

CONSUMER AND HOME MAKING EDUCATION IN
KANSAS SECONDARY SCHOOLS

by 1264

PAULA KAY DUSTON

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Major Professor

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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS USED, AND LIMITATIONS OF THE STUDY

Consumer education has received varying degrees of emphasis in secondary school curriculums over the past several decades. The increasing concern of many individuals as well as recent passage of federal legislation have renewed interest in consumer education. As the public's interest in consumer education waned in the 1950's, the research regarding consumer education in secondary school curriculums decreased. The extent to which consumer education was being taught in the secondary schools or by whom it was being taught was not known in the early 1960's.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to survey, in part, the extent to which consumer education was being included in the curriculums of Kansas secondary schools during the 1968-1969 school year with emphasis on the vocational homemaking programs. While consumer education concepts may be easily incorporated within many of the homemaking courses, this may likewise be true for business education and social science courses. Personal finance, business economics, general business, and other courses with similar titles were thought to be the business

education courses most likely to contain consumer education concepts. Within the realm of social science, the courses most likely to contain consumer education concepts were thought to be economics and family living.

Importance of the Study

This study was inspired by the challenge to expand currently existing homemaking programs to include consumer education as a major emphasis as presented in the 1968 Vocational Education Amendments to the Vocational Education Act of 1963. In order to expand programs, it is first necessary to learn what is presently being attempted within the area of consumer education in the secondary schools; thus, this study will present some basic information regarding consumer education instruction in Kansas secondary schools.

Further encouragement came from a review of the working papers of the National Conference on Consumer and Homemaking Education held in February, 1969, for home economics educators. This conference was a direct response to the new vocational amendments, and the educators in attendance voiced an immediate need for survey and evaluation of existing homemaking programs in order that expansion and redirection of programs to emphasize consumer education might occur.

It is hoped that the information presented in this report may serve as a pilot study to provide some of the background information for a more comprehensive investigation into

consumer education instruction within Kansas secondary schools.

Justification for such a study of Kansas secondary schools existed, in part, because of the following statement made over thirty-five years ago by Mendenhall and Harap:

There are no conclusive national figures available that give any accurate estimate of the total number of schools or the total percentages of schools offering specific courses in consumer education. The most conservative estimates indicate that at least 10 per cent of the high schools offer specific courses, while many more than this percentage are offering some type of consumer education.¹

These same observations were cited in the 1960 edition of the Encyclopedia of Educational Research. A review of the available literature yielded no information on the current status of consumer education for the secondary schools of Kansas.

Objectives of the Study

The objectives formulated for the study were: (1) to become familiar with the literature concerning consumer education in secondary school programs; (2) to identify consumer education concepts in relation to homemaking through a review of textbooks and curriculum guides; and (3) to partially determine the current status of consumer education in Kansas secondary schools by: (a) isolating consumer education concepts within the Kansas Homemaking Guide and examining the 1968-1969

¹James E. Mendenhall and Henry Harap, Consumer Education (New York: D. Appleton-Century Company, 1943), p. 56.

Vocational Home Economics Program Justification Forms for evidence of these consumer education concepts; (b) examining the High School Principals' Organization Reports for 1968-1969 to determine how many secondary schools offered courses within the curriculums of homemaking, business education, and social science which might contain consumer education concepts and to discover if separate courses in consumer education were offered by any secondary schools; and (c) summarizing the responses of vocational homemaking teachers to an information sheet based on consumer education concepts identified in the Kansas Homemaking Guide to vocational homemaking teachers.

II. DEFINITIONS OF TERMS USED

The majority of terms in this report were used in a general way. Some terms, however, were used in a specialized sense and warrant a definition. The terms to be defined in this section are: consumer education; vocational homemaking; Vocational Home Economics Program Justification Forms; and High School Principals' Organization Report.

Consumer Education

Since consumer education had not been officially defined by the United States Office of Education, it was necessary for the investigator to develop a working definition for the purposes of this study. The explanations of consumer education as set forth by Thal and by the President's Committee on

Consumer Interests and the goals of consumer education as stated by Schoenfeld and Mendenhall were drawn upon to develop the following definition: Consumer education is preparing individuals and families to achieve, according to their own values, maximum satisfaction in everyday living through management of both human and material resources with emphasis on: (1) budgeting and money management; (2) consumer rights, responsibilities, and obligations; and (3) the selection, use, and care of goods and services such as credit, housing, and various methods of providing financial security.^{2,3,4,5}

Vocational Homemaking

The term homemaking was considered as synonymous with home economics. According to Hall and Paolucci, the five purposes of a homemaking program at the secondary level have been best identified by Spafford and Amidon. One of these five purposes stressed consumer education as it stated that a secondary homemaking program should guide pupils to:

²Helen M. Thal, "Family Finance Education--Scope and Structure," Teaching Topics, XV. (Spring, 1966), 1-3.

³President's Committee on Consumer Interests, Consumer Education--What It Is and What It Is Not, Washington. (undated pamphlet)

⁴David Schoenfeld, "The Why and How of Consumer Education," National Association of Secondary School Principals Bulletin, LI (October, 1967), 28-29.

⁵James E. Mendenhall, "Youth Needs and School Responsibilities," National Association of Secondary School Principals Bulletin, LI (October, 1967), 18.

. . . use their resources to provide the means for satisfying needs, developing interests, and using capacities to attain the values and goals considered most worthwhile for the individual, the family, and the community.

A vocational homemaking program was interpreted as one which seeks to prepare youth and adults for a satisfying family and community life and for gainful employment in occupations using homemaking knowledge and skills of which consumer education is one of the areas emphasized.⁷

Vocational Home Economics Program Justification Form

The Vocational Home Economics Program Justification Forms were prepared by the Vocational Home Economics Division of the Kansas State Department of Public Instruction and have been completed annually in the past by the vocational homemaking teachers within the state. The forms are designed to provide the state office with a comprehensive view of individual vocational homemaking programs as planned by the teachers.

High School Principals' Organization Report

This report is prepared annually by the principals of Kansas secondary schools and is located within the Elementary

⁶Olive A. Hall and Beatrice Paolucci, Teaching Home Economics (New York: John Wiley and Sons, Inc., 1961), pp. 160-161.

⁷State Department of Vocational Technical Education, Home Economics Division, Vocational Home Economics, Oklahoma City, Oklahoma. (undated publication)

and Secondary Accreditation Division of the State Department of Public Instruction. The report provides a descriptive view of the secondary school program including such items as: total enrollment figures; enrollment by class and by sex; accreditation status; number of teachers; pupil/teacher ratio; course offerings with respect to grade levels; enrollment in individual courses; teacher names, preparation, certification, and salaries; and other related information.

III. LIMITATIONS OF THE STUDY

This study was limited in the respect that only the vocational homemaking program of Kansas was studied in detail. Another limitation was that the information collected regarding secondary school programs came only from the analysis of two sets of reports, the Vocational Home Economics Program Justification Forms and the High School Principals' Organization Reports, and from the information sheet completed by vocational homemaking teachers. The textbooks and curriculum guides utilized were those available in the Kansas State University library.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature concerning consumer education instruction provided information regarding past and present research studies, a brief history of the consumer education movement, current opinions of notable persons about the need for consumer education, and suggested curriculum content.

I. CONSUMER EDUCATION RESEARCH STUDIES

Mendenhall and Harap reported that a great deal of research concerning consumer education topics was done in the 1930's and the early 1940's. Such research studies covered the range of consumer needs, current school practices, curriculum materials, methods and classroom procedures, and evaluation techniques. Of the studies cited by Mendenhall and Harap, the ones most relevant to this study are those of Kent, Wilson, and Hadsell. All of these studies were conducted prior to 1943.

