, students 20 to 150 minutes, and graduates 45 to 130 minutes.

¹ Appendix XI, page 85.

TABLE VIII
 NUMBER AND PERCENT OF RETURNS ON PRELIMINARY CHECKLIST
 FOR LOCATING STUDENT NEEDS

Representatives of Each School	Number Mailed	Number Returned	Percent Returned
Administrators	10	8	80
Teachers	10	10	100
Parents	100	87	87
Students	50	46	94
Graduates	50	42	84

Summary of Reactions of Students, Graduates, Teachers,
 Administrators, and Parents to the Checklist

A complete picture of the reactions of teachers, administrators, parents, homemaking students in senior classes, and graduates having completed homemaking classes in high school to each of the 202 statements on the checklist may be found in Table IX, page 35. The summarization of the reactions of the writer are limited to: (1) those statements wherein the majority of representatives checking the instrument have largely approved the statements and (2) those statements in which five or more negative replies were given. The responses of approval and disapproval, along with the suggested changes and additions, formulate the basis for refining the instrument. No attempt has been made to summarize the "in-between" statements, or those which were approved or disapproved by a limited number of persons. However, changes suggested for the latter statements were considered in preparing the proposed checklist in its final form. No attempt was made to analyze those statements which were not checked.

The following summary is set up in accord with the three sections of

TABLE IX

SUMMARY OF REACTIONS TO A PROPOSED CHECKLIST FOR LOCATING STUDENT NEEDS

State- ment Number	Homemaking Teachers			Administra- tors			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me		
	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer
Part I																					
1	10	0	0	8	0	0	81	5	1	37	5	4	29	0	17	34	4	4	19	0	23
2	10	0	0	8	0	0	81	4	2	40	3	3	27	1	18	34	4	4	17	1	24
3	10	0	0	8	0	0	82	4	1	42	3	1	26	1	19	35	6	1	18	1	23
4	10	0	0	8	0	0	80	6	1	38	4	4	25	2	19	34	4	4	19	0	23
5	10	0	0	8	0	0	87	0	0	46	0	0	23	0	23	41	0	1	19	0	23
6	10	0	0	7	1	0	83	3	1	36	7	3	30	0	16	36	2	4	17	1	24
7	9	1	0	7	1	0	83	2	2	31	13	2	20	7	19	29	9	4	20	1	21
8	9	1	0	7	1	0	84	1	2	32	11	3	28	1	17	31	9	2	19	1	22
9	10	0	0	8	0	0	84	1	2	43	3	0	24	0	22	39	3	0	16	1	25
10	10	0	0	8	0	0	81	6	0	37	4	5	23	0	23	32	5	5	16	3	23
11	10	0	0	8	0	0	86	1	0	44	2	0	23	0	23	40	0	2	19	0	23
12	10	0	0	8	0	0	82	4	1	40	5	1	24	0	22	35	5	2	19	2	21
13	10	0	0	8	0	0	85	1	1	40	4	2	25	0	21	36	3	3	17	2	23
14	10	0	0	8	0	0	84	1	2	46	0	0	23	0	23	41	1	0	18	0	24
15	10	0	0	8	0	0	83	2	2	41	2	3	25	0	21	36	3	3	20	0	22
16	10	0	0	8	0	0	81	3	3	42	4	0	24	0	22	36	2	4	20	1	21
17	10	0	0	8	0	0	87	0	0	46	0	0	23	0	23	40	2	0	19	0	23
18	10	0	0	8	0	0	87	0	0	46	0	0	23	0	23	40	0	2	19	0	23
19	10	0	0	8	0	0	84	2	1	41	4	1	22	2	22	38	2	2	21	0	21
20	10	0	0	8	0	0	83	2	2	43	3	0	24	0	22	36	2	4	21	0	21

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administrators			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me		
	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer
21	10	0	0	8	0	0	85	1	1	45	1	0	23	0	23	42	0	0	20	0	22
22	10	0	0	8	0	0	84	1	2	38	7	1	24	1	21	35	4	3	20	0	22
23	10	0	0	8	0	0	83	1	3	44	2	0	24	0	22	36	2	4	21	0	21
24	10	0	0	8	0	0	83	1	3	44	2	0	22	1	23	37	2	3	18	0	24
25	10	0	0	8	0	0	83	2	2	44	2	0	23	0	23	40	2	0	17	1	24
26	10	0	0	8	0	0	84	1	3	40	4	2	24	1	21	38	2	2	20	0	22
27	10	0	0	8	0	0	85	0	2	36	9	1	23	7	16	38	3	1	18	0	24
28	10	0	0	8	0	0	85	0	2	43	3	0	23	0	23	40	1	1	19	0	23
29	10	0	0	8	0	0	84	0	3	42	4	0	22	0	24	36	3	3	21	0	21
30	10	0	0	7	1	0	81	4	2	36	7	3	25	2	19	33	5	4	20	1	21
31	10	0	0	8	0	0	87	0	0	42	3	1	23	1	22	37	4	1	17	1	24
32	10	0	0	8	0	0	85	2	0	42	4	0	22	1	23	37	2	3	18	0	24
33	10	0	0	8	0	0	87	0	0	41	3	2	24	0	22	33	6	3	21	1	20
34	10	0	0	8	0	0	86	0	1	46	0	0	23	0	23	42	0	0	18	0	24
35	10	0	0	8	0	0	80	6	1	39	5	2	23	1	22	31	6	5	21	1	20
36	10	0	0	8	0	0	81	4	2	33	11	2	23	2	21	34	4	4	18	1	23
37	10	0	0	8	0	0	86	1	0	39	5	2	20	1	25	36	5	1	20	0	22
38	10	0	0	8	0	0	84	3	0	39	6	1	25	0	21	33	3	6	21	0	21
39	10	0	0	8	0	0	84	2	1	39	6	1	24	0	22	35	4	3	20	0	22
40	10	0	0	7	1	0	85	1	1	40	5	1	23	0	23	38	3	1	27	0	25
41	10	0	0	7	1	0	85	1	1	44	2	0	23	0	23	38	2	2	19	0	23

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administrators			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me		Homemaking should help me				Homemaking has helped me			Homemaking should help me		
	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	
42	10	0	0	8	0	0	87	0	0	46	0	0	23	0	23	42	0	0	27	0	25
43	10	0	0	8	0	0	86	0	1	44	2	0	23	0	23	39	3	0	18	0	24
44	10	0	0	8	0	0	80	4	3	37	7	2	25	0	21	30	11	1	18	1	23
45	10	0	0	8	0	0	82	3	2	37	7	2	24	1	21	30	7	5	20	0	22
46	10	0	0	8	0	0	82	3	2	42	2	2	24	0	22	27	9	6	19	0	23
47	10	0	0	8	0	0	79	5	3	41	3	2	24	1	21	34	7	1	18	0	24
48	10	0	0	8	0	0	84	3	0	37	6	3	24	2	20	25	10	7	20	2	20
49	10	0	0	7	1	0	78	6	3	29	15	2	22	6	18	26	11	5	19	2	21
50	10	0	0	7	1	0	78	6	3	35	8	3	24	1	21	34	6	2	17	2	23
51	10	0	0	7	1	0	77	6	4	37	7	2	24	1	21	34	7	1	18	1	23
52	10	0	0	7	1	0	78	5	4	38	6	2	23	2	21	37	5	0	18	0	24
53	10	0	0	7	1	0	82	1	4	41	4	1	20	2	24	41	0	1	19	0	23
54	10	0	0	7	1	0	81	3	3	41	4	1	21	2	23	29	9	4	18	2	22
55	10	0	0	8	0	0	86	1	0	42	4	0	21	2	23	32	6	4	22	0	20
56	10	0	0	8	0	0	79	5	3	39	7	0	19	4	23	28	9	5	20	3	19
57	10	0	0	8	0	0	84	1	2	42	4	0	22	1	23	33	6	3	18	0	24
58	10	0	0	7	1	0	80	5	1	29	15	2	23	5	18	34	4	4	18	3	21
59	10	0	0	7	1	0	82	3	2	29	15	2	23	4	19	28	11	3	20	2	20
60	10	0	0	8	0	0	81	4	2	39	6	1	19	4	23	30	6	6	20	1	21
61	10	0	0	8	0	0	83	1	3	37	7	2	21	3	22	34	5	3	21	0	21
62	10	0	0	8	0	0	86	0	1	37	7	2	25	1	20	32	7	3	21	0	21

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administrators			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me		Homemaking should help me				Homemaking has helped me			Homemaking should help me		
	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	
63	10	0	0	8	0	0	83	1	2	43	2	1	23	1	22	36	4	2	19	0	23
64	10	0	0	8	0	0	86	0	1	45	1	0	22	1	23	41	1	0	18	0	24
65	10	0	0	8	0	0	83	2	1	46	0	0	22	1	23	39	2	1	17	0	25
66	10	0	0	8	0	0	84	1	1	41	4	1	23	1	22	35	5	2	19	0	23
67	10	0	0	8	0	0	82	2	2	36	10	0	25	0	21	34	5	3	21	0	21
68	10	0	0	8	0	0	86	0	1	43	3	0	24	0	22	40	1	1	20	0	22
69	10	0	0	8	0	0	87	0	0	46	0	0	22	0	24	42	0	0	18	0	24
70	10	0	0	8	0	0	77	5	5	29	13	4	21	6	19	25	13	4	20	0	22
71	10	0	0	8	0	0	83	1	2	41	5	0	23	0	23	37	4	1	19	0	23
72	9	1	0	7	1	0	76	10	1	21	21	4	11	16	19	28	12	2	19	2	21
73	10	0	0	7	1	0	81	6	0	28	15	3	21	6	19	36	6	0	17	2	23
74	10	0	0	8	0	0	82	2	3	37	9	0	22	2	22	35	5	1	19	0	23
75	10	0	0	8	0	0	83	1	2	42	4	0	21	2	23	36	4	2	20	0	22
76	10	0	0	7	1	0	83	3	0	38	7	1	22	2	22	35	6	1	20	0	22
Part II																					
1	10	0	0	7	1	0	77	8	2	32	11	3	17	7	22	36	5	1	19	0	23
2	10	0	0	8	0	0	86	1	0	42	2	2	24	1	21	42	0	0	18	0	24
3	10	0	0	8	0	0	83	1	3	44	1	1	24	0	22	40	2	0	17	1	24
4	10	0	0	8	0	0	82	2	3	39	7	0	23	0	23	31	6	5	22	1	19
5	10	0	0	8	0	0	79	5	3	36	7	3	18	5	23	35	5	2	19	1	22
6	10	0	0	7	1	0	81	4	2	36	8	2	22	4	20	33	6	3	22	0	20

