

BASES FOR IMPLEMENTING A LOCAL  
HOMEMAKING PROGRAM

Thesis for the Degree of Ed. D.  
MICHIGAN STATE UNIVERSITY

Wilma Warner  
1957

This is to certify that the

thesis entitled

Bases for Implementing a Local Homemaking Program

presented by

Wilma Warner

has been accepted towards fulfillment  
of the requirements for

Ed. D. degree in Vocational Education

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Date December 2, 1957

5 May 59

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~~AUG 27 1960~~ *z*

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BASES FOR IMPLEMENTING  
A LOCAL HOME MAKING PROGRAM

By

Wilma Warner

AN ABSTRACT OF A THESIS

Submitted to the College of Advanced Graduate Studies of  
Michigan State University of Agriculture and Applied Science  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

College of Education

Department of Teacher Education  
Home Economics Education

1957



## ABSTRACT

This study was undertaken to secure informational background for the homemaking teacher as a basis for pre-planning a homemaking education program. A series of instruments were developed to obtain the needed facts.

The basic instrument for securing the facts was the questionnaire. The study was confined to three off-campus training centers affiliated with the same college. All schools used in the study were located in the same state, Illinois, and all the schools had approved vocational homemaking programs. A check list of information was submitted to a jury, composed of 15 administrators and 30 homemaking teachers, for their opinions. The jury likewise indicated the sources from which the information could be obtained. These persons were selected by the State Superintendent of Public Instruction and the Chief of Home Economics Education. On the basis of the replies five instruments were designed: (1) a pupil opinionnaire, (2) a parent opinionnaire, (3) the interview schedule for administrators, (4) an interview schedule for local residents, and (5) a community observation check list.

The following procedures were used to supply the data: (1) examining research findings and literature, to learn more about communities and the information homemaking teachers might desire as a basis for building a functional

program; (2) obtaining the opinions of the selected administrators and homemaking teachers regarding the items of importance to a homemaking teacher and where this information could be secured; (3) preparing the five instruments; (4) trying the instruments in the three teacher training centers; (5) interviews with pupils and parents; and (6) testing of the five instruments by beginning teachers.

Revisions were made in the instruments after use in a rural community, an industrial area, and in an industrial-rural area. The instruments were checked in three off-campus communities and in 5 communities by five beginning homemaking teachers. Ninety-three per cent of the 351 pupils enrolled in the homemaking classes in the communities and forty-eight per cent of the 155 parents of these pupils cooperated with the study. Follow-up interviews were held with 30 parents and 60 pupils in the three communities. The 5 beginning teachers reported a total return of 95 per cent of the 294 pupils and 83 per cent of the 215 parents of these pupils in the five communities. Fifteen student teachers, 6 supervising teachers, 10 administrators, and 55 key persons in the three communities assisted in the testing of the instruments prepared in this study.

The findings indicated that the instruments prepared did secure the needed information for pre-planning the homemaking education program and the following conclusions are justified:

1. Parents are a good source of information for a homemaking teacher to use to learn more about the community and are willing to supply the needed information.

2. Pupils can contribute and are willing to furnish information usable to a homemaking teacher for use in planning the homemaking education curriculum.

3. Administrators and key persons in the community have information and are willing to share data which are helpful to a homemaking teacher in planning the curriculum.

4. The five instruments used in this study can be used advantageously to readily secure information for program planning.

5. The five instruments were usable to first year homemaking teachers.

6. The five instruments served as a motivating device in promoting inquiry about the community.

7. It is probable that additional information would need to be secured in developing a homemaking curriculum.

This study appeared to have implications that these instruments might be utilized by supervisors, teacher trainers, teachers, and administrators as devices for learning more about communities where they are and/or where pre-service trainees may teach.

The investigator recommends that additional research be carried on in order to clarify the present findings:

WILMA WARNER

ABSTRACT

(1) utilization of this set of instruments with beginning teachers; (2) investigation of the utilization of these data in implementing the homemaking program in these three schools; and (3) further testing of the set of instruments in other states and/or schools.

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The writer wishes to dedicate this study to her parents, Clifford Watson Warner and Alice Terhune Warner who first stressed to the writer the value of the inter-relationship between the community and its residents. Their unfailing belief, encouragement and interest in the ability of the writer has made possible whatever has been achieved.



## ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Mary Lee Hurt, chairman of her Guidance Committee, who provided invaluable counsel and encouragement during the course of the investigation. She also wishes particularly to thank Dr. Meta W. Vossbrink for her sincere interest, helpful suggestions, and assistance relating to the study. To the other members of her committee, Dr. Harold M. Byram, Dr. C. V. Millard, and Dr. Irma H. Gross, she wishes to express her sincere gratitude for their encouragement and interest in the study.

The writer also wishes to acknowledge the cooperation she received from the selected group of homemaking teachers and administrators in Illinois. She also desires to thank the faculty, parents and pupils in the three off-campus centers affiliated with Western Illinois University for the assistance and information which they provided. She wishes to express her appreciation to her colleagues at Western Illinois University for their interest and encouragement throughout the study.



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Much has been written about the importance of knowing the community and building good community-school relations. However, there is little information available on specific devices to help secure pertinent data which the homemaking teacher needs to know about the community and community-school relations as a basis for curriculum development. Homemaking teachers are seeking the answers to several questions which relate to the community and the families residing in it. What information is needed to plan a functional program? Is it possible to secure the data in the community? Where can a homemaking teacher secure the desired information?

The investigator has been confronted with similar issues since her work has been associated with the home economics teacher education program in three midwestern states. Responsibilities have been carried in; (1) supervision at the state and local levels, (2) off-campus student teaching programs, and (3) in teaching college courses in home economics methods and philosophy of vocational education in the teacher education curriculum. During the interim of this work some problems and questions have arisen which have not been satisfactorily solved nor answered.

#### THE PROBLEM

Purposes of the study. The primary purpose of this

study was to develop instruments having certain characteristics which a homemaking teacher could use; (1) to secure information from pupils enrolled in homemaking classes, (2) to seek data from parents of the pupils in the homemaking classes, (3) to obtain information from administrators, (4) to interview key persons in the community, and (5) to observe resources available in the community helpful to the homemaking teacher in planning a program, as revealed through a questionnaire study.

The investigator desired to develop a series of instruments which may enable a homemaking teacher to obtain pertinent information about a community as a basis for pre-planning a homemaking education program. This series of instruments included; (1) a parents' opinionaire, (2) a pupils' opinionaire, (3) a schedule for use in interviewing an administrator, (4) a focused interview form for use with residents of the community, and (5) a community observation check list. In this study an attempt was made to devise a series of instruments usable for obtaining the needed information from these various sources, deemed desirable for a homemaking teacher to know about a community, for planning a homemaking curriculum.

Such a set of instruments may be used advantageously by:

1. First year homemaking teachers who desire a guide





to select the important information necessary for the implementation of a homemaking program to meet the needs of those enrolled in the program.

2. Homemaking teachers who need help, because of the many demands on their time, in recording in a usable, easily referred to, and concise form the information they acquire.

3. Homemaking teachers who often need a refresher to recall sources of data (persons and places) where they may turn for information basic to planning their program; the teacher who is new in the community; and the one who may have been unaware of new developments in this ever changing social order of the community.

Importance of the study. Homemaking teachers are advised to know their communities but they lack specific devices to readily obtain the needed information. During their pre-service training, students in home economics education are acquainted with ways and means of securing information about a community as well as how to use this pertinent knowledge. However, this is often before the time they actually need to use the data. Administrators may lack in their training interpretation of homemaking education and the functional role this subject may play in helping the families of the community. Often they do not have condensed information about the community and its

families. These instruments could serve advantageously as motivating factors for better school-community planning. Many homemaking teachers carry the dual role of teacher and homemaker making it necessary for limitations to be placed upon the time they may spend in securing information about the community.

A series of instruments to obtain information from various sources about a community could be helpful to;

- (1) teachers of homemaking in local communities;
- (2) home economics trainees in colleges and universities;
- (3) administrators in schools in local communities;
- (4) administrators of colleges and/or universities where home economics education majors receive pre-service education; and
- (5) others who direct or are engaged in teaching, who believe that the community furnishes facts to help implement functional school programs.

Hypotheses. The following hypotheses were set up for this study:

1. Instruments may be developed to secure pertinent information about a community which may be used in planning a homemaking program.

2. The information secured about a community may be used in planning a homemaking program.

Basic assumptions. The investigator assumed that

knowledge about the community furnishes a background of information to enable a homemaking teacher to better understand the families who live in this area. Such information also supplies the foundation needed upon which a functional homemaking program may be built. This study was based upon six basic assumptions, namely:

1. A functional homemaking education program is geared to the community and homemaking teachers work with groups in a community for their major objective of improved family living.

2. Administrators are a good source of information about a community since they have as their goal the further development of youth in a democracy.

3. Parents are interested in activities of their youth and they, as well as other key persons, are capable of furnishing helpful information about the community where they live.

4. Parents, key persons, and administrators are not the only reliable sources of information about a community. Pupils can make a meaningful contribution because they share a keen interest in themselves and their relationship to their peer group, adults, and others who live in the community.

5. Knowledge concerning various agencies, income of families, shopping and recreational facilities, employment

possibilities, and the ethnic groups in the community are important in homemaking education curriculum planning.

6. Some instruments are needed to secure this essential information.

Limitations of the study. The scope of this study was limited since it was confined to three off-campus teacher training centers affiliated with the same college. All schools used in the study were located in the same state, Illinois, and all of the schools had approved vocational homemaking programs.

Data were secured from:

1. Sixty-five per cent of a selected jury composed of 30 homemaking teachers and 15 administrators.
2. Ninety-three per cent of 351 pupils enrolled in homemaking classes in the three schools.
3. Forty-eight per cent of the 155 parents of the pupils enrolled.
4. A total of 15 student teachers who taught in the three off-campus training centers and participated in using the instruments.
5. A total of 10 administrators in the three off-campus training centers.
6. A total of 5 first year teachers in other communities.

No attempt was made in this study to indicate how

the data secured in the development of the instruments may be applied.

## DEFINITIONS OF TERMS

Community. A cultural phenomenon located in a particular place . . . It is a human population living within a limited geographical area and carrying on a common interdependent life. [It] is a dynamic phenomenon consisting of interrelated parts, each performing a function that seriously influences the whole.<sup>2</sup>

Home economics. The term home economics is often used to designate this educational field at the junior college and university level, which prepares students for such professional services as homemaking teacher.<sup>3</sup>

Homemaking education. The term homemaking is often used to designate the secondary school level . . . education which is centered on home activities and relationships, designed to enable girls and boys, men and women, to assume the responsibilities of making a home, or improve home and family living.<sup>4</sup>

Home experiences. [The term] home experience is used to designate the activities of similar scope as home projects, which pupils carry on as they solve the

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<sup>2</sup>George A. Lundberg, Clarence C. Schrag, and Otto M. Larsen, Sociology (New York: Harper and Brothers, 1954), p. 119.

<sup>3</sup>American Vocational Association, Definitions of Terms in Vocational and Practical Arts Education. Committee on Research and Publications (Washington, D. C.: American Vocational Association, 1954), p. 15.

<sup>4</sup>Ibid., p. 16.

personal, home, and family problems which make up their homemaking course.<sup>5</sup>

Focused interview. The term focused interview is used in this study to refer to an arranged face-to-face contact, centered to obtain definite information about a specific topic.<sup>6</sup>

Observation schedule. A type of data gathering schedule which is a form or outline used as a guide in gathering data; for example, (a) a printed form such as a check list or rating scale on which the research worker may record his observation.<sup>7</sup>

Opinionnaire. A type of questionnaire designed to be used by an individual to elect opinions or attitudes, much the same as an expressionnaire.<sup>8</sup>

Which expresses and reflects the position one takes

. . .designated to elicit a fairly free expression of opinions, attitudes and/or other personal reactions on indicated topics.<sup>9</sup>

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<sup>5</sup>Selma F. Lippeatt, "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities." (unpublished Doctor's Thesis, The Pennsylvania State College, State College, Pennsylvania, 1953), p. 2.

<sup>6</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 225.

<sup>7</sup>Ibid., p. 357.

<sup>8</sup>Ibid., p. 282.

<sup>9</sup>Ibid., p. 323.





Questionnaire. A list of planned, written questions related to a particular topic with space provided for indicating a response to each question, intended for submission to a number of persons for reply; commonly used in normative-survey studies and in the measurement of attitudes and opinions.<sup>10</sup>

Vocational homemaking. A homemaking education program is one which meets certain minimum standards specific to individual states and incorporated in a contract the State Board for Vocational Education in a state holds with the United States Office of Education.<sup>11</sup>

A functional homemaking curriculum is dependent upon the homemaking teacher working with families living in the community. This necessitates the securing of background material about people in families and their activities as well as the resources available in the area in order to do effective pre-planning. Such data are available from pupils, parents, administrators and others residing in the community. In order to secure this pertinent background knowledge, this study was devised to develop instruments to aid the homemaking teacher in securing this essential information.

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<sup>10</sup>Ibid., p. 323.

<sup>11</sup>Maude Williamson and Mary S. Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1941, Revised), pp. 54-55.

## CHAPTER II

### PROCEDURE

The second chapter of this study explains the procedure used in securing data for the development of a series of instruments a homemaking teacher might use to tentatively pre-plan a program of homemaking education for a community. The procedures followed in the development of the study are described in this chapter. The definitions of the terms questionnaire, opinionaire, focused interview, and observation are defined in Chapter I, pages 8ff.

Selection of items related to the community. There were numerous sources to draw upon for information about a community. First, the investigator turned to literature in home economics and study of school and community which served as the main source of information. This was studied to clarify and learn more about communities and the information homemaking teachers desired as a basis for building a functional program.

Literature on community studies and surveys suggested items on the community's human and material resources such as; population trends, economic conditions, health, physical features, industries, agencies, educational, social and cultural conditions.

Writers in the field of education in the areas of home economics education and curriculum development suggested the same items indicated by the literature on community studies and surveys. They further believed the needs and concerns of the pupils, the home relationships, codes of conduct, and out of school environment were contributory in curriculum planning. Inclusion of items suggested by these writers were selected for incorporation in the development of the instruments.

Next, the 1950 census form was examined to find out information already available to a homemaking teacher concerning a community. Other data about a community which were in recorded form were examined. These recorded data varied according to communities, however, the schools, newspapers, libraries, and minutes of governing bodies in the community contributed to the final selection of the items.

Another source of information used by the investigator was interviews with local and county key persons in order to find out information readily obtainable in a community. These individuals stand out as valuable and perhaps the most direct sources of the information desired. They can furnish material not already in recorded form that a homemaking teacher seeks in order to plan and work with others to tentatively pre-plan a program meeting the exigencies and interests of those participating in the

homemaking program. Since many different kinds of information were wanted by a homemaking teacher devices designed to secure such data were thought to be advantageous.

Literature was studied to clarify and learn more about communities and the information homemaking teachers desired as a basis for building a functional program. From this literature the items were chosen which were submitted to the investigator's graduate committee and to a jury of experts.

Development of instruments to submit to jury. The investigator recognized that the effectiveness of a research study of this type was dependent on the cooperation of those concerned with the problems selected. This study is one which concerned persons at the state level, local administrators of schools, homemaking teachers, homemaking pupils, parents of these homemaking pupils, and key persons in local communities.

Persons in key positions in the state showed an interest and willingness to cooperate. The state Superintendent of Public Instruction and the Chief of Home Economics Education, were asked to choose a jury of experts. This jury consisted of 16 administrators and 30 homemaking teachers who were asked by means of letters to delete or add to the items chosen from the literature as data needed by a homemaking teacher for developing a homemaking

education curriculum. The jury was also asked to indicate the sources where such information could be obtained.

First draft of check list. The first draft of the check list was submitted to the Graduate Committee directing this study. At their suggestion each question was expanded by including a brief example after each one for further clarity. (See Appendix, page 183 ff.)

Second draft of check list. A second draft was completed placing the questions in the center of the page with a two column response relative to the importance of the question on the left and a four column response to the right to designate the good and fair sources for securing the information desired. Through the separation of the response columns greater ease of checking and tabulation was afforded. This second draft was submitted to five homemaking teachers to ascertain if there were any questions which were not clearly stated or understandable to them. These teachers had taught for a varying number of years, which was also true of the homemaking teachers to whom the check list would be sent. Two administrators also read the check list. Since no suggested revisions were offered the check list was prepared for mailing to the administrators and teachers comprising the jury. A cover letter accompanied the questionnaire. (See Appendix, page 172.)

The check list was divided into three parts with space provided after each question for comments. Part one included questions, with examples for clarification, dealing with information about a community having an effect upon the family. In this part of the check list, fifteen questions were asked:

1. What is unique to this community?
2. What is the physical setting of the community?
3. How does this community compare with others in the area?
4. How is the community governed?
5. What are the principal occupations?
6. What professional services are offered?
7. What are the shopping facilities?
8. What services are available?
9. What are the employment possibilities for teenagers and young adults?
10. What are the means of transportation?
11. What community agencies exist?
12. What are the educational opportunities?
13. What recreational facilities are offered to the community?
14. What social and educational clubs and societies are provided?
15. What churches are active in the community?

The second part of the check list was composed of eight questions, with examples included for further clarity, asked information about persons and families, who live in the community. These items pertaining to persons and families living in the community were:

1. How do they derive their income?
2. Where do they live?
3. Is it a well knit community or are factions present?
4. What are their cultural interests?
5. How modern are their homes?
6. How stable are the marriages?
7. What are the plans for their youth?
8. What are controversial issues in the community?

The third part afforded space for additional comments the respondent desired to make. The question asked was, "Are there any additional comments you would like to make about the families in your community?"

The check list of information and sources was then re-examined on the basis of the replies received. Each item was checked for importance and its contribution toward a functional homemaking program. Furthermore, each item was checked to ascertain where the information could be secured. On the basis of personal experience as a homemaking teacher and supervisor, the overall purposes were tentatively set up by the writer to serve as the foundation for developing

instruments which might be usable by a homemaking teacher to secure data about the community. The following purposes served as a basis for planning and carrying out this present research:

1. To provide a device which would enable a homemaking teacher to secure information about a community from an administrator.

2. To construct an instrument usable by a homemaking teacher with parents to obtain information about the community where they live.

3. To design an instrument which would draw from pupils data needed by a homemaking teacher about the pupils' environment.

4. To prepare a device which would focus the attention of the homemaking teacher on observable surroundings.

5. To furnish a means helpful to a homemaking teacher in securing desired information from key persons in the community.

Developing instruments based on jury opinion. On the basis of the responses by the jury of experts the items were divided into three types of instruments, namely; opinionaire, interview schedules, and a guide for observation. Two opinionaires were devised, one for parents, the other for pupils. The interviews were designated as



an "administrator's schedule" and focused interviews; the latter was divided so they might be used in conference with three groupings of key persons in the community. An observation device was in the form of a check list. The development of the instruments consisted of the preparation of the instruments, the testing of the instruments, the revision of the instruments, the use of the instruments, and the evaluation of the instruments.

After the responses were tabulated the items were divided into groups designated as the best source of information by the jury, namely; (1) administrators, (2) parents, (3) pupils, and (4) other sources (key persons and places).

Parent opinionaire. The first draft of the parents' instrument was made converting the items from those listed on the jury questionnaire into the format of an opinionaire which included a cover letter. The items were formed into questions designed to express the thought of parents in an effort to obtain the desired information. A second draft of the parents' opinionaire was prepared after the first draft was submitted to parents for clarity of terminology and understandability of the questions. The second draft was then used in the selected communities to refine the instrument. The results disclosed several weaknesses and the questions were reworded for clearer meaning and minor changes were made in the mimeographed forms. Interviews



were held with a random sample of parents and the final draft of the parent opinionnaire was used by first year teachers.

Pupil opinionnaire. The items designated by the jury for the pupils were changed in the first draft to an opinionnaire check list and the wording of the items was modified to the level of secondary school pupils. The pupil opinionnaire was given to pupils to check for understanding of the questions and directions. Few revisions were suggested so slight changes were made in the second draft which was used in the selected communities to refine the instrument. The results revealed a few changes. However, in the third draft of the pupil opinionnaire the same questions which were changed on the parent opinionnaire were also changed on the pupil opinionnaire so the questions were alike on the two instruments. Interviews were held with pupils to see if they desired such a change. The third and final draft was used by first year teachers.

Administrator's schedule. The same procedure of converting the items which were submitted to the jury was employed in formulating the schedule for interviewing an administrator. The form of a check list was designed. However, less revision was necessary in terminology. The second draft which was submitted to administrators for clarity of

terminology was not revised and was used for testing the instrument. No revision was made after the use of the instrument since it appeared the form was functional.

Focused interview. A paragraph stating the purpose of the interview was part of the first draft of the focused resident interview which was divided into three groupings of key persons. No revisions were necessary since this form apparently was adequate. It was used in the three communities and by first year teachers.

Observation check list. The jury suggested various items of information which a homemaking teacher might observe in a community. These were arranged in check list form. No revision was necessary for the use of this device in the three communities. It seemed the desired information could be obtained from the check list form.

Each of the five instruments prepared was checked for terminology and clarity of meaning by submitting them to individuals of similar age and position to those who would be checking the various devices in the study. The five instruments before being tried in the three communities were submitted to the supervising teachers for examination. Conferences had been held previously with the supervising teachers (local homemaking teachers) to explain the purpose of the study and the group agreed the student teachers

could direct the filling out of the opinionnaires. Prior to being used by the first year teachers the pupil and parent opinionnaires were examined by the local administrator.

Selecting the population. Three student teaching centers were chosen as fairly representative of schools in the state, one in a rural area, one in an industrial area, and the third one in an industrial-rural center. All three schools have pupils from homes of varying economic levels, differing nationalities, races and creeds. The investigator was well acquainted with school and community conditions from contacts made as a state supervisor and resident teacher educator.

The rural area selected was a community with the main town having 1500 inhabitants who were dependent principally on agriculture for a livelihood. In Illinois 22.4 per cent<sup>1</sup> of the state was rural and 249 communities with incorporated municipalities were listed with a population of 1,000 - 3,000. In this study the rural area was referred to as School A.

School B as designated in this study was best described as industrial having a population of 16,821. This

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<sup>1</sup>Charles F. Carpentier, ed., Blue Book of the State of Illinois, 1953-54, (n.n.) (n.d.) p. 536.

city was dependent upon factories and industrial pursuits for the livelihood of its residents. The school enrollees were drawn mainly from the families not engaged in agriculture, part of the 77.6 per cent<sup>2</sup> urban population in Illinois. There were 45 cities with 10,000 - 20,000 population in Illinois.

The industrial-rural area chosen was a community of 31,425 inhabitants. The school was a recently formed community high school district including villages and the farming population fringing the city. Various manufacturing establishments were located in the city and two of the major railroad net works have division centers there. Illinois has 24 cities of this size which are a part of the 77.6 per cent<sup>3</sup> urban population of the state. This school was called School C in this study.

Letters were written to the college administrators and the local administrators of the three affiliated schools requesting permission to use these three teacher training centers for testing the instruments. Each administrator showed willingness for the school personnel and the school to participate in this study.

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<sup>2</sup>Ibid., p. 536.

<sup>3</sup>Ibid., p. 536.



Testing of instruments. The instruments were tested in the affiliated schools, one in a rural community, one in an industrial area, and the third in an industrial-rural area. All five instruments were used by student teachers in the three teacher training centers in the fall of 1954 and the spring of 1955. Data secured from the use of the five instruments were compiled and the numbers converted to percentages. No revisions were suggested in the administrator's schedule, focused interview, or observation check list.

The parent opinionnaire was sent to the parents of pupils enrolled in the homemaking classes in the three schools. On the basis of the responses a revision was made and interviews were held to secure additional comments and suggestions from a random sample of parents taken in each community. These parent interviews resulted in modifications being made in the opinionnaire.

The pupil opinionnaire was given to the pupils enrolled in the three off-campus centers by the student teachers who explained in a simple manner the participation of the class in an experiment. Class time was used for filling out the opinionnaire. From these responses a revision was made and a random sampling was taken of pupils in each center by the investigator to obtain other suggestions. Further modifications were made following



this sampling so the questions duplicated on the parent and pupil opinionnaires would be alike.

Final revisions were made in the pupil and parent opinionnaires. Five first year teachers used the five instruments in the communities where they were employed during the 1955-56 school year. The report of this study includes the reactions and comments they and their administrators made concerning the instruments.

One principal method of research was used in this study, the questionnaire method. Various techniques of the questionnaire method were used, the check list, the observation, the opinionnaire, and the interview. A selected jury of experts composed of homemaking teachers and school administrators assisted in the selection of important items to be included in the instruments designed for a homemaking teacher to use in securing pertinent data about a community needed in order to pre-plan a functional homemaking program. Pupils, parents, administrators, and key persons in three centers for training homemaking teachers, student teachers, the supervising teachers in the centers, and first year teachers cooperated in the testing of the instruments.



## CHAPTER III

### REVIEW OF THE LITERATURE

Much has been written about communities, community schools, and homemaking education but little information was available which was pertinent to this study. The literature suggested the importance of community-school experience and relationships but failed to give specific techniques for securing the data. Numerous national and local surveys of communities have been made. However, these have not been designed specifically to assist a homemaking teacher in securing desired information about the community where she is teaching so she can tentatively pre-plan the homemaking program.

Literature on community studies. Tyler<sup>1</sup> emphasized the study of real life situations as a means for discovering the needs and interests of the learner. He suggested that teachers understand their communities and seek information and knowledge by investigation of students' interests. By studying students themselves in their environment, they can provide useful information in deciding objectives.

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<sup>1</sup>Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1950), pp. 1-83.



Further investigation of pupils' interests and concerns, he thinks, can be made through observation, interviews, questionnaires, and records available in the school and community. Studies of contemporary life outside of school, Tyler contends, will make possible the application of learning in life situations. The emphases given in a curriculum in the secondary schools is dependent upon the needs and interests of the individuals in the classes and the families of the community they represent. Decisions will need to be made of the types of worthwhile learning experiences chosen which will most effectively bring about desirable changes in the behavior patterns of students.

A functional homemaking program encourages learning experiences outside the classroom, some of which are home experiences which offer opportunities, elements, and situations impossible to reproduce in the classroom. If the home experience is to meet the pupil's interest and needs the homemaking teacher must know the environment in which the pupil lives; this necessitates knowing the home and the community.

Williamson and Lyle made this statement concerning the home experience program:

A certain amount of ground work will be necessary in order to have a receptive attitude at home and in the community as a whole. It will be invaluable to make favorable contacts with women and men in the community.<sup>2</sup>

Army in the discussion of check lists to obtain pertinent information about individuals writes:

Planning can frequently be done more intelligently after information has been obtained regarding the background and interests of the group. . .there is general agreement today that if instruction is to be highly affective, students should participate in deciding what they will study in a given course.<sup>3</sup>

Home projects, sometimes called home experiences, are an essential part of the homemaking education curriculum. Through them pupils work on some problem in their personal, family, or community life. It (home project) provides the tie between in-school and out-of-school activities and responsibilities which is required for effective learning.<sup>4</sup>

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<sup>2</sup>Maude Williamson and Mary S. Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1941), p. 225.

<sup>3</sup>Clara Brown Army, Evaluation in Home Economics (New York: Appleton-Century-Crofts, Inc., 1953), p. 242.

<sup>4</sup>United States Office of Education, Homemaking Education in the Secondary Schools in the United States. (United States Office of Education, Federal Security Agency, Washington, D. C., 1947), p. 18.

Lippeatt in her study stated,

In clarifying the purposes of home experience it is necessary to accept the thesis that the effectiveness of a homemaking program depends upon the extent to what it functions in the daily living of individuals in their homes and communities.<sup>5</sup>

The major essentials of an adequate homemaking curriculum are described in the bulletin, "Directed Experiences in the Homemaking Education Program".

An effective home economics curriculum will evolve as teachers, working with their parents, are able to select learning experiences important to individual pupils, and focused on improvement of home and family life, and that are evolved in the light of democratic values. Use will continually be made of the problems pupils are meeting in their homes, in school, and in the community. The problems will be complex, some can be solved quickly, others will require more time; some will be highly personal, others of family or group concern.<sup>6</sup>

This bulletin also emphasized two desirable results emerging from teacher-pupil-parent-planning, namely:

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<sup>5</sup>Selma F. Lippeatt, "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities." (unpublished Doctor's Dissertation, The Pennsylvania State College, State College, Pennsylvania, 1953), p. 55.

<sup>6</sup>United States Office of Education, Directed Experiences in the Homemaking Education Program, Vocational Division, Miscellany 3145 (United States Office of Education, Federal Security Agency, Washington, D. C., 1945), p. 1.

1. Teachers learn more about community needs.
2. Parents and teachers find ways to work together in meeting the needs of pupils in the homemaking department, the school, the pupils' homes and the community.<sup>7</sup>

Blackwell<sup>8</sup> constructed check lists to aid in the evaluation of a homemaking program. Two of these devices "Check List for Evaluating the Homemaking Curriculum" and "Check List for Evaluating Services Contributed by the Homemaking Department" point out the desirable goals toward which schools can strive. These check lists emphasized the utilization of the needs and interests of the pupils and the community and the inclusion of parents and the pupils, the use of community resources and the relation of school-home-community experiences in program planning.

Cook and Cook wrote in their book:

Schools have always been interested in the local community, the life outside their doors. In recent times, some schools have been giving community study a basic importance, making it foundational in their curriculum program.<sup>9</sup>

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<sup>7</sup>Ibid., p. 3.

<sup>8</sup>Sara E. Blackwell, "Development of Instruments for Evaluating Certain Aspects of High School Homemaking Programs." (unpublished Ph. D. Thesis, University of Minnesota, Minneapolis, Minnesota, 1950).

<sup>9</sup>Lloyd A. Cook and Elaine F. Cook, A Socialological Approach to Education, (New York: McGraw-Hill Book Company, Inc., 1950), p. 20.





The examiner of literature for this study found many statements of the need for study of the community as a basis for curriculum planning. Few instruments were available, however, for securing background data so a homemaking teacher could tentatively pre-plan the homemaking program.

Dewhurst<sup>10</sup> presented information concerning the demands in the future of education for youth based upon the nature of needs versus resources. Clapp capably described the role of a teacher in the community and the responsibility of the citizen to a community school in her statements. Her philosophy was in agreement with the investigator of this study who believed that schools, teachers, and citizens of communities are not static but a part of an everchanging society.

A community school is made with the people whose school it is. In the making teachers lead as fellow workers. As members themselves of the community, they are citizens as well as teachers, sharing common problems and interests.<sup>11</sup>

In community education one is never dealing with a fixed plan, a formula, or a ready made organization but with needs as they are revealed--needs and aspirations of people with all their potentialities and prejudices, their ambitions and handicaps, their relationships and racial background as well as their physical surroundings.<sup>12</sup>

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<sup>10</sup>Twentieth Century Fund, Frederic Dewhurst and Association, America's Needs and Resources (New York: E. L. Hildreth and Company, 1947), pp. 666-670.

<sup>11</sup>Elsie Ripley Clapp, Community School in Action (New York: The Viking Press, 1939), p. 89.

<sup>12</sup>Ibid., pp. 355-6.



Dewey wrote "Subject matter to be taught was selected and the way which methods for teaching it grew directly out of knowledge of community conditions."<sup>13</sup>

Olsen<sup>14</sup> outlined the interrelationship of the human and material resources within an area which can be used to further schools and make communities better. He related the historic background of a community to the contemporary and led the reader to anticipate what the potentialities of the school and community working together might accomplish. Questions A and B in Part I of the check list sent the jury was suggested by Olsen's writing. (See Appendix page 190).

Ogden<sup>15</sup> outlined a survey which could be carried on in a community. This survey would investigate population trends, economic conditions, health, physical features, industries, history of the county, and educational and cultural conditions. He believed that everyone had a contribution to make if one worked with the people and had faith in them. For progress, Ogden stressed, can come only through widespread understanding by the persons whose lives are affected by the program. Questions B, C, D, E, and I

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<sup>13</sup>Ibid., p. IX.

<sup>14</sup>Edward G. Olsen, School and Community (New York: Prentice Hall, Inc., 1945), pp. 41-53, 66.

<sup>15</sup>Jean Ogden and Jess Ogden, Small Communities in Action (New York: Harper and Brothers, 1946), pp. 206-211.



in Part I and question 4 in Part II of the check list submitted to the jury could be attributed to this survey. (See Appendix, page 190ff).

Thought provoking questions relative to community resources and a better understanding of the community were found in Colcord's<sup>16</sup> book. She outlined how to study the agencies within a community with specific attention to health, education, safety, and welfare. Thus question K and I in Part I were formulated after studying her book. (See Appendix, page 190ff).

Five major aspects with impacts on a community school; (1) jobs, (2) church, (3) recreation, (4) cliques, and (5) dates were analyzed by Hollingshead<sup>17</sup> with specific emphasis given to the influence of the social system. His book presented an analysis of a community describing the forces affecting youth as they were reared, with suggestions for improvements that might be made if schools related themselves to and understood the values and standards held within the community. As a result questions M, N, and O of the check list were conceived. (See Appendix, page 191.)

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<sup>16</sup>Joana C. Colcord, Your Community, It's Provision for Health, Education, Safety, and Welfare (New York: E. L. Hildreth and Company, 1947), pp. 92-149.

<sup>17</sup>A. B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949), pp. 204-266, 288-328, 319-413.

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Considering the influence the community has on the school and the effect upon pupils enrolled in a school, Wiles wrote:

Education is a total community process. Pupils and teachers live in a community, they absorb its beliefs and patterns of behavior. If the classroom is to be an effective learning situation, our task includes working with out of school forces that influence the child's development.<sup>18</sup>

Wiles continued in his writing:

An understanding that education is a total community operation, requiring the full use of community resources, makes us realize that pupils must learn to live not only with the other members of the school but with the adult members of the community as well.<sup>19</sup>

Knowing one's community, has been given importance as a foundation of curriculum planning by outstanding persons in the field of home economics education. In writing about home and community needs in their book, The Teaching of Homemaking, Hatcher and Andrews stated:

It is virtually necessary, therefore, for every homemaking teacher to know her community so that she may affiliate its interests and needs with those of the pupil . . . . The first step, however, in studying any locality is to make a community exploration and to ascertain the lay of the land.<sup>20</sup>

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<sup>18</sup>Kimbal Wiles, Teaching for Better Schools (New York: Prentice-Hall Inc., 1952), p. 309.

<sup>19</sup>Ibid., pp. 316-317.

<sup>20</sup>Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Homemaking (New York: Houghton Mifflin Company, 1945), p. 237.



This suggestion prompted the observation list. (See Appendix, page 198.)

Hatcher and Andrews listed community, commercial, recreational, health, and religious facilities as aspects of a community which should be noted by a homemaking teacher. On the other hand Spafford stated:

Frequently the school . . . has not studied sufficiently educational needs from a lay point of view nor taken into consideration the education being secured elsewhere.<sup>21</sup>

From this suggestion the idea of including a focused interview or an instrument for learning about the community developed.

Continuing, Spafford wrote:

Each community makes its own demands upon education. [The teacher] needs also to know its standards, ideals, generally accepted code of conduct, recreational opportunities, . . . way people earn their living, whether they are home owners, renters, or tenant farmers, whether work is regular or seasonal; and who owns the town and runs the school. Some of the information the teacher wants will be gotten casually . . . some . . . secured at the beginning of the year as a matter of form. Other information will be secured as new learning units are planned.<sup>22</sup>

Questions D and E in Part I of the check list and questions 1, 2, 3, and 8 in Part II were devised incorporating Spafford's suggestions. (See Appendix, page 190ff.)

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<sup>21</sup>Ivot Spafford, Fundamentals in Teaching Home Economics, (New York: John Wiley and Sons, Inc., 1951), p. 32.

<sup>22</sup>Ibid., pp. 70-1.



Williamson and Lyle set forth advice to homemaking teachers that:

Your steps in building the curriculum for the students under your supervision will begin with finding the needs in the community . . . begin a study of the community life, of the home life, and of the present responsibilities and concerns of the girls and boys who are to be in your classes.<sup>23</sup>

They<sup>24</sup> emphasized the importance of the homemaking teacher exploring the community and finding the answers to such questions as the predominating industries, businesses, leisure time activities, possible funds, organizations, nationalities present, churches, recreational and health facilities, and local traditions and/or customs. In Part I, questions E, F, G, H, grew out of these recommendations as did questions 5, 6, and 7, in Part II of the questionnaire sent to the jury. (See Appendix, page 190ff.)

These writers in the field of education and particularly home economics education gave general suggestions and some specific questions which might be utilized by teachers new in a community. The writer of this study hoped to develop a set of instruments which would help a homemaking teacher to more easily obtain through the use of specific instruments the pertinent data which she needs as a basis

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<sup>23</sup>Maude Williamson and Mary S. Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1941), p. 80.

<sup>24</sup>Ibid., pp. 130-131.



for developing a curriculum in homemaking education: Thus,

. . . it is really your (homemaking teacher's) professional responsibility to sometimes take the initiative yourself, to study your surroundings, to be alert, to seek information with the intent to use it wisely.<sup>25</sup>

In June, 1955, the Kentucky Department of Education, Vocational Division, published a Home Economics Curriculum Guide in which the following statement was made:

Knowing the needs of the pupils, their homes and the community is basic to planning effective home-making programs. Information secured . . . should be interpreted in terms for implications for planning the homemaking program . . . . A community survey will be valuable to a teacher planning a homemaking program that will give consideration to some community problems . . . much of the information . . . can be easily secured early in the year.<sup>26</sup>

Also included in the appendix of the Kentucky Curriculum Guide was a suggested community survey to be used with the Kentucky 1950 census report and a pupil Information Sheet.

The Kentucky community survey form included items referring to the people, their education, marital status, women working, major occupations, and incomes. The survey form also provided space for information about housing, church, and recreational facilities, service and social agencies available, and acceptable and nonacceptable social

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<sup>25</sup>Ibid., p. 132.

<sup>26</sup>Commonwealth of Kentucky, Kentucky Home Economics Curriculum Guide, (Frankfort, Kentucky: Department of Education, Division of Vocational Education, 1955), p. 17.

customs for the community. However, this form was rather intricate to implement and interpret.

Commercial companies were also found to be interested in community resources for teaching. The Continental Can Company as a public service distributed to secondary schools, a thirty-seven page booklet titled "My Community Album". Items given attention which were similar to this study were natural resources, people, business, industry, institutions, recreation and social living, market place, influences on choices made, services, agriculture, transportation, job opportunities, leisure, health, and future plans. The idea for question 7 in Part II of the check list came from this booklet. (See Appendix, page 192.)

Although reference for a specific question can be traced to a certain writer, many of the authors suggested similar and/or identical types of information needed about homes and communities by teachers. The aggregation of these suggestions comprised the check list sent to the jury.

The investigator believed that the teacher must lead in the program in homemaking education but she can be more effective in implementing these plans, however, if others who would be involved in the program have assisted in the planning.

Barr, Burton, and Brueckner, in speaking of the objectives of education and their formation emphasized:

Man has always had opinions about his needs. Sometimes his opinions have been well founded in fact and



sometimes not. One of the very common sources of educational guidance to which school people may turn are the opinions of experts . . . the determination of education needs should . . . be the object of careful investigation. The most common one of determining needs is that of opinion . . . . Currently one hears much more about the method of group judgement which has two important advantages: (1) some of the limitations of individual training, experience, insight, and adjustment are offset by group judgement: and (2) a statement arising from group judgement is likely to receive more general acceptance than an individual formulation.<sup>27</sup>

There are also other individuals and places in a community from which a homemaking teacher may secure information in addition to those described. The teacher could, through interviews and casual conversation with older citizens, learn a great deal about this place where she is teaching. Each community is rich in its own legendary which may be preserved by verbalization within family circles or in recorded form in the files of organizations and/or public institutions, such as the library. When one works so closely with families and the personalities which make up the families, as does the homemaking teacher, factual information is needed; but one should also consider opinions and attitudes persons have and hold which may differ from facts.

Barr, Burton, and Brueckner wrote concerning choices of data gathering devices in learning-teaching situations which aptly applies to this study:

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<sup>27</sup>A. S. Barr, Wm. Burton, and L. J. Brueckner, Supervision (New York: D. Appleton-Century Company, Inc., 1947), p. 181.





One may desire (1) to secure either a general picture of the situation. . . as in a survey. Sometimes the need is for very accurate data, at other times, estimates, guesses, and approximations will suffice. By and large there are very many more instances in life in which one relies upon estimates, guesses, and approximations than there are cases demanding precise measurement.<sup>28</sup>

Two national surveys have recently been made. Olsen's<sup>29</sup> questionnaire study found that approximately one-third of the accredited teacher educating institutions offered their students some type of introduction to the philosophy, programs, procedures, and problems of community centered education. Blackwell<sup>30</sup> in a similar study described 16 institutions who prepared teachers. They offered to their teacher trainees community-understanding programs. New York Teachers College at Oneonta had a plan whereby 12 teachers under professional guidance spent two weeks in analyzing various communities. As a result of this field experience new techniques were developed for using the community life as a learning laboratory. Also, an awareness of local social problems was evidenced since increased personal interest in community life resulted.<sup>31</sup>

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<sup>28</sup>Ibid., p. 343.

<sup>29</sup>E. G. Olsen, "National Survey of Teacher Education in Community Study", Educational Records, 24:421-35, October, 1943.

<sup>30</sup>G. W. Blackwell, Toward Community Understanding (Washington, D.C.: American Council on Education, 1943), p. 98.

<sup>31</sup>Walter S. Monroe (ed), Encyclopedia of Educational Research, Revised edition. (New York: The Macmillan Co., 1950), p. 1077.

Two statements included in the Encyclopedia of Educational Research are closely aligned with this study.

Community resources comprise the total educative objects, materials and experiences to be found in one or more of the several communities environing a school. They consist of in the main nature facts, population, farms, and factories, social groups, agencies and institutions, social structures, and processes and trends of change.<sup>32</sup>

During the past decade dominant American school theory and practices have moved steadily toward ever closer and more functional relationship with the supporting community.<sup>33</sup>

Literature on methods of securing information about a community. The literature indicated that questionnaires when used in educational research can furnish valid evidence and their practicability makes them suitable for securing data from large groups. Smith and Tyler contended that students are capable of observing and recording valid evidence through use of questionnaires, also, that students are honest in their response and recording. "A check list requires that a student recognize, rather than recall . . . activities . . . ."<sup>34</sup> (Instruments) summarize data in such a fashion as to obtain a reasonable precise, yet brief,

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<sup>32</sup>Ibid., p. 1076.

<sup>33</sup>Ibid., p. 1078.

<sup>34</sup>Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress (New York: Harper and Brothers, 1942), p. 333.

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description of the interests revealed.<sup>35</sup> These writers suggested one method of validating responses to questionnaires as being through interviews and conversation with those who were the respondees.<sup>36</sup> This suggestion was followed in validating the instruments developed in this study.

Travers set up as criteria for the formulation of questions used in the gathering of data that the question must have clearly identifiable meaning and sufficiently limited in scope, for "the clarity and lack of ambiguity of the questions are crucial to the validity of any poll."<sup>37</sup> Travers continued further stating that the author often has a set in writing which enables him to see a question from only one point of view. "It is desirable to try out questions on individual subjects who are personally interviewed to give their interpretation."<sup>38</sup> This advice was followed in this study.

Decker<sup>39</sup> set up a criteria for evaluating area programs of supervision in vocational agriculture using a jury of experts and formulating several drafts of the criteria. With

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<sup>35</sup>Ibid., p. 334.

<sup>36</sup>Ibid., p. 270.

<sup>37</sup>Robert M. W. Travers, Educational Measurement (New York: The Macmillan Company, 1955), pp. 272-274.

<sup>38</sup>Ibid., p. 275.

<sup>39</sup>Biron Ertel Decker, "Criteria for Evaluating Area Programs of Supervision in Vocational Education, in Agriculture" (unpublished Doctor's Dissertation, Pennsylvania State College, State College, 1947), p. 233.

variations a similar plan was used for this study. He used the jury of experts throughout his study while in the present investigation a jury was selected for the master instrument (check list of information and sources) and from this instrument other devices were developed and tested using pupils, parents, administrators, residents of the community, and pre-service homemaking trainees.

Lippeatt<sup>40</sup> used the techniques of logs, interviews, and observations with experimental and control groups. Some similarity of procedure with parents and pupils can be found in this study.

The investigator in this study has designed four major types of questionnaires for securing data a homemaking teacher must know about the community to pre-plan a home-making program. The check list, questionnaire, opinionaire, interview, and observation instruments used were defined in Chapter I, pages 9 and 10.

The check list questionnaire used to secure information and sources from the jury is accepted as a method to be used in research. Waples and Tyler stated "this type of question blank is justified . . . when the respondent's opinions can be expressed by checking or by very brief statements."<sup>41</sup>

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<sup>40</sup>Lippeatt, op. cit., 51-91.

<sup>41</sup>Douglas Waples and Ralph W. Tyler, Research Methods and Teachers' Problems (New York: The Macmillan Company, 1930), p. 537.



Good and Scates devoted considerable space to the discussion of questionnaires. Questionnaires rank high in the frequency of use in all practical fields of educational research and adapt readily for use in inquiry into the opinions and attitudes of a group. These (questionnaires) make possible a more extended and objective power of observation by the investigator and are useful when it is not essential to the study to arrange for personal meetings. However, the respondent must be kept in mind so the investigator will receive honest, objective replies. These responses can be prompted by well designed questions which interest and motivate those whose cooperation is sought. The check list and opinionnaires are dependent upon the completion of the original list which respondents use to check suggested answers. While this form facilitates tabulation and summarization, the inclusion of free-response questions provides a more adequate picture of the respondent's views.<sup>42</sup>

The general purpose of an interview seemed to be to find out what someone else knows about a subject. "The types of data to be secured are the facts, opinions, judgments, and attitudes which pupils, teacher, parents, and others are capable of expressing."<sup>43</sup>

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<sup>42</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 604-634.

<sup>43</sup>Douglas Waples and Ralph W. Tyler, op. cit., p. 520.





The interview technique was often found to be used to supplement, precede or follow the use of the questionnaire. Waples and Tyler suggested that

. . . (pupils) are capable of expressing themselves with sufficient clearness. We may conclude therefore that older pupils may be safely interviewed. . . they may also be interviewed for facts concerning their personal behavior, home environment, and other matters that cannot be determined otherwise.<sup>44</sup>

Furthermore,

. . . the use of the interview is to obtain evaluations or judgments from teachers and other persons whose opinions are important and trustworthy.<sup>45</sup>

Good and Scates considered that interviews possessed unique characteristics which may make possible the securement of information such as "intimate facts of personal history, of personal habits and characteristics, of family life, and opinions and beliefs."<sup>46</sup> They further stated that interviews are used extensively in education work. These questionnaires are utilized to secure data in a great deal of consumer and opinion research. Involved in the interview technique is careful planning to provide for continuity in questioning and the skillful seizure of leads afforded during the interview thus obtaining the facts being

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<sup>44</sup>Ibid., p. 520.

<sup>45</sup>Ibid., p. 523.

<sup>46</sup>Carter V. Good and Douglas E. Scates, op. cit., p. 637.



sought.<sup>47</sup>

Authors seemed to agree that observations are the most direct and useful means of securing data at first hand. A check list was designed in this study for objective recording of the observation made of the community. It was necessary to consider the essential elements of particular interest to a homemaking teacher. Good and Scates specified that

. . .it is important to remember that perception improves with practice. . .it is not so much the physical side of seeing that is most important, but the psychological side, and this requires the building up of a recognition readiness before skilled seeing can take place.<sup>48</sup>

Hatcher and Andrews<sup>49</sup> and Williamson and Lyle<sup>50</sup> implied the use of observation in their writings through suggestion that the homemaking teacher be alert to community resources.