In his study of high school courses, Kent found consumer education most commonly offered under these titles: consumer education, consumer economics, consumer buying, consumer business principles, personal economics, business economics, consumer business education, consumer relations, consumer goods, consumer science, consumer guidance, marketing, and

salesmanship.⁸

Mendenhall and Harap disclosed that a study by Wilson found that the social studies, home economics, and business education departments offered more in consumer education than the other departments of the 158 schools surveyed. Wilson's study identified specific consumer education subject matter taught by the departments of social science, business, home economics, natural science, mathematics, arts, and vocational education.⁹

An unpublished study by Hadsell which was discussed by Mendenhall and Harap showed that of schools offering separate consumer education courses, the courses are mostly offered by the departments of business, social studies, and home economics with approximately 50 per cent of such courses given by the business department in high schools.¹⁰

Tubach surveyed Kansas high schools in 1951 to determine the status of consumer economic education. Tubach used the term consumer education interchangeably with consumer economic education. Tubach's study was small in scope with only thirty-three high schools returning informative questionnaires. All thirty-three high schools reported teaching consumer education in some way, but only six of the schools had separate

⁸Mendenhall and Harap, op. cit., p. 48.

⁹Ibid., pp. 50-54.

¹⁰Ibid., p. 335.

consumer education courses. Twenty-four high schools considered the courses which included consumer education content as elective courses while four high schools considered such courses as required. Three high schools included consumer education in both elective and required courses. Of the six high schools reporting consumer education as a separate course, four schools had an enrollment of 475 or more pupils. One school offered this separate consumer education course for one-half semester. Three schools offered it for one semester, and two schools offered it for two semesters. These separate courses were offered only to grades ten, eleven, and twelve in the reporting schools. The major field of training of the consumer education teachers was business or social studies for all six schools. Tubach found no significant differences between vocational and nonvocational schools or among various sections of the state.¹¹

A national survey conducted in 1959 by the Office of Education surveyed a sample of 3,975 schools of which 3,796 offered home economics. The five most frequently reported course titles were "Home Economics," "Homemaking," "Family Living," "Clothing," and "Foods".

This study revealed that in courses titled "Homemaking"

¹¹Freda Leota Tubach, "An Analysis of Consumer Economic Education in the High Schools of Kansas" (unpublished Master's report, Kansas State University, Manhattan, Kansas, 1951), pp. 10-16, 50.

only 3 per cent of the class time was devoted to consumer education in vocational schools and 2 per cent of the class time in nonvocational schools. In courses titled "Foods" 4 per cent of the class time was given to consumer education in vocational schools and 2 per cent in nonvocational schools. "Family Living" courses spent 6 per cent of class time on consumer education in vocational schools and 5 per cent in nonvocational schools. Consumer education received 4 per cent of class time in "Home Economics for Boys" courses in vocational schools and nonvocational schools alike.¹²

A consumer education project was conducted at the Purdue Research Foundation of Lafayette, Indiana. This educational project was titled "Survey and Evaluation of Consumer Education Programs in the United States". Joseph N. Uhl was the chief investigator of this project which began January 1, 1969, and was scheduled to be completed by October 30, 1969. The results of this study are to be published in a Sourcebook of Consumer Education, a descriptive analysis of individual consumer education programs across the nation, and in a Final Report containing a selected evaluation of consumer education materials and programs and staff recommendations for future program development and modifications. Both publications will even-

¹²United States Department of Health, Education, and Welfare, Office of Education, Home Economics in the Public Secondary Schools, OE-83010, (Washington: Government Printing Office, 1962), pp. 79-85.

tually be available through the Educational Resources Information Center of the United States Office of Education.¹³

II. DEVELOPMENT OF CONSUMER EDUCATION

At the turn of the century, social and industrial changes affected living standards and values. A group of people, who recognized these changes and effects, believed that better homes could be achieved through better management and improved skill in the use of resources. Thus, the American Home Economics Association was founded in 1909 and became the first organized group to promote consumer education.¹⁴

Consumer education rapidly developed during the 1920's to the 1940's. Kyrk's book A Theory of Consumption and Harap's book Education and the Consumer both had considerable influence in the 1920's. During the depression years of the 1930's consumer education was a vital concern. In 1940 the Educational Policies Commission of the National Education Association proposed that schools emphasize the following objectives: "(a) wiser purchasing and consumption of food, clothing, shelter, health, and recreation; (b) more technical buying information;

¹³"Questions and Answers about the Purdue Consumer Education Study." (Lafayette, Indiana: Purdue University, explanatory paper accompanying Consumer Education Study survey materials, September, 1969).

¹⁴Ruth O'Brien, "AHEA's Consumer Interests - Past and Future," Journal of Home Economics, XL (September, 1948), 363.

and (c) wiser saving."¹⁵ A Consumer Education Study was also launched in 1940 by the National Association of Secondary School Principals and financed by the National Better Business Bureau. This study developed worthwhile curriculum materials, and the whole of the Consumer Education Study's work was summarized by Wilhelms in 1951.¹⁶

During the depression years, however, consumer education began to concentrate on the use of resources other than monetary resources. Since a general lack of monetary resources existed at this time, consumer education emphasized making things at home. This emphasis on producing a great many goods and services within the home along with the increasing incomes were responsible, in part, for the notable lack of interest in consumer education in the 1950's and early 1960's in educational realms. The Encyclopedia of Educational Research summarizes:

The failure of the consumer education movement to make a profound impact on the secondary-school curriculum can be attributed to the following factors: (a) It was a depression inspired movement, and the dramatic rise in family income and expenditures in the fifties deprived the movement of its motivating force; (b) Consumer education courses have been unable to supplant the established courses with which they compete; (c) The integration of consumer problems and information into the required secondary-school courses met with the competition of equally insistent and valid demands from other "life adjustment" areas such as mental health, social adjustment, safety, conservation, family relations, air age education,

¹⁵Chester W. Harris and Marie R. Liba (ed.), Encyclopedia of Educational Research (Third edition; New York: The Macmillan Company, 1960), p. 400.

¹⁶Ibid.

and the like.¹⁷

Consumer education is being revived in the latter 1960's. Indicative of this revival are the number of newly published course outlines for consumer education and the state and federal legislation emphasizing consumer education in the public schools.

Prominent in the area of federal legislation was Public Law 90-576 Vocational Education Amendments of 1968. These amendments emphasized a third major aspect of consumer education for homemaking programs which were previously directed by the Vocational Act of 1963 to prepare individuals for homemaking and for wage earning. Public Law 90-576 specifically states in Part F, Consumer and Homemaking Education, that federal funds paid to a state will be expended solely for educational programs which are related to the following purposes:

- A. Encourage home economics to give greater consideration to social and cultural conditions and needs; especially in depressed areas
- B. Encourage preparation for professional leadership
- C. Are designed to prepare youth and adults for the role of homemaker, or to contribute to the employability of such youth and adults in the dual role of homemaker and wage earner
- D. Include consumer education programs
- E. Are designed for persons who have entered or are preparing to enter the work of the home.

The amendments provide that at least one-third of the Federal funds made available under this section shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the

¹⁷Ibid.

quality of family life.¹⁸

III. THE NEED FOR CONSUMER EDUCATION

The need for consumer education has been emphasized at various times during the last seventy years. One especially noteworthy point of emphasis was the establishment of the ten imperative needs of youth by the National Association of Secondary School Principals in conjunction with the National Education Association in 1944. Consumer education was one of these imperative needs.¹⁹

The National Association of Secondary School Principals was evidently convinced of the intense need for consumer education as it devoted its entire October, 1967, Bulletin to the topic of consumer education. Mendenhall felt quite strongly that consumer education should occupy an important place in the secondary school curriculum. He thought that probably consumers would never encounter unbiased education except in the schools. Mendenhall voiced his concern as he stated, "Consumer education certainly is relevant to adolescent existence if the rate at which teenagers consume their own and others' income is a

¹⁸A Guide for the Development of Consumer and Homemaking Education (Lincoln, Nebraska: Department of Home Economics Education, College of Agriculture and Home Economics, University of Nebraska, 1969), p. 6.

¹⁹Walter S. Monroe (ed.), Encyclopedia of Educational Research (Second edition; New York: The Macmillan Company, 1950), 301.

criterion."²⁰ Mendenhall's observation was supplemented with the information that an estimated eighteen billion dollars was spent by teenagers in 1967, and their buying power is expected to exceed twenty billion dollars in 1970. Many teenagers work part time and are, therefore, wage earners; thus, all youth urgently need education regarding intelligent consumership.²¹

Natella didn't hesitate in expressing his views as a secondary school principal concerning the need for consumer education when he stated, "Consumers are as unskilled today as they were 50 years ago. The schools have not assumed leadership for providing consumer education for young men and women. Yet business and advertising have never stopped for a moment providing their own brands of consumer training."²²

The need for consumer education has developed as the family has changed from its production functions to those of consumption. The mass production of the United States industries definitely increases the difficulty of making intelligent choices. The competition in the marketplace was designed to protect the consumer, but this protective function operates

²⁰James E. Mendenhall, "Youth Needs and School Responsibilities," National Association of Secondary School Principals Bulletin, LI (October, 1967), 14.

