

AN ABSTRACT OF THE THESIS OF

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Title: GUIDELINES FOR ADAPTING A HOME ECONOMICS
CURRICULUM TO MINIMUM FACILITIES WITHIN
A STANDARD NON-LABORATORY CLASSROOM

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The purpose of the study was to develop guidelines for the establishing and teaching of a home economics program within a standard, non-laboratory classroom.

An opinionnaire was developed and sent to 34 administrators of small high schools and junior high schools in Oregon believed to have no home economics programs in their schools. The opinionnaire was designed to ascertain reasons for the lack of home economics in the curricula of these schools and to determine attitudes of administrators concerning home economics-related needs of students. From the replies received from 27 respondents, 13 full or partial programs were noted to be already in effect, leaving 14 completed opinionnaires to be used in the study. Eleven of the 14 administrators requested a copy of the guidelines for a home economics program to be taught in a standard classroom.

The two main reasons for having no home economics programs in the schools were a lack of money and having no teacher available. The administrators rated the importance of nine areas within the home economics curriculum with the highest rating shown for consumer education, personal and family finance. The other areas of home economics were rated high in importance with housing, home furnishings and household equipment and the occupational area receiving the most negative responses. The administrators believed home economics to be of greatest importance to girls of all ages and of all ability levels. They felt home economics was important as compared with other school subjects except for boys of the 12 to 13 age group.

Guidelines were developed to encompass current trends in home economics and the Oregon Homemaking Education curriculum guide. Included were guidelines for every area rated by the administrators as being high in importance within the home economics curriculum. Some of the guidelines were drawn from the writer's experience in teaching a home economics program within a standard, non-laboratory classroom. These guidelines were sent to 30 home economics teachers in small Oregon high schools for examination and evaluation. Nineteen evaluations were returned with comments, questions and suggestions.

The evaluation of the guidelines consisted of two sections. Section I requested information concerning educational background, other subjects taught and number of years experience in teaching home economics. Section II sought examination and evaluation of the guidelines as to their clarity and their adaptability toward meeting the objectives of the Oregon Homemaking Education curriculum.

The evaluation of the guidelines by home economics teachers showed the majority as being receptive to the program. Teachers who had taught from two to five years offered the most comments. Classes taught by the respondents ranged from grade seven to twelve, with over four-fifths of the group teaching other subjects besides home economics.

The areas receiving the most comments and questions were in the food preparation and sewing units. Guidelines were revised and clarified in accordance with suggestions made by the respondents.

Flexible use of small appliances and mobile units, pre-planned programs for the efficient use of time, evaluation of choices and alternatives all can be coordinated with the guidelines to provide a workable, low-cost home economics program which can be established and taught within a standard, non-laboratory classroom.

Guidelines for Adapting a Home Economics Curriculum
to Minimum Facilities within a Standard
Non-Laboratory Classroom

by

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GUIDELINES FOR ADAPTING A HOME ECONOMICS CURRICULUM TO MINIMUM FACILITIES WITHIN A STANDARD NON-LABORATORY CLASSROOM

CHAPTER I

INTRODUCTION

As the world rushes toward a 21st century, the challenges for change in education mount in increasing persistency to meet personal, economic, social and environmental needs of tomorrow's citizens in tomorrow's world.

A look at today's classroom should reveal new approaches to living in today's society. New advances in technology have diminished the hours spent in meeting the physical needs of a family, but have increased the need for decision-making and management responsibilities of the student. As consumers and wage-earners, students are in need of developing skills to meet these needs. Curricula should reflect these changes and these demands.

A look at today's curricula often reveals a lack of relevancy to today's living. Programs, such as home economics, designed to fulfill needs for individual and family growth are often limited in scope or entirely denied today's youth. Faced with the enormity and the complexity of the problems of today's schools, many educators have been unable to respond with the necessary innovation and change required to meet the vital concerns of today's living.

During the early part of the 20th century, home economics was developed to enhance, enrich and make more efficient the role of the homemaker. Emphasis was on production rather than on consumption. The majority of the population was rural rather than urban. Leisure time was limited. School programs were developed to reflect this role.

Emphases inherent in the earliest philosophy of home economics education have broadened and expanded to include newer obligations to family-centered and individual development programs.

Flexibility has come to be the key word in today's relevant home economics curriculum. As youth experience changing concepts of the home, the family, and their own personal role in society, school programs must be flexible in meeting these needs. Innovation and change are imperative in a realistic home economics program. New programs have emerged and must continue to become available and useful to today's students. No longer need programs reflect the stereotype of yesteryear. Students must be offered availability of the new innovations encompassed by a modern home economics program.

Need for the Study

Junior high schools and small high schools frequently hesitate to offer home economics in their curricula for a variety of reasons.

Very often, only a partial home economics program is offered these students. The writer was motivated to investigate the problem in her particular community when voters rejected a bond issue which was to have included facilities for the teaching of home economics in the junior high school. The writer concluded that the most apparent reasons for rejection were the projected cost of the facilities and public apathy concerning the value of home economics for junior high school age students.

A look at the students of the area revealed a need for reinforcement in individual development and the strengthening of family and community life. Problems of broken homes, an increasing number of high school drop-outs and early marriages plus numerous low-income families all pointed to the need for a complete home economics program within the school curriculum.

With the needs of the community in mind, the writer developed a broad home economics curriculum to be taught within a standard, non-laboratory classroom.

The first year experimental program involved two classes of seventh grade girls and totaled 21 students. The following year the program was expanded to provide for 128 seventh and eighth grade girls. The four sections of seventh graders were on a semester program. The entire program was offered as an elective. Many students previously denied the experiences and learning derived

from a home economics program were able to benefit through this new approach.

Junior high schools, middle schools and small high schools throughout the state, previously unable to offer home economics to their students could implement guidelines for adapting a home economics curriculum to minimum facilities within a standard, non-laboratory classroom. Should the school desire to add a department specifically designed for home economics, it could find all equipment transferable and usable to the new department.

Statement of the Problem

This study was concerned with developing guidelines to be used in adapting the Oregon State Homemaking Curriculum Guide to minimum facilities, equipment and materials required by this specific program. Ideas, suggestions and examples are given which will enable an administrator to establish and arrange facilities for such a program within a standard classroom.

In addition, suggestions are included for further using the facilities to encompass the teaching of the educable mentally retarded students, art classes, adult education with emphasis on assistance to low-income families and the specialized area of exploring the world of work.

Guidelines for a home economics curriculum for this type of

program will of necessity be flexible and adaptable to many situations.

Method of Procedure

Construction of Opinionaire

An opinionaire was developed to discover reasons for the lack of home economics in the curriculum in some small Oregon schools. It was designed to reveal attitudes which would be conducive or non-conducive toward the development of a home economics program and to ascertain desires for assistance in formulating guidelines for a home economics program within a standard non-laboratory classroom.

The opinionaire contained six sections. The first section requested information concerning the position of the respondent, the school with which the respondent was affiliated, the size of the school, the number of girls enrolled and the grades within the school.

The purpose of the second section was to determine, if possible, the reasons for the lack of home economics within the school. This would give some insight to existing problems facing the administrator of the school.

Section three instructed the respondent to react as to the importance of nine areas of home economics.

They rated the nine areas as Very Important, Important, Not Important or Not Necessary. These ratings would reflect the beliefs of the respondent about the current needs and emphases within a home economics curriculum. Areas listed were child care and development, home management, family health, personal and family relationships, consumer education, personal and family finances, housing, home furnishings and household equipment, clothing and textiles, foods and nutrition, and occupational education.

The purpose of the fourth section was to reveal the beliefs of the respondent in regard to a need for home economics in the respondent's community for students of three age groups, of both sexes and of three ability levels. Responses were to be indicated as in section three.

Section five requested the rating of home economics for the age, sex and ability groups as stated in section four in comparison with other school subjects. Again the ratings were listed as Very Important, Important, Not Important and Not Necessary. This section was included to determine the attitude of the respondent toward the inclusion of home economics in the curriculum of his school. Subjects were not named specifically because there was no desire or need to have any subjects compared.

The last section instructed the respondent to state whether or

not he wished a copy of the guidelines to be developed for adapting a home economics curriculum to minimum facilities needed to provide a home economics program in schools which currently are not offering home economics. The respondents were invited to state specific problems for which they desired assistance in developing a home economics program in their schools.

Validation of the Opinionnaire

The opinionnaire was sent to 20 educators for validation. Included were Home Economics Teacher Educators, Vocational Education personnel and graduate students in Home Economics Education who were currently working on a thesis for a Master of Science degree. Replies and accompanying criticisms were received from 15 educators. Suggestions for minor revision of the opinionnaire (Appendix A) were utilized. For further validation, the revised opinionnaire was sent to ten superintendents and principals in schools that had cooperated in the Home Economics student teacher program. Eight replies were returned and contained no suggestions for further revision of the opinionnaire.

Distribution of the Opinionnaire

In comparing the 1970 list of home economics teachers sent out from the Oregon Board of Education with the 1969-70 Oregon

School Directory published by the Oregon Board of Education, 25 junior high schools and small high schools were identified as having no home economics teacher, thus it was assumed that they had no home economics program within their school curricula. The opinionnaire was sent to the 34 principals and superintendents who administered these schools.

Replies were received from 27 respondents which revealed full or partial home economics programs in effect in 13 of the schools contacted. Fourteen schools remained to be used in the study. Even though this number was much smaller than anticipated, these schools and other schools organized on an eight-four or middle school plan could benefit from the study if they desired to add home economics to their curricula.

Development of Guidelines

The state guide currently used in Oregon Homemaking Education in Oregon Secondary Schools (1965), and current trends in home economics as revealed by the review of literature were used in the development of guidelines for a home economics program to be taught within a non-laboratory classroom.

General guidelines encompassing physical and aesthetic needs of the classroom used for a home economics program were listed. Guidelines were developed for specific areas of the home economics

program with illustrations and examples for some units.

Evaluation of Guidelines

The section of guidelines for general homemaking education to be taught in an ordinary classroom, a letter and an evaluation form (Appendix B) were sent to 30 home economics teachers selected from the 1971-72 directory of home economics teachers in Oregon as compiled by the Oregon Board of Education. A list comprised of small Oregon high schools was made and the respondents were chosen at random from this list. No attempt was made to note area distribution or type of community of the schools chosen.

The evaluation form requested indication of grades taught in home economics, home economics teaching experience and educational background of the teacher and notation of other subjects taught. The kinds of subjects taught besides home economics was not pertinent to the evaluation.