The four major questionnaire techniques utilized in the instrument construction were presented. The following four chapters are concerned with the (1) check list of needed information and sources about the community and the families, (2) pupil and parent opinionaires, (3) interviews used with

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<sup>47</sup>Ibid., pp. 635-645.

<sup>48</sup>Ibid., p. 659.

<sup>49</sup>Hatcher and Andrews, loc-cit., p. 237.

<sup>50</sup>Williamson and Lyle, loc-cit., pp. 130-132.



administrators, parents, pupils, and key persons in the community, and (4) the observation form used in the community. These instruments were designed as check lists to facilitate data gathering and recording.

The homemaking teacher should be familiar with principal industries or crops, local history and economy, religion, and social customs and traditions, nationality groups, and range of educational opportunity.<sup>51</sup>

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<sup>51</sup>Homemaking Education in the Secondary Schools, op. cit., p. 10.

## CHAPTER IV

### ANALYSIS OF THE RESPONSES OF THE JURY IN PREPARATION OF THE INSTRUMENTS

Homemaking teachers and administrators have sought knowledge about homes and communities as a basis for guiding youth in the selection of home and school experiences. If a functional homemaking program is to result, it is essential that various elements and factors about the homes and the community be included. Certain expert opinion is available to a homemaking teacher for determining the important information to obtain about a community as a basis for program planning. The local administrator is in a position to view overall school-community relationships, while the experienced homemaking teacher has initial experience in working with families in a community. This chapter presents the opinions of a selected group of administrators and homemaking teachers concerning the securing of important items a homemaking teacher needs as basic information for pre-planning a homemaking program.

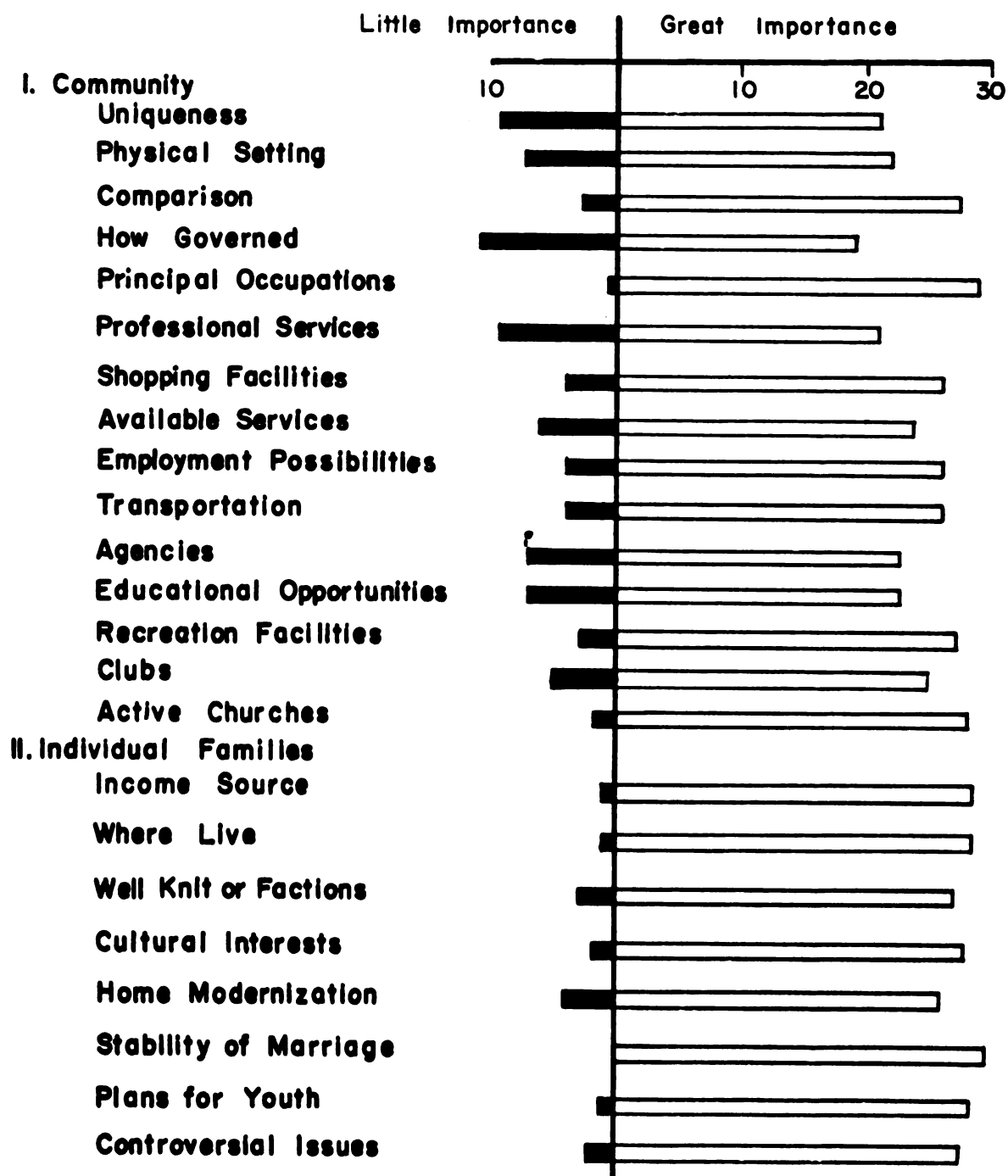
Securing items in the check list. The check list of items gathered from the literature and developed by the investigator was submitted to 16 administrators and 30 homemaking teachers, both administrators and teachers having been suggested by the office of the Superintendent of Public





Instruction and the Supervisory Staff in Home Economics, Board of Vocational Education in Illinois. (See Appendix, page 163ff.) Seven of the sixteen administrators (44.4 per cent) returned the check list. Of the homemaking teachers 23 of the thirty (76.6 per cent) returned the check list. A total return of 65.2 per cent of all the check lists sent were returned and all of these (65.2 per cent) were usable. Follow-up letters (See Appendix, page 171.) were sent to seven homemaking teachers and nine administrators but no additional usable returns were received. This was due to the facts that some of these persons had moved or were on vacations at the time the request was made to return the check list.

Each check list recipient was asked to check the items of little or great importance in their opinion. The responses are shown in Figure 1. It was interesting to note that each person returning the check list believed that the item "stability of the marriages", was of great importance and checked unanimously. The recipients of the check list were in agreement that the principal occupations in the community, the way the income was derived, where families lived, and plans for youth were of great importance to a homemaking teacher in planning the homemaking program for the school. They also considered the items concerned with church activity, cultural interests, and controversial issues in the community of great importance. The administrators and homemaking teachers believed the items on shopping facilities, employment



**FIGURE 1. RESPONSES OF SEVEN ADMINISTRATORS AND TWENTY-THREE HOMEMAKING TEACHERS REGARDING IMPORTANCE OF PERTINENT DATA ABOUT THE COMMUNITY NEEDED BY A HOMEMAKING TEACHER FOR PLANNING A LOCAL PROGRAM**

possibilities, and modernization of homes were quite important.

Approximately 67 per cent of the respondees believed all the questions were of great importance. The item on how the community was governed, was checked "great importance" by over 50 per cent of the jury. Less than one-third of the replies designated the items on the uniqueness of the community, professional services, physical setting of the community, agencies and educational opportunities in the community were of little importance to a homemaking teacher.

Since the majority (over 50 per cent) of the replies favored the inclusion of all the items listed on the check list as information needed by a homemaking teacher to pre-plan the homemaking program in the community all of the items were retained. These items were used as the basis for designing a set of instruments homemaking teachers might use to obtain data about the community to aid them in pre-planning a functional homemaking program.

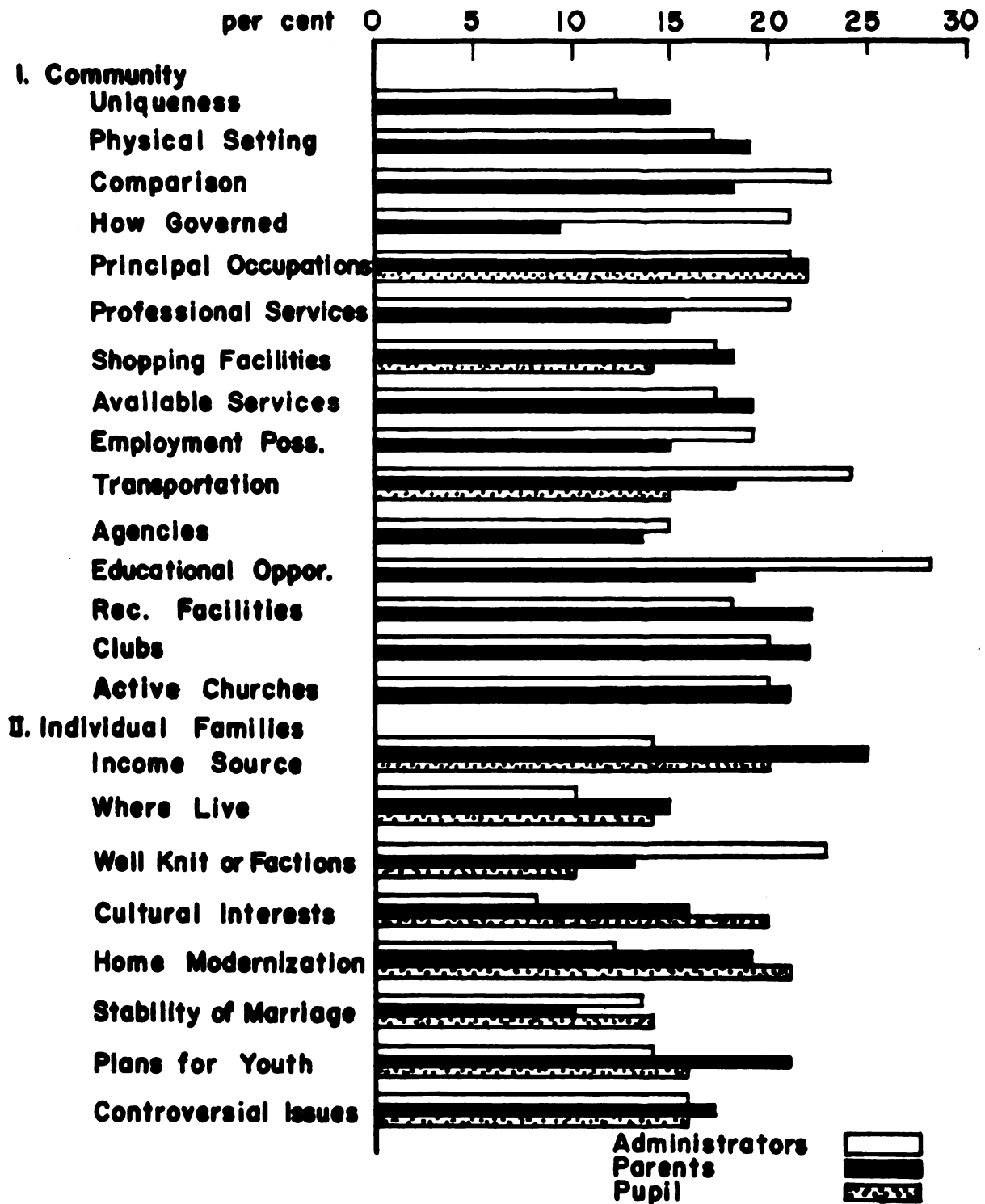
Determining sources of information. On the right hand side of the items under the heading "Sources", those receiving the check list were asked to indicate whether a "good" or "fair" source of information about the items would be the administrator, the parents, the pupil, and/or other persons or places.

On the basis of the information tabulated from the replies from the selected administrators and homemaking



teachers five instruments were designed: (1) parent opinionaire, (2) pupil opinionaire, (3) schedule for interviews with administrator, (4) observation check list, and (5) a focused interview schedule to be used with persons whose training and/or experience would designate them as key persons in the community.

The responses giving suggestions for the good sources of information as indicated by the selected group of administrators and homemaking teachers are illustrated in Figure 2. In many instances choices were clustered which indicated more than one source could be used. To determine which items would be used in the various instruments the jury responses were tabulated and distributed according to sources for securing the information. The number of responses to the items were converted into percentages because the tabulation showed in many cases two or more good sources of information. In many instances there was little difference between these percentages. A statistician was consulted to ascertain if there were discerning differences. Following the advice that the difference was not discriminate, a conference was held with the graduate committee. The decision was made to use all items even though duplicated in more than one instrument. When the final division of questions was made in developing the five instruments the decisions on the placement of the items in the different instruments was based on the opinion of the jury.



**FIGURE 2. RESPONSES OF SEVEN ADMINISTRATORS AND TWENTY-THREE HOMEMAKING TEACHERS REGARDING GOOD SOURCES OF INFORMATION NEEDED BY A HOMEMAKING TEACHER FOR PLANNING A LOCAL PROGRAM**



The division of items into the five instruments for securing pertinent data a homemaking teacher needs in planning a local homemaking program is shown in Table I. The following chapters are devoted to each type of individual instrument developed.

To develop an effective homemaking program the administrators and homemaking teachers serving on the jury designated that the administrators furnish data on the local government, agencies, educational opportunities, and relationships within the community. An interview with an older citizen or resident of the community was checked as a person able to furnish data on the uniqueness of the community, relationships within the community, how families earned their living, clubs, and other organizations in the community. The agriculture teacher or county agent was chosen for an interview to learn about the physical setting of the community. They further indicated that four good sources: administrators, parents, pupils, and residents, should be used to gain information about controversial issues. The parents, pupils, and residents of the community were chosen to furnish information on the stability of marriages. The jury suggested that the parents and pupils were the best resources for information about cultural interests, recreational facilities, clubs, where people live, modernization of homes, and plans for youth. Two good sources of information, parents and administrators, were chosen to furnish data on the comparison of the community with other





TABLE I

DIVISION AND/OR DUPLICATION OF ITEMS DEVELOPED INTO FIVE INSTRUMENTS TO ASSIST A  
HOMEMAKING TEACHER IN SECURING PERTINENT INFORMATION ABOUT A COMMUNITY

| Check List<br>Items            | Administrator's<br>Schedule | Parent's<br>Opinionnaire | Pupil's Observation<br>Check List | Interview<br>Group <sup>a</sup><br>I II III |
|--------------------------------|-----------------------------|--------------------------|-----------------------------------|---|
| <b>I. Community</b>            |                             |                          |                                   |   |
| Uniqueness                     |                             |                          |                                   | x x   |
| Physical setting               |                             |                          |                                   | x x   |
| Comparison                     |                             |                          |                                   |   |
| How governed                   | x                           | x                        |                                   |   |
| Principal occupations          | x                           |                          | x                                 |   |
| Professional services          | x                           | x                        | x                                 |   |
| Shopping facilities            | x                           | x                        | x                                 |   |
| Services available             | x                           | x                        | x                                 |   |
| Employment possibilities       | x                           |                          | x                                 |   |
| Transportation                 | x                           |                          |                                   |   |
| Amusements                     | x                           |                          | x                                 |   |
| Associations                   | x                           |                          |                                   |   |
| Educational opportunities      | x                           | x                        | x                                 |   |
| Recreational facilities        | x                           | x                        |                                   |   |
| Clubs                          | x                           |                          |                                   |   |
| Active churches                | x                           |                          |                                   |   |
| <b>II. Individual families</b> |                             |                          |                                   |   |
| Income sources                 |                             |                          |                                   | x x   |
| Where live                     |                             |                          |                                   | x x   |
| Well knit or factions          |                             |                          |                                   | x x   |
| Cultural interests             |                             |                          | x                                 |   |
| Home modernization             |                             |                          |                                   |   |
| Stability of marriage          |                             |                          |                                   | x   |
| Plan for youth                 |                             |                          |                                   |   |
| Controversial issues           |                             |                          |                                   | x   |

\*Group I - Chamber of commerce and/or newspaper representative,  
banker, long time resident, laborer, town librarian  
Group II - Agriculture teacher, farm adviser  
Group III - Attorney, minister

communities within a fifty-mile radius, principal occupations, professional services, shopping facilities, employment possibilities, active church groups, where incomes are derived, and transportation in the community.

Sources for obtaining information other than the administrator, the parents, and pupils are shown in Table II, with the number of times these persons and/or places were suggested and the types of information are likewise indicated in the Table. These suggestions grouped themselves into five areas, printed and/or recorded form, places, persons, organizations, and self-observation.

The jury believed that printed and/or recorded forms would contain information about the uniqueness of the community, agencies, principal occupations, and whether the community was well knit or had factions present. Suggestions were made that the homemaking teacher use county records, newspapers, school records, histories, census data, and the telephone directory as sources of information.

The library, agriculture department, Farm Bureau, radio, public meetings, and employment agencies were recommended as valuable community informational sources. The information securable would be on the uniqueness of the community, physical setting, professional services, comparison with nearby communities, and how the community was governed.

Teachers, adults outside of school, businessmen, civic leaders, city and/or county officials, the farm adviser, and



TABLE II  
ADDITIONAL AVAILABLE SOURCES OF INFORMATION FOR THE HOMEMAKING TEACHER  
SUGGESTED BY SEVEN ADMINISTRATORS AND TWENTY-THREE HOMEMAKING TEACHERS

| Check List<br>Items            | Printed<br>and/or<br>Record<br>Forms | Places | Persons | Organizations | Observation |
|--------------------------------|--------------------------------------|--------|---------|---------------|-------------|
| <b>I. Community</b>            |                                      |        |         |               |             |
| Uniqueness                     | 12                                   | 18     | 12      | 4             |             |
| Physical setting               | 3                                    | 17     | 8       | 4             | 4           |
| Comparison                     | 3                                    | 6      | 4       | 3             | 2           |
| How governed                   | 2                                    | 5      | 5       | 3             |             |
| Principal occupations          | 5                                    | 1      | 3       | 5             | 3           |
| Professional services          | 2                                    | 8      | 8       | 3             | 1           |
| Shopping facilities            | 2                                    |        | 6       | 4             | 5           |
| Services available             | 3                                    |        | 6       |               | 1           |
| Employment possibilities       | 2                                    | 1      | 5       | 10            |             |
| Transportation                 | 3                                    |        | 2       | 4             |             |
| Agencies                       | 6                                    | 4      | 5       | 6             | 3           |
| Educational opportunities      | 1                                    | 1      | 1       | 5             | 2           |
| Recreational facilities        |                                      |        | 2       | 2             | 2           |
| Clubs                          | 4                                    |        | 6       | 9             |             |
| Active churches                | 2                                    |        | 5       | 9             |             |
| <b>II. Individual families</b> |                                      |        |         |               |             |
| Income source                  | 2                                    |        | 1       | 2             | 2           |
| Where live                     |                                      |        | 1       |               | 10          |
| Well knit or factions          | 5                                    |        | 7       | 1             | 10          |
| Cultural interests             | 1                                    | 3      | 6       |               | 1           |
| Home modernization             | 2                                    |        |         | 3             | 2           |
| Stability of marriage          | 2                                    |        | 10      | 1             | 5           |
| Plan for youth                 | 2                                    |        |         | 1             | 1           |
| Controversial issues           | 1                                    |        | 3       |               |             |

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home adviser were persons mentioned as good sources of information. These individuals would point to the uniqueness of the community, marriage stability, physical setting, shopping facilities, professional services available, clubs, and cultural interests.

The Chamber of Commerce, community and/or professional organizations, and adult classes were organizations referred to as supplying adequate information about several items. Factual information on employment possibilities, clubs, active churches, and agencies would be obtained from these groups.

The jury advised that much of the information about a community could be gained through personal observation. By this means data would be available on where families live, marriage stability, available services, shopping facilities, and whether the community was well knit or factions were present.

In summary, suggestions written in Part III of the check list were incorporated into the five devices described more fully in the following chapters.

It was encouraging to the writer to have notations like "I believe you have covered the major factors," and "answers can be obtained to most all of these from the school administrator, parents, pupils, the Chamber of Commerce, P.T.A. council, and County Home Advisers". The jury suggested that observation in the community, conversation with other





teachers and citizens in the community were desirable sources for information. They considered the general attitude of the community toward the school, scale of living, type of work, plans for youth, and how many wage earners in a family, of importance. They also indicated that more than one source for the same information could be used; thus more accurate data would be available for the teacher's consideration since information for cross checking would be available.

The check list of needed information about a community and sources of this information provided the final basis for the choice of items to be included in the five instruments designed for homemaking teachers which would enable them to pre-plan a functional homemaking program. On the basis of replies of the jury the items of great importance were selected and incorporated into a pupil and a parent opinion-aire, interview schedules, and an observation check list. All of these are described in successive chapters.

## CHAPTER V

### ANALYSIS OF PUPIL'S OPINIONAIRE

Program planning in homemaking education to be effective depends upon the involvement of a variety of persons who are able to supply adequate information. One of these persons is the learner. In this study an opinionaire was developed and used with pupils in three types of communities. The items for this opinionaire were derived from the suggestions by a group of experts. In general, the kinds of pertinent information suggested by the group were as follows:

1. Recreational facilities, and clubs for various age groups.
2. Home conditions and family stability.
3. Aspirations for the youth of the community.
4. Differences of opinion between adults and youth in relation to certain personal and family behavior.

The selection of similar items and statements of these were included in the final revisions of the two opinionaires, the one for the pupils and the one for the parents.

This chapter will describe the responses of the ninety-three per cent of the 351 pupils in the three communities in relation to the items mentioned above. The chief kind of information secured was that which could be used directly for planning a homemaking educational program.

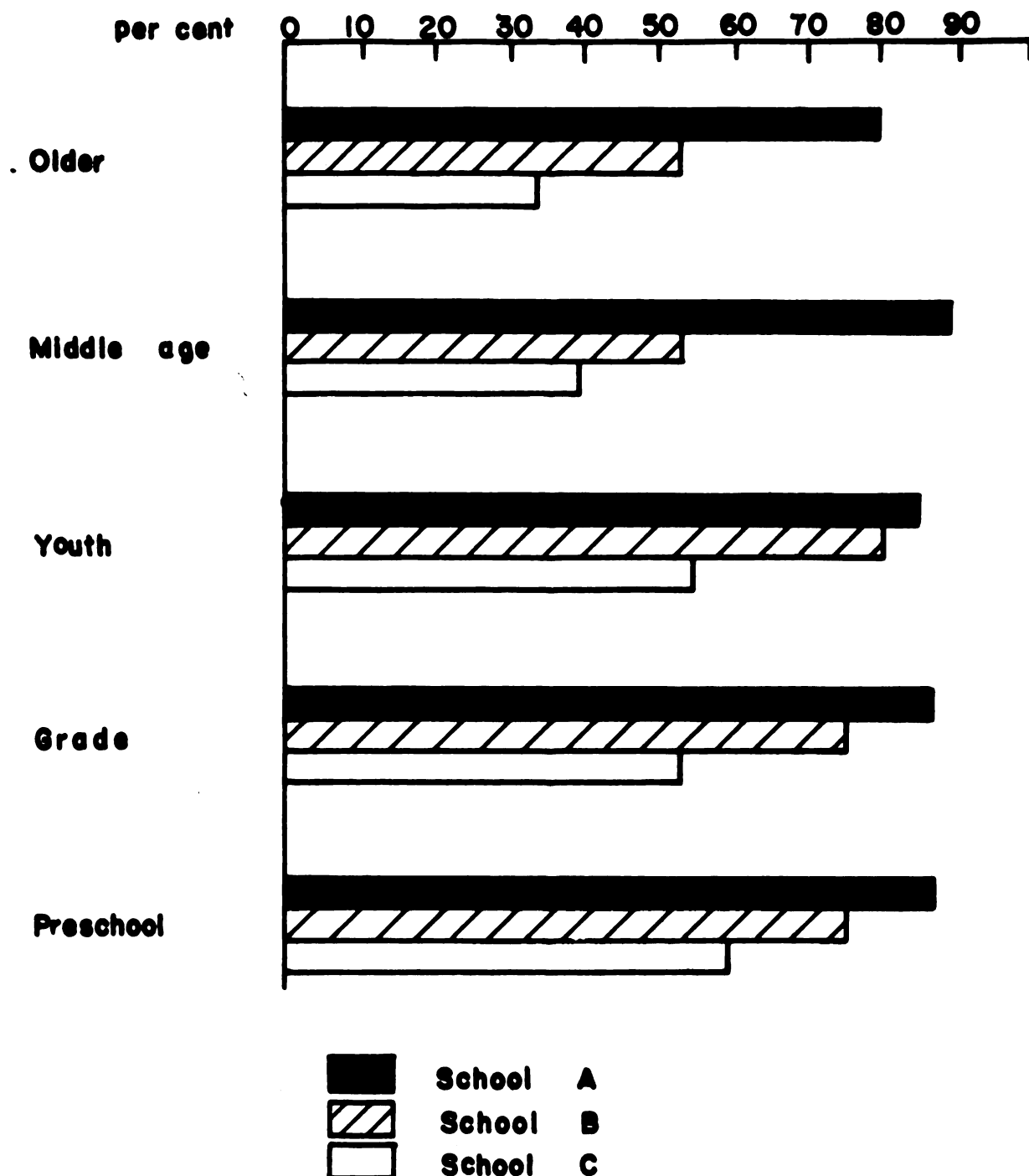
PART I - - INFORMATION FROM OPINIONAIRE USEFUL FOR  
CURRICULUM PLANNING

Recreational Opportunities

Recreational needs of various age groups. Question A in the pupil opinionnaire dealt with the recreational needs of several age groups in the community. A summary of the response by the pupils in the three communities are presented in Figure 3. One-half to three-fourths of the pupil replies indicated that they thought there was a variety of recreation offered for all age groups in their communities. Approximately 80 per cent of the pupils in School A (rural) believed additional recreational facilities were needed for all age groups; older, middle age, youth, grade, and pre-school. In School B (industrial), 50 to 55 per cent of the pupils considered the older and middle age groups needed additional recreational facilities. The youth, grade, and pre-school groups in School B also lacked recreational opportunities, according to the pupils in this school. Better recreational resources seemed to be provided in the School C (industrial-rural), since less than 40 per cent of the pupils believed more recreational facilities were needed for the older and middle age groups, and less than 60 per cent indicated additional recreational advantages should be provided for youth, grade, and pre-school age groups.

Comments were written in by pupils from all schools. The School A pupils suggested that the high school group



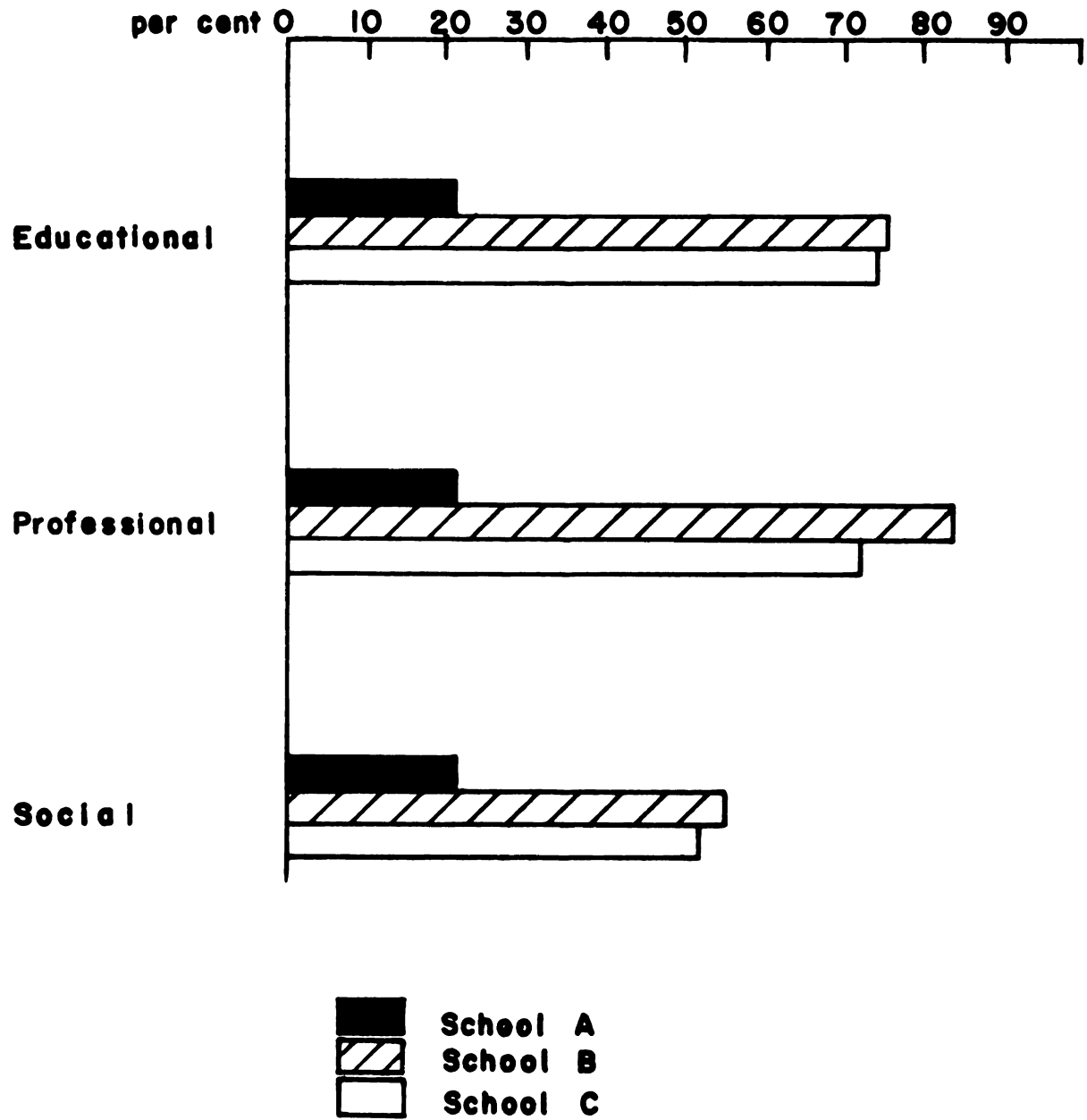


**FIGURE 3. ADDITIONAL RECREATIONAL FACILITIES NEEDED BY DIFFERENT AGE GROUPS, ACCORDING TO PUPILS**

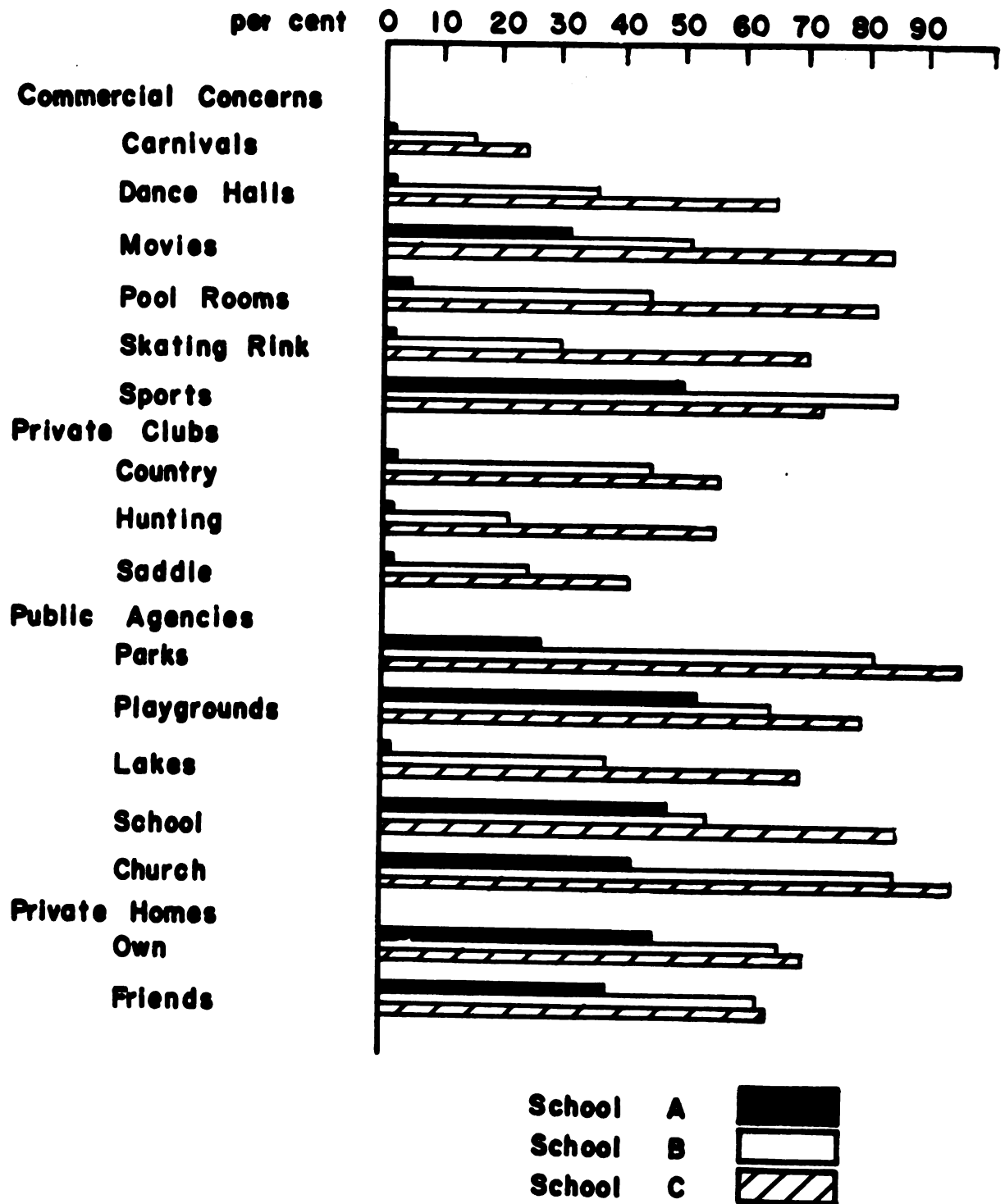
needed recreational opportunities in the summer and stated that their community was "not too socially inclined". The School B pupils mentioned that the teen-age sport club and the church furnished additional recreational means. School C pupils stated that better school facilities were needed and a youth or recreational center was desired. They wanted the use of the high school swimming pool on week-ends.

Clubs. A comparison of data on the adequacy of clubs in the community (Question B) is shown in Figure 4. Only 25 per cent of the pupils in School A (rural) indicated that the educational clubs were adequate in their community. In Schools B and C approximately three-fourths of the pupils considered that the educational and professional clubs were adequate. Slightly more than 50 per cent of the pupils in Schools A and B thought there was adequate provision made for social clubs in the community.

Other recreational facilities. The provision of other recreational facilities, asked in Question C, seemed to be mainly through commercially owned, private clubs, and/or private homes, and public agencies. School A pupils indicated that their homes or those of classmates, the school, and movies provided the majority of recreation in their community. A comparison of the data obtained from the pupils in the three schools is shown in Figure 5. School B pupils showed that over four-fifths found some of their recreational



**FIGURE 4. PROVISION OF CLUBS, ACCORDING TO PUPILS**



**FIGURE 5. OTHER PROVISIONS MADE FOR RECREATION, AS REPORTED BY PUPILS**

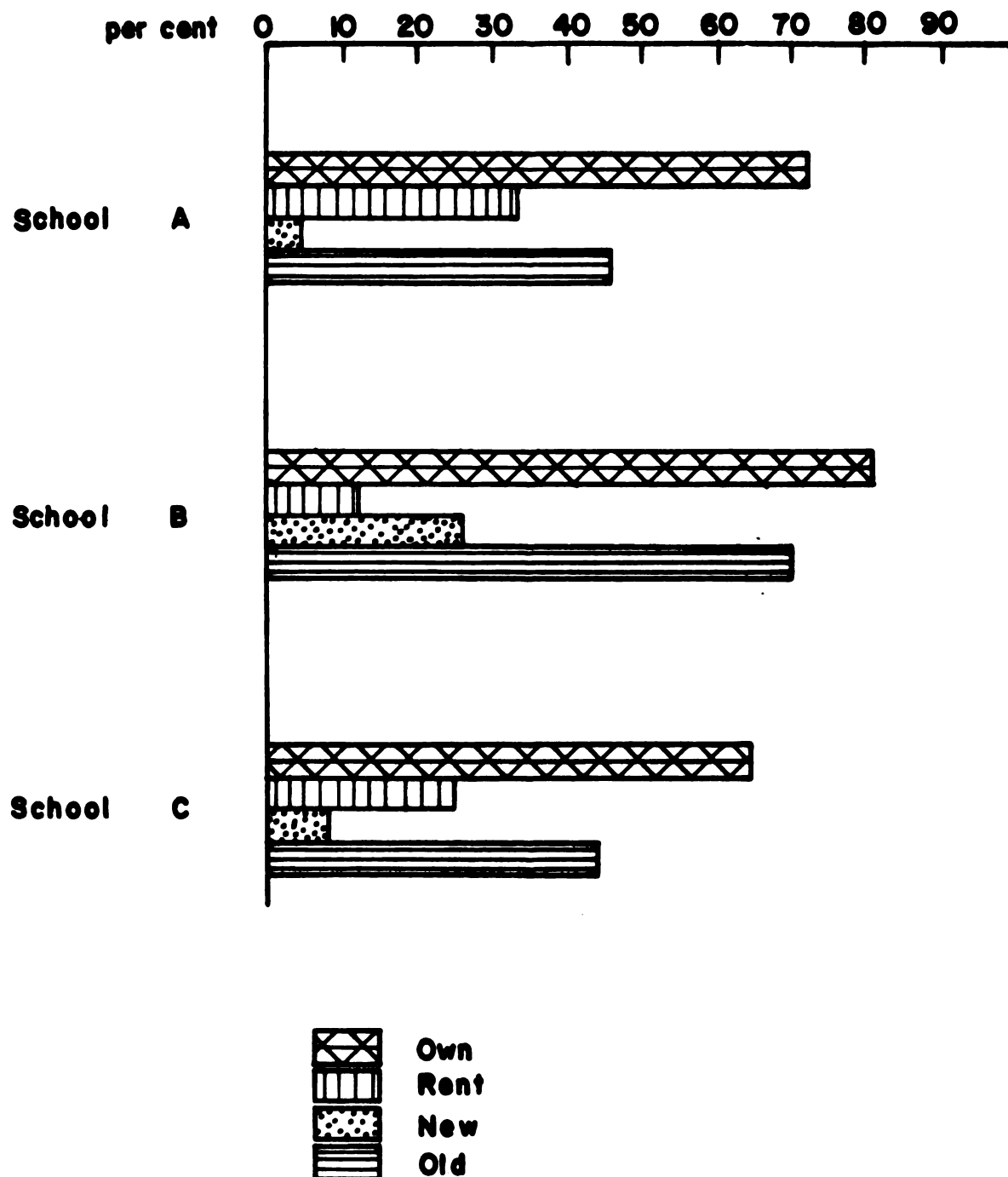


opportunities outside the home; sports (84 per cent), parks (96 per cent), school facilities (86 per cent), church (94 per cent), and playground (80 per cent). Less than three-fourths indicated that they found some of their recreation in their homes or those of classmates, according to the School B pupils. Over three-fourths of the School C pupils said that some of their recreational opportunities were found in movies (83 per cent), pool room (81 per cent), parks (81 per cent), and church (87 per cent). Less than seventy per cent of the pupils used their homes or those of their classmates for some of their recreation.

Private clubs offered recreational opportunities to youth in the two communities where Schools B and C were located. In these communities pupils indicated that country and hunting clubs were present.

### Home Conditions and Family Stability

Ownership of homes. Question D in the pupil opinion-aire sought information on "where families live". According to the pupils' response as shown in Figure 6, School A families owned 70 per cent of the homes where they lived and nearly one-half (46 per cent) were older buildings. Fifty per cent of the pupils believed the housing to be adequate. On the other hand, School B families owned slightly less (65 per cent) while School C families owned 82 per cent of their homes. In School B, 27 per cent of the homes were judged to be newly constructed compared to 8 per cent newly



**FIGURE 6. HOME OWNERSHIP, ACCORDING TO PUPILS**

constructed homes in the School C community. School B pupils' responses indicated that approximately three-fourths (72 per cent) believed that adequate housing was provided, while in School C slightly more than one-half (52 per cent) of the replies from pupils signified adequate housing.

The pupils in School B estimated that less than one-fifth (12 per cent) of the families lived in rented homes, while one-fourth (25 per cent) of the pupils in School C reported that families were living in rented homes. The discrepancy in percentage in home ownership could be attributed to notations written on the returned opinionaires;

"We don't own yet, but our rent is buying our house."

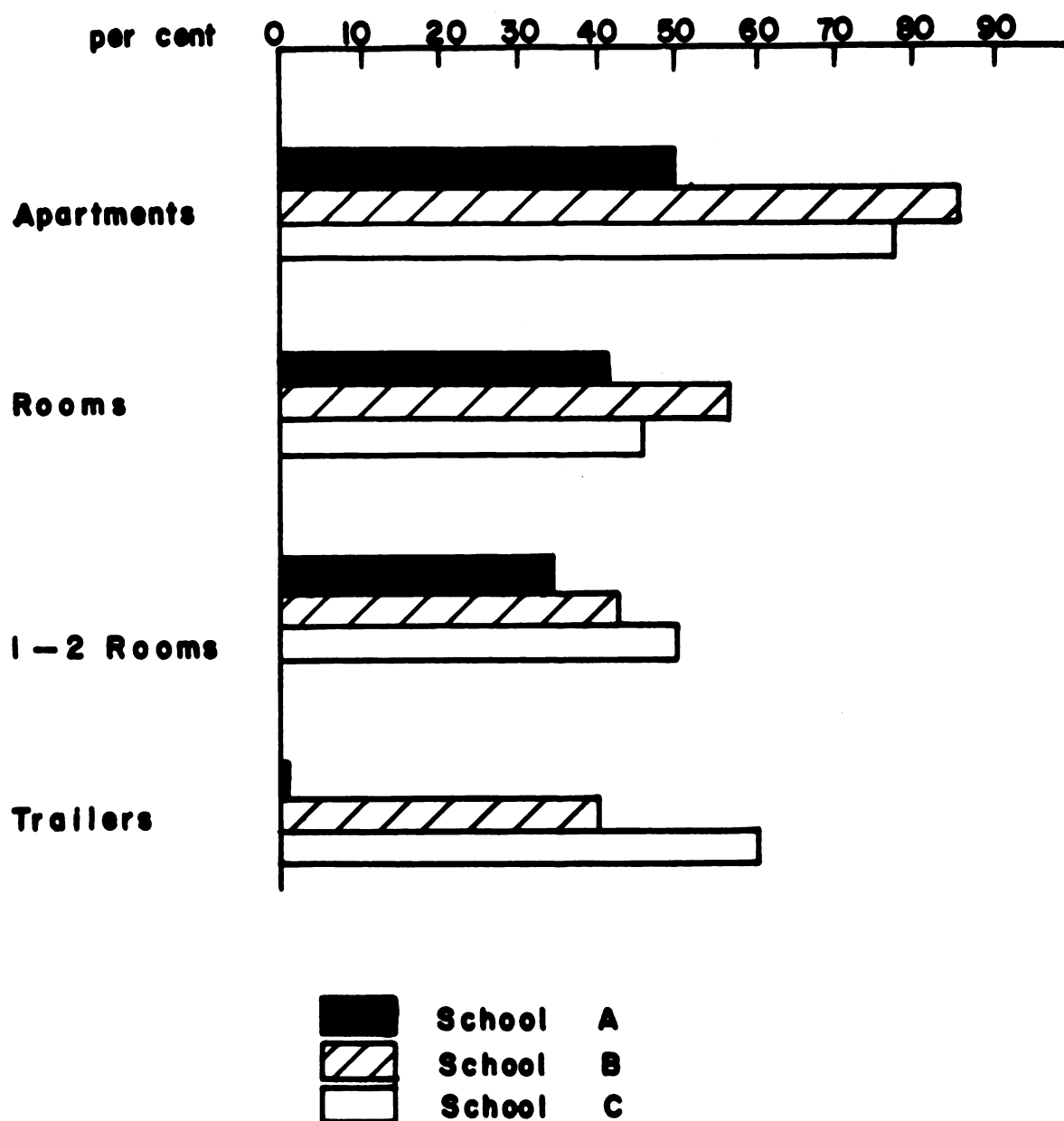
"We rent it, but soon will own it."

"We live there but don't pay rent. The man who owns the farm owns our house."

In the three schools more homes seemed to be owned than rented and the houses were older buildings. School B had a larger per cent of new homes than Schools A and C, as reported by the pupils. Fifty per cent of the pupils thought the housing was adequate. A need for a housing project was indicated by the School C pupils.

Types of dwellings. The question asking for information on kinds of dwellings seemed to be confusing to the pupils. The replies from the pupils are shown in Figure 7. Some free responses were made in relation to this question which indicated that additional categories were needed in this





**FIGURE 7. PUPILS' OPINION OF THE MAJOR KINDS OF DWELLINGS OCCUPIED BY FAMILIES**

section of the opinionnaire.

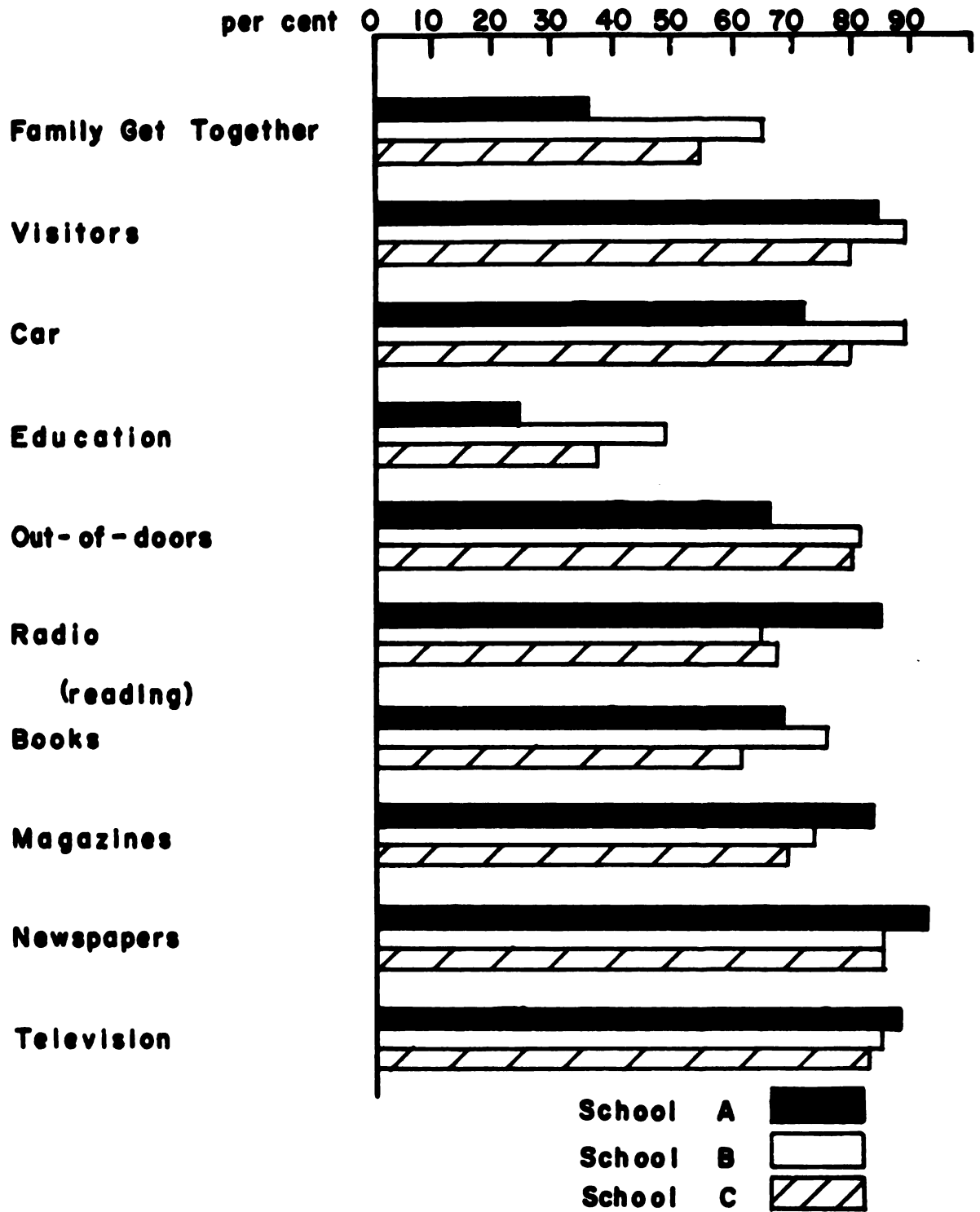
"I checked all but trailer, rooms are part of apartments and we have more than two."