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administrators			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me		
	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer
7	10	0	0	8	0	0	83	2	1	37	7	2	22	2	20	31	8	3	22	0	20
8	10	0	0	8	0	0	86	1	0	43	2	1	22	0	24	40	2	0	18	0	24
9	10	0	0	8	0	0	86	0	1	43	2	1	24	0	22	39	3	0	18	0	24
10	10	0	0	8	0	0	84	2	1	39	6	1	23	1	22	36	5	1	20	0	22
11	10	0	0	8	0	0	86	0	1	39	2	5	22	1	23	39	2	1	18	0	24
12	10	0	0	8	0	0	83	3	1	35	8	3	21	5	20	37	4	1	17	0	25
13	10	0	0	8	0	0	85	0	2	44	2	0	23	0	23	40	0	2	18	0	24
14	10	0	0	8	0	0	85	0	2	45	1	0	23	0	23	40	1	1	18	0	24
15	10	0	0	8	0	0	85	0	2	42	4	0	22	1	23	40	1	1	16	1	25
16	10	0	0	8	0	0	78	4	5	31	14	1	22	5	19	28	11	3	21	1	20
17	10	0	0	8	0	0	74	7	6	25	19	2	15	10	21	26	14	2	18	2	22
18	10	0	0	8	0	0	77	6	4	35	11	0	18	5	23	21	19	2	17	2	23
19	10	0	0	8	0	0	81	3	3	33	12	1	16	6	24	28	13	1	18	2	22
20	10	0	0	8	0	0	80	3	4	41	5	0	21	1	24	32	9	1	18	1	23
21	10	0	0	8	0	0	83	2	2	44	2	0	23	0	23	36	4	2	18	1	23
22	10	0	0	8	0	0	83	1	3	41	5	0	21	2	23	29	8	5	20	0	22
23	10	0	0	8	0	0	84	0	3	43	3	0	23	2	23	36	3	3	17	0	25
24	10	0	0	8	0	0	82	1	4	43	3	0	22	1	23	40	1	1	18	0	24
25	10	0	0	8	0	0	84	1	2	46	0	0	22	0	24	42	0	0	17	0	25
26	10	0	0	8	0	0	87	0	0	44	1	1	23	0	23	39	2	1	18	0	24
27	10	0	0	8	0	0	86	0	1	45	1	0	22	0	24	41	1	0	18	0	24

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administrators			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me		Homemaking should help me				Homemaking has helped me			Homemaking should help me		
	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer	Yes	No	No answer
28	10	0	0	8	0	0	86	0	1	44	2	0	22	0	24	38	1	3	17	0	25
29	10	0	0	8	0	0	83	2	2	33	11	2	23	1	22	34	3	5	18	1	23
30	10	0	0	8	0	0	81	4	2	40	5	1	22	1	23	37	2	3	20	0	22
31	10	0	0	8	0	0	82	2	3	40	5	1	23	0	23	39	1	2	16	0	26
32	10	0	0	8	0	0	84	1	2	45	0	1	24	0	22	41	1	0	18	0	24
33	10	0	0	8	0	0	84	1	2	44	2	0	23	0	23	42	0	0	17	0	25
34	10	0	0	8	0	0	84	1	2	30	11	5	26	0	20	38	3	1	16	0	26
35	10	0	0	8	0	0	85	1	1	45	0	1	21	0	25	40	2	0	18	0	24
36	10	0	0	8	0	0	83	1	3	42	3	1	22	0	24	37	4	1	19	0	23
37	10	0	0	8	0	0	85	0	2	41	4	1	22	0	24	38	4	0	16	0	26
38	10	0	0	8	0	0	80	4	3	34	10	2	26	0	20	35	5	2	19	0	23
39	10	0	0	8	0	0	79	6	2	36	9	1	22	1	23	30	9	3	19	1	22
40	10	0	0	7	1	0	78	9	0	31	12	3	24	4	18	32	10	0	17	1	24
41	10	0	0	8	0	0	83	2	2	38	6	2	23	1	22	36	5	1	18	1	23
42	10	0	0	7	1	0	76	8	3	35	10	1	20	3	23	28	11	3	19	1	22
43	10	0	0	7	1	0	81	5	1	30	12	4	20	5	21	32	8	2	18	1	23
44	10	0	0	6	1	1	83	2	2	33	10	3	22	3	21	31	8	3	19	1	22
45	10	0	0	8	0	0	85	1	1	44	1	1	23	0	23	41	1	0	17	0	25
46	10	0	0	8	0	0	83	2	2	45	1	0	21	0	25	41	1	0	17	0	25
47	10	0	0	8	0	0	86	0	1	43	3	0	22	0	24	40	1	1	18	0	24
48	10	0	0	7	1	0	85	1	1	42	3	1	22	1	23	39	2	1	18	0	24

TABLE IX--Continued

State- ment Number	Homemaking Teachers			Administra- tors			Parents			Homemaking Students in Senior Class						Homemaking Graduates						
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me		Homemaking should help me				Homemaking has helped me			Homemaking should help me			
	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No
49	10	0	0	8	0	0	84	1	2	41	4	1	21	0	25	39	2	1	18	0	24	
50	10	0	0	8	0	0	78	7	2	41	3	2	25	0	21	34	4	4	18	2	22	
51	10	0	0	8	0	0	81	4	2	42	3	1	21	0	25	36	5	1	18	1	23	
52	10	0	0	8	0	0	77	6	4	41	4	1	23	0	23	36	5	1	17	1	24	
53	10	0	0	8	0	0	79	5	3	40	5	1	23	0	23	32	5	5	18	2	22	
54	10	0	0	7	1	0	80	5	2	40	5	1	21	0	25	33	4	5	19	1	22	
55	10	0	0	8	0	0	84	2	1	41	5	0	21	1	24	38	1	3	17	1	24	
56	10	0	0	8	0	0	84	3	0	44	2	0	21	0	25	38	2	2	17	1	24	
57	10	0	0	8	0	0	82	3	2	38	7	1	23	0	23	37	4	1	17	0	25	
58	10	0	0	8	0	0	84	0	3	40	5	1	24	0	22	36	4	2	18	0	24	
59	10	0	0	8	0	0	83	1	3	38	7	1	22	2	22	37	3	2	17	0	25	
60	10	0	0	8	0	0	85	0	2	38	6	2	23	0	23	33	5	4	17	1	24	
61	10	0	0	8	0	0	84	0	3	37	7	2	25	0	21	33	5	4	17	0	25	
62	10	0	0	8	0	0	80	3	4	33	9	4	25	0	21	32	5	5	19	0	23	
63	10	0	0	8	0	0	82	1	4	36	7	3	23	2	21	35	3	4	17	0	25	
64	10	0	0	8	0	0	84	0	3	36	8	2	23	3	20	36	3	3	16	0	26	
65	10	0	0	8	0	0	84	1	2	35	10	1	25	1	20	30	9	3	19	0	23	
66	10	0	0	8	0	0	83	2	2	26	17	3	20	7	19	27	9	6	20	0	22	
67	10	0	0	8	0	0	84	1	2	39	6	1	26	0	20	27	11	4	19	0	23	
68	10	0	0	8	0	0	83	1	3	43	2	1	24	0	22	39	0	3	18	0	24	
69	10	0	0	8	0	0	86	0	1	46	0	0	21	0	25	40	1	1	17	0	25	

TABLE IX--Continued

State- ment Number	Homemaking Teachers			Administra- tors			Parents			Homemaking Students in Senior Class						Homemaking Graduates							
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me				
	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No
70	10	0	0	8	0	0	85	0	2	44	2	0	22	0	24	39	1	2	18	0	24		
71	10	0	0	8	0	0	84	1	2	44	2	0	23	0	23	38	1	3	18	0	24		
72	10	0	0	8	0	0	82	2	3	34	11	1	23	1	22	33	7	2	19	0	23		
73	10	0	0	8	0	0	84	0	3	35	11	0	21	2	23	34	6	2	19	0	23		
74	10	0	0	8	0	0	83	1	3	33	12	1	22	2	22	34	7	1	17	0	25		
75	10	0	0	8	0	0	84	0	3	36	9	1	22	2	22	37	4	1	18	0	24		
76	10	0	0	8	0	0	82	2	5	37	6	3	24	1	21	35	4	3	19	1	22		
77	10	0	0	8	0	0	81	1	5	36	7	3	26	0	20	35	5	2	20	0	22		
78	10	0	0	8	0	0	81	1	5	38	6	2	25	0	21	37	3	2	20	0	22		
79	10	0	0	8	0	0	78	4	5	36	7	3	26	0	20	33	7	2	20	0	22		
80	10	0	0	8	0	0	82	1	4	37	6	3	26	1	19	36	4	2	19	0	23		
81	10	0	0	8	0	0	83	0	4	41	3	2	24	0	22	38	2	2	17	0	25		
82	10	0	0	8	0	0	75	6	6	33	9	4	22	4	20	29	8	5	18	1	23		
83	10	0	0	8	0	0	84	0	3	45	1	0	21	1	24	39	1	2	17	0	25		
84	10	0	0	8	0	0	78	4	5	31	12	3	21	5	20	26	11	5	18	4	20		
Part III																							
1	10	0	0	7	1	0	77	6	4	28	14	4	22	5	19	22	16	4	17	2	23		
2	10	0	0	8	0	0	80	5	2	34	10	2	24	3	19	26	12	4	19	0	23		
3	10	0	0	8	0	0	78	5	4	29	14	3	26	3	17	28	11	3	17	0	25		
4	10	0	0	8	0	0	83	2	2	32	11	3	26	1	19	28	8	6	19	0	23		
5	10	0	0	8	0	0	85	1	1	39	5	2	25	0	21	36	3	3	19	0	23		