Suggestions and evaluation of the guidelines were returned by 19 teachers. Some of these suggestions were incorporated into the guidelines. Other areas were expanded and/or revised to clarify questioned portions of the guidelines.

Definition of Terms

Terms used in this study are defined in the following manner:

Facilities - something that makes possible the easier performance of any action (Barnhart, 1958, p. 431), the furnishings and equipment aiding in the performance of the action.

Curriculum - the learning experiences within a program of study planned and adopted by a state education department.

Standard, non-laboratory classroom - a classroom designed for teaching those classes not needing built-in laboratory facilities; an ordinary classroom.

Flexible - readily adjustable and adaptable to many situations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

New directions in home economics are being pursued through development of new concepts of family living in the present-day society.

Early in the twentieth century the portion of the curriculum which the public schools called domestic science consisted mainly of cooking and sewing. At that time, homemakers spent many hours at these tasks so it logically followed that primary emphasis in the school program would relate to these areas.

As patterns of living changed, so the scope of home economics broadened to include child development, home management and family relations (Williamson and Lyle, 1962). It is interesting to note that during the years of World War II, the concept of family living education to include boys was first given national prominence as basic education for all youth (Williamson and Lyle, 1962).

The concept embodied in homemaking education is thus seen to have evolved from the so-called practical arts of cooking, sewing and housekeeping to be taught to girls and women, to the broad study of family life for all members of the family, emphasizing human relationships as well as homemaking skills (Williamson and Lyle, 1962, p. 22).

Another factor instrumental in bringing about change in home economics in public schools has been the consolidation of schools into larger units, making possible a wider variety of subject matter taught to a larger number of heterogeneous youth. This same factor brought the junior high schools into being (Coon, 1967).

The mass movement of the population from rural to urban to suburban living poses a myriad of sociological changes. Upper and middle classes have been separated from the lower-income and ghetto groups. Well-educated families are living apart from the poorly educated families, precipitating a communication and understanding gap crucial to the well-being of our society.

The greater freedom of space in suburban living over that of urban living has not yielded the relative independence formerly enjoyed in rural settings. The practice of commuting to city jobs has left young mothers and families alone and faced with responsibilities previously shared by husbands and other relatives (Coon, 1967). Sharp aggravation of these factors has been the result of increased mobility of the population. New problems in relationships have developed as a result of smaller living spaces, the separation and isolation of generations and cultural groups (Coon, 1967).

A program concerned with the home and with family life cannot ignore such all encompassing changes. The accelerating rate of change demands a continuous evolution. It is apparent that a program adapted to the early part of the century will not satisfy the needs of the second half of the century (Coon, 1967, p. 28).

Almost forgotten is the problem of the isolated areas too remote for consolidation, too sparsely settled to be dependent on trends more relevant to populated areas. These isolated areas such as are found in parts of eastern Oregon and other regions in the western United States produce, educate and, ultimately, yield many citizens who are swept into the mainstream of an environment for which they have been ill-prepared.

The spectrum of individual needs contains innumerable requirements in curriculum decision-making. Each school program must concentrate its effort toward its own particular requirements which may be common to the needs of other schools or which may be unique to itself. The review of literature will explore areas or trends which are currently emphasized in contemporary home economics programs.

Consumer Education

Every young girl and every young man needs to know how to transmit every dollar she or he receives into the best living possible.

Our whole capitalistic free enterprise system is built on the assumption that free competition and freedom of choice are the built-in regulators that keep out the shoddy merchandise, keep down the unscrupulous peddlers, and keep the economy flourishing. The system might work that way too, if each family economic unit did have the management and purchasing skills that each successful business has. Then the buying - selling game of wits would be more evenly matched. The deceptive packages would deceive no one and would disappear as an experimental failure. The door-to-door salesman with an unsound plan for furnace

maintenance would find no customers. Good merchandise would more quickly drive out bad (East, 1962, p. 4).

Young consumers need to know how to plan for immediate needs and for long range goals. The efficient use of credit is of primary concern to the young consumer who may wish to buy a car, major appliances, a home, furniture and other lesser items on the basis of buy now and pay later. No longer is it a shameful thing to carry a debt, but deciding whether to use cash or credit may enormously affect the family economy.

Like electricity, buying on credit is dangerous if you do not know how to use it; enormously useful if you do (East, 1962, p. 6).

Choices among the many available brands and quantities, new items or used items, types of insurance and where to live constitute financial decisions that require all the help an up-to-date home economics program can give the consumer.

King (1962) states that in the contemporary world of technological and scientific developments, new products will appear in increasing numbers. New methods and new products will require constant adjustment and evaluation by the consumer.

We must consider modern life in America to re-evaluate the old and the new. Part of our work as home economists is to create a desire in students for change in a good direction. At the same time we must consider the limitations of the students and take care not to create a desire for changes that cannot be fulfilled because of a student's environment, ability, or financial resources (King, 1962, p. 20).

Students need to learn how to make buying decisions affecting every aspect of their lives. They will need to buy electrical equipment, foods that are frozen, canned, dried, pre-cooked, and freeze-dried. They must evaluate the nutritive content of these foods, know how to prepare them and know the advantages and disadvantages of convenience type products (Coon, 1967).

The consumer of today must know that many products with built-in conveniences contain indirect services whether those products are partially or fully prepared foods, streamlined appliances or automated equipment. Students can learn to be better consumers simply by being knowledgeable in sources of information concerning selection, purchase and care of products. They can become better consumers by being able to make wise buying decisions because of an ability to evaluate the multitude of facts, ideas and products appearing before them today. They can make comparative studies of prices, packaging and labeling, qualities of products and advertising of these products. Other factors to be considered by home economics classes composed of both boys and girls are the regulations and restrictions of the government. They need to learn that there are 33 federal agencies that carry on activities affecting consumer interests. These agencies employ over 64,000 people and spend approximately a billion dollars a year in programs of consumer protection and advancement. The students need to learn that "as

young consumers, they have the right to safety, to be informed, to choose, and to be heard" (Conafay, 1967, p. 63).

Young consumers need to be able to distinguish between good and poor buys, and the characteristics of the many fibers and fabrics available. Their choices encompass clothing care, home laundering and its many related products to services extended by commercial laundries and dry-cleaners (Coon, 1967).

Financial decisions concerning day-to-day shopping usually become the responsibility of a woman. These decisions will be hers whether she is of average, above average or below average intelligence. These decisions will be hers whether she is shopping for a husband, a growing family or for herself only.

A portion of the Vocational Education Amendments of 1968 specifies that provisions be made for home economics programs that are directed to consumer education. Thal and Guthrie (1969) identified five problems common to most families:

- How to make ends meet.
- How to create a satisfying life with available resources.
- What decisions have to be made and when.
- How to cope with crises.
- How to bridge the stages in the life cycle.

Many of these problems originate in consumer needs. The degree of the problem is individual. Consumer education concepts

are an integral part of clothing, foods and nutrition, health, safety, home nursing, personal and family relations and child care (Bailey, 1971).

Simpson (1968) notes that since a high level of consumption is an aspect of the American way of life, the development of skills in selecting and buying of goods is of major importance. She states that it is not necessary to learn how to make things in order to learn how to buy them. She feels that such construction may apply or be important to occupationally-oriented programs, but is a very minor aspect of the over-all homemaking program.

Occupational Education

With the passage of the Vocational Education Act of 1963, and the Vocational Amendments of 1968, home economics opened new opportunities for students to prepare for wage-earning.

Home economics has a special charge to prepare students for a stable and happy home and family life. Girls and women will require special attention to prepare them for the dual roles of wage earner and homemaker. The girl or woman who plans to work must be provided also with knowledge about selecting and finding a job, the skills required, and the ethics and attitudes that will let her develop an appreciation of the meaning of work. Instruction should also give attention to a student's special and social needs (Fleck, 1968, p. 360).

Exploration of job opportunities in the community and possibilities of working in the community for an on-the-job experience will

constitute the broad framework for an occupational education program.

While the primary emphasis in the training for occupations is placed in the high school curriculum, some successes have been noted in the junior high schools. Goals for the Junior High School job training program in the Houston Independent School District were reported by Nanalee Clayton, Director of the Department of Home-making Education in Houston, Texas (1965). The objectives of the program were two-fold: to secure part-time jobs so that students could continue their education and to develop a desire within the student to remain in school so that he could eventually secure a better job (Clayton, 1965).

The December 1964 issue of the National Association of Secondary School Principals' Bulletin outlines a two-sequence home economics course developed for the preparation for employment. Beginning in the ninth grade, the concept of "The World of Work" is developed, followed by the personal obligations of a student regarding employment worthiness. Training for wage-earning is to be explored in the tenth grade with emphasis on home-related service areas. This is especially helpful for those who leave school early as it gives them some background in a saleable skill. Those students who continue in the occupational education program will learn through a cooperative work-study program offered to the eleventh and twelfth

grades (Mallory, 1964).

No program to prepare an individual for employment can be termed successful unless it meets the needs of present-day society. Problems in the United States increased at an alarming rate until educators, government and citizens were made aware of the fact that problems cannot be ignored nor can they be met with solutions applicable to the past. Since most rural students leave their communities to seek employment in the more populated areas, occupational home economics should include units which will relate to this need. The units should include information about jobs that are available, kinds of clothes required for different kinds of jobs, how to secure housing, management of time and money, shopping in supermarkets, eating out and other social amenities, using a laundromat, choosing friends, types of transportation facilities and leisure time activities (Hurt, 1970).

Much planning, much evaluation of communities and their needs, much skill in promoting and in executing programs designed to help the welfare family is needed and continue to be explored. In product-producing industries, automation has closed countless jobs to the skilled. Farmer (1970) points out that it would be futile to train greater numbers for fewer jobs in these industries and notes the enormous demand of at least 5 million jobs as aides and assistants in the service industries. Openings for these would be found in rural

as well as urban areas. These jobs would include home economics aides and assistants, teacher aides and assistants, recreation aides and assistants, social worker aides and assistants, lab technicians, medical and X-ray technicians and technicians in the engineering field.

Some schools are providing courses emphasizing training for jobs in food services, household occupations, child care centers, department stores and as seamstresses (Alcantara, 1967).

Farmer (1970) reports studies made that demonstrate that paraprofessionals trained by doctors, nurses, home economists, social workers, teachers, and nurses were more effective in going into homes and were met with more positive response than were the professionals who supervised them.

Concerns and problems relating to efficient and adequate occupational education need to be explored through home economics if that program is to most effectively meet the needs of today's individuals and families.

