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CONTENT ANALYSIS OF A SENIOR HIGH
SCHOOL HOME ECONOMICS TEXTBOOK

by
Carol A. Nizlek

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ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Dr. William Marshall and Dr. Twyla Shear who guided the efforts of the researcher on this problem, and to Mrs. Thelma Hansen who served on the committee. Their encouragement and direction made the study possible.

1. The first part of the paper is devoted to a discussion of the
2. various methods which have been proposed for the determination of
3. the rate of reaction between a radical and a molecule. The
4. methods are classified into two groups: (a) methods which
5. involve the measurement of the rate of disappearance of the
6. radical, and (b) methods which involve the measurement of
7. the rate of appearance of the product. The first group
8. includes the methods of Bodily and Noyes, of Bamford and
9. Ingold, and of Ingold and Porter. The second group
10. includes the methods of Ingold and Porter, of Ingold and
11. Porter, and of Ingold and Porter.

TABLE OF CONTENTS

Chapter:	Page:
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	5
III. METHODOLOGY	10
IV. FINDINGS	15
V. DISCUSSION OF FINDINGS	34
VI. SUMMARY AND IMPLICATIONS	38
BIBLIOGRAPHY	41
APPENDIX	A-1

TABLE OF CONTENTS

Page:		
1	INTRODUCTION	i
5	REVIEW OF LITERATURE	ii
10	METHODOLOGY	iii
15	FINDINGS	iv
34	DISCUSSION OF FINDINGS	v
38	SUMMARY AND IMPLICATIONS	vi
41	BIBLIOGRAPHY	vii
A-1	APPENDIX	viii

CHAPTER I

INTRODUCTION

Four fundamental areas exist in studying curricula: objectives, subject matter, methods and organization, and evaluation.^{1,2} All four are mutually dependent upon the kinds of answers which are being given in response to questions in each area. This problem will focus primarily on the area of subject matter.

In recent years home economics education has become increasingly introspective in the sense of examining its objectives, subject matter, methods and evaluative techniques. Awareness of objectives underlying selection of subject matter is the first step, but equally important is the selection and use of material that is consistent with the desired outcomes. Tyler calls this element continuity or vertical reiteration of major curriculum elements.³ Burton stresses that learning occurs through a variety of experiences which are unified around a core of accepted purposes.⁴

¹Ralph Tyler, Basic Principles of Curriculum and Instruction, (Chicago: University of Chicago Press, 1950) p. 3.

²Helen Westlake, "Teaching For Concepts and Generalizations In Home Economics Education," American Vocational Journal (December, 1964) p. 17.

³Tyler, p. 55.

⁴J. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts Inc., 1962)

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² Helen Westlake, "Teaching For Concepts and Generalizations in Home Economics Education," American Vocational Journal (October, 1964) p. 17.

³ Tyler, p. 25.

⁴ U. Linton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts Inc., 1962).

Lee has reflected upon the conflicts inherent in our educational system.

The study was made through an analysis of teachers' manuals and guides; and early in the study it became apparent that often there is a wide discrepancy between the objectives of the program and their implementation.

The objective of the present problem was to determine if there was continuity in family life subject matter by comparing specialist arrived at concepts with those that were being taught as classroom subject matter. The specialist delineated unifying framework chosen as a basis or comparison was an outline of a curriculum resource developed by the U.S. Department of Health, Education and Welfare in 1964, entitled "Human Development and the Family." A textbook in wide use in Michigan was selected and analyzed to determine to what extent the text supported the Health, Education and Welfare's unifying framework.

It is unusual that such a framework would exist for the relatively new area of education generally labelled family life. This framework offers "content" as defined by Travers' definition of content and it has implications for curriculum planning and research.

In recent years, emphasis has been placed in curriculum planning on the "content" aspects of the curriculum... Just what constitutes "content" is rarely defined, and the term remains an obscure

⁶Dorothy Lee, "Discrepancies in Teaching of American Culture," Education and Anthropology, ed. George Spindler (Stanford, California: Stanford University Press, 1955) p. 163.

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one with respect to curriculum planning. The definition given here is one which the author finds convenient even though it may not be universally accepted. His position is that a teaching area has "content" in so far as that can be an organized set of statements or propositions.⁷

There was no intention to determine the levels at which the concepts were intended to be taught. Level refers to sequential learning, i. e. having successively higher levels of experience by building upon preceding levels. Rather, this study focused on a comparison of concepts used in two instructional resources.

Definition of Terms

1. Concept- an abstraction or basic understanding which relates many ideas together in a broad, encompassing word or phrase. Specifically, those listed in the U.S. Office of Education framework.
2. Generalization- expresses an underlying truth, has an element of universality and usually indicates relationships.
3. Unifying framework- an outline of a curriculum resource as developed by the U.S. Office of Education in 1964 entitled: "Human Development and The Family."
4. HEEB- Home Economics Branch of the U.S. Office of Education.
5. Context unit- the second paragraph of every fifth page of chapters 1, 2, 3, 7, 8, 9, 10, 11, and 12 was used as the classification unit in the selected text.

⁷Robert Travers, An Introduction To Educational Research (New York: MacMillan Co., 1964) p. 313.

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HEEB - Home Economics Branch of the U.S. Office of
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6. Continuity- reiteration of major curriculum elements, namely the concepts and generalizations in the HEEB framework.

Assumptions

1. A family life text book in wide use in Michigan can be selected for use in this research.
2. Content analysis methodology is a feasible approach to the solution of this problem.
3. Concepts and generalizations in the text can be distinguished for comparison with the HEEB framework.

Objectives

1. To interpret concepts and generalizations which are in context units in the text.
2. To determine which HEEB concepts and generalizations are incorporated in the context unit in the text.
3. To compare qualitatively the concepts and generalizations in the text with the HEEB outline.

Limitations

1. ~~The text book selected (Thresholds to Adult Living by Hazel Thompson Craig; Bennett Company, Peoria, Illinois) was published in 1962 and the USHEEB framework was considered completed in 1964. However, it was considered a needed investigation to determine the qualitative and to a certain extent the quantitative difference between the two resources. Such text material is in wide use and a comparison could point to discrepancies about which the teacher needs to be aware.~~
2. The validity and reliability of the findings are limited to the writer's interpretation of the concepts and generalizations within the context unit, especially because Craig's objectives for each context unit were not explicit.

