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DEPARTMENT OF HOME MANAGEMENT
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ABSTRACT

CHANGE AND TRENDS IN HOME MANAGEMENT CONCEPTS:
A CONTENT ANALYSIS OF A COLLEGE TEXT

by Patricia N. Ahern

A content analysis study was undertaken to provide some description of change and trends in the dominant concept of paragraphs in the first and second editions of a college home management textbook. The specific objectives of this study were: (1) to compile a list of concepts identified with home management, (2) to describe change and trends in a select list of concepts identified with home management, (3) to describe change and trends in concepts not appearing on a select list identified with home management and (4) to compare terms identified as the dominant concept of a paragraph with terms identified in the respective index of the two editions of the textbook.

Data revealed insignificant change of concepts in the first and second editions. The select list of concepts identified with home management were found to be influential in describing trends in paragraph emphasis. The concept, Values, received the greatest increase in paragraphs (six) in the second edition. The concepts, Goods and Food, received the greatest decrease in paragraphs (twelve) in the second edition.

Of the total number of concepts identified in each edition of the text material, fifty per cent appeared in the index of the first edition and fifty-eight per cent appeared in the index of the second edition. Seventy-four per cent of the concepts on the select list were identified in the index of the second edition, an increase of eleven per cent over the number identified in the index of the first edition.

Further research is needed to identify synonymous terms in the field of home management. While this study has provided quantitative data on change and trends in the dominant concept of paragraphs, there is a greater need to identify the kind of change and the nature of the trends occurring between the two editions.

The identification of concepts which are basic or central to the field of home management is necessary for an accurate appraisal of change and trends in home management concepts.

CRITIQUE

CHANGE AND TRENDS IN HOME MANAGEMENT CONCEPTS: A CONTENT ANALYSIS OF A COLLEGE TEXT

by

Patricia N. Ahern

THESIS
C.1

CRITIQUE

This critique is in lieu of revisions within the manuscript and is based upon suggestions which were made by committee members at the time of the writer's oral examination.

The use of the term key concepts has proved to be a misleading phrase in this study. The writer intended only for this phrase to identify the concept which appeared in a dominant position within one or more paragraphs of the text material. However, the phrase was found to be interpreted as denoting important, central or basic concepts in the field of home management. In addition, it was not the writer's intention that the term key concept should imply that every dominant concept of a paragraph was necessarily a concept in home management. The writer did assume that some concepts would receive significantly more paragraph emphasis than others and that these concepts would be influential in defining the particular field.

The writer did not consider, in the collection and analysis of data, that the author's functional approach to subject matter might give a bias to the data. The text material concentrated on management of money income, resulting in significant emphasis on economic concepts. Because this writer neglected to develop a criterion for the

identification of home management concepts, the title of this study might be extended to include also change and trends in the use of family economic concepts.

An imposing limitation to the results of this study is the identification of a number of concepts considered to have synonymous meanings with one another. In an effort to recognize all subject matter within the text material, no attempt was made by the writer to limit which word appeared to be receiving the greatest emphasis within each paragraph. The problem of synonymous terms and the notable emphasis on economic terms could have been avoided if the writer described change and trends only for concepts appearing on a predetermined list. This being the approach, it would have been valuable to have had a jury of experts scale these concepts for their degree of importance to the particular field.

If valuable and significant results are to appear from a content analysis study, the systems of classification need to provide sufficient data to describe change and trends. The writer relied solely on the number of paragraphs to describe change and trends of concepts. In retrospect, it would have been possible to have grouped the dominant concepts on the basis of similarities, thus providing a more concise and meaningful description of change and trends. The categories for grouping these concepts could have been concerned with distinguishing between the focus of the dominant concepts, e.g., decision-making, decision-

process, environment. The mere use of chapter headings as classification systems would also have provided some insight into the relationship between concepts.

While this study has provided one kind of quantitative measure of change and trends in concepts, there is a greater need to describe qualitatively the nature of these changes and trends. A qualitative study is achieved by increasing the descriptive elements within the systems of classification. Valuable results could have been obtained from this study if the writer had included in the classification systems a description of the direction of the paragraph content, e.g., defining, illustrating, generalizing.

CHANGE AND TRENDS IN HOME MANAGEMENT CONCEPTS: A CONTENT ANALYSIS OF A COLLEGE TEXT

By

Patricia N. Ahern

A Problem

Six Term Credits

Submitted to the Faculty of the College of Home Economics
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CHAPTER I

INTRODUCTION

In their textbook, Management for Modern Families, Gross and Crandall discuss the importance of textbooks to development and change within the particular field. "Books in a field are often milestones of its development. The few books on household economy written previous to the present century all recorded as guiding principles for home management the commonly accepted practices of their place and time." (1:539)

At the 1964 Home Management Conference on Conceptual Frameworks: Process of Home Management, Bratton made specific reference to an analysis of textbooks as one indicator of change and trends in management theory:

> Next, take a look at what goes into college textbooks in home management. Again, this is a sketchy analysis made of just those books I happened to have at hand. The method was to calculate roughly those pages devoted to management theory and those devoted to discussing specific resources. In an old book published in 1932, the ratio was 1 on theory to 5 on resources. For a more recent book the ratio was 1 to 4; for the latest, 1 to 3. This represents progress but, mostly, progress dependent on some good hard thinking of a few people, and not much on research. (2:39)

Bratton (2) interprets the status of publication on research and thinking about management theory as one evidence of the strength or weakness of a concept in home management.

Speaking in 1961 at the Home Economics Seminar in

French Lick, Indiana, Dressel stressed the importance of identifying a list of significant key concepts so selected that they will be continuously or recurringly used at ever higher levels of sophistication:

> If it is possible in a field to define some of the basic concepts, the possession of which not only indicates some familiarity within the field, but also some unified picture of what it is and what its possibilities are, then curriculum planning may proceed in a more orderly fashion. (3:17)

With the increase in courses and curricula in the undergraduate program in colleges and universities, it has become increasingly necessary for educators to develop this meaningful organization of knowledge. (3)

Purpose of Study

The overall purpose of this descriptive, documentary study was to describe change and trends in home management concepts, appearing in one or both editions of a college home management text.

The specific objectives were: (1) to compile a list of terms identified with home management, (2) to describe change and trends in terms appearing on a select list of concepts identified with home management, (3) to describe change and trends in concepts not appearing on the select list of terms identified with home management and (4) to compare terms identified as the key concept of a paragraph with terms identified in the respective indices of the two editions of a college home management textbook.

Definition of Terms

Concept is defined as some amount of meaning more or less organized in an individual mind as the result of sensory perception of external objects or events and the cognitive interpretation of the perceived data. (4)

Key concept is defined as the term receiving the greatest emphasis within a paragraph of the text material.

Text material is defined as the authors' original statements and those quotations made by the authors which appear in regular size print.

Assumptions

In this study it was assumed that:

1. College textbooks provide a way of conveying concepts to persons in the particular field of study.
2. College textbooks reflect change and trends in concepts within the particular field of study.
3. Change of concepts in home management can be identified in the text material of the original and revised editions of a single college home management textbook.
4. Within a list of 144 terms identified with home management, a number of these terms are more central than others in defining the particular field.
5. A panel of five graduate students in home management will identify a number of terms as being central to the field which do not appear on a list of 144 terms identified with home management and family economics. (18)

6. A select list of 116 concepts identified with home management have importance to the field and can be used as one indicator of growth and development within the field.
7. The paragraph analysis, line-count procedure is an appropriate method for studies of straight subject matter emphasis.

Limitations of Study

The limitations of this study were as follows:

1. Only two tests were administered for the reliability of the criteria used in identifying the key concept of a paragraph.
2. In testing the reliability of the criteria for identifying the key concept of a paragraph, the panel of five graduate students in home management were not asked to consider the paragraph within its context unit, the chapter.
3. A number of family economics terms are included in a select list of 116 concepts identified with home management.
4. All conclusions from this study are of a quantitative nature.

CHAPTER II

REVIEW OF LITERATURE

The Role of Concepts in Curriculum Planning

Educational interest in concepts was slow to develop but has been steadily increasing since the early 1900's. (4) Early studies of concepts dealt with definitions of terms along with environmental and other correlates of the meanings students had for given terms. It has not been until recently that anyone has drawn a clear picture of the nature of a concept and its relationship to subject matter.

> There is now enough data in the literature that deals with human thought processes to permit a growing awareness that human behavior contains a multiplicity of variables, all of which are going to require educational attention and that the cognitive structure of the individual seems to be occupying a strategic position in the middle of the whole picture. Hence curriculum thinking has reached a point where a natural link can be made with the rapidly developing research and theory in cognition. (4:82)

The current approach to learning involves a conceptual framework directed towards the nature of knowledge and the relationships between communicative processes and the acquisition of understanding.