Almost three out of ten teenage girls of the minority groups are among the unemployed. Among the adults 20 years of age over, unemployment is most severe for women of minority races (Women's Bureau, 1971).

Recognition of the problem of youth unemployment which tripled the general unemployment rate has not stemmed the tide of youth

ill-prepared for the world of work. Remedial programs such as the Job Corps, the Neighborhood Youth Corps, and Work Experience programs have not been enough. Too little is being done in the secondary schools to prepare for employment the majority whose formal education ended somewhere in the high school years (Essex, 1968).

According to Nelson (1970) evaluations of occupational programs pointed out that "students were trained, were placed in jobs, and did satisfy employers, even when students were of limited ability. In addition, such programs were an aid in retaining students in school."

The problem of job-preparedness is not limited to the teen-age segment of today's society.

The large influx of women into the labor force, already an increasing stream, can be expected to become a flood in the not-too-distant future. Up to now, most employers have made only stopgap provisions to meet the needs of their female employees, as though hoping that if ignored they will soon disappear. At the same time many of these same employers, perhaps without realizing it, have come to depend on women to fill many crucial positions, so that if by some chance women were suddenly to leave their jobs and return to their homes, the effect on the economy would be disastrous (Lewis, 1968, p. 224).

Since an increasing number of women are or will be working outside the home, a portion of the occupational education program needs to be given to the management of the dual role of homemaker and wage-earner. Families in these homes need to learn how to accept responsibilities resulting from this dual role.

Special Needs

The student with special needs may be from a disadvantaged area, from a broken home, a potential drop-out, physically handicapped, emotionally disturbed, mentally retarded, a slow learner or one threatened by his verbal environment through a language deficit. This special need may also stem from a confusion of role expectation. It could also be a combination of the above situations, with one problem mushrooming into another.

Role Identification

The traditional role that women are expected to fill is undergoing some modification but society has not yet cast aside the two primary restrictions: a married woman should stay at home and if she must work, only certain occupations are traditionally for women (Lewis, 1968).

The reasons for women in the labor market are many; primarily it is to extend the family income. Whatever it may be, the fact remains that the employed woman is burdened with the dual responsibilities of job and home. The additional responsibilities placed upon her require that she be well-organized in the management of her time and energy. She needs to know how to simplify household tasks, plan ahead, enlist maximum family cooperation and be ever alert to

the needs of her family.

In homes where working mothers contribute to the family finances, teen and pre-teen boys and girls assume added responsibilities of meal-preparation, cleaning, child care and other home-making tasks. A home economics program can immeasurably aid these youth in more efficiently performing household skills, employing effective short-cuts in food preparation and acquiring positive child care techniques (Hall and Paolucci, 1970).

A one-parent family does not automatically mean a troubled family. It is essential, however, that each family member avail itself of every opportunity for counseling, education and efficient management of resources.

With many homes broken by divorce and separation, the school must assume a more important role in training pupils for maturity and parenthood

Investigation of troubled homes show that more education in money management, family relationships, and child development might prevent divorce, mental illness, and alcoholism (Gabrielson, 1963, p.7).

The School Drop-out

Home economics has a variety of interests which can stimulate a desire for learning and for preparing for the future. Students, potentially drop-outs, destined to join the ranks of untrained, unemployed teen-agers, can find incentive to remain in school through

the interpersonal relationships developed and nurtured in the informal atmosphere of the home economics program.

Kittrell (1965) noted the learning stimulus to be found in the child care and development area of home economics.

Young children are everywhere. They are among the poor, the middle class, and the rich families. They are in hospitals, on the streets, on the playgrounds, in Sunday schools, nursery schools, on the bus, and so it goes. The study of children and a plan to work with them offer a great reward to the potential drop-out, because the student gets a reflection of her own behavior and is often able to profit from it (Kittrell, 1965, p. 39).

Problems for the drop-out who marries at an early age are compounded: she is likely to be inadequately prepared for marriage, for raising a family or for wage-earning. Hall and Paolucci (1970) state that most teenage girls want and expect to be married, yet very few want to be homemakers. Efforts can and must be made in home economics to clarify the feminine role.

The early adolescent girl needs to recognize and be guided in understanding how feelings, attitudes and actions affect her relationships with other individuals. Acceptance of self and others, recognition of differences in individuals and formation of goals and values significant to the girl is vital to her mental well-being, to her social growth and emotional maturity.

Later adolescents can find meaning in an understanding of the stages of family development and recognition of problems and concerns during that development.

Knowledge of child development and experience in caring for young children provide a means of developing better family relationships and of practical experience in helping students more intelligently guide their children to the future.

Trends toward early marriage and parenthood and increasing attention to the importance of the child's earliest experiences to his whole future life, make this phase of home economics highly relevant (Lawson, 1963, p. 16).

The Disadvantaged

The broad scope of home economics enables schools to provide learning for students from early adolescence to adulthood, from the slow learner and the mentally retarded to the gifted, boys and girls, with a wide variety of socio-economic and cultural backgrounds. In spite of the vast expanse of modern technical and theoretical knowledge, it is evident that advantages of modern-day science has not reached the people whose need is the greatest. The infant mortality rate in the black ghettos and Spanish-speaking barrios of our country is twice as high as the national average. Youngsters are dropping out of school or graduating from high school with a reading level at fifth grade or lower (Farmer, 1970).

Obviously, in spite of our technical knowledge, we have not gotten the services down to the people.

The same is true of welfare, home economics, and all professions. Of course, a big part of the problem is poverty itself. How can you talk effectively to a person

about good nutrition, when he doesn't have the money to buy food?

I think the biggest failure to empathize and understand has been the biggest hang-up of those who consider ourselves professionals and are lucky enough to be in the middle classes (Farmer, 1970, p. 86).

According to Whitten (1969) the problems of the next twenty years will include an increasing percentage of older people, delinquents, addicts, children from broken homes, mentally ill and retarded, the poor and the unemployed. He points out the complexity of a problem such as addiction when it is complicated by low educational level, a broken home, marginal family income, lack of saleable skills or ghetto living conditions.

Home economics programs are being extended into community-centered rehabilitation to provide family services, vocational evaluation and work adjustment for the delinquent, the culturally disadvantaged and the individual with a low education level. Whitten (1969) states that home economists have a great opportunity to contribute to the solution of the problems of the disadvantaged and to the success of rehabilitation agencies. Green (1969) points out the need of the home economist in areas such as budgeting, nutrition, shopping, housekeeping, first aid, debt management, use of surplus commodities and child care. He notes that home economics has moved from the family kitchen and sewing room to a position of importance in the nation.

The Mentally Retarded and the Slow Learner

Skills are very important to the girls with special needs. They present an opportunity to persevere until the girls are able to accomplish something. Those girls who function more slowly, who display a slower mental and motor development, and who have less ability to generalize need the practice and successes that can be developed through home economics classes.

The teacher of home economics is in a strategic position to help the special student. A comfortable, reasonably secure and friendly atmosphere within the school coupled with an activity program suited to his individual ability is an ideal way to bridge the gap between the home and the school, between parental roles and teacher authority (Huff, 1967, p. 57).

The individualized instruction necessary for the slow learner lends itself efficiently to small classes with the use of concrete and practical learning experiences. Personal concern by the teacher and other students is vital to the progress of the slow learner or the mentally retarded student. MacKenzie (1969) explains the use of a successful special programmed learning approach for teaching the slow learner.

Two needs are paramount: the ever-present desire to be accepted and loved; and the need for an identity that is acceptable, for this student does not perceive himself as a person with special needs. In his group, he is an equal (Huff, 1967, p. 57).

Needs of the special student will be fulfilled through the development of good food habits, good grooming, ability to assist in the

preparation of economical family meals, caring for the house, providing and caring for simple garments, consumer buying, caring for children and maintaining satisfying relations with family and other people (Alcantara, 1967).

The basic philosophy of education is that of preparing each child to develop to his fullest individual capacity. All children, whatever their ability level and whatever their environment, should be taught to function as wisely as possible (Boots, 1968).

Occupational programs are very important to help the slow learner develop skill necessary for employment. Prescott (1968) explains a procedure used in preparing slow learners for wage-earning in the child-service area. Several aspects of home economics were coordinated into the wage-earning preparation.

The College-bound Student

There will be times when the brighter student can assist with the slower learner, but there will be a little growth and interest generated if a bright student is given only the work of a teachers' aide.

The student who is a rapid learner, a good organizer, and a skillful thinker needs to have individualized projects that provide opportunity for him to select and plan (Hall and Paolucci, 1970, p. 323).

A variety of resource materials and techniques should be available to the bright student thus permitting him to reach beyond the

required assignment. The creativity, experimentation, the flexibility and the depth possibilities offered by the home economics program can be the kind of challenge desired by the bright student.

The artistic, the historical, the scientific, the abstract, the philosophical, the psychological, the economic or the sociological aspects of a subject may provide inviting projects for exploration (Fleck, 1968, p. 58).

Many college-bound students find home economics courses unavailable to them because of class schedules, required courses and scope limitations. Hall and Paolucci (1970) suggest a possibility of schools offering summer programs. A comprehensive home and family living program for boys and girls described by Hollenbeck (1968) included the various areas of family relationships, child development and money management. The clothing study covered selection, care and consumer information. Construction was not emphasized, but was provided for those who wished to learn. Clothing projects were often consumer-oriented. Housing included decorating, renting vs. buying, mobile homes, landscaping and selection of furniture. Menu planning of low-cost meals was stressed in the foods and nutrition unit. This course was offered to juniors and seniors and was especially designed for the college-bound.

A bright girl may operate on the assumption that she can casually pick up homemaking knowledge whenever she needs it, only to learn later that on-the-job training can be frustrating and embarrassing. . . . Although most girls plan to marry and raise a family, few allow themselves to count on this as a certainty. Therefore they and their

families expect the schools to prepare them for a job, in which they will probably remain for only a short time. In the process, the training in homemaking which will occupy the largest part of their lives for most girls is neglected (Lewis, 1968, p. 85).

Lewis (1968) points out that teachers and administrators must recognize the need for every girl, no matter how bright, to participate in home economics classes, rather than to reserve these classes only for the non-college bound student.

Preparation for college is important, but so is preparation for life (Lewis, 1968, p. 227).

Boys in Home Economics Classes

Programs in home economics are increasingly including boys in separate or in mixed classes in both junior high school and senior high school levels (Hall and Paolucci, 1970).

Homes include men as well as women and each can be helped to play his role better (Christian, Amidon and Dozier, 1963, p. 61).