"My sister lives with us. We all live in a house but it's still one room. We use curtains until there is money enough to finish the partitions."

The replies of the pupils, as shown in Figure 7, indicate that families of School A lived in apartments (50 per cent) and rooms (41 per cent). In School B, the pupils responded that 86 per cent of the families lived in apartments and 40 per cent in trailers. The pupils in School C stated that 78 per cent of the families lived in apartments and 60 per cent in trailers.

The investigator asked a sampling of the pupils in the three schools and checked with the homemaking teachers to validate these replies. It was found that in Schools B and C more pupils were living in trailers and apartments than in former years, but the greatest percentage of the families lived in houses.

Use of leisure time. Similar use of leisure time (Question E) by families was found in the three communities as reported by pupils in Schools A, B, and C. This is shown in Figure 8. School B pupils seemingly were more aware of participation in leisure time activities by families. Visiting, use of cars, outdoor activities, newspaper reading, and use of television were reported by 80 per cent or more of the pupils. Less than 65 per cent reported family get-



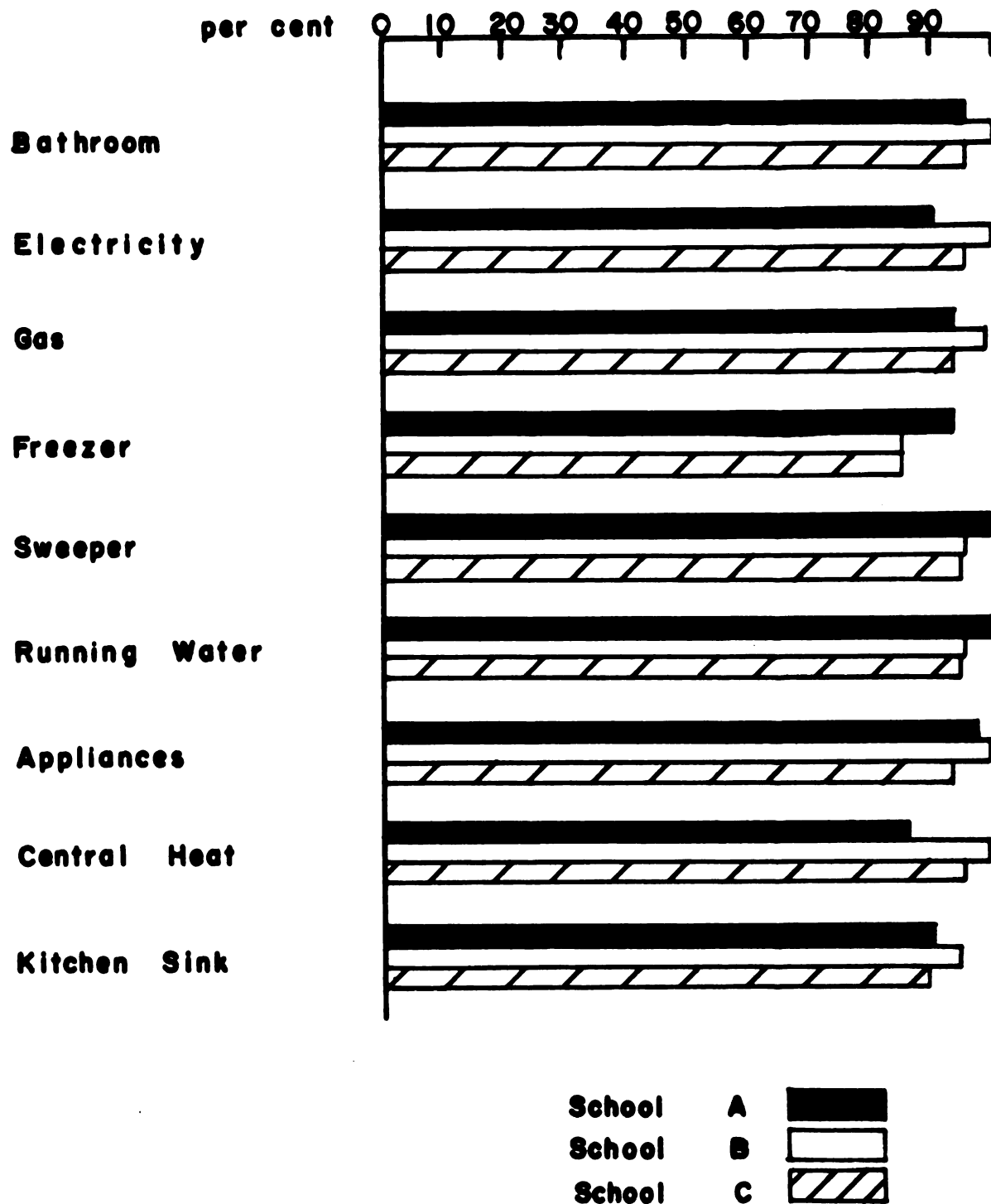
**FIGURE 8. WAYS PUPILS BELIEVE FAMILIES SPEND LEISURE TIME**

togethers and fewer than 55 per cent indicated further education as a family use of leisure time.

In comparing the three schools, greater differences were shown in the family use of the radio, reading, and television. School B families, as reported by the pupils, used these less than those from School A, while School C families used these forms of leisure less than School B. Schools A and C responses were lower than School B on family get togethers, visiting, use of the car, education, and outdoor activities.

Modernization of the homes. The homes, according to the pupils in all three communities were considered modern, (Question F). The per cent of replies showed the range of modernization of the homes of pupils in the three schools to be from 86 to 100 per cent. Variation was indicated on types of modernization as is shown in Figure 9. The rural community, School A, showed that 100 per cent of the homes had sweepers and running water; while 96 per cent of the School B homes had these conveniences, and 95 per cent of the homes in School C. In the homes of School A, 98 per cent of the homes had small appliances, 100 per cent had these in the homes of the pupils in School B; and in School C, 93 per cent was indicated. Freezers were reported in 93 per cent of the homes in School A; Schools B and C pupils reported 86 per cent. Pupils in School A indicated 91 per cent of the homes were modernized by electricity; however, in Schools B and C,



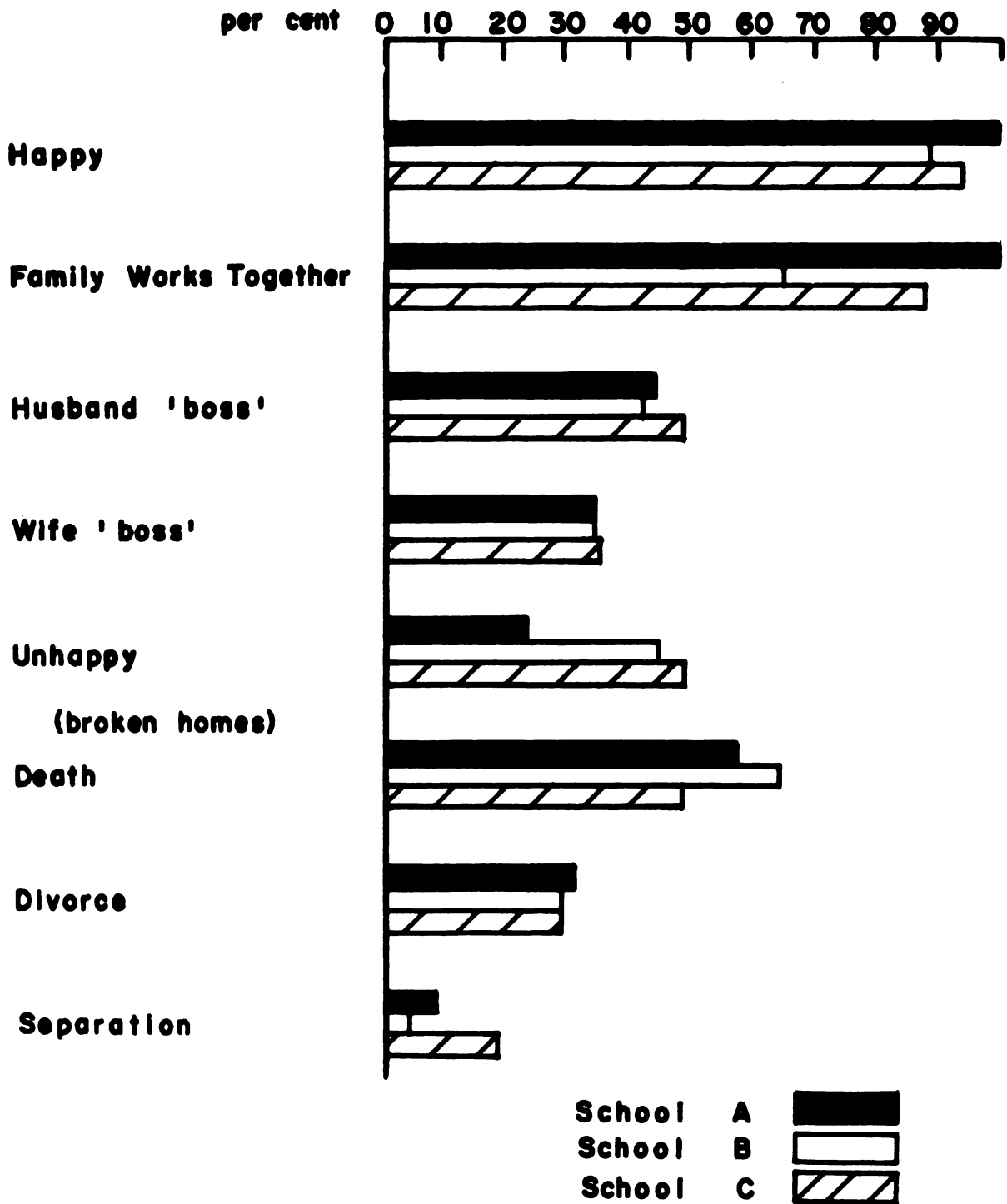


**FIGURE 9. MODERNIZATION OF HOMES, ACCORDING TO PUPILS**

the percentage reported was 100 and 96 per cent respectively. School A homes had the lowest percentage of those with a central heating system. In School B, 100 per cent was indicated and School C pupils reported more than 90 per cent of the homes had central heating systems. Schools A and C pupils reported that 96 per cent of the homes had bathroom facilities and School B pupils showed a 100 per cent response. A difference in gas in the homes was found; Schools A and C pupils reported that 93 per cent of the homes had gas available while School B pupils stated that 99 per cent of the homes were so modernized. More homes in School B had kitchen sinks than reported in homes of the pupils in Schools A and C.

From the pupils replies it would seem that the homes in the three communities were well equipped with modern conveniences which could be utilized to conserve time and energy in the homes and that a fairly high standard of living prevailed in the communities.

Home relationships. Question G asked information about home relationships. The pupils felt that the marriages were happy in 90 to 100 per cent of the homes. The opinions of the pupils concerning home relationships are shown in Figure 10. One hundred per cent of School A pupils indicated happy relationships; less happy were the School C homes (93 per cent) and in the School B homes 89 per cent of the homes had happy home relationships, according to the pupils' replies.



**FIGURE 10. HOME RELATIONSHIPS, AS REPORTED BY PUPILS**

One hundred per cent of School A pupils reported that the family worked together, while pupils of School C showed 88 per cent and School B, 65 per cent cooperation. In less than half of the homes replies suggested that the husband was "the boss" and slightly more than one-third of the homes showed the wife "the boss". Unhappy home relationships were thought to be present to some extent in 46 to 50 per cent of the homes in Schools B and C. In School A only 24 per cent of the pupils reported that there might be unhappy relationships. Notes on the opinionnaires explained that even in happy homes there were times when disputes and quarreling were present.

One fifth or less (10 to 20 per cent) of the broken homes was due to separation. More broken homes (50 to 65 per cent) were due to death than to divorce (25 to 30 per cent) in the three communities.

The pupils seemed to regard the home life in the communities as happy with the family working together. The husband was more often "the boss" in the family than the wife. Death rather than divorce seemed to be the primary causes of broken homes. These data would seem to indicate that there was stable family living in the three communities.

### Aspirations of Youth in the Community

Plans and hopes of the pupils. Question H on the opinionnaire asked about the plans and hopes of the pupils. The replies from the three schools varied and are summarized

in Figure 11. The School A pupils indicated that 85 per cent desired early marriage, while School C pupils showed that 72 per cent had this goal. Of the pupils in School B, only 53 per cent planned an early marriage.

School A pupils were the least interested in graduating from high school (93 per cent). The pupils in School B (100 per cent) hoped to graduate from high school, while 97 per cent of School C pupils reported that they had this hope.

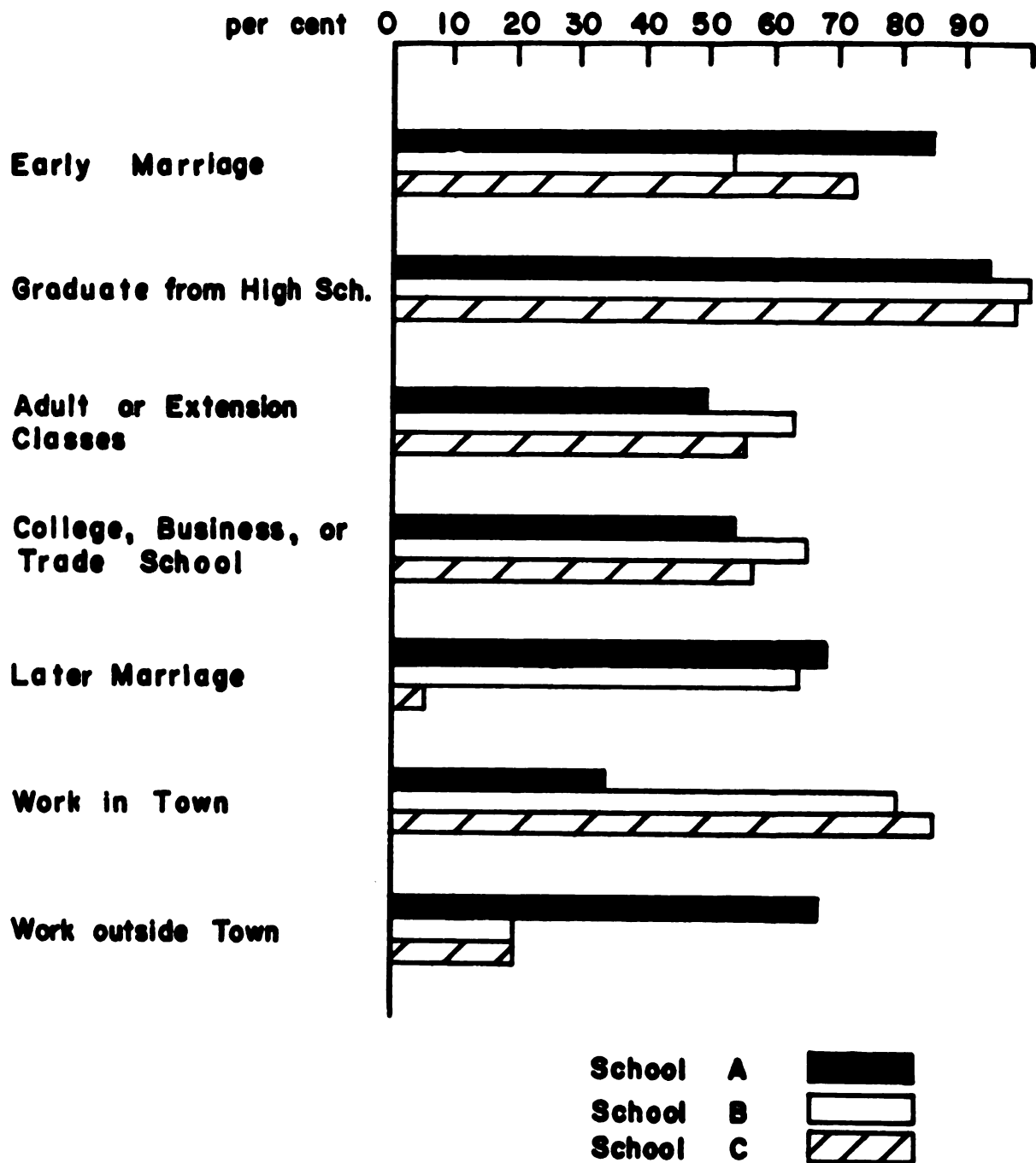
School B pupils reported the most concern in education beyond high school (63-65 per cent). The pupils in Schools A and C showed that between 50 to 58 per cent were interested in further education. The pupils in the three schools signified a slight preference for college, business, or trade school education over adult or extension classes.

In checking the per cent of pupils regarding a later marriage (after completion of school) 58 to 69 per cent of the pupils implied this was their plan if their desire for an early marriage had not been realized.

The pupils in Schools B and C desired to work in their town; the per cent of response was 80 to 86 respectively. School A pupils (67 per cent) desired to work in another town. Less than 5 per cent indicated other plans and hopes except the one mention of the armed service.

### Opinions of Adults and Teen-agers

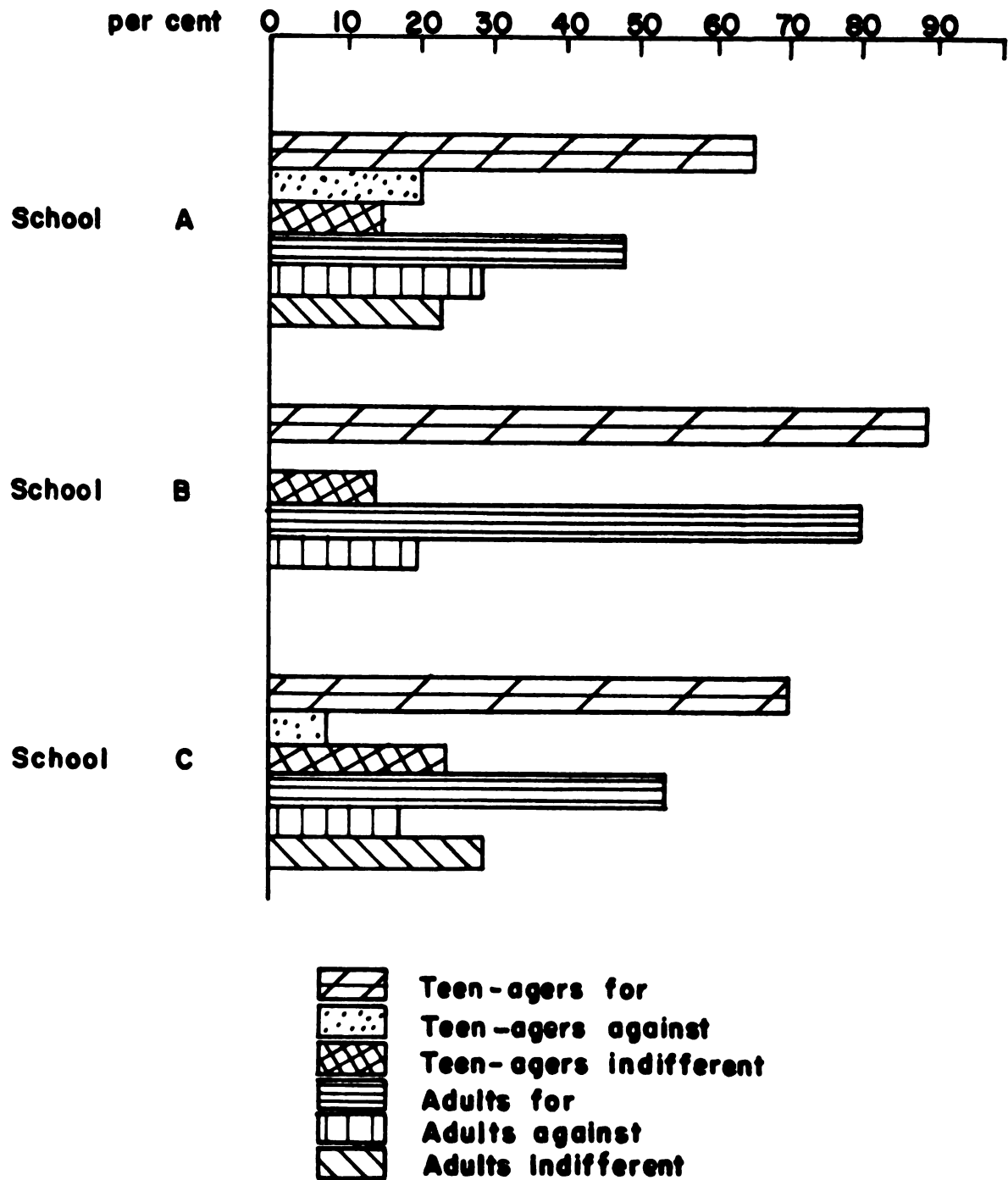
Differences of opinion between adults and teen-agers in relation to certain personal and family behavior. The



**FIGURE II. PUPILS' PLANS AND HOPES**

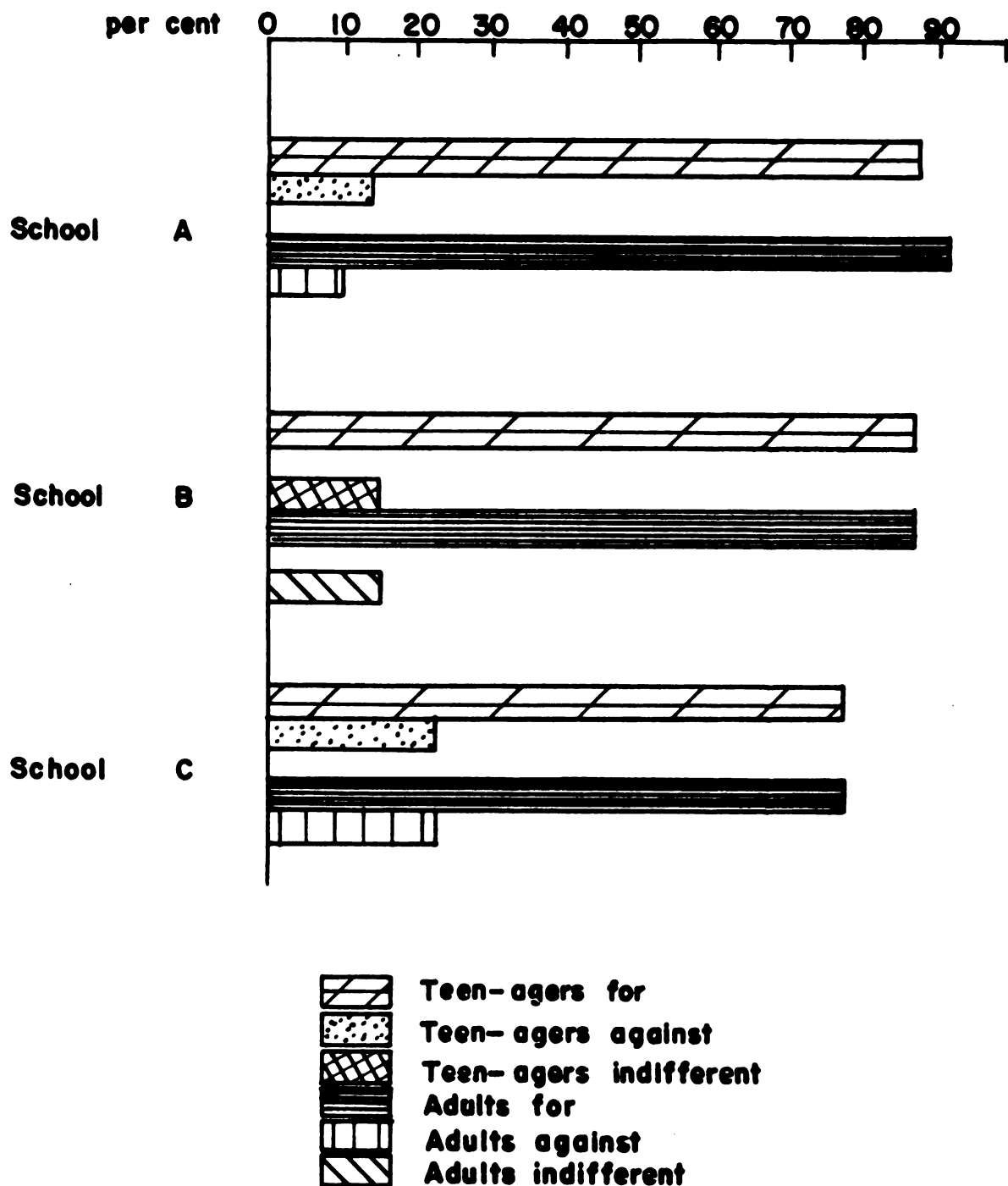
final question (I) on the pupils' opinionnaire asked about the differences in opinion between adults and teen-agers in the communities in relation to certain personal and family behaviors. These differences are shown in Figures 12 to 18. Omissions in the figure presentations signify no response. According to the replies from pupils in Schools A, B, and C the teen-agers were in favor of acceptable wearing apparel. The teen-agers were more concerned than the adults on this item in all three communities. These differences are shown in Figure 12.

Common agreement between adults and pupils seemed to be found in relation to attitude toward lasting marriage as reported by the pupils in the three schools. The adults in School A (the pupils' opinion) were slightly more in favor of lasting marriages than the pupils in this community which was also true in comparison with the other two schools. This is shown in Figure 13. Approximately four-fifths of the teen-agers and adults in School C were for lasting marriages. In School B the adults and the teen-agers were in close agreement in their desire for lasting marriages. This is shown in Figure 13. Over three-fourths of the School A adults and teen-agers agreed on fewer divorces. Slightly less than the 70 per cent response of the pupils in School C favoring fewer divorces was the difference of opinion of the adults in this community, according to the pupils' returns. A few more of the adults in the School B community favored



**FIGURE 12. PUPILS' VIEWPOINT OF DIFFERENCES BETWEEN TEENAGERS AND ADULTS ON ACCEPTABLE WEARING APPAREL**





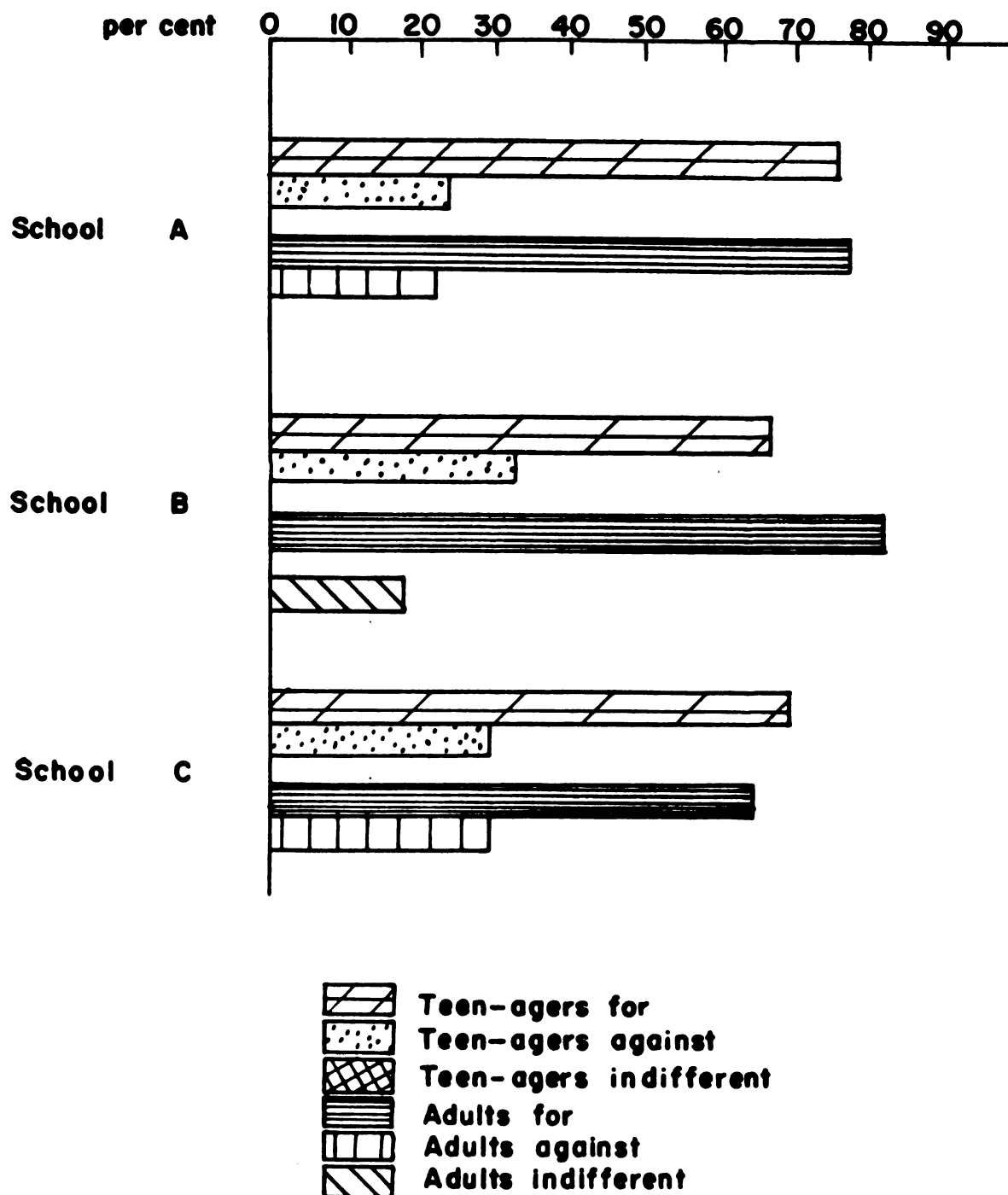
**FIGURE 13. PUPILS' VIEWPOINT OF DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON LASTING MARRIAGES**

fewer divorces than the pupils. The pupils response in the three communities on the pupils opinionaire was in close agreement (difference of 5 per cent). This is shown in Figure 14. Adults, according to the pupils were slightly more favorable to planned parenthood in School B and C than the pupils were. In School A a small margin of the teen-agers favored planned parenthood over the adults. The School B pupils showed the highest percentage of opinion in favor of this item in the three schools and School C the least response in favor of planned parenthood. These differences are shown in Figure 15.

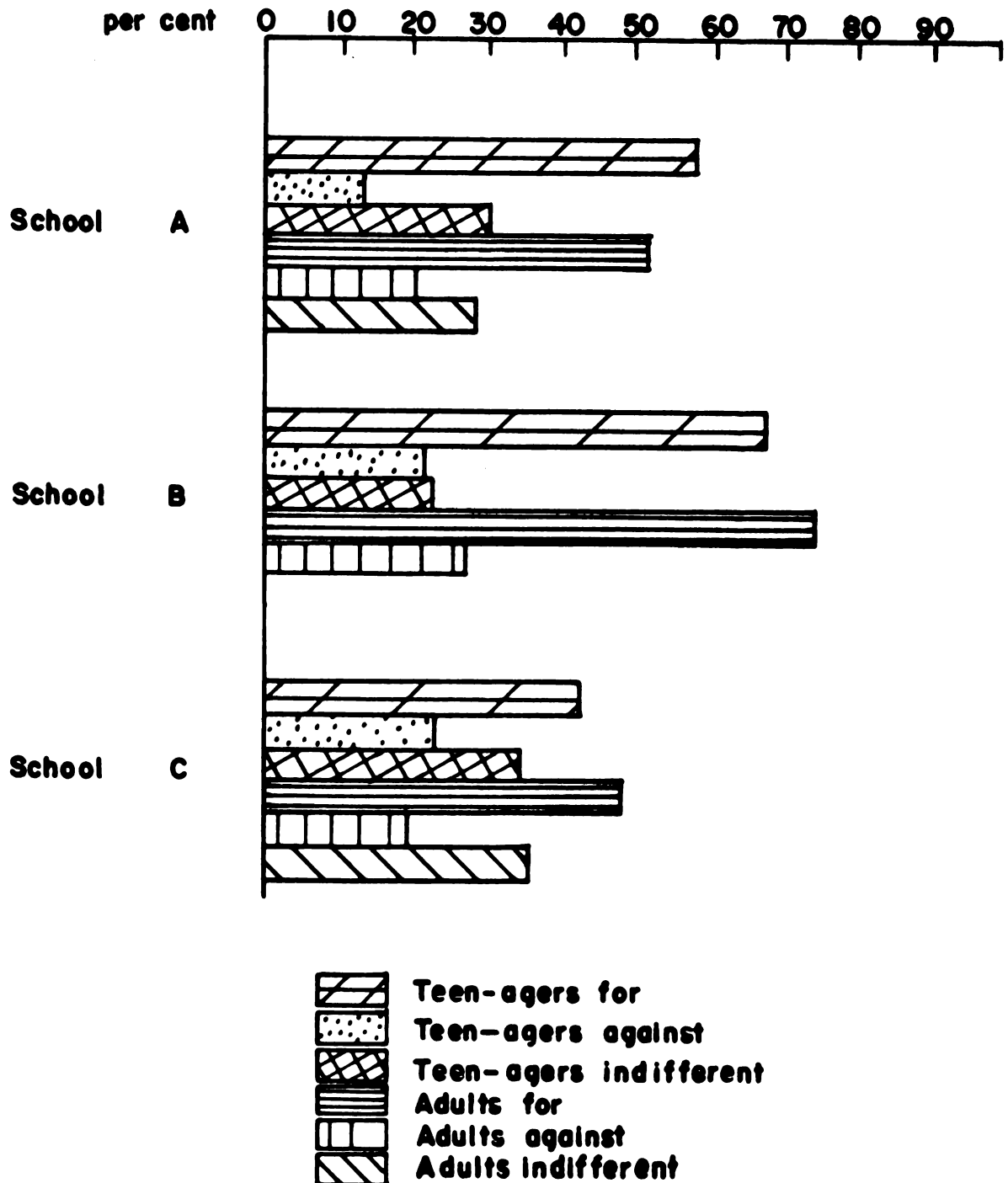
The teen-agers and adults were against social drinking in the three communities with the adults being more opposed according to the pupils' opinions. Closer agreement between the adults and teen-agers, against social drinking was found in the School A community than in School B or School C. This is presented in Figure 16.

Dancing was favored by teen-agers over adults in the three communities. The pupil's response showed the closest agreement in School B. The School C pupils were slightly more favorable to dancing than the other two communities. Fifty per cent of the adults in School A and C favored dancing, while 70 per cent in School B were favorable, according to the pupils' opinion. These differences are shown in Figure 17.

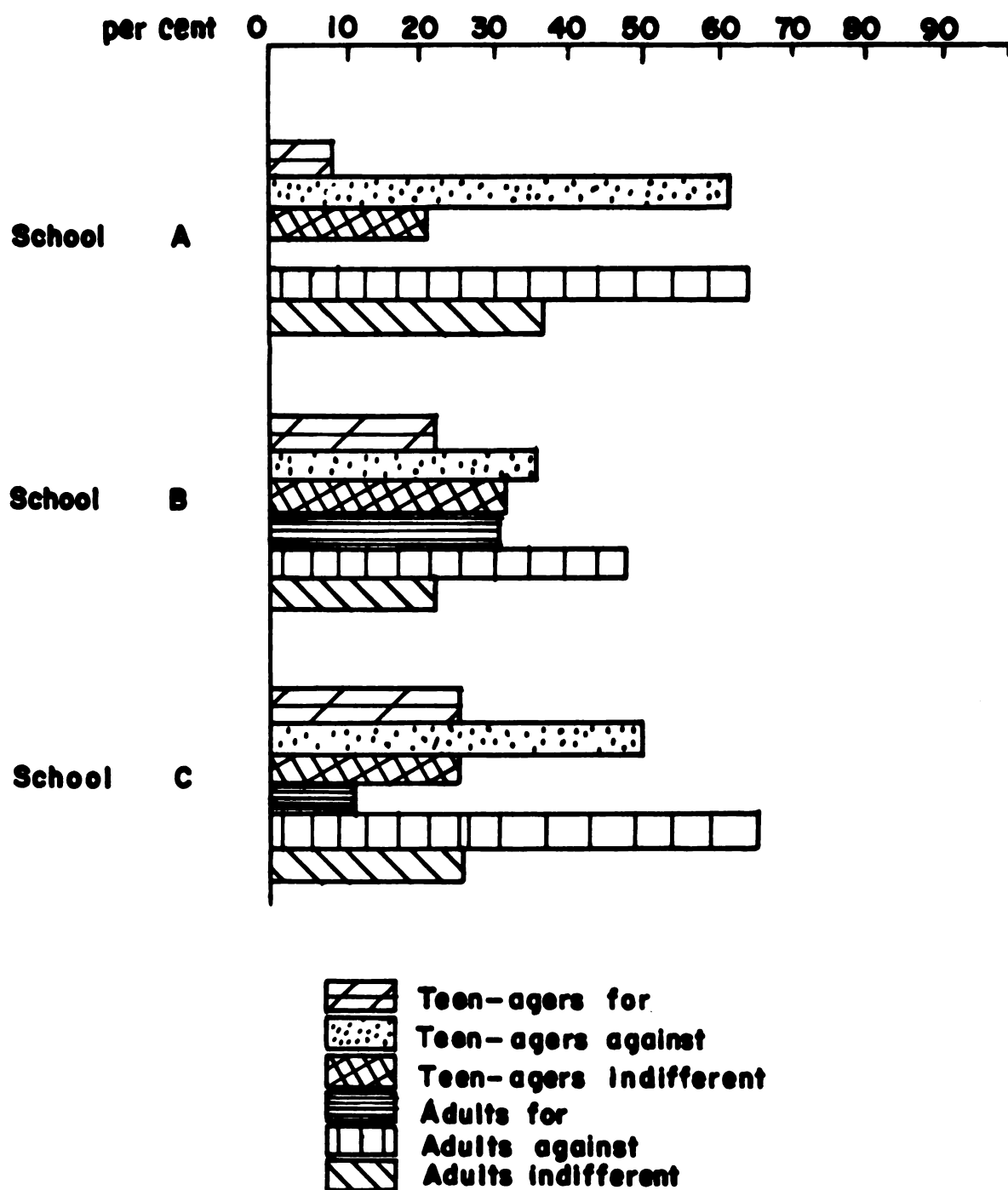
Adults and teen-agers were against smoking in Schools



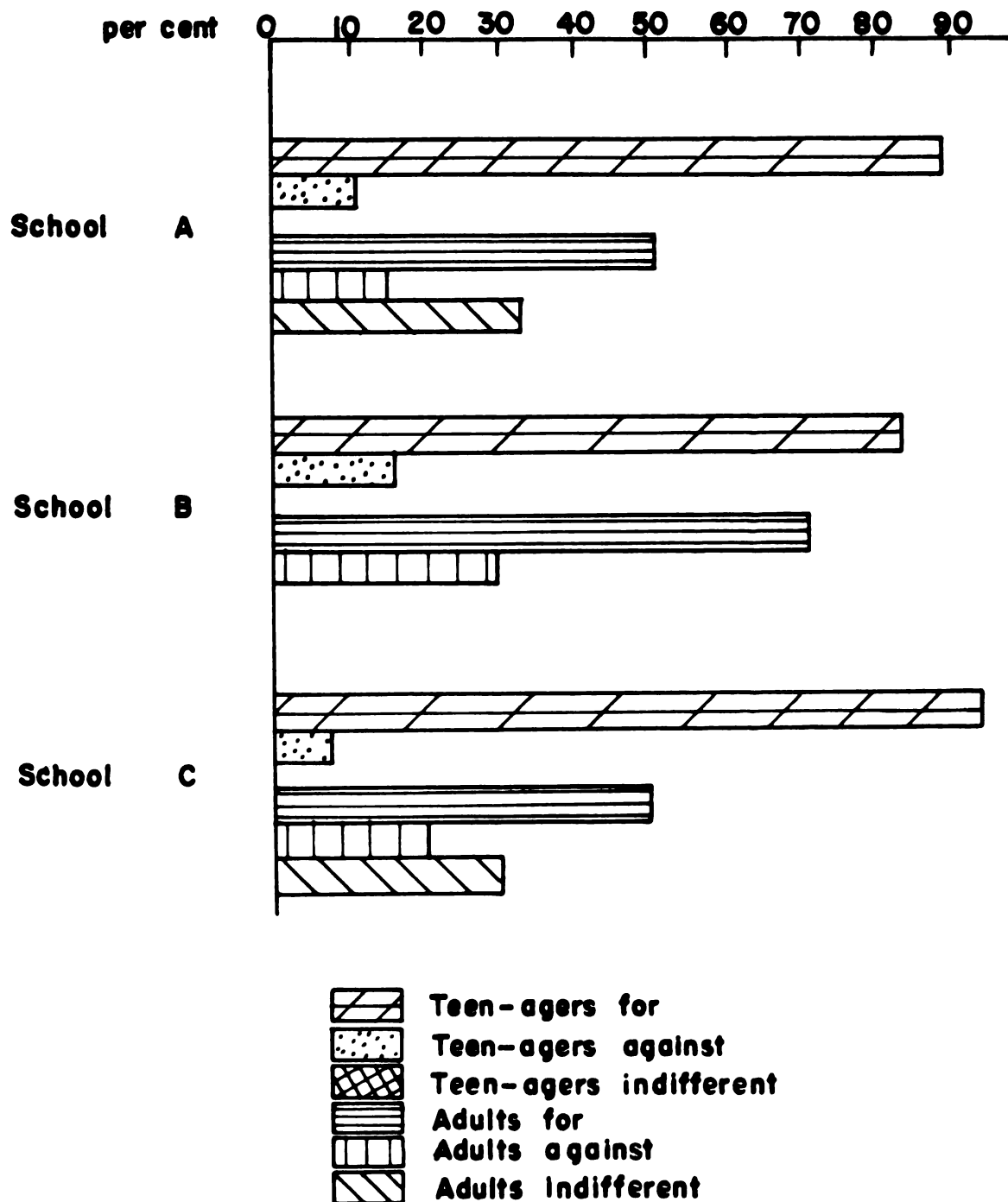
**FIGURE 14. PUPILS' OPINION ON DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON FEWER DIVORCES**



**FIGURE 15. PUPILS' VIEWPOINTS ON DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON PLANNED PARENTHOOD**



**FIGURE 16. PUPILS' VIEWPOINTS ON DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON SOCIAL DRINKING**



**FIGURE 17. PUPILS' VIEWPOINT ON DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON DANCING**

A and C, while 40 per cent of the teen-agers in School B sanctioned smoking even though over 50 per cent of the adults were opposed to smoking. The adults in School A were more opposed to smoking than the teen-agers, according to the pupils' responses. Figure 18 shows these differences.

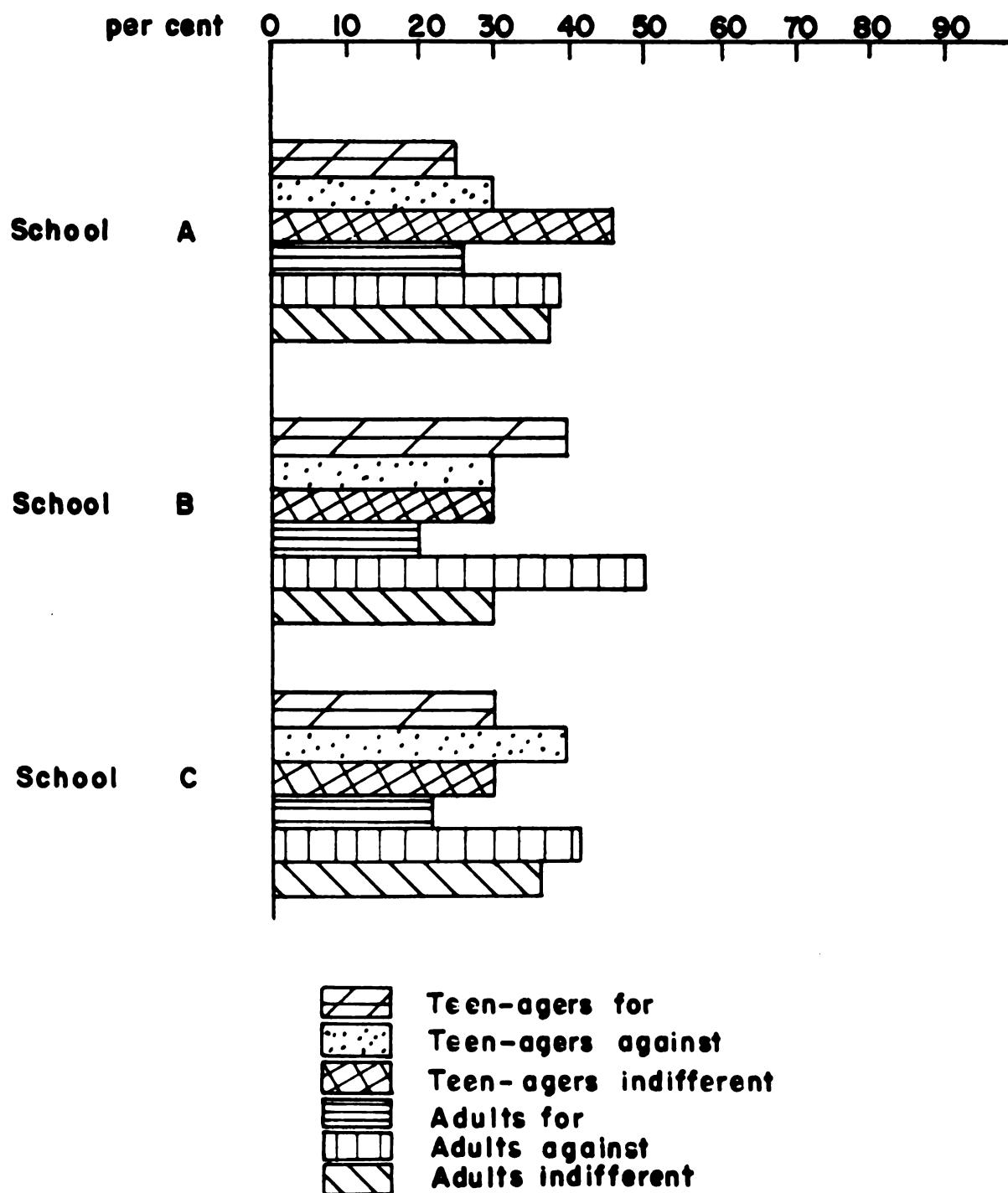
Differences were found between adults and teen-agers and in varying proportions in the three schools. Approximate agreements in opinion were found between the adults and the teen-agers on; wearing apparel (teen-agers little more favorable); lasting marriage (adults slightly more favorable); fewer divorces (pupils' response practically the same in the three communities); planned parenthood (adults were more favorable than pupils in Schools B and C); and social drinking (adults more opposed). A greater proportion of teen-agers favored dancing than the adults in the three communities. The School B pupils sanctioned smoking more than the adults in this community and the adults and teen-agers in the other schools.

A place was left on the opinionnaire for any additional comments. Following are some of these:

"We need more social recreation in the community like dancing, carnivals and sports."

"Older people forget they set the examples to cause kids to do some of the things they do."

"Adults don't take enough time and interest in what kids do and don't realize needs of youth."