²¹Office of the Superintendent of Public Instruction, Guidelines for Consumer Education (State of Illinois, 1968), p. 3.

²²Arthur A. Natella, "A Principal's Case for Consumer Education," National Association of Secondary School Principals Bulletin, LI (October, 1967), 42.

only if the consumer has the desire and the ability to discriminate accurately among goods and services.

Today's students have been demanding relevancy and meaning in all aspects of education. Many educators seem to feel that consumer education would partially meet such needs.

IV. SUGGESTED CURRICULUM CONTENT FOR CONSUMER EDUCATION AT THE SECONDARY LEVEL

One of the prime instigators of consumer education in the 1960's was Schoenfeld who felt that the goals of consumer education should be consistent with those of general education. Schoenfeld saw the following goals of consumer education:

1. Every consumer should develop the ability to make rational decisions and intelligent choices.
2. Every consumer should develop the art of skillful buying. After deciding to buy, making the actual purchase requires the buyer to consider such diverse problems as where, how, and when to buy, evaluation of merchandise, and use of advertising.
3. Every consumer should learn the importance of being efficient in the use of goods and services. Choosing and buying wisely are of scant value if, as consumers, we do not show intelligence and concern for the way in which we use and care for goods and services.
4. Every consumer should learn to manage his personal financial affairs. The proper utilization of income is essential for maximum satisfaction of needs and wants and attainment of a higher level of living.
5. Every consumer should be conscious of his wider social and economic responsibilities as a citizen in our democracy.
6. Every consumer should have perspective, a sense of values, and a healthy respect for the golden rule.²³

The state of Illinois now requires that consumer

²³Schoenfeld, loc. cit.

education be taught in grades eight through twelve in the public schools. The content suggestions for Illinois consumer education courses are: general principles of consumer purchasing; budgeting or managing money; using consumer credit wisely; buying goods; buying services; purchasing and maintaining automotive products and services; using leisure time, money, and energy; renting or owning a home; making use of insurance; savings and investments; consumer taxes; and consumer rights and responsibilities.²⁴ The sentiments of the state of Illinois are: "Consumer education implements the objectives of general education, namely 'to foster individual fulfillment and nurture free, rational, and responsible men and women, without whom our society cannot endure'."²⁵

Another source of curriculum content for consumer education courses is Consumer Education--Materials for an Elective Course. This guide recommends these basic units for all students: general principles of consumer purchasing; purchasing food, clothing, furniture, and appliances; purchasing and maintaining an automobile; housing-apartment rental and purchasing a home; short term consumer credit; budgeting and money management; and fraud, quackery, and deception. The

²⁴Dan Bonne, "Illinois Requires Instruction in Consumer Education," Business Education Forum, XXIII (February, 1969), 21-2.

²⁵Office of the Superintendent of Public Instruction, op. cit., p. 4.

guide suggests these additional units to meet special interests and needs: banking and savings; investments; life and health insurance; security programs-social security, medicare, and medicaid; and consumer law.²⁶

In a speech to New Mexico homemaking teachers, Rasmussen expressed the opinion that to be taught effectively and meaningfully within homemaking, consumer education should include these areas: (1) planned spending within income, (2) consumer buying--includes care of products, and (3) consumer credit. Rasmussen summarized her views by saying:

Consumer education ought to be liberal education including application of what was learned in history and government courses. Consumer education must include not only the teaching of skills and attitudes to help an individual allocate his scarce resources to fill the unlimited and insatiable wants, but it must now include teaching the student to fill his role of a responsible citizen who is aware of his rights and is willing to assume his responsibilities. To teach skills and techniques to present and future consumers is not adequate, for change is so rapid in our dynamic society. The student needs instead a knowledge of concepts which he can adopt to future problems.²⁷

Furness stressed the importance of incorporating consumer education into all subject matter disciplines as well

²⁶Consumer Education--Materials for an Elective Course, (New York: The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, 1967).

²⁷Albie Rasmussen, "Teaching Money Management in a Dynamic and Complex Society," Consumer Education. . . A Challenge to Home Economists (Las Cruces, New Mexico: State Department of Vocational Education, Home Economics Division, 1968), p. 13.

as teaching separate consumer education courses. Incorporation of consumer education concepts with other disciplines should begin with kindergarten and continue through the university education.²⁸

A new curriculum guide, Consumer Education--The Management of Personal and Family Financial Resources, was developed by the Oklahoma Division of Home Economics Education in 1969. This guide was designed for use with the commonly accepted areas of homemaking--food and nutrition, clothing and textiles, housing and home management, and human development and the family--in order to provide a comprehensive home and family life education program, and, also, to provide a functional program for home economics related occupations courses. The guide contains extensive curriculum suggestions with the material divided into three levels. The beginning level focuses on earning and managing while the intermediate level concentrates on functions and uses of money in our economy. The advanced level is concerned with achieving financial security.²⁹

The University of Nebraska prepared the report, A Guide

²⁸Betty Furness, "Address," The New Approach to Consumer Education (Albany, New York: The University of the State of New York, The State Education Department, Curriculum Center, 1968), pp. 23-28.

²⁹Oklahoma Home Economics Education, Consumer Education--The Management of Personal and Family Financial Resources (Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1969)

for the Development of Consumer and Homemaking Education, which resulted from the 1969 National Conference on Consumer and Homemaking Education for home economics educators. This guide contains specific suggestions for consumer and homemaking education involving the following topics: ways of implementing programs for in-school youth, for out-of-school youth, and adults; ways of working with individuals, agencies, and groups; expansion and redirection of ancillary services; and evaluation for assuring quality in all homemaking programs.³⁰

V. THE STATE OF CONSUMER EDUCATION

Consumer education began its development with the origin of the American Home Economics Association in 1909. The depression caused much attention to focus on consumer education, and a great deal of research in various aspects of consumer education was done in the 1920's, 1930's, and 1940's. Many of the researchers believed that consumer education instruction would develop into permanent courses in the secondary school curriculums.

Consumer education received less emphasis in the 1950's because of increased incomes and other contributing factors. In the late 1960's, however, consumer education is believed to

³⁰A Guide for the Development of Consumer and Homemaking Education (Lincoln, Nebraska: Department of Home Economics Education, College of Agriculture and Home Economics, University of Nebraska, 1969).

be a partial answer to the demands of youth for relevancy and meaning in education and is, therefore, being revived.

State and federal legislation has renewed public interest in consumer education, and some states have developed curriculum suggestions for the teaching of consumer education. Kansas will undoubtedly be strengthening the consumer emphasis in homemaking education; thus, studying the status of consumer education within the secondary schools of Kansas is desirable in promoting the development of the best possible secondary school programs.

CHAPTER III

METHODS AND MATERIALS

Within this chapter is described the actual design of the study. The groups studied, the materials employed, and the procedures involved are discussed.

I. GROUPS STUDIED

Secondary Schools

The curriculums of all of the public secondary schools in Kansas were reviewed. For the academic year 1968-1969, 440 public and parochial secondary schools existed. The schools were classified on the basis of enrollment. There were sixteen class AAAAA schools with enrollments ranging between 2,717 to 1,617; thirty-two class AAAA schools with enrollments ranging between 1,557 to 633; sixty-four class AAA schools with enrollments ranging between 620 to 223; 128 class AA schools with enrollments ranging between 220 to 106; and 200 class A schools with enrollments ranging between 106 and 25.

Vocational Homemaking Programs

For 1968-1969, ninety-eight secondary schools in Kansas offered vocational homemaking programs with the exclusion of the city school programs. Some schools employed more than one homemaking teacher; thus, a total of 111 vocational homemaking teachers were involved in this study. The programs studied

were in the small and medium sized secondary schools excluding the city school programs.