Alcantara (1967) concludes that increased male interest in home economics indicates a changing attitude toward the acceptance of dual responsibility in homemaking.

Basic concepts of homemaking attained by a boy in the seventh and eighth grades improve his potential contribution to his family (Christian et al., 1963). He is learning basics for future living in individual development, and in acquiring saleable skills (Dunhoff, 1965).

College-bound young men have a definite need for experience in clothing care and in money management. Few young college men will not have to launder clothes, sew a ripped seam or replace a button (Moyer, 1968). Young men who know the significance of care instructions on labels and hang-tags will be able to adjust to independent living more efficiently than the young man who has had no previous consumer training (Dunhoff, 1965).

Boys, as well as girls, can earn extra money from baby-sitting jobs (Moyer, 1968). Increased earning capacity can be realized from experience in re-upholstering furniture, in refinishing and repairing of furniture and a number of the occupational education areas (Dunhoff, 1965).

Family functions and family roles are equally as important to boys as to girls in this democratic society. Family functions revolve around decision-making, development and maintenance of interpersonal relationships, individual roles and related values. Boys and girls in family-oriented home economics classes could realize satisfying and far-reaching benefits from this type of program (Chachere, 1963).

Faciliities

The curriculum should determine the facilities, and the facilities should implement the curriculum (Walker and Mather, 1962, p. 195).

Dalrymple and Youmans (1963) point to three needs in determining the utilization of space in a modern home economics room. Facilities should be mobile, flexible and should be used to interpret the curriculum. They further state that laboratories are responsible for the major cost of home economics departments. They question whether, to justify the cost, laboratory activities have become the major teaching method. They further conclude that the students and the teacher be more concerned with identifying the learning outcome rather than simply identifying the activity.

Curriculum Needs

In planning for facilities it is important to assess and evaluate the variety of activities to be employed by the home economics curriculum. The State Division of Vocational Education of the state of Washington (1967) lists types of learning experiences and instructional activities.

1. Listen: to lectures, panels, guest speakers, tape recordings.
2. Discuss: in small groups or as a class.
3. Report: on individual research or on work as a member of a committee.
4. Work individually: on tests and extended learning.
5. Work in groups: on committees, research, or planning.

6. Dramatize: by participating in role-playing or minute dramas.
7. Demonstrate: individually or in groups.
8. Watch: demonstrations by teacher or guest speaker.
9. View: films and filmstrips, TV programs, overhead and opaque projections.
10. Observe: children brought in for play school.
11. Entertain: during teas, luncheons, special occasions.
12. Confer: and plan with the teacher.
13. Participate: in laboratory situations.

A similiar list has been devised by Walker and Mather (1962).

They have incorporated several activities in experimentation and examination of products and procedures.

Flexibility

Many authorities (Walker and Mather, 1962; Simpson and Barrow, 1964; Eichelberger, 1968) stress the need for flexibility in the use of space as one of primary importance. Simpson and Barrow (1964) suggest the use of portable sewing machines and ironing equipment. They urge avoidance of a "playhouse" setting which announces to the observer that emphasis in home economics is on cooking and

sewing activities. They suggest adaptable facilities for essential laboratory experiences in food preparation, home furnishings, and clothing.

Walker and Mather (1962) suggest that teachers have a more important part in determining facility needs. Teachers must think through class situations in regard to traffic lanes, and class demands on certain areas or pieces of equipment. Teachers need to look to the value of new trends such as using appliance kitchens for a demonstration area and to small compact laundry areas. They need to consider the feasibility of the use of electronic ovens and charcoal grills for additional food preparation experiences.

In an interview with Miss Elizabeth Baggerly, Coordinator of Home Economics for the Louisville, Kentucky Public Schools, the reporter for Practical Forecast points out that Miss Baggerly investigates every possible source for moveable equipment. She believes that the future will find much work in foods being done by demonstration.

Mobile cabinets and carts, complete with storage space, can be quickly rolled to an area for a demonstration, serving, or working space (Practical Forecast, 1964, p. 112).

Many of today's educational furnishings are light, strong, durable, movable, mobile, flexible, stackable, modular, and adjustable. They have maximum storage spaces and durable working surfaces.

Tables, in any number of sizes and shapes, can be grouped together or arranged in serpentines, semi-circles or hollow squares. Modular cabinets and storage files and movable demonstration tables are available. Book cases and display boards designed as movable room dividers can easily form individual or special areas and nooks (Walker and Mather, 1962).

In an article by Berry and Gould (1967) a nook planned for part of the gainful employment unit utilized a clothing services area to include a dress form and commercial-type equipment for the purpose of teaching clothing alterations and other dressmaking techniques.

Kitchen Area

Many advantages can be derived from the use of small electrical appliances in the food preparation unit. Price comparisons, safety aspects, performance factors can be studied in coordination with the use factor of the small electrical appliance. According to Loftin (1968), fuel costs can be reduced by using appliances for small jobs. She adds that the temperature controls found on appliances are especially good for beginners in food preparation.

Young homemakers might study the possibility of purchasing certain electrical appliances to forestall the need for buying a range which would be a major expense item to a young couple.

An example cited by Loftin (1968, p. F-66) would include

a percolator for boiling water, hard-cooking eggs, making beverages; blender for salad-making and sandwich spreads; frypan for baking, roasting, stewing and frying, and waffle iron with grill for baking, sandwich-making and grilling.

Walker and Mathers (1962) urge that a look at families and their needs could point to a number of different kitchen arrangement needs. Teens need counter space and separate appliances for their do-it-yourself parties. A young family can best utilize a compact kitchen with small appliances. For the young couple at college, in the military service or otherwise on the move, much equipment should be portable - even to the use of card tables and folding chairs. Other needs to be considered are the trailer families who must cope with small space; the career girl who prefers a moderate amount of high-performance equipment and the young executive and his wife who must entertain on a limited budget.

Walker and Mather (1962) further state that we need to take a look at space requirements of the unit kitchens and evaluate their worth.

The use of small appliances and a variety of kitchen possibilities give students more opportunity to make choices, to solve problems and to make decisions. They offer a wide range of possibilities for comparison, study and experimental purposes.

A small high school in Colorado cited in a study by Nimnicht and Partridge (1962), provides a minimum facility for a comprehensive

homemaking program. The foods area has a single kitchen unit at which the teacher or individual members of the class can demonstrate various techniques of food preparation. The entire class is unable to cook at the same time. The authors felt that this procedure did not shortcut any educational value of the program. They stated that students can learn just as effectively or even more effectively by conducting demonstrations than by doing everything in unison. Experimental projects were emphasized rather than just the use of a cookbook.

Other authorities (Taylor and Christian, 1965) concur with the idea of using portable counters for work and storage, small appliances, including electrical plug-in ovens, and portable dishwashers to release much needed flexible floor space through the elimination of some permanently located unit kitchens.

Living Area

Every effort should be made to include a living center in the home economics room. In the opinion of Walker and Mather (1962) the expression of hospitality is a part of homemaking, and practice in the social graces is a part of growing up for adolescents.

The living center also provides an area for group discussions and for practicing housekeeping skills. It stimulates pride in the appearance of the room, and offers a setting for practice in the

selection and use of accessories.

Clothing Area

It has long been traditional that many women construct garments at home because it is more economical to do so. For some women, and for some types of garments, this may be true; it is not always the case (Walker and Mather, 1962, p. 229).

The scope of clothing construction accomplished by women varies greatly. Sewing may provide creative satisfaction to some women; others sew because of unusual figure problems which present a problem of extensive and expensive alterations in ready-made garments. Many homemakers will have need of mending experience.

Walker and Mather (1962) suggest a clothing care demonstration center with supplies for mending and spot removal, basic patterns, fabric samples for textile study and notion and equipment samples. Students would learn how supplies are used and would make better buying choices.

Multiple-Class Teaching

Some small high schools investigated by Nimnicht and Partridge (1962) used a multiple-class teaching technique to achieve maximum use of facilities and teachers. These small schools planned two or more groups of students in the same room at the same time under one teacher. Examples might be courses such as homemaking and

art or science; industrial arts and mechanical drawing.

The homemaking rooms designed for multiple-class teaching required work areas, living-conference areas, kitchen area and clothing area. Beginning students were involved in regular units, while advanced students worked on projects or experimental work with a minimum of supervision (Nimnicht and Partridge, 1962).

CHAPTER III

ANALYSIS OF DATA

Administrator's Opinionaire

Opinionaires (Appendix A) were sent to 34 principals and superintendents representing 25 junior high schools and small high schools in the state of Oregon. These schools had no home economics teachers listed by the Oregon Board of Education in 1970.

Thirteen opinionaires were returned either with only Part I filled out which indicated home economics programs in effect or with written comments indicating the extent of existing programs. One of the written comments stated that this school had one class for grades 10, 11 and 12 and one class for grades 7, 8 and 9. The enrollment for this school was approximately 105 with about 60 girls.

Another respondent stated that they had one elective class in home economics in the junior high school. This school has an enrollment of approximately 160 students with no indication of the number of girls.

Of the 27 opinionaires returned, 14 were completed or nearly completed as shown in Table 1. The completed opinionaires comprise 51.89 percent of the total returned. Tables 2, 3, 4 and 5 report the response of the 14.

Table 1. Response from opiniaonaire.

Total number of opiniaonaires sent to superintendents and principals in Oregon Public Schools		34
First part of opiniaonaire filled out. Written messages indicate existing home economics programs satisfactory to respondents	9	
No part of opiniaonaire filled out. Written messages indicate existing home economics programs satisfactory to respondents	4	
Opiniaonaire filled out by respondent	14	
Number of opiniaonaires returned		27
No reply	7	

Six choices appeared in Part II of the opiniaonaire. The respondents were directed to designate the reason or reasons that home economics was not offered in their school. Since multiple responses were possible, the percentages listed in Table 2 indicate the percentage of the respondents who checked that particular reason.

The two principal reasons identified for having no home economics programs were a lack of money and having no teacher available to teach the subject. Lesser percentages were designated for two other reasons for no home economics: that of no laboratory and lack of space. Only one respondent felt that it might be considered a curriculum "frill." In addition to the six choices appearing on the

table, an opportunity was offered to explain other reasons besides those listed for the lack of home economics in the school.

One respondent who checked "other" stated that they attempted to fill some of the needs in this area in the basic program. He added, "We would gladly hire a teacher provided she could teach other subjects." Another stated that there was no home economics offered because it was offered in ninth grade in high school.

