HOME ECONOMICS MEDIA
A CAREER EDUCATION COURSE

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Science in
HOME ECONOMICS
by
Evelyn Lauterbach Clarke

January, 1976
The thesis of Evelyn Lauterbach Clarke is approved:

California State University, Northridge

December, 1975
My thesis is dedicated to my husband Bill, my son, Robert, and my daughter, Susan, for their patience, encouragement, and love throughout the course of my graduate work.
ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation and gratitude to Dr. Marjory L. Joseph, Professor and Chairman of the Home Economics Department, for her advice, encouragement, and patient guidance throughout this study.

Appreciation is also expressed to Dr. Nancy Owens, Assistant Professor of Home Economics, and Mrs. Louise Sutton, Assistant Professor of Home Economics, for their contributions and suggestions during the study.

Recognition must also be given to Mary E. Ferguson, Supervisor of Home Economics Education, Los Angeles Unified School District, for her suggestions and guidance in the preparation of the questionnaire and course of study.

Finally, special appreciation goes to my parents, who made my earlier years of education possible and encouraged me to continue learning.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>PURPOSE OF THE STUDY</td>
<td>2</td>
</tr>
<tr>
<td>LIMITATIONS OF THE STUDY</td>
<td>3</td>
</tr>
<tr>
<td>DEFINITION OF TERMS USED</td>
<td>4</td>
</tr>
<tr>
<td>2. REVIEW OF LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td>DEFINITIONS OF CAREER EDUCATION</td>
<td>6</td>
</tr>
<tr>
<td>DEVELOPMENT OF CAREER EDUCATION</td>
<td>9</td>
</tr>
<tr>
<td>GOALS OF CAREER EDUCATION</td>
<td>13</td>
</tr>
<tr>
<td>CAREER CLUSTERS</td>
<td>18</td>
</tr>
<tr>
<td>HOME ECONOMICS AND CAREER EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>3. RESEARCH PROCEDURE</td>
<td>24</td>
</tr>
<tr>
<td>SELECTION OF THE SAMPLE</td>
<td>24</td>
</tr>
<tr>
<td>COLLECTION OF THE DATA</td>
<td>25</td>
</tr>
<tr>
<td>4. ANALYSIS AND EVALUATION OF THE RESEARCH DATA</td>
<td>27</td>
</tr>
<tr>
<td>DESCRIPTION OF THE SAMPLE</td>
<td>27</td>
</tr>
<tr>
<td>RESULTS OF THE QUESTIONNAIRE</td>
<td>28</td>
</tr>
</tbody>
</table>
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. .... 37
   SUMMARY .................................................. 37
   CONCLUSIONS ................................................. 43
   RECOMMENDATIONS .......................................... 46
SELECTED BIBLIOGRAPHY. ...................................... 48
APPENDIXES
   A. LETTER TO HOME ECONOMICS TEACHERS ............... 53
   B. QUESTIONNAIRE ........................................... 55
   C. COURSE OUTLINE AND SYLLABUS .......................... 60
LIST OF TABLES

<table>
<thead>
<tr>
<th>Tables</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hobbies or Favorite Interests of Students</td>
<td>29</td>
</tr>
<tr>
<td>2. Favorite Television Programs</td>
<td>30</td>
</tr>
<tr>
<td>3. Television Commercials Recalled by Students</td>
<td>31</td>
</tr>
<tr>
<td>4. Radio Stations Selected by Students</td>
<td>32</td>
</tr>
<tr>
<td>5. Magazines Listed by Students</td>
<td>33</td>
</tr>
<tr>
<td>6. Supplementary Courses</td>
<td>34</td>
</tr>
<tr>
<td>7. Home Economics Classes of Students</td>
<td>35</td>
</tr>
</tbody>
</table>
ABSTRACT

HOME ECONOMICS MEDIA

A CAREER EDUCATION COURSE

by

Evelyn Lauterbach Clarke

Master of Science in Home Economics

January, 1976

The purpose of this study was to design a career education course in home economics communications for the high school level. Research indicated such a course for high school students had never been published. The course was planned for use in the home economics program of the high schools of the Los Angeles Unified School District.

A questionnaire was developed to discover the students' use of the various communications forms and to identify their interest in a home economics communications course. The sample was selected to represent the Los Angeles Unified School District, which is divided into four quasi-geographic areas. Two high schools were selected from each area. Two home economics classes from each of the eight high schools were selected to participate, one a skills class such as clothing construction or foods and management and the second a class in
consumer education or family living class such as marriage and the family, independent living, or child development. Responses were received from 394 students in the eight selected high schools of the Los Angeles Unified School District. Information from the questionnaire indicated that the students were interested in a home economics communications course.

The curriculum materials were developed from library resources and personal experience and were influenced by information from the student questionnaire. The course has been designed as a ten-week double period course. This can be modified easily for a twenty-week single period course.

This course in home economics communications, "Home Economics Media," has been planned to provide career exploratory experience for high school students in an area where curriculum materials were not previously available.
Chapter 1

INTRODUCTION

In the history of the United States, education of the youth has included a variety of programs. These have ranged from schools with strictly academic subject matter to schools with programs as diverse as their creators.

Today a major focus of education is career development, so that a student on completion of his high school education, will have a salable skill. The student will be prepared for immediate employment or will be prepared for further formal education.

In the introduction to Career Education Practice, Budke, Bettis, and Beasley (1972:v) state:

American school systems are part of a changing society that constantly creates demand for new insights into the learning process, new ways of teaching, and workable strategies for relating the traditional academic focus of the classroom situation to the real world outside the schoolhouse walls. Students, parents, educators, businesses, and civic groups are calling for more effective and efficient resolutions of educational and societal problems. Since education is the responsible link between social needs and social improvement, new and better relationships in education must be provided to help the individual find his place in society. Hence, career education has emerged as a major focus in reforming and redirecting the American educational structure.

Home economics has been a leader in providing many career opportunities for the youth of the United States.
Home economics was recognized as one of the subject areas in the Vocational Education Acts of 1963 and 1968. Continuing the leadership in career education, home economics educators have developed successful courses for child care aides, household aides, food service occupations, textile merchandisers, product promotion, household furnishings aides, and hotel and motel housekeeping aides (White, 1974:30). Students completing these courses are ready to be employed at beginning levels in these occupations. After interest has been developed at the high school level, some students continue their training or formal education to enable them to enter higher levels on the ladder of employment.

PURPOSE OF THE STUDY

The area of home economics communications has lacked courses at the introductory level for high school students. Courses need to be developed to provide students with information about the occupations involving mass communications. A career education course at the high school level would provide opportunities for students to explore careers in mass communications as either aides or at more advanced steps on the career ladder.

The purpose of this study was to design an innovative course for students to explore careers in communications occupations related to home economics. Investigation indicates that such a course as planned, a combination of
communications media and home economics, has not been offered in the high schools. The course outline and syllabus would add to the curriculum literature. The Supervisor of Home Economics Education for the Los Angeles Unified School District was aware of this need and agreed to cooperate in the preparation of the course, "Home Economics Media: A Career Education Course."

The course of study was developed for use at the high school level to introduce home economics career opportunities available in the various media forms. The co-educational course would prepare students for entry level positions or encourage them to continue their education for higher positions.

Career education, to be successful, requires exploratory opportunities for students to obtain information and experience about careers which are familiar and about those which are unique and innovative. Many alternatives must be presented to students to enable them to make career choices. "Home Economics Media: A Career Education Course," as planned, would provide additional career information experiences for the high school student.

LIMITATIONS OF THE STUDY

Individual interviews with all of the students in the high schools of the Los Angeles Unified School District would provide the most complete data. However, this was not possible because of the time and expense it would have
involved. Therefore, data were collected by a question-
naire given to a sample of students in selected high
schools.

Another limitation was apparent when library
materials were researched. Many school districts do not
publish their curriculum materials. There is a possi-
bility that a course in home economics communications or
a similar course has been developed and never published
for educators other than those of the district in which
the materials originated. The investigator did not find
references in the literature to curricula or to courses of
study related to communications media and home economics.

DEFINITIONS OF TERMS USED

To have a more specific meaning of terms, the
following definitions are cited:

Vocational education - is education designed to develop
skills, abilities, understandings, attitudes, work habits,
and appreciations encompassing knowledge and information
needed by workers to enter and to make progress in employ-
ment on a useful and productive basis. It is an integral
part of the total educational program and contributes
toward the development of good citizens by developing
their physical, social, civic, cultural and economic

Career education - is essentially the preparation of
a person for entry level employment upon the completion of
formal education. The completion of education could be at any grade level of high school or after further training in college or vocational schools.

*Mass communications* - identifies systems for sending messages to receivers (an audience).

*Media* - as used in this research means "mass communications." The forms of media included are television and videotape, photography--both still and motion, newspapers, magazines, and radio.

*Salable skill* - is the sufficient mastery of a skill to secure employment to earn a living.
Chapter 2

REVIEW OF LITERATURE

The review of available literature indicated that a course about home economics and the media has never been published for the high school level. If one has been written, it has not been listed in the available publications. Home economics career education courses have been organized for food services, home furnishings aides, hospital services, child care aides, product promotion, and clothing and textile services. These courses have been written and published by home economics education divisions of city and state departments of education and at several colleges and universities.

DEFINITIONS OF CAREER EDUCATION

Career education appears as a current trend in educational practices in the United States. The official beginning of career education can be cited as January 23, 1971, for it was on that day that the Commissioner of Education, United States Office of Education, Sidney P. Marland, Jr., delivered a speech before the National Association of Secondary School Principals. The term "career education" was used first in a 1970 speech by James B. Allen, Commissioner of Education at that time,
when he presented some of the concepts of career education (Hoyt, and others, 1974:95). Since then many people have attempted to give their definition of "career education."

Marland (1971:25) defines career education as:

...basically a point of view, a concept—a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school.

Hoyt (1974:10) emphasizes the points he considers essential in his definition:

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Budke, Bettis, and Beasley (1972:4) in their review of career education state:

In summary, career education might be best characterized as "education for something," in which youth reach at least the beginning of a career path, along with well developed basic skills, a positive self-concept, understanding of the ways of using leisure time, and appreciation of and ability to function and participate in social and political structures. In a real sense, career education is not a "thing." It is all of education. Career education involves the academic, personal adjustment, sociopolitical and other thrusts of the kindergarten through secondary school years. Additionally, career education is intended for adults who wish to—or must—explore new career paths and enter and exit educational programs throughout their lifetimes.
In the preface of the guidelines for the leisure occupations, Verhoven and Vinton (1972:iii) write:

During recent years career education has emerged as a major theme in American education. Based on the assumption that present approaches are failing to meet the needs of our rapidly changing society, career education is designed to prepare all youngsters with salable occupational skills that will enable them to gain employment in occupations of their choice upon leaving school.