II. MATERIALS AND PROCEDURES EMPLOYED

Compilation of Consumer Education Concepts

The investigator utilized the textbooks and curriculum guides which were available in the Kansas State University library. The books reviewed were those designated as general homemaking texts for the secondary level by the state division of Home Economics Education with the exception of two books which were also appropriate for secondary pupils but were consumer education oriented. These two were included merely to provide insight into the concepts appearing within purely consumer education texts. The curriculum guides reviewed were planned for the secondary level and were general homemaking guides giving approximately equal emphasis to all areas of homemaking. The Kansas Homemaking Guide was included in this review; therefore, fourteen textbooks and eleven curriculum guides were reviewed.

A compilation of consumer education concepts was developed as the books and guides were reviewed, and the number of times a concept appeared in the books and guides was recorded. The concepts identified as being those of consumer education were subjected to the investigator's working definition of consumer education and were organized under the following areas of homemaking as specified by the Kansas Homemaking Guide:

child care and development; clothing and textiles; foods and nutrition; health and safety; home management and consumer education; housing, home furnishings, and related art; and personal and family relations.

Consumer Education Offerings in Secondary Schools

The consumer education offerings in Kansas public secondary schools were determined by a personal examination of the High Schools Principal's Organization Report on file in the Elementary and Secondary Accreditation Division of the State Department of Public Instruction, Topeka, Kansas. The desired facts were recorded on an information sheet which designated the total enrollment of the school; the organization of the school; separate course offerings in consumer education; course offerings in homemaking, social studies, or business education which might contain consumer education; the number of pupils in the course the first semester; the grade levels at which the course was offered; and the units of credit given for the course.

Consumer Education Within Vocational Homemaking Programs

The consumer education concepts contained in the Kansas Homemaking Guide were identified according to the investigator's working definition of consumer education and were compiled within these areas of homemaking as specified by the guide: child care and development; clothing and textiles; foods and nutrition; health and safety; home management and consumer

education; housing, home furnishings, and related art; and personal and family relations. This compilation was developed into an information sheet upon which the length of time devoted to each concept, the number of pupils in class receiving this instruction, and the grade levels of these pupils could be recorded with each corresponding concept. The investigator personally examined the Vocational Home Economics Program Forms for 1968-1969 on file in the Home Economics Education Division of the State Department of Public Instruction in Topeka, Kansas, and recorded the desired information on individual sheets for each vocational homemaking program.

This same information sheet was then sent to the vocational homemaking teachers in Kansas. The teachers returned the completed information sheet to the investigator by June 1, 1969.

CHAPTER IV

FINDINGS OF THE STUDY

The actual findings of this study are presented within this chapter. The compilation of consumer education concepts is given separately for textbooks and for curriculum guides. The number and course titles of separate courses in consumer education or other courses within the curriculums of homemaking, social studies, and business education which might contain consumer education concepts are given. The findings of the survey of Vocational Home Economics Program Justification Forms and of the information sheet completed by vocational homemaking teachers are presented.

I. CONSUMER EDUCATION CONCEPTS

Consumer education concepts were identified from ten general homemaking curriculum guides, from twelve general homemaking textbooks, and from two consumer education oriented textbooks. All sources were planned for use at the secondary level, and a listing of these books and guides may be found in Appendix A. The compilation of these consumer education concepts is given in Tables I-VII. The concepts were classified according to seven basic areas of homemaking as identified in the Kansas Homemaking Guide.

The number of curriculum guides, the number of homemaking textbooks, and the number of consumer education text-

TABLE I
CONSUMER EDUCATION CONCEPTS IN CHILD CARE
AND DEVELOPMENT FOUND IN CURRICULUM
GUIDES AND TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			
	No. of consumer education texts N=2			
	Concepts in Kansas Homemaking Guide			
Buying maternity clothes	1			
Community services for patents	3			
Financial responsibilities of parenthood	2	2	X	
Health insurance plans for maternity assistance	1			
Selection of children's clothes	2		X	
Selection of equipment and play materials	1		X	
Selection of layette and equipment	5		X	

When comparing the consumer education concepts in the Kansas Homemaking Guide to those in curriculum guides and textbooks, it was found that in the area of child care and development the Kansas Homemaking Guide contained four of the seven concepts identified by other guides and textbooks. Two of these four concepts found in the Kansas Homemaking Guide were the ones listed most frequently in the other curriculum guides and textbooks.

TABLE II
CONSUMER EDUCATION CONCEPTS IN CLOTHING
AND TEXTILES FOUND IN CURRICULUM
GUIDES AND TEXTBOOKS

Concepts	No. of curriculum guides N=10		
	No. of homemaking texts N=12		
	No. of consumer education texts N=2		
	Kansas Homemaking Guide		
Care of clothing	6	6	X
Care of differing fabrics			X
Clothing needs of all family members	7	1	X
Clothing needs of the future			X
Cost of family clothing			X
Cost of future wardrobe needs			X
Consumer motivation to buy clothing	1	1	1
Consumer's influence on fashion	1		
Consumer's responsibility to retailers	1		
Decision-making in buying clothing	1		X
Economic decisions affect welfare of society	1		
Evaluating resources to decide to buy or sew	4	2	X
Factors determining cost of ready-made clothes	8	3	X

TABLE II (continued)

Concepts	No. of curriculum guides N=10		
	No. of homemaking texts N=12		
	No. of consumer education texts N=2		
	Kansas Homemaking Guide		
Fair division of the clothing dollar	7	1	
Influence of production and distribution on consumption patterns	1		
Information on tags and labels			X
Planning clothing purchases	4	2	
Proper use and care of pressing equipment	1		
Proper use and care of sewing equipment	6	2	X
Relationship of methods and risk in clothing production and distribution to cost, quality, and availability to consumer	1		
Reliable sources of consumer information	5	3	
Seasonal sales	1		
Selecting accessories	3		X
Selecting fabric	4	3	X
Selecting ironing equipment			X
Selecting sewing equipment	5	2	X

TABLE II (continued)

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			
	No. of consumer education texts N=2		Kansas Homemaking Guide	
Types of clothing stores	1			
World economy and the clothing industry	1			

In the clothing and textiles area the Kansas Homemaking Guide listed fifteen of the total of twenty-eight concepts. The majority of these fifteen concepts found in the Kansas Homemaking Guide were the ones most frequently listed by the other curriculum guides and textbooks while five of these fifteen concepts were not listed in the other curriculum guides and textbooks.

TABLE III
CONSUMER EDUCATION CONCEPTS IN
FOODS AND NUTRITION FOUND IN
CURRICULUM GUIDES AND
TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			Kansas Homemaking Guide
	No. of consumer education texts N=2			
Actual costs of specific foods	3			
Being an informed consumer	2			
Commercial preparation costs versus homemade	4			
Decision-making in food buying	1			
Factors increasing the cost of meals	5	1		X
Family food costs	1	2		
Federal and local govern- mental services and protection	5			
Food budget for a young couple	1			
Food advertisements	2			
Importance of planning				X
Marketing techniques	9	2	1	X
New foods on the market	5			
Proper food storage to preserve quality and save money	3			X

TABLE III (continued)

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			
	No. of consumer education texts N=2		Kansas Homemaking Guide	
Relation of nutrition to income	1			
Store types and the use of trading stamps	2			
Use and care of kitchen equipment	6			
Ways of judging good food buys	2	3		

The Kansas Homemaking Guide listed only four of the seventeen consumer education concepts identified for the area of foods and nutrition. Two of these four concepts found in the Kansas Homemaking Guide were listed by the largest numbers of other curriculum guides and textbooks.

TABLE IV
CONSUMER EDUCATION CONCEPTS IN HEALTH
AND SAFETY FOUND IN CURRICULUM
GUIDES AND TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			Kansas Homemaking Guide
	No. of consumer education texts N=2			
Cost of essential grooming aids	1			
Expenses involved in sickness	2			
Health plans	4	X		
Insurance policies		X		
Selection of professional services		X		
Use of community resources for illnesses and emergencies	2			

In the area of health and safety the Kansas Homemaking Guide contained three of the six concepts. The Kansas Homemaking Guide listed the one concept which was found most frequently by other curriculum guides and textbooks, and it listed two important consumer education concepts which were not contained in the other curriculum guides and textbooks within the area of health and safety.

