July 20, 1967

To the Graduate Council:

I am submitting herewith a thesis written by Katie May Varnell entitled "The Development of a Device for the Evaluation of the Textiles and Clothing Core Course." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Textiles and Clothing.

Anna Jean Treece
Major Professor

We have read this thesis and recommend its acceptance:

Fred Nuss

Nell P. Logan

Accepted for the Council:

Hilton A. Smith
Vice President for
Graduate Studies and Research

THE DEVELOPMENT OF A DEVICE FOR THE EVALUATION OF THE TEXTILES AND CLOTHING CORE COURSE

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

---

by

Katie May Varnell

August 1967

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K.M.V.

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CHAPTER I

INTRODUCTION

Evaluation, as an integral part of the teaching-learning process, is of prime importance to those involved with educational programs. Institutions of higher learning are faced with the difficult task of presenting an integration of knowledge among numerous fields of interest. Evaluating progress, or the lack of progress, of student comprehension of this integration of knowledge is an essential aspect of this task. Evaluation of a course involves the clarification of objectives, the development and use of a variety of ways of assessing changes in students, meaningful ways of summarizing and interpreting that evidence, and use of the information gained to improve the curriculum, teaching, and guidance of the educational process.[1]

In 1962, the College of Home Economics staff members undertook the responsibility of revising the undergraduate curricula. This study resulted in the development of new curricular requirements in 1964. One of the major outcomes was the identification of the core curriculum as a means of unifying the home economics instructional program.

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[1]Chester W. Harris (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), p. 482.

The structure of the core curriculum provides the opportunity for developing a conceptual framework expressing the coherence in the major subject matter areas--Child Development and Family Relations; Food Service and Institution Management; Home Management, Equipment, and Family Economics; Nutrition; Related Art, Crafts, and Interior Design; Textiles and Clothing. In addition to the departmental core courses, an introductory course, involving guidance for the selection of a specialization area, is required of first quarter freshmen. A Senior Seminar, with subject matter emphasis placed on the role of women, particularly home economists, in today's world, is the concluding core course required of all home economics undergraduate students. The encompassing goal of this curricular structure is the identification of the interrelationships of objectives among the specialization areas. Students are presented with the opportunity of organizing information, identifying values, improving skills, and transferring knowledge into concepts to serve as bases for enlightening the educational experiences of each student. Evaluation of the degree to which this encompassing goal and other educational goals have been achieved is a basic part of instruction. Curriculum development must be concerned with evaluation. No other function of the teaching situation will govern the way curriculum experiences are planned and

carried out so much as the manner in which evaluation of outcomes is performed.[2] The success of the pupil in reaching the goal, hence the success of the educational program, is evaluated in terms of the objectives.[3]

Staff members of the Textiles and Clothing Department recognized the need for an evaluation of their core course, "The Cultural and Functional Aspects of Textiles and Clothing" (hereafter referred to as the Textiles and Clothing Core Course). This course, offered first in the Spring Quarter, 1966, has been offered during three quarters of the 1966-1967 academic year. Thus far, an evaluative device specifically designed for ascertaining the effectiveness of the core course had not been developed. Therefore, evaluation of the degree of attainment of the goals and objectives of interrelated, conceptual knowledge seemed desirable and appropriate. The author of this study has assisted with the operation of the class and was therefore in a position to develop and carry through an evaluative study of the course.

The study involved a clarification of objectives of the core course, the development and administration of an evaluative device, and an analysis and summarization of the resulting data.

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[2]Vernon Anderson, Principles and Procedures of Curriculum Improvement (New York: Ronald Press Company, 1956), p. 427.

[3]J. Stanley Ahmann and Marvin D. Glock, Evaluating Pupil Growth (Boston: Allyn and Bacon, Inc., 1964), p. 3.

Evaluation is an on-going, never-ending process; therefore, this particular study shall hopefully serve as the instigator of meaningful, continuing evaluation of the Textiles and Clothing Core Course.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to develop a device for evaluating the adequacy of the subject matter content in developing an integrated conceptual framework of knowledge as designated in the objectives of the Textiles and Clothing Core Course of the College of Home Economics at the University of Tennessee.