Herr (1972:10) defines career education, after giving several definitions by others, as:

In summary, the descriptions of career education cited here suggest that the term can mean, in relationship to different contexts and purposes, at least the following:

1. An effort to diminish the separateness of academic and vocational education.

2. An area of concern which has some operational implications for every educational level or grade from kindergarten through graduate school.

3. A process of insuring that every person exiting from the formal educational structure has job employability skills of some type.

4. A direct response to the importance of facilitating individual choice-making so that occupational preparation and the acquisition of basic academic skills can be coordinated with developing individual preference.

5. A way of increasing the relevance or meaningfulness of education for greater numbers of students than is currently true.

6. A design to make education an open system in that school leavers, school dropouts, adults can reaffiliate with it when their personal circumstances or job requirements make this feasible.
7. A structure whose desired outcomes necessitate cooperation among all elements of education as well as among the school, industry, and community.

8. An enterprise requiring new technologies and materials of education (i.e., individualized programming, simulations).

9. A form of education for all students.

Bailey and Stadt (1973:346-7) refer to career education as:

...educational programs and curriculums at many different developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career. Basic to the concept of career education is the recognition that preparation for a career role must begin in early childhood if the individual is to develop the concepts, attitudes, and skills which insure freedom of choice and expand options. Career education eliminates artificial distinctions between "general" and "vocational" education by fusing the two in a manner which enables the student to better solve personal, social, and career related problems.

All of the descriptions of career education that have been located seem to relate the same ideas. Students of any age require job skills that will prepare them for work of their choice. Work needs to be meaningful for each individual.

DEVELOPMENT OF CAREER EDUCATION

Public education at the high school level in the United States began in Massachusetts with the enactment of a law in 1827. Every town of five hundred families or more was required by this law to establish a high school
that would teach United States history, bookkeeping, algebra, geometry, and surveying. Towns with populations of 4,000 or more were to include instruction in Greek, Latin, history, rhetoric, and logic (Bolino, 1973:22).

Occupational skills were taught in the home by the parents, who assumed that their children would follow in the family occupations. Some children were put in apprenticeships to train with a craftsman on the job for a different or more skilled occupation. People rejected the attempts to establish vocational schools because they believed the vocational schools would lower the cultural level of the population (Bolino, 1973:27).

In the middle of the nineteenth century, the dominating influence on the politics of the nation came from the rural areas. The public supported and accepted vocational training with the emphasis on agricultural education. With this rural support, the Morrill Act was passed by Congress in 1862. Public lands were provided to support colleges of agriculture and mechanical arts. These colleges were to "promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Thus the Morrill Act began the vocational trend at the college level of education for agriculture and mechanical arts. The level of work in the highly skilled and professional areas of science and technology was advanced. High schools were still not ready for vocational training. The colleges and
universities were the leaders (Herr, 1972:14, Bolino, 1973:28).

The last of the nineteenth century brought many immigrants from Europe to the United States. Many of these immigrants were from the lower economic levels and were unskilled and uneducated. Various persons, including Morrill, in 1876 recommended the support of practical, manual, and industrial education in order to distribute these immigrants among the occupations and industries which needed their labor (Herr, 1972:14). The labor organizations, concerned with the abolition of child labor and establishment of compulsory school attendance, supported the training of the workers.

The first high school for manual training was founded in 1880 in St. Louis. Professor Calvin M. Woodward, dean of the Polytechnic School of Washington University, saw the need and with a group of St. Louis business men organized the four-year school as a part of the University. The subjects included the academic areas and manual training. This school became the prototype for the organization of others elsewhere in the United States. All were private schools supported by private subscriptions and appropriations from labor organizations (Roberts, 1971:51-4; Bolino, 1973:30).

The first public supported manual training high school was founded in 1884 in Baltimore. Schools in Toledo, Ohio, provided courses for girls for the first
Manual training was not entirely successful. Often the equipment was obsolete and few teachers were trained to teach manual training. Academic education accounted for the main education; occupational education was added where it was deemed necessary. Many educators realized that traditional education was not practical for many students, but they were not able to provide successful courses in manual training.

Several reasons can be cited for the lack of success of career education in the United States at the end of the last century. (1) The immigrants of the 1880's were considered alien and revolutionary in contrast to the early immigrants who were thought to be industrious, orderly, and law abiding. High school principals were concerned about the "foreign radicals" and less concerned about their training for employment. These later immigrants were of the unskilled, uneducated, lower economic levels of their original countries, the source of their radical name. (2) Vocational training was concerned about educating the whole person and not educating the students for employment. The plan was too abstract and therefore impractical. (3) Manual training was opposed by many who believed it a dangerous intellectual trend in education because it was a method to broaden the cultural experiences of the students (Bolino, 1973:33-8).
The beginning of the twentieth century found the public schools criticized by educator David Snedden for their being too involved with the possession of knowledge and thus avoiding the practical application of this knowledge. Snedden believed in the need for a pluralistic education in which "cultural" or "general" and vocational education would stand independently but essentially equal. His theory was that general education prepared a man to be a consumer and that vocational education prepared man to be a producer (Snedden, 1920:78-9).

Frank Parsons (1967:5), considered the founder of the vocational guidance movement, thought the public schools were not preparing the students for life and work. In his classic *Choosing a Vocation*, Parsons formulated the following:

In the wise choice of a vocation there are three broad factors:

1. a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes;

2. a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;

3. true reasoning on the relations of these two groups of facts.

Charles A. Prosser and Charles R. Allen were pioneers in the movement of vocational education into the public schools. They believed that practical skills would provide employment for wage earners and would increase the
economic position of the country. Prosser and Allen, along with others, supported the federal allocation of funds to the states to stimulate vocational education and instigated the Smith-Hughes Act of 1917 (Herr, 1972:15).

Vocational education was primarily limited to agricultural education in the rural areas and to a few industrial occupations in urban schools for the boys. Girls were taught home economics. The principal goal was to meet the manpower needs of the local communities. Agriculture needed more and better farmers to meet the need for increased production of food and fiber. The housewives needed skills to feed and clothe their families, and this need was met by home economics. Industrial needs were not as clear. Community surveys were made to determine the occupations that needed people willing to work under prevailing conditions. As organized labor became more powerful, vocational-industrial education emphasized theoretical training for unionized apprentices and entry-level skills training for occupations in which unions were not strong (Hoyt and others, 1974:82-3).

Educators were divided. One group wanted vocational training to be separate but equal with academic training. The second group said that vocational education would degrade academic standards, that the primary purpose of education was to train the intellect, and that training workers was undemocratic but also wasteful of the nation's educational resources. A third group wanted a general
education with programs available for everyone and with some manual training for all. This led to some vocational training for all, a separate vocational education for some, and no training for some. Thus career education remained the same as the traditional liberal arts program for the secondary students. Professional career education expanded rapidly in colleges and universities (Bolino, 1973:39; Hoyt and others, 1974:83).

John Dewey realized that a schism was developing in American education. To the critics who called vocational education undemocratic, Dewey offered his theory, developed as a basis of the career education concept. He asserted that if the child's knowledge began by doing, then industrial education provided the potential for him to satisfy his native tendencies to explore, to manipulate tools and materials, and to construct and to create (Dewey, 1916:228). The fundamental functions of maintaining life, shelter, food, and clothing were the responsibilities of the home. With the industrialization of the country these basic activities no longer were accomplished at home; therefore industrial education offered the child the knowledge of the industrial world and the fundamental processes of man's economic life (Dewey, 1956:136-8).

Dewey believed that industrial education presented in the public schools provided the students with the opportunity to learn the social and cultural background of their vocation as well as the skills involved (Herr,
The United States was in an economic depression in the 1930's. The federal government sponsored programs to provide job training for the young, unmarried men who were unemployed and for heads of families on relief. The first program to be organized was the Civilian Conservation Corps (CCC) in 1933. The National Youth Administration (NYA) was established in 1935 to provide training for unemployed youth and part-time employment for needy students. Vocational education courses were included in the training of two-thirds of those enrolled in the CCC. The NYA enabled many to finish their high school and college education while earning a salary for their part-time employment (Bolino, 1973:119-21, Herr, 1972:21-2).

Since the Morrill Act of 1862, various federal laws have been passed which have aided vocational education. The Smith-Hughes Act of 1917 added the areas of trade, industries, and home economics to agricultural education for federal budget allocations. The George-Reed Act of 1929 authorized increased funds for vocational home economics and vocational agricultural education. Congress enacted the George-Ellzey Act in 1934 to provide continued funds for vocational education in agriculture, home economics, trades, and industry. The George-Deen Act, which became effective July 1, 1937, continued funds for agriculture, home economics, trade, industry, and added distributive education. The George-Barden Act of 1946,
an amendment of the George-Deen Act, increased appropriations for vocational education. The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 continued the appropriations for vocational education with new directions. Funds were allocated for agriculture, home economics, distributive occupations, trade and industrial occupations, business and office occupations, and practical nurses training. Funds were added to provide for preparation for gainful employment in the vocational occupations, for programs for persons of all ages in all communities, for programs for disadvantaged and handicapped youth and adults, for research, exemplary programs, co-operative work-study programs, and curriculum development in vocational education, and for programs in depressed areas or areas of high unemployment. The 1968 Amendments provided the lead in the development of career education. The previous vocational education and guidance programs had not responded to the changes in the employability of the people or to the changes in employment opportunities. Emphasis was placed on the role of the individual in planning education programs (Roberts, 1971:108-26; Hoyt and others, 1974:82-94; Herr, 1972:37-44).

The review of literature leads to the philosophy of career education. Hoyt says there are two basic assumptions. The first is that the person requires a feeling of self-worth, with work being an essential ingredient to this feeling. The second assumption is that
success in working life requires not only the skills required to do a job but also the attitudes, values, and general abilities which lead one to want to work productively and which influence one's ability to function as a productive member of society over a lifetime (Hoyt and others, 1974:16).

GOALS OF CAREER EDUCATION

Herr believes that career education is a broader concept than occupational education and that (Herr, 1972:8-9):

...All students regardless of goal need to be helped to find purpose in what they are doing. In addition ... in order to choose as freely as possible, one needs knowledge not only about what is available to choose but also about the characteristics of oneself which might be emphasized in thinking about one's choices. This requires knowledge about:

1. The self
2. The environment
3. The decision-making process itself

Career education incorporates as intent to facilitate such bases for choice and for employability in combination with acquisition by children of competence in basic academic skills. Career education ... includes education for choosing and education for productivity.

The career education programs being developed in some of the school districts are of the comprehensive type for grades kindergarten through twelve (K-12) that involve every subject area in the school. Other plans are resource units to be used in a subject area or grade level for a
limited time (Budke and others, 1972:17).