TABLE V
CONSUMER EDUCATION CONCEPTS IN HOME
MANAGEMENT AND CONSUMER EDUCATION
FOUND IN CURRICULUM GUIDES
AND TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			Kansas Homemaking Guide
	No. of consumer education texts N=2			
Abilities - Real income	1			
Advertising, salespeople, and stores	2			
Allowances for gifts and contributions	2			
Agencies promoting family financial security	6			
Banking services	3	1		
Budget construction	4	2		
Business procedures for the home	5	2	1	X
Buying Guides	4			X
Care of properties - Real income	1			
City worker's family budget			1	
College expenses	1	2		
Comparison shopping	4	2	1	
Consumer protection	2			
Consumer responsibilities	4	1		

TABLE V (continued)

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			
	No. of consumer education texts N=2			
	Kansas Homemaking Guide			
Cooperative planning for family spending				X
Cost of living index			1	
Credit ratings	3		2	
Decision making	3	3	1	X
Distribution of national money income	1	1	1	
Evaluating spending and saving			1	X
Financial crises	1	1		
Goal setting	1	1	1	
Good money management	4	3		
How money is spent		3	2	
Identifying consumers	1			
Identifying family resources				X
Individual and family money values	6	5	1	
Individual shares of family income				X
Insurance	4	2	1	
Investments	1	1	1	
Levels of living			1	

TABLE V (continued)

Concepts	No. of curriculum guides N=10				
	No. of homemaking texts N=12			Kansas Homemaking Guide	
	No. of consumer education texts N=2				
Medical costs	3				
Meeting equipment needs and desires				X	
Methods of handling family money	3	2			
Money habits and personali- ty traits		1			
Money needs and the family life cycle	4	2	1	X	
Personal care costs		3			
Planning use of human and material resources	1	1	1		
Proper selection, use, and care of equipment saves time, energy, and money	5			X	
Reasons for planning use of income	6	1	2		
Relation of employment to money management	1				
Relation of family size, number of wage earners, residence, and income level		1	1		
Relationship between money earned and spent				X	
Relationship between stan- dards of living and income				X	

TABLE V (continued)

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			Kansas Homemaking Guide
	No. of consumer education texts N=2			
Retirement planning	1	1		
Social Security	2	1		
Sources of money income	4	3	2	
Taxes	2	1		
Teenage credit	1			
The individual and the family in the larger economy	1	1		
Transportation expenses	1	3		
Understanding and using consumer credit	5	3	2	X
Using community resources to reduce expenses	1	1		
Value of life insurance	2	1		
Value of time	3	1		
Ways for teenagers to earn money	1	2		X
Ways of using family resources				X

Of the fifty-six concepts in the area of home management and consumer education, fifteen of these were found in the Kansas Homemaking Guide. Of these fifteen concepts identified in the Kansas Homemaking Guide, five were not found in other curriculum guides and textbooks. Four concepts found in the Kansas Homemaking Guide were identified in a total of seven or more other curriculum guides and textbooks.

TABLE VI
CONSUMER EDUCATION CONCEPTS IN HOUSING,
HOME FURNISHINGS, AND RELATED ART
FOUND IN CURRICULUM GUIDES
AND TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			Kansas Homemaking Guide
	No. of consumer education texts N=2			
Buying, building, or renting homes	10	2	1	X
Costs of home ownership and maintenance	4	2		
Determining housing needs of families				X
Equipment selection	4			
Home furnishings allowance	1	2		
Home financing	5	2	1	X
Legal aspects of housing	3		1	X
Proper use and care of cleaning supplies and equipment	2			
Relationship of price to beauty and functional value	1			
Renovation of furniture	2			X
Selection of furnishings	7			X
Simple home repairs				X

In the area of housing, home furnishings, and related art the Kansas Homemaking Guide contained seven of the total of twelve concepts. Two concepts found in the Kansas Homemaking Guide were not listed by the other curriculum guides and textbooks, but three concepts listed in the Kansas Homemaking Guide were identified by seven to thirteen other curriculum guides and textbooks.

TABLE VII
CONSUMER EDUCATION CONCEPTS IN PERSONAL
AND FAMILY RELATIONSHIPS FOUND IN
CURRICULUM GUIDES AND TEXTBOOKS

Concepts	No. of curriculum guides N=10			
	No. of homemaking texts N=12			
	No. of consumer education texts N=2		Kansas Homemaking Guide	
Attitudes of family members regarding money affect their relationships	2			
Determining individual and family well-being by income management	2			
Living costs for the family life cycle	1			
Money for dates		1		
Ways of stretching the family income	1			

Only five concepts in the area of personal and family relations in the various guides and textbooks were considered specific consumer education concepts, and the Kansas Homemaking Guide did not contain any of these five.

A total number of 132 concepts were identified in the reviewing of the 11 homemaking curriculum guides, the 12 homemaking textbooks, and the 2 consumer education textbooks. The possibility existed for each concept to be listed in each curriculum guide and in each textbook for a total of 25 times, but only 1 of the 132 concepts was listed 13 times or in 50 per cent of the guides and textbooks.

books containing these concepts are given separately. The consumer education concepts given in the Kansas Homemaking Guide are also identified. The curriculum guides suggested the teaching of consumer education concepts in all of the basic homemaking areas to much greater extent than did the homemaking textbooks. Consumer education in the homemaking textbooks was concentrated within the general areas of clothing and textiles and home management and consumer education. Although definitely not all of the curriculum guides contained a great many consumer education concepts, such concepts appeared more frequently in the curriculum guides than in the homemaking textbooks, and the distribution of such concepts among the various areas of homemaking was much more equal in the guides than in the textbooks.

The two consumer education oriented textbooks related concepts in the general areas of principles of purchasing, credit, money management, buying goods and services, financial security, and consumer rights, responsibilities, and obligations. These general areas of consumer education are in agreement with those suggested by the state of Illinois which were previously cited. These two consumer education oriented textbooks seemingly contain a majority of generalized concepts of the more explicit consumer education topics identified by the Purdue research study as: the consumer in the economy; household and income management; collective consumption; consumers in the market; consumption of commodities and services; investment in human capital; and organized consumer acti-

vity.³¹

II. HIGH SCHOOL PRINCIPALS' ORGANIZATION REPORTS

The High School Principals' Organization Reports for the 1968-1969 school year on file in the Elementary and Secondary Accreditation Division of the State Department of Public Instruction were reviewed to determine if separate courses were offered in consumer education and, also, to learn which secondary schools offered homemaking, social studies, and business education since these three areas were considered the ones most likely to include consumer education concepts within their courses. Reports were on file and were reviewed for 414 public secondary schools.

Of the 414 organization reports reviewed, only four secondary schools did not offer any courses in homemaking. The enrollments of these four secondary schools were sixty-six or fewer pupils. All schools offered some courses in business education and social studies.

In the 410 secondary schools offering homemaking, the courses ranged from general homemaking to specialized study of particular fields, and any of the offerings could have included consumer education concepts. Offerings in business education

³¹"Classification of Consumer Education Program Topics." (Lafayette, Indiana: Purdue University, information accompanying Consumer Education Study survey materials, September, 1969).

TABLE VIII
CONSUMER EDUCATION COURSES IN
KANSAS SECONDARY SCHOOLS

Characteristics	Consumer Education	Consumer Economics	Consumer Problems	Totals
Number of schools offering course	6	10	1	17
Number offered by homemaking depart- ments	1	-	-	1
Number offered by business education departments	1	7	1	9
Number offered by social science departments	4	3	-	7
Number offered for two semesters	4	8	-	12
Number offered for one semester.	2	2	1	5
Average class enrollment	27.45	30.00	-	28.72
Class of school* . . .	3 A 2 AAA 1 AAAA	1 A 4 AAA 5 AAAA	1 AAAAA	Most frequently in AAA and AAAA schools

*Kansas secondary schools were classified on the basis of enrollment. The classifications and their respective enrollments were: AAAAA with 2,717 to 1,617 pupils; AAAA with 1,557 to 633 pupils; AAA with 630 to 223 pupils, AA with 220 to 106 pupils; and A with 106 to 25 pupils.

were quite diversified, but twenty-eight schools had a business economics course, five had a course in personal finance, and 111 offered general business courses which could have contained consumer education concepts. In the social studies programs, 188 schools offered at least one semester of study in economics. Thirteen secondary schools offered a family living course as part of the social studies curriculum. Either economics or family living may well have contained consumer education concepts.