Woodruff (4) defines a concept as some amount of meaning more or less organized in an individual mind as the result of sensory perception of external objects or

events and the cognitive interpretation of the perceived data. Kingsbury and Carr (5) see concepts as the basis for thought and action, developing from experience through learning; to consist of intellectual constructions; to be subjective, individualistic, more or less generalized, involving both cognition and affect; to permit transfer from one specific situation to another. Tyler (6), in his work with various groups in curriculum planning, sees concepts as including the cognitive aspect of the curriculum as it is embraced in significant ideas inclusive of definitions, generalizations, principles, and unifying or integrative words or phrases. According to Bruner (7), concepts are the basis for a structure which facilitates an understanding of the fundamentals of a subject matter.

At the Home Economics Seminar in French Lick, Indiana, 1961, Dressel (3) gave no formal definition of concepts other than repeated emphasis on their unifying and synthesizing power for teaching and learning. According to Dressel (3), concepts within an area of learning must be capable of being verbalized and rationally discussed.

Dressel describes the functions of concepts in learning in terms of their permitting or encouraging the following: (3:12-13)

1. Appreciation.
2. Direction.
3. Economy in and facilitation of communication.
4. Mediation.
5. Imagination.
6. Identification.
7. Prediction.
8. Differentiation.
9. Integration.

In an identification of types of concepts, Dressel views concepts to exist as: (1) ideas, (2) rules, (3) generalizations, (4) principles, (5) theories, (6) problems and (7) areas of living. (3:13)

The following qualities are tentatively suggested by Dressel as appropriate criteria to use in the selection of concepts which have a unifying and synthesizing function for a particular field: (3:16)

1. Important, central, key.
2. Transmittable through planned educational experiences.
3. Based on or related to research.
4. Useful in stimulating search for meaning and in encouraging further investigation.
5. Useful in interrelating facts and lower level concepts.
6. Useful in decision-making.
7. Directive, cumulative, and integrative.

Dressel (3) also states that many concepts will have to be introduced at a relatively simple level of learning, leaving it to later experiences to develop the desired depth of meaning.

At the Home Economics Seminar, French Lick, Indiana, 1961, the Executive Committee indicated that the first step in the solution of articulation (sequential development of knowledge in courses and curricula in home economics at various educational levels) would be to define the cognitive content of the field through identification of key concepts and principles pertinent and significant in each of the subject matter segments of the field. (8) The committee decided to explore the concept approach as a strategic

way of attacking some of the perplexing problems of education at all levels in home economics.

The Concept Approach in Home Management

From the previous discussion on the "role of concepts in curriculum planning," it was seen that concepts serve to synthesize knowledge by introducing "key" ideas that are related in some manner.

> The fundamental purpose of identifying the key concepts in home management is that through the common identification and development of these concepts the field can become more exact; underlying principles, generalizations, and perhaps even laws can be discovered with greater ease. (9:3)

It is these "key" ideas seen in a relationship that give structure to a body of knowledge.

Previous to the introduction of the concept approach at the Home Economics Seminar in French Lick, Indiana, 1961 (8), it appears to the writer that there were a number of occasions in the history of home management when a major attempt was made to identify and develop concepts. It is the intent of the writer to review briefly that literature in the field of home management which appears to reflect these major attempts to differentiate and integrate subject matter content.

In the 1930's the Home Economics Service of the (then) U.S. Office of Education called upon professional persons in the field of home management to define the place and function of home management courses at all levels of learning. As a result of this request, there occurred

three conferences. (10) These conferences explored differing concepts of home management. In order to find a basis for discussion and to clarify the divergent concepts of home management, the following definition of home management was established:

> Home management is planning, guiding, and directing human and material resources for the optimal development of individual members and the family within the home and in their relations with other individuals and groups. (10:8)

Each term in this definition that appeared to the committee members to be a concept was examined thoroughly for its implications in the teaching-learning process.

In 1955 teachers of home management in colleges and research and extension personnel met at Michigan State University to examine for the first time the role of values and decision-making in home management. In her opening remarks at the conference, Gross said:

> Most of us in management have rather glibly used the terms "values" and "decision-making" without giving deep thought to their meaning and significance in home management. (11:6)

This conference was a working conference, one in which it was hoped that together the participants could take a few steps in developing the heart and core of management, its relative--but timeless aspects. In summarizing the conference, Liston turned to five different ways of viewing values and decision-making in relation to home management. (11:62-72)

1. Values delineate our horizons as to goals, standards and resources.

2. Values are essential to the decision-making process.
3. Values are inherent in each phase of the management process.
4. Values and decision-making are dynamic and variable.
5. Values and decision-making are important components of our jobs.

This conference highlighted newer phases of home management theory and represented an attempt to develop insight into their meaning and importance.

A series of ten articles by Paolucci and O'Brien (12) defined and outlined concepts of management. Common elements that made up the core of management were seen to be: (1) decision-making, (2) consideration of motivations, (3) knowledge of available resources and (4) a dynamic process.

In 1960 Weick (13) analyzed two home management textbooks for high school students to determine what values seemed to be mediated in the text material. Data revealed that efficiency and practicality value patterns were stressed most frequently in the selected home management textbooks. These two books were found to emphasize that management involved using resources in the most efficient and practical way.

In response to a growing concern among college and university faculties over the problems of articulation and differentiation of home economics subject matter at various levels, the executive committee of the home economics division initiated a seminar at French Lick, Indiana, in 1961. (8) The central focus of this seminar became the exploration

of the concept approach. At this seminar, the home management group explored resources as one of the basic concepts in its area.

A second meeting of the "French Lick Committee" concerned with basic concepts in home management was held at Michigan State University in 1962. (14) Discussion resulted in the identification of decision-making and organization as concepts central to home management and two concepts, values (goals and standards) and communication, as important in several areas of home economics, including home management.

In 1962 Deacon (15) considered the task of isolating and defining home management as an area of study and practice. Emphasis was placed on the concern of management with the values and goals of individuals in families. Collaborating with Bratton, Deacon undertook to outline a framework for research on the functional aspects of home management.

The functions proposed were: (1) goal-defining, (2) planning, (3) decision-making, (4) expediting, (5) integrating and (6) evaluating. (15)

At Purdue University in 1962, a conference was held on the teaching of home management. (16) It appeared at that time to some persons in home management that the key concepts might be identified as values, goals, standards, resources, decision-making and organization. (9:3) It was at this conference that Paolucci defined a concept as far more than the conventional notion of a "word." She viewed concepts as "deductions or inferences from any instances of behavior which are analyzed and compared with respect to a special kind of purpose or of consequence." (9:2) The two basic processes in acquiring concepts were seen to be differentiation and integration.

In 1963 Lucas (17) developed a diagnostic test to measure student knowledge of concepts used in home management. A number of the ninety terms identified with home management by Lucas appeared on a list of 144 terms identified with home management and family economics by Paolucci and Magrabi in 1963. (18)

In 1963 Knoll (19) proposed a conceptual framework for home management which included the concepts of decision-making and organization. Knoll raised questions in this article on the place and usefulness of the concept of "process" to management.

The 1964 conference in home management at Michigan

State University undertook to explore this concept of "process." (20) Five controversial issues were identified at this conference: (1) as management is analyzed, the nomenclature of its parts; (2) closely related to the first, the number of its parts; (3) the place of goal-defining in the process; (4) the place of decision-making in the process; and (5) the linkage of the parts. (20:100) In summarizing this conference, Gross pointed the way for further research in other areas:

> Throughout our sessions some critical spots in the development of our conceptual framework have developed . . . the first of these critical spots is our terminology. I believe there should be an open recognition of a variety of similar terms and their acceptance in the analysis of home management. Of equal or even greater importance is making up our minds on the place of decision-making in the management process. (20:102)

It can be seen from this brief, selective review of literature that the content of home management has, in the past thirty years, seen a number of trends and changes in concepts. Home management is no longer resource centered nor can one expect to define management as only one process without subjecting oneself to some degree of criticism. Since 1954 when Gross and Crandall defined decision-making as the "crux" of management, (21:19) values and goals of the individual have appeared in a role of major importance to home management theory. With this emphasis on the individual, the concept of standards has become a more flexible measure of achievement in attaining goals. In the search for synthesizing and unifying concepts in home

management, the concept of "concept" has assumed a major role in defining the field. Identification of communication as a concept in home management appears to illustrate a growing concern on the part of the profession to direct its attention to the probability of there being more than one "manager" in the contemporary American family. The concept of organization appeared in home management at a time when specific notions started to appear in the literature questioning the practical application of the concept of "process" to management. At the latest home management conference a call was extended to home management specialists to examine and conceptualize what is thought to be the "crux" of management, decision-making. (20)

What does all this examination and re-examination of concepts in home management mean to growth and development within the particular field? In discussing the concept approach to home economics subject matter at the French Lick Conference in 1961, the committee had the following words of advice to those seeking to solve the problem of identifying basic concepts quickly and finally:

> . . . a growing, developing field of knowledge must never reach a final list to be looked on as "minimum essentials." As knowledge grows, new insights leading to new concepts should continually evolve. (8:30)

The character of the concepts basic to the solution of articulation and differentiation of subject matter in home economics will go far to determine whether home economics is a superficial attempt to relate diverse fields or a truly insightful, integrative venture. (3)

CHAPTER III

PROCEDURE

This study was designed to describe quantitatively change and trends in the key concept of paragraphs in the text material of two editions of a college home management text. The two editions of a text selected for this study were the first and second editions of Management for Modern Families by Gross and Crandall, Appleton-Century-Crofts, New York, 1954 and 1963. The method used to obtain data for this study was that of a content analysis.