The comprehensive model is a school-based model in four sequential levels or phases. The phases and goals of each are:

PHASE I AWARENESS STAGE, K-3

1. Awareness of self.
2. Awareness of different types of occupational roles.
3. Awareness of individual responsibility for own actions.
4. Development of the rudiments of classification and decision-making skills.
5. Learning cooperative social behavior.
6. Development of respect for others and the work that they do.

PHASE II ACCOMMODATION STAGE, 4-6

1. Development of concepts related to self.
2. Development of concepts related to the world of work.
3. Assuming increased responsibility for planning one's time.
4. Application of decision-making and classification skills.
5. Development of desirable social relationships.
6. Development of work attitudes and values.

PHASE III ORIENTATION STAGE, 7-8

2. Understanding of the structure and interrelatedness of the American economic, occupational and technological systems.
3. Assuming responsibility for career planning.
4. Development of individual inquiry and problem-solving skills.
5. Development of socially responsible behavior and more mature social relationships.
6. Appreciation of work as a valued and enduring social institution.

PHASE IV EXPLORATION AND PREPARATION STAGE, 9-12

1. Crystallization and implementation of a self-concept.
2. Executing plans to qualify for career objectives.
3. Commitment to implementation of a career plan.
4. Application of problem-solving skills.
5. Understanding the dynamics of group behavior in a work situation.

The researcher investigated the school-based model as the course to be developed was to be a resource unit for high school home economics classes.

Three other models of career education programs are being developed. They are the employer-based model, the home/community-based model, and the rural/residential-based model. The employer-based model is designed with a consortium of public and private employers taking the responsibility for a major portion of the student's training. The home/community-based model involves extensive use of television instruction and possible tutoring. The rural/residential-based model is planned for special residential facilities where the students, presumably teenagers or older, will live and will be involved in intensive career development and academic learning (Marland, 1971:25).

CAREER CLUSTERS

The United States Office of Education has developed a classification system to place all occupations into fifteen clusters that comprise the world of work. The fifteen clusters are:
1. Agri-business and natural resources
2. Business and office
3. Communications and media
4. Consumer and homemaking education
5. Construction
6. Environmental control
7. Fine arts and humanities
8. Health
9. Hospitality and recreation
10. Manufacturing
11. Marine science
12. Marketing and distribution
13. Personal services
14. Public services
15. Transportation

A career education program may be planned with any one of the clusters as the basis or a combination of related clusters.

Career education, then, attempts to help students understand the work ethics imposed by society, develop their own values based on their own personal interest (but in full awareness of society's demands), become aware of the world of work and its values, explore the alternative occupations and careers available, and choose, prepare for, and ultimately begin and pursue a career, including the possibility of changes of occupation and of productive use of leisure during that career.

...Career education is preparation for all meaningful and productive activity, at work (whether paid or volunteer), as employer or employee, in private business or in the public sector, or in the family (Hoyt and others, 1974:19-20).

HOME ECONOMICS AND CAREER EDUCATION

Whether it is called occupational training, vocational training, or career education, home economics has always prepared students for careers. Hoyt states that career education "should not neglect the preparation required by those for whom 'homemaker' and 'parent' are their preferred career. It also should not neglect the
fact that those two words are descriptions of important aspects of male careers as well (Hoyt and others, 1974: 20)."

Before the Smith-Hughes Act, a few schools offered courses in vocational preparation of homemakers. Roberts reports that this soon changed:

... within a short time after the passage of the Act vocational homemaking classes were established in all states, and the domestic science of the first decade of the twentieth century was well on the way to becoming the modern-day program of vocational homemaking education (Roberts, 1971:65).

Home economics has continued to receive federal aid from the previously listed congressional bills. The Vocational Education Acts of 1963 and 1968 included provisions for gainful employment in occupations involving knowledge and skills of home economics subjects. To meet these requirements courses have been designed in child care services, food services, hospital services, household and institutional housekeeping services, clothing and textiles services, household furnishings, equipment and interior design.

If home economics is to expand and adapt to continued changes in the needs of individuals and families, the programs must be revised continuously. Hurt (1972:31) challenges home economists (1) to find new ways of offering programs to reach a greater number of youths, (2) to teach so that there are observable differences in those being taught—for example, evidences that they have become
more competent homemakers and family members or more successful on the jobs for which they were trained, (3) to make changes in teacher education at the preservice and inservice levels so that teacher quality continues to improve and so that varied types of home economics teachers are available, (4) to increase the resources allocated to research to provide firm data as bases for decisions related to program planning, instruction, and the evaluation of program effectiveness, (5) to analyze needs, determine priorities, and maximize resources within the limits of reduced resources in many state departments of education and in colleges and universities. These actions are necessary to provide leadership and supervision to help teachers strive continuously to improve the quality of their instruction.

The purpose of this research project was to meet some of these challenges and design a new and innovative course of study for high school home economics.
Chapter 3

RESEARCH PROCEDURE

This study was designed to develop curriculum materials in an area of home economics where none were available. A questionnaire collected supplemental information to determine the students' use of communications media and to determine their interest in a course in communications and home economics.

Printed resources were the major source of data collected for developing the course outline and syllabus.

SELECTION OF THE SAMPLE

The population for the survey questionnaire was the high school students of the Los Angeles Unified School District. The sample was selected to represent this large group. The district is divided into four quasi-geographic areas and two high schools from each area became the sample schools. The eight high schools were chosen by the Home Economics Career-Occupations Advisers of the Los Angeles Unified School District as being representative of the total school population. From each of these eight high schools, two home economics classes were selected to participate. One class was a skills class, such as clothing construction or foods and management. The other class
was a consumer education or a family living class, such as marriage and the family, independent living, or child development. The program of each teacher at each of the eight high schools was reviewed. The teacher who met the requirements of teaching both types of classes was the one selected for each high school to participate in the survey. Four hundred fifty-two questionnaires were sent to the schools, and 394 students completed the questionnaire.

COLLECTION OF THE DATA

The questionnaire was designed to provide knowledge of the students' use and familiarity with the various forms of communication. To test the accuracy of the questionnaire, a pilot study was made at John F. Kennedy High School in Granada Hills. Two classes, both skills classes, were given the questionnaire. Sixty students responded, fifteen male and forty-five female. Statements which received less than fifty percent of the students' responses were eliminated. Some of the statements that were considered unnecessary by the investigator for the survey of student interest were also eliminated. The completed revised questionnaire is included in Appendix B.

The home economics teachers of the selected classes of the eight participating high schools administered the questionnaire. A cover letter stating the purpose of the questionnaire and giving the approval of the Supervisor of Home Economics Education, Los Angeles Unified School
District, was sent with each set of questionnaires, Appendix A, page 54. The completed questionnaires were returned in an enclosed pre-addressed envelope by school mail to the investigator.

The collected data were tallied, and where applicable were reported in percentages. The narrative description presents the results that pertain to the study.

The bibliography includes the reference sources used in the preparation of the course outline and syllabus as well as in the preparation of the thesis.
Chapter 4

ANALYSIS AND EVALUATION OF THE RESEARCH DATA

The purpose of the questionnaire was to discover the students' use of the various communications forms and to identify their interest in enrolling in a course relating to home economics and the media. Responses were received from 394 students in the eight selected high schools of the Los Angeles Unified School District.

The results of the questionnaire are discussed in this chapter; conclusions will be presented in Chapter 5.

DESCRIPTION OF THE SAMPLE

Four hundred fifty-two questionnaires were sent to the eight high schools and 394 were returned. Of the 394 returned questionnaires, 312 or 79.19 percent were from female students, 82 or 20.81 percent were from male students. Returns by grade levels were as follows: tenth grade, 70 students, 17.77 percent; eleventh grade, 129 students, 32.74 percent; and twelfth grade, 195 students, 49.49 percent of the total returned questionnaires.

To obtain background information, the students were asked if they were employed and, if so, how many hours per week they worked. One hundred thirty-seven worked part-time or had full-time jobs. Of these 137 students,
twenty-six worked ten hours or less per week, twenty-one students worked eleven to fifteen hours each week and thirty-eight worked from sixteen to twenty hours. Thirty-five worked twenty-one to thirty hours, and seventeen worked over thirty hours each week. The 137 students represent 34.77 percent of the respondents.

Question seven asked for the students' hobbies or favorite things they liked to do in their free time. Sports was most often listed with 238 responses or 60.40 percent of the students. The second ranking item was friends and parties with 125 and 31.72 percent. Music, concerts, or listening to music was listed third by 92 students or 23.35 percent. Fourth ranked was sewing, listed by 91 students or 23.10 percent. The results of the interests of the students are presented in Table I.

RESULTS OF THE QUESTIONNAIRE

The second part of the questionnaire was designed to determine how many of the students used the communications media that would be part of the study in the classroom. Questions eight, nine, ten, eleven, and twelve investigated the use of television, newspapers, radio, and magazines.

Metropolitan Los Angeles has two major daily newspapers and many local newspapers. The students indicated that 302 (76.65%) read one of the two major newspapers. Thirty-seven (9.39%) read both of the major
TABLE I
HOBBIES OR FAVORITE INTERESTS OF STUDENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>n*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>238</td>
<td>60.41</td>
</tr>
<tr>
<td>Friends, parties</td>
<td>125</td>
<td>31.73</td>
</tr>
<tr>
<td>Music, concerts, listening to radio</td>
<td>92</td>
<td>23.35</td>
</tr>
<tr>
<td>Sewing</td>
<td>91</td>
<td>23.10</td>
</tr>
<tr>
<td>Crafts, models</td>
<td>64</td>
<td>16.24</td>
</tr>
<tr>
<td>Cooking, eating</td>
<td>61</td>
<td>15.48</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>13.96</td>
</tr>
<tr>
<td>Bicycling</td>
<td>49</td>
<td>12.44</td>
</tr>
<tr>
<td>Watching television</td>
<td>43</td>
<td>10.91</td>
</tr>
<tr>
<td>Horses</td>
<td>28</td>
<td>7.11</td>
</tr>
<tr>
<td>Beach</td>
<td>25</td>
<td>6.34</td>
</tr>
<tr>
<td>Camping</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>Painting, drawing</td>
<td>23</td>
<td>5.84</td>
</tr>
<tr>
<td>Cars</td>
<td>21</td>
<td>5.33</td>
</tr>
<tr>
<td>Motorcycles</td>
<td>19</td>
<td>4.82</td>
</tr>
<tr>
<td>Movies</td>
<td>16</td>
<td>4.06</td>
</tr>
<tr>
<td>Shopping</td>
<td>13</td>
<td>3.30</td>
</tr>
<tr>
<td>Gardening</td>
<td>9</td>
<td>2.28</td>
</tr>
<tr>
<td>Travel</td>
<td>7</td>
<td>1.78</td>
</tr>
<tr>
<td>Writing</td>
<td>7</td>
<td>1.78</td>
</tr>
<tr>
<td>Collections</td>
<td>6</td>
<td>1.52</td>
</tr>
<tr>
<td>Church</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Dogs</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Rest, sleeping</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Children, babysitting</td>
<td>4</td>
<td>1.01</td>
</tr>
<tr>
<td>Houses, cleaning</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Daydream</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Girl Scouts</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Volunteer activities</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Boats</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Citizen band radio</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Chess</td>
<td>1</td>
<td>.25</td>
</tr>
</tbody>
</table>

*Total n = 394
papers. Local newspapers were read by 116 (29.44%) of the students. One hundred and eleven students read their school paper; of these eighteen replied that the school paper was the only paper they read. Thirty-eight (9.64%) did not read any form of a newspaper.