Table VIII denotes specific consumer education offerings. Seventeen schools offered consumer education courses under the course titles of consumer education, consumer economics, and consumer problems with consumer economics being offered the most frequently. Only one consumer education course was offered by a homemaking department. Nine such courses were offered by business education departments and seven by social science departments. Twelve of the courses were offered for the entire year while five were offered for only one semester with one-half unit of credit given for each semester. The mean size of consumer education classes was 28.72 pupils, and consumer education courses were most frequently offered in class AAA and AAAA schools.

Correspondence with the Elementary and Secondary Accreditation Division of the State Department of Public Instruction revealed that no accreditation rules or regulations existed concerning the teaching of consumer education in Kansas public secondary schools for the school year of 1968-1969.

III. CONSUMER EDUCATION CONCEPTS IN KANSAS VOCATIONAL HOMEMAKING PROGRAMS

Of the ninety-eight secondary schools having vocational homemaking programs, only seventy-six turned in Program Justification Forms for the 1968-1969 school year. Of these seventy-six, seven forms were vague and incomplete and made no direct reference to any type of consumer education. The remaining sixty-nine programs mentioned some specific consumer education concepts, but the programs generally listed units of work rather than concepts.

The same information sheet used to survey the Vocational Home Economics Program Justification Forms was mailed to the vocational homemaking teachers in the state. This information sheet can be found in Appendix C. Excluding the city school systems, 51 of the 111 vocational homemaking teachers returned the information sheets. Forty-six of the information sheets contained sufficient amounts of usable content.

The information found on the Program Justification Forms and reported by the Homemaking teachers is given in Tables IX - XIV. The consumer education concepts listed in Tables IX - XIV are those which appeared in the 1962 Kansas Homemaking Guide, and these concepts are classified according to the basic areas of homemaking specified by the guide. The respective tables present the number of Program Justification Forms listing a specific concept plus the average number of

TABLE IX

CONSUMER EDUCATION CONCEPTS IN CHILD CARE AND
DEVELOPMENT IDENTIFIED IN KANSAS VOCATIONAL
HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS			SPRING 1969	
	No. listing concept N=69		Avg. No. instruction hrs./concept		No. reporting concept N=46	Avg. No. instruction hrs./concept		Avg. No. pupils in class	
Financial respon- sibilities of parenthood	5		--		38	3.03		21.74	
Selection of clothes for children	1		--		31	2.71		24.00	
Selection of equipment and play materials	--		--		38	2.89		29.61	
Selection of layette and equipment	2		--		31	2.19		20.35	
Average Totals:	2		--		33.75	2.71		23.93	

TABLE X

CONSUMER EDUCATION CONCEPTS IN CLOTHING AND
TEXTILES IDENTIFIED IN KANSAS VOCATIONAL
HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS			SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	Avg. No. pupils in class		
Care of clothing	14	7.2	43	4.95	43	4.95	35.40		
Care of differing fabrics	2	5.0	30	4.43	30	4.43	37.17		
Care of sewing equipment	4	7.5	41	7.41	41	7.41	54.12		
Clothing needs of the future	1	--	19	3.05	19	3.05	24.78		
Clothing needs of all family members	9	5.0	22	3.36	22	3.36	29.05		
Cost of family clothing	5	5.0	22	25.91	22	25.91	31.68		
Cost of future wardrobe needs	1	--	20	1.30	20	1.30	30.30		
Evaluating resources to decide to buy or sew	2	--	27	2.34	27	2.34	40.37		
Information on tags and labels	2	5.0	42	2.83	42	2.83	35.98		

TABLE X (continued)

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS		SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	Avg. No. pupils in class	
Quality variations of ready-to-wear	5	10.0	24	2.92	36.83			
Recognizing clothing needs	14	7.5	32	3.65	37.00			
Selection of accessories	4	6.5	30	2.76	37.20			
Selection of fabric	10	7.5	36	7.41	54.12			
Selection of sewing and ironing equipment	1	--	29	2.34	40.37			
Types of sewing machines	--	--	20	1.30	30.30			
Wise decision-making in buying clothes	16	6.8	36	7.25	38.42			
Average Totals:	6	7.18	29.56	4.94	35.56			

TABLE XI

CONSUMER EDUCATION CONCEPTS IN FOODS AND NUTRITION
IDENTIFIED IN KANSAS VOCATIONAL
HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS		SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=116	Avg. No. instruction hrs./concept	No. reporting concept N=116	Avg. No. instruction hrs./concept	No. reporting concept N=116	Avg. No. instruction hrs./concept
Factors increasing the cost of meals . . .	2	13.0	33	3.30	33	3.30	30.09	30.09
Importance of planning before buying	1	--	35	5.57	35	5.57	44.54	44.54
Qualities to look for when buying food	10	5.0	35	5.66	35	5.66	40.37	40.37
Use of preserved food affects the budget . . .	--	--	35	3.88	35	3.88	34.97	34.97
Average Totals:	4.33	9.0	34.50	4.66	34.50	4.66	37.49	37.49

TABLE XII

CONSUMER EDUCATION CONCEPTS IN HEALTH AND SAFETY
IDENTIFIED IN KANSAS VOCATIONAL
HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS		SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=116	Avg. No. instruction hrs./concept	No. reporting concept N=116	Avg. No. instruction hrs./concept	Avg. No. pupils in class	
Health plans	--	--	16	2.38	23.25			
Insurance policies	--	--	28	4.00	20.93			
Selection of professional services	--	--	16	1.94	22.44			
Average Totals:	--	--	20	2.77	22.21			

TABLE XIII

CONSUMER EDUCATION CONCEPTS IN HOME MANAGEMENT
AND CONSUMER EDUCATION IDENTIFIED IN
KANSAS VOCATIONAL HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS		SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	Avg. No. pupils in class	
Cooperative planning for family spending	20	13.6	24	2.58	24	2.58	23.83	
Equipment needs in relation to income . . .	1	--	13	1.23	13	1.23	18.92	
Identifying family resources	--	--	22	1.77	22	1.77	22.32	
Individual shares of family income	1	--	24	2.63	24	2.63	28.63	
Meeting equipment needs and desires	4	8.3	21	3.52	21	3.52	19.19	
Planning for future needs of family	15	8.6	18	3.44	18	3.44	21.17	
Record of expenses . . .	--	--	33	3.42	33	3.42	32.57	
Relationship between money earned and spent .	2	10.0	24	2.00	24	2.00	24.96	
Relationship between standards of living and income	2	4.0	18	2.00	18	2.00	22.11	

TABLE XIII (continued)

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS			SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	Avg. No. pupils in class		
Reliable consumer guides for purchasing	4	3.0	27	2.85	31.81				
The decision-making process	6	5.0	20	2.80	39.65				
Value received for money spent	3	5.0	26	3.15	30.62				
Ways of earning spending money	1	--	24	2.33	37.21				
Ways of paying for items purchased	14	5.8	31	2.55	19.16				
Ways of using family resources	1	15.0	17	1.71	29.94				
Average Totals:	5.69	7.83	22.80	2.53	25.47				

TABLE XIV

CONSUMER EDUCATION CONCEPTS IN HOUSING, HOME
FURNISHINGS, AND RELATED ART IDENTIFIED IN
KANSAS VOCATIONAL HOMEMAKING PROGRAMS

CONCEPTS	PROGRAM PLANS		FALL 1968		TEACHER REPORTS			SPRING 1969	
	No. listing concept N=69	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	No. reporting concept N=46	Avg. No. instruction hrs./concept	Avg. No. pupils in class		
Determining housing needs of families. . . .	--	--	32	4.44	23.31				
Factors involved in choosing a place to live	--	--	32	2.88	24.81				
Home financing	6	6.6	31	2.23	23.58				
Legal aspects of housing	2	5.0	25	1.72	23.48				
Refinishing or remodeling furnishings	--	--	15	9.60	17.66				
Selection of furniture and furnishings	14	10.5	31	8.58	31.61				
Simple home repairs . .	4	16.6	9	2.77	30.33				
Average Totals:	6.5	9.64	25	4.60	24.96				

instruction hours devoted to the concept. In addition, the tables present the number of vocational homemaking teachers reporting the teaching of specific concepts, the average number of instruction hours devoted to the concept, and the average number of pupils receiving instruction for each specific concept.