**FIGURE 18. PUPILS' VIEWPOINT ON DIFFERENCES BETWEEN ADULTS AND TEENAGERS ON SMOKING**



"Too many quick to criticize others us kids and their neighbors."

"Need recreation center for all ages to prevent delinquency; somewhere families could go together."

A comparison of the data secured from the pupils' responses on the eight questions which were also included on the parent opinionnaire is given in Chapter VI.

## PART II - - VALIDATION OF PUPIL OPINIONNAIRE

Interviews with pupils. After tabulating the pupils' opinionnaire responses and holding follow-up interviews with the pupils, changes were made in the final revision of the pupil opinionnaire. All the previous questions were retained but simplified for ease in understanding and interpretation.

The pupils, when interviewed, were asked specifically about the revision of four of the same questions which also appeared on the parent opinionnaire. These questions sought information about where families lived, their use of leisure time, home relationships, and differences between the opinions of adults and teen-agers. A copy of the original form for the pupil opinionnaire and the revised forms showing the changes which were made are included in the Appendix, page 201ff.

## PART III - - TESTING OF OPINIONNAIRE BY BEGINNING TEACHERS

The five beginning teachers used the final revised pupil opinionnaire with 294 pupils in five different communities.



These communities varied in size and were located geographically in the western half of Illinois.

| Teachers | School Location    | Number enrolled<br>in homemaking |
|----------|--------------------|----------------------------------|
| I        | rural              | 65                               |
| II       | rural              | 33                               |
| III      | urban              | 71                               |
| IV       | rural              | 50                               |
| V        | consolidated rural | <u>75</u>                        |
| Total    |                    | 294                              |

The teachers reported that the pupils had no difficulty in interpreting the questions and that the range in time to complete the opinionnaires was from 20 to 30 minutes. The majority of the pupils voluntarily signed their names on the opinionnaires and 95 per cent of the opinionnaires were completed.

The teachers reported that they referred to the opinionnaires throughout the year prior to teaching specific phases of homemaking (such as family relations) as well as using them in their pre-planning. The teachers found other uses of this material besides helping them pre-plan the homemaking education program in the community. They found this information helpful in Future Homemakers of America program planning, suggested topics for home visits, and in some instances gave a word picture of the pupil's home. In curriculum planning shifts were made in the presentation of units and emphasis given

within the units as a result of the use of the opinionnaire.

Statements written by the beginning teachers express how they felt about the use of the pupil opinionnaires:

The pupils seemed to realize we would work together on their problems and that they had a part in what and when they would learn.

The pupil opinionnaires made me feel closer to my pupils. Just one evening spent in reading and tabulating gave me insight into their feelings that would have taken days of home visits and school conferences to have obtained.

I put the dating and family relationship unit first which focused some of the responsibilities a married girl has and used as a springboard to other units with my advanced classes.

SUMMARY. The pupil opinionnaire was used with pupils in three communities with a return of ninety-three per cent of the 351 pupils completing the opinionnaires. The investigator interviewed 60 pupils in the three schools to further refine the instrument and the final revision of the pupil opinionnaire was used by 5 beginning teachers of homemaking in their communities. From the tabulated returns and interviews quite definite differences were noted in the three communities. It would seem from these data that the pupil opinionnaire could be used by the homemaking teacher in securing information which would be helpful to her in pre-planning a homemaking program. Possible approaches to use of the information about the three communities will be given in Chapter VIII.

## CHAPTER VI

### ANALYSIS OF PARENT'S OPINIONAIRE

Program planning in homemaking education to be operative depends upon the assistance of numerous persons who are able to supply adequate information. In this study an opinionnaire was developed and used with parents in three types of communities to secure information for curriculum building and general information about the community. The items for this opinionnaire were derived from the suggestions by a group of experts. In general, the kinds of pertinent information suggested by the group were as follows:

1. Type and physical setting of the community.
2. Principal means of employment.
3. Availability of local business establishments in the community for patronage and possible employment of youth.
4. Recreational facilities, club, and church activities for various age groups.
5. Patterns of employment and earnings for family members.
6. Home conditions and family stability.
7. Aspirations for the youth of the community.
8. Differences of opinion between adults and youth in relation to certain personal and family behavior.

The selection of similar items and statements of these were included in the final revisions of the two opinionnaires,



the one for the pupils and the one for the parents.

An opinionnaire including a cover letter and instructions was sent home with each pupil for the parent to answer. These responses were to be returned within a week. In the three schools forty-eight per cent of the 155 parents returned the opinionnaire. The investigator when interviewing a stratified random sampling of parents was interested in learning that parents of School A had no previous experience with forms of this type. The School B parents interviewed were familiar with such forms and had furnished information to the school, while the School C parents stated they had been 'over exposed' to filling out forms. This information the investigator believed had some bearing on the number of returns.

The investigator totaled the majority of responses on each item and converted the number to percentages, rounded to the next whole number.

## PART I - - INFORMATION FROM OPINIONNAIRE

### A. General Information for Better Understanding the Community Type and Physical Setting of the Community

Type of community. The first Question (A) centered on the type of community in which the family was living and its similarities or differences to others within fifty miles. More than three-fourths of the respondents stated their

community was not different from others in the area relative to any disasters (fire, floods, close down of industries, etc.). School A parents (over four-fifths) replied their community was not historically (prominent families, nationalities, reason for settlement, etc.) different. However, School B parents (36 per cent) mentioned that several nationalities were represented in their communities and School C parents (55 per cent) listed famous personalities as a difference.

Parents from the three schools indicated that the building of homes had been evidences of growth in their communities.

School B parents (40 per cent) responded their community was different from other nearby communities in historical background (over 100 years old). All three groups of parents stated a cooperative relationship existed between the school and community.

Physical setting of communities. Question B asked information concerning the physical setting of the community, the soil, natural resources, and weather conditions. From School B and C parents, approximately three-fourths replied the soil was good (fertile, level farm land) while better than three-fifths (64 per cent) of the School A parents reported fair soil (clay and rolling land) in their community.

All the communities had water as a natural resource.



The weather was classified as changeable in the three communities by nine-tenths of the replies from the parents.

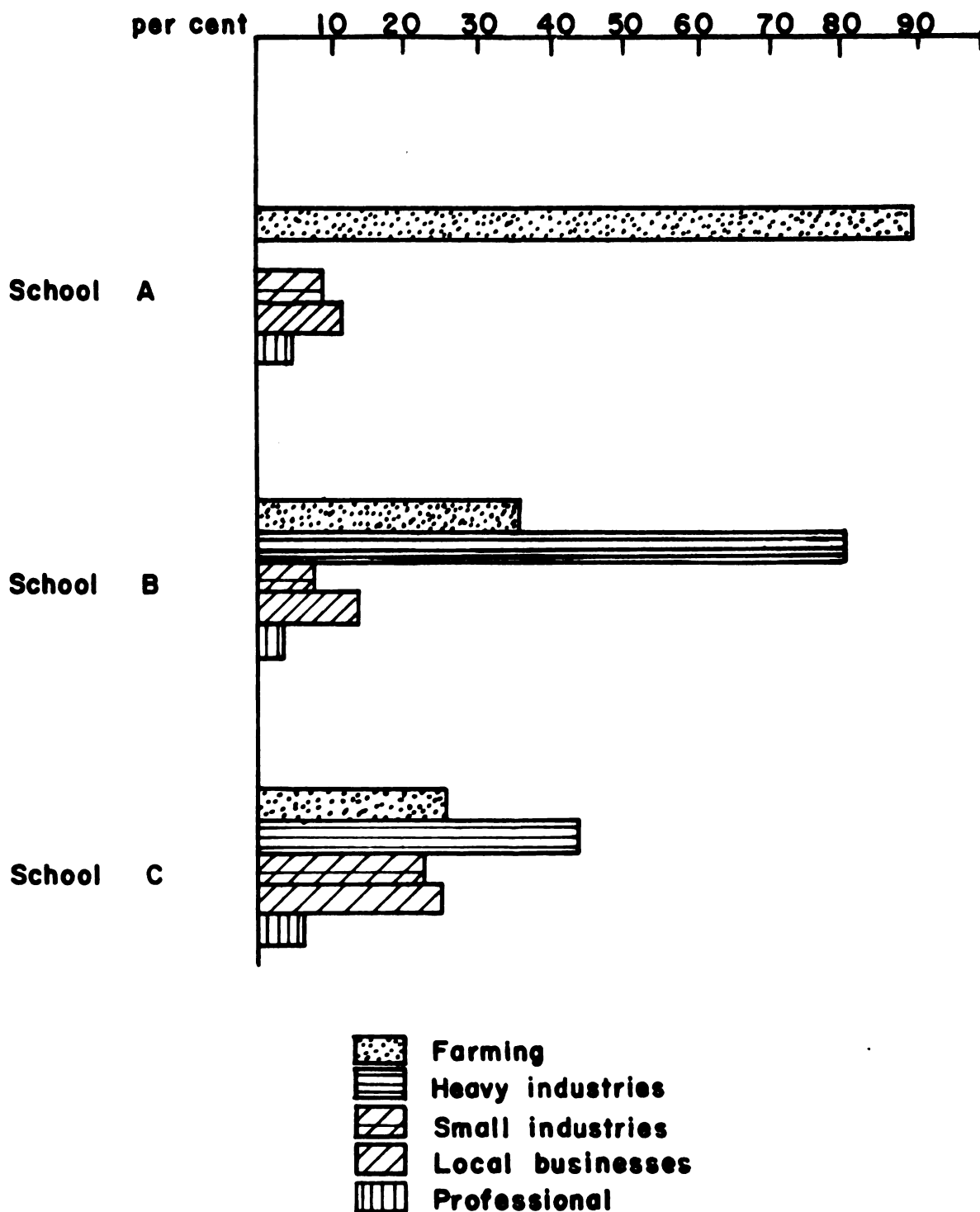
### Principal Means of Employment

How living was earned. The living of most of the people was earned (Question C) in School A principally by farming (90 per cent); in Schools B and C by employment in heavy industry (82 per cent in School B and 43 per cent in School C). Some small industries and local businesses were found in the School A community. Schools B and C parents ranked local businesses, farming, and small industries as the other major ways persons earned their living. The percentage of replies to this question is shown in Figure 19. Mining was not a means of livelihood in any of the communities and according to the parents only 4 to 7 per cent were engaged in professional work in all three communities.

### Availability of Local Business Establishments for Patronage and Possible Employment for Youth

Shopping facilities. Question D attempted to arrive at the adequacy of the shopping area in furnishing the things usually needed by the family. School A parents (90 per cent) replied "yes". In School B, the parent response was 68 per cent "yes" and 30 per cent "usually", while 77 per cent of the School C parents answered "yes" and 23 per cent stated "usually". It would appear on the basis of the parents' replies that these communities offered adequate shopping



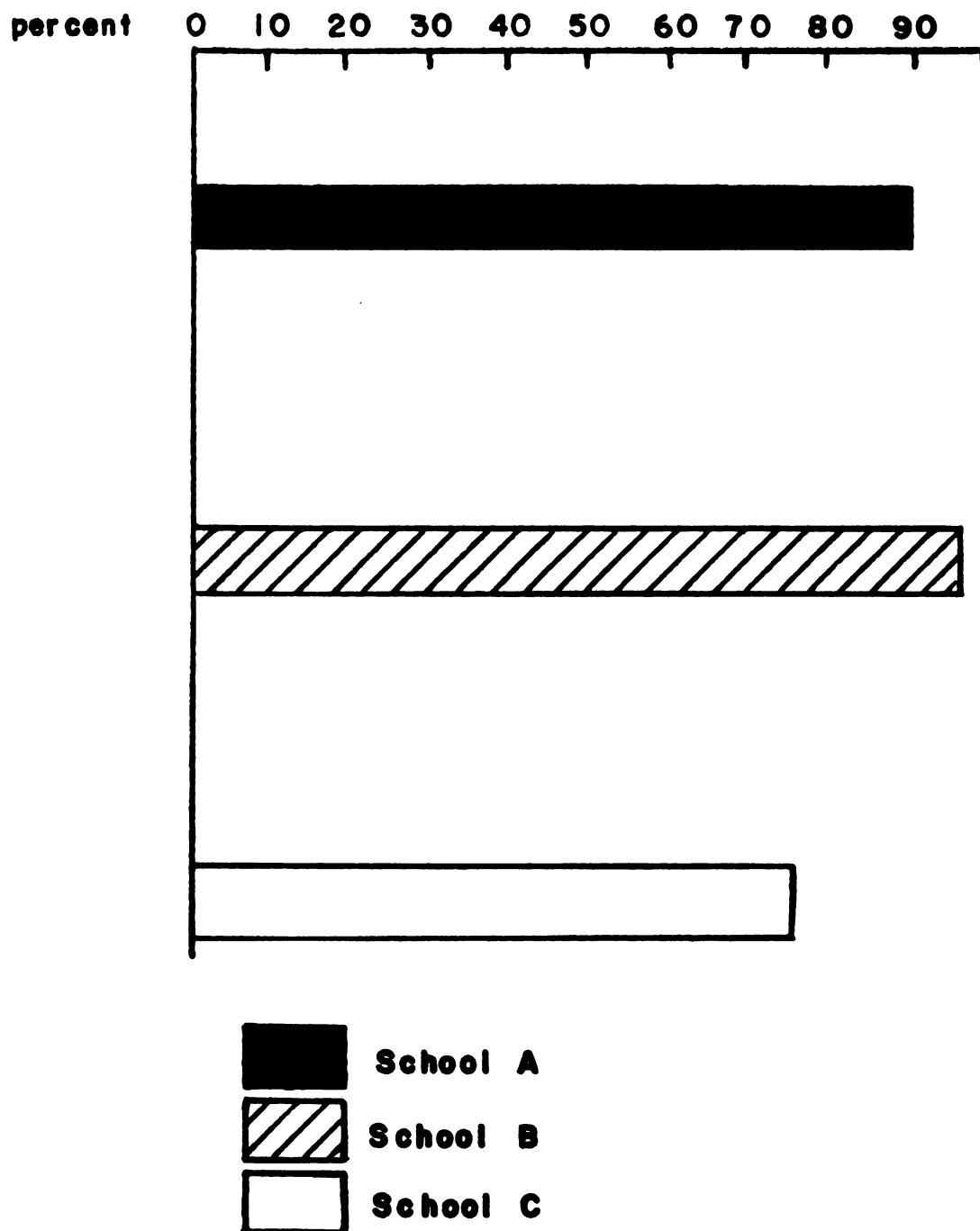


**FIGURE 19. HOW THE LIVING FOR FAMILIES WAS EARNED, AS REPORTED BY PARENTS**

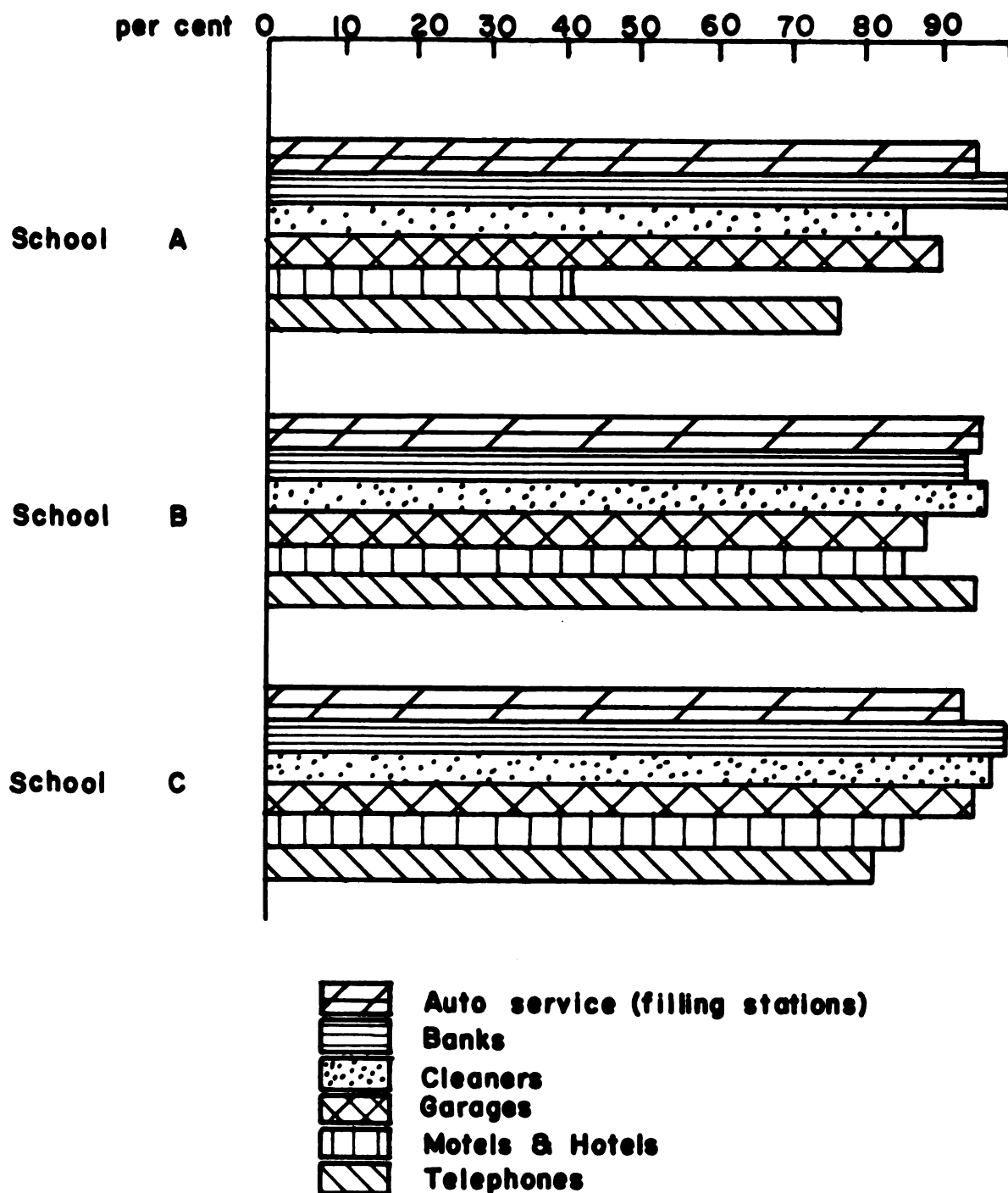
facilities. The responses are shown in Figure 20.

Adequacy of service establishments. The adequacy of the service establishments (Question E), according to parents' responses, varied by communities, this variance is shown in Figure 21. Parents (94 to 100 per cent) from all the communities replied "yes" that the automobile services, banks, garages, and cleaning establishments were adequate. A lower number of responses in Schools A and B was found in relation to the adequacy of the garage than School C. Motel and/or hotel establishments, according to the parents, were less than one-half as adequate in School A (41 per cent) as Schools B and C (86 per cent). The parents in School A (77 per cent) reported "yes" to adequate telephone exchanges, while the response from School B was 96 per cent and in School C, 82 per cent.

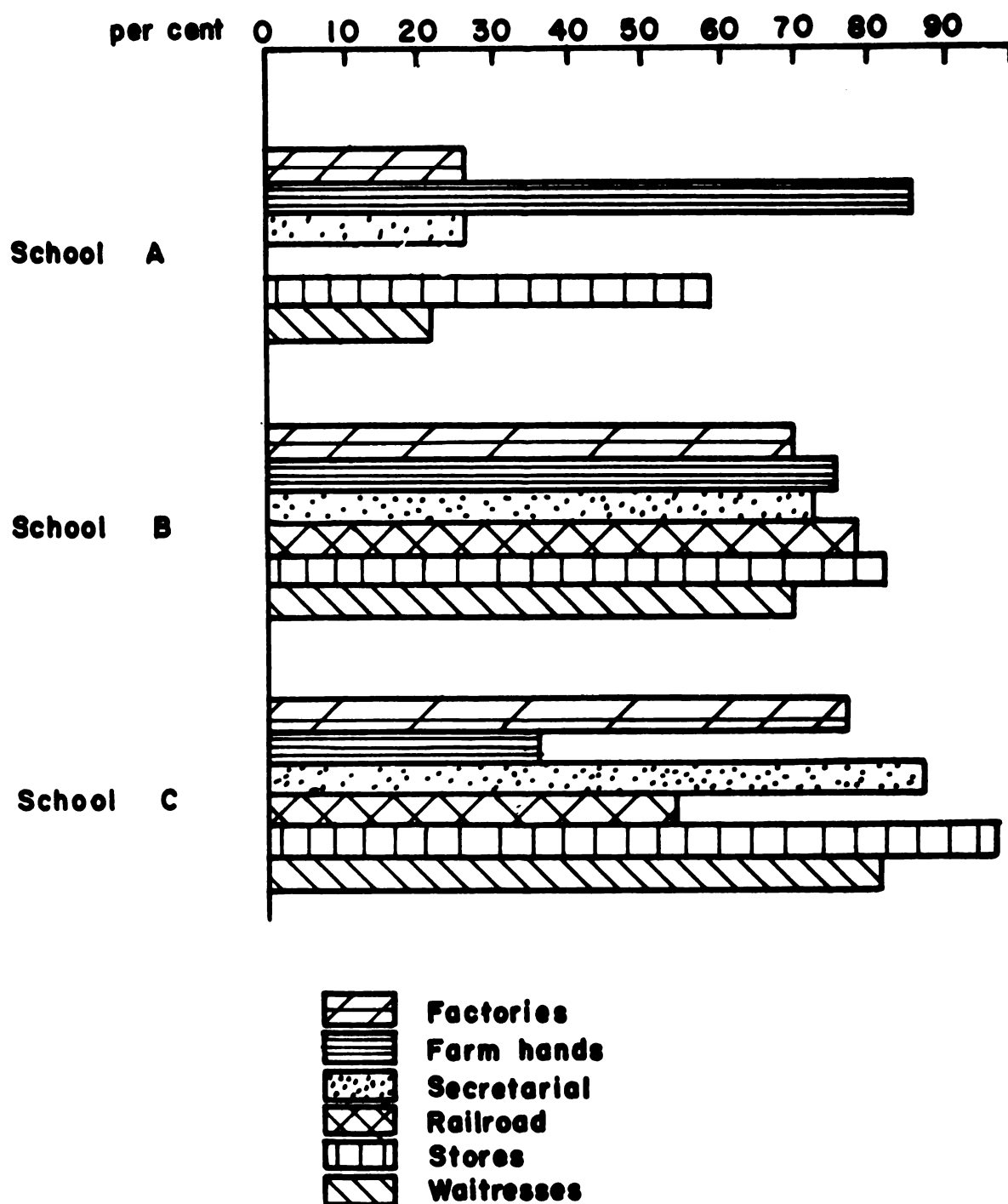
Employment possibilities for teen-agers. The employment possibilities for teen-agers (Question F) was asked on the opinionnaire. A comparison of the replies from the parents is found in Figure 22. In School A, the parents (86 per cent) were of the opinion first that good and fair employment possibilities were on the farms and secondly 59 per cent thought there were employment possibilities in the stores. School B parents (82 per cent) replied "stores" and 78 per cent "railroad", offered their youth the better employment possibilities. School C parents responded the



**FIGURE 20. ADEQUACY OF SHOPPING FACILITIES,  
AS REPORTED BY PARENTS**



**FIGURE 21. ADEQUACY OF SERVICE ESTABLISHMENTS, ACCORDING TO PARENTS**



**FIGURE 22. PARENTS' RESPONSE REGARDING EMPLOYMENT POSSIBILITIES FOR TEENAGERS AND YOUNG ADULTS**

good and fair employment possibilities in "stores" (98 per cent) and "secretarial" jobs (88 per cent).

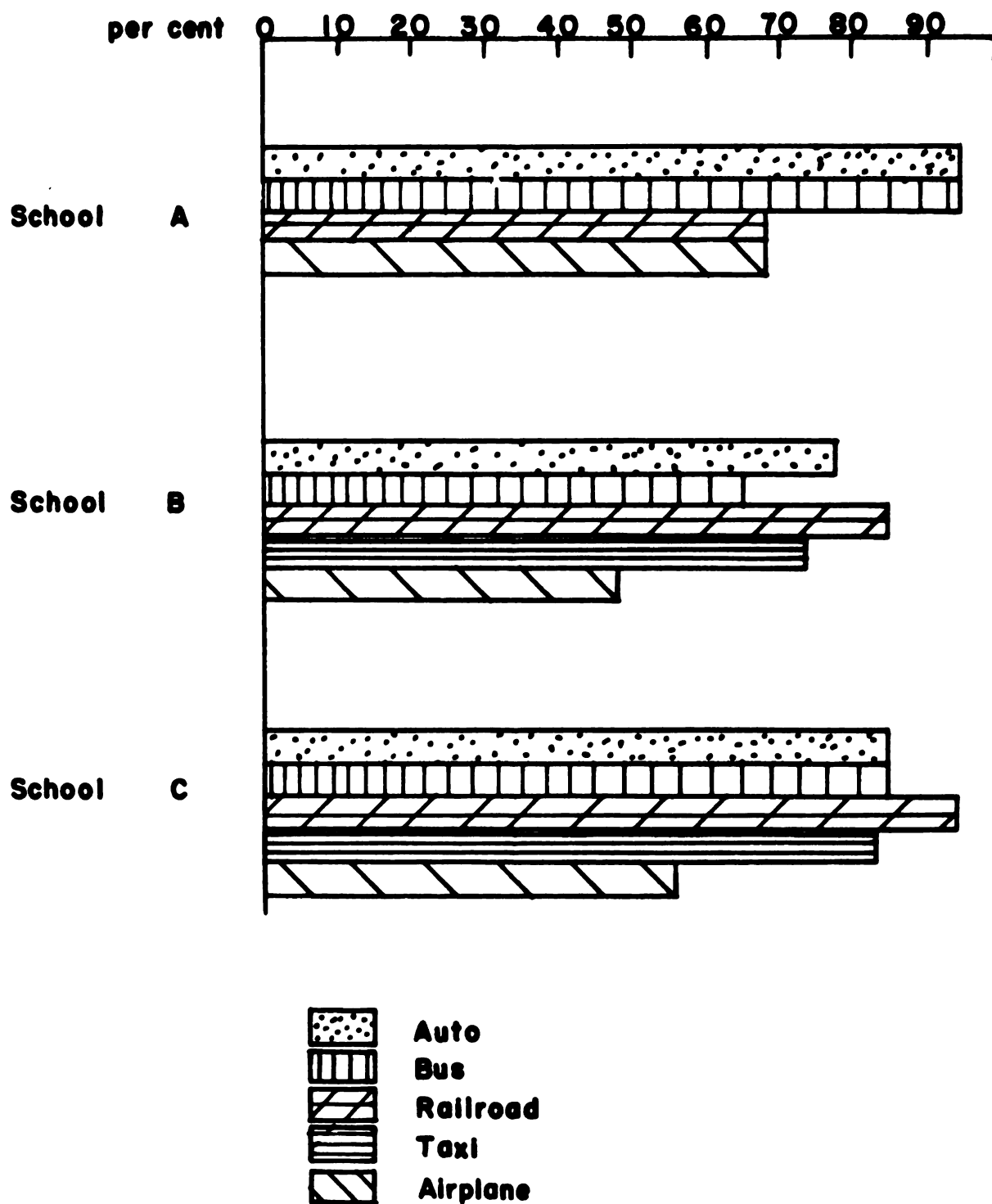
The employment possibilities for teenagers varied by communities. School A youth had the best opportunities of employment on farms and in the stores, the School B community offered work possibilities in stores and on railroad work; and in the School C community employment was better in stores or secretarial work.

Transportation facilities. On Question G (transportation facilities) over three-fourths of the parents reported private automobiles as the best means of transportation. A comparison of the replies is found in Figure 23. School A parents (95 per cent) listed the private automobile and the bus as their good and fair means of transportation. Planes and railroad facilities (68 per cent response) were poor and there were no taxis available in this community.

School B parents (84 per cent) listed railroads, their private automobiles (78 per cent), taxi (73 per cent), and last the bus (65 per cent) as good and fair transportation facilities, with plane accommodations poor (response of 47 per cent).

School C parents (93 per cent) were of the opinion that railroad facilities were good and fair means of transportation, with bus and private automobiles (84 per cent) next, then taxi (82 per cent), and finally that poor plane facilities (as reported by 55 per cent) were provided in their community.





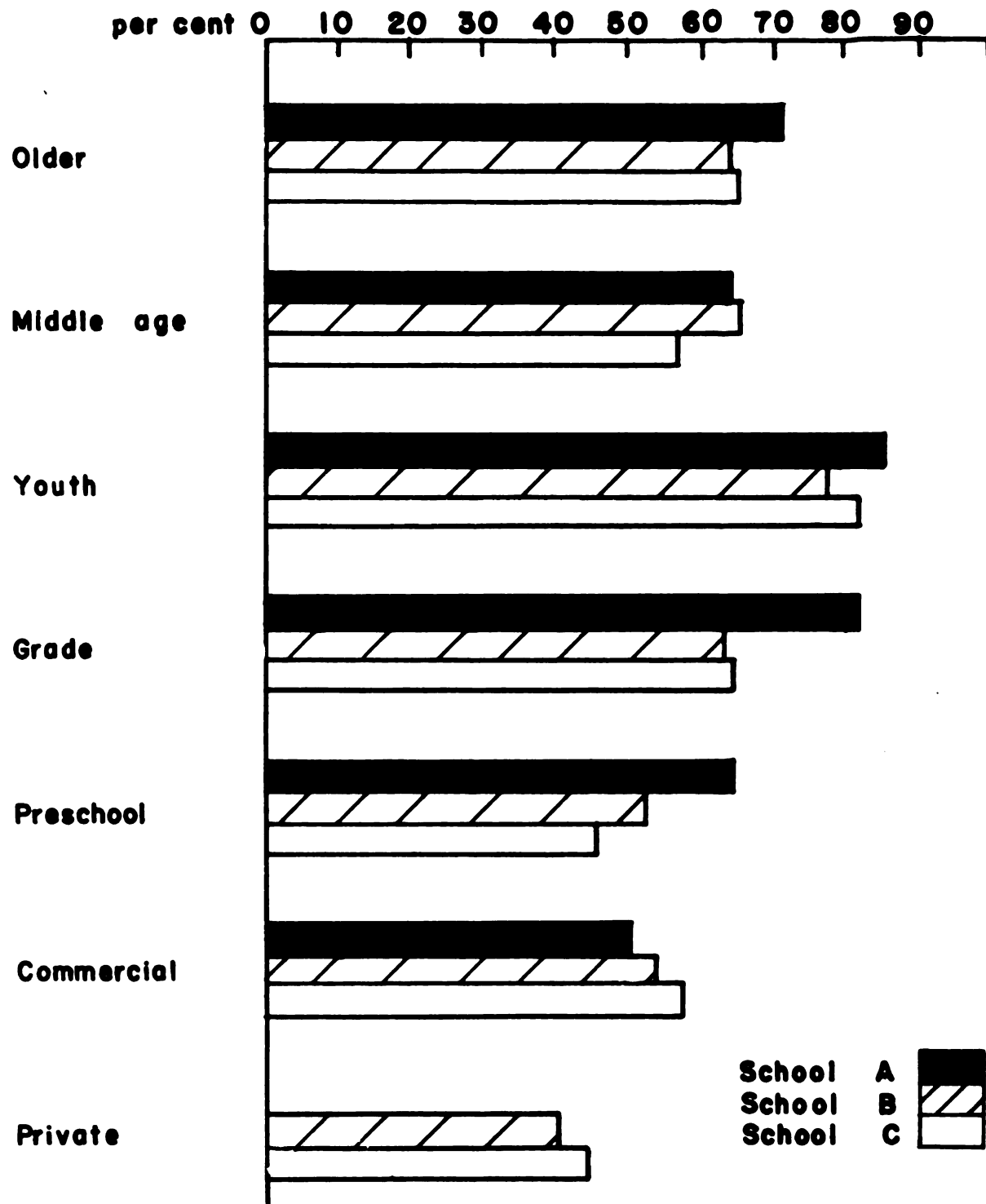
**FIGURE 23. PARENTS' RESPONSE REGARDING LOCAL MEANS OF TRANSPORTATION**

From these data it would appear that families were dependent on furnishing their own means of conveyance with commercial accomodations being less available.

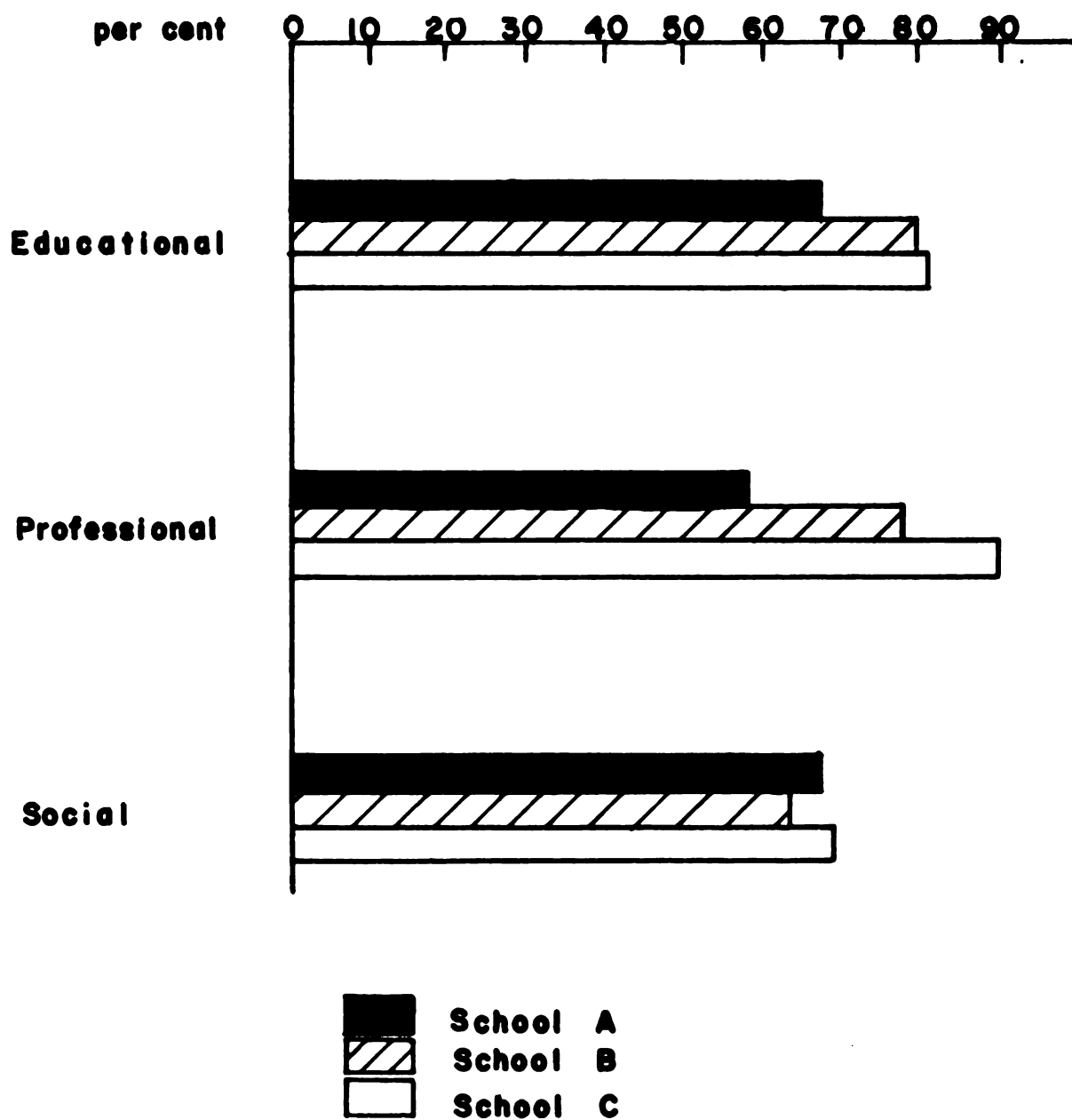
B. Information Useful for Curriculum Planning

Recreational facilities. The parents were asked their opinion concerning the variety of recreation offered for all age groups (Question H) in their communities. This same question was also asked of the pupils. The parents from the three schools believed that recreation in their communities was limited in variety and indicated that additional provision was needed. Figure 24 shows the replies given. The most pressing needs were apparent for the youth and the grade school age group with the older groups listed second. Over 50 per cent of the parents thought more commercial entertainment should be offered. Less than 50 per cent of the parents in Schools B and C and none of the parents in School A believed more provision for private entertainment was needed. However, the pupils differed in their opinion. Schools B and C pupils thought the commercial entertainment was adequate but needed additional opportunity for recreation in the home. School A pupils were of a reverse opinion. Figure 5 shows the pupils' responses.

Clubs. Question I concerned the provisions of clubs in the communities. The parents' responses by percentage are shown in Figure 25. In comparing the three schools, School A



**FIGURE 24. ADDITIONAL RECREATIONAL FACILITIES NEEDED BY VARIOUS AGE GROUPS, ACCORDING TO PARENTS**

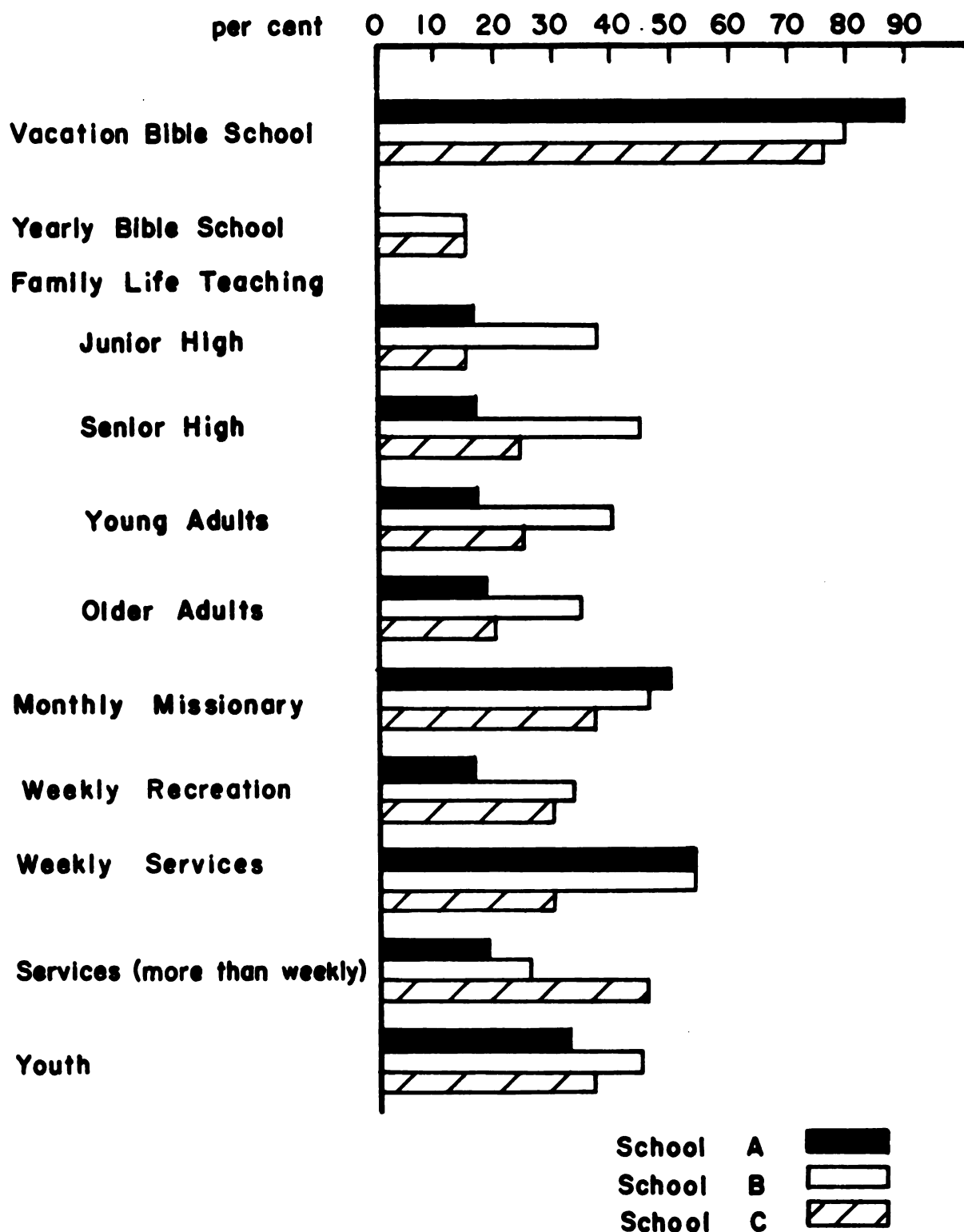


**FIGURE 25. ADEQUACY OF CLUBS, AS REPORTED BY PARENTS**

had the fewest clubs with the exception of those of the social type. The School B parents' responses showed slightly less social clubs present in their community than School A. The School C parents in their responses showed in comparing the three communities the highest adequacy of clubs. In this community the most adequate type was the professional club. This same question was asked on the pupil opinionnaire and with the exception of School A the comparison of the response from the two opinionnaires was within 10 per cent of being the same. The pupil data are shown in Figure 4. Only 20 per cent of the pupils from School A thought the clubs were adequate in their community. The parents' response on the adequacy ranged from 60 to 70 per cent which is a much higher response.

Church activities. Opinions regarding church activities (Question J) as reported by the parents of Schools A, B, and C are presented in Figure 26. A wide range of denominations was found in the three places. There was no evidence of a predominant religious group in any of the communities, however, more churches were of the Protestant faith.

Vacation Bible schools were held in the communities as indicated by 77 to 90 per cent of the responses. Less than one-fourth of the parents in Schools A and C replied that the churches offered family life teaching. Of the School B parents 34 to 44 per cent stated that offerings in family



**FIGURE 26. PERCENTAGE OF RELIGIOUS SPONSORED PROGRAMS, AS REPORTED BY PARENTS**

life teaching were given to junior and senior high pupils as well as to young and older adults. Parents believed (44 per cent) that the largest programs were for the senior high and young adult groups.

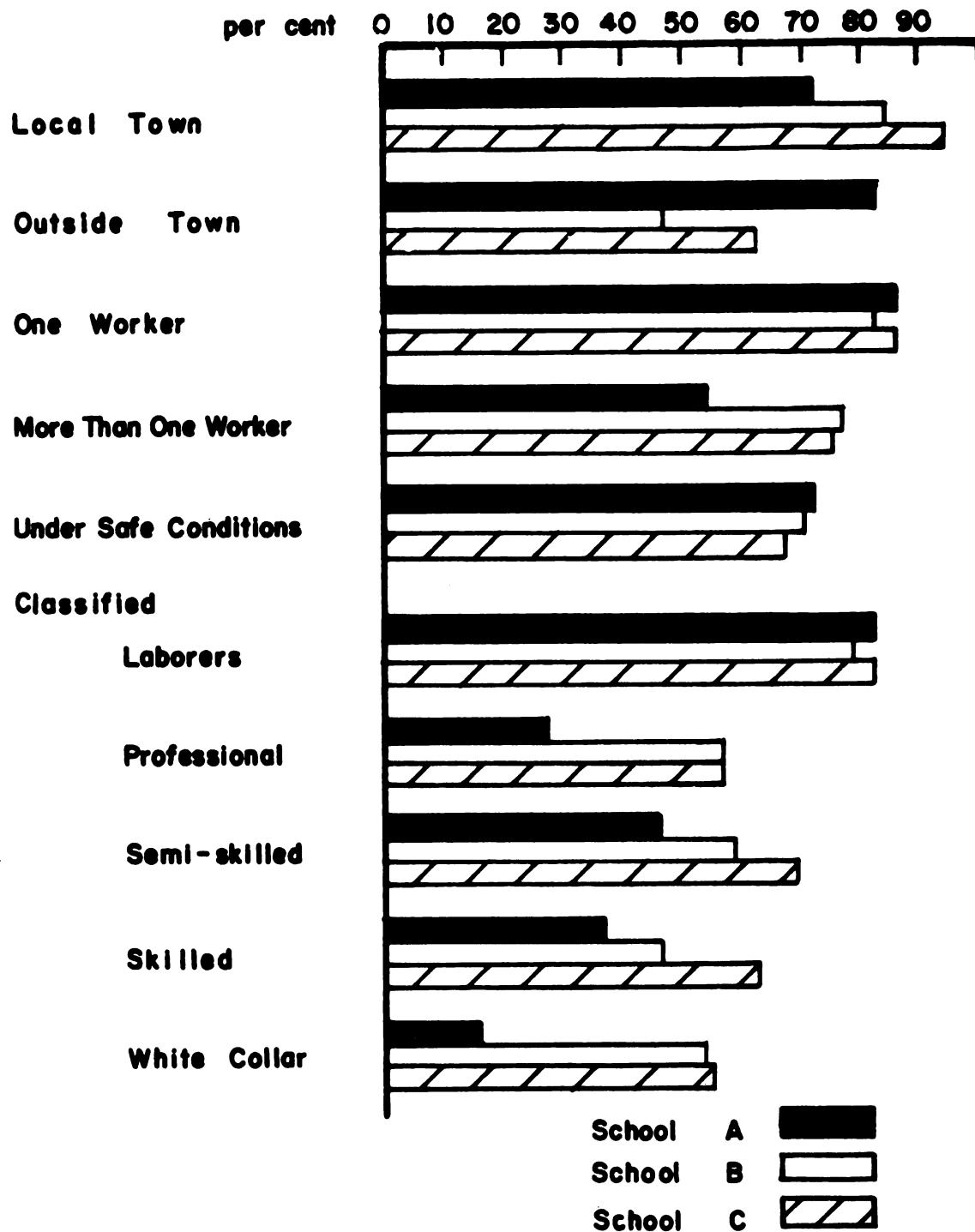
Missionary society meetings were reported by approximately 50 per cent of the communities as monthly affairs according to responses from the parents.

Less than 30 per cent of the respondees in Schools A and C stated that recreation was sponsored by the churches. School B parents (33 per cent) stated that weekly recreation was offered by churches in their community.

The Schools A and B parents (54 per cent) reported weekly church services, while the School C parents (46 per cent) stated services were more than once a week. Youth programs were made available by the churches. From these data the major religious programs of the churches in their communities included the vacation Bible school, weekly services, and monthly missionary society meetings. The School B parents would include family life teaching to youth.