6. Conceptually - restatement of major curriculum elements, namely the concepts and generalizations in the HEBB framework.

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2. The validity and reliability of the findings are limited by the writer's interpretation of the concepts and generalizations within the context unit, especially because specific objectives for each context unit were not evolved.

CHAPTER II

REVIEW OF LITERATURE

Recent trends in the field of education have focused heavily on organizing subject matter into broader, more widely usable kinds of knowledge. With our highly accelerated pace of accumulating knowledge, it becomes crucial to sift out the significant material for curriculum planning. Unrelated bits of information and unsalable skills were indicative of a need to reevaluate home economics as a profession.

A meaningful organization of knowledge is necessary if the worth of the knowledge is to be appreciated and its utility made apparent. Much can be done in synthesizing knowledge by introducing global concepts or ideas which tie together what may previously have been unrelated facts.⁸

Bruner has written: "Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of human memory."⁹ The "principles and ideas" were to become known in the discipline as concepts and generalizations.

⁸Paul Dressel, "The Role of Concepts In Planning The Curriculum," Home Economics Seminar, (French Lick, Indiana, July 24-28, 1961) p. 8.

⁹Berenice Mallory, "Home Economics Curriculum Study," reprinted from American Vocational Journal (Sept., 1963.)

A 1959 national study of home economics in secondary schools gave impetus to the reevaluation of curriculum material.¹⁰ The following year the White House Conference on Children and Youth focused more deeply on the need for better family life education. In 1961, at a meeting of the Home Economics Education Branch of the U.S. Office of Education, a decision was made to define basic concepts and generalizations in various areas of Home Economics.

Until now, however, no effort has been made to examine the basic content resulting from home economics research and other new knowledge to get at what is fundamental in terms of widely held common objectives of secondary school home economics teaching programs.¹¹

February 1961 was the date of the first HEEB meeting. The forty professionals present included deans, professors, teachers, and state and city supervisors. Their intention was to build a curriculum that would be structured around unifying concepts flexible in light of changing conditions and in various kinds of communities and that would facilitate evaluation of teaching processes.

That same year, the Home Economics Division of the American Association of Land-Grant Colleges and State

¹⁰Beulah, Coon, Home Economics in the Public Secondary Schools, Office of Education (Washington, D. C. , 1962)

¹¹Mallory, op. cit.

1. *Journal of the American Medical Association*, 1997; 277: 1001-1005.

Universities held a seminar on the potential usefulness of the "concept approach" in unifying educational material and many of the same HEEB professionals simultaneously contributed to what was to become known as the French Lick Seminar. At the seminar, Dressel referred to Tyler's concept of a concept as, "the cognitive aspect of the curriculum as it is embraced in significant ideas inclusive of definitions, generalizations, principles and unifying or integrative words or phrases."¹² The ultimate function of concepts is "to improve learning because they permit the individual to organize the learning in which he engages, and they permit him to deal more intelligently with new situations."¹³

Two HEEB workshops were held in 1962. The concepts and generalizations for Family Relationships were outlined at Iowa State University by high school home economics teachers, home economics teacher educators, supervisors and subject matter specialists such as psychologists and sociologists. In 1963 a workshop on the Development of Children and Youth was conducted at Merrill-Palmer Institute in Detroit, Michigan. The outlines which evolved contained concepts which were clarified by the supporting generalizations under the concept.

¹²Dressel, p. 11

¹³Dressel, p. 12

At each workshop participants had an opportunity to review the content in the subject-matter area under consideration. They heard presentations by the subject-matter specialists, read current literature, examined recent research, and participated in discussions of the subject area. After this they identified concepts and developed generalizations which they felt defined a particular area of home economics. Following the workshops the concepts and generalizations were edited and revised by the Home Economics staff of the Office of Education on the basis of evaluation and suggestions by workshop participants. The materials were then reviewed by selected subject-matter specialists who had not attended the workshops, and again revised in light of their suggestions.¹⁴

Mallory, in defending and explaining the use of the outlines explains,

It is readily seen that these are broad generalizations, and that when used as a resource for curriculum materials they will need to be further defined. More specific generalizations may be identified which will provide one basis for planning learning experiences appropriate for various grade levels.¹⁵

Yet, one of the HEEB basic assumptions has been to devise an outline which offered valuable resource material for curriculum construction.

Finally, in June 1964, a group of thirty-one persons met with members of the U. S. Office of Education staff at the

¹⁴Berenice Mallory, "Curriculum Developments," The Bulletin of the National Association of Secondary School Principals, (Washington, D. C., Dec. 1964) p. 54.

¹⁵Mallory, op. cit.

... examined recent research, and partly... in discussions of the subject area. After... identified concepts and developed general-... which they felt defined a particular area... economics. Following the workshops the... and generalizations were edited and re-... the Home Economics staff of the Office... on the basis of evaluation and sug-... workshop participants. The materials... reviewed by selected subject-matter... who had not attended the workshops, and... in light of their suggestions.¹⁴

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... D.C., Dec. 1964) p. 24.

... op. cit.

University of Missouri to revise the existing concepts and generalizations and to organize them.

It is assumed that the five outlines of concepts, with the broad supporting generalizations, are sufficiently comprehensive to provide a reservoir of basic ideas in all areas of home economics that state and local groups can use in developing curriculum resource materials. . . It must be recognized that the materials prepared can never be considered 'finished.'"¹⁶

¹⁶Mallory, op. cit., p. 56.

CHAPTER III

METHODOLOGY

Introduction

A brief review of the literature on content analysis is undertaken in the first few pages of this chapter in order to introduce the method of content analysis used in this study.

The definition of content analysis given in the Handbook of Social Psychology by Berelson is that content analysis is a scientific method of describing communication content in summary fashion.¹⁷ By this definition the methodology used in the study was content analysis. However, other indices of the method indicate that the data and analysis must be: 1) quantifiable, 2) objective, 3) systematic, and 4) limited to the manifest content of the communication. The latter requirement, called the syntactic and semantic requirement, limits analysis to the overt content rather than the latent meanings in communication. However, content analysis frequently later serves as a basis for these "intentions" of the latent content.¹⁸

¹⁷Bernard Berelson, Handbook of Social Psychology, (Cambridge, Mass.: Addison-Wesley Publishing Co., Vol. 1, 1954) p. 488.