TABLE IX--Continued

State- ment Number	Homemaking Teachers			Administra- tors			Parents			Homemaking Students in Senior Class						Homemaking Graduates							
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me				
	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No
6	10	0	0	8	0	0	73	8	6	28	17	1	18	8	20	25	12	5	17	2	23		
7	10	0	0	8	0	0	78	6	3	29	14	3	21	5	20	27	13	2	18	1	23		
8	10	0	0	8	0	0	82	3	2	34	10	2	22	4	20	29	9	4	20	1	21		
9	10	0	0	8	0	0	78	6	3	30	13	3	22	6	18	28	10	4	20	1	21		
10	10	0	0	7	1	0	69	13	5	15	27	4	22	10	14	18	21	3	15	6	21		
11	10	0	0	8	0	0	83	2	2	32	13	1	23	3	20	30	10	2	19	0	23		
12	10	0	0	7	1	0	78	4	5	31	12	3	19	5	22	29	10	3	17	0	25		
13	10	0	0	8	0	0	87	0	0	43	0	3	24	0	22	37	3	2	16	0	26		
14	10	0	0	7	1	0	82	3	2	38	6	2	24	1	21	33	7	2	16	2	24		
15	10	0	0	7	1	0	84	2	1	34	8	4	22	3	21	36	5	1	16	1	25		
16	10	0	0	8	0	0	87	0	0	44	2	0	21	1	24	39	1	2	16	0	26		
17	10	0	0	8	0	0	84	2	1	41	3	2	23	0	23	38	2	2	16	1	25		
18	10	0	0	8	0	0	86	0	1	40	5	1	21	1	24	36	3	3	17	1	24		
19	10	0	0	8	0	0	87	0	0	40	3	3	25	0	21	37	3	2	17	0	25		
20	10	0	0	8	0	0	83	2	2	39	5	2	23	0	23	34	5	3	17	0	25		
21	10	0	0	8	0	0	85	0	2	38	5	3	24	1	21	31	6	5	20	0	22		
22	10	0	0	8	0	0	79	4	4	32	10	4	23	3	20	30	8	4	19	0	23		
23	10	0	0	8	0	0	83	1	3	38	5	3	25	0	21	33	7	2	18	0	24		
24	10	0	0	8	0	0	81	4	2	35	9	2	23	1	22	33	6	3	18	0	24		
25	10	0	0	8	0	0	81	3	3	34	7	5	27	1	18	32	7	3	17	1	24		
26	10	0	0	8	0	0	76	6	5	34	7	5	26	2	18	27	12	3	15	3	24		

TABLE IX--Continued

Statement Number	Homemaking Teachers			Administra- tors			Parents			Homemaking Students in Senior Class						Homemaking Graduates					
	Homemaking should help the student			Homemaking should help the student			Homemaking should help the student			Homemaking has helped me			Homemaking should help me			Homemaking has helped me			Homemaking should help me		
	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer	Yes	No	No an- swer
27	10	0	0	8	0	0	81	3	3	33	10	3	27	1	18	32	7	3	16	2	24
28	10	0	0	7	1	0	79	5	3	37	7	2	21	1	20	36	3	3	17	1	24
29	10	0	0	7	1	0	78	7	2	25	18	3	20	7	19	26	13	3	16	2	24
30	10	0	0	7	1	0	81	4	2	29	14	3	24	5	17	27	9	6	18	2	22
31	9	1	0	7	1	0	78	6	3	24	19	3	19	10	17	20	18	4	13	4	25
32	10	0	0	7	1	0	83	2	2	33	10	3	22	2	22	33	7	2	17	0	25
33	10	0	0	7	1	0	81	3	3	34	9	3	24	2	20	32	7	3	17	1	24
34	10	0	0	8	0	0	73	9	5	26	16	4	24	3	19	22	12	8	17	4	21
35	10	0	0	8	0	0	84	2	1	39	5	2	21	4	21	31	7	4	17	2	23
36	10	0	0	8	0	0	78	7	2	14	28	4	25	10	11	17	18	7	15	3	20
37	10	0	0	8	0	0	80	4	3	22	21	3	24	7	15	24	12	6	18	3	22
38	10	0	0	7	1	0	80	4	3	32	11	3	19	5	22	25	11	6	17	3	23
39	10	0	0	8	0	0	82	3	2	34	8	4	25	1	20	24	13	5	20	1	21
40	10	0	0	8	0	0	80	4	3	34	9	3	21	4	21	34	5	3	18	0	24
41	10	0	0	8	0	0	81	4	2	23	18	5	20	10	16	21	15	6	21	0	21
42	10	0	0	7	1	0	80	4	3	25	17	4	23	5	18	26	12	4	17	2	23

the checklist--personal living, personal-social living, and social-civic-economic living. Within each of these three areas of living the reactions of each group which checked the instrument are summarized. Finally, the reactions of all groups are summarized.

Summary of Reactions to Part I-Personal Living.--The statements which appear in Part I², Personal Living, seemed to receive a larger percentage of "yes" checks (shown on Table IX, page 35) than either of the other two sections. The teachers unanimously checked "yes" to all of the statements except three. They were:

1. Be skilled in some first aid techniques such as bandaging injuries or giving artificial respiration.
2. Recognize the symptoms of various diseases, immunizations, and learn to assist with the care of sick persons such as taking the temperature, respiration, pulse or giving medicine.
3. Hear good music.

The teachers probably felt that other departments should assume such responsibilities.

Administrators checked the majority of the statements "yes." However, 17 statements received one "no" reply each. These referred to the health of the family, first aid and home care of the sick, making own decisions and accepting responsibility for them, locating help in answering religious and other important questions, developing a satisfying world picture and understanding the characteristics of a democratic individual, extending personal interest through organizations and hobbies, and developing an appreciation of music, nature, and intelligent conversation. One administrator added the phrase "used carefully and discreetly" to the statement

² See complete instrument in Appendices XII and XIII, pages 86 and 87.

"Understand the beginning of life and birth." Another administrator objected to the wording "help solve problems in maintaining the health of various age groups." This same administrator questioned the words "share interests" in statement 41; he also thought "Hear good music" was the duty of the music department, "appreciating beauty in nature" the duty of the biology department and "expressing self through intelligent conversation" the duty of the English department. All other statements were marked "yes" by all eight administrators.

Ten parents answered "no" to "Hear good music." Five to six "no" checks were recorded for the 12 statements concerned with sex education, understanding self, leading a group, developing a satisfying world picture and a workable philosophy of life including a tolerance of others and their ideals, practicing democratic living, extending interests through hobbies, and appreciating art and nature. Those opposing the statements dealing with sex education may have done so on religious grounds or they may be of the "school of thought" which does not believe in giving young people information concerning their bodies and sex. One mother not only checked that she thought the school obligated to teach sex education to youth, but that it should also help parents fulfill their obligations. Her comment was: "There is definitely a need for sex education. Homes seem to be the place for a child to receive this, but where are the parents to receive this education? Parent classes are needed." Since five or more mothers objected they may not understand the importance of the statements dealing with understanding self, leading a group, clarifying one's values and extending interests through hobbies. Objections to the statement "Locate reliable help in answering religious and other important questions" may be due to the word

"religious." Parents may believe that anything to do with religion has no place in the school. It was intended that the term "religious" be used to refer to certain character building experiences with which the homemaking department could help students locate assistance. Some of the negative replies seem to indicate that parents are not aware of the vital necessity of developing tolerance and other accepted characteristics of democratic individuality; neither do they seem to be fully aware of the meaning of democracy. Parents do not appear to realize that the full meaning of democracy must be learned by practicing it. It may be that parents still think of the functions of a school in terms of what they experienced. Parents seem to feel that departments other than homemaking should shoulder the responsibility for developing an appreciation and an understanding of art, music, and nature, but the writer maintains that homemaking may make a contribution to these areas also.

One mother suggested that a statement, "Identify retail meat cuts" be added to the section dealing with foods. Several mothers wanted "with the help of parents" added to the statement "Make own vital decisions." Likely they did not see the relation between the heading of this area and the statement, however if the word "help" means unprejudiced guidance rather than the personal wishes of parents, such a phrase might be added. It was recommended that the statement "Take part in planning and carrying out plans of the family in improving their living conditions" be added to the area on gaining a greater sense of security. A statement was also proposed for the area on developing a pleasing personality and personal appearance--"Help small brothers and sisters to improve in grooming." One person also said "I think number 64 should be expressed more." This referred to the

recognition, appreciation, and application of design principles in the home and in clothing.

The negative replies made to statements dealing with personal living were only a small percentage of the total number on this section of the instrument. Some areas within Part I received very few negative answers. Fourteen statements received no negative replies. These pertain to fundamental health principles, foods, accepting responsibility for own decisions, using money wisely, developing homemaking skills, improving personal appearance, using art principles, and planning and caring for own room. It seems apparent that mothers approved the statements included under personal living with only a limited number of changes.

The responses of students indicate that homemaking has helped them more in personal living than in either of the other two areas. Ten statements were checked "no" most frequently as being inadequately met. These were concerned with first aid; home care of the sick; hobbies; arranging house to conserve time, money, and energy; and developing an appreciation and understanding of art. Only a few statements received five or more "no" answers to the question of "Homemaking should help me." Six received from five to seven negative replies (these deal with locating help with religious and other important questions, extending personal interest through hobbies, and appreciating art and nature). "Hear good music" received sixteen. Students may feel that first aid techniques should be learned in another department. The writer believes it could be possible that "production and preservation of food for the family" may have been presented in an uninteresting manner to students, resulting in negative reactions. The word "religious" may again have caused negative replies to the statement which

deals with locating help in answering important questions. Evidently students feel that there is insufficient time to stress hobbies, but this instrument does not attempt to say how much emphasis shall be placed upon any of the selections or statements. Appreciation of art, music, and nature are evidently believed to be the duty of other departments. Thirty-four statements received no negative replies, being answered in the affirmative by all 46 students. These are concerned with heredity, fundamental health principles, health of the family, developing good mental health, foods and nutrition, use of money, developing homemaking skills, gaining a greater sense of achievement, developing a pleasing personality and personal appearance, locating and solving own problems, planning and maintaining a satisfying home, and using decorative accessories for self or the home. One student remarked that she thought sex education should be especially emphasized.

Graduates reported nine statements most often as having been inadequately met by the homemaking department. These came under the areas of first aid, home care of the sick, locating and solving own problems, making intelligent decisions, locating help in answering important questions, experiencing democratic group living, developing handicraft skills, and appreciating art and music. No statement under the heading "Homemaking should help me" received more than three negative replies from the group of graduates who checked them. The statements receiving three "no" checks were those concerned with understanding self, practicing democratic procedures in groups, and extending interests through hobbies. The statements referring to first aid and home care of the sick carried the following comment: "nurse's or doctor's duties." The statement "Recognize jealousy and learn to control it" was added to the section on mental health; however, it was

intended that the statement "Analyze self and control emotions" cover this idea. Number 59 (handicrafts) was noted with "If time permitted." To the statement "Use money wisely" one graduate added, "I think this most important in these times of high taxes, and a homemaker should certainly stay within a budget." Forty-six statements received no negative replies. Those unanimously approved were sex education, developing good mental health, foods, increasing ability in assuming mature responsibilities, developing homemaking skills, gaining a greater sense of security, improving personality and personal appearance, solving own problems, clarifying values, developing characteristics of a democratic individual, developing leadership, developing and applying an appreciation of beauty, planning and maintaining a satisfying home, selecting decorative accessories and developing an urge to create. This increase in affirmative reactions indicates that graduates may be more aware of some of the needs than the students enrolled in homemaking.