Content Analysis Method

The design of this research is descriptive. "Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication." (22:489) A content analysis to describe trends in communication is useful for the purpose of providing data which can be correlated with corresponding changes on the part of the communicator or the audience and because it provides a valuable historical perspective against which the current content of the communication media can be more fully understood. (22)

Before the specific unit of content analysis is discussed, technical distinctions will be mentioned. The record-unit, the smallest body of content in which the

appearance of a reference was counted, was the paragraph. The context unit, the largest body of content that was examined in characterizing a recording unit, was the chapter. The unit of classification and enumeration was the paragraph.

The specific unit used for this content analysis study was the item, i.e., the whole "natural" unit employed by the producers of the symbol material. The item was the paragraph and was classified "in the large" to the category which was most dominant in the item. (22)

Compilation of a List of Terms Identified with Home Management

In 1963, home management and family economics committees, appointed by the home economics division of the Association of State Universities and Land Grant Colleges, met at Columbus, Ohio. (23) The purpose of this meeting was to continue in the effort of attempting to identify subject matter areas of common concern and of special concern to home management and family economics.

In preparation for this meeting, Paolucci and Magrabi of Michigan State University compiled a list of 144 terms identified with home management and family economics. These 144 terms were drawn primarily from the following six sources of literature:

1. Beatrice Paolucci and Carol O'Brien, "Ten Part Series Defining and Outlining the Concepts of Home Management," Forecast for Home Economists (October-June, 1959-60).

2. Proceedings, Home Economics Seminar, French Lick, Indiana, July 24-28, 1961.

3. Proceedings, Conference on Teaching Home Management, Purdue University, Lafayette, Indiana, July 1-3, 1962.

4. Ruth Deacon and Esther Bratton, "Home Management, Focus and Function," Journal of Home Economics, Vol. 54 (November, 1962), pp. 705-706.

5. Marjorie Knoll, "Toward a Conceptual Framework in Home Management," Journal of Home Economics, Vol. 55 (May, 1963), pp. 335-339.

6. Mildred Kay Lucas, "A Diagnostic Test to Measure Student Knowledge of Concepts Used in Home Management." (Unpublished Master's dissertation, Department of Home Economics, Iowa State University, 1963).

In recording the 144 terms identified with home management and family economics, the authors of this list recognized at least one or more of the six previously stated references as the related source for ninety-three of the terms. The remaining fifty-one terms appearing on this list did not have specific reference made to their source of identification.

The assumption has been made by the writer that a number of terms on this list (henceforth in this study the list of 144 terms will be referred to as the Columbus list) were more central than others to the field of home management. It was also assumed that a number of terms not appearing on the Columbus list might be considered important indicators of change and trends within the field. In view of these assumptions, a review of three additional references was made by the writer for the following purposes: (1) to record in which of these three sources reference was specifically made to concepts appearing on the Columbus list and (2) to record those terms not appearing on the

Columbus list which the writer felt might possibly be concepts in home management. The following three references were reviewed by the writer:

1. Proceedings, Conference on Values and Decision-Making in Home Management, Michigan State University, East Lansing, Michigan, July 4-6, 1955.

2. Beatrice Paolucci, Working Papers, Summer School Workshop for Teachers of Home Economics, Washington State University, Pullman, Washington, July, 1961.

3. Proceedings, Home Management Conference on Conceptual Frameworks: Process of Home Management, Michigan State University, East Lansing, Michigan, June 17-20, 1964. American Home Economics Association.

Information had now been assembled regarding the frequency of appearance in nine sources of terms identified with home management and family economics by Paolucci and Magrabi (18) and the frequency of appearance in three sources of terms identified with home management by the writer.

Contact was made at this time with five graduate students in home management from four institutions, attending Michigan State University for the summer session of 1964.[1] These students agreed to participate as a panel for judging the importance of particular terms to this study. The terms were submitted to the panel in two lists. (See Appendix A.)

1. The first list contained terms on the Columbus list which were not found to be specifically named in more than one of the nine sources reviewed.

2. The second list contained terms not on the Columbus list which were found to be specifically named in at

---

[1]Michigan State University, Indiana State College, Pennsylvania State College and Concordia College.

least two of the three references reviewed by the writer. Concepts which received a majority approval by the panel of five graduate students were either retained on the Columbus list or added to the list.

In order to have a basis for accepting or rejecting particular terms, the panel of five graduate students were asked to review terms on the Columbus list already accepted by the writer on the basis of their appearance in more than one of the nine references reviewed. (See Appendix A.)

Additions and deletions to the original list of 144 concepts identified with home management and family economics (18) resulted in a list of 116 concepts. These 116 concepts will be referred to as the select list of concepts identified with home management.

Method of Obtaining Data

Each paragraph of the text material in the first and second editions of the textbook was analyzed to determine the concept receiving the greatest emphasis. Whenever there was reason for doubt as to which concept was receiving more emphasis in the paragraph, lines were assigned to particular concepts and totaled to determine which concept was receiving the greatest line emphasis. It was necessary to follow this procedure approximately fifty per cent of the time in the first edition, twice as often as was necessary in the second edition.

The criteria used in identifying the key concept of a paragraph specified the following:

1. The word identified as the key concept of a paragraph had to be specifically named within the paragraph.

2. The word identified as the key concept of a paragraph was the term which appeared on the basis of content to be receiving the greatest emphasis.

Exceptions to the general rule of identifying the key concept of a paragraph as a single word involved: (1) terms which appeared on the select list of concepts as compounds or phrasal units, (2) compounds or phrasal units where the additional word or words changed the usual interpretation of the individual components and (3) compounds or phrasal units where all assigned lines were found to be using the same descriptive word or words.

The writer assigned lines to the following two terms, appearing on the select list of concepts, which were not identified consistently in their compound form: (1) family life cycle and (2) money income. This exception was permitted when the words cycle and income were used in a context which was directed specifically towards the terms as compound units.

Words had to exceed one-half the width of the printed page in either textbook to be recorded as one line and only whole numbers were used in determining line emphasis. To account for the difference in number of words per line in the first and second editions (11.9 words per line in the first edition and 12.3 words per line in the second edition), every second paragraph assigned to a key concept in the second edition had one additional line included in its total number of lines.

Only whole numbers were used in estimating the total number of paragraphs assigned a key concept. The average number of lines per paragraph in both editions was ten.

In determining total paragraph emphasis, lines which totaled one-half or less of an increased number of ten lines were assigned to the lower number of paragraphs. In the final total of line emphasis assigned a key concept, six was the smallest number of lines considered to equal one paragraph and fifteen the largest number. The average number of paragraphs per page in both editions of the textbook was three.

Comparison of Key Concepts with Terms Appearing in the Indices

It was not in the original plan of the writer to compare identified key concepts with terms appearing in the index of the respective editions of the textbook. This analysis was prompted by a belief that the results would give some indication of the validity of this study. Terms identified as the key concept of a paragraph in the text material of the first and second editions were matched with terms appearing in the indices in the same form of the word(s) with the following exceptions:

1. Key concepts will be matched with terms identified in the index of the respective edition in a complete or derived form of the key concept if the innate meaning of the term remains the same.

2. In the index, the first word appearing in a phrase or compound unit will be considered by the writer to be the most important word of the sequence of words and will be matched with discretion to terms identified as key concepts.

Terms in the index of each edition which were subordinated to other terms were not included in this comparison of key concepts with terms appearing in the respective index of the textbook.

Reliability of Criteria Used in Identifying Key Concepts

The criteria for identifying the key concept of a paragraph in two editions of a college home management textbook were tested for reliability on two separate occasions by five graduate students in home management. These five graduate students were given a copy of three paragraphs from the text material of the second edition and asked to read the criteria and then identify the key concept in each paragraph. (See Appendix A.)

On the first testing of the criteria, the graduate student was allowed, without restriction, to identify the key concept as a single word, a phrase or a compound unit. This procedure was revised in the second testing due to the scope of the study and the number of descriptive words being used to identify the same key concept. The graduate student was limited in the second testing to the identification of the key concept as a single word with the previously stated exceptions. (See p. 20.)

The two pretests of the criteria took place immediately prior to the collection of data. The same three paragraphs were submitted to the five graduate students on both pretests of the criteria. Majority agreement on the key

concept of a paragraph was consistent on both testings with the writer's identification of the key concept of each paragraph.