¹⁸Ibid., p. 489

The requirements of objectivity dictates that the classification categories be very precisely defined such that others can repeat the study with a high degree of reliability. By definition, the need to be objective demands a system which would minimize bias. Finally, quantification of the appearance of coded material may be done numerically or on a relative basis such as more or less.¹⁹

Content analysis has been used to reveal propaganda, "read-ability," style, reflection of interests, but most commonly it is employed to sort out the intentions and characteristics of the communicator. The fields of Psychology, English, and Political Science have made greater use of this method than other disciplines in general. The use of the method is rapidly increasing.

Five major units of analysis have been used:

1) words, 2) themes, 3) characters, 4) items, and 5) space and time measures.²⁰ An assertion about subject matter is the "theme" unit and this was the major analytical unit in this study.

The theme is among the most useful units of content analysis...but it is at the same time among the most difficult, especially if it is at all complicated (i. e. is more than a simple sentence). One elaborate complex

¹⁹ Ibid., p. 489

²⁰ Ibid., p. 507

method of attacking this problem is to break the theme down into its components, analyze them, and reconstruct the "theme" by a mechanical process.²¹

Two units of analysis may be identified: the recording unit and the context unit. The recording unit is the smallest volume of content and the context unit is the largest body of content that may be examined in classifying a recording unit. Frequently, the recording unit is a sentence while the context unit is a paragraph. The context unit may be considered in coding the recording unit.

One of the major problems in the use of this method has been lack of attention to reliability (i. e. the repetition of the study by others will produce similar results.) This situation occurs because sophisticated, complex categories lessen the likelihood of a high degree of reliability. Some recommendations might include: 1) simplification of the categories, 2) better-trained coders, 3) use of more precise coding rules and, 4) fuller illustrations of the categories.²² These recommendations can help increase reliability only to the extent that reliable interpretations are made of the data.

²¹Ibid., p. 508

²²Ibid., p. 513

Larger units of content are usually as valid as smaller units for analysis and analysis should be done rather quickly and rather precisely.²³

It was stressed that the paragraph should be read for its major theme and a quick decision made as to its proper placement. This instruction proved to be very important and had to be repeated, for difficulty arose when the judge began to analyze and reflect on the paragraph.²⁴

Content analysis may attempt to distinguish what is said or it may be an effort to determine how it is said.²⁵ The basic aim of this study was to determine what is said in the text, but the quality and level of expression was also studied.

Procedure Used

The testbook selected for analysis had nine chapters which would apply to the concepts and generalizations under "Human Development and The Family." The relevant chapters included: chapters 1, 2, 3, 7, 8, 9, 10, 11, and 12. Thirty-five paragraphs were selected by choosing the second paragraph of every fifth page

²²Ibid., p. 513

²³Ibid., p. 512, 518

²⁴John Hudson, Content Analysis of Selected Family Life Education Textbooks Used At The Secondary Level. Unpublished Ph. D. Dissertation (Ohio State University, 1954), p. 34.

²⁵Berelson, p. 510.

in the pertinent chapters, to determine which concepts might apply and which generalizations were incorporated within the paragraph. Not every paragraph illustrated these concepts and generalizations. Judgments were made as carefully as possible, but rapidly.

Once this coding of paragraphs was complete, they were critically compared to see how and to what extent the paragraphs actually evidenced the HEEB concepts and generalizations. This process was accomplished by describing the qualitative differences between the HEEB framework and the paragraph.

Finally, the concepts and generalizations which were found to apply in the text, were tallied to determine which concepts and generalizations were not related to any of the paragraphs, and which ones seemed to draw more emphasis.

CHAPTER IV

FINDINGS

This chapter contains the analysis of the thirty-five context units. The textbook paragraphs are quoted directly and labeled with the page number where they appear in Thresholds To Adult Living. The HEEB concepts and generalizations which are interpreted by the researcher as being in the paragraph are listed below the paragraph on the right side of the page. Explanation of the selection of the concepts and generalizations, the degree of continuity between the unifying framework and the text, the level of expression, and the implications of such text material for educators is described, as succinctly as possible, below the paragraph.

Qualitative Analyses and Comparisons

1. Success depends on skill in living with others as well as in career. Many stories and plays are based on the failure of a person to achieve personal success in his relation to others even though he may achieve success financially or as a political or social leader. p. 13

HEEB Ref. : III 9, 20

No mention is made in text about "maturity" per se or "socialization" per se, but the implication is that successful

living hinges on being able to use personal skills to interact successfully with others. The process of socialization is not described, nor are any means suggested to arrive at "successful living," but its importance is stressed. It may be more helpful to let students try to realize what some social resources might be that could influence interaction or as Craig said, "skill in living." The level is specific, the tone is moralizing and the desired generalization is that successful living depends on getting along with others. This generalization is not specifically stated anywhere in the HEEB framework.

2. "Please buy one for me, too" said the friend, as his train pulled out. When the second young man returned from his trip, he was greeted by his friend, who said: "Your ticket won first prize." "But how did you know which was which?" "Simplest thing in the world," replied the honest man, "I put one ticket in an envelope marked with my name and the other in an envelope marked with your name." p. 18

HEEB Ref. : III
7, 10, 16, 17, 19

This dialogue emphasizes values. The HEEB framework says "In the process of self-development the individual builds up a set of values which are important criteria for his decision-making," and "the more accurately the individual perceives his values, the greater his ease in choosing among alternatives." The example is good and clear but the discussion of it would have to bring out all its ramifications--the need for clear, conscious values, and how such situations may develop feelings of self-respect.

3. It is pathetic enough for a man to let his drinking habits control him, but it is worse to see a woman problem drinker headed for skid row. Here are the facts about women alcholics: The number of women alcholics has doubled in the last 20 years.
p. 23

This statement, although it contains facts, is extremely moralizing. No attempt is made to interpret the facts for better understanding of some of the causes and consequences of this type of behavior either upon the individual, his family or society.

4. Opportunities for further education may be had on-the-job; in military service, in hospitals; in trade, technical, vocational, art and business schools, or in college. Courses may be taken by television or correspondence for pleasure or credit. The question is not, "What is the best school or college?" but, "What is the best type of further education for you?"
p. 28

HEEB Ref. : II 6
III 10

The latter part of the paragraph mentions the fact that the best education depends on the individual and lends support to the concept that individuals differ in potentials, and offers some weak support for the idea that a mature person "is able to perceive and accept the world and himself realistically." The example is more specific and concrete than the HEEB generalizations.