An attempt to discover the students' three favorite television programs resulted in a list of 113 different programs. Thirty-eight (9.64%) students responded "none"—they had no favorite. The fifteen television programs selected by the students as their favorites are listed in Table II.

TABLE II
FAVORITE TELEVISION PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>n*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Times</td>
<td>62</td>
<td>15.74</td>
</tr>
<tr>
<td>Happy Days</td>
<td>58</td>
<td>14.72</td>
</tr>
<tr>
<td>Movies</td>
<td>56</td>
<td>14.21</td>
</tr>
<tr>
<td>S.W.A.T.</td>
<td>51</td>
<td>12.94</td>
</tr>
<tr>
<td>Rookies</td>
<td>35</td>
<td>8.88</td>
</tr>
<tr>
<td>Baretta</td>
<td>34</td>
<td>8.63</td>
</tr>
<tr>
<td>M<em>A</em>S*H</td>
<td>29</td>
<td>7.36</td>
</tr>
<tr>
<td>Jeffereons</td>
<td>28</td>
<td>7.11</td>
</tr>
<tr>
<td>Tony Orlando and Dawn</td>
<td>28</td>
<td>7.11</td>
</tr>
<tr>
<td>Rhoda</td>
<td>27</td>
<td>6.85</td>
</tr>
<tr>
<td>Cher</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>In Concert</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>That's My Mama</td>
<td>23</td>
<td>5.84</td>
</tr>
<tr>
<td>Kojak</td>
<td>22</td>
<td>5.58</td>
</tr>
<tr>
<td>Sanford and Son</td>
<td>21</td>
<td>5.33</td>
</tr>
</tbody>
</table>

* Total n = 394
Question ten stated, "List the first three television commercials that you think of now. Give name of product, if you remember." One hundred eighty-one different commercials were listed. Eighty were listed only once. Thirty were listed two times. Sixty-five commercials were listed three or more times. Ninety-three (23.60%) students responded "none"—they did not remember a television commercial. The commercials recalled ten or more times are given in Table III.

**TABLE III**

**TELEVISION COMMERCIALS RECALLED BY STUDENTS**

<table>
<thead>
<tr>
<th>Commercial</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meow Mix</td>
<td>54</td>
<td>13.71</td>
</tr>
<tr>
<td>Purina Cat Chow</td>
<td>46</td>
<td>11.67</td>
</tr>
<tr>
<td>McDonald's</td>
<td>41</td>
<td>10.41</td>
</tr>
<tr>
<td>Purina Dog Chow</td>
<td>41</td>
<td>10.41</td>
</tr>
<tr>
<td>Jack in the Box</td>
<td>39</td>
<td>9.90</td>
</tr>
<tr>
<td>Milk</td>
<td>21</td>
<td>5.33</td>
</tr>
<tr>
<td>Pepsi</td>
<td>21</td>
<td>5.33</td>
</tr>
<tr>
<td>Jello Pudding</td>
<td>20</td>
<td>5.08</td>
</tr>
<tr>
<td>7-Up</td>
<td>18</td>
<td>4.57</td>
</tr>
<tr>
<td>Heinz Pickles</td>
<td>16</td>
<td>4.06</td>
</tr>
<tr>
<td>Del Monte</td>
<td>15</td>
<td>3.81</td>
</tr>
<tr>
<td>Crest</td>
<td>14</td>
<td>3.55</td>
</tr>
<tr>
<td>Alka Seltzer</td>
<td>11</td>
<td>2.79</td>
</tr>
</tbody>
</table>

* Total n = 394

Radio was listened to by 385 students (97.72%). Only nine or 2.28 percent did not listen to the radio. There are many AM and FM radio stations in the greater Los Angeles metropolitan area. The students listened to thirty-six different stations as listed on the
questionnaire. The stations that the students listened to the most are cited in Table IV.

**TABLE IV**

**RADIO STATIONS SELECTED BY STUDENTS**

<table>
<thead>
<tr>
<th>Radio Station</th>
<th>n*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLOS</td>
<td>150</td>
<td>38.07</td>
</tr>
<tr>
<td>KDAY</td>
<td>141</td>
<td>35.79</td>
</tr>
<tr>
<td>KHJ</td>
<td>107</td>
<td>27.16</td>
</tr>
<tr>
<td>KIQQ</td>
<td>86</td>
<td>21.83</td>
</tr>
<tr>
<td>KKDJ</td>
<td>82</td>
<td>20.81</td>
</tr>
<tr>
<td>KMET</td>
<td>71</td>
<td>18.02</td>
</tr>
<tr>
<td>KGPF</td>
<td>68</td>
<td>17.26</td>
</tr>
<tr>
<td>KUTE</td>
<td>54</td>
<td>13.71</td>
</tr>
<tr>
<td>KRTH</td>
<td>44</td>
<td>11.17</td>
</tr>
<tr>
<td>KIIS</td>
<td>32</td>
<td>8.12</td>
</tr>
<tr>
<td>KRLA</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>KWST</td>
<td>17</td>
<td>4.31</td>
</tr>
</tbody>
</table>

* Total n = 394

Sixty-three magazines were included in the listing of the magazines read by the students. Forty-four of the students (11.17%) replied that they did not read a magazine. Table V presents the listing of the magazines students did read.

The purpose of question thirteen was to determine how many of the students had previous courses in high school that are considered background or supplementary courses for a media course. Using the knowledge from courses students had taken in their high school program, the course of study was outlined to include the basic fundamentals that are required in teaching the
### TABLE V

MAGAZINES LISTED BY STUDENTS

<table>
<thead>
<tr>
<th>Magazine</th>
<th>n*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventeen</td>
<td>194</td>
<td>49.24</td>
</tr>
<tr>
<td>Glamour</td>
<td>101</td>
<td>25.63</td>
</tr>
<tr>
<td>Reader's Digest</td>
<td>100</td>
<td>25.38</td>
</tr>
<tr>
<td>Sports Illustrated</td>
<td>71</td>
<td>18.02</td>
</tr>
<tr>
<td>Ladies' Home Journal</td>
<td>67</td>
<td>17.00</td>
</tr>
<tr>
<td>Time</td>
<td>51</td>
<td>12.94</td>
</tr>
<tr>
<td>National Geographic</td>
<td>50</td>
<td>12.69</td>
</tr>
<tr>
<td>Ebony</td>
<td>49</td>
<td>12.44</td>
</tr>
<tr>
<td>Co-ed</td>
<td>37</td>
<td>9.39</td>
</tr>
<tr>
<td>Right On!</td>
<td>36</td>
<td>9.14</td>
</tr>
<tr>
<td>Teen</td>
<td>27</td>
<td>6.85</td>
</tr>
<tr>
<td>Hot Rod Magazine</td>
<td>27</td>
<td>6.85</td>
</tr>
<tr>
<td>Car and Driver</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>Cosmopolitan</td>
<td>19</td>
<td>4.82</td>
</tr>
<tr>
<td>Surfer</td>
<td>13</td>
<td>3.30</td>
</tr>
<tr>
<td>McCall's</td>
<td>11</td>
<td>2.79</td>
</tr>
<tr>
<td>Popular Science</td>
<td>11</td>
<td>2.79</td>
</tr>
<tr>
<td>Family Circle</td>
<td>11</td>
<td>2.79</td>
</tr>
<tr>
<td>Woman's Day</td>
<td>9</td>
<td>2.28</td>
</tr>
<tr>
<td>Better Homes and Gardens</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Good Housekeeping</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Mad</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>People</td>
<td>5</td>
<td>1.27</td>
</tr>
<tr>
<td>Dirt Bike</td>
<td>4</td>
<td>1.01</td>
</tr>
<tr>
<td>Essence</td>
<td>4</td>
<td>1.01</td>
</tr>
<tr>
<td>Newsweek</td>
<td>4</td>
<td>1.01</td>
</tr>
<tr>
<td>True Story</td>
<td>4</td>
<td>1.01</td>
</tr>
<tr>
<td>American Girl</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Mademoiselle</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Cycle</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Redbook</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Vogue</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Soul</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Others (one each)</td>
<td>30</td>
<td>7.61</td>
</tr>
</tbody>
</table>

*Total n = 394
communications forms. The results of the survey are given in Table VI.

TABLE VI
SUPPLEMENTARY COURSES

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Classes in Course n*</th>
<th>Percentage</th>
<th>Interest in Course n*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>292</td>
<td>74.11</td>
<td>44</td>
<td>11.17</td>
</tr>
<tr>
<td>Audio-Visual Materials</td>
<td>28</td>
<td>7.11</td>
<td>47</td>
<td>11.93</td>
</tr>
<tr>
<td>Drama or Speech</td>
<td>94</td>
<td>23.86</td>
<td>55</td>
<td>13.96</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>52</td>
<td>13.20</td>
<td>42</td>
<td>10.66</td>
</tr>
<tr>
<td>Journalism</td>
<td>35</td>
<td>8.88</td>
<td>52</td>
<td>13.20</td>
</tr>
<tr>
<td>Music</td>
<td>184</td>
<td>46.70</td>
<td>46</td>
<td>11.67</td>
</tr>
<tr>
<td>Photography</td>
<td>55</td>
<td>13.96</td>
<td>115</td>
<td>29.19</td>
</tr>
<tr>
<td>Typing</td>
<td>277</td>
<td>70.30</td>
<td>31</td>
<td>7.87</td>
</tr>
</tbody>
</table>