The Program Justification Forms were completed in the fall of 1968 and were general plans for the school year of 1968-1969 while the information sheets mailed to the teachers were completed in May, 1969, at the close of the 1968-1969 school term. The Program Justification Forms gave the teachers' plans for the school year while the information sheet provided the actual accomplishments of the school year.

Only a very few teachers planned to teach consumer education with twenty being the highest number of programs listing any one consumer education concept. The greater numbers of concepts planned for 1968-1969 were found in the area of clothing and textiles and in the area of home management and consumer education. More teachers reported actually teaching consumer education within the area of foods and nutrition than within any other area, and more pupils received instruction within that area, as well. The most actual hours of consumer education instruction were, however, reported for the clothing and textiles area. The amount of consumer education actually taught as reported by the teachers in Kansas vocational homemaking classes in 1968-1969 greatly exceeded the

amount planned to be taught as indicated by the Program Justification Forms for 1968-1969.

IV. SUMMARY OF THE FINDINGS

The compilation of consumer education concepts from homemaking curriculum guides and textbooks revealed that the curriculum guides have been much more progressive than textbooks in the area of consumer education. The curriculum guides tended to include consumer education concepts in all of the basic areas of homemaking whereas such concepts in the textbooks were generally limited to the areas of clothing and textiles and home management and consumer education. The two consumer education oriented textbooks did not include the more specific homemaking concepts as such but did contain broader consumer education concepts in the general areas of principles of purchasing, credit, money management, buying goods and services, financial security, and consumer rights, responsibilities, and obligations. These areas of consumer education are in basic agreement with the suggestions of the state of Illinois and the Purdue research study.

In comparison with the consumer education concepts in curriculum guides and textbooks, the Kansas Homemaking Guide contained at least 50 per cent or more of the identified concepts in the areas of child care and development; clothing and textiles; health and safety; and housing, home furnishings, and related art. The Kansas Homemaking Guide was weak in the areas

of foods and nutrition, home management and consumer education, and personal and family relations when compared to the number of consumer education concepts identified in these areas by the other curriculum guides and textbooks.

A good potential for the inclusion of consumer education as a part of courses in homemaking, business education, and social science existed because nearly all of the 414 public secondary schools had some offerings in these three areas. Consumer education might have been incorporated within the courses of the 410 homemaking programs, the 28 business economics courses, the 5 personal finance courses, the 111 general business courses, the 188 economics courses, and the 13 family living courses offered by social science departments. This study did not include examining the extent of consumer education incorporated into the courses of all homemaking, business education, and social science departments. Information was collected concerning separate consumer education courses and concerning the inclusion of consumer education within vocational homemaking programs.

Only seventeen (4 per cent) of the 414 public secondary schools in Kansas listed specific courses in consumer education. These courses were generally offered by business education and social science departments. The mean size of these consumer education classes was 28.72 pupils, and the majority of these consumer education courses were offered in class AAA and AAAA schools in the 1968-1969 school year. No accreditation require-

ments existed for Kansas in 1968-1969 concerning consumer education.

Sixty-nine (70 per cent) of a possible ninety-eight Vocational Home Economics Program Justification Forms for the 1968-1969 school year contained some specific plans regarding consumer education within homemaking courses. Units of work were generally listed on the programs, however, rather than specific concepts. Only a small number of programs gave any consumer education concepts with the majority of such concepts planned to be taught in the area of clothing and textiles and in the area of home management and consumer education. It was the investigator's opinion that the Program Justification Forms were quite general, and thus, did not provide specific evidence for a realistic representation of consumer education within vocational homemaking programs.

Fifty-one (46 per cent) of the 111 information sheets sent to vocational homemaking teachers were returned, and 46 (41 per cent) of these contained specific information. A higher average number of teachers reported teaching consumer education within the foods and nutrition area than in any of the other areas, and more pupils received consumer education instruction in the foods and nutrition area than in any other area. The highest average of actual consumer education instruction hours were reported, however, for the clothing and textiles area. The amount of consumer education actually taught as reported by the teachers in Kansas vocational home-

making programs in 1968-1969 greatly exceeded the amount planned to be taught as indicated on the Program Justification Forms for 1968-1969.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter provides a summary of the entire study and relates the investigator's conclusions and recommendations.

I. SUMMARY OF THE STUDY

The purpose of this study was to survey, in part, the extent to which consumer education was included in the curriculums of the Kansas public secondary schools during the 1968-1969 school year with emphasis on the vocational home-making programs.

A review of the consumer education literature revealed that no recent research studies regarding consumer education in secondary schools existed but that a national research project was being conducted. The consumer education literature was reviewed and reported according to these general topics: previous consumer education research studies; development of consumer education; need for consumer education; and suggested curriculum content for consumer education at the secondary level.

A compilation of consumer education concepts relating to homemaking was achieved by examining homemaking curriculum guides and textbooks. The curriculums of the public secondary schools were studied by reviewing the High School Principals' Organization Reports. The Vocational Home Economics

Program Justification Forms and information sheets completed by the vocational homemaking teachers in the state provided a view of consumer education within the vocational homemaking programs of Kansas.

✓ The findings of the study revealed that consumer education concepts are included much more frequently in general homemaking curriculum guides than in general homemaking textbooks. Such consumer education concepts were usually found, however, in the areas of clothing and textiles and home management and consumer education. The Kansas Homemaking Guide contained 50 per cent or more of the identified concepts in the areas of child care and development; clothing and textiles; health and safety; and housing, home furnishings, and related art. In the areas of foods and nutrition, home management and consumer education, and personal and family relations the Kansas Homemaking Guide contained less than 50 per cent of the identified concepts.

✓ Only four per cent of Kansas public secondary schools had specific consumer education offerings, and the majority of these offerings were by business education and social science departments. The Vocational Home Economics Program Justification Forms yielded little information but did indicate the inclusion of the majority of consumer education concepts in the areas of clothing and textiles and home management and consumer education. The information sheets completed by the vocational homemaking teachers revealed that the highest average number of

hours devoted to consumer education instruction was in clothing and textiles. A higher average number of teachers reported teaching consumer education within the foods and nutrition area than in any other area, and a higher average number of pupils received consumer education instruction in the foods and nutrition area than in any other area. A great deal more consumer education was taught in the homemaking programs than had been planned to be taught as indicated on the Program Justification Forms.

II. CONCLUSIONS

Based on the findings of the study, the investigator concluded that the current general homemaking textbooks which were reviewed failed to adequately stress consumer education as a vital part of homemaking, and, perhaps, such textbooks have not tended to encourage homemaking teachers to give much attention to teaching consumer education as a part of their homemaking courses.

Consumer education did not receive much attention in Kansas secondary schools in 1968-1969 and was more likely to be incorporated with other courses than to be taught as a separate course. The Vocational Home Economics Program Justification Forms did not provide much information about the incorporation of consumer education into homemaking programs.

The information sheets completed by the vocational homemaking teachers provided a more comprehensive presentation of

consumer education within Kansas vocational homemaking programs. Consumer education was taught in the more traditional foods and clothing areas and not particularly emphasized in the other homemaking areas with the exception of the housing and home furnishings area. In some instances teachers stated that consumer education was incorporated within a unit, but they did not identify the specific consumer education concepts.

III. RECOMMENDATIONS

A definite need exists for the development of homemaking textbooks which stress consumer education concepts in all aspects of homemaking. Since the Vocational Education Amendments of 1968 have emphasized consumer education as a third major aspect of homemaking, many types of curriculum materials, including guides and textbooks, which stress consumer education will be vitally important to teachers.

As the family in our society has become a consuming unit, the need for consumer education has become greater. The schools are probably the only place youth can receive thorough, unbiased consumer education knowledge; therefore, the schools should attempt to meet this challenge.