5. In the past an average student might have been accepted at one of the so-called "big name" colleges because one parent was graduated from that college, but since applications for college entrance have exceeded the

number of vacancies, a person must prove by high school record and special tests that he can do the work required by the college. Leading eastern colleges turn down four students capable of doing college work for each one they accept. An engineering student who is not accepted by a good engineering college as a freshman may enroll at a liberal arts college co-operating with an engineering college on a two-degree plan. After three years he can transfer to the engineering college and at the end of two more years he will have both the Bachelor of Arts and Bachelor of Science degrees. p. 33

This has little or no relevance to the HEEB concepts and generalizations.

6. From his little kitchen (now in the Ford Museum at Dearborn, Michigan) in Sharpsburg, Henry and his mother began distributing bottles of horse-radish, vinegar, pickles, and ketchup. One day while he was riding an elevated train in New York City, Henry noticed a sign, "21 Styles of Shoes." From this he borrowed the idea for his slogan, "57 Varieties of Pure Foods," which helped spread the fame of his organization around the world. p. 38

HEEB Ref. : III 9, 11, 15

The rather low-level example illustrates how an individual made use of the resources available to him and that he is an open dynamic system which affects and is affected by his environment. Some support also is lent to the concept of creativity as "the capacity to innovate, invent, or reorganize elements in ways new to the individual."

7. Case Study: Jerry, good-looking and ambitious, always seemed to fall short of his goal. It caused a personality problem. p. 45

HEEB Ref. : III 5, 10

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HEBB Ret: III 9, 11, 12

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not in the individual.

7. Gene Sherry, Jerry, good-looking and ambitious, was expected to fall short of his goal. It caused him a great deal of trouble. p. 45

HEBB Ret: III 5, 10

The use of the term personality here refers to only one dimension of personality--traits that are currently socially popular. Allport says personality is "What a person is regardless of the way other people perceive his qualities or the methods by which we study them...the person has an internal structure and range of characteristics."²⁶ Craig's use of the term is lacking in depth of the fuller meaning of term.

Very weak support for the generalization that if developmental needs are met, then he moves to develop his full potential. It may or may not be that unfulfilled developmental needs are the cause of this problem. The case study method usually leaves the diagnosis open. If Jerry is falling short of his goal, the implication is that he may not be coping or he may not be perceiving himself and the world realistically. The book sets up the problem, but it would take a teacher with much insight to be able to lead students to think in more depth about the causes of the problem.

8. From their environment, Roger and Chris absorbed their values and attitudes. They were reared in a family where the Golden Rule was practiced, which might account for their interest in school activities. Roger might be called an extrovert and Chris perhaps an ambivert. These terms were explained earlier.

p. 50

HEEB Ref.: III 12, 16, 22, 23

²⁶Gordon Allport, Pattern and Growth in Personality (New York: Holt, Rinehart & Winston, 1961) p. 35.

No mention of "modeling" was made, but the evidence is that their "parents were community leaders, which might account for their interest in school activities." Generalization sixteen is supported by the beginning statements, and qualitatively is good, although the text statement may make it seem as if values are soaked up directly and no mention is made about the process of developing these values. Strong support is given to the idea that each person is influenced by his interpretations of his environment by his personal experiences. Hence we have Chris and Roger--two different individuals.

9. School and other outside influences affect personality. School makes new demands, hence six is often a trying age. Regular daily competition occurs for the first time. Each child reacts differently to competition whether he succeeds or fails. p. 55

HEEB Ref. : II 1
III 11

The last sentence supports part of concept two, generalization number one that "each individual is unique." Concrete evidence is given in the first two sentences that the human organism is taking in stimulation from its environment (the school) and is behaving in response to stimulation (success or failure in competition).

10. It is much more mature to analyze a disappointment and try to avoid having a similar thing happen again then to continue to fail through plan-less thinking. You might kid yourself, but no one else. p. 60

HEEB Ref. : III 4, 10

A more specific example is given in the paragraph, but it does indicate that human beings have a capacity for physical, mental and social self-repair and the text goes further than the HEEB generalization by offering a means--analysis and planning. These means lend a great deal of support for the generalization that "a mature adult copes with his environment." The levels of writing are different, but the context of the message is similar.

11. Some of your present activities may carry over into later life--others may not. After studying and discussing the following list, try to select activities that you think you will enjoy now as well as in a few years. p. 66

HEEB Ref. : III 13

The paragraph indicates that some of the student's activities might carry over into later life and hence would seem to directly support III-13, although it would take a sophisticated student to make this generalization from the simple listing of enjoyable activities.

12. If you should be the stranger yourself, you will make a better impression if you do not "push". Be a good listener, show appreciation, and if someone has extended an unusual courtesy, recall the incident later and return the kindness. p. 71

More of a how-to paragraph, but it can illustrate the importance of control for a better socialization process. The level is very low and it is stretching the example to make it fit this generalization. This point may be realized in the philosophy underlying manners, but this basic point "why" can only be inferred.

13. **INQUISITIVENESS:** No one likes to have people prying into his business. Often, steadies act as if they own each other, and hold each other responsible for every move. A certain amount of interest is fine, but questions should not be asked continually just to satisfy curiosity. p. 76

No concepts and generalizations apply to this paragraph.

This appears to be what might be called how-to information.

14. Many people feel awkward at making introductions, and often avoid them. The rule is easy--mention the name of the older or "key" person (your mother or teacher) first and introduce the other person to her or him. However, if you do it the other way around, do not worry. People will remember your poise longer than whose name you mentioned first. p. 160

No concepts and generalizations apply to this paragraph.

15. Invitations are replies to buffet suppers, teas, coffees, and other social activities may be written on informal folders (not calling cards). Typical invitations and replies are shown. p. 165

No concepts and generalizations apply to this paragraph.

16. Dinner in the home of friends is perhaps the first experience in dining out. Although mentioned in Hospitality Highlights, a few pointers are given here that are omitted in that chapter. If you are invited to dinner, you wear exactly what you would wear to a restaurant. While waiting for dinner, a young man rises each time a young lady or older woman enters the room, and sits only after requested to, or after all the women have been seated. Young women rise for the hostess

or older guests. If the hostess must move often in and out of a room, she should motion to her guests not to rise each time. Ladies precede men in and out of the dining room. The hostess indicates the seating arrangement. p. 170

No concepts and generalizations apply to this paragraph.