Within the area of personal living 56 statements received either no or less than five negative replies each from all groups of persons checking the instrument. Briefly these statements refer to heredity, physical changes during adolescence, fundamental health principles, developing good mental health, foods and nutrition, assuming mature responsibilities, gaining a greater sense of achievement, gaining a greater sense of security, making intelligent decisions, participating in youth organizations, developing skill in handicrafts, recognizing possibilities of other subject matter areas, developing and applying an appreciation of art in self and home, planning and maintaining a satisfying home, selecting decorative accessories for self and the home, and developing an urge to create.

Summary of Reactions to Part II-Personal-Social Living.--All eighty-four statements on Part II, Personal-Social Living, were marked "yes" by the teachers. Seven received one negative check each from administrators. One administrator objected to the word "sports" in "Recognize the importance of and participate in worthwhile sports and social games"; to "recognize" in the statement "Recognize and appreciate the talents of others"; and to "popularity" in "Attain popularity with graciousness." Evidently this administrator felt that dealing with community life should be covered by other departments. One administrator added this comment to the statement "Obtain and understand reliable sex information"--"Sex in its general sense--but not in its intimate sense, unless in cases where the girl has no mother who can be used or guided into proper explanation of sex and sex relations." All other statements were unanimously checked "yes."

Parents recorded from five to nine negative replies to each of 12 statements within the area of Personal-Social Living. These included recreation, reading critically and using study periods profitably, improving community life, developing friendships with opposite sex, and meeting nutritional needs of the community. This large number of negative replies may mean that parents still think of homemaking education as only cooking and sewing. They may believe that sports and recreation should be dealt with in other departments. Also they may have a misconception of the word "critically," probably the word "thoughtfully" should have been used instead. No explanation can be given for the large number of "no" replies to "Use study periods profitably." Parents also may believe that problems relating to community welfare should be handled by the social studies department. The negative replies to "Obtain and understand reliable sex information" may indicate that some parents are still reluctant to reveal any sex information

to young people. One mother made this statement: "Sex education or sex knowledge without spiritual guidance might prove harmful." Other negative replies to problems dealing with boy and girl friendships may be connected with this same reluctance in parents to permit their children to become interested in the opposite sex. To the parents, "helping meet the nutritional needs of the community" probably appeared not to be the responsibility of the homemaking department. One mother added this statement to the area on repairing: "Learn more about the use of electrical appliances." Two statements were added to the area on marriage--"I would like for a course to be taught in marriage relationship or sex education," and "Recognize the obligations and responsibilities of marriage and rearing a family." Twenty-one statements within the following areas were approved by all parents receiving no negative replies: creating desirable relations with teachers, getting oriented to school, participating in club activities, appreciating one's home and family, adjusting to limited finances, respecting others, developing understanding of children, developing skill in clothing, laundering and preparing food for groups.

Within the area of Personal-Social Living students reported 19 specific needs as not having been met by the homemaking department. Briefly these deal with recreation, forming desirable study habits, adjusting to certain family problems, learning to live in the community harmoniously, renovating furniture, using electricity, laundering, and working with community food projects. Although it is evident that homemaking has not met the needs of these students adequately within the area of personal-social living, relatively few negative replies were recorded under the heading "Homemaking should help me." Ten statements received from five to ten "no" checks; these included recreation, becoming acquainted with school and class

regulations, developing good study habits, understanding community problems, using electricity, and assisting with community food projects. Students seem to believe recreational needs should be met by another department. The reason for the negative replies to those statements involving the developing of good study habits cannot be explained. Like the parents, students evidently do not understand the complete meaning of "critical" in the statement "Read critically." It may mean "destructive criticism" to them. Students evidently are not aware of the importance of using community problems in the homemaking curriculum nor of studying the use of electricity. Forty-three statements within the area of personal-social living were approved by all students; they received no negative replies. These areas of need which were unanimously approved by students include recreation and leisure time activities, creating desirable relations with teachers, becoming an effective group member, developing satisfying home relations, managing the home, understanding people of various age levels, developing worthwhile friendships, improving understanding of children, developing skills in upkeep and repair jobs, developing clothing construction skills, becoming efficient in laundering, preparing for marriage, and serving food to large groups.

Graduates reported 11 specific needs most frequently as not having been adequately met by the homemaking curriculum. These are concerned with developing good study habits, problems of community life, furniture renovation, use of electricity and repair jobs. "Assist with community food projects," received only four "no" checks. It is the only statement which received more than two negative replies under the heading "Homemaking should help me." Graduates may feel that there is insufficient time for work within the community. Fifty-six statements were approved by the graduates;

they received no negative replies. These statements are concerned with sports and recreation, leisure time activities, creating desirable relations with teachers, getting oriented to school, becoming an effective group member, developing satisfying home relations, managing the home, understanding people of various age levels, developing worthwhile friendships, understanding children, making household repairs, developing clothing skills, laundering, preparing for marriage, and preparing banquets.

When the replies from all groups to the area of personal-social living were totalled, it was found that 53 of the 84 statements in this area were approved by all persons checking the instrument. These statements approved by all groups relate to developing personality through recreational and leisure time activities, creating desirable relations with teachers, getting oriented to school, accepting responsibility for own mental growth, becoming an effective group member, developing satisfying relations within the home, managing the home, understanding people of various age levels, developing friendships, understanding children, making household repairs, caring for linens and equipment, working with clothing, laundering, preparing for marriage, and serving food for large groups.

Summary of Reactions to Part III-Social-Civic-Economic Living.--All of the 42 statements except one were marked "yes" by the teachers. "Understand and use some of the laws, local, state, and national that promote a successful use of money" received one negative check. This teacher may have felt that the social studies department should be responsible for this need.

Thirteen statements received one negative check each from administrators. The statement dealing with becoming familiar with community resources was marked as belonging to a core curriculum. The other statements were labeled by one administrator as the duty of other departments.

Parents gave from five to thirteen negative replies to each of 13 statements which relate to becoming acquainted with the community, accepting some responsibility within the community, housing, handling and understanding the role of money, becoming familiar with resources and problems of others within our country, and studying laws which affect the family. Five statements dealing with becoming acquainted with home economics careers, developing satisfaction in doing a job well, developing personality traits essential in getting and holding a job, understanding sources of income and budgeting, and understanding the influence of the consumer upon production, were the only ones which received no negative replies. The replies to this section seem to indicate that some parents believe that this area of living should be dealt with by other departments, or that some are not concerned nor aware of the importance of this phase of living in maintaining a way of life in accord with the principles of democracy.

"Become acquainted with the many possibilities of careers in home economics" was the only statement which received no negative reply from students under the heading "Homemaking has helped me." The three statements dealing with developing traits which aid in doing one's job successfully were the only ones receiving less than three negative replies. All of the other statements received from five to 28 negative checks. This definitely indicates that homemaking is insufficiently meeting the needs of individuals within this area of living. Under the heading "Homemaking should help me," students gave from five to ten "no" checks for 13 specific needs dealing with becoming familiar with the community, housing, understanding use of tax money, understanding conservation and legislation affecting the use of money, developing a better understanding of state and federal legislation affecting the family, and making friends all over the world. Only six statements

received no negative answers. They dealt with improving community, home, and family life; becoming familiar with home economics careers; preparing for homemaking as a career; understanding sources of income and budgeting, and the role of consumer in use of money; and purchasing furnishings and equipment wisely.

Graduates checked this section similarly to students. All except seven statements which deal with improving community life, home economics careers, developing traits which aid in doing jobs well, understanding sources of income and budgeting, and developing ethical practices in buying, received from five to 21 "no" checks under the heading "Homemaking has helped me." These checks with those made by students give a strong indication that social-civic-economic living has been neglected by homemaking curriculums. Graduates, however, seem to be more aware than students of the need for help in this area from the homemaking department. This is evidenced by the fact that "Study housing legislation" is the only statement which received more than five "no" checks under the heading "Homemaking should help me." No negative checks were recorded for 17 statements dealing with assuming some responsibility in the community, improving the beauty of the community, becoming familiar with home economics careers, developing satisfaction in doing job well, some consumer education and budgeting, solving problems of savings and investments, hearing speakers tell of homes in other countries, and visiting people who have been in other countries.

Within the area of social-civic-economic living 22 statements received either no or less than five negative replies from all persons contacted. These are concerned with improving safety and health conditions, improving community life, the effect of housing upon personality, beautifying the community, improving understanding of making a living, developing traits which

aid in doing a job successfully, consumer education and management of money, appreciating family life, and hearing of family life of others in the world.

Summary of Reactions to the Checklist as a Whole

Teachers reacted very favorably to the checklist. Only four of the total 202 statements received a negative reaction. Several teachers commented that there seemed to be some repetition within the checklist. The author was aware of this, but seemed unable to eliminate all of it, since some needs logically overlap others. However, this was given careful consideration in refining the instrument. One teacher commented, "I believe this instrument will help broaden our homemaking curriculum." Another teacher made this notation:

This checklist would be excellent in helping plan the homemaking curriculum. We need more definite help such as this to help us--so many of us feel we need more help in planning the homemaking curriculum. If all teachers had guides such as this, our work would be more uniform all over Oklahoma.

Still another teacher noted--"It gives the student, the parent, and the teacher an overall picture of material that may be included in the curriculum." One teacher thought the instrument needed to be simplified. Another added a comment which also came from several mothers--"Homemaking ought to teach all of these things but it would be impossible in only four years."

Administrators reacted negatively to 38 of the 202 statements. However, all of these statements except two were checked by the same individual. This administrator commented upon the instrument as a whole--"Is this intended to be a core treatment of life adjustment only for girls?" Attention is again called to the fact that this instrument was prepared for both boys and girls in homemaking although it has implications for a core curriculum as well as

other types of curriculums. If a core curriculum is to serve the needs of all, homemaking education for both boys and girls must necessarily play an important part.

Only 40 of the 202 statements received over five negative replies from parents. The following comments were added by mothers:

In answering the questions I find many covered by other subjects but which overlap with homemaking or which would apply to any subject. I have never had a course in homemaking so answered them with a homemaker's viewpoint gained by what I personally have found useful.

I have enjoyed completing this questionnaire and find that I know more about what our students have the opportunity to learn if they will only study, develop, and know the preceding questions in homemaking.

This covers much subject matter within the scope of homemaking and naturally overlaps other subjects taught in the curriculum; however, it is taught from the viewpoint of future homemakers. Very fine and comprehensive.

Students reacted with five or more negative replies to only 30 of the 202 statements. One student added "I think this is an excellent outline. It would certainly be wonderful if all homemaking curriculums were set up to include these basically essential arts of living."

Graduates reacted with five or more negative replies to only four of the 202 statements. One graduate commented that since a great many girls marry soon after high school graduation, emphasis should be placed upon those things to prepare them for marriage such as sex education and preparing food for two or three. Another graduate commented that she could truthfully check "yes," that homemaking had helped her with nearly every statement. She gave the credit to two excellent homemaking teachers she had had. She added--"I only wish that every high school girl could enjoy and benefit from their home economics training as much as I have."