One respondent who checked none of the six choices simply stated that home economics is available to the students through the local 4H program. According to the opinionaire, there were 23 girls enrolled in the school. No figures were included which would indicate the number involved in the 4H program.

Table 2. Reasons for having no home economics in the school.

Reasons	No.	%
No home economics laboratory in school	7	50.0
Lack of money	12	85.7
Lack of space	6	42.9
No teacher available	9	64.3
No community interest	0	0.0
Considered a curriculum "frill"	1	7.2

Areas within the home economics curriculum were explored in Part III of the opinionnaire. Thirteen of the respondents indicated choices and one returned this part unchecked. The area chosen as Very Important by the largest percentage was consumer education, personal and family finance as shown in Table 3. The balance of the respondents rated this area as Important. Foods and nutrition was rated second on the Very Important classification with 57.2 percent of the respondents giving it this rating. However, one respondent listed it as Not Necessary. Personal and family relationships was scored by 12 respondents as being either Very Important or Important. One respondent termed this area Not Important. Three respondents checked housing, home furnishings and household equipment as being Not Important, but no one indicated it as being an area that was Not Necessary.

Two areas, child care and development and family health were thought to be Not Necessary by two respondents.

Four areas, consumer education, personal and family finance; personal and family relationships; housing, home furnishings and household equipment and occupational education showed no responses in the Not Necessary column.

Table 4 shows responses rating home economics as filling the needs of students in various classifications. All 14 respondents checked the first six classifications. One failed to check the last

Table 3. Rating of areas within the home economics curriculum.

Area Classification	Very Important		Important		Not Important		Not Necessary		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%
Child Care and Development	6	42.9	5	35.7	0	0	2	14.3	1	7.2
Home Management	4	28.6	8	57.2	0	0	1	7.2	1	7.2
Family Health	5	35.7	6	42.9	0	0	2	14.3	1	7.2
Personal and Family Relationships	4	28.6	8	57.2	1	7.2	0	0	1	7.2
Consumer Education, Personal and Family Finance	10	71.4	3	21.4	0	0	0	0	1	7.2
Housing, Home Furnishings and Household Equipment	3	21.4	7	50.0	3	21.4	0	0	1	7.2
Clothing and Textiles	2	14.3	9	64.3	1	7.2	1	7.2	1	7.2
Foods and Nutrition	8	57.2	4	28.6	0	0	1	7.2	1	7.2
Occupational Education	3	21.4	7	50.0	3	21.4	0	0	1	7.2

Percentages are rounded off to the nearest tenth of one percent.

three classifications. No reason was stated for leaving these categories unchecked.

From the responses noted, Table 4 indicates that the largest percentage of respondents believe home economics is Very Important to the girls who are 14-15 years of age. One-half of the respondents listed home economics as being Very Important to the girls who are 16 or older. In each of these classifications only one respondent listed home economics as being Not Important.

Over half of the respondents felt that home economics was Not Important or Not Necessary for boys of 12-13 and for boys 16 and over. This percentage was slightly less for the boys of 14-15 with one-half of the respondents checking this group as finding home economics Not Important or Not Necessary.

Two respondents listed home economics as being Very Important for the average student. The largest group chose it as being Important to the average student with none checking it as being Not Necessary. The greatest percentage of responses in either the Very Important or the Important columns was for the slow learner classification. No respondents checked home economics as being Not Necessary or Not Important for the slow learner. One respondent felt home economics was Not Important to the average student while two respondents indicated it as being Not Necessary to the above average student.

In attempting to determine what importance the respondents

Table 4. Home economics rated as filling needs of students.

Student Classification	Very Important		Important		Not Important		Not Necessary		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls, 12-13	4	28.6	7	50.0	3	21.4	0	0	0	0
Boys, 12-13	2	14.3	4	28.6	4	28.6	4	28.6	0	0
Girls, 14-15	9	64.3	4	28.6	1	7.2	0	0	0	0
Boys, 14-15	3	21.4	4	28.6	4	28.6	3	21.4	0	0
Girls, 16 and over	7	50.0	6	42.9	1	7.2	0	0	0	0
Boys, 16 and over	3	21.4	3	21.4	5	35.7	3	21.4	0	0
Slow Learners	4	28.6	9	64.3	0	0	0	0	1	7.2
Average Students	2	14.3	10	71.4	1	7.2	0	0	1	7.2
Above Average Students	2	14.3	9	64.3	0	0	2	14.3	1	7.2

Percentages are rounded off to the nearest tenth of one percent.

would give home economics as a school subject, Part V of the opinionnaire requested the respondents to rate home economics in comparison with other school subjects. No subjects were specifically designated for comparison since this was not the intent of this section.

Two respondents indicated no choices for the first six classifications while three failed to respond to the last three classifications as shown on Table 5. One respondent wrote that he found this part "Not clear".

Less than half of those who completed this section felt that home economics was Very Important as compared with other school subjects with the exception of the classification of girls, 16 and over. Of those actually indicating choices, six out of 12 or 50 percent of the respondents checked this classification.

With the exception of the classification for boys of 12-13, over half of the respondents who indicated choices felt that home economics rated Very Important or Important for each classification of students in comparison with other school subjects. Only for the slow learners were there no responses in either the Not Important or the Not Necessary columns. The highest number of negative responses were for boys of 12 and 13. Nearly half of the respondents rated home economics in comparison with other subjects as Not Important or Not Necessary for boys 14-15 and for boys 16 and over. Responses in the Not Necessary column referred to boys of all ages and two such responses were listed for the above average student.

Table 5. Home economics rated in comparison with other school subjects.

Student Classifications	Very Important		Important		Not Important		Not Necessary		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls, 12-13	1	7.2	9	64.3	2	14.3	0	0	2	14.3
Boys, 12-13	0	0	5	35.7	4	28.6	3	21.4	2	14.3
Girls, 14-15	5	35.7	6	42.9	1	7.2	0	0	2	14.3
Boys, 14-15	1	7.2	6	42.9	4	28.6	1	7.2	2	14.3
Girls, 16 and over	6	42.9	5	35.7	1	7.2	0	0	2	14.3
Boys, 16 and over	2	14.3	5	35.7	3	21.4	2	14.3	2	14.3
Slow Learners	3	21.4	8	57.2	0	0	0	0	3	21.4
Average Students	3	21.4	7	50.0	1	7.2	0	0	3	21.4
Above Average Students	1	7.2	8	57.2	0	0	2	14.3	3	21.4

Percentages are rounded off to the nearest tenth of one percent.

Of the 14 respondents, three stated that they did not wish to receive guidelines for adapting a home economics curriculum to minimum facilities within an ordinary classroom.

Conclusions from Opinionsaire

The response to Part I indicates to the writer that several of the administrators who replied as having home economics programs are reaching a very small portion of their students. It would also suggest that if there are existing facilities for home economics classes in these schools, that the facilities are not being utilized to the extent that would justify their initial cost.

In view of the adequate teacher supply available in Oregon in the past two years, it is not clear whether the respondents were referring to inability to secure a qualified teacher who already resided within their community, or whether it was because they were not able to secure a qualified teacher who could satisfactorily teach other subjects. Comments already noted would suggest that this was the reason in the case of at least one respondent. No one specified which other subjects they would like to have taught by home economics teachers.

Those administrators who specified lack of money would find great flexibility in the home economics program within the standard classroom. The elimination of expense of the unit kitchens could

bring the home economics program within reach of the less financially able school district. It would also solve the problem of those schools which specified no laboratory within their school. The respondents who listed lack of space might also be able to utilize this program if the lack of space referred to the laboratory-type facility with the unit kitchen arrangement.

It is evident from the responses in Part III of the opinionaire that consumer education, personal and family finance is considered the most essential area in home economics. It is interesting to note that in Part IV several respondents also believe that home economics is not necessary for boys or for above average students. These students are apparently able to function satisfactorily without instruction in this area or other subjects are incorporating this instruction so that the students obtain the information within other subject areas. It is doubtful if adequate consumer information relating to buying of food and clothing can be presented within other subjects. In many communities, these two physical needs and their related consumer aspects are most basic.

The highest percentage of negative response for boys' classifications were for junior high school age boys and those boys who are 16 and over. In the research examined by the writer, it is in these two areas that an increasing number of boys are being included in home economics programs.

Teacher Evaluation of Guidelines

Guidelines were sent to 30 Oregon home economics teachers chosen from homemaking teachers as listed by the Oregon Board of Education for 1971-72. Small schools were preferred over large schools since the proposed guidelines are intended for small classes. These guidelines were based on experiences gained by the writer in teaching classes ranging in size from nine to 16 students. A broad home economics program was offered these classes of seventh and eighth grade girls within a standard classroom.

The evaluation form (Appendix B) requested some background information from each respondent. This information included grades taught, any other subjects taught besides home economics, number of years experience in teaching home economics and educational background.

Seventeen of the evaluations were returned with 16 having been completed. One teacher felt that since she had a complete laboratory that the evaluation was not meant for her and returned the evaluation uncompleted.

A follow-up letter was sent to those who failed to respond resulting in three more responses making a total of 20 evaluations returned, of which 19 were useable.

Classes taught by the respondents ranged from seventh to

twelfth grades. Grades nine and ten were taught by 100 percent of the respondents. Eighteen or 94.7 percent included grades eleven and twelve in classes taught while 21 percent or four respondents taught grade seven and 26.3 percent or five respondents taught the eighth grade.

Sixteen respondents indicated that they taught other classes besides home economics. Although they were not specifically asked what these other subjects were, several stated that they taught health, physical education and art.

Three of the respondents had less than two years experience in teaching home economics. Nine respondents had taught home economics from two to five years and seven had taught the subject more than five years.

Fifteen of the respondents had Bachelor's degrees in home economics, while three stated that their Bachelor's degree was in a field other than home economics. One respondent had a Master's degree in home economics.

In examining and commenting on the guidelines for home economics within a standard classroom, most of the questions came from the respondents who had taught home economics for two to five years. Those respondents in the other teaching brackets accepted the plan as workable and offered only positive comments or additions to the suggested guidelines.

Only one respondent did not check the guidelines as being either adaptable or understandable. Her written comments under many of the areas stated that several were acceptable to her thinking and it is not clear why she did not check them in this manner.

The percentages of acceptance of the guidelines as being adaptable to the Oregon homemaking curriculum ranged from 84.2 percent to 94.7 percent approval (Table 6).

Smaller percentages of respondents found the guidelines to be understandable as well as adaptable. The areas identified as needing clarification by 31.6 percent of the respondents were management and foods and nutrition.