* Total n = 394

The premise of the course concerns communications media with home economics as the basis of knowledge and experience. A survey of the home economics courses the students had completed or were enrolled in was made to discover their basic background. This information indicated that the students had completed several courses on home economics. Table VII presents responses to this section of the questionnaire.
<table>
<thead>
<tr>
<th>Title of Course</th>
<th>( n^* )</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Foods (7)</td>
<td>197</td>
<td>50.00</td>
</tr>
<tr>
<td>Exploring Clothing (7)</td>
<td>200</td>
<td>50.76</td>
</tr>
<tr>
<td>Advanced Clothing (8-9)</td>
<td>99</td>
<td>25.13</td>
</tr>
<tr>
<td>Advanced Foods (8-9)</td>
<td>92</td>
<td>23.35</td>
</tr>
<tr>
<td>Junior Consumer (8-9)</td>
<td>12</td>
<td>3.05</td>
</tr>
<tr>
<td>Stitchery Arts</td>
<td>129</td>
<td>32.74</td>
</tr>
<tr>
<td>Clothing (10-12)</td>
<td>165</td>
<td>41.88</td>
</tr>
<tr>
<td>Child Development (10-12)</td>
<td>126</td>
<td>31.98</td>
</tr>
<tr>
<td>Consumer Education or Consumer Buying (10-12)</td>
<td>62</td>
<td>15.74</td>
</tr>
<tr>
<td>Foods and Management (10-12)</td>
<td>174</td>
<td>44.16</td>
</tr>
<tr>
<td>Interior Decoration and Management (11-12)</td>
<td>22</td>
<td>5.59</td>
</tr>
<tr>
<td>Marriage and the Family (12)</td>
<td>56</td>
<td>14.21</td>
</tr>
<tr>
<td>Independent Living (10-12)</td>
<td>60</td>
<td>15.23</td>
</tr>
<tr>
<td>Childhood Education Aide (12)</td>
<td>3</td>
<td>.76</td>
</tr>
<tr>
<td>Product Promotion (10-12)</td>
<td>1</td>
<td>.25</td>
</tr>
</tbody>
</table>

* Total \( n = 394 \)
The last section of the questionnaire was designed to determine the length of a course in communications media which would be preferred by the students. The ten-week double period class was the preferred format selected by 250 students or 63.45 percent of the students. The second format preferred by fifty percent or 197 students was the twenty-week single period class. The twenty-week double period course was selected by only 141 students or 35.79 percent. No answer was given by forty students or 10.15 percent of the total students.

The results of the questionnaire were used in the designing of the course outline and course syllabus. (See Appendix C.) The length of the course was planned for a ten-week double period class. The course would need to include instructions on use and care of the equipment, such as cameras, both movie and still; television equipment, camera and videotape recorders; tape recorders; and projectors, both movie and slide. Most of the students had had an art course, so a review of art principles would be satisfactory. Typing, a necessity in the communications careers, had been taken previously by a large majority of the students. A basic introduction to journalism, graphic arts, and photography would be helpful for most of the students who would enroll in a home economics media course. These factors influence the writing of the course materials.
Chapter 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was designed to plan a career education course in home economics communications to fill a need where courses were not available. Investigation disclosed that there were courses in the areas of home economics of child care, foods, nutrition, hospitality, clothing, textiles, management, housing, and furnishings. Nothing had been published in the area of home economics and communications media for high school students.

The course was planned for use in the home economics program of the high schools of the Los Angeles Unified School District. The Supervisor of Home Economics Education for the Los Angeles Unified School District cooperated in the preparation of the questionnaire and the final revision of the course outline and syllabus.

A questionnaire completed by 394 students from eight selected high schools in the Los Angeles Unified School District provided information helpful in developing the course. Two classes from each of the high schools participated, one a skills class and the other a consumer education or a family living class.
One of the concepts of career education is that each person acquire a salable skill prior to completing his education. The questionnaire indicated that approximately one-third of the 394 students were working or had worked from less than ten hours per week to over thirty hours each week. Two-thirds of the students were not working at the time they completed the questionnaire. The information about previous work experience was not included on the questionnaire. The home economics communications course would present new career information to those who have not worked, to those who have had work experience, and to those who are working. The students surveyed were from the tenth grade, 17.77 percent; eleventh grade, 39.74 percent; and twelfth grade, 49.49 percent.

The students' extra curricular interests covered thirty-three categories (see Table I), ranging from sports to chess. A sports-related activity was listed by over sixty percent of the students, including active participation such as football, swimming, and tennis and being a spectator at sport events. Friends and parties were the second most listed activity by approximately thirty-two percent of the students. Music, concerts, or listening to music appeared as the students' third activity, selected by 23.35 percent of the students. Following as the fourth selection by 23.10 percent of the students was sewing and related activities such as embroidery. This information
indicated to the investigator that it would be difficult
to apply the activity interest of the students in the
design of the course because of the great range of activi-
ities. Each teacher would need to know the activities of
the students in each class to be able to plan according to
class interests. Also, the interests may be too diverse
to be included in class activities.

The second part of the questionnaire was to
determine how many students used the communications media
that would be included in the course outline and syllabus.
The results signify their use of newspapers, radio,
magazines, and television. The metropolitan Los Angeles
area has two major daily newspapers and 76.65 percent of
the students read one or both of them. Each high school
had at least one local area paper, sometimes several. The
local paper was the only one read by 4.82 percent of the
students replying. Thirty-eight or 9.64 percent of the
students did not read any newspaper. The major daily
newspapers would be a common resource for classroom in-
struction as over three-fourths of the students read them.
The prevalence of local newspapers presents another re-
source where, if possible, student experience could be
developed outside of the classroom.

Television presented an unforeseen problem.
Responses to the request to identify the favorite three
programs produced a list of 113 different ones. No
favorite programs was the response of 9.64 percent of the
students. The most frequently selected program was viewed by only 15.74 percent of the students. These results denote that if television viewing is to be included in the classroom instruction, the instructor will need to assign specific programs to be viewed. The instructor might videotape a program and play back portions in the classroom to provide the common experience desired for the class.

Television commercials students remembered, as would be expected, were numerous. The one listed most frequently was recalled by fifty-four of the 394 students. A total of 181 different commercials were listed by the students. If the instructor wants a class to see a specific technique as displayed in a commercial, the commercial will need to be videotaped for classroom playback. Assigning a class a specific commercial to view would be an unreliable, if not impossible, assignment.

Radio was the media form that has the most student use; 97.72 percent of the students listened to the radio. Because of the many AM and FM radio stations in the greater Los Angeles metropolitan area, the students listened to thirty-six different stations. The station selected as most listened to by 150 students (38.07 percent) was KLOS, a rock music FM station. Their second choice was KDAY, a popular music AM station, selected by 141 (35.79 percent) students. The same situation occurs for radio as for television—the difficulty of finding a similar experience for all students. As suggested for
television, the instructor will either need to assign a specific listening time or tape record the portions required for classroom playback. Each instructor will have to analyze the class and decide the method preferred for each class.

The last media form was magazines. Students checked the ones listed on the questionnaire and added others they read for a total of sixty-three magazines. Approximately one-half (194) of the students read Seventeen, while just over one-fourth read Glamour (101) and Reader's Digest (100). The results are listed in Table V. The wide variation of magazines students read combined with the number of those who do not read a magazine (11.17 percent) present the same problem as television and radio, the absence of a common resource. The instructor will have to provide or designate the article, picture, or advertisement required for the class assignment.

A summary of the media forms used by the students indicated many use them, few do not. The great variety of newspapers, magazines, television programs, and radio programs available to the students requires the instructor to provide assigned materials for a shared classroom experience for the students.

The information about the supplementary courses the students had previously had in high school indicated that an art course and a typing course had been completed by over seventy percent of the students. A music course
had been taken by 46.70 percent of the students. Speech or drama had been completed by 23.86 percent of the students. Photography (13.96 percent), graphic arts (13.20 percent), journalism (8.88 percent), and audio-visual materials (7.11 percent) were courses taken by some of the students, ranging from fifty-five to twenty-eight of the 394 students. This reveals that the art basic principles would need to be reviewed but probably not require indepth study. Typing, a great asset to those in communications careers, would be an asset for students in preparation of their assignments. The limited background in the other supplementary courses, photography, graphic arts, journalism, and audio-visual materials, indicated the need for these subjects to be included in more depth in the course of study.

The survey of home economics classes the students had previously had or were taking indicated that at least one-half of the students had had a basic foods course and a basic clothing class. Others had advanced courses in these areas as well as stitchery arts, child development, consumer education, independent living, marriage and the family, and interior decoration. The results are presented in Table VII. A home economics background will provide the essential consumer information for the message to be delivered by the communications media.

The length of the course as preferred by the students responding to the questionnaire was the ten-week
double period class. This factor determined the format for the course outline and syllabus.

Library resources were the main source of data used in writing the course outline and syllabus. These resources were combined with the information from the questionnaire in the final design of the course of study. Until the materials are presented in the classroom and tested by students and teachers, the validity of the materials may be challenged.

Home economics media is one of the courses that have been designed for occupational preparation in the home economics curriculum. The existing home economics course offerings in the Los Angeles Unified School District include the following career education programs: apparel skills, fashion boutique, fashion fabric assistant, childhood education aide, food services, dietetic aide for hospitals, product promotion, household furnishings assistant, and cosmetology.

CONCLUSIONS

Information from the questionnaire indicated that the students were interested in a course about home economics media. Research revealed that the communications area of home economics was lacking a course of instruction at the high school level. With this identification of need for a course of study, the researcher developed the outline and syllabus for "Home Economics Media: A Career
The study by this investigator was the result of library research in career and vocational education. A brief summary of vocational education and the beginning of career education was prepared. The curriculum materials were developed from library resources and personal experience and were influenced by information from the student questionnaire. Gronlund (1970) was used in the development of behavioral objectives for the course. Richardson and Callahan (1962) and Callahan and Richardson (1966) were the basic resources for course form and content. The reference materials for the subjects to be covered in the new course of study, too numerous to include in this section, have been cited in the bibliography.

The subjects in this course of study cross over several other disciplines. It would be truly an interdisciplinary course. The purpose is to provide an exploratory experience for students to investigate occupational opportunities in the communications fields. The investigator believes that a home economics background is beneficial to convey accurately the consumer message through mass communications to the public. Whether it is an informative article or program, an entertaining one, or a message of advertisement, accuracy is a foremost need in mass communications today. A mass communications message must compete with other messages as well as with the minds of the audience receiving the message to be successful.
Communication is an increasingly important process. The message starts with the communicator and proceeds through a selected channel to the audience. The message may be words, pictures, or signs. The channel may be any of the mass media forms—newspapers, magazines, radio, television, photography, motion pictures, or books. The principles related to one cannot be separated easily from another.

The following recommendations for a successful home economics media course have been identified. First, the teacher should be familiar with all of the equipment to be used in the course; and know how to use it, care for it, and do minor repairs. This capability would avoid long delays that could occur if equipment needed repair or adjustment. This recommendation is not to discourage but to encourage teachers to read and to practice the instructions for the equipment.