Conclusions

The analysis of the replies received led the writer to draw certain conclusions in addition to those which may be found at the close of Chapter III.

1. Teachers are interested in and need instruments for locating student needs. They may need assistance in developing such instruments.
2. The similarity, which was prevalent throughout the checklist among the replies of various groups, indicates that student needs can be located through opinions of the students themselves and others who work with them.
3. The opinions of selected teachers, administrators, parents, students, and graduates are of value in developing and refining a proposed checklist for locating student needs.
4. An instrument such as this proposed checklist for locating student needs can be of most value when teachers supplement, change, improve, and adapt it to the needs of the homemaking students with whom they work.
5. Teachers apparently have been more concerned with the area of personal living, have given some attention to the area of personal-social living, but perhaps have placed insufficient emphasis upon the area of social-civic-economic living.
6. Homemaking teachers must recognize, plan, and carry out their programs as a part of the total school program in educating for personal, home, and family living stressing some phases, while including others in an incidental way, pointing them up for further study in other subject matter fields.
7. The checklist tends to indicate some of the needs of adults as well as those of students.
8. The checklist is not only an instrument for helping the teacher locate student needs, but it also helps individuals identify their own needs.
9. The checklist when used with a variety of persons, not just students, may serve as a means of interpreting the homemaking program to those persons checking it.
10. This study points up the need for more and better interpretation of the homemaking program to parents and to the community.
11. Some of the statements and words on the instrument may not

have been clear to the groups who checked the instrument, thus, it is recognized they may need refining.

12. Many persons are not aware of some of their major needs and need help in recognizing them.
13. The checklist may need to be interpreted to less mature students and in some instances to adults.
14. The directions for completing the checklist for students may need to be clarified.
15. Homemaking teachers who participated in the study are as a group now using a variety of methods in determining student needs. Some teachers use a limited number of methods and report limited use of the information obtained.
16. The writer is further impressed with the value of different methods, especially instruments, as a basis for planning the total homemaking program.

CHAPTER V

RECOMMENDATIONS BASED UPON FINDINGS IN THE STUDY

This study was based upon the philosophy that education must prepare individuals to live as effective democratic citizens if our democracy is to survive and progress. In order to do this, education must be directed toward meeting the needs of individuals, groups, and communities. An effective educational or homemaking program in any community depends to a great extent upon the teacher.

Suggested Methods and Instruments for Locating Student Needs

Teachers must first become aware of the need for and the values of using many methods and instruments for locating student needs. Teachers should select a variety, and try them out. By experimenting with a few each year and keeping accurate records concerning their effectiveness, the teacher can gradually assemble those which are of most value. It is important that the teacher not be limited to too few methods and instruments. One must work continuously to develop methods which are suitable to the particular group with which he is working.

Some suggested ways of locating student needs through homemaking class-work are:

1. Recognizing problems and needs which are brought up or recognized as a result of class discussions.
2. Observing students in class.

3. Planning with students and parents.
4. Recognizing needs pointed up in written papers.
5. Understanding the overall needs of the particular age group.
6. Locating needs through questions asked and suggestions made by students.

Methods other than classwork which may be used to determine student needs are:

1. Utilizing conferences with students, other teachers, administrators, parents, and other persons in the community.
2. Making home visits.
3. Working with students in planning, carrying out, and evaluating home projects.
4. Helping students with activities and program of Future Homemakers of America.
5. Working with adults.
6. Participating in community life and organizations.
7. Observing people and conditions in community.
8. Observing students in homemaking and other classes.
9. Becoming more familiar with problems of individuals by working with Parent Teacher Association, health and other clinics, and open house or parent night, by reading the local publications, and by participating in extra-curricular school activities or other outside activities.

Instruments which may have value in helping locate student needs are: questionnaires and checklists in specific areas; home information sheets; pre-tests including practical pre-tests; written papers, such as autobiographies, questions, former records, diaries, anecdotal or cumulative records; results of school testing program; progress sheets; oral and written evaluations; socio-grams, the "Wishing Well" and "Mooney's Problem Check List" (both available from the Bureau of Educational Research, Ohio State

University, Columbus, Ohio); and instruments such as the proposed checklist which is set forth in this thesis.

If home economics is to make a major contribution to life adjustment education, the homemaking teacher must study and use effective instruments for locating the needs of students, and use the information secured in planning the homemaking curriculum and other phases of the homemaking program, in cooperation with teachers of other subject matter areas and also parents.

The information secured on student needs should be used in planning the total homemaking program including class activities, activities other than classwork, the adult classes, and the community program. The information can be of value in planning class activities in the following ways:

1. Setting up overall purposes of total program.
2. Setting up objectives for each class and each unit.
3. Doing the preplans of the teacher, and also student-teacher and student-teacher-parent planning.
4. Planning a wide variety of learning experiences related to the most urgent needs and pressing problems.
5. Selecting and using subject matter which will enrich the selected learning experiences.
6. Selecting and planning the sequence of learning experiences according to the most urgent needs of the individuals concerned.
7. Allowing for individual differences in interests, maturity, and rates of learning.
8. Putting to use the principles of the accepted psychology of learning which holds that the physical, mental, and emotional sides of the human organism all work together.
9. Emphasizing the importance of the accepted principles of democratic living in all of life's relationships.
10. Planning a wide variety of evaluation techniques for individuals, teacher, and groups.

11. Guiding individuals in solving their personal problems.
12. Selecting a wide variety of teaching methods and techniques to meet these many needs.
13. Selecting illustrative material, audio-visual aids, resource people, library books, and bulletins which will assist in solving the problems of individuals or groups.
14. Improving the homemaking teacher's understanding of the student.

Information on the needs of individuals can be of value in planning school activities other than homemaking classwork in the following ways:

1. Guiding home experiences.
2. Planning and making home visits.
3. Guiding Future Homemaker of America activities.
4. Counseling with students.
5. Establishing friendly pupil-teacher relations.
6. Helping other teachers and administrators understand the students better.

Information secured from instruments on student and community needs may also be of value in these ways in planning the adult and community program:

1. Planning adult classes and other adult work.
2. Planning conferences with parents and adults.
3. Assisting with community projects.
4. Working with local agencies.
5. Assisting out-of-school youth.
6. Establishing friendly relations between home and school.
7. Interpreting the homemaking program to the community.

It is apparent that more research must be done in the area of locating and meeting student needs. The checklist proposed here points up the need

for other research problems. This instrument is not presented as a completed product, and should be tested and refined further. It is also hoped that other instruments will be developed.

There is evidence of a need for in-service training of teachers, such as local, sub-district and state conferences. These should provide an opportunity for teachers to study and work together in groups and as individuals in order to more effectively understand, select, and use methods and instruments for locating the needs of their own particular group of students. There should be more in-service training programs at both the local and state levels, with emphasis on understanding and meeting student needs.

Teacher training institutions at both undergraduate and graduate levels must face and accept the responsibility of helping college students understand the different developmental stages of youth, the wide variety of methods which might be used in better understanding individuals, and how to change and modify these methods to meet specific needs within their particular group. Prospective teachers must be given an opportunity to see and analyze different available instruments for locating student needs. They also should have an opportunity to try a number of such instruments and to learn how to make use of the information provided.

Refinement of Preliminary Checklist

As a whole, few changes need to be made in the preliminary checklist, however, as a result of the reactions and recommendations of persons who checked the instrument, certain statements are added and others changed. Table X, page 66, sets forth the additional statements which were recommended. Table XI, page 67, shows the corrected statements made as a result of suggestions given by those who checked the instrument.

TABLE X

ADDITIONAL STATEMENTS TO BE INCLUDED IN THE PROPOSED CHECKLIST

Add following statement:	Statement Suggested
Part I.	
29	Identify meat cuts. Learn to cook for two or three as well as larger groups.
40	Take part in planning and carrying out plans of family in improving their living conditions.
43	Help small brothers and sisters to improve in grooming.
59	Make friends.
Part II.	
15	Make teachers feel welcome to visit student's home.

* See original checklist in appendix.

TABLE XI

CHANGES TO BE MADE WITHIN THE PRELIMINARY CHECKLIST

Section	Suggested Changes
Part I	
I-A-2	Recognize the traits or qualities that are inherited, and understand the influence of environment on the individual.
I-A-6	Recognize and help solve problems in maintaining the health of various age persons in the family.
I-A-8	Recognize the symptoms of various diseases, understand immunizations, and learn to assist with the care of sick persons--such as taking the temperature, respiration, pulse, or giving medicine.
I-C-20	Understand and apply principles of nutrition in food selection for the family.
I-C-25	Develop eating habits which improve health and personality and gain social approval.
II-C-38	Gain acceptance of boys and girls of own age group, as well as adults, that one is an individual with ideas of worth.
III-A-47	Make clear one's values--those things one considers most important in life--by reading and thinking carefully (critically) before accepting an idea.
III-A-49	Locate and use reliable help in answering important questions.
V-C-71	Recognize and select attractive decorative accessories for self, the house, and the homemaking department
V-D	Develop an urge to create by locating and using different mediums for expression.

TABLE XI--Continued

Section	Suggested Changes
Part II	
I-A-1	Recognize the importance of and encourage participation in worthwhile sports and social games.
I-C-17	Read thoughtfully (critically).
IV-A-38	Understand people of different age levels who live in the community.
IV-B-42	Read thoughtfully (critically) articles dealing with ways of improving community life.
V-B-54	Attain some "popularity" with graciousness.
V-F-82	Help understand and meet some of the nutritional needs of the community.
V-F-84	Assist with some community food projects.
Part III	
I-A-1	Learn about and visit civic organizations, businesses, and other resources and homes in the community.
I-B-6	Recognize the privileges and duties of individuals as citizens of a democracy, such as the duty of keeping informed, voting, and participating in local and federal legislation.
V-A-29	Understand the purpose and use of tax funds in relation to income, especially at the community and school levels.
V-A-31	Understand some of the local, state, and national laws that promote a successful use of money.
VI-C-39	Study other peoples of the world to become conscious of and appreciative of their family life.

* See original checklist in appendix.

Although the preliminary instrument had two columns to be checked by students and graduates, and the one for adults had only one, the partially refined checklist which is being recommended should have only two columns with headings for students. The directions for using the checklist also should be made more clear, to insure the correct checking of both columns.

Suggested Use of Proposed Checklist

The proposed checklist is not being recommended for use by teachers as a completed product. Its value lies in the use each teacher may make of it. The teacher should revise, make additions and changes, modify, and adapt it to fit the group with which he is working. This proposed checklist is set up to be used with girls, boys, and parents or other adults. One of the major values is that it offers teachers a framework for preparing their own checklists to locate the needs of their own groups. The proposed checklist is concerned with knowledge, information, and skills. Information gained will necessarily be supplemented by instruments pertaining to attitudes, interests, and appreciations.