Table 6. Acceptability of guidelines (N=19)*

Area	Adaptable		Understandable	
	Number	%	Number	%
General	16	84.2	14	73.7
Foods and Nutrition	15	78.4	13	68.4
Clothing and Textiles	17	89.4	14	73.7
Housing and Home Furnishings	18	94.7	15	78.4
Relationships	18	94.7	15	78.4
Occupational Education	17	89.4	16	84.2
Child Care and Development	18	94.7	14	73.7
Management	17	89.4	13	68.4

*Responses were checked on 18 of the 19 returned evaluation. The 19th respondent included only comments.

As predicted, the area most questioned was the foods and nutrition unit. One respondent felt the preparation would be very limited in variety of foods or in techniques learned. She also voiced disapproval over borrowing items. Evidently the example cited gave her the impression that the homemaking class would be without appliances of its own, rather than the isolated borrowing instance that actually occurred. Two respondents objected to the program because the preparation of food would not be realistic as in a home. They also questioned the time that it would take to prepare for such classes.

Two respondents objected to the proposal that students take portable sewing machines home. They felt that the students would need close teacher supervision to assure successful projects. Another respondent wished that all her students could have access to portable machines to take home. The choice of portable or mounted sewing machines would depend on the number of students to be served, the amount of space available in the room and the amount of money immediately available for this purpose.

One respondent suggested the possibility of utilizing an outdoor area to facilitate the child care unit, a garden area for the housing unit and a pit or barbecue area for the food preparation unit. These suggestions could be used to good advantage by many schools. The outdoor area would be very useful to the educable mentally retarded

for the camping unit described in the guidelines.

Guidelines were revised to clarify questions and misunderstandings and to utilize suggestions offered by the respondents.

Conclusions

The results of evaluations of the guidelines showed a majority of the respondents were receptive to the plan to conduct a home economics program within a standard classroom. However, comments indicated that respondents experienced difficulty in visualizing the management aspects of the program, especially in the food preparation unit. Concern was expressed that time would be a prohibitive factor in the accomplishment of planned activities. Time is of concern in any home economics class for which an hour or less is allowed. Flexibility in pre-planned programs, the choice and uses of small appliances, equipment and mobile units, and teacher and students is a determining factor in the optimum efficiency of the program. Potential teachers of this program would, of necessity, need to examine a variety of techniques and alternatives in selecting a solution most workable in her school environment.

Recommendations for Further Research

Questions have arisen in the minds of the writer and others involved in the study proposing a home economics program to be

implemented within a standard classroom.

Further research to resolve these questions must be considered.

1. To what extent do classroom learning experiences carry over into the home?
2. How realistic are the classroom learning experiences within a home economics room traditionally equipped with unit kitchen in relation to the family kitchen?
3. Are unit kitchens over-emphasized in their importance and over-used to justify their cost rather than accentuating and evaluating the actual learning experience?
4. How does baking in a range oven compare in efficiency with that in the small appliances now on the market?
5. How valid is the premise that all students extract equal learnings from group food preparation classes? This concern was generated from respondents to the guidelines that there would not be enough learnings nor enough variety from the proposed use of small appliances. A comparison of the unit kitchen program with the small appliances plan would be valuable for curriculum decision-making. There is a need to identify competencies sought and a need to identify behavioral objectives which will more clearly evaluate learnings desired and eventually achieved. There is a continuing need for better

communication and interpretation of the scope of home economics and of its value of all age groups of both sexes, and of all ability levels.

CHAPTER IV

GUIDELINES FOR ADAPTING A HOME ECONOMICS
CURRICULUM TO MINIMUM FACILITIES WITHIN
A STANDARD, NON-LABORATORY CLASSROOM

Many of the guidelines were developed by the writer through actual experiences at Sweet Home Junior High School in Oregon where a home economics program was established within a standard classroom. A diagram of the room used showing placement of furniture and mobile units is shown at the conclusion of the guidelines (Figures 1, 2, and 3).

Teachers who have had student teaching and/or teaching experiences in departments especially designed for home economics may need guidelines for certain areas of the home economics curriculum to be able to adapt that curriculum to a standard non-laboratory classroom.

Examples for the food preparation unit are included with the guidelines since this is the most difficult and the most challenging portion of the curriculum to adapt to the non-laboratory classroom.

General Guidelines

1. Identify a maximum number of students who can be accommodated within the non-laboratory classroom. Classroom facilities need to be flexible so that centers of activity can be established for

optimum efficiency. In a standard classroom, the writer was able to accommodate a maximum of sixteen students per class within the pilot program. A larger room could accommodate more students. If the room is smaller the number of students should be decreased accordingly.

2. Plan a living area if possible. A living area creates a home atmosphere, provides a place for guests, stimulates student pride in the homemaking room and can be utilized in the home furnishings unit.

3. Locate and utilize the nearest available water supply. Water can be taken to the room in containers and dishes can be washed in a dishpan. If no sink is available, disposable dishes can be used to reduce the amount needed to be washed by hand, thus effecting a saving of time in transporting water and in the washing of dishes without the benefit of a double sink. If a sink is available in the room or in some other part of the building, a portable dishwasher can be used.

4. Plan a color scheme and follow through with bulletin boards, interest centers and the selection of furnishings. Any classroom should be as beautiful as the students and the teacher can make it.

5. Know load potential of electrical circuits. This is critical when using heat-producing small appliances. For a class of 16 students, at least four outlets are needed.

6. Provide adequate safety instruction and free traffic lanes.
7. Use rectangular and trapezoidal tables and stackable chairs for greater flexibility of space.

Foods and Nutrition

1. Center work areas at electrical outlets to eliminate use of extension cords.
2. Use tables, mobile counters, storage units and carts to provide flexible working areas. A portable science lab might be utilized for clean-up and for demonstration uses. This type of mobile unit has a small counter area and a single sink with a container below for collecting the used water. It has a sink cover to provide extension of the counter area when desired. This type of facility would be excellent for demonstration use. A cooperative plan for using the portable lab could be worked out with the science department. Carts can be used at the outlets for the small appliances used with this program. Nearby tables can be used for the pre-cooking preparation. If the school can provide mobile counters, these are excellent for storage of supplies in addition to preparation purposes.
3. Increase use of teacher demonstration and small group demonstration.
4. Involve half of the students in preparation when larger meals are being prepared. The other half of the students will:

- a. Evaluate the preparation.
- b. Work on reports.
- c. Utilize learning packages.
- d. Write and analyze nutrition of menus.
- e. Compile foods notebooks.
- f. Study food costs.
- g. Plan uses for left-overs.

The procedure is to be reversed so that all students may benefit from all the experiences.

5. Plan units for the yearly program to eliminate use of foods equipment by more than one class in one day (Figure 4).

6. Take advantage of a number of small electrical appliances by having student groups prepare more than one menu following the same meal pattern. Egg cookery could be developed through (1) eggs scrambled with cream cheese, using the hot plate and a double boiler; (2) shirred eggs, using the oven-broiler; (3) omelet, using the electric skillet and (4) poached eggs, using an electric poacher or a hot plate and a poaching pan. If one hot plate is available for use, the girls in the first and fourth groups would be sharing the use of the hot plate.

7. Assign one girl in each group to the position of "manager." She would help assemble supplies and equipment for her group. Two girls prepare the food and a fourth girl would be the hostess, setting the table, inviting and entertaining a guest and assisting with clean-up.

Positions can be combined to accommodate a three-girl family group as for example: "hostess-manager," or "assistant cook-manager." Positions are to be rotated on succeeding preparations so that each girl experiences each position. Evaluations of labs can be a group activity.

8. Use a "sharing plan" if one menu is to be prepared by all the family groups within one class. Examples of menus and sharing procedures used by a class of 16 eighth grade students are as follows:

Menu #1

Honey Orange Breakfast Juice

Hash Brown Omelet

Cinnamon Raisin Toast

Hot Cocoa

One blender was shared by the class for the preparation of the juice, each group taking its turn. Two groups shared electric skillets with two skillets being used by the class. Two groups cooperatively prepared, cooked and divided the omelet in each skillet. A sharing arrangement was used by the girls in the preparation of the cocoa on the two-burner hot plate. The first two groups to complete preparation of the cocoa used quart thermos bottles to keep it hot until serving time. Each group had its own double boiler. A four-slice toaster was adequately shared by the four groups.

Menu #2

Turkey with Sage Dressing
Mashed Potatoes Gravy
Candied Yams
Molded Lime Salad Cranberry Sauce
Relish Plate
Rolls Butter Nut Bread
Pumpkin Pie
Milk Coffee

This project was suggested by the students and was indicative of the confidence, the creativity and the enthusiasm generated by their experiences in this flexible program. The four pumpkin pies were prepared as usual, but were "baked" in electric skillets the day before the meal. Two skillets were the property of the department and the other two were borrowed for this special meal. The rolls and the nut breads were prepared ahead of time and were baked in the broiler oven. This was used on the day of serving for the candied yams. The turkey was roasted in an electric roaster borrowed from the P. T. A. Top-of-the stove cookery was accomplished by using the hot plate which had an adjustable heat range. This project is not typical of what is usually included in a food preparation class for eighth graders. It is presented only to illustrate the broad scope of

preparation that can be accomplished through flexibility of facilities and through creative and cooperative planning.

Clothing and Textiles

1. Use extension cords with multiple boxes for table-type or portable machines according to the potential electrical load already established.

2. Use portable machines if necessary. They may be rented instead of purchased if a trial program is desired. Over a period of years, the school would be financially ahead to purchase the machines. Portable machines may be checked out and taken home by the student if the teacher feels the student is able to work independently. When stored in their cases, they will take up less space in a room if space is at a premium for other units of home economics.

For example:

If one class is conducting a play school, the portable machines could be easily placed out of the way of the play school.

3. Increase use of teacher demonstration.
4. Use sleeve boards or flat padded boards for pressing. This will be adequate for beginning students depending on the type of project undertaken. It would also be an effective space-saver.

Housing and Home Furnishings

The projects and learning experiences in this unit may be accomplished in the standard classroom. If an upholstery class is to be a part of this unit other facilities will be needed, such as a shop area, stage, or nearby church building.

Occupational Education

1. Explore local employment needs and resources.
2. Utilize special equipment in the community for on-the-job training and work experiences.
3. Arrange to use cafeteria facilities and cooperate with primary teachers for in-school work experiences.
4. Use equipment, supplies and other facilities from other units of home economics which may be adaptable to this area.