17. In European and South American countries, boys and girls attend separate schools where extracurricular and social activities are not a part of education. Most families in other countries do not own cars. This greatly affects dating. Young men meet young ladies in the late teens through families, friends, at churches, swimming pools, tennis courts, and other social gatherings. p. 175

HEEB Ref. : I 4, 5
II 4
III 22

There is some evidence here that all societies have values which give meaning to life, but this is not explicit. Clear evidence in the paragraph indicates that the individual's place in society depends on his age and sex. Clear, concrete evidence is presented that cultures differ as to what is acceptable, normal behavior. The alternatives perceived for dating are "influenced by the attitudes, values and interpretations of the environment through his experiences." The paragraph could illustrate this generalization, but it does not state it.

18. Of foremost importance to nearly all boys and girls are the following: ex. a neat, well-groomed appearance. This does not imply qualities of glamour but natural freshness and physical fitness. p. 180

No concepts and generalizations apply to this paragraph. This is moralizing, descriptive material.

19. Case Study: Jane Drury and Tom Grimm found out in art class that they both liked designing and silk screen printing. Setting up equipment in Jane's basement, they began printing Christmas cards for themselves, and later took orders from friends. Other couples helped with cutting, folding, and packaging the cards. Their hobby became profitable.
p. 185

HEEB Ref. : III 15

The case study material attempts to show how creative and resourceful two young people are. But the link is weak in defining or understanding creativity. Craig stants the situation to emphasize the value of earning money as an important result of their relationship. Many causes and effects can stem from the relationship in the case study.

20. A young man opens and closes the car door for his girl. The girl accepts the gesture with a "Thank you," and does not say, "Never mind, I can get it myself." If traffic is heavy on the street, the young lady should say, "There is so much traffic, don't you want to slide through first?" It is annoying if a girl does not give her excort time to be courteous.
p. 190

No concepts and generalizations apply to this paragraph.

21. These traits are transposed into questions. It might be interesting to have your classmates score you as you score yourself. The wise comment of Robert Burns, "Od wad some power the giftie gie us to see oursels as others see us," may be applied here. ex. Are you always considerate of the feelings, opinions, and plans of others?
p. 197

HEEB Ref. : III 11, 14

Our behavior affects others in our environment and our sense of self grows gradually as "an individual participates in an ever-widening environment." Craig is asking a few self-analysis questions in order that students be made more aware of themselves and their effect on others. However, I wonder whether the questions asked are somewhat meaningless (no circumstances were given) and guilt-producing.

22. Case Study: Allan and Carol Freudlich were young and struggling successfully to overcome a number of barriers--a low income, the arrival of a baby before they were quite prepared, an inconvenient apartment. Carol's parents kept sending them money in hope that Allan would continue his college education on a part-time basis. Instead of graciously accepting the money, Allan became resentful. His parents couldn't help, so why should hers? Why couldn't he run his own affairs? When Allan refused to use the money for his education, Carol decided to spend it for furniture, clothes, and things for the baby. Allan became bitter even about this. Carol and the baby left for her parents' home. p. 202

HEEB 5ef.: III 3, 25

The first year of a marriage is critical for the development of the husband-wife roles. Craig does not make this explicit, but rather the case study emphasizes to students that parents giving money to newly married offspring is erroneous. Some support is offered for III-25 in that Allan was interpreting the role of his inlaws differently than they and his wife were. But this aspect also is only an alternative for the more knowledgeable reader.

23. In this country there is much difference of opinion about whether a wife should work after marriage. A recent study in France indicated that opinion on the matter is not divided there, at least among the women. An overwhelming number of French women told interviewers that they felt a wife's place was in the home, and that they did not envy the financial independence of America's working wives. p. 207

HEEB Ref. : I 4, 5
 II 4, 5
 III 16

This supports the generalization that every society has values that give meaning and direction to life and that a person's place depends on their age and sex. Much evidence that cultures differ as to what is acceptable behavior and thus some support is given for generalization number five--the socialization process is different for each person.

24. Until fairly recently, there has been very little understandable literature about marital relationships and reproduction. Few parents have been able to explain such personal problems to their children before they married. p. 212

No concepts and generalizations apply to this paragraph. This is descriptive material with no statement about how to alter the gap between the existing situation and the implied ideal.

25. By far the majority of wedding receptions are informal and many are held in the church social room. Friends often prepare and serve the refreshments. Paper cups, plates, and napkins are acceptable at informal receptions. If the reception is to be held at a club or hotel, there

will be someone to consult about costs and customs. The wedding cake is usually arranged for separately. Refreshments at a formal reception may be similar to those served at a tea, or comparable to a menu for brunch or dinner, with all guests seated at tables. If there is dancing after a wedding reception, guests should not begin until the bride and groom have met their obligation dances. The groom has the first dance with his bride, then with the bride's mother, his own mother, and the bride's attendants. The bride dances with the groom's father, then with her own father, and with the attendants of the groom.

p. 217

HEEB Ref.: --

No concepts and generalizations apply to this paragraph.

26. Results of the most comprehensive family survey ever made were published by the Public Affairs Press. Two distinguished sociologists, Dr. Carle C. Zimmerman and Dr. Lucius F. Cervantes, spent four years making a detailed study of 60,000 American families. Three tests were used to classify families as good or bad. Families were considered good if there was no divorce, juvenile arrest, or high school drop-outs before graduation. About 85 per cent of families were good, on this basis. Of course, many families in the other 15 per cent were not really bad. An unfortunate marriage followed by a happy one, just a single arrest on a routine matter, or an occasional drop-out, could hardly be said to make a family really bad.

p. 223

No concepts and generalizations apply. Interpretation of research of this kind slants the results into a kind of black-and-white message, and categorizes people so generally that the deeper meaning behind the research is almost lost. The final two sentences make the research itself appear invalid. Using

research without sufficient care in handling its ramifications can make the research seem shallow and meaningless.

27. Mrs. Turner and the children became submissive and lost their enthusiasm. Among his neighbors, Mr. Turner boasted about how much respect his family had for him, but those who knew him realized that he had mistaken fear for respect. p. 228

HEEB Ref. : II 3
III 22, 25

This is a concrete example of how one family member affected his family. Some limited support for III-22--that a person's behavior is influenced by his values and interpretations of his environment and III-25 that his interpretation of his role influences his family.