#### Patterns of Employment and Earning for Family Members

Patterns of earnings for the family. A question (K) of the opinionaire was centered on how the family living was earned. A comparison of the parents' responses is found in Figure 27. School A parents stated that more families earned their living outside the local town while the School B and C



**FIGURE 27. PARENTS' RESPONSE RELATIVE TO THE EARNING OF THE FAMILY INCOME**

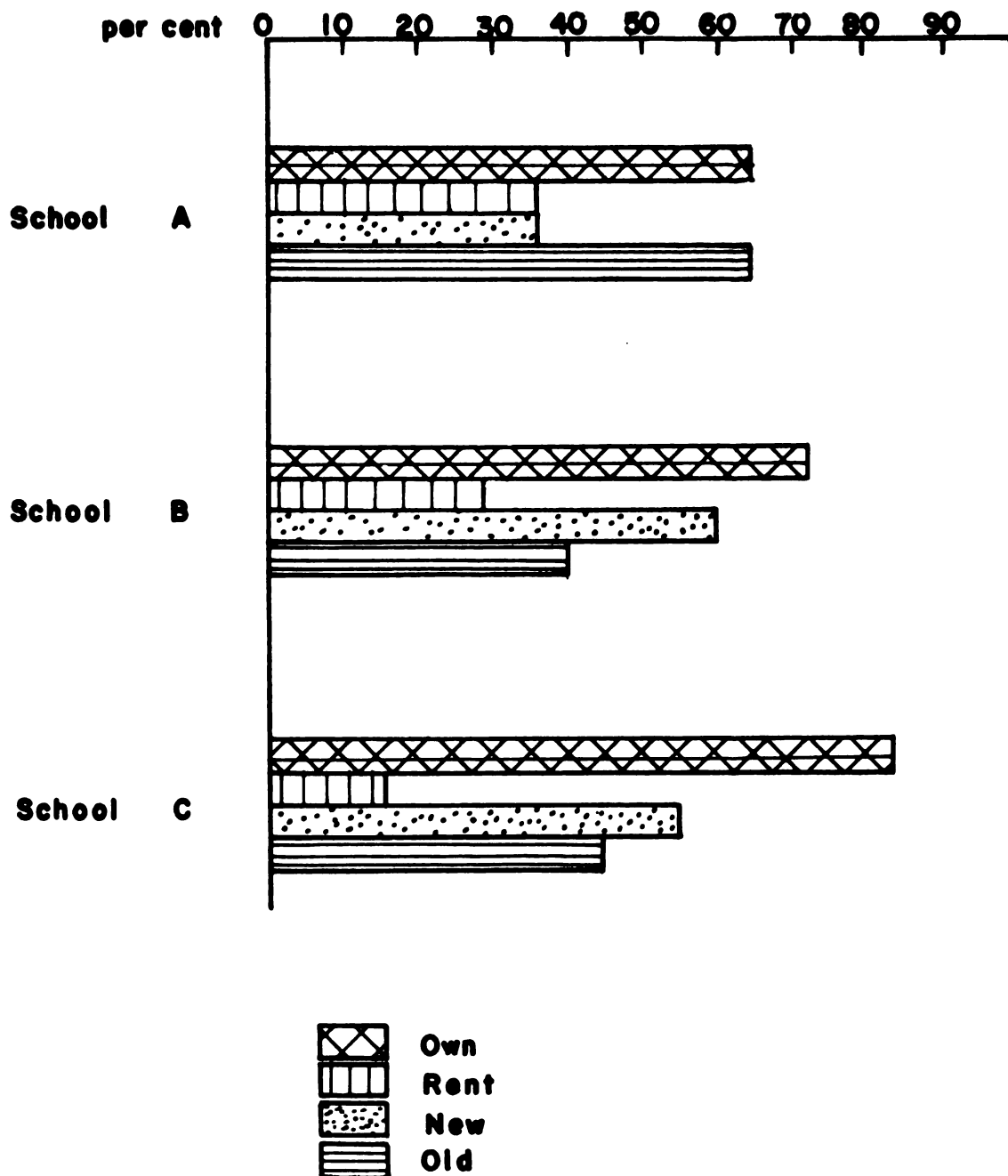


parents were of the opinion that more livings were earned in their local towns. Having one worker in the family was the pattern for the three communities. However, approximately three-fourths of the parents in Schools B and C indicated that others in the family also worked for wages. Only 54 per cent of the parents in School A stated that others in the family worked for wages. The parents (67 to 72 per cent) were of the opinion the wage earners worked under safe conditions.

In Schools A, B, and C the parents reported that the highest percentage of those employed were laborers and semi-skilled. In Schools A and C parents believed the least number earned their livings as white collar workers, while School B parents thought that skilled workers were the lowest number employed in their community.

#### Home Conditions and Family Stability

Where families live. Question L made inquiry relative to where families lived. The replies are presented in Figure 28. The parents (64 to 84 per cent) were of the opinion that homes were owned by families where they lived with more homes being owned in the School C community and the least in the School A area. The homes were described by School A parents (60 per cent), as older buildings; by School B parents (60 per cent), as newly constructed and the School C parents (50 per cent) as new and older buildings. Over 50 per cent of the parents thought the housing was adequate.



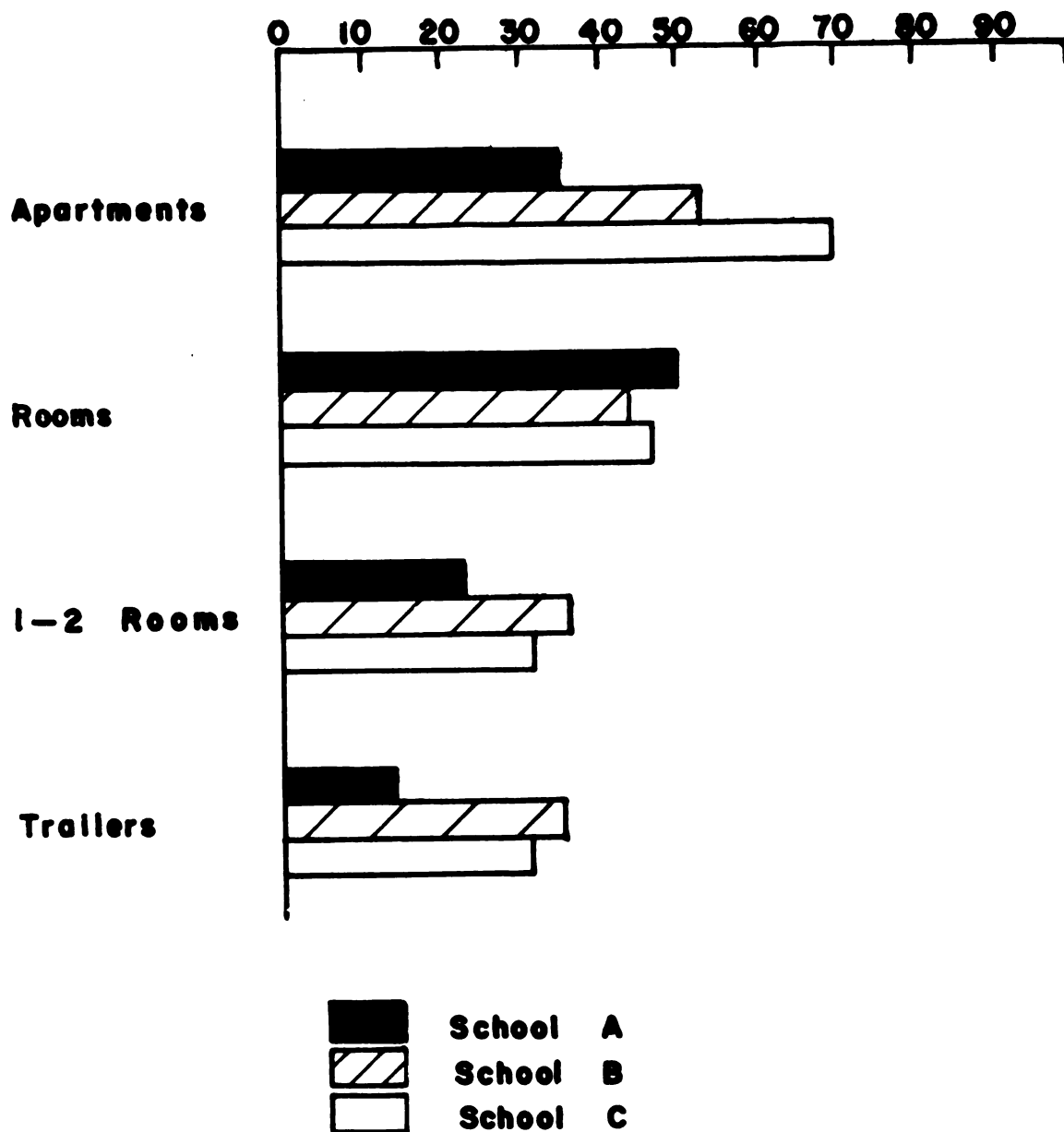
**FIGURE 28. HOME OWNERSHIP, ACCORDING TO PARENTS**

The same question was asked on the pupil opinionnaire. A comparison of these data can be made with Figure 6 which shows the pupils' response.

The parents and pupils were in agreement that a greater percentage of the homes which housed the families were owned, rather than rented and were older buildings. Similar percentages (over 50 per cent) of both parents and pupils judged the housing to be adequate.

Families owned their dwellings according to the responses which showed that a larger percentage of the School A families lived in older buildings than Schools B and C, although the School B community had more new homes than Schools A or C. The parents judged the housing facilities to be adequate.

Kinds of dwellings. Figure 29 shows the kinds of dwellings in which families lived. The parents from Schools B and C were of the opinion that 53 and 70 per cent of the families lived in apartments with rooms mentioned next. The School A parents opinions listed rooms (50 per cent) first, and apartments second. Trailers were mentioned by all the parents as the dwelling place of the smallest number of the families. Here, parents and pupils seemed to disagree as to living facilities and Figure 7 shows the differences in opinion. According to the parents, fewer families lived in trailers than what the pupils indicated. The parents and pupils in their returns were agreed that most families lived

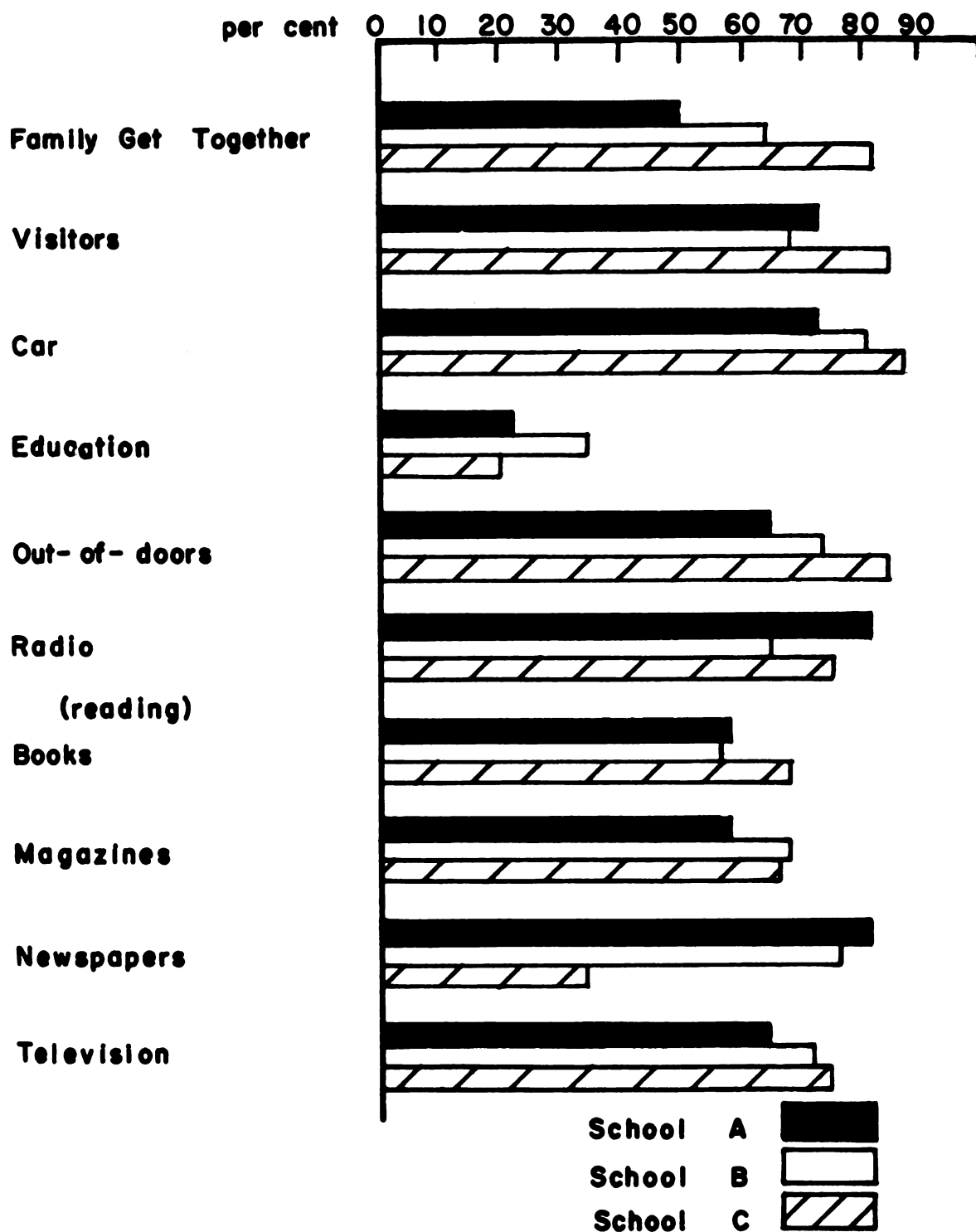


**FIGURE 29. RESPONSES BY PARENTS RELATIVE TO THE KINDS OF DWELLINGS WHERE FAMILIES LIVED**

in "apartments" rather than "rooms".

Leisure time activities. The question relating to leisure time activities of families was included in both the pupil and parent opinionnaires. The parents' replies are presented in Figure 30. School A parents (82 per cent) reported that radio, reading newspapers, visiting, and car riding as the four highest ranking uses of leisure. Nearly 64 per cent of the families mentioned television and outdoor activities. Only 50 per cent of the parents stated family get togethers and less than one-fourth mentioned further education.

Over three-fourths of the parents of School B specified that car riding and reading newspapers were the ways in which most of the leisure time was spent. Outdoor activities and television were reported by 70 per cent of the parents and less than 70 per cent listed visiting, family get togethers, radio, and other reading. Thirty-three per cent were interested in further education. The School C parents gave as their choices for leisure time activities car riding, visiting, outdoor activities, and family get togethers (82 to 88 per cent). Approximately three-fourths of these families spent their leisure time watching television and reading books and magazines. Only 20 per cent of School C parents responded that they spent leisure time in further education.

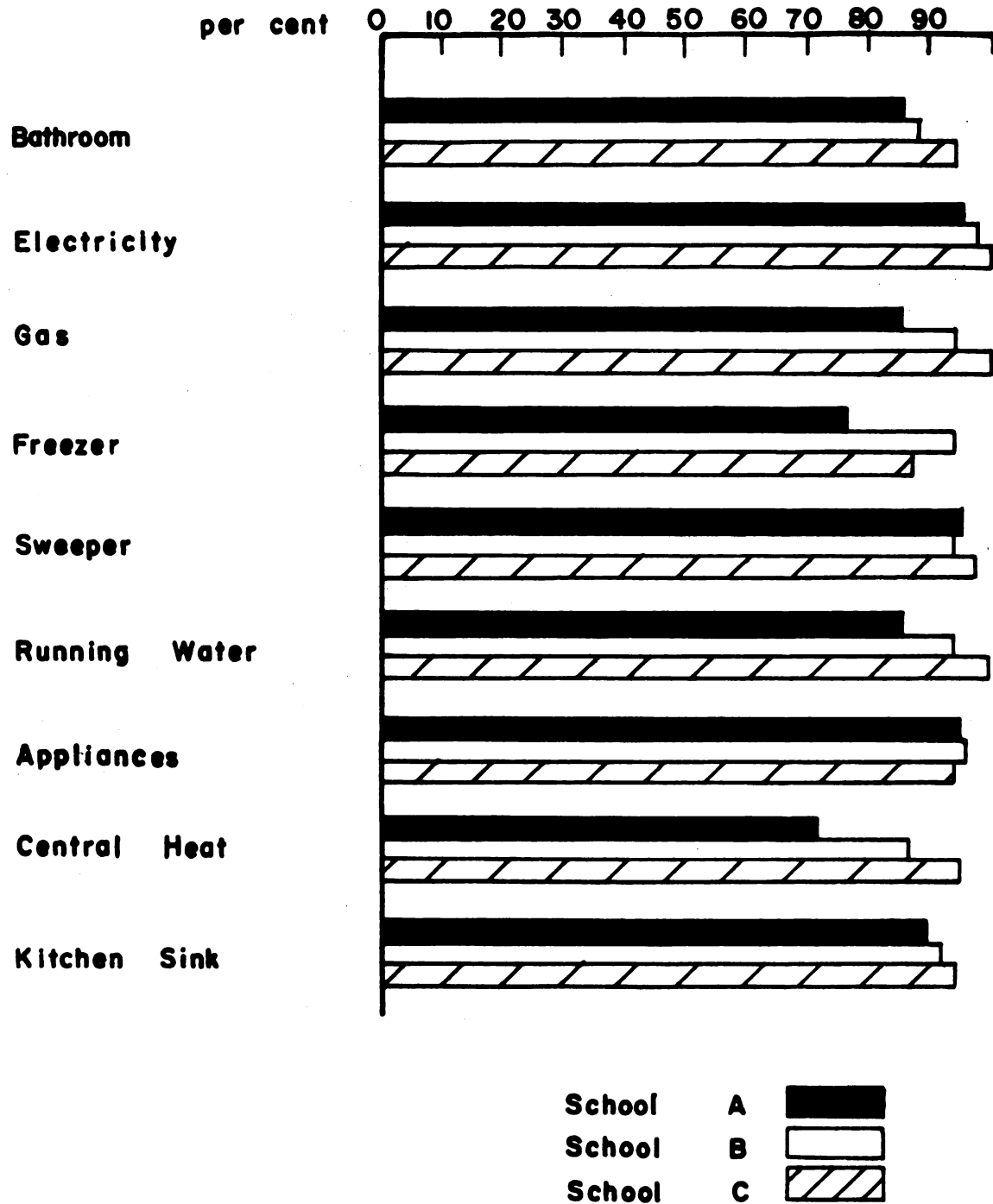


**FIGURE 30. WAYS PARENTS BELIEVE FAMILIES SPEND LEISURE TIME**

Home modernization. Nine items on home modernization were included in the opinionnaire. The percentage of opinions relative to the modernization of the homes are presented in Figure 31. Running water, gas, and electricity were available in 100 per cent of the homes in the School C community, in 94 to 97 per cent of the School B homes, and 86 to 95 per cent in the School A homes. Small appliances were found in approximately 95 per cent of the homes in the three communities and over 90 per cent of the homes had sweepers and kitchen sinks. Three-fourths of the School A homes and 90 per cent of Schools B and C homes had freezers and central heating systems.

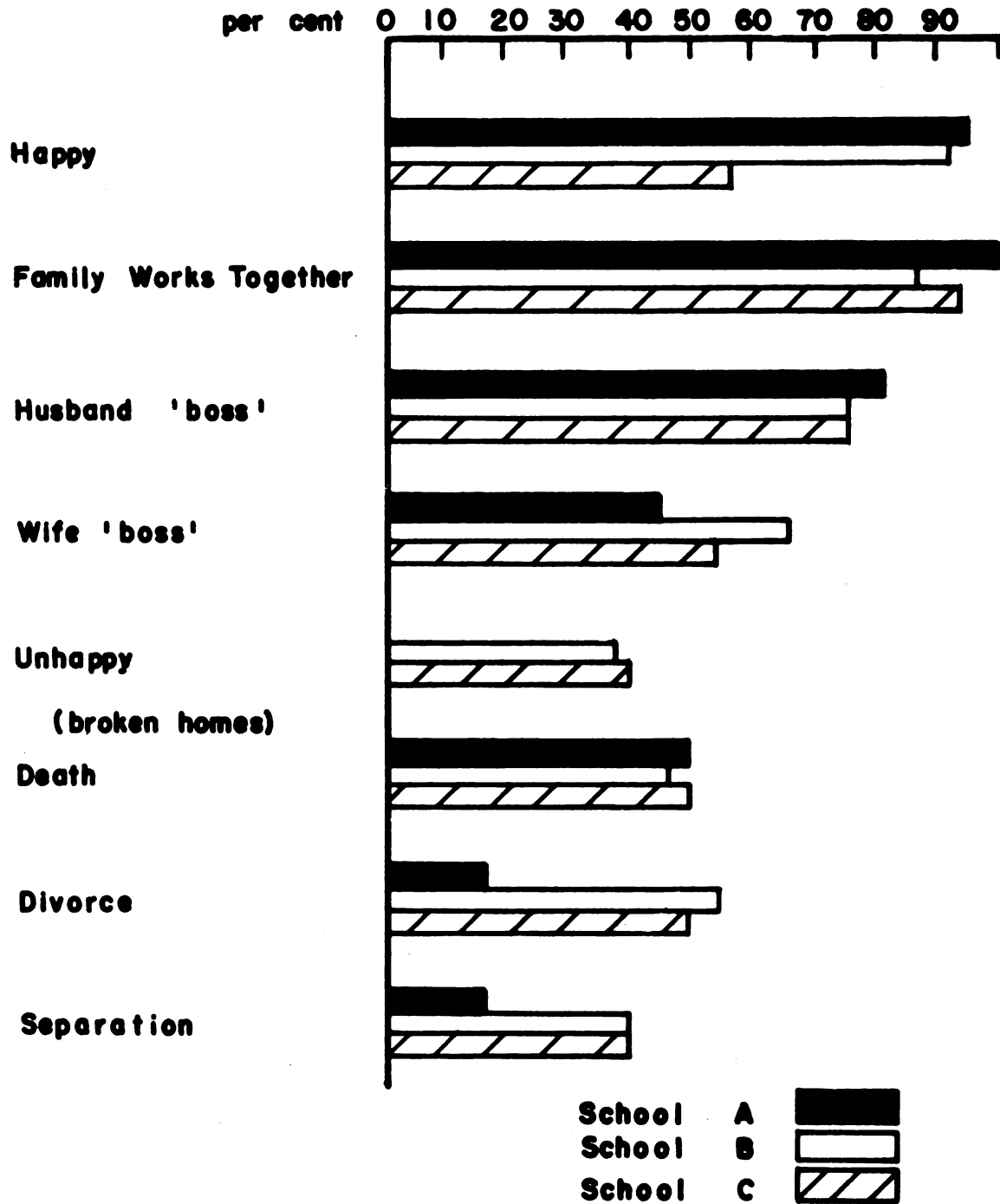
The pupils agreed with the parents on the types of modern conveniences. The pupil data are shown in Figure 9. From these data more than 85 per cent of the homes were judged to have a variety of modern conveniences.

Marriage and home relationships. Question O included information about marriage, the effective and successful relationships in the home. In answer to the question "Are the marriages working?", over 90 per cent of the School A parents suggested a positive reply. However, only 65 per cent of the parents in Schools A and B answered "yes". The data are presented in Figure 32. Over 90 per cent of the parents of Schools A and B and 58 per cent in School C reported happy home relationships. Family cooperation was an effective work relationship in School A; 88 per cent in School B and



**FIGURE 31. MODERNIZATION OF HOMES, ACCORDING TO PARENTS**





**FIGURE 32. HOME RELATIONSHIPS, AS REPORTED BY PARENTS**

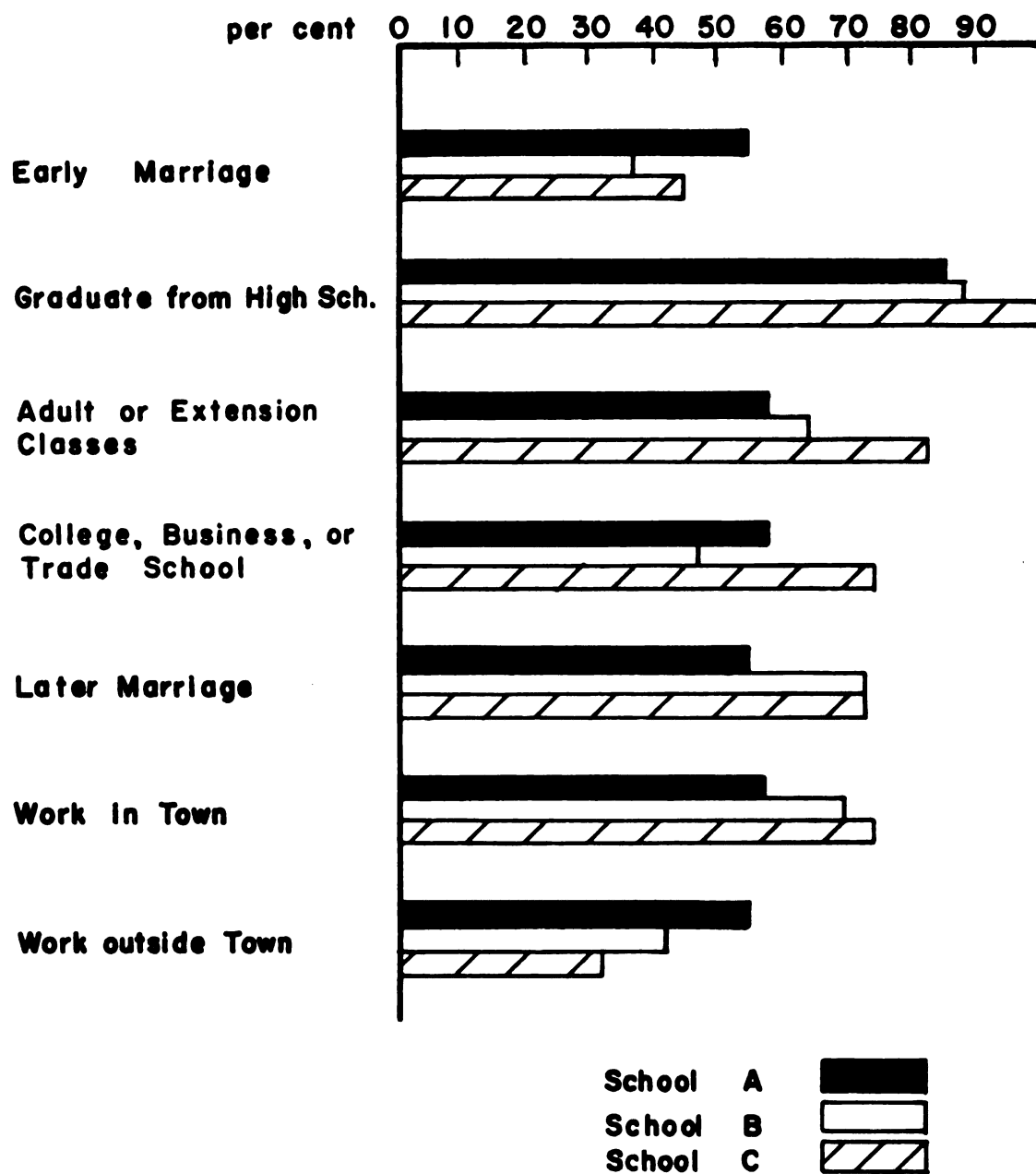
94 per cent in School C. The husband was listed as "the boss" in more than three-fourths of the homes in the three communities with the highest percentage being found in School A. Less than 50 per cent of the School A parents, 50 per cent of School C parents, and over 65 per cent of School B parents reported the wife as "the boss". Unhappy home relationships were not listed by School A parents, less than 40 per cent by School B parents, and more than 50 per cent by the School C parents.

The parents (50 per cent) from the three communities listed death and divorce as the principal causes of broken homes, although 20 per cent of the parents from School A and 50 per cent of Schools B and C parents related divorce with the broken homes.

Pupils' responses are submitted in Figure 10. A comparison of the data from both opinionaires showed similarity of response to the question.

#### Aspirations for the Youth of Community

Plans and hopes for children. Plans and hopes of parents for their children after 16 years of age were included in Question P. The responses are presented in Figure 33. All of the School C parents and 86 to 88 per cent of Schools A and B parents reported that they desired their children to graduate from high school. The viewpoints on marriage for their children varied. Fifty-four per cent



**FIGURE 33. PARENTS' PLANS AND HOPES FOR CHILDREN AFTER SIXTEEN**

of the School A parents desired marriage within 1 or 2 years after high school or (59 per cent) after completing further schooling. Seventy-two per cent of the parents in Schools B and C wished marriage for their youth after schooling beyond high school. Approximately 40 per cent desired their children to marry 1 or 2 years after high school.

School A parents were equally interested (59 per cent) in the three types of education beyond high school. School B parents (63 per cent) desired their children to take adult or extension classes and approximately 50 per cent were interested in continuation of a more formal type of education. School C parents (82 per cent) favored adult or extension classes but 74 per cent were also interested in their children taking business, trade, or college work.

Approximately 60 per cent of the parents in School A and more than 70 per cent of the parents in Schools B and C hoped their children would work in the town where they lived.

The replies from pupils are presented in Figure 11. Over 93 per cent hoped to graduate from high school; more than 50 per cent desired some form of further education, preferably a business type. Parents and pupils favored later marriage than 1 or 2 years after high school. School A pupils desired to work in another town. Schools B and C pupils agreed with their parents in seeking employment in their own community.

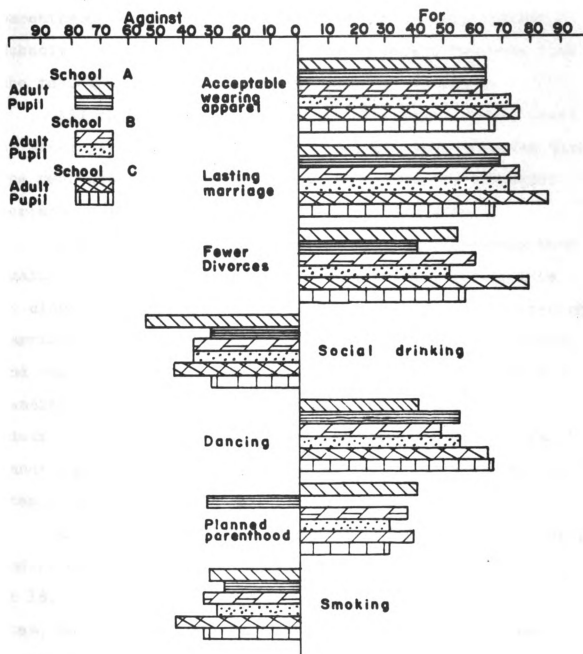
Differences in opinion between adults and teen-agers in relation to personal and family behavior. The final question in the opinionaire pertained to certain practices in the community and attempted to obtain differences in the opinions of adults and teen-agers. Seven items were listed to be checked. Response for the three schools are presented in Figure 34.

The adults and teen-agers in the three communities were in close agreement on the item, acceptable wearing apparel, according to the parents' response. The pupils in School B and the adults in School C seemed to favor this item the most. The adults in School C in particular, as well as the other two schools favored lasting marriage more than the teen-agers, with the School B teen-agers showing a slightly more favorable response than Schools A and C. On the item, fewer divorces, the adults were more favorable than the pupils. The School C adults and teen-agers gave the largest response regarding this. Both teen-agers and adults were opposed to social drinking in the three schools, The Schools A and C adults, according to the parents, disapproved of this practice more than the teen-agers.

The teen-agers favored dancing more than the adults did in the three schools with the exception of the very slight difference between the two groups in School C. The School A adults were less in favor of dancing than any of the other responses given.

The teen-agers in School A were against planned





**FIGURE 34. PARENTS' VIEWPOINT OF DIFFERENCES BETWEEN PUPILS AND ADULTS IN THE COMMUNITY**

parenthood, while the adults were for this item. In the Schools B and C adults favored planned parenthood more than the teen-agers, according to the parents' response.

All three schools, adults and teen-agers were opposed to smoking. The adults were more against this practice than the teen-agers. The School C adults showed the strongest percentage against smoking of the responses made.

The parents responded that adults and teen-agers were against social drinking and smoking. The two groups were in close agreement on acceptable wearing apparel and lasting marriage. The adults were more in favor of fewer divorces, and smoking than the teen-agers. Teen-agers were more for dancing than were the adults in the three communities. Adults and teen-agers (except in School B who were against) sanctioned planned parenthood with the adults favoring this item more than the teen-agers.

A comparison of these data from responses of the pupils and parents is shown by comparing Figure 34 with Figures 12 to 18. The greatest difference of opinion was found on the item, dancing. Teen-agers were more favorable than were the adults in the three communities, closer agreement is found on acceptable wearing apparel, lasting marriages, and few divorces. Teen-agers and adults were against social drinking. Returns from two opinionaires showed that both groups were opposed to smoking except for the pupils' response in School B. Returns from the opinionaires indicated planned parenthood was sanctioned with the exception of the School A





teen-agers who were against this, according to the parents' opinionnaire.

## PART II - - VALIDATION OF PARENTS' OPINIONNAIRE

Interviews with parents. The names of thirty parents in the three schools were secured for interviews. More than two trips were made to the thirty homes and 90 per cent of the parents were interviewed by the investigator being divided among the three schools as follows: five in School A, eight in School B, and fourteen in School C. The purposes of the interviews were to find out if the opinionnaire had been received and returned; if the parent had not cooperated the reason for this decision, and to discover any misunderstood or confusing wording of the questions on the opinionnaire.

Two sets of five questions each which appeared on the parents' opinionnaire were used for sampling. The investigator had modified one set for clearer meaning and the other set remained as originally stated on the opinionnaire. These questions were those which pertained to where the living for the family was earned, where the families lived, how they spent their leisure time, the home relationships, and differences of opinion between the adults and the teen-agers. The parents interviewed were 100 per cent agreed that the revisions which had been made had improved the clarity of the questions.

All the parents but one in School A had received the

opinionaire. The following comment came from the one parent,

Parents and teachers should share in planning for the kids. I'm gonna see why this wasn't given to me. I think it's important.

Seven parents in School B had filled out the opinionaire and returned it, the eighth person said,

"I just didn't get it done. It seems the schools are always asking for something."

Eleven parents in School C had returned the opinionaire, two parents had thrown it away and another parent remarked,

I thought it was marked somehow and might be used in this bond election. My husband and I didn't want to be quoted.

### PART III - - TESTING OF OPINIONAIRES BY BEGINNING TEACHERS

Five beginning teachers sent the final revision of the parent opinionaire to 215 parents. Eighty three per cent (178 parents) returned the opinionaire. The parents lived in the western part of Illinois and their children attended schools located in rural, urban, and consolidated rural communities.

One teacher reported that her administrator was hesitant about having the parent opinionaire sent to the homes without consulting the board of education. Since no objection was made by the board of education the opinionaires were sent and the majority of the returns were voluntarily signed.

The beginning teachers believed the use of the parent

opinionnaire aided them in pre-planning the homemaking program in the community. Their replies indicated that these opinionnaires secured for them a word picture of the families of their pupils. They felt more secure before their classes knowing the reactions of parents on many questions. Also, the beginning teachers reported home visits were easier to make and suggestions for home projects more meaningful because of the information gained from the parent opinionnaires about the community and the families living there.

The statements made by the beginning teachers summarize their reaction to the use of the parent opinionnaire.

I found it was true that parents can help in curriculum planning. The opinions they gave plus the notes written on the forms indicated to me that I had support for the homemaking program.

I was afraid parents would think I didn't know how to plan my work but this form served as an introduction for me. The parents liked my asking for their comments.

One parent brought the form back to me filled out and told me things about the community she preferred not to write. When she started out I thought 'gossip' but a recheck with the principal showed she was sincere. Her warning that the community was very conservative helped me in planning my course work as well as my conduct. An advisory council for homemaking was formed this spring and the adult class was a success. Neither of these were a part of the program before. The opinionnaire was a help since it got parents interested.

Summary. The parent opinionnaire was tested in three types of communities, agricultural, industrial and combination (agricultural and industrial). Forty-eight per cent of the 155 parents completed and returned the opinionnaire. Interviews were held with 27 parents in the three schools to

further refine the instruments. From these interviews it was found that one community (School A) was unfamiliar with forms such as the opinionnaire and the School C community had been 'over exposed' to filling out forms. The final revised form was used by 5 beginning teachers in their communities. From the tabulated returns and interviews differences were found in the three communities. It would seem that data from the parent opinionnaire could furnish a homemaking teacher information in pre-planning a homemaking program. Possible approaches for the use of such information is given in Chapter VIII.

A copy of the original form for the parent opinionnaire and the revised forms showing the changes which were made are included in the Appendix, page 214ff.

## CHAPTER VII

### ANALYSIS OF THE INTERVIEW SCHEDULES AND OBSERVATION CHECK LIST

A jury composed of administrators and homemaking teachers provided the basic information for the study. They recommended that administrators, residents of the community, the agriculture teacher or county agent could provide reliable local information in program planning, and that the homemaking teacher could glean a great deal from personal observation in the community. This chapter deals with the instruments for interviewing persons and making observations in the community. The three instruments included the schedule for interviewing a school administrator, the community observation check list, and the resident interview schedule. The items for these instruments were derived from the suggestions of the jury. In the main, the kinds of pertinent information suggested by the group were as follows:

1. Comparison of the community with others in the area (size, transportation facilities, how governed, school and community relations).
2. Patterns of employment and earning for families and teen-agers.
3. Business establishments and community agencies in the community.
4. Recreational facilities, clubs, and church activities.

5. Physical setting and general appearance.
6. Educational opportunities in the community.
7. Controversial issues and harmony in the community.
8. Marriage stability in the community.

Statements involving these items were included in the final forms of the three instruments, the two interview schedules and the observation check list.

#### PART I - - INFORMATION FROM THE INTERVIEW SCHEDULES AND OBSERVATION FORM

##### The Schedule for Interviewing An Administrator

In the jury's opinion the administrator could inform the homemaking teacher on items as the local government, service and welfare agencies, and educational opportunities in the community. The jury believed administrators could likewise furnish information when comparisons with other communities were desired. The general information included principal occupations, professional services, employment possibilities, church activities, and relationships within the community. The administrators were checked as a good source when information on transportation facilities and inquiry about controversial issues in the community was needed.

These eleven items of information were incorporated into the schedule for interviewing a school administrator about community conditions which affect families.





The interview schedule was furnished fifteen student teachers who were graduating seniors expecting to teach in less than three months. They interviewed the school administrators, the superintendent or the principal, in their student teaching assignment. Almost an equal division of interviews were held with superintendents and principals. Since none of the fifteen students had questions pertaining to the information to be obtained, no changes were made in the instruments before using. The investigator instructed the student teachers to check a classified telephone directory for a listing of professional services, community agencies, and types of transportation. If this information was secured these questions would not be used in the interview. They were also to arrange a conference time with the administrator. Only four of the fifteen student teachers found a classified telephone directory in the community where they were teaching. The fifteen students did their student teaching in the three off-campus schools designated in this study as Schools A, B, and C.

The student teachers in School A (rural school) believed the administrator was not as pressed for time as the administrators in Schools B and C. All student teachers stated that the administrators were cooperative and seemed receptive to furnishing information about the community. Using this method showed that there were differences between the three communities.



Responses of the administrators in the three schools to Question A, comparison of the community with others in the area, believed the population was stable in each of their communities. School A had very few foreign born residents, while Schools B and C had specific nationality patterns. School B administrators stated that the population in the community was employed, while in Schools A and C, approximately one-half of the population had retired. Commercial transportation was rated as fair to good, with the exception of plane service, while in School A poor railroad accommodations were reported. The same opinions relative to transportation were expressed by the parents. The parents and administrators also agreed that cooperative school community relationships existed in the three communities.

On Question B, how the community was governed, the difference found was that administrators in Schools B and C stated pressure groups were outspoken, while in School A these groups were quiet. The School C community was the only one which had a city manager. Concerning officials in the communities (elected and/or appointed), the administrators reported these were chosen on the basis of the person for the job rather than political party affiliation.

The principal occupations were farming and local businesses (Question C) with some commuters to industry, in School A, according to the administrators. Manufacturing and industry were given occupational preference by the Schools B and C administrators. This corresponded to the

replies of the parents.

Fewer professional services (Question D) were reported in the School A community, with mention of dentists and medical doctors.

Employment possibilities (Question E) were better on farms in the School A community, and factory, secretarial and waitress work were available in the Schools B and C communities. The latter also afforded some farm work employment.

Agreement was observed in the administrators' and parents' response that the private automobile was the best means of transportation (Question F) in the School A community. Commercial conveyances, as well as private automobiles were used mainly in the other two communities.

Many more community agencies (Question G) were in existence in the Schools B and C communities, while the School A community had the least number. This was also true of the health and safety factors based on the administrator's opinions.

Relative to Question H on church activities, the administrators from School A knew more about the program than the School C administrators. As was found on the parent opinionnaire the School B community had a broader religious program.

The administrators stated on Question I, educational opportunity, that only public schools were operating in School A with no resources for kindergarten and nursery

schools. Extension class work beyond high school age was available. In the Schools B and C communities private as well as public schools were available with work offered to pre-school, elementary, secondary, and college age groups.

According to Question J administrators indicated that School B had few factions while Schools A and C were facing racial problems. The problem of selling liquor to minors was reported in School C.

Controversial issues in the communities (Question K) were not apparent in School B. Two issues were prevalent in School A, drinking and profanity. Indifference toward smoking and drinking except for teachers was an issue. Controversial issues in the School C community included selling liquor to minors, drinking, and attitudes for and against divorces. Similar statements were reported on the pupil and parent opinionaires.

Comments made by the student teachers relative to the use of the administrator schedule are given below:

I felt it was worthwhile talking to the principal. He was most cooperative and willing to answer any questions. I felt I knew him better. This could definitely be a way of becoming better acquainted with the administrator in any school, after our interview we always had something to talk about other than the weather when we met.

I think the information gained here is very useful in giving you an insight and some understanding of the community. I was glad I made an appointment and after the interview the administrator said, 'I think this time has been well spent. I'm going to do a little more community check-up myself.'

Copies of the schedule were requested by administrators to use as they attempted to interpret the community to new staff members. One administrator commented after the interview, "I need to know more about this community first hand. I'm going to circulate more."

The school administrators in each of the communities reported the existence of cooperative community school relationships, a stable population, fair to good transportation, poor plane service, and the presence of pressure groups. Political officers were elected upon the basis of the candidates for the jobs rather than party affiliation. The pressure groups in School A were quiet, while in Schools B and C they were outspoken.

There were no changes made in the schedule for interviewing a school administrator since neither administrators nor student teachers indicated difficulty in its use nor changes in its format.

#### The Community Observation Check List

The jury believed that the homemaking teacher could gather other important facts from observation. For this purpose the investigator formulated a one page check list.

Part A of the check list included the general appearance of houses and yards, store buildings, streets, and health and accident precautions. Part B pertained to resources in the community, the available professional services,



business establishments, and recreational facilities.

Fifteen student teachers used the observation check list in the community where they were to do their student teaching. The students did student teaching in the Schools A, B, and C communities. Comments by four of the student teachers were:

The check list was very helpful when going into a community. Since the community was small I never thought so many resources could be found. I think a check list like this would be very helpful for new teachers going into new communities.

I think this is a good idea. I observed the town more since I had this as a guide. It has made me feel more secure here.

This check list helped me to find out many things about the town which will certainly be of benefit to me since I'll be living and teaching here. It gave me some suggestions to make to students for projects.

I thought this check list was an excellent way to become aware of the facilities in the community. It gave me an idea what to look for in a new community and I know it will prove profitable to me later on to know about these resources.

There were no changes made on the observation check list. None of the student teachers had difficulty in using the instrument.

### Resident Interview Schedule

Certain key residents in the community, certain professionally trained individuals, and other key persons could furnish pertinent information about a community to a homemaking teacher. The suggestions of the jury are shown in Table I. From these individuals data about the community



and individual families in the community could be secured.

The investigator prepared the resident interview schedule dividing the personnel to be interviewed into three groups. Group I was composed of a chamber of commerce representative, newspaper representative, banker, long time resident, town librarian, or laborer. Five questions attempted to discover what the individual liked about the community, how the community differed from others within fifty miles, how families earned their living, clubs and other organizations available in the community, and how well the people worked together in the community.

An agriculture teacher or farm adviser represented Group II. Three questions concerning the physical setting of the community, controversial issues in the community, the presence of factions in the community were used in the interview.

An attorney or minister comprised Group III. Four questions centering on the stability of marriages, controversial issues, earning of livings, and presence or absence of factions in the community were used in the Group III interview.

Fifteen student teachers interviewed 55 persons in the community including all those persons suggested in each grouping. See Table III for the results from these interviews.

The interviewers found the people in the three communities friendly and cooperative. The comments of three



TABLE III

## INTERVIEWS HELD USING THE RESIDENT INTERVIEW SCHEDULE

| Personnel           | School A | School B | School C |
|---------------------|----------|----------|----------|
| Group I             |          |          |          |
| Chamber of Commerce |          | 1        | 1        |
| Newspaper           | 1        | 1        | 1        |
| Banker              | 1        | 1        | 1        |
| Long time resident  | 2        | 3        | 4        |
| Librarian (city)    | 2        | 1        | 1        |
| Laborer             |          | 3        | 2        |
| Group II            |          |          |          |
| Agriculture teacher | 2        | 4        | 4        |
| Farm adviser        | 1        | 2        | 2        |
| Group III           |          |          |          |
| Attorney            | 1        | 2        | 1        |
| Minister            | 2        | 3        | 5        |
| Totals              | 12       | 21       | 22       |

of the students who held the interviews summarized the satisfaction the student teachers felt after this experience in using the resident interview schedule.

When talking with anyone in the community these questions I kept in mind. However, the people I interviewed were friendly and wanted to talk. If you seemed interested in the affairs of the community the people readily shared what they knew and this was one means of being acquainted and feeling you belonged.

These interviews are one means of using to advantage human resources of a community. It helps you to gain quickly knowledge that otherwise would take lots of time. It also can be a good means of further public relations.

All the faculty, friends, and neighbors I met were exceedingly friendly. I'm going to use this in the community where I go to teach. I felt more than well paid for the extra time these interviews took, it was so easy to talk with people using these questions, since I had something definite to guide me.

## PART II - - TESTING THE INTERVIEW SCHEDULES AND OBSERVATION FORM

### Testing of the Interview Schedules and Observation Form by Beginning Teachers

Five beginning teachers used the administrator interview schedule, community observation check list, and resident interview schedule in five communities. From their reports no difficulty was encountered in the use or understanding of the devices.

The investigator was told by these teachers:

The administrator was helpful and I believe our interview increased his respect for homemaking. He believes in basing the curriculum on the interests and needs of pupils and drawing from the community learning experiences.

I had a specific purpose and used the information received in tempering the planning of the curriculum. My foods classes will be based on using farm products grown here and more attention will be given to selection and make-over garments.

Cliques are in town and in the school. I hope I can help at least in the classroom.

Summary. Three instruments were developed to assist the homemaking teacher when observing and interviewing persons in the community. Fifteen student teachers used the schedule for interviewing an administrator, the resident interview schedule, and the community observation check list in three communities. Five beginning teachers used the same instruments. From the reports of these twenty persons the instruments were found usable and helpful in securing needed data about the community which might assist a homemaking teacher in planning the homemaking program. Copies of the three instruments are found in the Appendix, page 193ff.

A summary for the information secured about Schools A, B and C with implications for use in curriculum planning is given in Chapter VIII.

## CHAPTER VIII

### POSSIBLE APPROACHES FOR USING INFORMATION ABOUT PUPILS, FAMILIES, AND COMMUNITY AS A BASIS FOR LOCAL PROGRAM PLANNING IN HOMEMAKING EDUCATION

The devices developed in this study secured information about three communities which would assist a homemaking teacher in pre-planning a homemaking education program in the community. The information was obtained from the pupil and the parent opinionaires, the interview schedule for local residents, the schedule for interviewing an administrator, and the observation check list.

This chapter summarizes the information obtained concerning the Schools A, B, and C communities and what a homemaking teacher might do with it in developing each of the three local homemaking education programs. Additional information will need to be secured as the curriculum evolves.

A recognized curriculum consultant, Ivol Spafford, in writing has stated six goals which homemaking teachers in the high school may strive to help youth in their classes attain. These are:

- To select the important values in personal and family living more surely

- To live and play and work more happily, especially in the home

- To rear and care for their children more successfully

- To feed and clothe and house themselves and their

families more adequately

To use their resources of time, energy and money more thoroughly

To care for the sick, the aged, and the handicapped in the home more skillfully than they could or would if they had not taken home economics.<sup>1</sup>

The writer has attempted to relate information found about each community to the appropriate suggested goal. This is an illustration of one way which a teacher might use in relating information found about a community to program planning.

#### Information about School A, B, and C Communities with Implications for Curriculum Planning

Facts about School A. The School A community was primarily a farming community. Although some local businesses and commuting to industries nearby were mentioned. Few white collar workers lived here. A large per cent of the wage earners were retired and few professional persons were living in the community. The population was stable. One worker was the major wage earner in most families, although others in the family might be employed. The best employment possibilities for youth were on the farms and in the stores with little opportunity for waitress work.