The homemaking curriculum will necessarily be affected by the curriculum of the whole school. Some of the areas of need may be pointed up for study in departments other than homemaking. In small schools, the homemaking department must meet some needs which are the responsibility of other departments in larger schools. Some areas of need must be stressed in every department if changes in the behavior of the individual are achieved. Home economics must accept its place as a part of the total school program in educating for home and family life.

The teacher may devise numerous ways of using or administering the checklist proposed. With more mature students, the whole instrument might

be given at one time. Students may check all three areas of living at the beginning of school or they may use it throughout the year in planning various units, by checking separately the major areas of need which might apply.

The checklist may be checked individually by students, parents, and others, or it may be used by groups as a first step in student-teacher and/or student-teacher-parent planning of the homemaking curriculum. A secretary may be appointed to make a list of the most pressing problems as the group becomes aware of them during their discussion of the various areas of need included. The instrument, when used in groups including adults, becomes an excellent means of interpreting the homemaking program.

The information to be gained from a checklist such as this, should be available to other subject matter teachers to help them meet more effectively the needs of students. This instrument has implications for the total school program even though it was planned for the area of homemaking. It has implications for the adult program, for the Future Homemakers of America program, and for the guidance program, as well as other phases of the homemaking or total school program. An effective curriculum must be planned with all phases and activities in mind. If the teacher sees the needs of the individuals concerned as a whole, they may be better integrated with all phases of school work.

It is believed that this proposed checklist is one of the numerous methods of helping teachers determine the needs of individuals as a basis for planning the total homemaking program, and specifically for planning and putting into action a curriculum that will bring desirable changes in the behavior of both students and adults.

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APPENDIX

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APPENDIX I

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

December 29, 1949

Dear Homemaking Teacher:

A graduate student in Home Economics Education at the Oklahoma A. & M. College is trying to discover what methods are used by vocational homemaking teachers to locate the needs of their students. Some teachers refer to the methods used as techniques, some think of them as devices, while some merely speak of the ways they use or the things they do. All of these terms are in reality another way of saying methods. We believe that reports of the methods now being used will contribute toward the development of an instrument for locating student needs which will be of value to homemaking teachers.

Will you take a few minutes to answer the following questions and return them to us not later than January 16, 1950?

Sincerely yours,

MILLIE PEARSON, Head
Home Economics Education
Oklahoma A&M College
Stillwater, Oklahoma

Enclosures

APPENDIX II

Name of Homemaking Teacher _____

School and Address _____

1. What methods do you use most frequently and find most satisfactory for locating the needs of your students?

APPENDIX III

Name of Homemaking Teacher _____

School and Address _____

2. What methods in addition to those mentioned in number one do you occasionally use?

3. How do you use the information secured?

(use the back or add other sheets if necessary)

APPENDIX IV

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

December 29, 1949

Dear Homemaking Teacher:

In developing the instrument (check-list) to be used in locating student needs three areas of living will be included--personal, personal-social, and social-civic-economic. To further refine this check-list, we are asking that it be filled by a group of persons from several selected schools. In each school these will include the homemaking teacher, five senior homemaking students, five former graduates who took homemaking in high school, at least one parent of each of the selected seniors and former graduates, and the school superintendent.

Your department has been chosen according to selective criteria as one that we would like to have participate in the study. It is hoped that this instrument for locating student needs can be developed to such a degree that it will be of value to homemaking teachers in their own programs.

After conferring with your administrator and others concerned, will you write us of your willingness to participate? Should you be unable to locate five former graduates and their parents would you secure as many checks as possible?

Sincerely,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX V

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

March 2, 1950

Dear Homemaking Teacher:

Your card has been received in which you express your willingness to participate in the study which is being carried on to develop an instrument that may be used in locating student needs. We are happy to have your assistance with the study.

The materials will be mailed to you within a few days. All instruments for students, graduates, parents, and the administrator will be included for you to distribute. A letter of instructions is included for each individual.

Will you please give your opinion on the copy prepared for you, collect the opinions of other persons requested, and return all of them to me not later than March 31?

Sincerely,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX VI

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

March 10, 1950

Dear Homemaking Teacher:

An instrument is being developed to help homemaking teachers locate the needs of their students and to help students identify some of their own needs, as a basis for planning the homemaking curriculum. This check list is not being presented as a completed product. The opinions of administrators, parents, teachers, students, and high school graduates are needed to perfect this instrument.

The enclosed materials include one copy of the check list for you, one for the administrator, five for senior homemaking students, five for homemaking students who have graduated, and ten for mothers of the selected students or others if they cannot participate. You may use your judgment in selecting these individuals. A letter of explanation is included for each person. You will notice that the check list for students will require a longer time than for adults since they are asked to check under two headings. If you think it is desirable, you may wish to ask the student to check the three areas at different periods. Will you please return all of these instruments to me not later than March 31?

Will you please carefully read the enclosed list of statements included for you and indicate your opinion regarding each item by placing a check mark () in the appropriate column?

This instrument does not propose to include all needs, but only the most urgent ones. Space has been left at the close of each area for adding other needs that also seem to be urgent to young people within the three phases of living stressed. Should you find statements that are not clear, it would be helpful if you would reword these items. In addition it would be of assistance if you will fill in and return the attached sheet. A summary of the findings of the study will be mailed to you at a later date.

Your willingness to participate in this study which proposes to develop a check list of value to homemaking teachers is

appreciated. It is hoped that the final form will be of use to you and other teachers.

Postage for the return of the materials is included. If this should be insufficient, the remainder will be paid upon the arrival of the packet.

Cordially yours,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX VII

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

March 10, 1950

Dear Administrator:

Enclosed you will find one copy of a check list which is being developed for homemaking teachers to use in locating those things with which their students need most help, and which may make them more aware of their problems. This list is not presented as a completed product; it does not propose to include all needs, only the most urgent ones. Your opinion is needed in perfecting this instrument.

Will you please carefully read the enclosed list of statements and indicate your opinion regarding each item by placing a check mark () in the appropriate column?

At the end of each area a blank space is provided in which you may add other urgent problems you feel that homemaking should also help meet.

Your assistance in the construction of the check list is appreciated.

Sincerely yours,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX VIII

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGEDivision of Home Economics
STILLWATER

Department of Home Economics Education

March 10, 1950

Dear Parent:

Enclosed you will find one copy of a check list which is being developed for homemaking teachers to use in locating those things with which their students need most help, and which may make them more aware of their problems. This list is not presented as a completed product; it does not propose to include all needs, only the most urgent ones. Your opinion is needed in perfecting this instrument. You need not sign your name unless you decide it is desirable.

Will you please carefully read the enclosed list of statements and indicate your opinion regarding each item by placing a check mark () in the appropriate column?

At the end of each area a blank space is provided in which you may add other urgent problems you feel that homemaking should also help meet.

Your willingness to give assistance in formulating the check list is greatly appreciated.

Sincerely yours,

MILLIE PARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX IX

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

March 10, 1950

Dear Student:

This is an opportunity for you to say what homemaking has done for you and what you think it should do or should have done. This is not a test. You need not sign your name. Your opinion is needed in perfecting this check list which teachers can use in attempting to help students recognize their most urgent needs. It will also help teachers know how to assist the student in meeting them, thus forming a basis for planning and teaching homemaking classes.

Will you please carefully read the enclosed list of statements and indicate your opinion regarding each item by placing a check mark () in the appropriate column?

This check list is not being presented in a final form. It does not propose to include all needs, but only the most urgent ones. At the end of each area a blank space is provided in which you may add other urgent problems you feel that homemaking should also help meet.

Your careful consideration of the check sheet will be valuable. Your willingness to give your frank opinion is appreciated.

Sincerely,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX X

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE

Division of Home Economics

STILLWATER

Department of Home Economics Education

March 10, 1950

Dear Graduate:

This is an opportunity for you to say what homemaking has done for you and what you think it should do or should have done. This is not a test. You need not sign your name. Your opinion is needed in perfecting this check list which teachers can use in attempting to help students recognize their most urgent needs. It will also help teachers know how to assist the student in meeting them, thus forming a basis for planning and teaching homemaking classes.

Will you please carefully read the enclosed list of statements and indicate your opinion regarding each item by placing a check mark () in the appropriate column?

This check list is not being presented in a final form. It does not propose to include all needs, but only the most urgent ones. At the end of each area a blank space is provided in which you may add other urgent problems you feel that homemaking should also help meet.

Your careful consideration of the check sheet will be valuable. Your willingness to give your frank opinion is appreciated.

Sincerely,

MILLIE PEARSON, Head
Home Economics Education
Okla. A&M College
Stillwater, Oklahoma

APPENDIX XI
Reaction Sheet

Will you please give your reaction in administering the check list on this sheet?

1. Length of time for using the check list. The approximate time used by:

- a. Teachers _____ to _____ minutes.
- b. Administrator _____ to _____ minutes.
- c. Parents _____ to _____ minutes.
- d. Students _____ to _____ minutes.
- e. Graduates _____ to _____ minutes.

2. Value of check list. Give the reaction of the teacher and others. Do you think such an instrument as this check list would be of value to you in planning your homemaking curriculum?

SAMPLE PAGE OF PRELIMINARY INSTRUMENT SENT TO
ADMINISTRATORS, TEACHERS, AND PARENTS

Part I: PERSONAL LIVING

Personal living includes the problems an individual meets in growing up as he develops as a person and as he is affected in his personal growth by family problems.

I. Need for Effective Personal Health.

✓ A. Improve physical development by learning to:

1. Understand the beginning of life and birth.
2. Recognize the qualities that are inherited, and understand the influence of the environment on the individual.
3. Understand normal growth and changes which take place in the bodies of girls and boys in changing from children to adults.
4. Appreciate sex as an important and normal function of life which affects health as a whole.
5. Understand and practice the fundamental health principles such as getting enough exercise and rest, maintaining good posture and practicing habits of cleanliness.
6. Recognize and help solve problems in maintaining the health of various age groups.
7. Be skilled in some first aid techniques such as bandaging injuries or giving artificial respiration.

Homemaking should help the student:	
Yes	No
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Note: This instrument which was sent to teachers, administrators, and parents is identical to the following one for students except the heading which appears to the right as illustrated on this page. Only the first page of the instrument is shown here.