- 28 Most child psychologists believe that a child needs a mother at home until he is at least two, unless an exceptionally able person is available to substitute. The majority of mothers, according to a 1959 study of the National Manpower Council, postponed taking jobs until the youngest child is in school. p. 233

HEEB Ref. I 4
III 3

The first sentence illustrates III-3, although the idea of critical periods is not given as an explanation. The reasons behind the first statement are lacking and they would probably hit the generalization which is behind this prognosis. The use of the term "majority" would seem to indicate a specific percentage of people in a study, but does this include all mothers of preschoolers or the mothers who needed to be employed, but put a higher value upon being with their child?

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- 29 There are many other experiences that all family members can share. Families who enjoy doing things together occasionally--simple fun like a picnic in the park, or an evening of music at home--store up memories that will mean even more as years go by. What do you remember most vividly about fellowship with your family? p. 238

HEEB Ref. : II 26

This suggests that families have some responsibilities for meeting recreational needs of its members.

30. **CHART: FIRST AID FOR THE FAMILY**
Bleeding: Press hard with sterile compress directly over wound until bleeding stops. If bleeding is severe, send for physician.

No concepts and generalizations apply to this paragraph.

31. As you may have found out, taking care of even a young baby means more than being able to change a diaper, prepare a formula and give the baby a bath. Taking care of these physical needs soon becomes easy but coping with discipline problems and emotional upsets, keeping children happy and busy, are more complex. p. 248

HEEB Ref. : III 11

Some support is offered for part of III-11--that the human organism is an open, dynamic system.

32. Although most children's diseases are not serious, it is wise to take every precaution to protect a baby by keeping him out of crowds and seeing that he has the usual inoculations. Many diseases begin with a cold and sore throat. p. 253

HEEB Ref. : III 3

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p. 253

HEEB Ref.: III 3

Concrete evidence that at "critical periods" the individual is especially sensitive to environmental influences.

33. When the child is a little older, anger can be controlled by keeping surroundings pleasant, regular meals and sleep, play time with Mother and Dad, and quietly talking to the child. A child needs to fight now and then to wear off bottled-up emotions or to gain a little self-confidence and independence. p. 258

HEEB Ref. : III 14

Specific suggestions are made which would seem to support the idea that the self grows continually with "participation in an ever-widening environment." No mention is made of the "self," however.

34. At 2 1/2 Junior may be a young Napoleon--demanding and unreasonable. He may insist upon having something one minute, and throw it away the next. The more he has been warned No! No! the more he begins to use No! as his own response to requests. p. 263

HEEB Ref. : III 3

A clear example of a "critical period" when a child may be especially sensitive to environmental influences.

35. Between 6 and 7 the world may seem upside down again. It is an age of turmoil. Life ceases to center around the home, and often Mother is the object of Six's resentfulness. Dad may be able to help more than Mother. p. 268

HEEB Ref. : III 1, 3, 24

This offers evidence that growth is orderly and predictable and that there are critical periods which are sensitive

HEEB Ref.: III 14

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center around the home, and often Mother is the
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p. 268

HEEB Ref.: III 1, 3, 24

This offers evidence that growth is orderly and

stable and that there are critical periods which are sensitive

to environmental influences. Strong support of III-24 that children's and parents' needs are sometimes complementary, sometimes conflicting.

36. TV programs may lose some of their importance, but radio music or records usually accompany the doing of homework. Movies become more interesting and many 11-year-olds enjoy the pictures and some of the simpler stories in adult magazines Life, National Geographic, The Saturday Evening Post and others. p. 273

No concepts and generalizations apply to this descriptive passage.

TABULATION OF CONCEPTS AND GENERALIZATIONS
USED IN CONTEXT UNITS

Concept I
Generalization Times Cited

1	-	0
2	-	0
3	-	0
4	-	3
5	-	2
6	-	0
7	-	<u>0</u>

Subtotal 5

Concept II
Generalization Times Cited

1	-	1
2	-	0
3	-	1
4	-	1
5	-	1
6	-	1
7	-	<u>0</u>

Subtotal 5

Concept III
Generalization Times Cited

1	-	1
2	-	0
3	-	5
4	-	1
5	-	1
6	-	0
7	-	1
8	-	0
9	-	1
10	-	4
11	-	4
12	-	2
13	-	0
14	-	2
15	-	2
16	-	3
17	-	1
18	-	0
19	-	2
20	-	1
21	-	1
22	-	3
23	-	1
24	-	1
25	-	2
26	-	<u>1</u>

Subtotal 40

Concept IV
Generalization Times Cited

1	-	0
2	-	0
3	-	0
4	-	0
5	-	0
6	-	<u>0</u>

Subtotal 0

No. of References to:

Concept I		5
Concept II	-	5
Concept III	-	40
Concept IV	-	<u>0</u>

50 Total Refer-
ences to
HEEB Con-
cepts and
Generaliza-
tions

1. *Phragmites* (common)

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, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

**FREQUENCY OF REFERENCES
TO CONCEPTS AND GENERALIZATIONS
BY CONTEXT UNIT**

<u>No. of References To Concepts and Generalizations</u>	<u>Frequency In Context Unit</u>	
No reference	13	(36%)
One reference	7	(22%)
Two references	8	(22%)
Three references	3	(08%)
Four references	2	(06%)
Five references	<u>2</u>	<u>(06%)</u>
	35	(100%)

CHAPTER V

DISCUSSION OF FINDINGS

Within the last 20 years there has been a 33 per cent increase in teenage marriages. Seven of ten women between 20 and 24, and young men between 20 and 29, are married. It is hoped that this book will help many people in their late teens toward a better understanding of adult problems. (Hazel T. Craig, Thresholds To Adult Living (Peoria, Illinois: Chas A. Bennett Co., 1962) Introduction p. 8)

This introductory statement identifies

Hazel T. Craig's major objective in writing Thresholds to Adult Living. In attempting to apply the HEEB framework to the pertinent human development-family life material in the text, it is significant to note that only nine out of nineteen chapters were classifiable for analysis under this area. There are a total of 410 pages in the entire book of which 46.3% or 190 pages are family life material as defined by the U.S. Office of Education's conceptual framework.

Analyzing context units in relevant chapters, it was revealed that 36% of the paragraphs had no reference at all to any of the HEEB concepts and generalizations. Of the total number of context units, each paragraph had on the average 1.43 references to the framework.