Additional recreation facilities were needed for all

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<sup>1</sup>National Association of Secondary School Principals. Home Economics in the Secondary School. Vol. 37 No. 196, October, 1953. Washington, D. C.: National Education Association. Pp. 15-16.

ages, particularly for youth, grade schools, and older age groups. Suggestions were given that provision be made for improved recreation for the high school age persons during the summer. The pupils desired more commercial entertainment since their homes, the school, and the movies provided the majority of the recreation. The community was not too "socially inclined". Educational and professional club offerings were limited and the social type clubs were not abundant.

The religious sponsored programs were mainly weekly services, monthly missionary meetings, and the vacation Bible schools. Little family life teaching was done by the various churches.

The families could generally purchase the things they needed in the community. Many homes were equipped with modern conveniences.

The majority of the homes were owned by the family but indications were that some families lived in apartments and trailers. A few new houses were being built.

The marriage and home relationships were happy in School A community. The family worked together. Divorces were not the frequent causes of broken homes here. Radio listening, reading newspapers, visiting, and car riding were the major uses of leisure time by the families.

Little interest was manifested in further education. The pupils desired to leave their home community, while the parents wished them to stay in the community after the





completion of high school. All the pupils were not desirous of completing their high school education. The majority chose to marry soon after finishing school. This was in agreement with the parents' wishes. Some interest by a few was shown in college, business, and trade school. The public schools offered the main educational advantages in the community. Few differences of opinion were shown between the adults and teen-agers. Both groups were against smoking and social drinking. Racial discrimination had seemed to provoke some factions in the community.

School A curriculum emphasis. These findings could contribute to the development of five of the goals stated by Spafford, page 140ff, and have implications for curriculum planning in the community:

Conservation in the selection and use of less expensive materials with utilization of home produced commodities.

Encourage pupils to consider older individuals residing in the community and seek these persons as resources for class work.

Center home experiences and class work on developing recreational pursuits (hobbies, fun, etc.) for the immediate family, their friends and/or relatives.

Re-emphasize the values held by the families through furthering appreciations for home ties, stability and security within the family.

Include housing units with especial attention to care,



renovation and remodeling.

Incorporate within the relationship units, work on personal as well as different age group relationships.

Give consideration to other ways of performing home-making activities other than through the use of modern conveniences.

Help provide for rearrangement of kitchen equipment and the selection of modern conveniences.

Include parents in planning class activities, offer units early in the curriculum in various phases of home-making which would be helpful in establishing a home.

Cooperate with the vacation Bible school to provide experiences with children of different ages.

Facts about School B. The School B community was principally a manufacturing and industrial community. Its citizenry represented various nationality groups and can be described as an employed population. The living of most of the people was earned by employment in heavy industries. Local businesses were owned but few professional persons were in the community.

The majority of the families found the shopping facilities and service establishments adequate. The employment possibilities for youth were found in stores, factories, railroad, secretarial and waitress work.

Additional recreational facilities were needed for pre-school, grade and older youth groups. Much of the recreation

was outside the home. A broad religious sponsored program was conducted by the churches which included family life teaching for the junior and senior high school age groups as well as older adults. Weekly recreation was sponsored by the churches as were the weekly services, monthly missionary meetings, and vacation Bible school. Numerous denominations were represented in the community.

Most of the livings were earned in the local town and one wage earner for the family was the pattern, although others in some of the families worked for wages. The highest percentage of the wage earners were classified as laborers and semi-skilled.

The majority of families owned their own homes and some lived in apartments and many lived in trailers. Few houses were newly constructed. Most of the homes were well equipped with modern conveniences.

Most of the leisure time of the family was spent in car riding, reading the newspaper, with some outdoor activity and viewing of television.

Some of the parents were interested in further education.

The homes were described as having happy relationships and the families worked together. Half of the parents listed divorce as the cause of broken homes.

Parents and pupils agreed upon the plans for youth of a high school education and waiting for marriage until after

graduation. Plans were for the pupils to secure employment in their home community.

Private and public institutions offered educational opportunities for various ages.

The adults and teen-agers seemed to have little differences in opinion. The teen-agers were more interested in smoking and dancing than the parents desired. Both groups were against social drinking.

School B curriculum emphasis. These facts would seem to indicate support for the first five goals from the Spafford list. The following implications are suggested for curriculum planning:

Direct learning experiences to the economic level of a working population in heavy industry, and stress the importance of utilization of time, energy and money when more than one family member works.

Accept the challenge to encourage pupils to carry out home projects in recreation in the home as one means of uniting the family and utilizing the home as a center for leisure time enjoyment.

Arrange units in family relations to supplement and expand the family life programs of the churches using the clergymen as resource personnel for class work.

Encourage further education for some of the pupils.

Use the vacation Bible schools for added experiences with children of different ages.

Stress the practical aspects in the housing and home furnishing units including remodeling and rearrangement.

Visit the homes newly constructed as a pattern to which to aspire for those having similar incomes.

Stress the maximum use of the modern conveniences in the homes to save time and energy and gain fuller returns for the money invested.

Plan for activity learning experiences since scant reading was a home pattern.

Capitalize on the interest of parents in further education by offering adult classes and career units in the homemaking program.

Assist youth with their problems of home instability through family relationship units, which should also include helps with problems in the areas of courtship, early marriage, and the establishment of a home.

Help pupils to better understand the values held as mores of the community such as, opposition to social drinking, high regard for religion, and harmonious relationships with one's fellowmen.

Facts about School C. This community was described as an industrial farming one. The population was stable with specific nationality patterns. Employment in industry was the chief occupation of the wage earners. Local businesses, farming, and small industries also employed wage earners, approximately one-half of the wage earners had retired and





were residing here. Many professional persons lived in the community.

The majority of the livings were earned in the local community and one principal wage earner in the family was the pattern, although other family members might work. Their jobs were classified as laborers and semi-skilled with the least number employed as white collar workers.

Employment for youth was available in stores and in secretarial work. Few opportunities were found on the farms and in railroad work. The shopping area furnished the items usually needed.

The variety of recreational facilities were limited in the community. The pupils desired more private entertainment. Half of the parents suggested the need for more commercial entertainment for grade, youth, and older age groups. Commercial concerns and public agencies offered the major sources of recreation. The many types of clubs were considered to be adequate.

Half of the homes were newly constructed and most of the homes were family owned. The largest percentage of the families lived in apartments and some resided in trailers. The homes were well equipped with modern conveniences.

Leisure time activities were devoted mainly to car riding, visiting, outdoor activities, and family get togethers. The majority of the parents indicated a wide variety of leisure time pursuits. Approximately half of the families had family get togethers. Little interest was

shown by the parents in further education as a leisure time activity.

Fifty per cent of the homes were described as unhappy, although the family worked together. Divorce was listed as the cause of half of the broken homes.

All the parents desired their children to graduate from high school and most of the pupils shared this goal. The parents desired their children to marry after schooling beyond high school and this hope was shared by half of the pupils. Both parents and pupils planned that the youth work in their home community. The parents were interested and so were the pupils in adult and extension classes, as well as college, business, and trade education.

Instruction was offered to all age groups from kindergarten through college by private and public institutions.

The School C adults were more opposed to smoking and dancing than the teen-agers. Both groups were against social drinking.

School C curriculum emphasis. These facts suggest the need for the inclusion of all six of Spafford's goals in directing the homemaking program:

Plan learning experiences for different income levels since a wider range of employment is present.

Offer units on careers since a variety of employment is offered in the community and interest was shown in further education.



Assume responsibility for family life education since the school is the only institution offering such a program.

Cooperate with the churches in the vacation Bible school to offer learning experiences for pupils with children of varying ages.

Give consideration throughout the units on the effect of use of time, energy, and money when more than one family member works.

Include home planning as well as remodeling in the housing units.

Emphasize personal relationships within the family as well as outside the family in relationship units.

Encourage home projects by pupils to afford recreation in the home and/or cooperative outings with the family.

Include use, care and repair of equipment as well as selection of modern home conveniences.

Assist the pupils with their problems of unhappy home relationships and broken homes by offering family relationship units at different grade levels and help the pupils to develop their own goals for satisfactory family living.

Include in the family relation units helps for pupils on courtship problems and establishment of homes.

Offer adult classes since parents and pupils indicated an interest and pupils plan to remain after graduation in the home community.

Reaffirm the standards prescribed to in the community, and aid pupils in a better understanding of adult attitudes

toward smoking, dancing, and social drinking.

Encourage the acceptance of the rights of individuals regardless of race.

Maintain an open mind and help pupils to ascertain facts before drawing judgements on such controversial issues as divorce and drinking.

Summary. Each homemaking teacher would utilize the information secured by the use of the devices developed in this study in different ways. Only a few examples of the possible effects on the homemaking education curriculum were presented here to illustrate the use of the information secured from the devices in pre-planning the homemaking education program.

Differences and similarities were found in each of the communities. Prior to the different units of homemaking being planned in detail the homemaking teacher would need to seek additional meaningful information for these specific units. The unique characteristics and special needs of residents of a community should be considered in homemaking education planning. The needs of the individual, separate and as a part of the family group must be regarded. The family is the center around which the homemaking education program is built and the pattern of living in the family and the environment of which it is a part conditions all of the units and courses in homemaking education.



## CHAPTER IX

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Summary of the study. A functional homemaking program is dependent upon the homemaking teacher working with families living in the community. To pre-plan effectively necessitates the procurement of background material about family members and their activities as well as the resources available in the local area. This study was devised to secure informational background for the homemaking teacher. A set of instruments was developed to obtain the needed facts. If such instruments would secure data more readily from pupils, parents, administrators, and others residing in the community the homemaking teacher would profit immeasurably in pre-planning the homemaking education program for the community.

This study was limited to the use of the questionnaire as the basic instrument for securing the facts. The study was confined to three off-campus teacher training centers affiliated with the same college. All schools used in the study were located in the same state, Illinois, and all schools had approved vocational homemaking programs. Literature was studied to learn more about communities and the information homemaking teachers might desire as a basis for building a functional program. From this literature items

of information were chosen which were submitted to a jury composed of 16 administrators and 30 homemaking teachers for their opinions. The jury likewise indicated the sources from which the information could be obtained. These persons were selected by the State Superintendent of Public Instruction and the Chief of Home Economics Education. On the basis of the replies five instruments were prepared: (1) a pupil opinionaire, (2) a parent opinionaire, (3) the interview schedule for administrators, (4) an interview schedule for local residents, and (5) a community observation check list.

Revisions were deemed advisable on the parent opinionaire and identical changes were made in the eight duplicate questions in the pupil opinionaire. Revisions in the instruments were made after use in a rural community, an industrial area, and in an industrial-rural area. The instruments were checked in three off-campus communities designated in this study as Schools A, B, and C and in 5 communities by five beginning homemaking teachers. Ninety-three per cent of the 351 pupils enrolled in the homemaking classes in the communities and forty-eight per cent of the 155 parents of these pupils cooperated with the study. Follow-up interviews were held with 27 parents and 60 pupils in the three communities. The 5 beginning teachers reported a total return of 95 per cent of the 294 pupils and 83 per cent of the 215 parents of these pupils in the five communities. Fifteen student teachers, 6 supervising teachers,



10 administrators, and 55 key persons in the three communities assisted in the testing of the instruments prepared in this study.

Conclusions and recommendations. In view of the findings the investigator found the instruments prepared did secure the needed information for pre-planning the homemaking education program and that these instruments were profitable for a homemaking teacher to use for program planning. The investigator asserts the following conclusions are justified:

1. Parents are a good source of information for a homemaking teacher to use to learn more about the community and were found willing to supply the needed information.

2. Pupils can contribute and are willing to furnish information usable to a homemaking teacher for use in program planning a homemaking education curriculum.

3. Administrators and key persons in the community have information and are willing to share data which are helpful to a homemaking teacher in curriculum planning.

4. The five instruments used in this study can be used advantageously to readily secure information for program planning.

5. The five instruments were usable to first year homemaking teachers.

6. The five instruments served as a motivating device in promoting inquiry about the community.

7. It is probable that additional information would need to be secured in developing a homemaking curriculum.

Implications from the study. 1. The investigator recommends that supervisors, teacher trainers, and teachers might utilize these five instruments for learning about communities as a basis for pre-planning the homemaking education program. These instruments could be used in interviewing administrators and residents of the community, making observations in the community, and securing pertinent data from the parents and the pupils. In this study differences and similarities were found in the Schools A, B, and C communities which could affect curriculum planning in the homemaking education program.

2. The instruments prepared for this study could be used by supervisors and teacher trainers as a challenge in the preparation of the pre-service trainees. Through this means they would become aware of learning about the community where they may teach.

3. Administrators could use these instruments as a motivating device in interpreting the community to new staff members.

Recommendations for further study. The investigator recommends that additional research be carried on in order to clarify the present findings.

1. A study be made of the use by beginning teachers

of information obtained through the use of this set of instruments for securing data about the community for pre-planning a homemaking education program.

2. An investigation of the utilization of the data secured by this set of instruments in implementing the homemaking programs in these three schools.

3. The further testing of the set of instruments in other states and/or schools.

The investigator also deems it advisable that other related research is needed. This opinion is based upon the scarcity of research studies available and literature obtainable to use as background material for the present study. The further research recommended would be most profitable in strengthening the home economics teacher education programs at the secondary and college levels. The recommendations are:

1. An investigation of other means used by experienced homemaking teachers in learning about a community before pre-planning a homemaking education program.

2. A study of the practices which first year teachers use to gain knowledge about a community in order to pre-plan a homemaking education program.

3. A study be made of effective ways community resources can be utilized to strengthen the homemaking education program.

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United States Office of Education. Home, School and Community Experiences in the Homemaking Program. Vocational Division, Bulletin No. 252, Home Economics Series No. 29. Washington, D. C.: Government Printing Office, 1947. 67 pp.

United States Office of Education. Vocational Education in the Years Ahead. Federal Security Agency, Vocational Division, Bulletin 234, General Series, No. 7. Washington, D. C.: Government Printing Office. 320 pp.

United States Office of Education. With Focus on Family Living. Federal Security Agency, Vocational Division, Bulletin No. 249, Home Economics Series No. 28. Washington, D. C.: Government Printing Office, 1953. 248 pp.

#### E. UNPUBLISHED MATERIALS

Blackwell, Sara E. "Development of Instruments for Evaluating Certain Aspects of High School Homemaking Programs," Unpublished Ph. D. Thesis, University of Minnesota, Minneapolis, Minnesota, 1950. 297 pp.

Decker, Biron Ertel. "Criteria for Evaluating Area Programs of Supervision in Vocational Education in Agriculture," Unpublished Doctor's Dissertation. State College, Pennsylvania: Pennsylvania State College, 1947. 233 pp.

Lippeatt, Selma F. "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities," Unpublished Doctor's Dissertation, The Pennsylvania State College, Pennsylvania, 1953. 142 pp.



United States Office of Education. Homemaking Education in the Secondary Schools of the United States. Federal Security Agency, Vocational Education Division. Washington, D. C.: Government Printing Office, 1947. 23 pp.

United States Office of Education. Home, School and Community Experiences in the Homemaking Program. Vocational Division, Bulletin No. 252, Home Economics Series No. 29. Washington, D. C.: Government Printing Office, 1947. 67 pp.

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## APPENDIX

Michigan State College  
East Lansing, Michigan  
June 15, 1954

Miss Rena L. Hodgen, Chief  
Home Economics Education  
216 East Monroe  
Springfield, Illinois.

Dear Miss Hodgen:

You and your staff have had the opportunity to observe many homemaking teachers work cooperatively with communities. A difficulty which some of the teachers may have is how to secure needed information about the community in order to plan a program which meets the needs and interests of those participating in the homemaking program. I would like to develop some techniques to obtain this needed information as part of my graduate program hoping that improvement of or contribution may be made to the pre-service and in-service training program in home economics education.

In order to develop these techniques I would appreciate having the help of a number of homemaking teachers who have developed successful local homemaking programs. Would you assist me by sending me at your earliest convenience the names and addresses of thirty outstanding vocational home-making teachers in Illinois?

As one of the leaders in the field of home economics education you are undoubtedly interested in this problem. I shall be glad to send you a report of the completed study. Your cooperation will be greatly appreciated.

Sincerely yours,

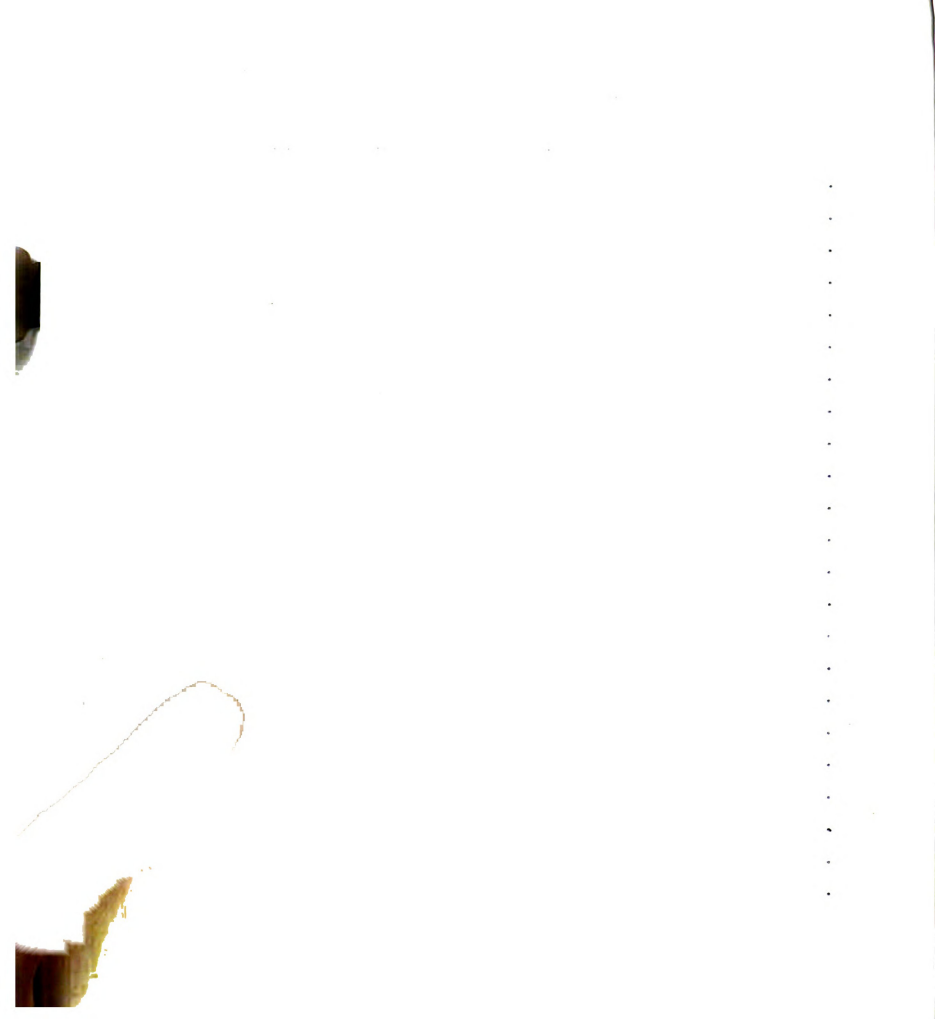
Wilma Warner

ww:hk



## List of Vocational Homemaking Teachers

| <u>Names</u> | <u>School address</u> | <u>Summer Address</u> |
|--------------|-----------------------|-----------------------|
| 1.           |                       |                       |
| 2.           |                       |                       |
| 3.           |                       |                       |
| 4.           |                       |                       |
| 5.           |                       |                       |
| 6.           |                       |                       |
| 7.           |                       |                       |
| 8.           |                       |                       |
| 9.           |                       |                       |
| 10.          |                       |                       |
| 11.          |                       |                       |
| 12.          |                       |                       |
| 13.          |                       |                       |
| 14.          |                       |                       |
| 15.          |                       |                       |
| 16.          |                       |                       |
| 17.          |                       |                       |
| 18.          |                       |                       |
| 19.          |                       |                       |
| 20.          |                       |                       |
| 21.          |                       |                       |
| 22.          |                       |                       |
| 23.          |                       |                       |



## List of Vocational Homemaking Teachers

| <u>Names</u> | <u>School address</u> | <u>Summer address</u> |
|--------------|-----------------------|-----------------------|
|--------------|-----------------------|-----------------------|

(cont'd)

24.

25.

26.

27.

28.

29.

30.

Please return this list to Wilma Warner, Michigan State  
College, Home Economics Building, Room 5, East Lansing,  
Michigan.

Michigan State College  
East Lansing, Michigan  
June 15, 1954

Honorable Vernon L. Nickell  
State Superintendent of  
Public Instruction  
Centennial Building  
Springfield, Illinois

Dear Mr. Nickell:

You and your staff have had the opportunity to observe many administrators work cooperatively with their communities in planning their homemaking programs. You have heard them expressing their opinion in relation to the homemaking teacher and how she works with the local community. A difficulty which some teachers have is how to secure needed information about the community in order to plan a program which meets the needs and interests of those participating in the home-making program. I would like to develop some techniques to obtain this needed information as part of my graduate program hoping that improvement of or a contribution may be made to the pre-service and in-service training program in home economics education.

I would like to secure the opinions of fifteen outstanding school administrators and thirty outstanding vocational homemaking teachers from Illinois concerning the information which is needed for planning a local homemaking program and sources from which this information may be secured. Would you kindly list the names and addresses of fifteen successful school administrators on the attached sheet at your earliest convenience? I am writing to Miss Rena L. Hodgen, Chief, Home Economics Education, Springfield, asking her to furnish me the names of the vocational homemaking teachers.

As one of the leaders in the field of education you are undoubtedly interested in this problem. I shall be glad to send you a report of the completed study. Your cooperation will be greatly appreciated.

Sincerely yours,

Wilma Warner

ww:hk

CC: Miss Rena L. Hodgen, Chief, Home Economics Education,  
216 E. Monroe Street, Springfield, Illinois

## List of Administrators

|     | <u>Name</u> | <u>Address</u> |
|-----|-------------|----------------|
| 1.  |             |                |
| 2.  |             |                |
| 3.  |             |                |
| 4.  |             |                |
| 5.  |             |                |
| 6.  |             |                |
| 7.  |             |                |
| 8.  |             |                |
| 9.  |             |                |
| 10. |             |                |
| 11. |             |                |
| 12. |             |                |
| 13. |             |                |
| 14. |             |                |
| 15. |             |                |

Please return this list to Wilma Warner, Michigan  
State College, Home Economics Building, Room 5, East Lansing,  
Michigan

State of Illinois  
Office of the Superintendent of Public Instruction  
Springfield

June 22, 1954

Miss Wilma Warner,  
Michigan State College  
Home Economics Building  
Room 5  
East Lansing, Michigan

Dear Miss Warner:

Your letter addressed to Mr. Nickell concerning your study on cooperative planning in Home Economics has been referred to my attention.

You ask for the names of fifteen outstanding school administrators. Of course, we have more than fifteen such persons in the state and it should be understood that the names which I am enclosing represent only a part of those people and are not necessarily the best fifteen. (Certainly, the order of the names means nothing.)

Sincerely,

C. C. Byerly  
First Assistant Superintendent  
of Public Instruction

CCB/sr

Enclosure

State of Illinois  
Office of the Superintendent of Public Instruction  
Board of Vocational Education  
1119 South Sixth Street  
Springfield

July 1, 1954

Miss Wilma Warner  
Michigan State College  
Home Economics Building  
Room 5  
East Lansing, Michigan

Dear Miss Warner:

Your letter reached our office on June 21. However, that was while I was in East Lansing and I knew nothing about it until I returned. I regret this unavoidable delay in replying.

Our staff has made a list of teachers who we feel will work well with you on your study. I shall be very much interested in the results. Needless to say, we need all the help we can get in this line.

I was sorry we could not come to the home management house on Friday night. Our bus came at 3:30 a.m. to take us to the station. I worked on executive board business until late, then dropped into bed for a few winks. I would have liked to see the home management houses as they are set up at East Lansing.

Yesterday we went to Chatham to attend Clarence Thornley's funeral. Last October it was discovered that he had lung cancer too far developed for surgery. Ruby taught until May 1 when we secured a substitute to complete the year at Waverly. I believe she will teach next year.

Very truly yours,

Rena L. Hodgen, Chief  
Home Economics Education

mlh

enclosure

(If you need other information, do not hesitate to write)

Michigan State College  
East Lansing, Michigan  
July 17, 1954

Miss Doris Ray  
Homemaking Teacher  
Joliet, Illinois

Dear Miss Ray:

What does a homemaking teacher need to know about her community?

Where can she locate this needed information?

What use can she make of the information she finds?

These are certainly questions which confront all of us. Do we have the answers? Many "authorities" have given us their opinions but few attempts have been made to ascertain just how this information may be obtained. Here the homemaking teacher and the administrator who employs her can be of assistance. I am writing to you for your help in giving your opinion in relation to these questions. Enclosed is a questionnaire which I would appreciate having you complete.

The purpose of this study is to develop some techniques which a homemaking teacher may use to secure needed information about a community in order to plan a program which meets the needs and interests of those participating in the homemaking program. I hope that these techniques will be of assistance in the improvement of, or contribution to, the pre-service and in-service training program in home economics education.

You have been recommended by the State Supervisory Staff of Vocational Home Economics Education as one of the people from your state best qualified to assist in such a study. I realize only too well the amount of time consumed in replying to questionnaires. However, it is only through your cooperation that such a study is possible. I will be glad to send a report of the completed study to all those who would like to have one. I wish to thank you in advance for the time and assistance which you have given for your reply.

Sincerely yours,

Wilma Warner



Michigan State College  
East Lansing, Michigan  
August 13, 1954

Miss Evelyn Mangold,  
Homemaking Teacher  
Warrensburg, Illinois

Dear Miss Mangold,

Summer months are busy ones, oftentimes mail is mislaid and/or teachers change positions. Thinking the letter I sent you in July did not reach you I am enclosing a copy of it and the questionnaire to you, which seeks your assistance with a study I am making.

If you are willing to help with this study will you complete the questionnaire and return it to me soon. I know how busy these days before school are and I hope this study will be helpful to homemaking teachers. Thank you.

Sincerely yours,

Wilma Warner

Michigan State College  
East Lansing, Michigan  
July 17, 1954

Mr. S. E. Cornwell, Superintendent  
Taylorville Community Unit  
Taylorville, Illinois

Dear Mr. Cornwell:

I am seeking your cooperation in completing the enclosed questionnaire. As you know, administrators have been extremely interested in the cooperation between the school and community. It is hoped that through this questionnaire information may be secured concerning important items a homemaking teacher needs to know about the community in order to plan an effective program, and the possible sources from which this information may be obtained.

The information secured from this questionnaire will be used as part of my graduate study. I hope to be able to develop usable instruments to help the homemaking teacher secure the needed information about a community in order to plan a homemaking program which meets the needs and interests of those participating in that program.

You have been recommended by your State Department of Public Instruction as one of the people from your state best qualified to assist in such a study. I realize only too well the amount of time consumed in replying to questionnaires. However, it is only through your cooperation that such a study is possible. I hope the information obtained from this study will be of assistance in the improvement of, or contribute to, the pre-service and in-service training program in home economics education. I will be glad to send a report of the completed study to all those who participated in it and are interested in having a copy. I wish to thank you in advance for the time and assistance which you have given for your reply.

Sincerely yours,

Wilma Warner

La Harpe, Illinois  
September 23, 1954

Miss Mary Myers,  
Homemaking Teacher  
Senior High School  
Barry, Illinois.

Dear Supervising Teacher:

Where can a homemaking teacher locate information about her community?

What use can she make of the information she finds?

These are questions certainly which confront all of us. Do we have the answers? Many "authorities" have given us their opinions but few attempts have been made to ascertain just how this information may be obtained. Here the supervising teacher and the administrator can be of assistance. I am writing to you for your help in relation to an interview the student teachers you have will have with the administrators.

An interview between the administrator and the student teacher will be arranged as previously. However, the items for the interview will be based on those which were chosen by a group of selected administrators and homemaking teachers as being of great importance and could be furnished by an administrator. The items will provide a guide for the student teacher when she has the interview. I will mail the interview schedule directly to you. Will you read over these with the student teacher prior to the interview to check if they have any questions?

I hope to be able to develop some usable instruments to help a homemaking teacher secure needed information about a community to aid in planning a total homemaking program as part of my graduate program. I hope the information obtained from this study will be of assistance in the improvement of, or contribute to, the pre-service and in-service training program in home economics education.

Dr. John Roberts, Director of Teacher Training and Miss Sarah Miner, Head of Home Economics at Western Illinois State College, Macomb, Illinois join me in thanking you for your past co-operation, and any further time and assistance you may give to promote home economics student teaching.

If you need any further information I will include it when I send you the interview items. My address until December is 805 Cherry Lane, Apartment 106, East Lansing, Michigan.

Sincerely yours,

Wilma Wagoner

La Harpe, Illinois  
September 23, 1954

Mr. W. T. Wooley, Superintendent  
Galesburg Community Unit  
Galesburg, Illinois

Dear Mr. Wooley:

I am seeking your co-operation in a future conference with student teachers. Administrators have been extremely interested in the co-operation between the school and community. It is hoped that through the use of an interview with the administrator a student teacher can learn more about the community where she is doing her student teaching and may find a similar interview most advantageous when employed the first year in a community.

The interview will be based on information a homemaking teacher needs to know in order to plan a homemaking program which meets the needs and interests of those participating in that program. The items chosen were those which a selected group of administrators and homemaking teachers thought were of great importance and could be furnished by an administrator. Your homemaking teacher will give the interview schedule to the student teacher.

I hope to be able to develop some usable instruments to help a homemaking teacher secure needed information about a community to aid in planning a total homemaking program as part of my graduate program. I hope the information obtained from this study will be of assistance in the improvement of, or contribute to, the pre-service and in-service training program in home economics education.

Dr. John Roberts, Director of Teacher Training and Miss Sarah Miner, Head of Home Economics at Western Illinois State College, Macomb, Illinois join me in thanking you for the past co-operation you have given and any further time and assistance you may give in connection with the student teaching program in home economics.

If you have any questions my address until December is 805 Cherry Lane, Apt. 106, East Lansing, Michigan.

Sincerely yours,

Wilma Warner

Michigan State College,  
East Lansing, Michigan  
October 16, 1954

Miss Nancy Neeley,  
Assistant Professor Home Economics,  
Western Illinois State College,  
Macomb, Illinois.

Dear Miss Neeley:

I am enclosing a copy of the letters which have gone to the administrators and student teacher supervisors, also a copy of the interview schedule. I had first planned to ask only the questions then decided on the check list below each question which I believe will be more helpful to the student teacher.

As a possible follow-up when the girls return to campus may I suggest that they write up how this information points out factors to take into consideration in pre-planning a program of homemaking in that community and their reaction to its use. Realizing your time is limited with the girls you may not have time to include these suggestions and if not, I shall try to obtain it when I return and hope the information will be fresh in their minds.

Sincerely yours,

Wilma Warner

Michigan State College  
East Lansing, Michigan  
October 16, 1954

Miss Mary Myers  
Homemaking Teacher  
Barry, Illinois

Dear Supervising Teacher:

I am sending you copies of the administrator interview schedule for use by your student teachers. This has been made out in check list form to save them time and to record the data in an accessible manner for future reference. Information concerning the filling out of the check list is on the interview schedule.

In using the schedule one suggestion I would make would be the possible elimination of questions from the interview such as question F, on transportation. However, during the interview the question could be asked, "Do you have any suggestions for improving local transportation?" Also question D and/or G might be checked against the telephone directory, prior to the interview. This would save the administrator's time and a question might be formulated asking suggestions the administrator might have concerning professional services and community agencies needed to make a better community.

If the student teacher has this list of questions well in mind she might not need to take the schedule with her to the interview but it would be a help, I believe. I would be interested in knowing the reaction of the administrators, student teachers, and/or yourself relative to this instrument. If you have time drop me a line, my address will be 805 Cherry Lane, East Lansing, Michigan until winter quarter when I shall be returning to Western.

Sincerely yours,

Wilma Warner

Western Illinois State College  
Macomb, Illinois  
March 7, 1955

Mr. Dinsmore Wood, Principal  
Senior High School  
Kewanee, Illinois

Dear Mr. Wood:

I am seeking your cooperation in the use of an opinionnaire by student teachers to secure information about the community from pupils enrolled in your homemaking classes and by their parents. You have been interested as other forward looking administrators have in the cooperation between the school and the community. It is hoped that these opinionnaires will disclose additional information about the community to supplement that which is known by administrators.

These opinionnaires are based on information a homemaking teacher needs to know in order to plan a homemaking program which meets the needs and interests of those participating in that program. The items chosen were those which a selected group of administrators and homemaking teachers thought were of great importance and could be furnished by pupils and/or their parents. Your homemaking staff will give the opinionnaires which I have prepared to the student teachers. I discussed this plan with the homemaking teachers who attended the regional conferences and they were in agreement after examination of the instrument that the information obtained would be helpful to them in their present program.

I hope to be able to develop some usable instruments to help a homemaking teacher secure needed information about a community to aid in planning a total homemaking program as part of my graduate program. I hope the information obtained from this study will be of assistance in the improvement of, or contribute to, the pre-service and in-service training program in home economics education.

I am looking forward to visiting student teachers in your school after March 21, 1955 which will be their first Monday off-campus and in your school system. If you have any questions, my address is Western Illinois State College, Macomb, Illinois.

Sincerely yours,

Wilma Warner

Western Illinois State College  
Macomb, Illinois  
August 9, 1955

Mona Kadel  
Margaret Phillips  
Karlene Gullberg  
Kathryn Shell  
Mardella Moline  
Javonne Alton  
Jo Ann Schoeny  
Ann Walker  
Bonita Snapp

Dear Student Teachers:

The beginning teachers conference is August 22 and 23 with tentative program closing at noon on Tuesday. I have written your supervising teachers you will be coming to the centers on Tuesday p.m., August 23rd or by 9:00 a.m., Wednesday, August 24th. Will you please drop them a line so final arrangements are clear? You will wish to make arrangements for over-night also.

I trust this summer experience will prove advantageous to all concerned. You will wish to find out about living conditions and engage your room while you are there. You may plan on going off-campus September 26th or October 3rd. Knowing the time will also enable you to check on references to be used for the units being taught while you are there this fall. If you are going winter term probably the 1st or 2nd week after school starts following Christmas vacation could be used for this tentative planning.

You will wish to ask about uniforms for food work whether you need a formal etc. which may eliminate unnecessary packing. Hope you have fun as well as work.

I am enclosing the Community observation check list which we have discussed for your use during these two days as you are going about town. When we meet this fall I would like your opinion concerning its use so jot on the margin or back any comments you may have. Thank you.

Wilma Warner

Teacher Educator  
Western Illinois State College



Western Illinois State College  
Macomb, Illinois  
August 10, 1955

Miss Olive Kuhn  
Homemaking Teacher  
Reynolds, Illinois

Dear Olive:

I am so pleased that you and Mr. Fox are willing to co-operate with the study. Under separate cover, I am mailing you the set of forms enough for your students. I will send 75 of the pupil opinionnaires and 73 for the parents. I am also sending you a schedule for interviewing a school administrator, a community observation check list, and a resident interview schedule.

May I make the following suggestions in the use of these devices? The community observation check list you can check, noting as you move around the community, the factors that are listed and make a check in the column to the right according to instructions.

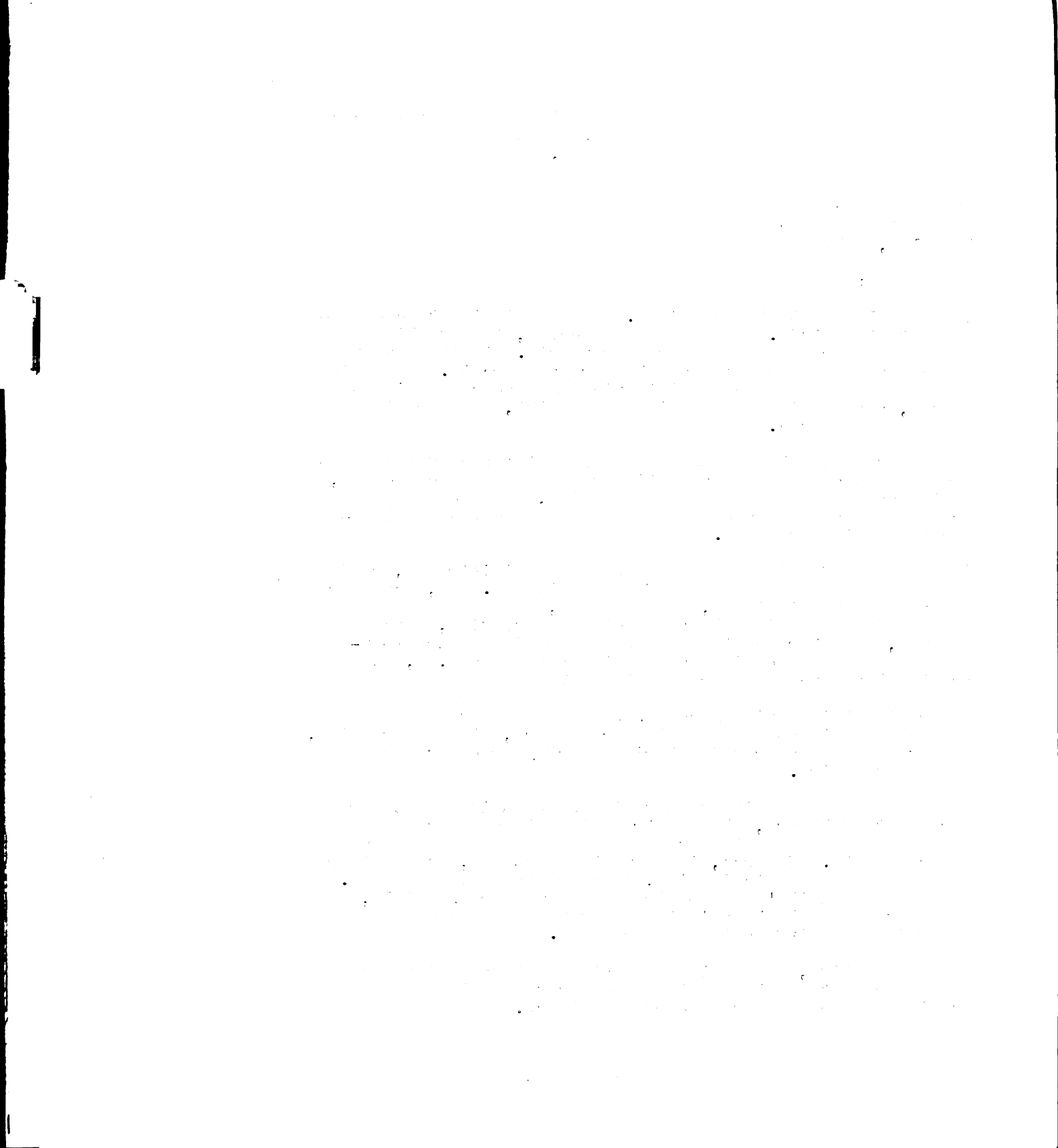
The schedule for interviewing a school administrator, read over before you have your conference with Mr. Fox, for there are some places that you, by this time, will already know the answer to and it will save both of your time, such as under A, the third part which is concerned with transportation and communications and on the second page, F, What are the local means of transportation?

The resident interview form has some leading questions that may help you in conversing with people and, at the same time, give you more background material about your community where you are teaching.

When you ask the pupils to take the opinionnaire for their parents to fill out, please stress that this is just their opinion according to the number of people that they know in the community. You see, it is what they think, but if there is any question in their mind, they are to leave it blank. I think the pupils' opinionnaire will move very smoothly, and I hope that I will be able to send you a quick device for recording this information before long.

Until that time, there will be spot questions that you might like to read through to get the background feelings of how pupils and parents regard certain matters.

Wilma Warner



Western Illinois State College  
Macomb, Illinois  
August 11, 1955

Mrs. Billie Bradley,  
Homemaking Teacher  
Avon, Illinois

Dear Billie,

As you know I have been working on some instruments which I hope will be helpful to a beginning teacher in preplanning her program of work. Would you be willing to use these this fall and then give me your constructive criticisms? If so, let me know how many students you will have and I will send copies to you to give to them and their parents. Write me at La Harpe, Illinois for I shall be on vacation.

I have written your administrator but you would wish to discuss this matter with him, too.

This will prove a busy year for you I am sure and I wish you every possible success. Let me know if I can be of any help to you before or during the coming year.

Sincerely yours,

Wilma Warner

Western Illinois State College  
Macomb, Illinois  
August 11, 1955

Mr. Dan M. Hanson,  
Superintendent of Schools,  
Avon, Illinois.

Dear Mr. Hanson:

During the past two years as part of a doctoral program, I have been working on some instruments which I hope will prove helpful to a beginning vocational teacher in tentatively pre-planning her vocational homemaking program in the community where she is teaching.

The questions used were chosen from those which a jury, composed of homemaking teachers and administrators in the state deemed important. This jury was selected with the assistance of the Homemaking Division of the Board for Vocational Education and the office of the Superintendent of Public Instruction in Illinois. The instruments have been revised and refined. They were used in the off-campus centers where Western sent student teachers in homemaking last spring and additional changes were made this summer.

The set of instruments are as follows: (1) an interview schedule for the homemaking teacher to use with her administrator; (2) a parent opinionnaire; (3) a pupil opinionnaire; (4) a community observation check list; and (5) an interview with residents of the community. I have written your teacher asking her if she would be willing to use these and to discuss the matter with you. I am interested in any constructive criticism you and/or your teacher might give should you be willing to have the parents and students fill these out. All of the opinionnaires are check list style of construction and should not take too much time to complete. If you or your teacher will advise me relative to the number of copies needed, I will send enough for the students enrolled in the homemaking classes.

It is hoped that the use of these instruments will help the homemaking teacher do a better job in building a vocational homemaking program for the community. I wish to thank you and your teacher for any assistance you feel you are able to give.

Sincerely yours,

Wilma Warner  
Teacher Educator  
Western Illinois State College

Western Illinois State College  
Macomb, Illinois  
August 17, 1955

Miss Aline Frank  
Mrs. Alice Paul  
Miss Lena Mae Noble  
Miss Alta Youngblood  
Miss Ruth Swartz  
Miss Mary Myers

Dear Supervising Teacher,

The responses to the opinionnaires sent to parents were statistically pretty good. However, there are a couple items I would like to check on by talking to some parents. Would you select at random \_\_\_\_\_ parents the opinionnaires were sent to in your school and check their addresses. This fall when I come I would like to talk with these parents. It makes no difference whether they returned the opinionnaire or not but I hope in picking out the names at random from your class lists they will fall in differing socio-economic groups. This is early to ask for this information but sometimes previous class lists are tossed away at the beginning of the school year.

I am looking forward to this week-end when I hope to start on a three weeks vacation at the cottage. I am enclosing a community observation check list which the girls will be using this summer the two days they are with you. Truly, these girls are eager to come and are anticipating these 48 hours in the centers.

Hope your summertime was pleasant.

Sincerely,

Wilma Warner  
Teacher Educator

*First Draft*

Check List of Needed Information about a Community  
and  
Sources of This Information

\*A good teacher of homemaking must do more than TEACH IN A SCHOOL: she must WORK IN THE COMMUNITY. If she is to help pupils deal more effectively with the problems they are encountering in their everyday life, the teacher must be aware of conditions existing in the community as a whole, as well as in the homes, and the relationship of these conditions to the lives of her pupils\* - "Home, School and Community Experiences in the Homemaking Programs."

This check list is to help decide the variety of information a homemaking teacher needs in order to tentatively pre-plan a program which meets the interests and needs of those participating in the homemaking program.

Directions: Carefully read the instructions for marking. Space is left between each item to add other information. ✓X Mark X in one of the first two columns to the right to designate if that information is of great or little importance. ✓X Mark O in the last four columns on the page to designate which source or sources you feel could best furnish the information.

o - delete  
✓ - word change  
X - addition

| ✓ Information  | Importance |        | Sources            |        |       |          |
|--|------------|--------|--------------------|--------|-------|----------|
|  | Great      | Little | Adminis-<br>trator | Parent | Pupil | ✓x Other |
| x I. What is unique to this community? (history - information about early settlers, disasters, recoveries, growth pattern)   |            |        |                    |        |       |          |
| II. x What is the physical setting of the community?   |            |        |                    |        |       |          |
| III. ✓x How does the community compare with others in the area? (population size, all weather roads, general appearance, location in relation to other communities, commuters, stable, prosperous) |            |        |                    |        |       |          |
| IV. x How is the community governed?   |            |        |                    |        |       |          |
| V. x What are the principal occupations?   |            |        |                    |        |       |          |
| VI. x What professional services are offered?  |            |        |                    |        |       |          |
| VII. ✓x What are the shopping facilities? (stores, food establishments, services)  |            |        |                    |        |       |          |

1. The first part of the document is a list of the names of the persons who were present at the meeting. The names are listed in alphabetical order.

2. The second part of the document is a list of the topics that were discussed at the meeting. The topics are listed in alphabetical order.

3. The third part of the document is a list of the actions that were taken at the meeting. The actions are listed in alphabetical order.

4. The fourth part of the document is a list of the decisions that were made at the meeting. The decisions are listed in alphabetical order.

5. The fifth part of the document is a list of the recommendations that were made at the meeting. The recommendations are listed in alphabetical order.

6. The sixth part of the document is a list of the conclusions that were reached at the meeting. The conclusions are listed in alphabetical order.

7. The seventh part of the document is a list of the resolutions that were adopted at the meeting. The resolutions are listed in alphabetical order.

8. The eighth part of the document is a list of the minutes that were taken at the meeting. The minutes are listed in alphabetical order.

9. The ninth part of the document is a list of the reports that were made at the meeting. The reports are listed in alphabetical order.

10. The tenth part of the document is a list of the statements that were made at the meeting. The statements are listed in alphabetical order.

11. The eleventh part of the document is a list of the questions that were asked at the meeting. The questions are listed in alphabetical order.

12. The twelfth part of the document is a list of the answers that were given at the meeting. The answers are listed in alphabetical order.

13. The thirteenth part of the document is a list of the motions that were made at the meeting. The motions are listed in alphabetical order.

14. The fourteenth part of the document is a list of the votes that were cast at the meeting. The votes are listed in alphabetical order.



|  | Importance |        | Sources            |        |       |       |
|--|------------|--------|--------------------|--------|-------|-------|
|  | Great      | Little | Adminis-<br>trator | Parent | Pupil | Other |
| VIII. What services are available?<br>(banks, telephone exchange, garages, auto service station, motel, cleaners)  |            |        |                    |        |       |       |
| IX. x What are the employment possibilities for teenagers and young adults?  |            |        |                    |        |       |       |
| X. What are the means of transportation?   |            |        |                    |        |       |       |
| XI. What are the agencies in the community?<br>(government - county officials, employment, extension; health and safety - hospitals, board of health, police, welfare)           |            |        |                    |        |       |       |
| XII. x What are the educational opportunities? (kindergarten, nursery school, public, and/or private - grade and/or high school, college - junior, four-year, extension courses) |            |        |                    |        |       |       |

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|  | Importance |        | Sources            |        |       |       |
|--|------------|--------|--------------------|--------|-------|-------|
|  | Great      | Little | Adminis-<br>trator | Parent | Pupil | Other |
| XIII.x What recreational facilities are offered to the community? ( <u>com-<br/>mercial</u> - movies, skating rink, pool room, sport, carnivals, swimming pools, dance hall; <u>public</u> - parks, play grounds, lake; <u>private</u> - country club) |            |        |                    |        |       |       |
| XIV.✓x Are there social and educational clubs and societies? ( <u>social</u> - bridge clubs, other clubs; <u>educational</u> - fraternal organizations, Y's, Rainbow, 4-H, A.A.U.W.; <u>pro-<br/>fessional</u> - unions, B.P.W., Jaycees, Rotary)      |            |        |                    |        |       |       |
| XV.✓x What churches are in the community? (Protestant, Catholic, Jewish)   |            |        |                    |        |       |       |
| x<br>XVI. What should one know about the people who live in the community?   |            |        |                    |        |       |       |
| A. How do they derive their income? (one worker in family,   |            |        |                    |        |       |       |

1. The first part of the document is a list of the names of the persons who have been named in the proceedings.

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19. The nineteenth part of the document is a list of the names of the persons who have been named in the proceedings.