Child Care and Development

1. Use tables with adjustable legs to be lowered for use in the play school.
 2. Require that other activities in other units be in harmony with play school needs to facilitate a minimum of room rearrangement.
- In this instance, the master yearly plan of units becomes an important tool. In the example shown in Figure 4, p. 75, the play school would

be conducted during weeks 34 and 35 with the ninth and tenth grades participating and cooperating.

3. Ask students to share toys and equipment from home. This is a procedure usually implemented for a play school unit within any home economics curriculum.

Management and Consumer Education

No special guidelines are needed as learning experiences relative to this unit may be easily accomplished within a standard, non-laboratory classroom.

Other Uses of Facilities

Art

1. Use tables interchangeably for art and home economics.
2. Allow some extra time for clean-up so that the two subject areas may be more compatible.
3. Explore areas in which art and home economics can be coordinated either in a multiple-class teaching situation or as separate classes. Color, design, weaving, stitchery, arrangement of furniture and pictures, study of fashion, fabric design and architectural design are only a few examples of areas that can be coordinated.
4. Provide storage for supplies. Modular units could be effectively used for this purpose.

Adult Classes

1. Gear classes to community need. For example: Use surplus foods in planning low-cost meals.
2. Emphasize uses and ways to adapt small appliances to individual situations.
3. Coordinate home economics classes with mothers' classes and/or needs.

For example:

A daughter plans to alter or make-over some clothing item. It is the practice in this particular community to hold and attend rummage sales for the purpose of discarding or obtaining used clothing. Mother learns in her clothing class which fabrics and clothing can be worth remaking.

Another example:

Daughters have studied child care. Mothers assist in setting up a cooperative child care center enabling them to attend classes and daughters to use child care knowledge.

Special Education

1. Explore ways to adapt small appliances and other facilities in the classroom to individual need. An example might be the use of the blender, a spoon and pitcher or a bowl and rotary beater for the

reconstituting of frozen orange juice. Toast can be prepared on a sandwich grill or in the broiler-oven as well as in a toaster. Help the student identify and use methods that are adaptable to his situation.

2. Correlate several areas of home economics into single units.

For example:

Family camping unit

Area of instruction	Learning experiences
Health and Safety	Prepare first-aid kits Prepare clean-up kit Learn how to build a fire Prepare a fire-building and extinguishing kit Learn sanitation precautions
Foods and Nutrition	Pre-plan camp meals Plan storage of food supplies Prepare mixes for convenience Learn to operate a manual can- opener Prepare camp kitchen clean-up kit Practice preparing camp meals

Family camping unit (Continued)

Area of instruction	Learning experiences
Personal and family living, management and child care	Study procedures for survival if lost Construct "marking" kit Learn how to use a compass Learn to identify poisonous plants, insects and snakes Learn to use a highway map Learn to use a camera Plan and prepare activities for children at camp
Clothing and textiles	Construct cooking mitt
Grooming	Study and plan for sturdy camp togs Learn and practice washing of socks and undergarments Discuss need for cleanliness and care of hands and feet

Family camping unit (Continued)

Area of instruction	Learning experiences
Housing and home furnishing	Practice setting up a tent Study and practice caring for bed rolls, sleeping bags and air mattresses Construct emergency shelters

Other educable mentally retarded groups can plan other activities suitable to their community, coordinating, when possible, several areas of home economics.

The guidelines provided for development of a home economics program within a standard, non-laboratory classroom can be used for a temporary program or for a permanent situation. They can be used to begin a home economics program within a curriculum or to supplement an already crowded homemaking laboratory classroom. Students learn to adapt to a variety of situations that they are not likely to face when everything is placed before them.

In the words of Walker and Mather (1962, p. 202).

We must remember that innovations are more than just new physical facilities. The spirit for something different needs to be within the person. The most-up-to-date department possible, with many facilities for modern

teaching may be frustrating to the traditional, conservative teacher. On the other hand, a seemingly out-dated room may offer rich experiences because of the ingenuity and imagination of the teacher.

Dalrymple and Youmans (1963, p. 98) urge, "Make the 'different' room an adventure, not a substitute or a sacrifice!"

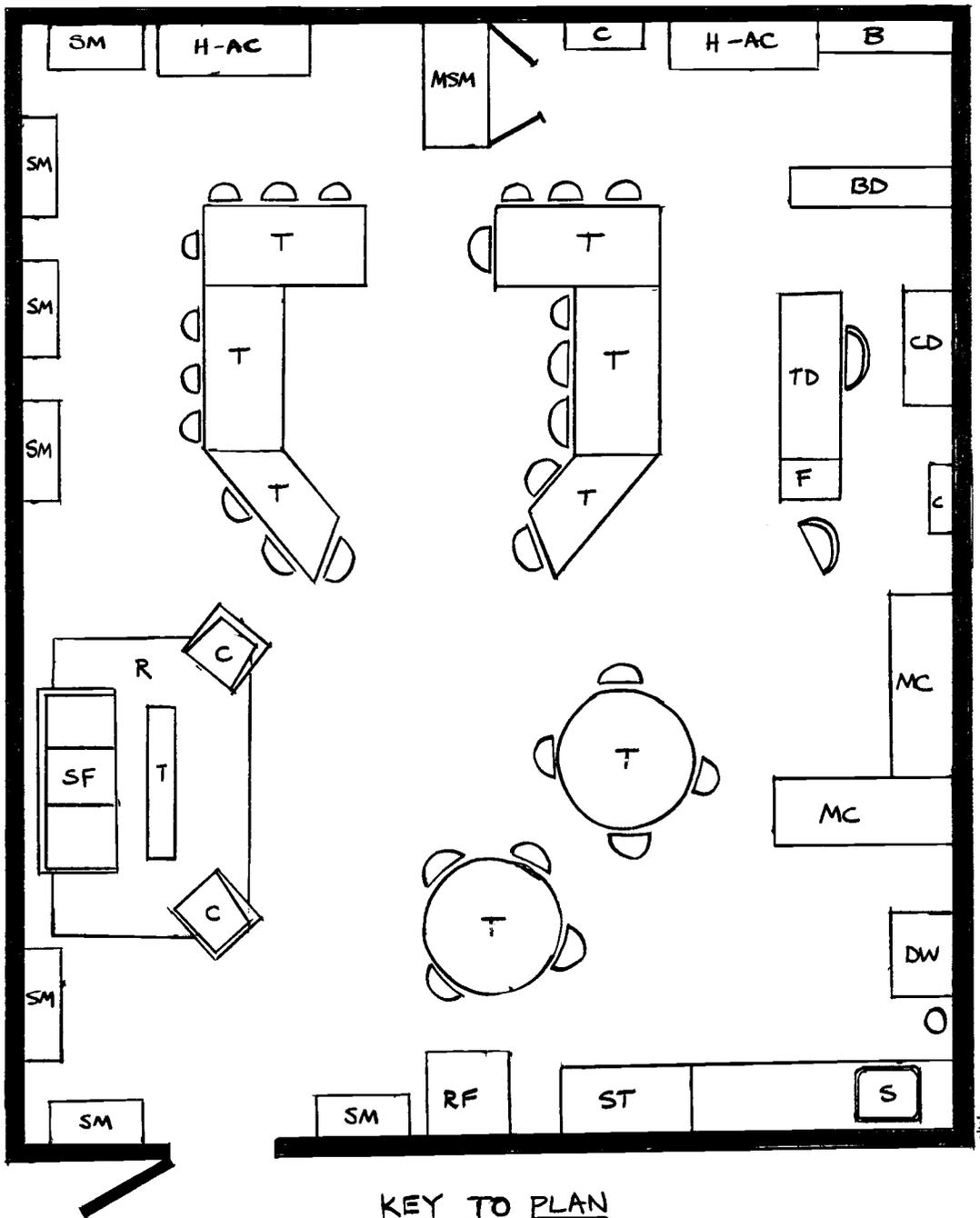


Figure 1. Room arrangement.

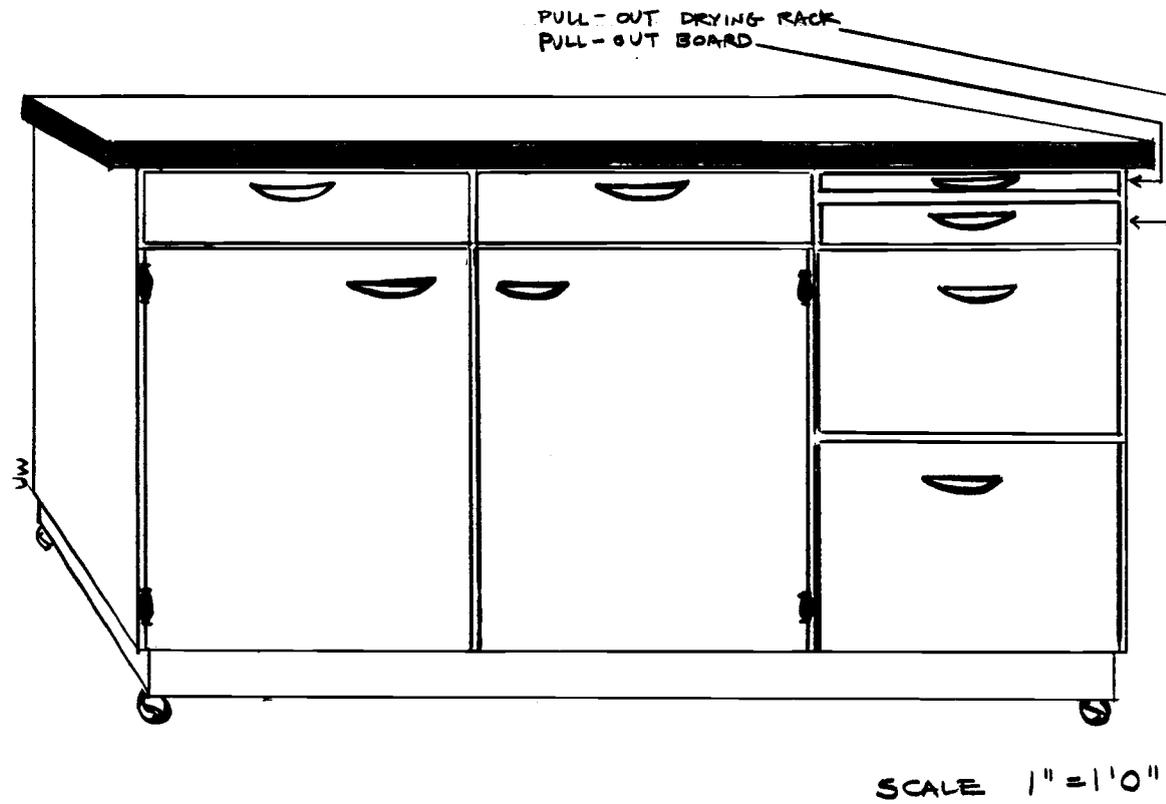
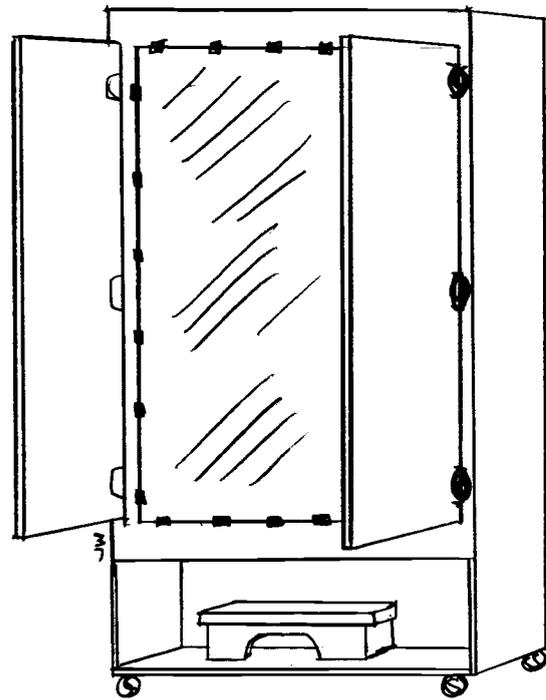
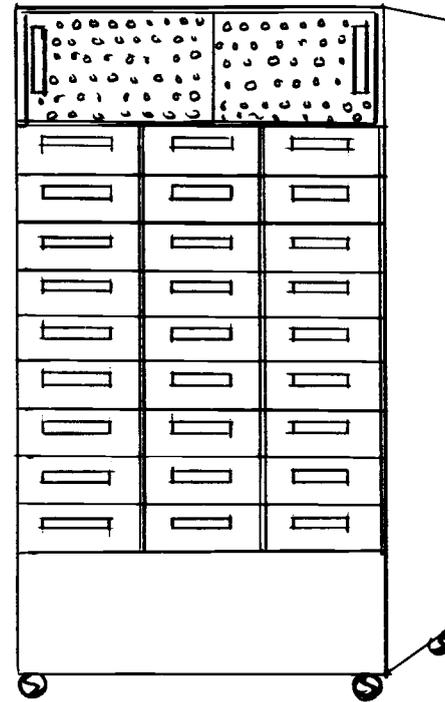