Second, the teacher should have some background in art, music, graphic arts, journalism, and photography as well as training in home economics.

Third, the teacher does not need to have professional experience, though it always helps. The essential assets are enthusiasm and a willingness to be innovative in the classroom.

Fourth, a pre-test or a questionnaire might be given to the students at the beginning of the course to discover their use of the media forms. The results would
give the teacher information as to the student's background and would help to identify procedures for organizing classroom instruction.

The course has been designed as a ten-week double period course. This can be changed easily into a single period twenty-week, one semester course. Much of the program includes laboratory experiences, some of which might be eliminated if time is reduced. Substituting visual aids and speakers would be a viable alternative for experience which may be unavailable or impractical in some situations.

The course of study was planned to provide exploratory experience in home economics communications for high school students (see Appendix C). The new curriculum as designed, becomes a part of the wealth of materials available for educational resources.

RECOMMENDATIONS

During the preparation of the course of study and thesis materials, several recommendations evolved. The need exists for further research:

1. to determine if inservice training that presents new curriculum materials encourages teachers to teach in new areas.

2. to evaluate the curriculum materials after the initial presentation and to revise the course where needed.
3. to develop additional innovative and exploratory career education materials for home economics subject matter areas.
SELECTED BIBLIOGRAPHY

1. Books


Campbell, Sally R. Consumer Education in an Age of Adap-


2. Periodicals


3. Government Documents


APPENDIX A

LETTER TO HOME ECONOMICS TEACHERS
TO:                  Date April 7, 1975

FROM: Evelyn Clarke
      Career Education Services Unit
      North Field Service Center

SUBJECT: Student Interest Questionnaire

Your high school has been selected to conduct a student interest
questionnaire related to the students' use of communications/media
forms. The purpose is to gather information needed to prepare a
new career education course, Home Economics Media.

Please have two of your upper division classes complete this quest-
ionnaire. Return them by school mail in the enclosed, self-addressed
envelope to: Evelyn Clarke, Career Education Services Unit, B-16,
North Field Service Center by April 23, 1975.

Your cooperation and participation in this project is appreciated.
Valid and relevant curriculum materials are dependent upon student
information.

Approved:
Mary L. Ferguson
Supervisor, Home Economics
Career Education Services Unit

Classes to receive questionnaire:

(Classes were identified on each letter.)
APPENDIX B

QUESTIONNAIRE
INFORMATION PLEASE

A new course in Home Economics for the Los Angeles City Schools is being planned. The information you can provide by completing the following pages will be used in preparing a course in Home Economics Media or Communications.

1. Female______ Male_______

2. School__________________________________________

3. Grade_______

4. Do you have a part-time or a full-time job?
   _____ Yes _____ No

5. If yes, describe________________________________________

6. How many hours do you work each week?
   _____ 0 - 10  _____ 20 - 30
   _____ 11 - 15  _____ over 30
   _____ 16 - 20

7. What hobbies or favorite things do you like to do in your free time?
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

8. What newspapers do you read most frequently?
   _____ Los Angeles Herald Examiner
   _____ Los Angeles Times
   _____ Local area newspaper(s)_______________________
   _____ School paper
   _____ None
9. List your three favorite television programs.
   a. _____________________________________________
   b. _____________________________________________
   c. _____________________________________________
      None

10. List the first three television commercials that you think of now. Give name of product, if you remember.
    a. _____________________________________________
    b. _____________________________________________
    c. _____________________________________________
      None

11. List your favorite radio stations.
    a. __________
    b. __________
    c. __________
      None

12. What magazines do you read:
    ____ Car and Driver    ____ Popular Science
    ____ Co-ed            ____ Reader's Digest
    ____ Ebony           ____ Right On!
    ____ Glamour         ____ Seventeen
    ____ Hot Rod Magazine  ____ Sports Illustrated
    ____ Ladies Home Journal  ____ Time
    ____ National Geographic  ____ None
    Others_________________________
13. Have you had classes in:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>AM INTERESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama or speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Have you had other classes in Home Economics? Check ones you have had, include class enrolled in now.

- Exploring Foods (7 grade)
- Exploring Clothing (7 grade)
- Advanced Clothing (8 - 9 grade)
- Advanced Foods (8 - 9 grade)
- Junior Consumer (8 - 9 grade)
- Stitchery Arts (8 - 12 grade)
- Clothing (10 - 12 grade)
- Child Development (10 - 12 grade)
- Consumer Buying or Education (10 - 12 grade)
- Foods and Management (10 - 12 grade)
- Interior Decorating and Management (11 - 12 grade)
- Others, list ____________________________

________________________________________

________________________________________
15. Would you take a course in career exploration of
product advertising, fashion layout, food and
household journalism, food and fashion photography,
television and radio writing. This would include
laboratory experience.

If your school offered a course as an elective 10-
week double period class?

______ Yes ______ No

If it were a 20-week double period class?

______ Yes ______ No

If it were a 20-week single period class?

______ Yes ______ No
APPENDIX C

COURSE OUTLINE AND SYLLABUS
EXPERIMENTAL

AN INSTRUCTIONAL GUIDE
FOR
SENIOR HIGH HOME ECONOMICS CLASSES
HOME ECONOMICS MEDIA
COURSE NO. 3900

10-WEEK COURSE
Grades 10-12

LOS ANGELES CITY SCHOOLS
Division of Career and Continuing Education
Career Education Services Unit
Publication No. XHE-203
1975
CONTENTS

ACKNOWLEDGEMENTS ................................................. iii
TO THE TEACHER ................................................... iv
INTRODUCTION TO HOME ECONOMICS MEDIA ...................... 1
COURSE OUTLINE .................................................. 3
BEHAVIORAL OBJECTIVES FOR HOME ECONOMICS MEDIA.......... 7
UNIT I. INTRODUCTION AND OVERVIEW OF MEDIA RELATED TO
         HOME ECONOMICS ........................................... 8
UNIT II. WRITING SKILLS AND COMPOSITION TECHNIQUES FOR
         THE MEDIA .................................................. 9
UNIT III. TECHNIQUES IN PLANNING MEDIA ADVERTISING ......... 11
UNIT IV. DEMONSTRATION TECHNIQUES ............................ 11
UNIT V. OTHER METHODS OF COMMUNICATION ....................... 12
UNIT VI. PHOTOGRAPHY ............................................ 13
UNIT VII. ANALYSIS AND EVALUATION OF TECHNIQUES INVOLVING
           THE MEDIA .............................................. 14
UNIT VIII. CAREERS IN THE MEDIA ................................ 15

SUPPLEMENTAL MATERIALS

Career Information Outline ....................................... 16
Job Titles of Careers in Communications/Media .................. 17
Films and Filmstrips .............................................. 19

REFERENCE LIST .................................................. 22
ACKNOWLEDGMENTS

Appreciation is expressed to the Home Economics Curriculum Workshop Committee who compiled the first materials. The committee members were:

Justine J. Gutzmer        Washington High School
Evelyn L. Clarke

Special acknowledgment is expressed to Evelyn Clarke, Professional Expert, for her leadership in preparation of the guide.

MARY E. FERGUSON
Supervisor
Home Economics Education
Career Education Services Unit

DONALD F. REYNOLDS
Director
Career Education Services Unit

Theodore D. Kimbrough
Administrator
Career Education
TO THE TEACHER

HOME ECONOMICS MEDIA is designed to acquaint students in grades 10-12 with the careers in communications/media fields in which a background in home economics is desirable. The skills to be presented are the basic skills required in the various careers.

Students will not have the time to be proficient in any of the skills. It is important that the students have the opportunity to practice all the activities offered to discover if any or none of the skills are of further interest to them. One must realize that additional training and experience will be required in any selected career.

Therefore the purpose of HOME ECONOMICS MEDIA is to provide exploratory experiences in the communications/media area. Students will become aware of possible career choices not known to them previously.

HOME ECONOMICS MEDIA has been developed as a 10-week double period course. The guide is flexible to meet the needs of the students and can easily be adapted to a twenty-week single period course or condensed to a 10-week single period exploratory course of careers in communications/media.
HOME ECONOMICS MEDIA

INTRODUCTION

I. Description

HOME ECONOMICS MEDIA is a home economics career education course designed for students who are interested in exploring career opportunities in the communications/media areas where knowledge of home economics is basic to success. Opportunities are provided for the students to develop beginning skills in food advertising, fashion layout, food and household journalism, food and fashion photography, television and radio writing, and demonstration techniques.

II. Objectives

In accordance with his present capacities, the student will grow in his ability to:

Identify the careers in the communications/media forms related to Home Economics.

Practice the required writing skills in communications at the entry levels of advertising, radio, television and other media related to each career opportunity.

Apply the basic skills of food preparation as used in food photography.

Practice skills of demonstrating products for the home, using the communications media.

Apply the skills to create and perform radio and television scripts related to home economics information.

Analyze present communications forms by developing standards for evaluation.

Recognize the employment opportunities in the communications/media fields.

Know the ladder of opportunities and requirements of education and training for advancement in communications.
III. Suggested Instructional Units

Overview of Media Related to Home Economics
Writing Skills and Composition Techniques for the Media
Techniques in Planning Media Advertising: Food, Fashion,
Furnishings, Equipment
Demonstration Techniques
Photography Requirements
Analysis and Evaluation of Techniques Involving the Media
Career Opportunities Related to Home Economics and the Media

IV. Credits 5

Double Period -- 10 week -- Coeducational Career Course
Grades 10 - 12

V. Prerequisites

None
HOME ECONOMICS MEDIA

COURSE OUTLINE

I. Introduction and Overview of Media Related to Home Economics

A. Job Opportunities
   1. Radio
   2. Television
   3. Newspapers
   4. Magazines
   5. Brochures, flyers
   6. House organs, newspapers
   7. Direct mail
   8. Demonstrations
   9. Exhibits, displays
   10. Movies
   11. Posters, outdoor displays
   12. Packaging
   13. Recipe development
   14. Records, tapes

B. Home Economics Background Essential for Successful Careers in Media
   1. Understands consumer reactions
      a. Advertising
      b. Laws and protection
      c. Use of resources (time, money, energy)
   2. Knowledge of the effect of environment
   3. Knowledge of consumer decision making
   4. Knowledge of life styles
   5. Knowledge of community services
II. Writing Skills and Composition Techniques for the Media

A. Where to Start
   1. Topic sentence, sentence structure, paragraphs
   2. Vocabulary, word usage, both for writing and speaking
   3. Capitalization, punctuation
   4. Correct spelling
   5. Style and flair

B. Copy Writing
   1. Printed forms
      a. Commercial, newspapers, magazines, etc.
      b. Instructional materials
   2. Radio
   3. Television
   4. Demonstrations

C. Types of Copy
   1. Informative
   2. Entertainment
   3. Advertising
   4. Educational

III. Techniques in Planning Media Advertising: Food, Fashion, Furnishings and Equipment

A. Review of Basic Art Principles
   1. Design
   2. Line
   3. Proportion
   4. Perspective
   5. Color
B. Layout for Printed Format
1. Newspaper, brochure, etc.