Early in this paper the importance of selecting materials consistent with desired outcomes was stressed. The fact that only 46% of the textbook material was classifiable as human development-family life material does not appear to be consistent with Craig's major objective of helping people in their later teens gain a better understanding of adult problems.

Lack of more sociological-psychological orientation to family life is evidenced by the fact that over one-third of the paragraphs as analyzed in this study made no reference to the HEEB framework, and there was very limited reference to Concept I, "Universality of Individuals and Families." It is likely that some of the randomly selected paragraphs would be descriptive, but the paragraphs without references were not elaborations of any of the HEEB concepts and generalizations. They sometimes were vague and moralizing, and frequently they contained "how-to" information.

The concept receiving the greatest emphasis was "Development and Socialization of the Individual;" generalizations 3, 10 and 11 in particular. These are important learnings and they are so basic that it is expected that they would be incorporated in much of the material.

In this study, no references appeared to Concept IV - "Challenge and Creative Possibilities of Change," yet Craig's Introduction states:

We are living in a rapidly changing and increasingly complex world where it is necessary to re-evaluate some of our attitudes and values almost overnight. Because many jobs, especially housekeeping, have been made easier by machinery, family members have become more occupied with activities away from home. In modern living some of the traditional skills are no longer important, but the need is greater than ever for establishing values and goals.

p. 8

How will students acquire these values and goals?

Why are they needed in modern society? These questions are left unanswered by the comparative analysis used in this study.

Much of Craig's writing seems moralizing.

Moralizing is defined as "to interpret or explain in terms of right and wrong."²⁷ It was not part of the original objective of this study to determine quantitatively what percentage of the material is of this nature, but a qualitative overview of the context units would indicate that much of the writing is moralizing.

To provide still another example of the utility of concepts, the use of concepts of breadth and depth assist in curriculum planning... Depth, involves understanding of the significant ideas, definitions and concepts of a field and some ability to apply these principles and concepts and to make judgments based thereon... Depth is not achieved by development of skill in performance of particular

²⁷ Webster's New World Dictionary, College Edition, (New York: The World Publishing Co., 1962) p. 956.

an made easier by machinery, family members
 have become more occupied with activities away
 from home. In modern living some of the tradi-
 tional skills are no longer important, but the need
 greater than ever for establishing values and
 goals.

How will students acquire these values and goals?

They needed in modern society? These questions are
 answered by the comparative analysis used in this study.

Much of Craig's writing seems moralizing.

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 right and wrong."²⁷ It was not part of the original objective of
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²⁷ Webster's New World Dictionary, College Edition,
 The World Publishing Co., 1962, p. 956.

acts or in the solution of routine problems where no sustained thought nor high degree of judgment is involved.²⁸

This last sentence particularly emphasizes that such an approach does not usually provide an adequate basis for learning concepts and generalizations. Many of the case studies and descriptive materials requiring judgment seems low-level for people in their late teens. Certainly many concepts may be introduced at a relatively simple level, but upperclassmen in high school generally have greater exposure to family life problems than this material would presume.

It needs to be noted that the HEEB framework and the text analyzed in this study appeared at about the same time. Therefore, the author of the book did not have the benefit of the work that had been accomplished on the HEEB framework.

²⁸Dressel, p. 11

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CHAPTER VI

SUMMARY AND IMPLICATIONS

There are trends in the kind of subject matter emphasized in textbooks. For example, since World War I textbooks on the family have largely ignored the ethnological and historical treatment of subject matter, while emphasis shifted to social problems and relationships of the family.²⁹ However, research has not focused on whether the objectives in the family life textbooks are actually those that experts in the field consider important.

Although textbooks are only one tool that the teacher has at her disposal, they play an important part in the educational process.

With the increased emphasis on family life education in secondary schools, many teachers have found themselves pressed into teaching in this area without preparation, experience or training. Consequently, the textbook takes on central importance for the teacher is likely to rely on its content as an outline and source for his teaching as well as to inform and motivate students.³⁰

²⁹Hornell Hart, "Trends of Change in Textbooks on the Family" American J. of Sociology Vol 39, 1933-34 p. 224.

³⁰Hudson: op. cit., p. 18

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The textbook then must be up-to-date and representative of vital concepts for these young people who walk out of the home economics classroom into adult-marital roles.

Teachers in general seem willing to accept the educational beliefs of leading Home Economics educators, but they seem to need help in applying them and in interpreting them.³¹ The HEEB framework is certainly one resource which would need to be interpreted to teachers. This is not as simple as explaining "how" through concrete examples which they might use in classroom teaching. Many of these generalizations would need to be clearly defined to teachers whose own knowledge is still largely within the boundaries of the skills in home economics. Perhaps the format of the concepts and generalizations is not very workable for teachers who are accustomed to curriculum guide behavioral objectives, rather than to the more abstract level of concepts and generalizations. However, an author of a family life textbook has no such defense. He should be able to write within a framework that he can make explicit.

The major finding of this study, using Thresholds To Adult Living, illustrates the need to synthesize much of the existing writing and to make the concepts and generalizations more explicit. No one can give students concepts and generalizations

³¹Barbara Clawson and Hildegard Johnson, "Application In The Classroom of Our Beliefs About Teaching," (Journal of Home Economics, February 1965).

They develop slowly out of many kinds of experiences, but the learning materials and the learning experiences must contain at least some meaningful guideposts for the learner so that he will eventually become aware of the concepts and generalizations.

This study illustrates the limitations of various kinds of teaching resources and how necessary it is that there be effective communication between educators at all levels. Objectives for any curriculum material need to be clear and usable. The HEEB framework does contain very broad kinds of statements but they can be pulled into some very meaningful, specific kinds of learning experiences, if 1) professionals, including writers and teachers, are aware of the framework and 2) if they are willing and able to devise learning experiences which can relay these concepts and generalizations to the learner. Further research could investigate how this framework can best be presented to professionals for use in the classroom.

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Appendix

**U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Educational Assistance Programs
Division of
Vocational and Technical Education
Professional Resources Unit
Auxiliary Service Branch
Washington, D. C. 20202**

**CURRICULUM RESOURCE MATERIAL
Conceptual Framework and
Generalizations in Home Economics**

The theory that the identification of basic concepts and generalizations would provide structure for various areas of home economics and valuable resource material for curriculum building was accepted by those who met for a curriculum conference in 1961, and by others who attended the workshops which followed.