Figure 2. Mobile counter storage unit.



SIDE 1 3-WAY MIRROR
AND FITTING STOOL



(REVERSE) SIDE 2 STORAGE AND
TOTE DRAWERS

SCALE $\frac{1}{2}$ " = 1'0"

Figure 3. Mobile storage mirror unit.

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
*Grade 7	M	F	F	F	F	F	cc	cc	H	H	R	R	C	C	C	C	C	M
Grade 8	M	H	H	H	H	C	C	C	C	C	C	C	C	C	R	R	R	R
Grade 9	M	C	C	C	C	C	C	C	C	C	C	M	M	F	F	F	F	F
Grade 10	M	R	R	R	R	F	F	F	F	F	F	F	F	F	C	C	C	C
Weeks	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
*Grade 7	M	R	R	F	F	F	F	F	F	C	C	C	C	C	R	H	H	M
Grade 8	cc	cc	cc	cc	M	M	F	F	F	F	F	F	F	F	F	M	M	M
Grade 9	F	F	F	F	H	H	H	H	R	R	R	R	M	cc	cc	cc	cc	cc
Grade 10	C	C	C	C	C	C	H	H	H	H	H	M	M	cc	cc	cc	cc	cc

*Semester courses

M = Management and Consumer Education

H = Housing and Home Furnishings

R = Personal and Family Relationships

cc = Child Care and Development

F = Foods and Nutrition

C = Clothing and Textiles

Figure 4. Example of child care and development master yearly plan of units.

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APPENDICES

APPENDIX A

Dear Oregon Educator:

As an administrator, you are partially or wholly responsible for the curriculum offered in your school. It is in this area that I am seeking your assistance. According to the records which I have checked, you do not have a home economics department in your school. Will you please answer the enclosed opinionaire and return it within the next two weeks?

For my Master of Science degree in Home Economics Education at Oregon State University, I am currently preparing a thesis which I hope will benefit those schools that are presently not able to offer home economics to their students.

The purpose of the study is to develop guidelines for adapting a home economics curriculum to the minimum facilities, equipment and materials needed to enable small high schools or junior high schools to offer a home economics program within an ordinary classroom.

Since you are a busy person, I am asking that you give approximate numbers, rather than go to your files for exact figures. All responses will be confidential. No individual or school will be identified.

Thank you for your assistance.

Sincerely yours,

(Mrs.) Shirley Eddy
610 5th Avenue
Sweet Home, Oregon 97386

Enclosure

TO: Oregon Administrators of Small High Schools Having No Home Economics Department
or of Schools Having No Junior High School Home Economics

Directions: If your school does not fall into either of the above categories, please fill out only
Part I and return the opinionaire. Thank you.

I. Name of administrator: _____

Please specify position held: _____

School address: _____

Approximate total enrollment: _____ Number of girls: _____

Grades in school: (please check) 7th 8th 9th 10th 11th 12th

II. Check the reason or reasons which would best explain why there is no home economics offered
in your school.

No home economics laboratory

Lack of money

Lack of space

No teacher available

No community interest

Considered a curriculum "frill"

Other Please specify: _____

Please use the number 1, 2, 3, or 4 to answer each category in III, IV, and V.

1. Very important
2. Important
3. Not important
4. Not necessary

III. In your opinion, how do the areas in home economics rate?

- | | |
|--|---|
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Clothing and Textiles |
| <input type="checkbox"/> Home Management | <input type="checkbox"/> Foods and Nutrition |
| <input type="checkbox"/> Family Health | <input type="checkbox"/> Occupational Education |
| <input type="checkbox"/> Personal and Family Relationships | |
| <input type="checkbox"/> Consumer Education, Personal and Family Finance | |
| <input type="checkbox"/> Housing, Home Furnishings and Household Equipment | |

IV. In your opinion, how would home economics rate in fulfilling the needs of students in your community?

- | | | |
|--|--|---|
| <input type="checkbox"/> Girls, 12 and 13 yrs. | <input type="checkbox"/> Girls, 14 and 15 yrs. | <input type="checkbox"/> Girls, 16 yrs. and over |
| <input type="checkbox"/> Boys, 12 and 13 yrs. | <input type="checkbox"/> Boys, 14 and 15 yrs. | <input type="checkbox"/> Boys, 16 yrs. and over |
| <input type="checkbox"/> Slow learners | <input type="checkbox"/> "Average" students | <input type="checkbox"/> "Above average" students |

V. In comparison to any other school subjects, for the classifications of students listed below, how do you rate home economics?

- | | | |
|--|--|---|
| <input type="checkbox"/> Girls, 12 and 13 yrs. | <input type="checkbox"/> Girls, 14 and 15 yrs. | <input type="checkbox"/> Girls, 16 yrs. and over |
| <input type="checkbox"/> Boys, 12 and 13 yrs. | <input type="checkbox"/> Boys, 14 and 15 yrs. | <input type="checkbox"/> Boys, 16 yrs. and over |
| <input type="checkbox"/> Slow learners | <input type="checkbox"/> "Average" students | <input type="checkbox"/> "Above average" students |

VI. Would you like to have a copy of guidelines for adapting a home economics curriculum to the minimum facilities, equipment and materials needed to provide a home economics program for small high schools and junior high schools not now offering home economics?

- Yes No

If so, is there any specific problem in the development of a home economics program for which you would like help?

APPENDIX B

February 8, 1972
Sweet Home, Oregon 97386

Dear Home Economics Teacher:

Your name and school was selected at random from the list of Home-making Teachers in Oregon Public Schools as compiled by the Oregon Board of Education for 1971-72.

I have been working on guidelines for adapting the Oregon Homemaking Curriculum for use in a standard, non-laboratory classroom rather than in a department specifically designed for homemaking classes. It is my hope that these may become usable in schools having no homemaking program. The guidelines will become a part of my Master of Science thesis on which I am working.

Will you return your evaluation and your comments to me in the stamped self-addressed envelope I have enclosed? I will appreciate hearing from you within the next two weeks.

Thank you for your time and interest.

Sincerely yours,

(Mrs.) Shirley Eddy

SE:jc
Encl.

EVALUATION OF GUIDELINES FOR ADAPTING A HOME ECONOMICS
CURRICULUM TO MINIMUM FACILITIES WITHIN A
STANDARD, NON-LABORATORY CLASSROOM

I. Personal Information:

A. Name _____

B. School _____

Check () the answer that best identifies your situation. Use the blank below each statement if you wish to add to, clarify or explain the statement.

C. I teach home economics in grades:

6 7 8 9 10 11 12

D. I teach other subjects besides home economics.

Yes No

E. I have taught home economics:

Less than two years

Two-five years

More than five years

F. My education includes:

Less than a Bachelor's degree.

Bachelor's degree in home economics.

Bachelor's degree in other than home economics.

Master's degree in home economics.

Master's degree in other than home economics.

II. Examination of Guidelines

A. General Guidelines

Can be implemented to meet objectives of Oregon Homemaking Curriculum.

Easily and clearly understood.

Questions, Comments or Suggestions:

B. Foods and Nutrition Guidelines

Can be implemented to meet objectives of Oregon Homemaking Curriculum.

Easily and clearly understood.

Questions, Comments or Suggestions:

C. Clothing and Textiles Guidelines

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

D. Housing and Home Furnishings Guidelines

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

E. Relationships Guidelines

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

F. Occupational Education

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

G. Child Care and Development

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

H. Management and Consumer Education

- Can be implemented to meet objectives of Oregon Homemaking Curriculum.
- Easily and clearly understood.

Questions, Comments or Suggestions

March 7, 1972

Dear Home Economics Teacher:

I am still most anxious to have your opinion and comments on the guidelines for a home economics program within standard classroom.

I do realize how busy you are, but I really need your help. Would you please send your evaluation to me as promptly as possible?

Thank you,

Sincerely yours,

(Mrs.) Shirley Eddy
610 5th Avenue
Sweet Home, Oregon 97386

SE:jc