APPENDIX XIII

PRELIMINARY INSTRUMENT SENT TO STUDENTS AND GRADUATES

CHECK LIST FOR LOCATING STUDENT NEEDS

(Instrument To Aid In Planning The Homemaking Curriculum)

This check list is being developed to help homemaking teachers determine the needs of their students, and for guiding students in locating their own needs within three areas of living--personal, personal-social, and social-civic-economic. These three areas cover the more outstanding needs included in the teaching of homemaking in the secondary school. Homemaking is primarily concerned with preparing individuals for more effective personal, home and family living in both present and later life. This classification of student needs is not the only means of studying and determining needs. Other classifications may do the job as well or better. However, the writer after reviewing the literature related to student needs, decided to organize the needs of homemaking students around the three areas of living stated above. The homemaking curriculum may in turn, be reorganized around these areas. A brief summary of the meaning of each area will further clarify the interpretation given by the writer.

Personal living includes the problems an individual meets in growing up as he develops as a person, and as he is affected in his personal growth by family problems.

Personal-social living includes primarily the problems of living with the family, but also may refer to those in living with other people.

Social-civic-economic living includes the problems one would meet in living in the community, state, nation, and world. It includes his contacts with institutions and organizations through which he may contribute to the betterment of his fellow man. It also includes the economic problems of earning a living and of becoming an intelligent consumer.

The check list which you are being asked to evaluate is not presented as a completed product and certainly it does not presume to say how much responsibility home economics should take in helping to solve the problems included. Neither can one expect to exhaust the list of student problems by securing the opinions of persons in only ten selected communities. Nevertheless, the opinions of these people should be sufficiently accurate to help the writer refine the instrument presented so that it will be valuable in locating information needed for planning the homemaking curriculum.

Part I: PERSONAL LIVING

Personal living includes the problems an individual meets in growing up as he develops as a person and as he is affected in his personal growth by family problems.

I. <u>Need for Effective Personal Health.</u>	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
A. Improve physical development by learning to:				
1. Understand the beginning of life and birth.	_____	_____	_____	_____
2. Recognize the qualities that are inherited, and understand the influence of the environment on the individual.	_____	_____	_____	_____
3. Understand normal growth and changes which take place in the bodies of girls and boys in changing from children to adults.	_____	_____	_____	_____
4. Appreciate sex as an important and normal function of life which affects health as a whole.	_____	_____	_____	_____
5. Understand and practice the fundamental health principles such as getting enough exercise and rest, maintaining good posture, and practicing habits of cleanliness.	_____	_____	_____	_____
6. Recognize and help solve problems in maintaining the health of various age groups	_____	_____	_____	_____
7. Be skilled in some first aid techniques such as bandaging injuries or giving artificial respiration.	_____	_____	_____	_____
8. Recognize the symptoms of various diseases, immunizations, and learn to assist with the care of sick persons such as taking the temperature, respiration, pulse or giving medicine.	_____	_____	_____	_____

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No

9. Understand the affect of health on the personality.

B. Develop and maintain good mental health by learning to:

10. Understand self and others-- how people change from infants to adults and why they act as they do.

11. Understand that no human being is perfect, but that any person can improve if he so desires.

12. Analyze self and control emotions as anger, jealousy, or moodiness.

13. Become socially sensitive to the needs and worth of people and work for the good of all.

14. Establish desirable personality habits such as poise, cooperativeness, respect for self and others, and a continual effort toward self-improvement.

15. Recognize and solve one's problems.

16. Accept and profit by justifiable criticism.

C. Utilize food to promote optimal health by learning to:

17. Increase understanding of and skill in menu planning to include the basic seven food groups.

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
18. Understand and apply nutrition principles to own eating habits.	_____	_____	_____	_____
19. Locate values in buying foods by comparing advertisements in the newspaper, and visiting markets to see what foods are available.	_____	_____	_____	_____
20. Understand and apply principles of food selection.	_____	_____	_____	_____
21. Assist with, plan, prepare, and serve family meals.	_____	_____	_____	_____
22. Care for and store food, and try out new recipes for using left overs.	_____	_____	_____	_____
23. Read critically (thinkingly) up-to-date information on nutrition and foods.	_____	_____	_____	_____
24. Apply acceptable principles of cookery and try out new recipes for frequently used foods.	_____	_____	_____	_____
25. Develop eating habits which will improve personality and gain social approval.	_____	_____	_____	_____
26. Understand and help solve family food problems.	_____	_____	_____	_____
27. Assist with the production and preservation of food for the family.	_____	_____	_____	_____
28. Share responsibility in using, managing, and caring for kitchen equipment.	_____	_____	_____	_____
29. Conserve time, money and energy in the care, preparation and serving of food.	_____	_____	_____	_____

II. Need for Self Assurance

<u>Homemaking</u>		<u>Homemaking</u>	
<u>has helped</u>		<u>should help</u>	
<u>me:</u>		<u>me:</u>	
<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>

A. Increase ability in assuming mature responsibilities by participating in activities which help one to:

30. Make own vital decisions such as choosing a vocation, and determining whether to attend college or to go to work.

31. Learn to accept responsibility for own decisions.

32. Learn to gain and hold the respect of family members, friends, and adults.

33. Use money wisely.

B. Continue to gain a greater sense of achievement by participating in activities which help one to:

* 34. Develop some efficiency in homemaking skills such as handicrafts, food preparation, or clothing construction.

35. Lead a group in developing and carrying out plans and projects.

36. Understand the differences in social standards of various age groups.

37. Avoid being unduly critical of others.

C. Continue to gain a greater sense of security by participating in activities which help one to:

38. Gain acceptance of own age group and adults as an individual with ideas of worth.

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
39. Understand the desire for privacy, and the need to work with others to provide for the privacy of each family member.	_____	_____	_____	_____
40. Understand and appreciate his parents although they may not be as successful or wealthy as others.	_____	_____	_____	_____
<u>D. Continue to develop a pleasing personality and personal appearance by becoming better able to:</u>				
41. Respect others and share interests with them.	_____	_____	_____	_____
42. Understand the importance of and practice cleanliness and neatness.	_____	_____	_____	_____
43. Improve personal grooming.	_____	_____	_____	_____
<u>E. Increase ability to face and solve problems that at first appear too difficult by participating in activities which help one to:</u>				
44. Locate own problems and secure assistance in solving them.	_____	_____	_____	_____
45. Understand the effect of his problems on self and others.	_____	_____	_____	_____
46. Accept the responsibility for solving his problems, and accept the consequences of his decisions.	_____	_____	_____	_____

III. Need for Developing a Satisfying World Picture and a Workable Philosophy of Life.

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A. Clarify values by increasing ability to:

47. Make clear one's values-- those things one considers most important in life--by reading and thinking critically before accepting an idea. _____

48. Make intelligent decisions when confronted with conflicting standards. _____

49. Locate reliable help in answering religious and other important questions. _____

B. Develop a satisfying world picture and understand the characteristics of a democratic individual by increasing ability to:

50. Appreciate people of other races and creeds. _____

51. Become more tolerant toward ideals of others. _____

52. Have faith in the intelligence of others. _____

53. Become more alert to and use the possible ways of cooperating with others. _____

IV. Need for Variety of Personal Interests.

A. Extend personal interests through participating in youth organizations which help one to:

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
54. Appreciate the values to be received in such organizations.	_____	_____	_____	_____
55. Develop leadership and ability to work as a group member.	_____	_____	_____	_____
56. Acquire experience in operating as a member of a democratic group in forming rules, selecting officers, and applying parliamentary law and self-government.	_____	_____	_____	_____
57. Become aware of the importance of the work of home economists in various areas.	_____	_____	_____	_____
B. <u>Extend personal interests through participating in hobbies which help one to:</u>				
58. Appreciate hobbies and select those which will extend own personal interests.	_____	_____	_____	_____
59. Develop such leisure-time skills as handicrafts.	_____	_____	_____	_____
C. <u>Extend personal interests through recognizing possibilities in other subject matter fields by helping one to:</u>				
60. Cooperate in activities connected with other subjects.	_____	_____	_____	_____
61. Recognize those phases of home economics which may be studied further in other subjects.	_____	_____	_____	_____

V. Need for Esthetic Satisfaction.

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No

A. Develop an appreciation of and an applicable understanding of beauty related to the home and self by learning to:

62. Appreciate and apply art principles in art and flower arrangements.

63. Understand and apply art principles in the selection and use of color and fabrics.

64. Recognize, appreciate, and apply the principles of good decorative and structural design in the home and in clothing.

65. Secure and maintain beauty in personal relationships--a feeling of comradeship and a respect for personal and property rights.

B. Develop ability in planning and maintaining a satisfying home by learning to:

66. Provide for physical needs, beauty, and happy family relations.

67. Arrange the house to conserve time, money, and energy.

68. Assume responsibility in planning, arranging, and caring for own room.

69. Form habits of orderliness and cleanliness.

C. Develop an appreciation and an understanding of art by using opportunities to:

70. See outstanding art objects, arrangements, and exhibits.

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
71. Recognize and select attractive decorative accessories for self and home	_____	_____	_____	_____
72. Hear good music.	_____	_____	_____	_____
73. Seek and enjoy beauty in nature.	_____	_____	_____	_____
D. <u>Develop an urge to create by locating and using different medium for expression. This may be achieved by learning to:</u>				
74. Make various artistic arrangements using simple inexpensive things.	_____	_____	_____	_____
75. Express original ideas through planning and constructing garments and household accessories.	_____	_____	_____	_____
76. Express thoughts through conversation other than gossip or idle talk.	_____	_____	_____	_____

Part II: PERSONAL-SOCIAL LIVING

Personal-social living includes primarily the problems of living with the family, but also may refer to those in living with other people.