Table 1. Agreement Among Panel Members in Two Pretests of the Criteria for Identifying the Key Concept of a Paragraph

Paragraph Number	Agreement Among Panel Members (N-5) Pretest I	Pretest II
1	5	5
2	3	4
3	3	3

One graduate student identified a different key concept for the same paragraph in the second testing of the criteria. All other graduate students were consistent in both testings in their identification of the key concept of the paragraphs. On the basis of a majority agreement with the revised criteria, it was considered to be reliable for this study. The change in criterion in the second pretest (identifying the key concept primarily as a single word) was not recognized by the writer as a limitation on the reliability of the criteria as the majority of graduate students identified one word key concepts on the first pretest.

Later in the study, the writer identified a different term as the key concept for one of the paragraphs used in the pretests. This change was a result of the influence of preceding paragraphs within the context of the chapter.

Analysis of Data

It was the writer's original intention to show change and trends in concepts only within two categories of classification: (1) key concepts appearing on the select list and (2) key concepts not appearing on the select list. However, due to the great number of non-select list key concepts identified in both editions of the text material, the second category was divided as follows: (1) key concepts, not appearing on the select list, receiving at least one page paragraph emphasis and (2) key concepts, not appearing on the select list, receiving less than one page paragraph emphasis.

The three categories of concepts used for the presentation of data can be summarized as follows:

1. Select list concepts.
2. Non-select list concepts, receiving at least one page paragraph emphasis.
3. Non-select list concepts, receiving less than one page paragraph emphasis.

Since the writer assumed that the majority of key concepts appearing on the select list would be receiving at least one page paragraph emphasis, there was no attempt to divide these key concepts into categories of at least one page and less than one page paragraph emphasis. The phrase, one page paragraph emphasis, refers to a total of three paragraphs.

Concept emphasis was established for both editions of the text material on the basis of the number of paragraphs

assigned key concepts. Key concepts receiving line emphasis of at least ten paragraphs in either edition are presented and discussed in Chapter IV. A complete listing of all key concepts identified in the first and second editions of the text material appears in Appendix B.

Change of key concepts was determined by the total paragraph emphasis assigned key concepts identified in only one edition of the text material. Key concepts appearing in only one edition of the text material with line emphasis of at least one page are presented and discussed in Chapter IV. A complete listing of all key concepts identified in only one edition of the text material appears in Appendix B.

Trends in key concepts were determined by the difference in paragraph emphasis assigned key concepts appearing in both editions of the text material. Key concepts in the first edition of the text material increasing or decreasing at least one page in paragraph emphasis in the second edition are presented and discussed in Chapter IV. A complete listing of all key concepts in the first edition increasing or decreasing at least one paragraph in the second edition of the text material appears in Appendix B.

Only numbers were used to indicate key concepts in the first or second edition of the text material which were found to appear in the index of the respective edition.

CHAPTER IV

FINDINGS

Deletions and additions to an original list of home management, family economics terms (18) resulted in a "select list" of 116 concepts identified with home management. (See Table 2.)

Deletions from and Additions to Columbus List[1]

Of the total number of 144 terms identified with home management and family economics by Paolucci and Magrabi (18), two of these terms were deleted by the writer on the basis that they appeared on this list in derived forms of terms already listed. Among the remaining 142 terms, fifty-five (38.7%) did not appear or appeared only in one of the nine sources of literature which were reviewed. (See pp. 16-18.)

These fifty-five terms were submitted to a panel of five graduate students in home management for their acceptance or non-acceptance of each term as an indicator of change and trends within the field. Eighteen (32.7%) of the fifty-five terms received a majority positive response and were retained on the original list. Thirty-seven (67.3%)

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[1]The Columbus list refers to the list of 144 terms identified with home management and family economics by Paolucci and Magrabi.

Table 2. Select List of Concepts Identified with Home Management

Concepts		
Activities	Goal Defining	Order
Adapting	Goals	Organization
Alternatives	Goods	
Analysis	Group	Peers
Annuity		Philosophy
Attitudes	Habit	Planning
Authority	Household Production	Power Structure
Awareness	Human Resources	Prestige
		Process
Belief		
Budget	Image	Rational
	Incentive	Rationalization
Choice	Income	Real Income
Cognitive Dissonance	Individual	Reasoning
Communication	Information	Reference Group
Community	Institutional Framework	Resources
Community Resources	Intangible Goals	Role
Conflict	Integration	
Consequences	Interaction	Satisfaction
Consumption	Interdependent	Savings
Controlling	Interrelated	Service Utility
Coordination	Irrational	Short Run Goals
Cost		Situation
Culture	Level of Consumption	Social Class
Culture Pattern	Liability	Social Control
	Limitations	Social Status
Decision	Long Run Goals	Standards
Decision-making		Standard of Living
Decision Process	Management	Strategy
Dissonance	Management Process	Supervising
Dovetailing		
Drive	Marginal Utility	Tangible Goals
	Measures	Techniques
Economic Cycle	Mediation	Technology
Economic Resources	Money	Theory
Effectiveness	Money Income	Time
Efficiency	Motivating	Time of Satisfaction
Energy	Motive	
Environment		Utility
Evaluating	Non-human Resources	
Expedites	Non-rational	Values
Extended Family	Nuclear Family	
		Work Simplification
Facilitating	Observation	
Family	Opinion	
Family Life Cycle		
Form of Satisfaction		
Function		

received a majority negative response and were deleted from the original list.

Out of the three sources of literature reviewed by the writer (see p. 18), thirty-four terms, not appearing on the Columbus list, appeared in two out of the three references. These terms were submitted to the panel of five graduate students in home management for a majority approval or disapproval on the importance of each term as an indicator of change and trends within the field. Eleven (32.3%) of these terms received a majority positive response and were added to the Columbus list. (See Appendix B for deleted and added terms.)

Key Concepts in the First and Second Editions of the Text Material

In the first edition of the text material a total of 305 terms were identified as the key concept of a paragraph. A total of 310 terms were identified as key concepts in the second edition. Key concepts in the first and second editions of the text material receiving line emphasis of at least ten paragraphs (100 lines) are presented in Table 3 in rank order, within groups, by total paragraph emphasis.

Table 3 shows that three key concepts, cost, planning and money income, received the greatest paragraph emphasis in both the first and second editions of the text material. The key concept, cost, received a total of sixty-three paragraphs in the first edition and fifty-eight

Table 3. Key Concepts Receiving at Least Ten Paragraphs in Line Emphasis

Number of Paragraphs	Key Concepts	
	First Edition	Second Edition
39-63	•Cost •Planning •Money Income	•Cost •Planning •Money Income
20-23	•Management •Resources •Time •Family •Income •Standard of Living •Budget •Expenditures Fatigue Insurance •Goals	•Budget •Management •Time •Goals Insurance •Standard of Living
10-20	•Standards •Goods Work Food Education •Evaluating •Family Life Cycle Conferences Clothing •Controlling Work Simplification Change Charts •Decision Problems Inventories •Management Process Records	Expenditures •Resources •Income •Evaluating Fatigue •Decision •Family •Values Change •Standards •Work Simplification Conferences Work •Attitudes Credit Research

•An asterisk was used to denote those key concepts appearing on the select list.

paragraphs in the second edition. Twenty of the thirty-two key concepts receiving at least ten paragraphs in the first edition appeared on the select list. Seventeen of the twenty-six key concepts in the second edition appeared on the select list.

A complete listing, by paragraph emphasis, of key concepts in the first and second editions of the text material can be found in Appendix B.

Table 4 shows that an additional six key concepts in the select list category were identified in the second edition of the text material. In the second category, non-select list concepts, receiving at least one page paragraph emphasis, there was a decrease of eight in the number of key concepts identified in the second edition. Non-select list key concepts, receiving less than one page paragraph emphasis increased by seven in the number of key concepts identified in the second edition. It is significant to note that more than fifty per cent of the key concepts in the first and second editions appeared in the category of non-select list concepts, receiving less than one page paragraph emphasis.

Table 5 shows that only fifty-two (44.8%) of the 116 concepts on the select list were identified as the key concept of a paragraph in the first edition of the text material. Fifty-eight (50.0%) of these 116 concepts on the select list were identified as key concepts in the second edition of the text material.

Table 4. Classification of the Key Concepts in the First and Second Editions

Categories of Key Concepts	Key Concepts First Edition No.	(%)	Second Edition No.	(%)
1. Select list concepts	52	(17.0)	58	(18.7)
2. Non-select list concepts, receiving at least one page paragraph emphasis	92	(30.2)	84	(27.1)
3. Non-select list concepts, receiving less than one page paragraph emphasis	161	(52.8)	168	(54.2)
Total	305	(100.0)	310	(100.0)

Table 5. Number of Select List Concepts Identified as the Key Concept of a Paragraph

Identified as the Key Concept of a Paragraph	Select List Key Concepts First Edition No.	(%)	Second Edition No.	(%)
Identified as the key concept of a paragraph	52	(44.8)	58	(50.0)
Not identified as the key concept of a paragraph	64	(55.2)	58	(50.0)
Total	116	(100.0)	116	(100.0)

As shown in Table 6, the majority of key concepts in the select list category received at least one page paragraph emphasis in both editions of the text material. The second edition of the text material showed an increase of seven in the number of key concepts on the select list receiving less than one page paragraph emphasis.