Homemaking programs should be evaluated and redirected so as to utilize more of the numerous opportunities existing in homemaking courses to teach consumer education. In addition to the offerings in homemaking courses, consumer education might be taught as a separate course. The ideal situation

would be to have it taught by a team of teachers from various subject matter disciplines including homemaking, business education, and social science. In such a course, pupils would encounter differing points of view and personalities. A variety of teachers and teaching methods would tend to stimulate interest and would make it possible for more boys to be exposed to consumer education with this arrangement than in the regular homemaking courses. If this type of separate course does not exist, a homemaking teacher can provide some of the same experiences by bringing consumer education resource people from other subject matter areas into the homemaking classes.

A more thorough investigation into the status of consumer education in Kansas could be achieved by obtaining information from teachers of other subject matter disciplines, particularly business education and social science teachers. The extent to which consumer education is taught in nonvocational homemaking programs might offer an interesting comparison with vocational homemaking programs.

The extent to which consumer education programs have been influenced by the Vocational Amendments of 1968 might be evaluated, somewhat, by repeating this study in a few years. Repeating this study might, also, provide a view of the development of consumer education in Kansas secondary schools.

The consumer education aspect of the college preparation of homemaking teachers will probably be receiving more

attention in the future and, perhaps, in-service education can motivate and help teachers in the area of consumer education.

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APPENDIX A
CURRICULUM GUIDES AND TEXTBOOKS

HOMEMAKING CURRICULUM GUIDES

A Teaching Guide for Home Economics Programs. State Department of Education, Division of Vocational Education, Concord, New Hampshire, 1963.

Home Economics: A Curriculum Guide. Grades 7-12. Lansing School District, Lansing, Michigan, 1965-1966.

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Home Economics Education Syllabus for a Comprehensive Program. University of the State of New York, State Education Department, Bureau of Home Economics, Albany, New York, 1965.

Homemaking Education in Georgia. A Curriculum Guide. Vocational Division, Georgia State Department of Education and the College of Education, The University of Georgia, August, 1962.

New Mexico Home Economics Curriculum Guide. Home Economics Division, State Department of Vocational Education, University Park, New Mexico, 1961.

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HOMEMAKING TEXTBOOKS

Ahern, Nell Giles. Teenage Living. Boston: Houghton Mifflin Company, 1966.

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CONSUMER EDUCATION ORIENTED TEXTBOOKS

Margolius, Sidney. How to Make the Most of Your Money. New York: Appleton-Century, 1966.

Thal, Helen M. and Melinda Holcombe. Your Family and Its Money. Boston: Houghton Mifflin Company, 1968.

APPENDIX B
SECONDARY SCHOOL INFORMATION FORM

APPENDIX C
INFORMATION SHEET

711 Elling Drive
Manhattan, Kansas
May 12, 1969

Dear Teacher:

The subject of consumer education in secondary schools is receiving a great deal of state and federal attention. As you know, the Vocational Education Act of 1963 was amended in October, 1968. These amendments placed increased emphasis on consumer education as a part of the home economics program.

Home economics teachers in Kansas have long incorporated consumer education in their educational programs, but the extent to which consumer education has been incorporated in the past has not been known. As a basis for developing plans for the future, this information would be helpful to the State Department of Vocational Home Economics Education and to the Kansas colleges and universities in identifying if changes are needed in curriculum and teacher education programs.

As a graduate student in home economics education at Kansas State University, I am surveying the consumer education concepts taught in the Vocational home economics courses within the state. For the purpose of this study, it was necessary to develop my own definition of consumer education which is as follows:

Consumer education is preparing individuals and families to achieve, according to their own values, maximum satisfaction in everyday living through emphasis on: (1) budgeting and money management; (2) consumer rights, responsibilities, and obligations; and (3) the selection, use, and care of goods and services such as credit, housing, and various methods of providing financial security.

Based upon this definition, a form was developed which identifies the related consumer education concepts found within the objectives in each area of home economics as listed by the Kansas Homemaking Guide of 1962. Please fill in the requested information about each concept which you teach. Please list in the space provided or on the back of the form any consumer education concepts which are not listed but which you include in your program.

Your name and the name of your school will be kept completely confidential. This survey is merely intended to identify which consumer education concepts are being taught. Please complete the form and return it by June 1, 1969, in the stamped, self-addressed envelope prepared for your

convenience.

Thank you for participating in this study. Your contribution is greatly appreciated.

Sincerely,

Paula Duston (Mrs.)

Clothing needs of the future

Cost of future wardrobe needs

Types of sewing machines

Selection of sewing and ironing equipment

Other:

FOODS AND NUTRITION

Importance of planning before buying

Qualities to look for when buying food

Use of preserved food affects the budget

Factors increasing the cost of meals

Other:

HEALTH AND SAFETY

Selection of professional services

Health plans

Insurance policies

Other:

HOME MANAGEMENT AND CONSUMER EDUCATION

Individual shares of family income

Value received for money spent

Record of expenses

Relationship between money earned and spent

Ways of earning spending money

The decision-making process

Identifying family resources

Cooperatively planning for family spending

Ways of using family resources

Reliable consumer guides for purchasing

Meeting equipment needs and desires

Equipment needs in relation to income

Ways of paying for items purchased

Planning for future needs of family

Relationship between standards of living and income

Other:

HOUSING HOME FURNISHINGS AND RELATED ART

Selection of furniture and furnishings

Simple home repairs

Refinishing or remodeling furnishings

Determining housing needs of families				
Factors involved in choosing a place to live				
Home financing				
Legal aspects of housing				
Other:				

CONSUMER AND HOMEMAKING EDUCATION IN
KANSAS SECONDARY SCHOOLS

by

PAULA KAY DUSTON

B. S., Kansas State University, 1968

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

The passage of the Vocational Education Amendments of 1968 has caused a great deal of attention to focus on consumer and homemaking education in secondary schools. Home economics educators have been particularly concerned with the evaluation and redirection of existing homemaking programs in order that consumer education may receive proper emphasis.

The purpose of this study was to survey, in part, the extent to which consumer education was being included in the curriculums of Kansas secondary schools during the 1968-1969 school year with emphasis on the vocational homemaking program. A compilation of consumer education concepts existing within the realm of homemaking was achieved by reviewing curriculum guides and textbooks. Annual reports from secondary school principals and from vocational homemaking teachers were examined for descriptive information regarding the nature and extent of consumer education within secondary school curriculums and within homemaking programs. Vocational homemaking teachers completed information sheets further describing their homemaking programs in relation to consumer education.

Homemaking curriculum guides contained a greater number of consumer education concepts than did homemaking textbooks, but a wide variety of concepts existed in curriculum guides and in textbooks. A comparison of consumer education concepts in the Kansas Homemaking Guide with those identified in curriculum guides and textbooks disclosed that the Kansas Homemaking Guide contained 50 per cent or more of the concepts in the areas of

child care and development; clothing and textiles; health and safety; and housing, home furnishings, and related art. The Kansas Homemaking Guide contained less than 50 per cent of the identified concepts in the areas of foods and nutrition, home management and consumer education, and personal and family relations.

A good potential existed in Kansas for the incorporation of consumer education with other courses during the 1968-1969 school year, but only seventeen separate consumer education courses were in existence. Most of these consumer education courses were taught in class AAA and AAAA schools.

The vocational homemaking teachers planned to teach consumer education within the areas of clothing and textiles and home management and consumer education, but they actually taught more consumer education in the foods and nutrition area and in the clothing and textiles area. Much more consumer education was taught than had been indicated on the teachers' plans.

The major conclusions of the study were:

1. General homemaking textbooks failed to stress consumer education while great variations existed in the amount and kind of consumer education concepts suggested by curriculum guides and textbooks alike.

2. Consumer education did not receive much attention in Kansas secondary schools in 1968-1969 and was more apt to be incorporated with other courses than to be taught as a separate

course.

3. Kansas vocational homemaking teachers actually taught more consumer education during 1968-1969 than their yearly plans indicated and instruction was concentrated in the foods and clothing areas.

Recommendations of the study were: (1) the development of homemaking textbooks and curriculum guides which emphasize consumer education as a vital part of all areas of homemaking; (2) the evaluation and redirection of present homemaking programs to utilize the existing opportunities to teach consumer education; and (3) the participation of homemaking teachers in team teaching of consumer education.