I. Need for Appreciation and Participation in Worthwhile Sports and Recreation.

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No

A. Continue to become familiar with sports and games by learning to:

1. Recognize the importance of and participate in worthwhile sports and social games. _____

B. Understand the values received through participation in sports and social games in improving personality through learning to:

2. Respect the rights of others. _____
3. Cooperate with others who also engage in creative activities. _____
4. Serve as an effective leader. _____
5. Take part in sports and social games for enjoyment rather than highly competitive activity. _____

C. Recognize the importance of spending one's leisure time to advantage by learning to:

6. Become familiar with many ways of spending leisure time as an individual and as a member of a group. _____
7. Share responsibility in providing for recreational facilities and hospitality in the home and school. _____

II. Need for Living in One's School Satisfactorily.

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No

A. Create desirable relations with teachers by learning to:

8. Develop friendly, respectful, and cooperative relationships. _____

9. Ask for guidance and counseling when needed. _____

10. Develop independence and initiative. _____

11. Understand teachers as human beings. _____

B. Develop ease in getting acquainted and oriented to school by accepting guidance which will help one to:

12. Become acquainted with school and class regulations. _____

13. Become familiar with the homemaking curriculum, department, and facilities. _____

14. Feel free to go to the homemaking teacher for assistance with personal problems. _____

15. Become acquainted with other students. _____

C. Become better adjusted in developing permanent study habits by learning to:

16. Make and use a time schedule allowing for study, social activities, rest, and home responsibilities. _____

17. Read critically. _____

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
	_____	_____	_____	_____
18. Use study periods profitably.	_____	_____	_____	_____
19. Keep written work in good form and keep assignments clearly in mind.	_____	_____	_____	_____
20. Exert one's best efforts at all times.	_____	_____	_____	_____
21. Realize that each individual is responsible for his own mental growth (learning).	_____	_____	_____	_____
<u>D. Become an effective member of the school group by learning to:</u>				
22. Appear before a group.	_____	_____	_____	_____
23. Assist in planning, carrying out, and evaluating class and club activities.	_____	_____	_____	_____
24. Become familiar with and practice desirable school etiquette.	_____	_____	_____	_____
<u>III. Need for Living in the Home Satisfyingly.</u>				
<u>A. Develop satisfying relations within the home by learning to:</u>				
x 25. Develop a clear idea of a desirable home.	_____	_____	_____	_____
26. Appreciate one's home and be willing to help strengthen it.	_____	_____	_____	_____
27. Understand, appreciate, and respect parents and other adults.	_____	_____	_____	_____
x 28. Work out family problems in a family council or planning group.	_____	_____	_____	_____

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
29. Understand, appreciate, and respect brothers and sisters.	_____	_____	_____	_____
30. Become independent yet maintain a cooperative attitude.	_____	_____	_____	_____
31. Work with parents and adults as a maturing individual.	_____	_____	_____	_____
32. Be courteous with family members and friends of different ages.	_____	_____	_____	_____
33. Use acceptable table service and etiquette.	_____	_____	_____	_____
34. Adjust to a family situation where favoritism is shown to another without becoming bitter.	_____	_____	_____	_____
B. <u>Develop ability in managing the home by learning to:</u>				
*35. Share responsibility in keeping the house safe, orderly, and sanitary; also arranging it for comfort and convenience.	_____	_____	_____	_____
36. Accept responsibility in understanding and helping the family when in a financial "pinch."	_____	_____	_____	_____
37. Adjust satisfactorily to more limited finances than some friends may have.	_____	_____	_____	_____

IV. Need for Living in the Neighborhood Harmoniously.

A. Develop appreciation of the neighborhood by learning to:

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
38. Understand people of different ages who live in the community.	_____	_____	_____	_____
39. Contribute to improved community relations.	_____	_____	_____	_____
40. Understand property laws and rights of neighbors.	_____	_____	_____	_____
41. Respect the feeling of others--keep one's pets and property clean and orderly.	_____	_____	_____	_____
B. <u>Develop improved ability for finding one's place in the community by learning to:</u>				
42. Read critically articles dealing with ways of improving community life.	_____	_____	_____	_____
43. Understand problems of the community.	_____	_____	_____	_____
44. Recognize and assume some responsibility in solving community problems such as those related to health and safety.	_____	_____	_____	_____
V. <u>Need for Developing Friends With the Same and Opposite Sex.</u>				
A. <u>Develop worthwhile friendships by learning to:</u>				
45. Make friends with both sexes.	_____	_____	_____	_____
46. Be friends with adults.	_____	_____	_____	_____
47. Respect others regardless of their economic, social, religious, or racial status.	_____	_____	_____	_____

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
48. Recognize and appreciate the talents of others.	_____	_____	_____	_____
49. Understand and be considerate of the peculiarities of others.	_____	_____	_____	_____
B. <u>Develop friendly wholesome and enjoyable relations with others by improving ability to:</u>				
50. Obtain and understand reliable sex information.	_____	_____	_____	_____
51. Develop standards to guide dating conduct.	_____	_____	_____	_____
52. Become familiar with a variety of socially acceptable activities for dating or group meetings.	_____	_____	_____	_____
53. Recognize and help solve problems of adolescents in their boy and girl relations.	_____	_____	_____	_____
54. Attain popularity with graciousness.	_____	_____	_____	_____
55. Make introductions correctly and with ease.	_____	_____	_____	_____
56. Understand and improve one's own social habits.	_____	_____	_____	_____

VI. Need for Developing Homemaking Understandings, Skills, Interests, and Appreciations.

- A. Improve understanding and appreciation of child development by learning to:

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
57. Understand self and others through understanding children.	_____	_____	_____	_____
58. Work and play with children, treating them as individuals.	_____	_____	_____	_____
59. Meet the needs of children through desirable toys, books, stories, music, art, and play activities.	_____	_____	_____	_____
60. Understand and develop skill in caring for the baby.	_____	_____	_____	_____
61. Understand and practice the principles involved in selecting food for children.	_____	_____	_____	_____
62. Select, construct, and care for children's clothing.	_____	_____	_____	_____
63. Recognize and appreciate the characteristics of various ages of children.	_____	_____	_____	_____
64. Help children observe good health, work, and play habits.	_____	_____	_____	_____
<u>B. Improve skills in performing upkeep and repair jobs around the house by learning to:</u>				
65. Make household repairs and recondition furniture.	_____	_____	_____	_____
66. Recognize and use rules of safety in using electricity.	_____	_____	_____	_____
67. Mend and store household linens.	_____	_____	_____	_____
68. Use and care for household equipment.	_____	_____	_____	_____

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
C. <u>Become more adept in working with clothing and household fabrics by increasing ability to:</u>				
69. Plan, select, construct, and care for clothing to improve health, to conserve clothing and money, and to be well groomed.	_____	_____	_____	_____
70. Develop skill in constructing and renovating garments and articles for self and others.	_____	_____	_____	_____
71. Select, use, and care for sewing equipment.	_____	_____	_____	_____
D. <u>Become more efficient in laundering by achieving greater ability to:</u>				
72. Select, use, and care for laundry equipment.	_____	_____	_____	_____
73. Understand procedures in doing laundry and share responsibility for doing it.	_____	_____	_____	_____
74. Develop skill in ironing, conserve time and energy.	_____	_____	_____	_____
75. Remove stains from clothing and household linens.	_____	_____	_____	_____
E. <u>Become better prepared for marriage by developing ability to:</u>				
76. Understand personal qualities which attract the opposite sex.	_____	_____	_____	_____
77. Understand what is expected of each mate in marriage.	_____	_____	_____	_____
78. Understand some of the problems of marriage.	_____	_____	_____	_____

	Homemaking		Homemaking	
	has helped		should help	
	me:		me:	
	Yes	No	Yes	No
79. Become familiar with sources of help on family life.	_____	_____	_____	_____
80. Appreciate marriage as a beautiful natural relationship maintained by the cooperation of each partner.	_____	_____	_____	_____
<u>F. Increase ability in planning and preparing food for groups by using opportunities to:</u>				
81. Acquire experience in serving food for special meals and occasions.	_____	_____	_____	_____
82. Help understand and meet the nutritional needs of the community.	_____	_____	_____	_____
83. Participate in school and community entertainments such as banquets and other large groups.	_____	_____	_____	_____
84. Assist with community food projects.	_____	_____	_____	_____

Part III: SOCIAL-CIVIC-ECONOMIC LIVING

Social-civic-economic living includes the problems one meets in living in the community, state, nation, and world. It includes his contacts with institutions and organizations through which he may contribute to the betterment of his fellow man. It also includes the economic problems of earning a living and of becoming an intelligent consumer.

I. Need of Becoming a Functioning Citizen of the Community.

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No

A. Become acquainted with the community by using opportunities to:

1. Learn about and visit civic organizations, business, and other facilities and homes in the community.

_____	_____	_____	_____
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B. Develop greater understanding of and assume some responsibilities within the community by using opportunities to:

2. Assist in planning and participating in community recreation.
3. Assist in community improvement projects such as clean-up campaigns.
4. Develop concern for and help improve safety and health conditions in the community, nation, and world.
5. Help improve community, home, and family life.
6. Recognize the privileges and duties of individuals as citizens of a democracy, such as the duty of keeping informed and participating in local and federal legislation.

_____	_____	_____	_____
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_____	_____	_____	_____
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_____	_____	_____	_____
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_____	_____	_____	_____
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_____	_____	_____	_____
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	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
18. Develop personality traits which are essential in getting and holding a job.	_____	_____	_____	_____

V. Need for Knowledge, Skills, Under-standings, and Appreciations Which are Necessary to Handle Money Wisely.

A. Develop ability to manage the income by learning to:

19. Understand how income is earned and used, and participate in budgeting it.	_____	_____	_____	_____
20. Understand how consumer use of money and consumer-buying influences the welfare of individuals, families, and society.	_____	_____	_____	_____
21. Understand the influence of the consumer on the kinds of goods and services produced, their quality, price, and the way they are advertised and sold.	_____	_____	_____	_____
22. Select and use effectively helps in managing the income such as advertising, labels, periodicals and books, and agencies both government and private.	_____	_____	_____	_____
23. Purchase household equipment, furniture, and furnishings as well as personal goods and services successfully.	_____	_____	_____	_____
24. Understand how cost and value of goods and services are determined.	_____	_____	_____	_____

	Homemaking has helped me:		Homemaking should help me:	
	Yes	No	Yes	No
25. Understand how consumer practices affect cost.	_____	_____	_____	_____
26. Understand the interdependence of the farmer, laborer, manufacturer, and distributor and the consumer in providing goods and services.	_____	_____	_____	_____
27. Understand the importance of good consumer-retailer (buyer-seller) relations to successful buying.	_____	_____	_____	_____
28. Develop ethical practices in buying and in other uses of money.	_____	_____	_____	_____
29. Understand the purpose and use of taxes, especially in the community and school, in relation to income.	_____	_____	_____	_____
30. Understand the need for and practice conservation of public and private property, services, and natural resources.	_____	_____	_____	_____
31. Understand and use some of the laws, local, state, and national that promote a successful use of money.	_____	_____	_____	_____
32. Understand and solve problems of personal savings and investments.	_____	_____	_____	_____
33. Understand the place and experiment with home production in supplementing family and school income.	_____	_____	_____	_____

VI. Need for Becoming a Functioning
Citizen of the State, Nation, and
World.

A. Become aware of others in our country and their problems by using opportunities to:

Homemaking has helped me:		Homemaking should help me:	
Yes	No	Yes	No
_____	_____	_____	_____
_____	_____	_____	_____

34. Become familiar with resources and problems of families in other parts of the state and nation.

35. Appreciate the family life of other people in the United States.

B. Develop a better understanding of state and federal legislation by learning to:

36. Study state and federal laws which directly affect the family.

37. Study the role of the homemaker, family members, and civic groups in influencing legislation.

C. Become more world minded by seeking opportunities to:

38. Develop friends in other parts of the world.

39. Study other peoples of the world to become conscious of and appreciate their family life.

40. Hear speakers tell about the home and family life of people in other lands.

41. Visit the homes of people who have come from or been to other countries.

42. Correspond with students in other countries.

Albiette G. Gilmore

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