Table 6. Number of Key Concepts on the Select List Receiving at Least One Page Paragraph Emphasis

Paragraph Emphasis	Select List Key Concepts First Edition No.	(%)	Second Edition No.	(%)
At least one page	42	(80.8)	41	(70.7)
Less than one page	10	(19.2)	17	(29.3)
Total	52	(100.0)	58	(100.0)

Change of Key Concepts in the First and Second Editions of the Text Material

Change of key concepts was determined by the total paragraph emphasis assigned key concepts identified in only one edition of the text material. Those key concepts appearing in only the first or second edition of the text material were arranged in rank order by total paragraph emphasis. (See Appendix B.)

Table 7 shows that, out of a total number of 305 key concepts identified in the first edition of the text material, thirty-seven did not appear as key concepts in the second edition.

Table 7. Number of Key Concepts Identified Only in the First Edition

Categories of Key Concepts	Key Concepts: Identified Only in the First Edition No.	(%)	Identified in Both Editions No.	(%)	Total No.	(%)
1. Select list concepts	1	(1.9)	51	(98.1)	52	(100.0)
2. Non-select list concepts, receiving at least one page paragraph emphasis	None		92	(100.0)	92	(100.0)
3. Non-select list concepts, receiving less than one page paragraph emphasis	36	(22.4)	125	(77.6)	161	(100.0)
Total	37		268		305	

Out of these thirty-seven key concepts appearing only in the first edition of the text material, the key concept, choice, was the only concept which appeared on the select list.

All thirty-seven of these key concepts identified only in the first edition of the text material received less than one page paragraph emphasis (three paragraphs).

Table 8 shows that, out of a total number of 310 key concepts identified in the second edition of the text material, forty-two did not appear as key concepts in the first edition.

Seven of these forty-two key concepts identified only in the second edition appeared on the select list. These key concepts were: (1) consumption, (2) culture, (3) dissonance, (4) interrelated, (5) limitations, (6) utility and (7) measure. The key concept, consumption, was the only one of these seven key concepts to receive at least one page paragraph emphasis in the second edition of the text material. In the category of non-select list key concepts, receiving at least one page paragraph emphasis, three concepts were identified only in the second edition of the text material. Of these three key concepts, finances, alternative uses and residence period, the concept finances received the greatest paragraph emphasis (five paragraphs) for a key concept identified only in the second edition of the text material. The two key concepts, alternative uses and residence period, received emphasis of three paragraphs respectively.

Table 8. Number of Key Concepts Identified Only in the Second Edition

Categories of Key Concepts	Key Concepts: Identified Only in the Second Edition No.	(%)	Identified in Both Editions No.	(%)	Total No.	(%)
1. Select list concepts	7	(12.1)	51	(87.9)	58	(100.0)
2. Non-select list concepts, receiving at least one page paragraph emphasis	3	(3.6)	81	(96.4)	84	(100.0)
3. Non-select list concepts, receiving less than one page paragraph emphasis	32	(19.0)	136	(81.0)	168	(100.0)
Total	42		268		310	

Trends of Key Concepts in the First and Second Editions of the Text Material

Trends occurring among key concepts identified in both editions of the text material were determined by an increase or decrease in total paragraph emphasis in the second edition. Key concepts increasing or decreasing at least one paragraph in the second edition were arranged in rank order by the total difference in paragraph emphasis. (See Appendix D.)

Table 9 shows that twenty-seven (53.0%) of the select list key concepts identified in both editions of the text material decreased in paragraph emphasis in the second edition whereas only fifteen (29.4%) increased in paragraph emphasis. Nine (17.6%) of the fifty select list key concepts identified in both editions showed no change in paragraph emphasis in the second edition.

In the second category, non-select list key concepts receiving at least one page paragraph emphasis in the first edition, Table 9 shows that fifty (54.3%) key concepts decreased in paragraph emphasis in the second edition while only twenty (21.7%) increased in paragraph emphasis. Twenty-two (23.9%) of these key concepts showed no change in paragraph emphasis in the second edition.

Table 9 also shows that in the category of non-select list key concepts, receiving less than one page paragraph emphasis in the first edition, approximately the same number of key concepts increased as decreased in paragraph emphasis. Ninety-seven (77.6%) of the 125 key concepts

Table 9. Number of Key Concepts in the First Edition Increasing or Decreasing in Paragraph Emphasis in the Second Edition

Categories of Key Concepts	Key Concepts in the First Edition							
	Increased in Parag. Emphasis Second Edition		Decreased in Parag. Emphasis Second Edition		No Change Second Edition		Total	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
1. Select list concepts	15	(29.4)	27	(53.0)	9	(17.6)	51	(100.0)
2. Non-select list concepts, receiving at least one page paragraph emphasis	20	(21.7)	50	(54.3)	22	(23.9)	92	(100.0)
3. Non-select list concepts, receiving less than one page paragraph emphasis	13	(10.4)	15	(12.0)	97	(77.6)	125	(100.0)
Total	48		92		128		268	

in the third category showed no change in paragraph emphasis in the second edition of the text material.

Key concepts in the first edition of the textbook which increased or decreased at least one page in paragraph emphasis (three paragraphs) in the second edition are presented in Table 10 in rank order, within groups, by the total difference in paragraph emphasis.

Table 10 shows that eight key concepts in the first edition of the text material decreased from seven to twelve paragraphs in the second edition. Two of these key concepts, goods and family, appeared on the select list. There were no key concepts in the first edition which increased a total of seven to twelve paragraphs in the second edition. Nine of the eighteen key concepts in the first edition which increased from three to six paragraphs in the second edition appeared on the select list. Eight of the fourteen key concepts in the first edition decreasing from three to six paragraphs in the second edition appeared on the select list.

The select list key concept, goods, decreased a total of twelve paragraphs in the second edition of the text material. The key concept, food, was the only other concept decreasing a total of twelve paragraphs in the second edition. The key concept, clothing decreased a total of ten paragraphs in the second edition of the text material and the select list concept, family, decreased a total of eight paragraphs. The select list key concept, values,

Table 10. Key Concepts in the First Edition Increasing or Decreasing at Least One Page in Paragraph Emphasis in the Second Edition

	Key Concepts in the First Edition	
Number of Paragraphs	Increased in the Second Edition	Decreased in the Second Edition
7-12		Foods •Goods Clothing •Family Ability Education Inventories Problems
3-6	•Values •Budget Courses •Decision-making Responsibility •Attitudes •Decision •Goals Home Policies Securities Accounts Change Credit •Evaluating •Individual Insurance •Money	•Controlling Differences •Family Life Cycle •Cost Fatigue •Income Needs •Resources Work •Conflict Housing Rapport •Savings •Supervising

•An asterisk was used to denote those key concepts appearing on the select list.

increased a total of six paragraphs in the second edition, the greatest increase in paragraph emphasis for a key concept identified in both editions of the text material. The three key concepts, controlling, differences and family life cycle, decreased a total of six paragraphs in the second edition. Two of these key concepts, controlling and family life cycle, appeared on the select list.

Key Concepts Appearing in the Index of the First and Second Editions of the Text Material

Key concepts in the first and second editions of the text material were matched with terms appearing in the index of their respective edition.

Table 11 shows that 152 (49.8%) of the 305 key concepts identified in the first edition were found in the index of the first edition. Out of 310 key concepts identified in the second edition, 179 (57.7%) were found in the index of the second edition.

Table 12 shows an increase for all three categories of classification in the total number of key concepts appearing in the second edition index. The greatest number of key concepts appearing in the index of the first and second editions was found in the category of non-select list concepts, receiving less than one page paragraph emphasis.

Table 13 shows that forty-three (74.1%) of the fifty-eight select list key concepts identified in the second edition of the text material appeared in the index of the

Table 11. Number of Key Concepts Appearing in the Index of the First and Second Editions

Key Concepts Appearing in the Index	Key Concepts First Edition No.	(%)	Second Edition No.	(%)
Appearing in the index	152	(49.8)	179	(57.7)
Not appearing in the index	153	(50.2)	131	(43.3)
Total	305	(100.0)	310	(100.0)

Table 12. Classification of Key Concepts Appearing in the Index of the First and Second Editions

Categories of Key Concepts	Key Concepts in the Index First Edition No.	(%)	Second Edition No.	(%)
1. Select list concepts	33	(21.7)	43	(24.0)
2. Non-select list concepts, receiving at least one page paragraph emphasis	53	(34.9)	62	(34.6)
3. Non-select list concepts, receiving less than one page paragraph emphasis	66	(43.4)	74	(41.4)
Total	152	(100.0)	179	(100.0)

second edition. Thirty-three (63.5%) of the fifty-two select list key concepts identified in the first edition of the text material appeared in the index of the first edition.