C. Storyboards for Audio and Visual forms

D. Combining Audio with Copy

E. Combining Visual Materials with Copy

F. Combining Visual Materials with Audio and Copy

IV. Demonstration Techniques
A. Planning a Demonstration
B. Prepare and Videotape a Demonstration
C. Evaluate Tapes

V. Other Methods of Communications
A. Product Packaging
B. Interview
C. Market Research

VI. Photography Requirements
A. Purpose of Photography
B. Utilization of Photography
   1. Newspapers, magazines
   2. Television
   3. Filmstrips and films
C. Requirements for Food Photography
D. Requirements for Fashion Photography
E. Requirements for Home Furnishings and Equipment Photography
F. Requirements for Children's Photography
G. Requirements for Pet and Animal Photography
H. Requirements for Sports Photography
VII. Analysis and Evaluation of Techniques Involving the Media

A. Consumers Reaction to the Media
   1. Influence media
   2. Rejection of media
   3. Purpose of knowledge of consumer's reaction

B. Analyze Media Forms
   1. Prepare a check list for analysis
   2. Review media forms
   3. Evaluate techniques used by media

C. Recommendations for the Future

VIII. Careers in the Media

A. Requirements (Review of Unit I in depth)
   1. Education and training
   2. Aptitudes and abilities
   3. Entrance requirements, professional organizations, etc.

B. Opportunities for Advancement
BEHAVIORAL OBJECTIVES FOR HOME ECONOMICS MEDIA

On completion of the course HOME ECONOMICS MEDIA the students will:

1. Recognize that the media has many career opportunities and list five job opportunities relating to Home Economics.

2. Identify the areas of Home Economics which contribute to the successful media career.

3. Apply the basic writing skills (sentence structure, capitalization, punctuation, spelling, vocabulary) required by writing copy for two media forms relating to different career opportunities.

4. Create copy for one media source, using the basic skills with the addition of individual style and flair.

5. Practice the basic art principles of line, color, design, proportion, and perspective by developing an advertisement for a newspaper, magazine, flyer, etc.

6. Apply the basic skills of food preparation and prepare food for/and photograph for one advertisement/article with the necessary copy.

7. Demonstrate the skills related to fashion displays and layouts, using photographs or sketches for one of the media forms.

8. Plan and prepare a videotape of a demonstration of a small household appliance.

9. Plan and prepare a tape recording of a 30 second and a 10 second radio advertisement or announcement for nutrition or other health related subject.

10. Plan and prepare a 60 second public service announcement on a videotape (may be a school activity).

11. Recognize the specific skills required in photography of food, fashion, home furnishings, children, pets, animals and sports.

12. Analyze present media forms by developing a list of standards for a check list.

13. Identify the communications/media fields and recognize the employment opportunities of each field.

14. Know the ladder of opportunities and requirements of education and training for advancement in communications for two or three careers.
### Basic Units

<table>
<thead>
<tr>
<th>I. Introduction and Overview of Media Related to Home Economics (3 sessions, double periods)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Job Opportunities</strong></td>
</tr>
<tr>
<td>Students will recognize that the media has many career opportunities and list five or more that relate to Home Economics.</td>
</tr>
<tr>
<td>To introduce course have a multi-media presentation of job opportunities in the media. Use slides, videotapes, collages, mobiles, films, posters.</td>
</tr>
<tr>
<td>Identify the communications/media forms.</td>
</tr>
<tr>
<td>Review briefly as many occupations as possible in the media. State description of job, requirements, duties, locations. (See descriptions and references in Supplementary Materials.)</td>
</tr>
<tr>
<td>View film or filmstrips of careers. Invite speakers from community involved in the media, especially Home Economists.</td>
</tr>
<tr>
<td><strong>B. Home Economics Background Essential</strong></td>
</tr>
<tr>
<td>Students will identify the areas of Home Economics which contribute to the successful media career.</td>
</tr>
<tr>
<td>Review the areas of study in Home Economics</td>
</tr>
<tr>
<td>a. Personal Development</td>
</tr>
<tr>
<td>b. Life Styles</td>
</tr>
<tr>
<td>c. Foods and Nutrition</td>
</tr>
<tr>
<td>d. Clothing and Textiles</td>
</tr>
<tr>
<td>e. Housing, Furnishings, Equipment</td>
</tr>
<tr>
<td>f. Child Development</td>
</tr>
<tr>
<td>g. Environment</td>
</tr>
</tbody>
</table>

Determine how the knowledge of Home Economics and consumers is beneficial in careers in the media.
Home Economics Media

<table>
<thead>
<tr>
<th>Basic Units</th>
<th>Behavioral Objectives</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| II. Writing Skills and Composition Techniques for the Media (6-8 sessions) | Students will apply the basic writing skills required by writing copy for two media forms relating to different career opportunities. | Review of basic English.  
- Topic sentence  
- Sentence structure  
- Vocabulary  
- Capitalization, punctuation  
- Spelling  
- Word usage  
- Style and flair  

Film: Specific is Terrific. (See Supplementary Materials.)  

Students will plan and prepare a tape recording of a 30 second and a 10 second radio advertisement or announcement for nutrition or other health related subject. | Write and tape record a 30 second informative article that could be used on radio or school's public address system. May be an activity at school, safety, health, nutrition or as suggested by teacher.  
Follow with a 10 second condensed version.  
Play back recorded articles to class.  
Discuss and determine if changes are needed.  
Repeat activity if class is interested on another subject.  
Write a 75-100 word article for a news release. Subject may be one of radio items or as suggested by teacher.  
Film: More than Words. (See Supplemental Materials.) |
## Home Economics Media

<table>
<thead>
<tr>
<th>Basic Units</th>
<th>Behavioral Objectives</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. Writing Skills</strong>  &lt;br&gt; (cont'd.)</td>
<td>Students will create copy for one media source, using the basic skills with the addition of style and flair.</td>
<td>As individuals or groups of 3-4, select a food product and prepare advertisements for 30 second and 60 second radio release. Be imaginative and creative.  &lt;br&gt; Create a fictitious product and prepare radio ads as above.  &lt;br&gt; Study forms of copy for various media forms, television, demonstrations, etc.  &lt;br&gt; Prepare copy that is informative, entertaining, advertising, educational. Use same subject and revise to comply with each purpose.</td>
</tr>
<tr>
<td><strong>III. Techniques in Planning Media Advertising</strong>  &lt;br&gt; (8-9 sessions)</td>
<td>Students will practice the basic art principles of line, color, design, proportion, and perspective by development of an advertisement for a newspaper, magazine, flyer, etc.</td>
<td>Review of basic art principles in relation to advertising and television production.  &lt;br&gt; Films: Discovering Composition in Art  &lt;br&gt; Discovering Line  &lt;br&gt; Discovering Perspective  &lt;br&gt; (See Supplemental Materials.)</td>
</tr>
</tbody>
</table>
### III. Techniques in Planning Media Advertising (cont'd.)

**Behavioral Objectives**

- Students will plan and prepare a 60-second public service announcement on a videotape (may be a school activity).

**Learning Activities**

- Practice layouts for the printed format.
- Use sketches or cutouts from magazines to create:
  - a. Fashion layout
  - b. Food layout
  - c. Equipment layout
  - d. Personal products
  - e. Furnishings

(This may be an activity for an individual or a group of 3-4. May do all or select 2 or 3, depending upon available time.)

- Present a storyboard. Discuss purposes of storyboards.
- Prepare a storyboard for a videotape of one of the above topics or a public service announcement (may be a school activity).
- Learn how to use and care for videotape equipment. Practice taping materials prepared above.
- View tapes in class. Determine what is good and where additional practice is needed.

### IV. Demonstration Techniques

**(4-5 sessions)**

**Behavioral Objectives**

- Students will plan and prepare a videotape of a demonstration of a small household appliance.

**Learning Activities**

- Watch a demonstration live or on videotape.
- Practice writing a demonstration. Plan and tape a demonstration of a small appliance 3-5 minutes in length. Playback in class.
- Evaluate copy and presentation.

(May be a group or an individual activity.)
<table>
<thead>
<tr>
<th>Basic Units</th>
<th>Behavioral Objectives</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Other Methods of Communication (2-3 sessions)</td>
<td>Remember that fictitious product created previously. Create that product (or another by designing the package that holds the product. Apply art principles. Write copy for the product that will appear on the container. Does it agree with your radio ad campaign? Do you need to develop a recipe to use your product? Display finished products. Discuss techniques of interviewing. Practice in class. Groups of two interview students during lunch periods, etc. on topics to be determined by class should relate to a consumer issue. Play back interviews. Discuss results from interviews, worthwhile, gain information, problems involved, etc. Market research and Home Economics. Purpose of market research, how is it done, results, who uses it, etc. Demonstrate in class. If time permits, students may plan and prepare a market research project. Review samples of house organs and newsletters. Determine purpose. Prepare a sample house organ for a fictitious company.</td>
<td></td>
</tr>
<tr>
<td>Basic Units</td>
<td>Behavioral Objectives</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>VI. Photography</td>
<td>Students will recognize the specific skills required in the photography of food, fashion, home furnishings, children, pet, animals and sports.</td>
<td>Study purpose of photography and reasons for use in communications. Before studying cameras and film. How to use a camera for various results. Type of cameras available. Care of cameras. Types of film and usage of the film. Invite a professional photographer to class. Visit a photography studio, if available. If school has a photography class, invite teacher or students to discuss cameras, etc. Find examples of the use of photography. Display in class, if possible. List sources of those not available for class display. Review special techniques required for various uses as: a. Food b. Fashion c. Home furnishings and equipment d. Children e. Pets and animals f. Sports g. Environment</td>
</tr>
</tbody>
</table>

Students will apply the basic skills of food preparation; prepare food and photograph for one advertisement or article with the necessary copy.

Prepare an item of food and photograph. Use the photo with:

a. Copy for layout for magazine, newspaper article, advertisement or

b. Copy and audio for a videotape presentation or advertisement.
### Home Economics Media

**Basic Units** | **Behavioral Objectives** | **Learning Activities**
--- | --- | ---
**VI. Photography (cont'd.)** | Students will demonstrate the skills related to fashion displays and layouts, using photographs or sketches for one of the media forms. | Plan and complete a fashion layout using photography and/or sketches with copy for a newspaper, magazine, brochure, videotaped advertisement or informative presentation.