20. The twentieth part of the document is a list of the names of the persons who have been named in the proceedings.

|  | Importance |        | Sources            |        |       |       |
|--|------------|--------|--------------------|--------|-------|-------|
|  | Great      | Little | Adminis-<br>trator | Parent | Pupil | Other |
| more than<br>one, safe<br>working<br>conditions,<br>locally or<br>outside)   |            |        |                    |        |       |       |
| B. Where do<br>they live?<br>(own homes,<br>rented,<br>apartments,<br>rooms,<br>trailers,<br>shacks,<br>newly con-<br>structed,<br>old houses)                                 |            |        |                    |        |       |       |
| C. ✓ How well do<br>they make ad-<br>justments?<br>(homogenous,<br>heterogeneous,<br>divided<br>issues, group<br>conflicts,<br>racial<br>problems,<br>class dis-<br>tinctions) |            |        |                    |        |       |       |
| D. What are their<br>cultural<br>interests?<br>(books, maga-<br>zines, further<br>education,<br>radio, TV,<br>cars, sports)  |            |        |                    |        |       |       |
| E. ✓ Are their<br>homes<br>modern?<br>(utilities;<br>sewerage;<br>appliances-<br>refrigerators,<br>sweepers,<br>freezers,<br>toasters)   |            |        |                    |        |       |       |

1

| Information  | Importance |        | Sources            |        |       |       |
|--|------------|--------|--------------------|--------|-------|-------|
|  | Great      | Little | Adminis-<br>trator | Parent | Pupil | Other |
| F. ✓ Are the marriages working? (broken homes, divorce, death, separation; marital strife; happy; unified family)  |            |        |                    |        |       |       |
| G. What are their plans for their youth? (early marriage, further education, remain in community)  |            |        |                    |        |       |       |
| XVII. What are controversial issues in the community? (regard for marriage, planned parenthood, attitude toward divorce, dancing, drinking, smoking, wearing apparel of youth) |            |        |                    |        |       |       |
| XVIII. ✓ Other   |            |        |                    |        |       |       |





Final

CHECK LIST OF NEEDED INFORMATION ABOUT A COMMUNITY  
AND  
SOURCES OF THIS INFORMATION

"A good teacher of homemaking must do more than TEACH IN A SCHOOL: she must WORK IN THE COMMUNITY. If she is to help pupils deal more effectively with the problems they are encountering in their everyday life, the teacher must be aware of conditions existing in the community as a whole, as well as in the homes, and the relationship of these conditions to the lives of her pupils."

Home, School and Community Experiences in the Homemaking Program

This check list is to help decide the variety of information not available in recorded form that a homemaking teacher needs in order to plan and work with others to tentatively pre-plan a program which meets the interests and needs of those participating in the homemaking program.

Directions: Carefully read the instructions for marking.

Space is left between the items to add other information.

Mark X in one of the left hand columns to designate the degree of importance of the information.

Mark the appropriate columns to the right to designate source or sources of the information.

Please return this questionnaire to Miss Wilma Warner, Room 5, Home Economics Building, Michigan State College, East Lansing, Michigan by August 16, 1954.

Thank you so much for your very fine help with this study.

## CHECK LIST OF INFORMATION AND SOURCES

| Importance |        | Information<br>needed by a<br>homemaking teacher to<br>build an effective program  | Sources            |      |        |      |       |      | List<br>other persons<br>and/or places |
|------------|--------|--|--------------------|------|--------|------|-------|------|--|
|            |        |  | Adminis-<br>trator |      | Parent |      | Pupil |      |  |
| Great      | Little |  | Good               | Fair | Good   | Fair | Good  | Fair |  |
|            |        | I. <u>Information about a community having an effect upon the family.</u>  |                    |      |        |      |       |      |  |
|            |        | A. What is unique to this community? (history, information about early settlers, disasters, recoveries, growth pattern)  |                    |      |        |      |       |      |  |
|            |        | B. What is the physical setting of the community? (climate, natural resources, type of soil)   |                    |      |        |      |       |      |  |
|            |        | C. How does this community compare with others in the area? (population, size, accessibility, general appearance, location in relation to other communities, stable, prosperous) |                    |      |        |      |       |      |  |
|            |        | D. How is the community governed? (elected, appointive local officers, pressure groups)  |                    |      |        |      |       |      |  |
|            |        | E. What are the principal occupations? (farming, mining, manufacturing, heavy industry, local businesses)  |                    |      |        |      |       |      |  |
|            |        | F. What professional services are offered? (lawyers, doctors, physicians, surgeons, dentists)  |                    |      |        |      |       |      |  |
|            |        | G. What are the shopping facilities? (stores, food establishments, service establishments)   |                    |      |        |      |       |      |  |
|            |        | H. What services are available? (banks, telephone exchange, garages, auto service stations, motels, cleaners)  |                    |      |        |      |       |      |  |
|            |        | I. What are the employment possibilities for teen agers and young adults? (stores, factories, secretarial, waitress, farm hands, railroad)                                       |                    |      |        |      |       |      |  |
|            |        | J. What are the means of transportation? (auto, bus, taxi, railroad, plane)  |                    |      |        |      |       |      |  |

| rtance   | Information<br>needed by a<br>homemaking teacher to<br>build an effective program   | Sources            |      |        |      |       |      | List<br>other persons<br>and/or places |
|----------|---|--------------------|------|--------|------|-------|------|--|
|          |   | Adminis-<br>trator |      | Parent |      | Pupil |      |  |
| t Little |   | Good               | Fair | Good   | Fair | Good  | Fair |  |
|          | I. (Cont'd.)  |                    |      |        |      |       |      |  |
|          | K. What community agencies exist?<br>( <u>government</u> - county officials,<br><u>employment</u> , <u>extension</u> ; <u>health</u><br><u>and safety</u> - hospitals, board<br>of health, police, welfare)   |                    |      |        |      |       |      |  |
|          | L. What are the educational oppor-<br>tunities? ( <u>public and/or private</u><br><u>schools</u> - kindergarten, nursery,<br>grade, high school, adult classes;<br><u>colleges</u> - junior, four-year, ex-<br>tension courses)   |                    |      |        |      |       |      |  |
|          | M. What recreational facilities are<br>offered to the community? ( <u>com-<br/>mercial</u> - movies, skating rink,<br>pool room, sport, carnivals,<br>swimming pools, dance hall;<br><u>public</u> - parks, play grounds,<br>lakes; <u>private</u> - country club,<br>saddle, hunting)        |                    |      |        |      |       |      |  |
|          | N. What social and educational clubs<br>and societies are provided?<br>( <u>social</u> - bridge and other clubs;<br><u>educational</u> - fraternal organi-<br>zations, Y's, Rainbow, 4-H,<br>A.A.U.W.; <u>professional</u> - unions,<br>B.P.W., Jaycees, Rotary, Kiwanis,<br>Lions, Optimist) |                    |      |        |      |       |      |  |
|          | O. What churches are active in the<br>community? (denominations, breadth<br>of program - youth, missionary,<br>vacation Bible schools, recreation,<br>family life education, Sunday ser-<br>vices)  |                    |      |        |      |       |      |  |
|          | II. <u>Information about the individual fami-<br/>lies.</u>   |                    |      |        |      |       |      |  |
|          | A. What should one know concerning the<br>people who live in the community?   |                    |      |        |      |       |      |  |
|          | 1. How do they derive their in-<br>comes? (one worker in family,<br>more than one, safe working<br>conditions, locally or outside)  |                    |      |        |      |       |      |  |
|          | 2. Where do they live? (own homes,<br>rented, apartments, rooms, trail-<br>ers, shacks, newly constructed,<br>old houses)   |                    |      |        |      |       |      |  |



| Importance |        | Information<br>needed by a<br>homemaking teacher to<br>build an effective program   | Sources            |      |        |      |       |      | List<br>other persons<br>and/or places |
|------------|--------|---|--------------------|------|--------|------|-------|------|--|
|            |        |   | Adminis-<br>trator |      | Parent |      | Pupil |      |  |
| Great      | Little |   | Good               | Fair | Good   | Fair | Good  | Fair |  |
|            |        | II. (Cont'd.)   |                    |      |        |      |       |      |  |
|            |        | 3. Is it a well knit community or are factions present?<br>(homogeneous, heterogeneous, divided issues, group conflicts, racial problems, class distinctions)               |                    |      |        |      |       |      |  |
|            |        | 4. What are their cultural interests? (books, magazines, further education, radio, TV, cars, sports)  |                    |      |        |      |       |      |  |
|            |        | 5. How modern are their homes? (utilities; sewerage; appliances - refrigerators, sweepers, freezers, toasters)  |                    |      |        |      |       |      |  |
|            |        | 6. How stable are the marriages? (broken homes, divorce, death, separation; marital strife; happy; unified family)  |                    |      |        |      |       |      |  |
|            |        | 7. What are their plans for their youth? (early marriage, further education, remain in community)   |                    |      |        |      |       |      |  |
|            |        | 8. What are controversial issues in the community? (regard for marriage, planned parenthood, attitude toward divorce, dancing, drinking, smoking, wearing apparel of youth) |                    |      |        |      |       |      |  |

III. Other desirable information.

Mark X to the left of the following questions:

Yes No Would you like a copy of the results of this study?

# SCHEDULE FOR INTERVIEWING A SCHOOL ADMINISTRATOR

This instrument should help you in securing from your administrator information about community conditions which effect families. This information should help you to plan and work with others to tentatively pre-plan a program which meets the interests and needs of those participating in the homemaking program.

Underline, check, or write in any pertinent information obtained from the interview. Space is left after each question for additional comments (needs, opinions expressed, etc.)

A. How does this community compare with others in the area?

1. Population:

- a. Stable\_\_\_\_, Mobile\_\_\_\_, Growing\_\_\_\_,
- b. Prosperous\_\_\_\_, Less Prosperous\_\_\_\_,
- c. Nationality Pattern \_\_\_\_\_,
- d. Working\_\_\_\_\_, Retired \_\_\_\_\_,

2. Size:

- a. Larger\_\_\_\_, Smaller\_\_\_\_, \_\_\_\_\_

3. Accessibility:

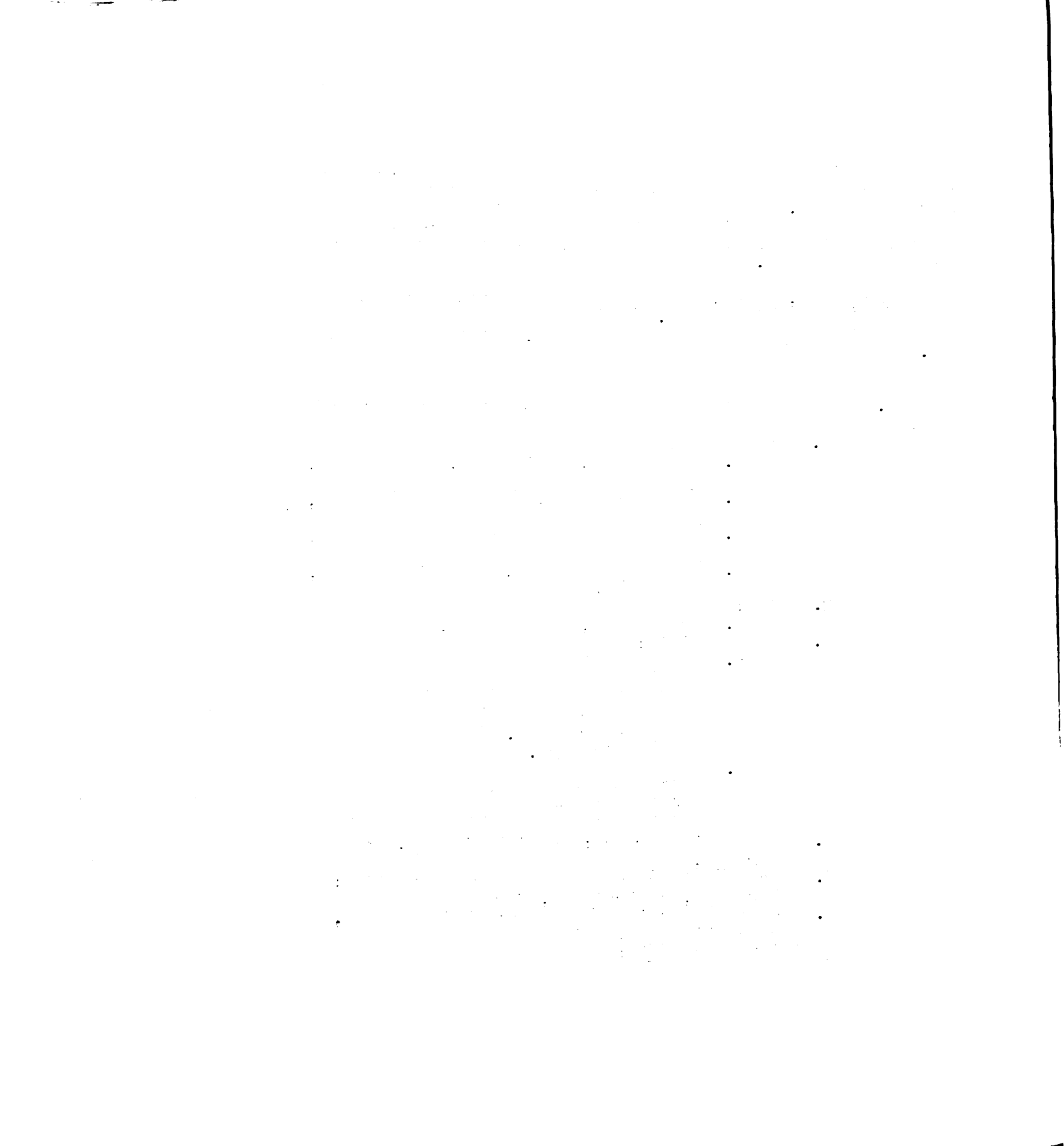
- a. Transportation            good    fair    poor
  - (1) bus                        \_\_\_\_\_
  - (2) plane                    \_\_\_\_\_
  - (3) railroad                \_\_\_\_\_
  - (4) railway exp.            \_\_\_\_\_
  - (5) main hwys.            \_\_\_\_\_
- b. Communications
  - (1) postal service \_\_\_\_\_
  - (2) telegraph            \_\_\_\_\_
  - (3) telephone            \_\_\_\_\_

4. General Appearance: well kept \_\_\_\_\_, fair \_\_\_\_\_, poor \_\_\_\_\_,

5. Location in relation to other communities: close\_\_\_\_, central\_\_\_\_, far\_\_\_\_

6. School community relations: wholesome\_\_\_\_, cooperative\_\_\_\_, fair\_\_\_\_

Additional Comments:



## B. How is the community governed?

1. Elected officials: On basis of person for the job \_\_\_\_\_  
Political party \_\_\_\_\_
2. Appointive local officers: On basis of person for the job \_\_\_\_\_  
Political party \_\_\_\_\_
3. Pressure groups: outspoken \_\_\_\_\_, quiet \_\_\_\_\_,

Additional Comments:

## C. What are the principal occupations?

- |                        |                           |
|------------------------|---------------------------|
| 1. Farming _____       | 4. Heavy industry _____   |
| 2. Manufacturing _____ | 5. Local businesses _____ |
| 3. Mining _____        | 6. Other _____            |

Additional Comments:

## D. What professional services are offered:

- |                   |                   |
|-------------------|-------------------|
| 1. Dentists _____ | 4. Surgeons _____ |
| 2. Doctors _____  | 5. Other _____    |
| 3. Lawyers _____  |                   |

Additional Comments:

## E. What are the employment possibilities for teenagers and young adults?

- |                    |                      |
|--------------------|----------------------|
| 1. Factory _____   | 4. Secretarial _____ |
| 2. Farm hand _____ | 5. Waitress _____    |
| 3. Railroad _____  | 6. Other _____       |

Additional Comments:

## F. What are the local means of transportation?

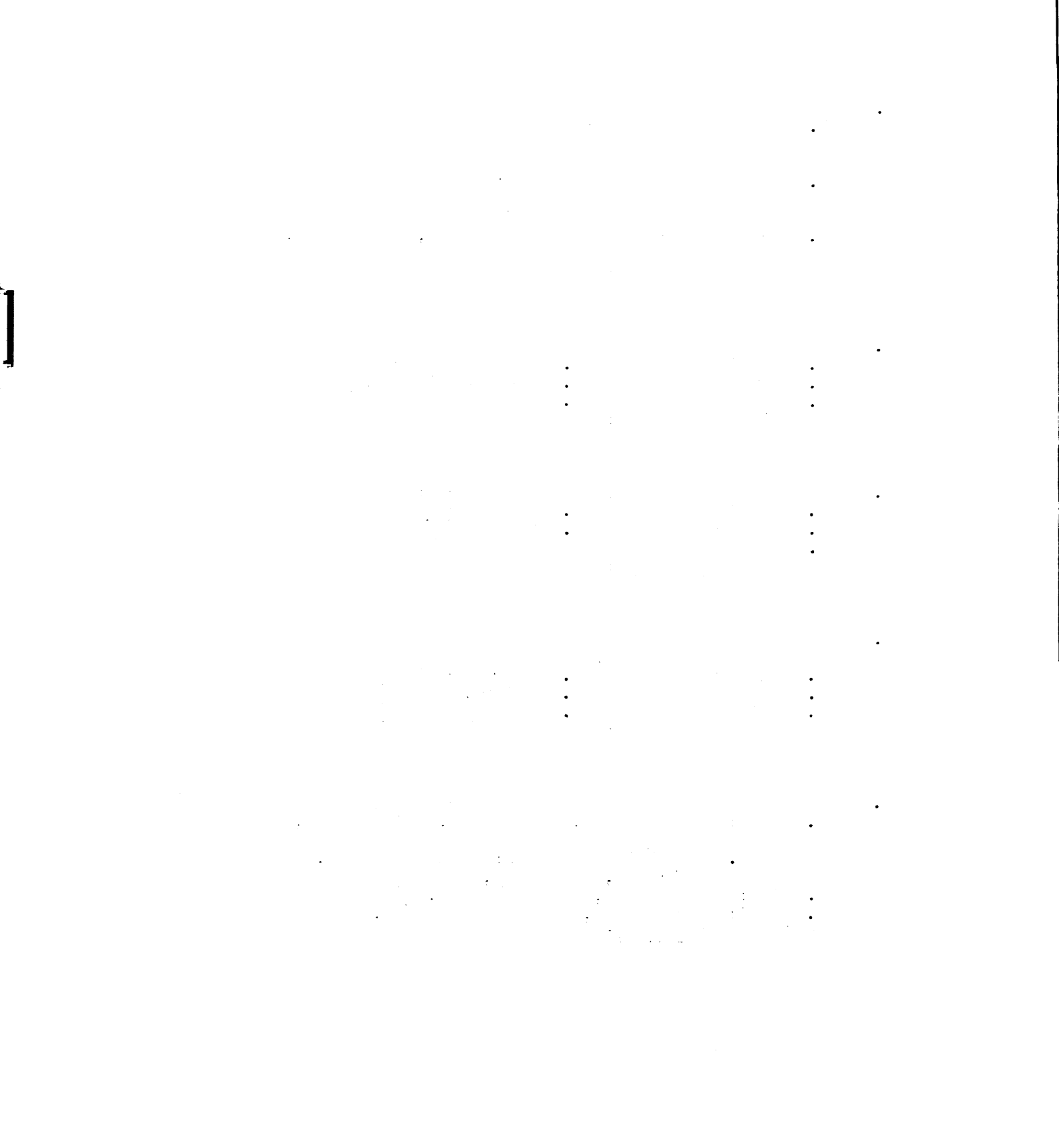
1. Auto: private \_\_\_\_\_, rented \_\_\_\_\_, friends \_\_\_\_\_,

a. Condition of roads: well kept \_\_\_\_\_,  
fair \_\_\_\_\_, poor \_\_\_\_\_,

2. Bus: local \_\_\_\_\_, company \_\_\_\_\_,
3. Taxi: local \_\_\_\_\_, company line \_\_\_\_\_,

Additional Comments:





## G. What community agencies exist?

## 1. Government

- a. County officials (name position, such as county judge, county nurse)
- b. Employment office: full time \_\_\_\_\_, part time \_\_\_\_\_,
- c. Extension service: (name and position)

## 2. Health and Safety

- a. Board of health: active \_\_\_\_\_, inactive \_\_\_\_\_,
  - b. Clinics: private \_\_\_\_\_, public \_\_\_\_\_,
  - c. Fire department: full-time \_\_\_\_\_, part-time \_\_\_\_\_, volunteer \_\_\_\_\_
  - d. Hospital: private \_\_\_\_\_, tax supported \_\_\_\_\_
  - e. Milk and water: safe \_\_\_\_\_, questionable \_\_\_\_\_
  - f. Nursing home: private \_\_\_\_\_
  - g. Police: full-time \_\_\_\_\_, part-time \_\_\_\_\_, volunteer \_\_\_\_\_
  - h. Traffic: supervised \_\_\_\_\_, unsupervised \_\_\_\_\_
  - i. Sewage: public \_\_\_\_\_, private \_\_\_\_\_
  - j. Welfare: social work \_\_\_\_\_, jail \_\_\_\_\_, home for aged \_\_\_\_\_
- Additional Comments:

## H. What churches are active in the community?

## 1. Denominations (list)

## 2. Breadth of program

- a. Bible schools: vacation \_\_\_\_\_, year around \_\_\_\_\_
  - b. Family life: jr. high \_\_\_\_\_, sr. high \_\_\_\_\_, young adults \_\_\_\_\_, older adults \_\_\_\_\_
  - c. Missionary society: weekly \_\_\_\_\_, monthly \_\_\_\_\_, bi-monthly \_\_\_\_\_
  - d. Recreation: weekly \_\_\_\_\_, monthly \_\_\_\_\_, bi-monthly \_\_\_\_\_
  - e. Sunday services \_\_\_\_\_
  - f. Youth: \_\_\_\_\_
- Additional Comments:

## I. What are the educational opportunities?

- |                                     | private | public |
|-------------------------------------|---------|--------|
| 1. Schools                          |         |        |
| a. Kindergarten                     | _____   | _____  |
| b. Nursery                          | _____   | _____  |
| c. Grade                            | _____   | _____  |
| d. High school                      | _____   | _____  |
| e. Adult classes                    | _____   | _____  |
| 2. Colleges                         |         |        |
| a. Junior and/or 13th and 14th yrs. | _____   | _____  |
| b. Business                         | _____   | _____  |
| c. Four year                        | _____   | _____  |
| d. Extension classes                | _____   | _____  |
| <u>Additional Comments:</u>         |         |        |

## J. Is it a well knit community or are there factions present?

- |                             | many  | some  | few   |
|-----------------------------|-------|-------|-------|
| 1. Class distinctions       | _____ | _____ | _____ |
| 2. Divided issues           | _____ | _____ | _____ |
| 3. Group conflicts          | _____ | _____ | _____ |
| 4. Hetrogeneous             | _____ | _____ | _____ |
| 5. Homogeneous              | _____ | _____ | _____ |
| 6. Racial problems          | _____ | _____ | _____ |
| <u>Additional Comments:</u> |       |       |       |

## K. What are the controversial issues in the community?

- |                             | for   | against | indifferent |
|-----------------------------|-------|---------|-------------|
| 1. Dancing                  | _____ | _____   | _____       |
| 2. Drinking                 | _____ | _____   | _____       |
| 3. Smoking                  | _____ | _____   | _____       |
| 4. Wearing apparel          | _____ | _____   | _____       |
| 5. Attitude toward drinking | _____ | _____   | _____       |
| 6. Attitude toward divorce  | _____ | _____   | _____       |
| 7. Planned parenthood       | _____ | _____   | _____       |
| 8. Other:                   | _____ | _____   | _____       |

Additional Comments:

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### Community Observation Check List

The purpose of the observation instrument is to focus the attention of the teacher upon possible readily obtainable resources present in the community. Thus, she could be more alert to the resources available in the community where she is teaching and it is also hoped she would continue to avail herself and use additional offerings the community might have.

This instrument could be used the first day the teacher is in the community to ascertain certain facts as they are.



### Community Observation Check List

The purpose of the observation instrument is to focus the attention of the teacher upon possible readily obtainable resources present in the community. Thus, she could be more alert to the resources available in the community where she is teaching and it is also hoped she would continue to avail herself and use additional offerings the community might have.

This instrument could be used the first day the teacher is in the community to ascertain certain facts as they are.

## COMMUNITY OBSERVATION CHECK LIST

Place an (x) in the column which most nearly describes the condition as you observed it.

|   | good  | fair  | poor  |
|---|-------|-------|-------|
| A. General appearance                               |       |       |       |
| 1. House and yards (repaired, neat, painted)        | _____ | _____ | _____ |
| 2. Store buildings (repaired, painted, use display) | _____ | _____ | _____ |
| 3. Streets  |       |       |       |
| a. Paved  | _____ | _____ | _____ |
| b. Improved   | _____ | _____ | _____ |
| c. Free from litter                                 | _____ | _____ | _____ |
| 4. Health and accident precautions                  |       |       |       |
| a. Tested water                                     | _____ | _____ | _____ |
| b. Traffic signals                                  | _____ | _____ | _____ |
| c. Speed zone warnings                              | _____ | _____ | _____ |
| d. Caution signs (crossing, walks, railroad)        | _____ | _____ | _____ |
| e. Garbage removal                                  | _____ | _____ | _____ |
| f. Sewerage system                                  | _____ | _____ | _____ |
| g. Hospital   | _____ | _____ | _____ |
| h. Name any other                                   | _____ | _____ | _____ |

B. Possible resources (if the resource is available place an (x) in front of the resource).

## 1. Professional

- |                   |                         |
|-------------------|-------------------------|
| _____ a. Attorney | _____ d. Minister       |
| _____ b. Banker   | _____ e. Name any other |
| _____ c. Doctor   |                         |

## 2. Business establishments

- |   |   |
|---|---|
| _____ a. Beauty shop                          | _____ j. Newspaper                                  |
| _____ b. Communication (telephone, telegraph) | _____ k. Post Office                                |
| _____ c. Drug store                           | _____ l. Ready to wear                              |
| _____ d. Dry cleaning                         | _____ m. Restaurant                                 |
| _____ e. Dry goods store                      | _____ n. Shoe repair                                |
| _____ f. Garage                               | _____ o. Shoe store                                 |
| _____ g. Grocery                              | _____ p. Transportation (taxi, railroad, bus, etc.) |
| _____ h. Hardware store                       | _____ q. Utility company (electric, gas)            |
| _____ i. Laundry                              | _____ r. Name any other                             |

## 3. Recreation

- |                       |                         |
|-----------------------|-------------------------|
| _____ a. Bowling      | _____ d. Library        |
| _____ b. Dance hall   | _____ e. Picnic area    |
| _____ c. Picture show | _____ f. Name any other |





The purpose of these interviews is to find out what a person knows or believes about the community where he is living. The questions are focused for more specific information due to the experience and/or training of the person being interviewed.

It is hoped the teacher will use the interview as another means of becoming better acquainted in the community where she is teaching.

## Resident Interview Schedule

Choose one person from each of the following groups and arrange with him or her for a focused interview using as lead questions one or more of the suggested questions listed beneath each group.

- A. Group I    a.-chamber of commerce representative,  
                   newspaper representative, banker.  
                   b.-long time resident, librarian (city),  
                   laborer

1. What do you like about this community?
2. Is your community different from others within fifty miles? (disasters, early settlers, growth, historical background, school-community relationships)
3. How do people earn their living?
4. What kind of social clubs and fraternal organizations are provided here?
5. Do people work together in the community or are there factions present?

- B. Group II - agriculture teacher, farm adviser

1. What is the physical setting of the community? (soil, natural resources, weather)
2. Is this a well knit community or are there factions present?
3. What are controversial issues in the community? (home, educational, political)

(questions 2 and 3 might be asked of other teachers)

- C. Group III - attorney, minister

1. How stable are the marriages in the community?
2. What are controversial issues in the community? (home, educational, political)
3. How do people earn their living?
4. Is this a well knit community or are there factions present?



original

## Pupil's Opinionnaire

We need your help in planning what is taught in the homemaking program in your local high school. Will you help us by filling in the opinionnaire which includes questions about your community. Do not sign your name unless you wish to do so. Thank you for your cooperation and help.

Will you please check or write in any information you can give. Space is left after each question for any additional comments you may wish to add.

- A. Is there a variety of recreation offered for all age groups in your community? Yes\_\_\_ No\_\_\_ To some extent\_\_\_

1. Additional provision is needed for:

|                       | Yes | No  | Perhaps |
|-----------------------|-----|-----|---------|
| a. older persons      | ___ | ___ | ___     |
| b. middle age         | ___ | ___ | ___     |
| c. youth (teen-agers) | ___ | ___ | ___     |

- B. What kinds of clubs are provided?

|   | too many | ade-quate | inade-quate |
|---|----------|-----------|-------------|
| 1. Educational (fraternal organizations, Y's, Rainbow, 4H, A.A.U.W.)              | ___      | ___       | ___         |
| 2. Professional (unions, B.P. and W., Jaycees, Rotary, Kiwanis, Lions, Optimists) | ___      | ___       | ___         |
| 3. Social (bridge, etc.)  | ___      | ___       | ___         |
| 4. Additional provision needed  | ___      | ___       | ___         |

- C. Provision for other recreational opportunities in your community are made through:

|                        | many | some | few |
|------------------------|------|------|-----|
| 1. Commercial concerns |      |      |     |
| a. carnivals           | ___  | ___  | ___ |
| b. dance halls         | ___  | ___  | ___ |
| c. movies              | ___  | ___  | ___ |
| d. pool room           | ___  | ___  | ___ |

## C. (cont'd)

|                            | many  | some  | few   |
|----------------------------|-------|-------|-------|
| e. skating rink            | _____ | _____ | _____ |
| f. sports (football, golf) | _____ | _____ | _____ |
| g. other                   | _____ | _____ | _____ |
| 2. Private clubs           |       |       |       |
| a. country                 | _____ | _____ | _____ |
| b. hunting                 | _____ | _____ | _____ |
| c. saddle                  | _____ | _____ | _____ |
| d. other                   | _____ | _____ | _____ |
| 3. Public agencies         |       |       |       |
| a. parks                   | _____ | _____ | _____ |
| b. playground              | _____ | _____ | _____ |
| c. lakes                   | _____ | _____ | _____ |
| d. school facilities       | _____ | _____ | _____ |
| e. church                  | _____ | _____ | _____ |
| f. other                   | _____ | _____ | _____ |
| 4. Private homes           |       |       |       |
| a. own                     | _____ | _____ | _____ |
| b. classmates              | _____ | _____ | _____ |
| c. other                   | _____ | _____ | _____ |

## D. Where do families live?

Would you judge the housing to be adequate\_\_\_\_\_  
inadequate\_\_\_\_\_?

|                            | most  | some  | few   |
|----------------------------|-------|-------|-------|
| 1. Apartments              | _____ | _____ | _____ |
| ✓ 2. Own homes             | _____ | _____ | _____ |
| a. _____ newly constructed | _____ | _____ | _____ |
| b. _____ older building    | _____ | _____ | _____ |
| 3. Rent                    | _____ | _____ | _____ |
| 4. Rooms                   | _____ | _____ | _____ |
| o 5. Shacks                | _____ | _____ | _____ |
| 6. Trailers                | _____ | _____ | _____ |
| 7. Other                   | _____ | _____ | _____ |
| x                          |       |       |       |

## E. How do families spend leisure time?

|   |       |       |       |
|---|-------|-------|-------|
| 1. car riding trips                                 | _____ | _____ | _____ |
| 2. Further education                                | _____ | _____ | _____ |
| 3. Outdoor activities<br>(gardening, picnics, etc.) | _____ | _____ | _____ |
| 4. Radio  | _____ | _____ | _____ |

## E. (cont'd)

|               | most  | some  | few   |
|---------------|-------|-------|-------|
| 5. Reading    |       |       |       |
| a. books      | _____ | _____ | _____ |
| b. magazines  | _____ | _____ | _____ |
| 6. Sports     | _____ | _____ | _____ |
| 7. Television | _____ | _____ | _____ |
| 8. Other      | _____ | _____ | _____ |

## F. How modern are the homes?

|  |       |       |       |
|--|-------|-------|-------|
| 1. Bathroom                                | _____ | _____ | _____ |
| 2. Electricity                             | _____ | _____ | _____ |
| ✓3. Electric freezers                      | _____ | _____ | _____ |
| ✓4. Electric or hand sweepers              | _____ | _____ | _____ |
| 5. Electric refrigerators or ice boxes     | _____ | _____ | _____ |
| 6. Running water                           | _____ | _____ | _____ |
| 7. Small appliances (toaster, irons, etc.) | _____ | _____ | _____ |
| X  |       |       |       |
| X  |       |       |       |
| X  |       |       |       |

## G. Are the marriages working? Yes\_\_\_No\_\_\_To some extent\_\_\_

|                                   | majority | some  | few   |
|-----------------------------------|----------|-------|-------|
| 1. Broken homes                   |          |       |       |
| a. death                          | _____    | _____ | _____ |
| b. divorce                        | _____    | _____ | _____ |
| c. separation                     | _____    | _____ | _____ |
| 2. Family works together          | _____    | _____ | _____ |
| 3. Happy                          | _____    | _____ | _____ |
| 4. Unhappy (quarreling, disputes) | _____    | _____ | _____ |
| 5. Husband 'the boss'             | _____    | _____ | _____ |
| 6. Wife 'the boss'                | _____    | _____ | _____ |
| 7. Other                          | _____    | _____ | _____ |

## H. What are the plans and hopes of you and your classmates?

|  | most  | some  | few   |
|--|-------|-------|-------|
| 1. Early marriage (1 or 2 years after school)          | _____ | _____ | _____ |
| 2. Education beyond high school                        |       |       |       |
| a. adult or extension classes                          | _____ | _____ | _____ |
| b. business or trade school (Jr. college 13-14th year) | _____ | _____ | _____ |
| c. College   | _____ | _____ | _____ |

## H. (cont'd)

|   | most  | some  | few   |
|---|-------|-------|-------|
| 4. Late marriage (after completion of school) | _____ | _____ | _____ |
| 5. Work in the town                           | _____ | _____ | _____ |
| 6. Work in another town                       | _____ | _____ | _____ |
| 7. Other                                      |       |       |       |

## I. What are the differences in opinion present in the community?

|     |                                    | Adults |       |           | Teen-agers |       |           |
|-----|------------------------------------|--------|-------|-----------|------------|-------|-----------|
|     |                                    | for    | a-    | indiffer- | for        | a-    | indiffer- |
|     |                                    | gainst |       | ent       | gainst     |       | ent       |
| 1.  | Acceptable wearing apparel         | _____  | _____ | _____     | _____      | _____ | _____     |
| ✓2. | Attitude toward divorce            | _____  | _____ | _____     | _____      | _____ | _____     |
| ✓3. | Attitude toward drinking           | _____  | _____ | _____     | _____      | _____ | _____     |
| 4.  | Dancing                            | _____  | _____ | _____     | _____      | _____ | _____     |
| 5.  | Planned parenthood (birth control) | _____  | _____ | _____     | _____      | _____ | _____     |
| 6.  | Smoking                            | _____  | _____ | _____     | _____      | _____ | _____     |
| 7.  | Other                              | _____  | _____ | _____     | _____      | _____ | _____     |
| X   |                                    |        |       |           |            |       |           |

Are there any additional comments you would like to make about the families in your community?



Revision

## PUPIL'S OPINIONAIRE

We need your help in planning what is taught in the homemaking program in your local high school. Will you help us by filling in the opinionnaire which includes questions about your community. Do not sign your name unless you wish to do so. Thank you for your cooperation and help.

Will you please check or write in any information you can give. Space is left after each question for any additional comments you may wish to add.

A. Is there a variety of recreation offered for all age groups in your community?

Yes \_\_\_\_\_ No \_\_\_\_\_ To some extent \_\_\_\_\_

1. Additional provision is needed \_\_\_\_\_

for: yes no perhaps

a. older persons \_\_\_\_\_

b. middle age \_\_\_\_\_

c. youth (teen-agers) \_\_\_\_\_

d. grade school children \_\_\_\_\_

e. preschool children \_\_\_\_\_

x  
λ

B. What kinds of clubs are provided

too ade- inade-  
many quate quate

1. Educational (fraternal organizations, Y's, Rainbow, 4H, A.A.U.W.) \_\_\_\_\_

2. Professional (unions, B.P.&W., Jaycees, Rotary, Kiwanis, Lions, Optimists) \_\_\_\_\_

3. Social (bridge, etc.) \_\_\_\_\_

4. Additional provision needed \_\_\_\_\_

C. Provision for other recreational opportunities in your community are made through:

many some few

1. Commercial concerns

o - delete

v - word change

x - addition





.....

.....

.....

.....

.....

.....

.....

## E. ✓ How do families spend leisure time?

|   | ✓most | ✓some | ✓few  |
|---|-------|-------|-------|
| 1. Family get-togethers<br>x (games, etc.)                        | _____ | _____ | _____ |
| 2. Visiting <sup>o</sup> (relatives,<br>friends, neighbors)       | _____ | _____ | _____ |
| 3. Car riding and/or trips  | _____ | _____ | _____ |
| 4. <sup>o</sup> Further education (after-<br>noon and/or evening) | _____ | _____ | _____ |
| 5. Outdoor activities<br>(gardening, picnics, etc.)               | _____ | _____ | _____ |
| 6. Radio  | _____ | _____ | _____ |
| 7. Reading  | _____ | _____ | _____ |
| a. books  | _____ | _____ | _____ |
| b. magazines  | _____ | _____ | _____ |
| c. newspapers   | _____ | _____ | _____ |
| 8. Television   | _____ | _____ | _____ |
| ✓9. Other   | _____ | _____ | _____ |

x

## F. ✓ How modern are the homes?

|   |       |       |       |
|---|-------|-------|-------|
| 1. Bathroom                             | _____ | _____ | _____ |
| 2. Electricity                          | _____ | _____ | _____ |
| 3. Gas (bottled or natural)             | _____ | _____ | _____ |
| 4. Freezers                             | _____ | _____ | _____ |
| 5. Sweepers                             | _____ | _____ | _____ |
| 6. Running water                        | _____ | _____ | _____ |
| 7. Small appliances,<br>(toaster, etc.) | _____ | _____ | _____ |
| 8. Central heating system               | _____ | _____ | _____ |
| 9. Kitchen sink                         | _____ | _____ | _____ |
| 10. Other                               | _____ | _____ | _____ |

## G. ✓ Are the marriages working? Yes \_\_\_\_\_ No \_\_\_\_\_ To some extent \_\_\_\_\_

| Home Relationships                    | majority | some  | few   |
|---------------------------------------|----------|-------|-------|
| ✓1. Happy                             | _____    | _____ | _____ |
| ✓2. Family works together             | _____    | _____ | _____ |
| ✓3. Husband 'the boss'                | _____    | _____ | _____ |
| ✓4. Wife 'the boss'                   | _____    | _____ | _____ |
| ✓5. Unhappy (quarreling,<br>disputes) | _____    | _____ | _____ |
| ✓6. Broken homes                      | _____    | _____ | _____ |
| a. death                              | _____    | _____ | _____ |
| b. divorce                            | _____    | _____ | _____ |
| c. separation                         | _____    | _____ | _____ |
| 7. Other                              | _____    | _____ | _____ |

H. What are the plans and hopes of you and your classmates?

|  | most  | some  | few   |
|--|-------|-------|-------|
| 1. Early marriage (1 or 2 years after school)          | _____ | _____ | _____ |
| 2. Graduate from high school                           | _____ | _____ | _____ |
| 3. Education beyond high school                        | _____ | _____ | _____ |
| a. adult or extension classes                          | _____ | _____ | _____ |
| b. business or trade school (jr. college 13-14th year) | _____ | _____ | _____ |
| 4. Late marriage (after completion of school)          | _____ | _____ | _____ |
| 5. Work in town  | _____ | _____ | _____ |
| 6. Work in another town                                | _____ | _____ | _____ |
| ✓ 7. Other:  | _____ | _____ | _____ |

I. What are the differences in opinion present in the community?

|   | adults |       |           | teen-agers |       |           |
|---|--------|-------|-----------|------------|-------|-----------|
|   | for    | a-    | indiffer- | for        | a-    | indiffer- |
|   | gainst |       | ent       | gainst     |       | ent       |
| x 1. Acceptable wearing apparel         | _____  | _____ | _____     | _____      | _____ | _____     |
| ✓ 2. Lasting marriage                   | _____  | _____ | _____     | _____      | _____ | _____     |
| o 3. Fewer divorces                     | _____  | _____ | _____     | _____      | _____ | _____     |
| y 4. Social drinking                    | _____  | _____ | _____     | _____      | _____ | _____     |
| x 5. Planned parenthood (birth control) | _____  | _____ | _____     | _____      | _____ | _____     |
| x 6. Dancing                            | _____  | _____ | _____     | _____      | _____ | _____     |
| x 7. Smoking                            | _____  | _____ | _____     | _____      | _____ | _____     |
| 8. Other                                | _____  | _____ | _____     | _____      | _____ | _____     |

Are there any additional comments you would like to make about the families in your community?

Final

## PUPIL OPINIONAIRE

We need your help in planning what is taught in the homemaking program in your local high school. Will you help us by filling in the opinionaire which includes questions about your community. Do not sign your name unless you wish to do so. Thank you for your cooperation and help.

Will you please check or write in any information you can give. Space is left after each question for any additional comments you may wish to add.

A. 1. Is there a variety of recreation offered for all age groups? \_\_\_\_Yes\_\_\_\_No

2. Is the recreation offered (a)\_\_\_\_commercial,  
(b) private\_\_\_\_

3. Additional recreational provision is needed for:

|                             | Yes  | No   |
|-----------------------------|------|------|
| a. Older persons            | ____ | ____ |
| b. Middle age persons       | ____ | ____ |
| c. Youth (teenagers)        | ____ | ____ |
| d. Grade school children    | ____ | ____ |
| e. Pre-school children      | ____ | ____ |
| f. Commercial entertainment | ____ | ____ |
| g. Private entertainment    | ____ | ____ |

B. What kinds of clubs are provided?

|   | too<br>many | ade-<br>quate | inade-<br>quate |
|---|-------------|---------------|-----------------|
| 1. Education (fraternal organizations, Y's, Rainbow, 4H, A.A.U.W.)            | ____        | ____          | ____            |
| 2. Professional (unions, B.P.&W., Jaycees, Rotary, Kiwanis, Lions, Optimists) | ____        | ____          | ____            |
| 3. Social (bridge, etc.)  | ____        | ____          | ____            |
| 4. Name any other clubs   | ____        | ____          | ____            |

C. Provision for other recreational opportunities in your community are made through:

|                        | many  | There<br>some | are<br>few | none  |
|------------------------|-------|---------------|------------|-------|
| 1. Commercial concerns |       |               |            |       |
| a. Carnivals           | _____ | _____         | _____      | _____ |
| b. Dance halls         | _____ | _____         | _____      | _____ |
| c. Movies              | _____ | _____         | _____      | _____ |
| d. Pool room           | _____ | _____         | _____      | _____ |
| e. Skating rink        | _____ | _____         | _____      | _____ |
| f. Sports              | _____ | _____         | _____      | _____ |
| g. Other               | _____ | _____         | _____      | _____ |
| 2. Private clubs       |       |               |            |       |
| a. Country             | _____ | _____         | _____      | _____ |
| b. Hunting             | _____ | _____         | _____      | _____ |
| c. Saddle              | _____ | _____         | _____      | _____ |
| d. Other               | _____ | _____         | _____      | _____ |
| 3. Public agencies     |       |               |            |       |
| a. Parks               | _____ | _____         | _____      | _____ |
| b. Playground          | _____ | _____         | _____      | _____ |
| c. Lakes               | _____ | _____         | _____      | _____ |
| d. School facilities   | _____ | _____         | _____      | _____ |
| e. Other               | _____ | _____         | _____      | _____ |
| 4. Private homes       |       |               |            |       |
| a. Own                 | _____ | _____         | _____      | _____ |
| b. Classmates          | _____ | _____         | _____      | _____ |
| c. Other               | _____ | _____         | _____      | _____ |

D. 1. Where do families live?

|                 | Most  | Some  | Few   |
|-----------------|-------|-------|-------|
| a. Own house    | _____ | _____ | _____ |
| b. Rented house | _____ | _____ | _____ |
| c. Rent free    | _____ | _____ | _____ |

2. When were the dwellings built?

|                        |       |       |       |
|------------------------|-------|-------|-------|
| a. Last 10 years       | _____ | _____ | _____ |
| b. Last 25 years       | _____ | _____ | _____ |
| c. Older than 25 years | _____ | _____ | _____ |





3. What kind of dwellings house the families?
- |                               | Most  | Some  | Few   |
|-------------------------------|-------|-------|-------|
| a. For one family             | _____ | _____ | _____ |
| b. House more than one family | _____ | _____ | _____ |
| c. Apartments                 | _____ | _____ | _____ |
| d. Two or more rooms          | _____ | _____ | _____ |
| e. Single room                | _____ | _____ | _____ |
| f. Trailer                    | _____ | _____ | _____ |
| g. Other types of dwellings   | _____ | _____ | _____ |

- E. How does the family spend leisure time?
- |  | Usually | Occasion-ally | Seldom |
|--|---------|---------------|--------|
|--|---------|---------------|--------|

1. Family get-togethers at home

- |   |       |       |       |
|---|-------|-------|-------|
| a. Play games, etc.                       | _____ | _____ | _____ |
| b. Reading (books, magazines, newspapers) | _____ | _____ | _____ |
| c. Listen to radio                        | _____ | _____ | _____ |
| d. Watching television                    | _____ | _____ | _____ |

2. Family get-togethers away from home

- |                       |       |       |       |
|-----------------------|-------|-------|-------|
| a. Visiting           | _____ | _____ | _____ |
| b. Trips              | _____ | _____ | _____ |
| c. Car riding         | _____ | _____ | _____ |
| d. Picture shows      | _____ | _____ | _____ |
| e. Outdoor activities | _____ | _____ | _____ |
| f. Carnivals, fairs   | _____ | _____ | _____ |

3. Name other ways.

- F. What modern conveniences are in the home?

- |                             | Most  | Some  | Few   |
|-----------------------------|-------|-------|-------|
| 1. Running water            | _____ | _____ | _____ |
| 2. Bathroom                 | _____ | _____ | _____ |
| 3. Kitchen sink             | _____ | _____ | _____ |
| 4. Electricity              | _____ | _____ | _____ |
| 5. Gas (bottled or natural) | _____ | _____ | _____ |
| 6. Freezer                  | _____ | _____ | _____ |



## F. (cont'd)

|  | Most  | Some  | Few   |
|--|-------|-------|-------|
| 7. Sweeper                             | _____ | _____ | _____ |
| 8. Small appliances<br>(toaster, etc.) | _____ | _____ | _____ |
| 9. Central heating system              | _____ | _____ | _____ |
| 10. Other modern conveniences          | _____ | _____ | _____ |

## G. What are the relationships in the home?

1. Are the marriages working? \_\_\_\_\_yes \_\_\_\_\_no
2. Are the home relationships \_\_\_\_\_happy \_\_\_\_\_unhappy?
3. Do the family members work together?  
\_\_\_\_\_yes \_\_\_\_\_no
4. Who is boss? \_\_\_\_\_husband \_\_\_\_\_wife  
\_\_\_\_\_children \_\_\_\_\_none
5. Have the broken homes been caused by  
\_\_\_\_\_death \_\_\_\_\_divorce \_\_\_\_\_separation?