Table 13. Number of Select List Key Concepts Appearing in the Index of the First and Second Editions

Appearing in the Index	Select List Key Concepts First Edition No.	(%)	Second Edition No.	(%)
Appearing in the index	33	(63.5)	43	(74.1)
Not appearing in the index	19	(36.5)	15	(25.9)
Total	52	(100.0)	58	(100.0)

SUMMARY

This study was a content analysis of two editions of a college home management textbook, Management for Modern Families, Gross and Crandall, 1954 and 1963. The overall purpose of this study was to describe change and trends in home management concepts. Each paragraph of the text material in both editions of the textbook was analyzed to identify the key concept. All lines within the paragraph were then assigned to this key concept. The writer was particularly interested in the change and trends in key concepts appearing on a select list of 116 concepts identified with home management.

The three key concepts, cost, planning and money income, received the greatest paragraph emphasis (thirty-nine to sixty-three paragraphs) in both the first and second editions of the text material. The key concept, cost, received a total of sixty-three paragraphs in the first edition and fifty-eight paragraphs in the second edition, the greatest number of paragraphs assigned a key concept in either edition of the text material.

Fifty-two of the 305 key concepts identified in the first edition of the text material appeared on the select list. Fifty-eight of the 310 key concepts identified in the second edition appeared on the select list. More than fifty per cent of the key concepts in both editions

of the text material received less than three paragraphs in line emphasis.

Twenty of the thirty-two key concepts receiving line emphasis of at least ten paragraphs in the first edition of the text material appeared on the select list and seventeen of the twenty-six key concepts receiving line emphasis of at least ten paragraphs in the second edition appeared on the select list.

Fifty-two of the 116 concepts on the select list were identified as key concepts in the first edition of the text material and fifty-eight were identified as key concepts in the second edition. The majority of select list key concepts received at least one page in paragraph emphasis in both editions of the text material.

Out of a total number of 305 key concepts identified in the first edition of the text material, thirty-seven did not appear as key concepts in the second edition. All thirty-seven of these key concepts received less than one page in paragraph emphasis in the first edition. The key concept, choice, was the only one of these thirty-seven key concepts which appeared on the select list.

Out of a total number of 310 key concepts identified in the second edition of the text material, forty-two did not appear as key concepts in the first edition. Four of these forty-two key concepts received at least one page in paragraph emphasis in the second edition. Seven of the forty-two concepts appeared on the select list. The key

concept, consumption, was the only one of these seven to receive at least one page paragraph emphasis in the second edition. The three key concepts, not appearing on the select list, receiving at least one page in paragraph emphasis only in the second edition, were: (1) finances, (2) alternative uses and (3) residence period. The concept finances received the greatest paragraph emphasis (five paragraphs) for a key concept identified only in the second edition of the text material.

Twenty-seven of the fifty-one select list key concepts identified in both editions of the text material decreased in paragraph emphasis in the second edition whereas fifteen increased in paragraph emphasis. Fifty of the ninety-two key concepts not appearing on the select list and receiving at least one page in paragraph emphasis in the first edition decreased in paragraph emphasis in the second edition while twenty increased in paragraph emphasis. Little change in paragraph emphasis occurred in the second edition for key concepts not appearing on the select list, receiving less than one page paragraph emphasis in the first edition. The select list key concept, values, increased the greatest number of paragraphs (six paragraphs) in the second edition. The two key concepts, goods and foods, decreased the greatest number of paragraphs (twelve paragraphs) in the second edition. One of these two concepts, goods, appeared on the select list. The key concept, clothing, decreased a total of ten paragraphs in the second edition

of the text material and the select list concept, family, decreased a total of eight paragraphs.

Out of the 305 key concepts identified in the first edition of the text material, 152 concepts were found to appear in the first edition index. Out of 310 key concepts in the second edition of the text material, 179 concepts were found to appear in the second edition index. The greatest number of key concepts appearing in the index of the first and second editions were key concepts not on the select list, receiving less than one page paragraph emphasis in the first and second editions of the textbook. Thirty-three of the fifty-two select list key concepts identified in the first edition of the text material appeared in the index of the first edition while forty-three of the fifty-eight select list key concepts identified in the second edition appeared in the index of the second edition.

CONCLUSIONS

This content analysis of the text material in two editions of a college home management textbook revealed insignificant change of terms identified as the dominant concept of a paragraph.

An analysis of the trends in paragraph emphasis between the first and second editions showed that the concept, Values, increased the greatest number of paragraphs (six) in the second edition. Two concepts, Goods and Food, decreased the greatest number of paragraphs (twelve) in the second edition.

Both editions of the text material were found to assign the greatest number of paragraphs (thirty-nine to sixty-three) to the concepts, Cost, Planning and Money Income.

While this study makes it possible to draw conclusions regarding the number of paragraphs assigned a dominant concept, it does not permit the writer to make any additional conclusions on the nature or direction of the communication content.

A serious limitation to the results of this study is the identification of a number of concepts considered by the writer to have synonymous meanings with one another. This factor has to be considered when interpreting the data.

Implications for Further Research

This study indicated a need to identify key concepts in the field of home management which would be considered by home management specialists to have synonymous meanings with one another. It is possible that such an investigation would produce significant differences in the results of this study. This clarification of the meaning(s) attached to particular concepts would also provide needed information for developing a common vocabulary within the field of home management.

While this study provided quantitative data on change and trends in key concepts in the first and second editions of a college home management textbook, there is a definite need to identify qualitatively the kind of change and the nature of the trends occurring between the two editions. A qualitative analysis of the text material could provide information on the relationship(s) among concepts, resulting in further advancement towards the development of generalizations and objectives of learning.

This study revealed significant emphasis in the text material on economic concepts, emphasizing a need for study regarding the relationship of family economics to the field of home management. The identification of concepts which are more basic or central to the field of home management is necessary for an accurate appraisal of change and trends in home management concepts.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Concepts Identified with Home Management

This questionnaire is divided into three parts. Part I concerns a list of terms accepted by the writer as concepts in home management. Part II concerns a select number of terms appearing on a list of terms identified with home management and family economics by Paolucci and Magrabi.[1] Part III concerns a list of terms suggested by the writer as possible concepts in home management.

Directions: The reader is asked to review carefully the concepts listed in Part I. Do not mark this section of the questionnaire. In Part II and Part III the reader is asked to place a check mark in the space provided only if he feels that the term is important as an indicator of change and trends in the field of home management.

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[1]Beatrice Paolucci and Frances Magrabi, Working Papers, Land Grant Home Management Concept Committee Meeting, Columbus, Ohio, 1963.

Questionnaire--continued

Part I

Terms accepted by the writer as concepts in home management.

Activities
Adapting
Alternatives
Annuity
Attitudes
Awareness

Belief
Budget

Choice
Communication
Community
Conflict
Consequences
Consumption
Controlling
Coordination
Cost
Culture Pattern

Decision
Decision-making
Decision Process

Economic Cycle
Efficiency
Energy
Environment
Evaluating
Expedites

Facilitating
Family
Family Life Cycle
Function

Goal Defining
Goals
Goods
Group

Habit
Human Resources

Image
Incentive
Income
Individual
Information
Institutional Framework
Integration
Interaction
Interdependent
Interrelated
Irrational

Liability
Long-run Goals

Management
Management Process
Marginal Utility
Measure
Mediation
Money
Money Income
Motivating
Motive

Non-human Resources
Non-rational

Opinion
Organization

Planning
Prestige
Process

Rational
Rationalization
Real Income
Resources
Role

Satisfaction
Savings
Service Utility
Short-run Goals
Situation
Social Control
Social Status
Standards
Standard of Living
Strategy
Supervising

Techniques
Technology
Time

Utility

Values

Questionnaire--continued

Part II

A select number of terms appearing on a list of terms identified with home management and family economics by Paolucci and Magrabi.

_____

_____Assets
_____Capital
_____Cognitive Dissonance
_____Community Resources
_____Consumer Credit
_____Consumer Goods
_____Credit
_____Dissonance
_____Dovetailing
_____Drive
_____Economic Resources
_____Equilibrium
_____Extended Family
_____Extra-Rational
_____Financial Institutions
_____Financial Security
_____Fiscal Policy
_____Fixed Cost
_____Form of Satisfaction
_____Free Goods
_____Frustration
_____Government Regulations
_____Household Production
_____Inputs
_____Insight
_____Level of Consumption
_____Marginal Cost
_____Market System
_____Maximization
_____National Income
_____Non-money Income
_____Nuclear Family
_____Opportunity Cost
_____Outputs
_____Peers
_____Personal Disposable Income
_____Personal Income
_____Place of Satisfaction
_____Power Structure
_____Price Index

Questionnaire--continued

Part II--continued

_____Producer Goods

_____Production

_____Propensity to Consume

_____Propensity to Save

_____Real Wages

_____Reasoning

_____Reference Group

_____Rent

_____Social Class

_____Tax System

_____Time of Satisfaction

_____Transfer Payments

_____Variable Cost

_____Wealth

_____Work Simplification

Questionnaire--continued

Part III

Terms identified by the writer as possible concepts in home management. _____

_____Ability
_____Action
_____Allocation
_____Ambition
_____Analysis
_____Art
_____Authority
_____Change
_____Comfort
_____Culture
_____Effectiveness
_____Experience
_____Intangible Goals
_____Knowledge
_____Limitations
_____Love
_____Observation
_____Order
_____Pattern
_____Philosophy
_____Play
_____Practical
_____Principles
_____Problem
_____Recognition
_____Research
_____Responsibility
_____Risk
_____Security
_____Sequence
_____Tangible Goals
_____Task
_____Theory

Pretest of the Criteria for Identifying the Key Concept in Each Paragraph

The criteria for identifying the key concept of a paragraph is as follows:

1. The word identified as the key concept in each paragraph of the text material should be specifically named within the paragraph.