**VII. Analysis and Evaluation of Techniques Involving the Media (2 sessions)** | Students will analyze present media forms by developing a list of standards for a check list. | Determine how consumers react to the media. Do they influence or reject it? What are the results of consumer reaction and purposes of knowing reactions?

**VIII. Careers in the Media (6-7 sessions)** | Students will identify communications/media fields and recognize the employment opportunities of each field. | Prepare a check list for analyzing the media. Review a program on radio or television, an article from a newspaper or magazine. Evaluate using check list. Discuss evaluations in class. Is check list valid or are changes needed?

**Recommendations for future programs and articles.** | Review the careers that have been presented throughout the course with additional careers and opportunities. Students select one for further investigation and complete outline. Include required education, training, aptitudes, abilities, entrance requirements, professional organizations, job locations, salary, openings for the job and opportunities for advancement.
### Home Economics Media

<table>
<thead>
<tr>
<th>Time Block: 10 weeks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Basic Units</th>
<th>Behavioral Objectives</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| VIII. Careers in the Media (cont'd.) | Students will know the ladder of opportunities and requirements of education and training for advancement in communication for two or three careers. | Present the investigations to class. Indicate which ones are steps up the ladder of opportunity and how they are reached. Final project. In groups of 3-4 or individually if desired, select an area of interest (food, fashion, furnishings, children, etc.).

a. Prepare copy and photographs for an educational and/or informative article for a magazine or

b. Prepare copy, audio and videotape a 3-5 minute educational and/or informative program. |
CAREER INFORMATION OUTLINE

1. Career title
2. Job description
3. Educational background required
4. What the person does
5. Where jobs are available
6. Who employs people for this job (or is it freelance work)
7. Special skills needed
8. How to get the job
9. Job requirements
10. Apprenticeship required
11. Organizations pertaining to this job
12. Equipment needed by person


JOB TITLES OF CAREERS IN COMMUNICATIONS/MEDIA
Selected from Dictionary of Occupational Titles

Account executive
Advertising assistant
Advertising lay-out man
    advertising designer
Advertising research director
Announcer, radio and television
Announcer, supervisor
    chief or head announcer
Art lay-out man
Audio operator
    sound engineer
Broadcast technician
    transmitter technician
    maintenance technician
    audio control technician
    video control technician
    lighting technician
    recording technician
    video recording technician
Camera man, motion picture, television
    animation
    apprentice
    special effects
    title
Color advisor
Commercial artist (newspapers, magazines, billboards, direct
    mail, catalogs, brochures,
    counter displays, slides,
    filmstrips, fashion illustrations, book illustrations,
    greeting cards, technical drawings for industry
Continuity clerk
Continuity writer
Copy writer
    advertising copy writer
Copyright expert, radio & television
Costumer
    wardrobe designer
    wardrobe mistress
Costumer assistant
Cover designer
    book jacket designer
    phonography album designer
Demonstrator
Direct mail specialist
Director, advertising
Director, art; motion pictures
    technical director
Director, art; newspapers, magazines
Director, motion pictures
Director, music
Director, program; radio, television
Display artist
    poster & design artist
Display designer
Display man; decorator
    'display trimmer
Dubbing machine operator
Editing clerk
Editor, continuity and script
    script supervisor
Editor, feature
Editor, book page
Editor, drama
Editor, junior page
Editor, radio and television page
Editor, Sunday edition
Editor, woman's page
Editor, fashion
Editor, film; cutter
Editor, foods
Editor, needlework
Editor, house organ, trade or technical publication
Editorial assistant
Editor, magazine
Editor, news
Fashion columnist
Fashion coordinator
    director, fashion; display stylist; stylist
Food demonstrator
Food specialist
Handbill passer; advertisement distributor
Home economist
    advertising copy writer
    writer feature articles for women
    conducts radio, television home-maker's programs
    public relations, promotion, trade associations
    newspapers, magazines
    radio and television stations demonstrations
    analyses of consumer viewpoints and buying habits
    writes consumer publications
Home economist, cont.
prepares food displays for advertisements & tv commercials
assists in planning window and
floor sales displays
free lance consultant
Illustrator
commercial artist, illustrating
graphic artist
fashion illustrator
advertising illustrator
book illustrator
catalog illustrator
magazine illustrator
poster artist
Interior display man
lay-out artist
Letterer
Librarian, motion picture
Make-up man
Manager, advertising
sales promotion director
Manager, copyright
Manager, display
display director
Manager, sound effects
sound effects supervisor
Manager, technical-and-scientific
publications
Marketing research worker
assistant
supervisor
director of research
Media clerk
Microphone-boom operator
Microphone operator
Motion picture projectionist
Musical program director
Music librarian
Package designer
Paste-up man
Paste-up apprentice
Photographer apprentice, commercial
Photographer, commercial (food, real
estate, furniture, apparel)
Photographer, helper
Photographer, industrial (company
publications, products & services)
Photographer, press (photojournalism)
Photographer, educational (slides,
filmstrips, movies for classrooms)
Photographer, portrait
Producer, motion picture
Producer, radio and television
Producer, assistant
Production man, radio & television
Production manager, advertising
Program assistant, radio & television
Property handler
Public relations worker
publicity director, agent
public relations director
promotion manager
publicity manager
press agent
public events man
publicity writer
public relations counsel
public information writer
Radio engineer
Recording machine operator
Reporter, staff writer
feature reporter
Scenic designer
Script assistant
Script writer, program writer
Sketcher
Sound effects man, technician
Sound mixer
music mixer
recording engineer
studio technician
Supervisor, publications
publications director
Supervisor, studio
Technical illustrator
engineering illustrator
production illustrator
Television-film field coordinator
Video operator
camera control operator
color-television-console monitor
video engineer
Video-recording engineer
Video-tape recording engineer
Writer
scenario writer
title writer
Writer, technical publications
handbook writer
service-publication writer
technical editor or writer
publications, science, engineer-
ing or popular
publicity releases
FILMS AND FILMSTRIPS

FILMS AVAILABLE FROM AUDIO-VISUAL SERVICES, LOS ANGELES CITY SCHOOLS

The Buy Line. Catalog No. 6382, 14 min., color.
Examines visual advertising, comparing the ads based on psychological appeals to power, sexuality, status, etc., to those of the legitimate, informative type. 1972. Produced for the Bureau of Homemaking Education, Vocational Education Section, California State Department of Education. FilmFair Communications.

Careers in Broadcast News. Catalog No. 4277, 11 min., color.
Documents the skills needed in television news broadcasting including writing ability, knowledge of photographic and audio skills, a broad liberal arts education with journalistic training. 1969. National Television News.

Discovering Composition in Art. Catalog No. 4492, 16 min., color.
Illustrates several methods the artist may use for developing composition in a drawing or painting. Describes how the artist selects the objects, creates a center of interest by making one of the objects stand out, balances the objects in a composition, uses lines to create movement and rhythm in the composition, and arranges and uses both positive and negative space. 1964 Film Associates.

Discovering Line. Catalog No. 4496, 17 min., color.
Illustrates the way in which line records movement, explains that a line is a path of action which leads the eye through space, and shows that the movement induced by the line is a major element in art. 1963. Film Associates.

Discovering Perspective. Catalog No. 4501, 14 min., color.
Explains that we live in a world of depth and distance and that we can create the appearance of distance on a flat surface by using perspective. Describes techniques as overlapping, use of vertical position, graying colors, varying detail, varying size and converging lines to create perspective. 1963. Film Associates.

More Than Words. Catalog No. 5288, 19 min., color.
Outlines the basic principles of communication involved in getting understanding, acceptance, and action from others. Uses animation and live action. 1966. Henry Strauss Productions.

The Specific Is Terrific. Catalog No. 6452, 12 min., color.
Uses creative film techniques and engaging situations to show how carefully selected, precise nouns, verbs, adjectives and adverbs can add interest and clarity to letters, term papers and other types of written communication. 1971. Centron Productions.
FILM AVAILABLE FROM GENERAL TELEPHONE COMPANY, LOCAL SERVICE OFFICE

Language and Communication. 16-min., color.
Understanding of our heritage of spoken and written language and its vital role in the communication of ideas.

FILMS AVAILABLE FOR PURCHASE OR RENTAL

Film Making. Traces the following essential steps in the production of an educational film: basic idea, research, scriptwriting, budgeting, blocking, costuming, rehearsal, lighting, shooting, picture editing, editing of music and sound effects tracks, sound mixing, negative cutting, printing, distribution and sales. Catalog No. 3553, 28-min., color. Oxford Films, 1136 No. Las Palmas, Los Angeles, Calif. 90038.


Introduction to Portable Videotape Recording. Learn basics of camera placement, image size, proper use of zoom lens, framing, composition, and complex problems of lighting, including the basic 3-light set-up TV lighting ratios, avoiding "burn-in", use of storyboard planning and how to think visually. Catalog No. C-273. Film Fair Communications, 10900 Ventura Blvd., Studio City, Calif. 91604

Photography--Anatomy of Camera and Film. An introductory overview of how a camera works and how photography on film is accomplished. Points covered include: shutter speed; f-stop; focal length; speed and type of film. A 4" x 5" camera together with laboratory set-ups illustrate basic concepts. Code No. 1407, 12 min., color. Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, Calif. 90028.

FILMSTRIPS AVAILABLE FROM HOME ECONOMICS ADVISER - CAREERS


FILMSTRIPS AVAILABLE FOR PURCHASE

Careers in Fashion and Textiles. Two sound/color filmstrips. A variety of occupations from small textile manufacture to the glamorous high fashion photographer make up this immense field, and the opportunities for youth are expanding constantly. Pathoscope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, N.Y. 10802.


Careers in Journalism. Two sound/color filmstrips. Interviews and on-location photography present the work of varied employees, reporters, editors, foreign correspondents, photojournalists, broadcasters, etc. Advantages and disadvantages are noted. Pathoscope Educational Films.

Art Careers in Advertising. One sound/color filmstrip. Behind the scenes at Young & Rubicam Ad Agency, tells about six creative opportunities. Educational Dimensions Corporation, Box 126, Stamford, Conn. 06904.

Careers in Graphic Arts. Two sound/color filmstrips. Bob O'Dell of Kigen, Paleppa & O'Dell tells of problems and opportunities in a graphic arts agency creating logos, ads, promotionals and other advertising materials. Educational Dimensions Corporation.


Careers in Film Making. Two sound/color filmstrips. Warhol, Young and Wells tell of their experiences creating documentary, industrial educational and feature films. Educational Dimensions Corporation.

Focus on the Creative Arts. Four sound/color filmstrips. A writer, recording engineer, camerawoman and illustrator instruct the student on their respective crafts. Eye Gate, 146-01 Archer Ave., Jamaica, N.Y. 11435.
REFERENCE LIST

Suggested Text Books


Suggested Reference Books