## H. What plans and hopes do the parents you know have for their children after 16 years of age?

|  | Most  | Some  | Few   |
|--|-------|-------|-------|
| 1. Early marriage (1 or 2 years<br>after leaving school)       | _____ | _____ | _____ |
| 2. Graduate from high school                                   | _____ | _____ | _____ |
| 3. Education beyond high school                                | _____ | _____ | _____ |
| a. Adult or extension<br>classes                               | _____ | _____ | _____ |
| b. Business or trade<br>school (Jr. college<br>13th-14th year) | _____ | _____ | _____ |
| c. College   | _____ | _____ | _____ |
| 4. Late marriage (after<br>completion of schooling)            | _____ | _____ | _____ |
| 5. Work in the local town                                      | _____ | _____ | _____ |
| 6. Work in another town  | _____ | _____ | _____ |
| 7. Any other plans   | _____ | _____ | _____ |

## I. Are there differences in opinion between adults and teen-agers in the community on:

- |          |         |   |
|----------|---------|---|
| _____Yes | _____No | 1. Acceptable wearing apparel in the home.                              |
| _____Yes | _____No | 2. Appropriate wearing apparel in public.                               |
| _____Yes | _____No | 3. Viewpoints held before entering into marriage (age, finances, etc.). |
| _____Yes | _____No | 4. Reasons for divorce  |
| _____Yes | _____No | 5. Acceptance of social drinking in their own or homes of friends.      |



- ☐ Yes ☐ No 6. Participation in social drinking in public.  
☐ Yes ☐ No 7. Planning the spacing and/or number of  
children in the family.  
☐ Yes ☐ No 8. Dancing in their own or homes of friends.  
☐ Yes ☐ No 9. Dancing in public.  
☐ Yes ☐ No 10. Smoking in their own or homes of friends.  
☐ Yes ☐ No 11. Smoking in public places.  
☐ Yes ☐ No 12. Any other controversial issues.

Are there any additional comments you would like to  
make about the families in your community?

• The first of these is the fact that the  
• second is the fact that the  
• third is the fact that the  
• fourth is the fact that the  
• fifth is the fact that the  
• sixth is the fact that the  
• seventh is the fact that the  
• eighth is the fact that the  
• ninth is the fact that the  
• tenth is the fact that the

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• third is the fact that the  
• fourth is the fact that the  
• fifth is the fact that the  
• sixth is the fact that the  
• seventh is the fact that the  
• eighth is the fact that the  
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• tenth is the fact that the

*original*

To parents of youth in homemaking classes

We need your help in planning what is taught in the homemaking program in your local high school. Every homemaking teacher needs to know the parents and the families of her students in order to teach in a way which will be most helpful to her students. Will you help us by filling in the attached parents' opinionaire?*X* Your cooperation and help will be most appreciated. Do not sign your name unless you wish to do so.

Will you please return this questionnaire soon -- by the end of the week? Thank you for your very fine cooperation.

---

Homemaking Teacher

---

High School

*o - delete  
v - word change  
x - addition*



### THE EFFECT OF TEMPERATURE ON THE RATE OF REACTION

It is well known that the rate of a chemical reaction increases with increasing temperature. This is because the molecules have more kinetic energy and are therefore more likely to collide with sufficient energy to overcome the activation energy barrier. The Arrhenius equation,  $k = Ae^{-E_a/RT}$ , describes the relationship between the rate constant  $k$  and the temperature  $T$ . The activation energy  $E_a$  is the minimum energy required for a reaction to occur. The pre-exponential factor  $A$  is a constant that depends on the frequency of collisions and the orientation of the molecules. The gas constant  $R$  is a constant that relates energy to temperature. The equation shows that the rate constant  $k$  increases exponentially with increasing temperature  $T$ .

### THE EFFECT OF CONCENTRATION ON THE RATE OF REACTION

The rate of a chemical reaction also increases with increasing concentration of the reactants. This is because there are more molecules present, and therefore a higher probability of collisions. The rate law,  $\text{Rate} = k[A]^m[B]^n$ , describes the relationship between the rate of reaction and the concentrations of the reactants  $A$  and  $B$ . The rate constant  $k$  is a constant that depends on the temperature and the activation energy. The exponents  $m$  and  $n$  are the reaction orders with respect to  $A$  and  $B$ , respectively.

### THE EFFECT OF CATALYSTS ON THE RATE OF REACTION

Catalysts are substances that increase the rate of a chemical reaction without being consumed in the process. They do this by providing an alternative reaction pathway with a lower activation energy. The rate of reaction increases because more molecules have sufficient energy to overcome the lower activation energy barrier. Catalysts are used in many industrial processes to speed up reactions and reduce costs.

## PARENT'S OPINIONAIRE

The following questions ask for information about families in your community will you please underline, check or write in any information you can give. Space is left after each question for any additional comments you may wish to add.

A. Is your community different from other communities within fifty miles?

- |                                |   |                       |
|--------------------------------|---|-----------------------|
| <u>    </u> Yes <u>    </u> No | 1. Disasters                              | Brief description     |
|                                | (fires, floods, close down of industries) |                       |
| <u>    </u> Yes <u>    </u> No | 2. Early settlers                         |                       |
|                                | (prominent,*Nationalities)                |                       |
| <u>    </u> Yes <u>    </u> No | 3. Growth made                            |                       |
|                                | (business, homes built)                   |                       |
| <u>    </u> Yes <u>    </u> No | 4. Historical background*                 |                       |
| <u>    </u> Yes <u>    </u> No | 5. School community relations             | <u>    </u> wholesome |
|                                | <u>    </u> cooperative <u>    </u> fair  |                       |
| <u>    </u> Yes <u>    </u> No | 6. Other differences                      |                       |

B. What is the physical setting of the community?

1. Soil: good     , fair     , poor
2. Natural resources: water     , oil     , forests
3. Weather: changeable     , unchangeable     , extreme temperatures
4. Other

C. How do people earn their living?

- |                     | Most        | Some        | Few         |
|---------------------|-------------|-------------|-------------|
| 1. Farming          | <u>    </u> | <u>    </u> | <u>    </u> |
| 2. Heavy industries | <u>    </u> | <u>    </u> | <u>    </u> |
| 3. Local businesses | <u>    </u> | <u>    </u> | <u>    </u> |
| 4. Manufacturing    | <u>    </u> | <u>    </u> | <u>    </u> |
| *5. Mining          | <u>    </u> | <u>    </u> | <u>    </u> |
| 6. Other            | <u>    </u> | <u>    </u> | <u>    </u> |

D. Does the shopping area furnish the things you usually need? Yes     , No     , Usually     .  
Other needs not met by the local community



## E. Are the service establishments adequate?

|                                       | Yes | No  | Usually |
|---------------------------------------|-----|-----|---------|
| 1. Auto service<br>(filling stations) | --- | --- | ---     |
| 2. Banks                              | --- | --- | ---     |
| 3. Cleaners                           | --- | --- | ---     |
| 4. Garages                            | --- | --- | ---     |
| 5. Motel                              | --- | --- | ---     |
| 6. Telephone exchanges                | --- | --- | ---     |
| 7. Other services needed              | --- | --- | ---     |

## F. What are the employment possibilities for teenagers and young adults?

|                | good | fair | poor |
|----------------|------|------|------|
| 1. Factories   | ---  | ---  | ---  |
| 2. Farm hands  | ---  | ---  | ---  |
| 3. Secretarial | ---  | ---  | ---  |
| 4. Railroad    | ---  | ---  | ---  |
| 5. Stores      | ---  | ---  | ---  |
| 6. Waitress    | ---  | ---  | ---  |
| 7. Others      | ---  | ---  | ---  |

## G. What are the local means of transportation when you want to get around in town or when you desire to go to another town?

|             |         |        |         |                                     |
|-------------|---------|--------|---------|-------------------------------------|
| 1. Auto     | private | rented | friends |                                     |
|             |         |        |         | <u>good</u> <u>fair</u> <u>poor</u> |
| 2. Bus      |         |        |         | ---                                 |
| 3. Plane    |         |        |         | ---                                 |
| 4. Railroad |         |        |         | ---                                 |
| 5. Taxi     |         |        |         | ---                                 |
| 6. Others   |         |        |         | ---                                 |

H. Is there a variety of recreation offered for all age groups? Yes No To some extent  
Additional provision is needed for:

|                  | Yes | No  | Perhaps |
|------------------|-----|-----|---------|
| 1. Older persons | --- | --- | ---     |
| 2. Middle ages   | --- | --- | ---     |
| 3. Youth         | --- | --- | ---     |
| x                |     |     |         |
| x                |     |     |         |
| x                |     |     |         |
| x                |     |     |         |

1890. 1891. 1892. 1893. 1894. 1895. 1896. 1897. 1898. 1899. 1900.

1901. 1902. 1903. 1904. 1905. 1906. 1907. 1908. 1909. 1910. 1911.

1912. 1913. 1914. 1915. 1916. 1917. 1918. 1919. 1920. 1921. 1922.

1923. 1924. 1925. 1926. 1927. 1928. 1929. 1930. 1931. 1932. 1933.

1934. 1935. 1936. 1937. 1938. 1939. 1940. 1941. 1942. 1943. 1944.

1945. 1946. 1947. 1948. 1949. 1950. 1951. 1952. 1953. 1954. 1955.

1956. 1957. 1958. 1959. 1960. 1961. 1962. 1963. 1964. 1965. 1966.

1967. 1968. 1969. 1970. 1971. 1972. 1973. 1974. 1975. 1976. 1977.

1978. 1979. 1980. 1981. 1982. 1983. 1984. 1985. 1986. 1987. 1988.

1989. 1990. 1991. 1992. 1993. 1994. 1995. 1996. 1997. 1998. 1999.

2000. 2001. 2002. 2003. 2004. 2005. 2006. 2007. 2008. 2009. 2010.

2011. 2012. 2013. 2014. 2015. 2016. 2017. 2018. 2019. 2020. 2021.

2022. 2023. 2024. 2025. 2026. 2027. 2028. 2029. 2030. 2031. 2032.

2033. 2034. 2035. 2036. 2037. 2038. 2039. 2040. 2041. 2042. 2043.

2044. 2045. 2046. 2047. 2048. 2049. 2050. 2051. 2052. 2053. 2054.

2055. 2056. 2057. 2058. 2059. 2060. 2061. 2062. 2063. 2064. 2065.

2066. 2067. 2068. 2069. 2070. 2071. 2072. 2073. 2074. 2075. 2076.

2077. 2078. 2079. 2080. 2081. 2082. 2083. 2084. 2085. 2086. 2087.

2088. 2089. 2090. 2091. 2092. 2093. 2094. 2095. 2096. 2097. 2098.

2099. 2100. 2101. 2102. 2103. 2104. 2105. 2106. 2107. 2108. 2109.

2110. 2111. 2112. 2113. 2114. 2115. 2116. 2117. 2118. 2119. 2120.

2121. 2122. 2123. 2124. 2125. 2126. 2127. 2128. 2129. 2130. 2131.

2132. 2133. 2134. 2135. 2136. 2137. 2138. 2139. 2140. 2141. 2142.

2143. 2144. 2145. 2146. 2147. 2148. 2149. 2150. 2151. 2152. 2153.

2154. 2155. 2156. 2157. 2158. 2159. 2160. 2161. 2162. 2163. 2164.

2165. 2166. 2167. 2168. 2169. 2170. 2171. 2172. 2173. 2174. 2175.

2176. 2177. 2178. 2179. 2180. 2181. 2182. 2183. 2184. 2185. 2186.

2187. 2188. 2189. 2190. 2191. 2192. 2193. 2194. 2195. 2196. 2197.

2198. 2199. 2200. 2201. 2202. 2203. 2204. 2205. 2206. 2207. 2208.

2209. 2210. 2211. 2212. 2213. 2214. 2215. 2216. 2217. 2218. 2219.

2220. 2221. 2222. 2223. 2224. 2225. 2226. 2227. 2228. 2229. 2230.

2231. 2232. 2233. 2234. 2235. 2236. 2237. 2238. 2239. 2240. 2241.

2242. 2243. 2244. 2245. 2246. 2247. 2248. 2249. 2250. 2251. 2252.

2253. 2254. 2255. 2256. 2257. 2258. 2259. 2260. 2261. 2262. 2263.

2264. 2265. 2266. 2267. 2268. 2269. 2270. 2271. 2272. 2273. 2274.

## I. What kinds of clubs are provided?

|  | too<br>many | ade-<br>quate | inade-<br>quate |
|--|-------------|---------------|-----------------|
| 1. Educational (fraternal organizations - Y's, Rainbow, 4H, AAUW)          | _____       | _____         | _____           |
| 2. Professional (unions, BP&W, Jaycees, Rotary, Kiwanis, Lions, Optimists) | _____       | _____         | _____           |
| 3. Social (bridge, <sup>X</sup> and other clubs)                           | _____       | _____         | _____           |
| Additional provision needed:   | _____       | _____         | _____           |

## J. What churches are active in the community?

## 1. Denominations (List those you know are active)

## 2. Religious sponsored programs

- a. Bible school: vacation\_\_\_\_; year around\_\_\_\_  
 b. Family life teaching: Jr. High\_\_\_\_;  
 Sr. High\_\_\_\_; Young adults\_\_\_\_; older  
 adults\_\_\_\_  
 c. Missionary Society: weekly\_\_\_\_ monthly\_\_\_\_  
 bi-monthly\_\_\_\_  
 d. Recreation: weekly\_\_\_\_; monthly\_\_\_\_;  
 twice a month\_\_\_\_  
 e. Services once a week (Sunday)  
 f. Youth\_\_\_\_

<sup>X</sup>

## K. How is the living for the family earned?

|                                  | most  | some  | few   |
|----------------------------------|-------|-------|-------|
| 1. In the local town             | _____ | _____ | _____ |
| 2. More than one in the family   | _____ | _____ | _____ |
| 3. One works in the family       | _____ | _____ | _____ |
| 4. Outside the local town        | _____ | _____ | _____ |
| 5. Under safe working conditions | _____ | _____ | _____ |
| 6. Classified as laborers        | _____ | _____ | _____ |
| professional                     | _____ | _____ | _____ |
| semi-skilled                     | _____ | _____ | _____ |
| white collar                     | _____ | _____ | _____ |
| 7. Other <sup>X</sup>            | _____ | _____ | _____ |

100

100

100

## L. Where do families live?

Would you judge the housing to be adequate            inadequate           

|                         | most  | some  | few   |
|-------------------------|-------|-------|-------|
| 1. Apartments           | _____ | _____ | _____ |
| ✓2. Own homes           | _____ | _____ | _____ |
| _____ newly constructed |       |       |       |
| _____ older building    |       |       |       |
| 3. Rent                 | _____ | _____ | _____ |
| 4. Rooms                | _____ | _____ | _____ |
| o 5. Shacks             | _____ | _____ | _____ |
| 6. Trailers             | _____ | _____ | _____ |
| x 7. Other              | _____ | _____ | _____ |

## M. How do families spend leisure time?

|  | most  | some  | few   |
|--|-------|-------|-------|
| x 1. Car riding/trips                            | _____ | _____ | _____ |
| 2. Further education x                           | _____ | _____ | _____ |
| 3. Outdoor activities (gardening, picnics, etc.) | _____ | _____ | _____ |
| 4. Radio   | _____ | _____ | _____ |
| 5. Reading                                       | _____ | _____ | _____ |
| books  | _____ | _____ | _____ |
| magazines  | _____ | _____ | _____ |
| 6. Sports  | _____ | _____ | _____ |
| 7. Television                                    | _____ | _____ | _____ |
| 8. Other   | _____ | _____ | _____ |

## N. How modern are the homes?

|  | most  | some  | few   |
|--|-------|-------|-------|
| 1. Bathroom                                | _____ | _____ | _____ |
| 2. Electricity                             | _____ | _____ | _____ |
| ✓3. Electric freezers                      | _____ | _____ | _____ |
| ✓4. Electric or hand sweepers              | _____ | _____ | _____ |
| 5. Electric refrigerators or ice boxes     | _____ | _____ | _____ |
| 6. Running water                           | _____ | _____ | _____ |
| 7. Small appliances (toaster, irons, etc.) | _____ | _____ | _____ |

x  
x  
x

O. Are the marriages working? Yes            No            to some extent           

|                                   | majority | some  | few   |
|-----------------------------------|----------|-------|-------|
| 1. Broken homes                   |          |       |       |
| a. death                          | _____    | _____ | _____ |
| b. divorce                        | _____    | _____ | _____ |
| c. separation                     | _____    | _____ | _____ |
| 2. Family works together          | _____    | _____ | _____ |
| 3. Happy                          | _____    | _____ | _____ |
| 4. Unhappy (quarreling, disputes) | _____    | _____ | _____ |
| 5. Husband 'the boss'             | _____    | _____ | _____ |
| 6. Wife 'the boss'                | _____    | _____ | _____ |
| 7. Other                          | _____    | _____ | _____ |



1. The first part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

2. The second part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

3. The third part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

4. The fourth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

5. The fifth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

6. The sixth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

7. The seventh part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

8. The eighth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

9. The ninth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

10. The tenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

11. The eleventh part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

12. The twelfth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

13. The thirteenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

14. The fourteenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

15. The fifteenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

16. The sixteenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

17. The seventeenth part of the paper is devoted to a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries.

P. What plans and hopes do the parents have for their children after 16 years of age?

|  | most  | some  | few   |
|--|-------|-------|-------|
| 1. Early marriage (1 or 2 years after school)          | _____ | _____ | _____ |
| 2. Education beyond high school                        | _____ | _____ | _____ |
| a. adult or extension classes                          | _____ | _____ | _____ |
| b. business or trade school (jr. college 13-14th year) | _____ | _____ | _____ |
| ✓c. 4 year college                                     | _____ | _____ | _____ |
| 3. Graduate from high school                           | _____ | _____ | _____ |
| 4. Late marriages (after completion of school)         | _____ | _____ | _____ |
| 5. Work in the town                                    | _____ | _____ | _____ |
| 6. Work in another town                                | _____ | _____ | _____ |
| 7. Other   | _____ | _____ | _____ |

Q. What are the differences in opinion present in the community?

|                                       | Adult |         |              | Teen-agers |         |              |
|---------------------------------------|-------|---------|--------------|------------|---------|--------------|
|                                       | For   | Against | Indiffer-ent | For        | Against | Indiffer-ent |
| 1. Acceptable wearing apparel         | _____ | _____   | _____        | _____      | _____   | _____        |
| ✓2. Attitude toward divorce           | _____ | _____   | _____        | _____      | _____   | _____        |
| ✓3. Attitude toward drinking          | _____ | _____   | _____        | _____      | _____   | _____        |
| 4. Dancing                            | _____ | _____   | _____        | _____      | _____   | _____        |
| 5. Planned parenthood (birth control) | _____ | _____   | _____        | _____      | _____   | _____        |
| 6. Smoking                            | _____ | _____   | _____        | _____      | _____   | _____        |
| 7. Other                              | _____ | _____   | _____        | _____      | _____   | _____        |

x

Are there any additional comments you would like to make about the families' homes in your community?



REVISION

To parents of youth in homemaking classes

We need your help in planning what is taught in the homemaking program in your local high school. Every homemaking teacher needs to know the parents and the families of her students in order to teach in a way which will be most helpful to her students. Will you help us by filling in the attached parents' opinionnaire? X If you cannot answer please leave the question blank. o Your cooperation and help will be most appreciated. Do not sign your name unless you wish to do so.

Will you please return this questionnaire soon -- by the end of the week? ✓ Thank you for your very fine co-operation.

\_\_\_\_\_  
Homemaking Teacher

\_\_\_\_\_  
High School

o - delete  
✓ - word change  
X - addition



## PARENT'S OPINIONAIRE

The following questions ask for information about  
 x families in your community. Will you please check or write  
 ✓ in any information you can give. Space is left after each  
 question for any additional comments you may wish to add.

A. Is your community different from other communities  
 within fifty miles?x

- |             |    | Brief description   |
|-------------|----|---|
| ___Yes___No | 1. | Disasters<br>(fires, floods,<br>close down of<br>industries)                        |
| ___Yes___No | 2. | Early settlers<br>(prominent<br>families and/or<br>personalities,<br>nationalities) |
| ___Yes___No | 3. | Growth made<br>(business,<br>homes built)   |
| ___Yes___No | 4. | Historical back-<br>ground (when<br>founded, reason<br>for settlement).             |
| ___Yes___No | 5. | School community<br>relations___wholesome___cooperative<br>___fair                  |
| ___Yes___No | 6. | Other differences   |

o B. What is the physical setting of the community?

1. Soil: good\_\_\_, fair\_\_\_, poor\_\_\_
2. Natural resources: water\_\_\_, oil\_\_\_,  
                                  forests\_\_\_, minerals\_\_\_
3. Weather: changeable\_\_\_, unchangeable\_\_\_,  
                                  extreme temperatures\_\_\_
4. Other



C. What do most people do to earn their living?

|                      | Most  | Some  | Few   |
|----------------------|-------|-------|-------|
| 1. Farming           | _____ | _____ | _____ |
| 2. Heavy industries* | _____ | _____ | _____ |
| 3. Small industries* | _____ | _____ | _____ |
| 4. Local businesses  | _____ | _____ | _____ |
| 5. Mining            | _____ | _____ | _____ |
| 6. Professional      | _____ | _____ | _____ |
| 7. Other             | _____ | _____ | _____ |

x

D. Does the shopping area furnish the things you usually need?

Yes\_\_\_, No\_\_\_, ✓Usually\_\_\_  
 ✓Other needs not met by the local community

E. Are the service establishments adequate?

|                                       | Yes   | No    | ✓Usually |
|---------------------------------------|-------|-------|----------|
| 1. Auto service<br>(filling stations) | _____ | _____ | _____    |
| 2. Banks                              | _____ | _____ | _____    |
| 3. Cleaners                           | _____ | _____ | _____    |
| 4. Garages                            | _____ | _____ | _____    |
| 5. Motel and/or hotel                 | _____ | _____ | _____    |
| 6. Telephone exchanges                | _____ | _____ | _____    |
| x 7. Other services needed            | _____ | _____ | _____    |

F. What are the employment possibilities for teenagers and young adults?

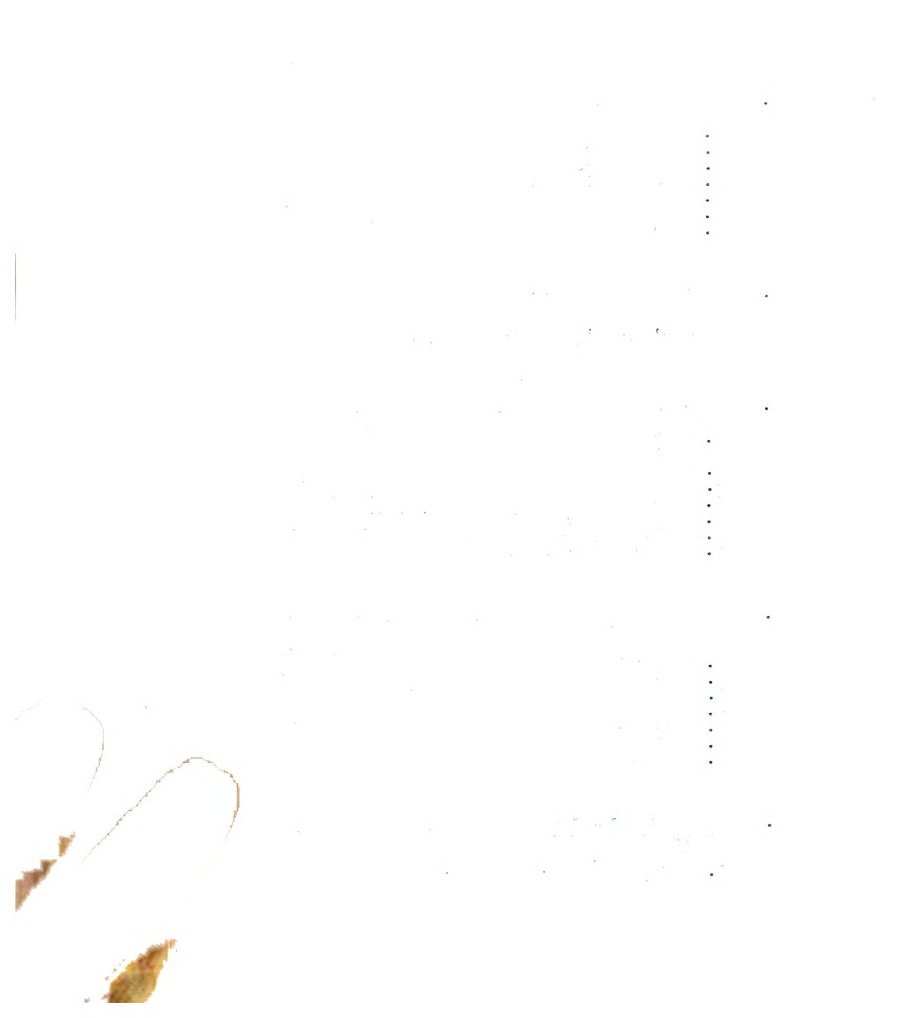
|                 | ✓good | ✓fair | ✓poor |
|-----------------|-------|-------|-------|
| ✓1. Factories   | _____ | _____ | _____ |
| 2. Farm hands   | _____ | _____ | _____ |
| ✓3. Secretarial | _____ | _____ | _____ |
| 4. Railroad*    | _____ | _____ | _____ |
| 5. Stores*      | _____ | _____ | _____ |
| ✓6. Waitress*   | _____ | _____ | _____ |
| 7. Others       | _____ | _____ | _____ |

x

G. What are the local means of transportation when you want to get around in town or when you desire to go to another town?

1. Auto\_\_\_private;\_\_\_rented;\_\_\_friends\_\_\_





|             | X<br>good fair poor |       |       |
|-------------|---------------------|-------|-------|
| 2. Bus      | _____               | _____ | _____ |
| 3. Plane    | _____               | _____ | _____ |
| 4. Railroad | _____               | _____ | _____ |
| 5. Taxi     | _____               | _____ | _____ |
| 6. Others   | _____               | _____ | _____ |

H. Is there a variety of recreation offered for all age groups? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ To some extent

X Additional provision is needed for:

|                             | Yes   | No    | Perhaps |
|-----------------------------|-------|-------|---------|
| 1. Older persons            | _____ | _____ | _____   |
| 2. Middle ages X            | _____ | _____ | _____   |
| 3. Youth (teenagers)        | _____ | _____ | _____   |
| 4. Grade school children    | _____ | _____ | _____   |
| 5. Pre-school children      | _____ | _____ | _____   |
| 6. Commercial entertainment | _____ | _____ | _____   |
| 7. Private entertainment    | _____ | _____ | _____   |

I. What kinds of clubs are provided?

|   | X<br>too ade- inadequate |       |       |
|---|--------------------------|-------|-------|
| 1. Educational (fraternal organizations, Y's, Rainbow, 4H, A.A.U.W.)              | _____                    | _____ | _____ |
| 2. Professional (unions, B.P. and W., Jaycees, Rotary, Kiwanis, Lions, Optimists) | _____                    | _____ | _____ |
| 3. Social (bridge, garden and other clubs)  | _____                    | _____ | _____ |
| 4. Additional provision needed  | _____                    | _____ | _____ |

J. What churches are active in the community?

1. Denominations (List those you know are active)

2. Religious sponsored programs

- Bible school: vacation\_\_\_\_; year around\_\_\_\_
- Family life teaching: Jr. High\_\_\_\_; Sr. High\_\_\_\_; young adults\_\_\_\_; older adults\_\_\_\_
- Missionary Society: weekly\_\_\_\_ monthly\_\_\_\_ bi-monthly\_\_\_\_
- Recreation: weekly\_\_\_\_ monthly\_\_\_\_ bi-monthly\_\_\_\_



- e. Services: once a week \_\_\_\_\_  
 more than once a week \_\_\_\_\_  
 f. Youth \_\_\_\_\_  
 g. Others \_\_\_\_\_

x

## K. ✓How is the living for the family earned?

|  | most  | some  | few   |
|--|-------|-------|-------|
| 1. In the local town                                 | _____ | _____ | _____ |
| 2. Outside the local town                            | _____ | _____ | _____ |
| ✓3. One worker in the family<br>(for wages)          | _____ | _____ | _____ |
| 4. More than one worker in the<br>family (for wages) | _____ | _____ | _____ |
| 5. Under safe working conditions                     | _____ | _____ | _____ |
| ✓6. Classified as laborers x                         | _____ | _____ | _____ |
| professional   | _____ | _____ | _____ |
| semi-skilled x                                       | _____ | _____ | _____ |
| skilled  | _____ | _____ | _____ |
| white collar x                                       | _____ | _____ | _____ |
| 7. Other x   | _____ | _____ | _____ |

## L. Where do families live?

- ✓1. Do most families own or rent where they live?  
 a. own \_\_\_\_\_ c. newly constructed \_\_\_\_\_  
 b. rent \_\_\_\_\_ d. older building \_\_\_\_\_
2. Would you judge the housing to be adequate \_\_\_\_\_  
 inadequate \_\_\_\_\_?
3. Kinds of dwelling
- |                   | most  | some  | few   |
|-------------------|-------|-------|-------|
| a. apartments     | _____ | _____ | _____ |
| ✓b. rooms         | _____ | _____ | _____ |
| ✓c. one-two rooms | _____ | _____ | _____ |
| d. trailer        | _____ | _____ | _____ |
| e. other          | _____ | _____ | _____ |
- x  
x

## M. ✓How do families spend leisure time?

|   | most  | ✓some | ✓few  |
|---|-------|-------|-------|
| 1. Family get-togethers (games,<br>x etc.)                      | _____ | _____ | _____ |
| 2. Visiting <sup>o</sup> (relatives, friends,<br>neighborhoods) | _____ | _____ | _____ |
| 3. Car riding and/or trips                                      | _____ | _____ | _____ |
| 4. • Further education (afternoon<br>and/or evening)            | _____ | _____ | _____ |
| 5. Outdoor activities (gardening,<br>picnics, etc.)             | _____ | _____ | _____ |

x



|               | ✓ most | ✓ some | ✓ few |
|---------------|--------|--------|-------|
| 6. Radio      | _____  | _____  | _____ |
| 7. Reading    | _____  | _____  | _____ |
| a. books      | _____  | _____  | _____ |
| b. magazines  | _____  | _____  | _____ |
| c. newspapers | _____  | _____  | _____ |
| 8. Television | _____  | _____  | _____ |
| ✓9. Other     | _____  | _____  | _____ |

N. ✓ How modern are the homes?

|                                     | most  | some  | few   |
|-------------------------------------|-------|-------|-------|
| 1. Bathrooms                        | _____ | _____ | _____ |
| 2. Electricity                      | _____ | _____ | _____ |
| 3. Gas (bottled or natural)         | _____ | _____ | _____ |
| 4. Freezers                         | _____ | _____ | _____ |
| 5. Sweepers                         | _____ | _____ | _____ |
| 6. Running water                    | _____ | _____ | _____ |
| 7. Small appliances (toaster, etc.) | _____ | _____ | _____ |
| 8. Central heating system           | _____ | _____ | _____ |
| 9. Kitchen sink                     | _____ | _____ | _____ |
| 10. Other                           | _____ | _____ | _____ |

O. ✓ Are the marriages working? Yes \_\_\_ No \_\_\_ To some extent \_\_\_

Home relationships

|                                    | majority | some  | few   |
|------------------------------------|----------|-------|-------|
| ✓1. Happy                          | _____    | _____ | _____ |
| ✓2. Family works together          | _____    | _____ | _____ |
| ✓3. Husband 'the boss'             | _____    | _____ | _____ |
| ✓4. Wife 'the boss'                | _____    | _____ | _____ |
| ✓5. Unhappy (quarreling, disputes) | _____    | _____ | _____ |
| ✓6. Broken homes                   | _____    | _____ | _____ |
| a. death                           | _____    | _____ | _____ |
| b. divorce                         | _____    | _____ | _____ |
| c. separation                      | _____    | _____ | _____ |
| 7. Other                           | _____    | _____ | _____ |

P. What plans and hopes do parents you know have for their children after 16 years of age?

|   | most  | some  | few   |
|---|-------|-------|-------|
| 1. Early marriage (1 or 2 years after school) | _____ | _____ | _____ |
| 2. Graduate from high school                  | _____ | _____ | _____ |



|  | most  | some  | few   |
|--|-------|-------|-------|
| 3. Education beyond high school                        |       |       |       |
| a. adult or extension classes                          | _____ | _____ | _____ |
| b. business or trade school (jr. college 13-14th year) | _____ | _____ | _____ |
| c. college   | _____ | _____ | _____ |
| 4. Late marriage (after completion of school)          | _____ | _____ | _____ |
| 5. Work in the town                                    | _____ | _____ | _____ |
| 6. Work in another town                                | _____ | _____ | _____ |
| ✓7. Other  | _____ | _____ | _____ |

Q. ✓What are the differences in opinion present in the community?

|   | for   | against | indifferent | for   | against | indifferent |
|---|-------|---------|-------------|-------|---------|-------------|
| ✓1. Acceptable wearing apparel          | _____ | _____   | _____       | _____ | _____   | _____       |
| ✓2. Lasting Marriage                    | _____ | _____   | _____       | _____ | _____   | _____       |
| 3. Fewer divorces                       | _____ | _____   | _____       | _____ | _____   | _____       |
| ×4. Social drinking                     | _____ | _____   | _____       | _____ | _____   | _____       |
| ×5. Dancing                             | _____ | _____   | _____       | _____ | _____   | _____       |
| ×6. Planned parent-hood (birth control) | _____ | _____   | _____       | _____ | _____   | _____       |
| ×7. Smoking                             | _____ | _____   | _____       | _____ | _____   | _____       |
| 8. Other                                | _____ | _____   | _____       | _____ | _____   | _____       |

Are there any additional comments you would like to make about the families in your community?





FINAL

To parents of youth in homemaking classes:

We need your help in planning what is taught in the homemaking program in your local high school. Every homemaking teacher needs to know the parents and the families of her students in order to teach in a way which will be most helpful to her students. Will you help us by filling in the attached parent opinionnaire? If you cannot answer leave the question blank. Do not sign your name unless you wish to do so.

Will you please return this opinionnaire soon -- by the end of the week? Your help would be appreciated.

\_\_\_\_\_  
Homemaking Teacher

\_\_\_\_\_ High School



## PARENT OPINIONAIRE

The following questions ask for information about families in your community. (Community as used here means the people living in the same locality which includes the area where the families live who send their children to this school.) For each part of the following please check or write in any information you can give. Space is left after each question for any additional comments you may wish to add.

A. Is your community different from other communities within fifty miles? (If you wish to state an explanation for your answer do so in the space provided at the right.)

Brief explanation

- |             |    |  |
|-------------|----|--|
| ___Yes___No | 1. | Disasters<br>(fires, floods, close<br>down of industries)                        |
| ___Yes___No | 2. | Early settlers<br>(prominent families<br>and/or personalities,<br>nationalities) |
| ___Yes___No | 3. | Growth made<br>(business, homes built)   |
| ___Yes___No | 4. | Historical background<br>(when founded, reason<br>for settlement)                |
| ___Yes___No | 5. | School-community re-<br>lationships  |
| ___Yes___No | 6. | Name any additional differences  |

B. How do most people earn their living?

- |   | Most  | Some  | Few   |
|---|-------|-------|-------|
| 1. Farming  | _____ | _____ | _____ |
| 2. Heavy industries<br>(steel, lumbering, etc.)           | _____ | _____ | _____ |
| 3. Small industries<br>(shoe factories, garment,<br>etc.) | _____ | _____ | _____ |
| 4. Local businesses<br>(retail, clerical)                 | _____ | _____ | _____ |
| 5. Mining   | _____ | _____ | _____ |
| 6. Professional   | _____ | _____ | _____ |
| 7. Executive  | _____ | _____ | _____ |
| 8. Name other ways  | _____ | _____ | _____ |



C. Does the shopping area furnish the things you need?

(a)\_\_\_Yes                      (b)\_\_\_Part of the time                      (c)\_\_\_No

Shopping needs not met by the local community.

D. Are the service establishments adequate?

|                                   | <u>Yes</u> | <u>Partly</u> | <u>No</u> |
|-----------------------------------|------------|---------------|-----------|
| 1. Auto service (filling station) | ___        | ___           | ___       |
| 2. Banks                          | ___        | ___           | ___       |
| 3. Cleaners                       | ___        | ___           | ___       |
| 4. Garages                        | ___        | ___           | ___       |
| 5. Motel and/or hotel             | ___        | ___           | ___       |
| 6. Telephone exchange             | ___        | ___           | ___       |
| 7. Utilities (electricity, gas)   | ___        | ___           | ___       |
| 8. Other services needed          | ___        | ___           | ___       |

E. What are the employment possibilities for teenagers and young adults?

|  | <u>Many</u> | <u>Some</u> | <u>Few</u> |
|--|-------------|-------------|------------|
| 1. Factory worker  | ___         | ___         | ___        |
| 2. Farm hand   | ___         | ___         | ___        |
| 3. Office worker (typist, clerk)                             | ___         | ___         | ___        |
| 4. Railroad worker   | ___         | ___         | ___        |
| 5. Store (clerk, sales person)                               | ___         | ___         | ___        |
| 6. Restaurant (waitress, carhop)                             | ___         | ___         | ___        |
| 7. Soda fountain (waitress)                                  | ___         | ___         | ___        |
| 8. Household employee (day worker, housekeeper, baby sitter) | ___         | ___         | ___        |
| 9. Other   | ___         | ___         | ___        |

F. What are the local means of transportation when you want to get around in town or when you desire to go to another town?

|                                  | (a)___family owned | (b)___rented | (c)___friends. |
|----------------------------------|--------------------|--------------|----------------|
| 1. Auto                          |                    |              |                |
| 2. Bus                           |                    |              |                |
| 3. Plane                         |                    |              |                |
| 4. Railroad                      |                    |              |                |
| 5. Taxi                          |                    |              |                |
| 6. Other means of transportation |                    |              |                |

- G. 1. Is there a variety of recreation offered for all age groups?      Yes      No
2. Is the recreation offered (a)      commercial  
(b)      private
3. Additional recreational provision is needed for:
- |                             | Yes         | No          |
|-----------------------------|-------------|-------------|
| a. Older persons            | <u>    </u> | <u>    </u> |
| b. Middle age persons       | <u>    </u> | <u>    </u> |
| c. Youth (teen-agers)       | <u>    </u> | <u>    </u> |
| d. Grade School children    | <u>    </u> | <u>    </u> |
| e. Pre-school children      | <u>    </u> | <u>    </u> |
| f. Commercial entertainment | <u>    </u> | <u>    </u> |
| g. Private entertainment    | <u>    </u> | <u>    </u> |

H. What kinds of clubs are provided?

- |   | too<br>many | There are<br>ade-<br>quate | inade-<br>quate |
|---|-------------|----------------------------|-----------------|
| 1. Educational (fraternal organizations, Y's, 4H Rainbow, A.A.U.W.)           | <u>    </u> | <u>    </u>                | <u>    </u>     |
| 2. Professional (Unions, B.P.&W., Jaycees, Rotary, Kiwanis, Lions, Optimists) | <u>    </u> | <u>    </u>                | <u>    </u>     |
| 3. Social (bridge, garden and other clubs)                                    | <u>    </u> | <u>    </u>                | <u>    </u>     |
| 4. Name any other clubs   | <u>    </u> | <u>    </u>                | <u>    </u>     |

I. What churches are active in the community?

1. Denominations (List those you know are active)
2. Religious sponsored programs
- Bible school: vacation      year round
  - Family life teaching: Jr. high       
Sr. high      young adults      older adults
  - Missionary Society: weekly       
monthly      bi-monthly
  - Recreation: weekly      monthly       
bi-monthly
  - Services: once a week      more than once a week
  - Other
3. Programs are planned for: adults       
youth      children

- J. 1. Where is the living for the family earned?
- |                           | Most  | Some  | Few   |
|---------------------------|-------|-------|-------|
| a. In the local town      | _____ | _____ | _____ |
| b. Outside the local town | _____ | _____ | _____ |
2. Who earns the living for the family?
- |   |       |       |       |
|---|-------|-------|-------|
| a. One worker in the family (for wages)           | _____ | _____ | _____ |
| b. More than one worker in the family (for wages) | _____ | _____ | _____ |
3. Are the wage earners in the family classified as:
- |   |       |       |       |
|---|-------|-------|-------|
| a. Laborers (unskilled)                         | _____ | _____ | _____ |
| b. Semi-skilled (trades)                        | _____ | _____ | _____ |
| c. Skilled                                      | _____ | _____ | _____ |
| d. White collar (semi-professional, managerial) | _____ | _____ | _____ |
| e. Professional                                 | _____ | _____ | _____ |
| f. Executive                                    | _____ | _____ | _____ |
| g. Other  | _____ | _____ | _____ |
- K. 1. Where do families live?
- |                 |       |       |       |
|-----------------|-------|-------|-------|
| a. Own house    | _____ | _____ | _____ |
| b. Rented house | _____ | _____ | _____ |
| c. Rent free    | _____ | _____ | _____ |
2. When were the dwellings built?
- |                        |       |       |       |
|------------------------|-------|-------|-------|
| a. Last 10 years       | _____ | _____ | _____ |
| b. Last 25 years       | _____ | _____ | _____ |
| c. Older than 25 years | _____ | _____ | _____ |
3. What kind of dwellings house the families?
- |                               |       |       |       |
|-------------------------------|-------|-------|-------|
| a. For one family             | _____ | _____ | _____ |
| b. House more than one family | _____ | _____ | _____ |
| c. Apartments                 | _____ | _____ | _____ |
| d. Two or more rooms          | _____ | _____ | _____ |
| e. Single room                | _____ | _____ | _____ |
| f. Trailer                    | _____ | _____ | _____ |
| g. Other types of dwellings   | _____ | _____ | _____ |





## L. How does the family spend leisure time?

Usually Occasion- Seldom  
ally

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Family get-togethers at home           |       |       |       |
| a. Play games, etc.                       | _____ | _____ | _____ |
| b. Reading (books, magazines, newspapers) | _____ | _____ | _____ |
| c. Listen to radio                        | _____ | _____ | _____ |
| d. Watching television                    | _____ | _____ | _____ |
| 2. Family get-togethers away from home    |       |       |       |
| a. Visiting                               | _____ | _____ | _____ |
| b. Trips                                  | _____ | _____ | _____ |
| c. Car riding                             | _____ | _____ | _____ |
| d. Picture shows                          | _____ | _____ | _____ |
| e. Outdoor activities                     | _____ | _____ | _____ |
| f. Carnivals, fairs                       | _____ | _____ | _____ |
| 3. Name other ways                        | _____ | _____ | _____ |

## M. What modern conveniences are in the homes?

- |                                     |       |       |       |
|-------------------------------------|-------|-------|-------|
|                                     | Most  | Some  | Few   |
| 1. Running water                    | _____ | _____ | _____ |
| 2. Bathroom                         | _____ | _____ | _____ |
| 3. Kitchen sink                     | _____ | _____ | _____ |
| 4. Electricity                      | _____ | _____ | _____ |
| 5. Gas (bottled or natural)         | _____ | _____ | _____ |
| 6. Freezer                          | _____ | _____ | _____ |
| 7. Sweeper                          | _____ | _____ | _____ |
| 8. Small appliances (toaster, etc.) | _____ | _____ | _____ |
| 9. Central heating system           | _____ | _____ | _____ |
| 10. Other modern conveniences       | _____ | _____ | _____ |

## N. What are the relationships in the home?

- |   |                  |              |
|---|------------------|--------------|
| 1. Are the marriages working?           | _____yes         | _____no      |
| 2. Are the home relationships           | _____happy       | _____unhappy |
| 3. Do the family members work together? | _____yes         | _____no      |
| 4. Who is the boss?                     | _____husband     | _____wife    |
|   | _____children    | _____none    |
| 5. Have the broken homes been caused by | _____death       | _____divorce |
|   | _____separation? |              |

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization.

2. The second part outlines the specific procedures for recording transactions. It details the steps involved in capturing data, ensuring its accuracy, and storing it securely. This section also addresses the challenges associated with data collection and the methods used to overcome them.

3. The third part focuses on the analysis of the recorded data. It describes the various techniques used to interpret the information, identify trends, and draw meaningful conclusions. This section highlights the role of statistical analysis in understanding the data and the importance of using appropriate tools and software.

4. The fourth part discusses the application of the analyzed data. It explains how the insights gained from the analysis can be used to inform decision-making, improve operational efficiency, and enhance the overall performance of the organization. This section also touches upon the ethical considerations surrounding the use of data and the need for privacy protection.

5. The final part of the document provides a summary of the key findings and conclusions. It reiterates the importance of a systematic approach to data management and the potential benefits of effective data analysis. The document concludes by encouraging continued research and innovation in the field of data science.



O. What plans and hopes do the parents you know have for their children after 16 years of age ?

|  | Most  | Some  | Few   |
|--|-------|-------|-------|
| 1. Early marriage (1 or 2 years after leaving school)    | _____ | _____ | _____ |
| 2. Graduate from high school                             | _____ | _____ | _____ |
| 3. Education beyond high school                          |       |       |       |
| a. Adult or extension classes                            | _____ | _____ | _____ |
| b. Business or trade school (Jr. college 13th-14th year) | _____ | _____ | _____ |
| c. College   | _____ | _____ | _____ |
| 4. Late marriage (after completion of schooling)         | _____ | _____ | _____ |
| 5. Work in the local town                                | _____ | _____ | _____ |
| 6. Work in another town                                  | _____ | _____ | _____ |
| 7. Any other plans                                       | _____ | _____ | _____ |

P. Are there differences in opinion between adults and teenagers in the community on:

|             |     |   |
|-------------|-----|---|
| ___Yes___No | 1.  | Acceptable wearing apparel in the home.                               |
| ___Yes___No | 2.  | Appropriate wearing apparel in public.                                |
| ___Yes___No | 3.  | Viewpoints held before entering into marriage (age, finances, etc.)   |
| ___Yes___No | 4.  | Reasons for divorce.  |
| ___Yes___No | 5.  | Acceptance of social drinking in their own homes or homes of friends. |
| ___Yes___No | 6.  | Participation in social drinking in public.                           |
| ___Yes___No | 7.  | Planning the spacing and/or number of children in the family.         |
| ___Yes___No | 8.  | Dancing in their own or homes of friends.                             |
| ___Yes___No | 9.  | Dancing in public.  |
| ___Yes___No | 10. | Smoking in their own or homes of friends.                             |
| ___Yes___No | 11. | Smoking in public places.   |
| ___Yes___No | 12. | Any other controversial issues.                                       |

Are there any additional comments you would like to make about the families in your community?

1. The first part of the report is a general introduction to the project. It describes the purpose of the study and the objectives that were set at the beginning of the project.

2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the data sources, the sampling method, and the statistical techniques that were used to analyze the data.

3. The third part of the report is a discussion of the results of the study. It presents the findings of the research and discusses their implications for the field of study.

4. The fourth part of the report is a conclusion that summarizes the main findings of the study and provides recommendations for future research.

5. The fifth part of the report is a list of references that includes all of the sources that were used in the study. This list is organized alphabetically by the author's name.

6. The sixth part of the report is an appendix that contains additional information that is related to the study but is not included in the main body of the report.