2. The word identified as the key concept in each paragraph of the text material should be the concept which appears, on the basis of content, to be receiving the greatest emphasis.

When it appears that there is more than one key concept in a paragraph, the total number of lines will be assigned the concept which is receiving the greatest line emphasis.

Paragraph I

In relation to home management, standards vary depending upon the values held by a family or group. Upon the basis of values, they can be classified as conventional or flexible. If such values as social acceptance and perfectionism are highly regarded, from these values will stem the goal of reaching conventionally accepted standards. Such standards are fixed at any given point in time and place. If, on the other hand, such values as comfort, a friendliness within the group and balance in the use of resources are dominant, from these values will more likely stem standards to fit a given situation--that is, flexible standards. In the first mentioned case, standards are fixed and the person (if necessary and possible) changes to meet them. In the second case, the focus is on the persons involved and the standards are changed to fit the human situation. Then standards become flexible. The cost in money, time or effort is more often recognized in the case of flexible standards than of conventional ones.

_____ is the key concept in this paragraph.

Pretest of Criteria--continued

Paragraph II

BANKS. Two types of banks make loans to individuals; industrial banks and commercial banks. At the turn of the century commercial banks were not interested in consumer credit, preferring to lend money for production purposes. Industrial or Morris Plan Banks were established about 1910 to provide consumer credit. Arthur J. Morris, for whom the plan was named, was convinced that consumer credit was a good risk. These loans were paid in monthly installments which were used to purchase certificates. When the face value of the certificate owned by the borrower equalled the amount of the loan, the debt was cancelled.

_____ is the key concept in this paragraph.

Paragraph III

One of the major problems of planning for medical care lies in the unpredictability of needs. A family may have little or no illness for a long period, and then a number of illnesses or one serious illness may cause medical costs to skyrocket. A 1958 study by the Health Information Foundation reports that, while 20.2 per cent of the families in the United States either had no gross medical bill or spent under $50 for medical care, 14 per cent spent between $400 and $749, and 8 per cent paid medical bills of more than $750 in that year. Thus the costs of medical care fall unequally on different families in any one year.

_____ is the key concept in this paragraph.

APPENDIX B

Deletions and Additions to the Columbus List

The following terms were deleted from the original list of terms identified with home management and family economics by Paolucci and Magrabi. (18)

Assets
Capital
Consumer Credit
Equilibrium
Extra-rational
Financial Institutions
Financial Security
Fiscal Policy
Fixed Cost
Free Goods
Frustration
Government Regulations
Inputs
Insight
Marginal Cost
Market System
Maximization
National Income
Non-money Income
Opportunity Cost
Outputs
Personal Disposable Income
Personal Income
Place of Satisfaction
Price Index
Producer Goods
Production
Propensity to Consume
Propensity to Save
Real Wages
Rent
Tax System
Transfer Payments
Variable Cost
Wealth

The following terms were added to the original list of terms identified with home management and family economics by Paolucci and Magrabi.

Analysis
Authority
Culture
Effectiveness
Intangible Goals
Limitations
Observation
Order
Philosophy
Tangible Goals
Theory

Complete Listing of Key Concepts in the First Edition

In the first edition of the textbook 305 terms were identified as the key concept of a paragraph. These key concepts were arranged in rank order by total paragraph emphasis. An asterisk was used to denote those terms which appeared on the select list.

63 Paragraphs

- *Cost

42 Paragraphs

- *Planning

40 Paragraphs

- *Money Income

28 Paragraphs

- *Management

24 Paragraphs

- *Resources
- *Time

23 Paragraphs

- *Family
- *Income
- *Standard of Living

22 Paragraphs

- *Budget
- Expenditures
- Fatigue

21 Paragraphs

- Insurance

20 Paragraphs

- *Goals

18 Paragraphs

- *Standards

17 Paragraphs

- *Goods
- Work

15 Paragraphs

- Food

14 Paragraphs

- Education
- *Evaluating
- *Family Life Cycle

13 Paragraphs

- Conferences

12 Paragraphs

- Clothing
- *Controlling
- *Work Simplification

11 Paragraphs

- Change
- Charts
- *Decision
- Problems

10 Paragraphs

- Inventories
- *Management Process
- Records

Key Concepts in the First Edition--continued

9 Paragraphs

Checking
•Energy
•Habit
Loans
Research
•Supervising
•Values

8 Paragraphs

Ability
•Activities
Needs
People

7 Paragraphs

•Attitudes
Banks
•Conflict
Credit
Differences
Homemaker
Investments
•Philosophy
•Savings

6 Paragraphs

Balance
Criticism
Family Council
Furnishings
Health
Housing
•Information
Interest
Leisure
•Process
Rapport
Rest Period
Skill
Warm-up

5 Paragraphs

Body
Breadwinner
•Communication

5 Paragraphs (cont.)

Directions
•Efficiency
Experiences
•Integration
Kitchen
Mortgages
Payments
Relationships
•Techniques

4 Paragraphs

Accounts
Adequacy
Adjustment
Age
Children
•Community
Comparison
•Consequences
Conservation
Consumer
Depreciation
Equipment
Home
Hospitality
Menus
Motion
Norms
Policies
Product
Protection
Ratings
Retirement
Studies
Tact
Teaching

3 Paragraphs

Allowance
•Alternatives
Bonds
Books
Business Cycle
Car
Characteristics
Classification
Courses

Key Concepts in the First Edition--continued

3 Paragraphs (cont.)

- •Decision-making
- Demonstrations
- Establishment
- Family Economics
- •Group
- Guidance
- •Household Production
- •Individual Institutions
- Judgment
- Location
- Meals
- •Organization
- Percentages
- Preventive Care
- Programs
- Rate of Return
- Services
- Scheduling
- Space
- Stocks
- Thrift

2 Paragraphs

- Acceptance
- Accidents
- Amortization
- Blue Cross
- Boredom
- Cleaning
- Compromise
- Contracts
- •Coordination
- Credit Union
- Crisis
- Desire
- Dishwashing
- Emergencies
- Employed Married Wives
- Emulation
- Error
- Factors
- Film Analysis
- Financial Recovery
- Flexibility
- Furniture
- Home Visits
- •Incentives
- Labels

2 Paragraphs (cont.)

- Loyalty
- Manager
- Market Order
- Medical Care
- •Money
- Muscles
- Music
- National Economy
- Pawnbroker
- Peak Loads
- Production
- •Real Income
- Responsibility
- Rhythm
- Routing
- Science
- Selection
- Self-analysis
- Self-evaluation
- Series-of-projects
- Simplification
- Social Participation
- Social Security
- Spending Unit
- Stages
- Tasks
- Text
- Therbligs
- "Use" Value
- Washing

1 Paragraph

- •Adapting
- Appraisal
- Approach
- Automobile
- Bedmaking
- Borrower
- Buyer
- Catch-up Periods
- Center of Gravity
- •Choice
- Clinics
- •Community Resources
- Companionship
- Confidence
- Convenience
- Conversion

Key Concepts in the First Edition--continued

1 Paragraph (cont.)

Cosmopolitan
Counseling
Cyclegraph
Debts
Democracy
Diary
Disbursements
Documents
Dole
Durability
Earnings
Energizing
Employment
Excellence
Fabric
False Ideas
Fees
Foresight
Frustration
Fuel
Gerontology
Habit Changing
Harmony
Headings
•Human Resources
Illegal Lenders
Illness
Imagination
Improvements
Inference
Inflexible Items
Isolation
Itemization
Job
Joint Funds
Knowledge
Leadership
Left Hand
Lending Agencies
Lighting
Liquidity
Meetings
Mileage Rate
Momentum
Net Worth
Nutrition
Older Workers
Personal Appearance
Popularity

1 Paragraph (cont.)

Possessions
Posture
Premiums
Preparation
Principles
Quality
Reading
Relaxation
Repositories
Risk
Sales
•Satisfaction
Saving & Loan Co.
Security
Sewing
Society
Solvency
Sound
Spontaneity
Status
Steps
Storage
Supervisor
Symbols
Things
Trade Associations
Wants
Wet-Mopping

Less than one Paragraph
(one to six lines)

Benefits
Canning
Charges
Conditions
Contracting Stage
Fibers
Footsteps
Housework
Interruptions
Ironing
Laundering
Manipulation
•Motivating
Obstacles
Older Voters
Options
Publications

Key Concepts in the First Edition--continued

Less than one Paragraph (cont.)