A curriculum that is structured on unifying concepts is flexible and can be adjusted to local conditions and to changing conditions, both of which can affect the curriculum. Once the pertinent concepts and generalizations have been identified, the content to develop them can be chosen from among a wide range of possibilities. Also, a curriculum so structured can easily be reviewed in the light of new ideas and information; this would be useful in indicating research which might be needed and in suggesting new approaches to the curriculum. In addition, the identification of concepts and generalizations should facilitate the evaluation of the teaching-learning process.

This paper gives the outlines of concepts and generalizations for home economics developed in the workshops held in 1962 and 1963, and brought together in the 1964 workshop. They are organized under the following headings:

- Human Development and the Family
- Home Management and Family Economics
- Food and Nutrition

-- Textiles and Clothing

-- Housing

The terms concept and generalization are defined in many ways in writings on curriculum. Therefore, it is important to indicate how they are used in this material.

Concepts are abstractions used to organize the world of objects and events into a smaller number of categories. They have many dimensions and meanings and constitute the recurrent themes which occur throughout the curriculum. Examples of concepts which appear in the following pages are:

-- Development and socialization of the individual

-- Resources and their utilization

-- Nature of Food

Generalizations express an underlying truth, have an element of universality, and usually indicate relationships. Examples of generalizations which appear in this paper are:

-- As more services are built into food, the control of industry over the kinds and quality of food increases while that of the home decreases.

-- The attitudes and information of the meal planner about food and nutrition influence the nutritional adequacy of the food served.

In developing the generalizations included in this paper, the following criteria were used as guidelines:

-- The generalization is based on objective data, on experience, or on theory accepted by specialists in the field.

-- The terms used have clear and precise meanings.

-- The development of the generalization is an important task of the school.

- The generalization will provide insight in dealing with new situations in social and cultural learnings.
- There is a reasonable possibility of learners developing some understanding of the generalization through experiences in the home economics curriculum in the high school.

Since these five outlines were developed by different groups, they are not entirely uniform. Three of the outlines are introduced with brief explanatory statements while the other two are not. The variations in the outline form under which the conceptual structure and generalizations are organized are evidence of the independent work of the subject-matter groups. All generalizations have an Arabic numeral.

HUMAN DEVELOPMENT AND THE FAMILY

The conceptual structure and generalizations for this outline were developed from two separate outlines prepared in two separate workshops--the Iowa State University workshop which focused on Family Relationships, and the Merrill-Palmer workshop which focused on Development of Children and Youth. The two outlines were fused into one because to some extent they overlapped and because it was felt that a single outline would be more useful as resource material for developing home economics secondary school courses or units of courses dealing with child growth and development, and with personal and family relationships.

Numbers in parentheses appearing in certain statements of generalizations refer to the Glossary of Terms included at the end of this outline.

I. Universality of individuals and families

1. In all known societies there is a recognized unit that assumes the functions of child bearing, child rearing, regulation of behavior, and economic support.
2. Cultural patterns are transmitted from one generation to another primarily through the family (1).

3. There are more similarities in family patterns within one culture than there are in family patterns of different cultures.
4. Every known society and every individual has values which give direction to behavior and meaning to life.
5. In all societies the individual's place within the society depends primarily upon age and sex.
6. Within each individual there is an urge to grow (2) toward his fullest potential.
7. There is a universal and irreversible pattern of individual human development (3).

II. Uniqueness of individuals and families

1. Each individual is unique and this uniqueness helps to account for variations in family units within the same culture.
2. There is a reciprocal relationship between the family and society.
3. Each individual family member affects and is affected by his family.
4. Cultures differ according to what is considered acceptable and normal behavior.
5. Since every individual, every family, and every society is unique, the process of socialization (4) is different for each individual.
6. Each individual differs from every other individual in his inherent potentialities.
7. Each individual is unique in his potentialities and in his pattern and rate of development.

III. Development and socialization of the individual

1. Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.

2. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.
3. Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences.
4. The human organism has a great capacity for physical, mental, and social self-repair and for adaptability.
5. To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.
6. To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.
7. Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.
8. Maturation is change in structure that cannot be measured in amount by means of a standard measuring scale, but can be appraised by reference to an orderly sequence of qualities, features, or stages.
9. Maturity is revealed in an individual's use of the resources available to him to develop his potentialities.
10. A mature adult copes (5) with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically.
11. The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment.
12. Modeling (6) is a particularly effective technique for learning roles, attitudes, and values.

13. When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.
14. The sense of self (7) grows gradually and continually as the individual participates in an ever-widening environment.
15. Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.
16. In the process of self-development the individual builds up a set of values which are important criteria for his decision making.
17. Value systems are developed as a person's needs are met, as he thinks about and reacts to his experiences, and as he adjusts to change.
18. Some of the most influential and compelling values are held unconsciously.
19. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action.
20. Socialization results from a continuous interaction of the individual and his environment.
21. An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control.
22. Each person's behavior is influenced by the attitudes, values and interpretations of his environment that he has accumulated through his experiences.
23. Values are learned from early and continued experiences in the family, with peer groups, and in the community.
24. The needs of parents and children are sometimes complementary and at other times conflicting.
25. The individual's interpretation of his own role (8) and of the roles of other family members influence his interaction within the family.

26. Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith.

IV. Challenge and creative possibilities of change

1. The task of socialization is more complex in societies where there is rapid social change.
2. Social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies places strain on cohesion within and between families.
3. Individuals resist change.
4. Change generally occurs first in the material aspects of culture; this in turn produces change in the non-material culture.
5. Technological changes, advances in science, and improved communication and transportation have resulted in other social agencies assuming some of the responsibilities traditionally performed by the family.
6. When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.

Glossary of Terms

1. The family in America: the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent; characterized by common residence and economic cooperation.
2. Growth: change in amount or degree of a bodily attribute (structure) which can be measured by means of some standard measuring scale.
3. Human development: all processes of change both in the body itself (structure) and in its behavior (function), from conception through old age.
4. Socialization: a process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment.
5. Coping: purposeful problem-solving behavior.
6. Modeling: the process whereby an individual incorporates into his own behavior the perceived behavior of another with whom he identifies intentionally or unintentionally.
7. The self: a composite of the individual's thoughts, abilities, feelings, values, and perceptions of his roles, as well as his concept of himself.
8. Role: a function assumed by an individual or a group in a particular situation.

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