Rent
Self-development
Similarities
Tests
Tiredness
Volume

Complete Listing of Key Concepts in the Second Edition

In the second edition of the textbook 310 terms were identified as the key concept of a paragraph. These key concepts were arranged in rank order by total paragraph emphasis. An asterisk was used to denote those terms which appeared on the select list of concepts.

58 Paragraphs

- *Cost

41 Paragraphs

- *Planning

39 Paragraphs

- *Money Income

27 Paragraphs

- *Budget
- *Management

26 Paragraphs

- *Time

24 Paragraphs

- *Goals

23 Paragraphs

Insurance

21 Paragraphs

- *Standard of Living

19 Paragraphs

Expenditures
- *Resources

18 Paragraphs

- *Income

17 Paragraphs

- *Evaluating
Fatigue

15 Paragraphs

- *Decision
- *Family
- *Values

14 Paragraphs

Change
- *Standards
- *Work Simplification

13 Paragraphs

Conferences

12 Paragraphs

Work

11 Paragraphs

- *Attitudes

10 Paragraphs

Credit
Research

9 Paragraphs

Charts
Loans
Records

Key Concepts in the Second Edition—continued

8 Paragraphs

- •Decision-making
- •Family Life Cycle
- Home
- Homemaker
- Policies

7 Paragraphs

- •Activities
- Checking
- Courses
- Education
- •Energy
- Investment
- •Management Process
- Responsibility

6 Paragraphs

- Accounts
- Conservation
- •Controlling
- •Individual
- Kitchen
- Motion
- •Philosophy
- •Process
- Rest Period
- Warm-up

5 Paragraphs

- Balance
- Directions
- •Efficiency
- Experiences
- Finances
- •Goods
- Health
- •Money
- People
- Relationships
- Retirement
- Security
- Services
- Studies
- •Supervising
- Teaching
- •Techniques

4 Paragraphs

- Adequacy
- Adjustment
- Age
- Alternative Uses
- Body
- Books
- Breadwinner
- Children
- Classification
- Comparison
- •Consequences
- Contracts
- Criticism
- Depreciation
- Furnishings
- •Habit
- Hospitality
- •Information
- Leisure
- Mortgages
- Problems
- Product
- Rate of Return
- Skill

3 Paragraphs

- •Alternatives
- Banks
- Bonds
- Car
- •Communication
- •Conflict
- Consumer
- •Consumption
- Dishwashing
- Equipment
- Error
- Family Council
- Flexibility
- Food
- •Group
- Guidance
- Housing
- Interest
- Muscles
- Needs
- Payments
- Preventive Care

Key Concepts in the Second Edition--continued

3 Paragraphs (cont.)

Principles
Protection
Quality
Residence Period
•Satisfaction
Saving & Loan Co.
•Savings
Scheduling
Social Security
Stocks
Thrift

2 Paragraphs

Acceptance
Accidents
Allowance
Appreciation
Blue Cross
Boredom
Business Cycle
Characteristics
Clothing
•Community Resources
•Community
Compromise
Credit Unions
Debts
Demonstrations
Emergencies
Employed Married Wives
Emulation
Energizing
Factors
Family Economics
Furniture
Home Visits
•Incentives
Institutions
•Integration
Inventories
Judgment
Manager
Market Order
National Economy
Norms
Peak Loads
Ratings
Rapport

2 Paragraphs (cont.)

Rhythm
Routing
Safety
Self-analysis
Self-evaluation
Series-of-projects
Social Mobility
Space
Stratification
Tasks
Texts
"Use" Value
Washing

1 Paragraph

Ability
•Adapting
Amortization
Appraisal
Approach
Bedmaking
Borrowing
Buyer
Center of Gravity
Cleaning
Clinics
Companionship
Competences
Contracting Stage
Convenience
•Coordination
Cosmopolitan
Crisis
•Culture
Democracy
Desire
Diary
Differences
Dinner Patterns
•Dissonance
Diurnal Rhythm
Documents
Dole
Dollar Averaging
Establishment
Excellence
Fees
Film Analysis

Key Concepts in the Second Edition--continued

1 Paragraph (cont.)

Financial Recovery
Foresight
Frustration
Fuel
Habit-changing
Harmony
Headings
Hierarchy
•Human Resources
Illness
Imagination
Improvements
Income Tax
Inflexible Items
Influence
Instruction
•Interrelated
Interruptions
Itemization
Job
Joint Funds
Knowledge
Labels
Language
Leadership
Left Hand
Lending Agencies
Location
Life Expectancy
•Limitations
Living Arrangements
Liquidity
Manner of Living
Mathematics
Medical Care
Meetings
Menus
Mileage Rate
Momentum
•Motivating
Net Worth
Non-food Items
Nutrition
Occupation
Older Workers
Options
•Organization
Patterns of Living
Pawnbroker

1 Paragraph (cont.)

Percentages
Popularity
Possessions
Posture
Prediction System
Premiums
Preparation
Production
Reading
•Real Income
Relaxation
Repositories
Risk
Service-life
Science
Simplification
Solvency
Stages
Status
Steps
Supervisor
Symbols
Tact
Things
Trade Associations
Unlicensed Lenders
•Utility
Wants
Wet-mopping

Less than one Paragraph
(one to six lines)

Automobile
Bross' Diagram of a Decision-maker
Canning
Charges
Comfort
Conversion
Cyclegraph
Educational Sources
Facts
Footsteps
•Household Production
Ironing
Manipulation
Meals
•Measure

Key Concepts in the Second Edition--continued

Less than one Paragraph (cont.)

Obstacles
Older Women
Programs
Publications
Race
Recreation
Residence
Self-development
Statistics
Tests
Volume

Key Concepts Identified Only in the First Edition

Key concepts identified only in the first edition of the text material were arranged in rank order by paragraph emphasis. An asterisk was used to denote those terms appearing on the select list.

2 Paragraphs

Loyalty
Music
Selection
Social Participation
Spending Unit
Therblig

1 Paragraph

Catch-up Periods
*Choice
Confidence
Counseling
Disbursements
Durability
Earnings
Employment
Fabric
False Ideas
Gerontology
Illegal Lenders
Inference
Isolation
Lighting
Personal Appearance
Sales
Sewing
Society
Sound
Spontaneity
Storage

Less than One Paragraph (one to six lines)

Benefits
Conditions
Fibers
Housework
Laundering
Older Voters
Rent
Similarities
Tiredness

Key Concepts Identified Only in the Second Edition

Key concepts identified only in the second edition of the text material were arranged in rank order by paragraph emphasis. An asterisk was used to denote those terms appearing on the select list.

5 Paragraphs

Finances

4 Paragraphs

Alternative Uses

3 Paragraphs

*Consumption
Residence Period

2 Paragraphs

Appreciation
Safety
Social Mobility
Stratification

1 Paragraph

Competences
*Culture
Dollar Averaging
Dinner Patterns
*Dissonance
Diurinal Rhythm
Hierarchy
Income Tax
Influence
Instruction

1 Paragraph (cont.)

*Interrelated
Language
Life Expectancy
*Limitations
Living Arrangements
Manner of Living
Mathematics
Non-food Items
Occupation
Patterns of Living
Prediction System
Service Life
Unlicensed Lenders
*Utility

Less than one Paragraph (one to six lines)

Bross's Diagram of Decision-making
Comfort
Educational Sources
Facts
Older Women
*Measure
Race
Recreation
Residence
Statistics

Key Concepts in the First Edition Decreasing in Paragraph Emphasis in the Second Edition

Key concepts in the first edition which decreased in paragraph emphasis in the second edition of the text material were arranged in rank order by the total difference in paragraph emphasis. An asterisk was used to denote those terms appearing on the select list.

12 Paragraphs

Foods
•Goods

10 Paragraphs

Clothing

8 Paragraphs

•Family

7 Paragraphs

Ability
Education
Inventories
Problems

6 Paragraphs

•Controlling
Differences
•Family Life Cycle

5 Paragraphs

•Cost
Fatigue
•Habit
•Income
Needs
•Resources
Work

4 Paragraphs

•Conflict
Housing

4 Paragraphs (cont.)

Rapport
•Savings
•Supervising

3 Paragraphs

Banks
Checking
Expenditures
Family Council
•Household Production
•Information
•Integration
Interest
•Management Process
Menus
People
Programs
•Standards
Tact

2 Paragraphs

Charts
•Communication
•Community
Criticism
•Energy
Film Analysis
Furnishings
Leisure
Location
Meals
Norms
Payments
Percentages
Ratings
•Standard of Living
Skill

Key Concepts Decreasing in the Second Edition--continued

1 Paragraph

Acceptance
Accidents
Allowance
Amortization
Balance
Breadwinner
Business Cycle
Cleaning
Conferences
Consumer
•Coordination
Crisis
Desire
Documents
Establishment
Equipment
Family Economics
Guidance
Health
Institutions
Job
Judgment
Labels
•Management
Medical Care
•Money Income
Mortgages
•Organization
•Philosophy
•Planning
Possessions
Production
Protection
Records
Science
Simplification
Space
Stages
•Techniques

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