II. ASSUMPTIONS

1. The core curriculum structure provides a conceptual framework for unifying the major objectives of the Textiles and Clothing Core Course.

2. It is possible to recognize integrated knowledge in a field of study by analyzing student responses to situational statements.

III. OBJECTIVES

1. To construct an evaluative device for appraising student development of a conceptual framework of knowledge.

2. To determine effectiveness of the device by administering it to subjects and analyzing the results.

IV. DEFINITION OF TERMS

For clarity, the following definitions were given to terms used frequently in the study:

Concept. An abstraction used to organize the world of objects and ideas into a smaller number of categories. Concepts contribute the recurrent theme--the strands which run through the entire curriculum in a cumulative and overarching fashion.[4]

Core. The curriculum designating a minimum of subject matter in home economics required of all undergraduate students in the College of Home Economics.

Evaluation. The making of judgments about the value of ideas, works, solutions, methods, materials, etc. It includes the use of criteria as well as standards for appraising the extent to which particulars are accurate and effective.[5]

Evaluative device. An instrument that utilizes a classification technique for determining the extent of student learnings of specified concepts in textiles and clothing.

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[4]Hilda Taba, Curriculum Development (New York: Harcourt, Brace and World, Inc., 1962), p. 178.

[5]Benjamin S. Bloom, (ed.), Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1956), p. 185.

CHAPTER II

REVIEW OF LITERATURE

This chapter provides background information and justification for the development of a device for evaluating the Textiles and Clothing Core Course.

A study of various aspects of the core curriculum in higher education and textiles and clothing was made by a review of books, articles in professional magazines, conference reports, and unpublished literature pertaining to the problem. The review of literature is presented in four sections: (1) core curriculum in higher education, (2) core curriculum in home economics, (3) curricular developments in textiles and clothing, and (4) evaluation in the core curriculum.

I. CORE CURRICULUM IN HIGHER EDUCATION

As early as 1893, with the report of the Committee of Ten, certain courses included in the curricula were described as constants to be taken by all students in preparation for citizenship. However, Harrill reports that as educators in the twentieth century gradually accepted the idea that "one learns what one lives," many educators became convinced that the type of civic competence needed in a free society could not be guaranteed by setting up a group of courses required

by all students. Civic competence could be developed only through a process of social living, aimed at the development of those habits, skills, and appreciations needed by all citizens of a democratic society. This idea helped innovate the concept of core as a process of democratic living and learning, especially at the secondary school level.[1]

Slightly different interpretations of the meaning of core were presented by a majority of the authors reviewed. Core may be used to mean those courses or subject matter to which everyone should be exposed at a particular grade level or it could mean giving one teacher the responsibility to teach two or more commonly accepted areas of knowledge. Core also expresses a means of helping pupils gain experience in areas of living which provide wholesome growth opportunities at their stage of development.[2] Saylor relates that the core curriculum is used to designate part or all of the program of general education, general education being the part of the program devised to help each pupil "attain the basic and essential outcomes necessary to

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[1]Harris Harrill, "Origin of the Core Concept," Social Education, 18:162, April, 1954.

[2]J. S. Butterweck, "Core Curriculum, the Ideal," School and Society, 76:218, October, 1952.

be an effective, useful, and well-adjusted member of the social group." The core program seeks to attain the broad outcomes of education that should be the common possession of all persons.[3] Bossing relates that in modern education core is applied to that part of the curriculum which refers to those types of experiences thought necessary for all learners in order to develop certain behavior competencies considered essential for effective living in our democratic society.[4]

The integration of knowledge of various subject matter areas is one major contribution of the core curriculum.[5] The pattern of integration is advantageous in that an integrating thread represented by an area of concern is used as a basis for organizing information and ideas. Core courses are often organized by combining existing topics from several fields or combining subjects rather than selecting overarching ideas and then combining facts from several fields to study these ideas.[6] Basic ideas which "give control over a wide range of subject matter, organizing the relationships between facts, and thereby provides the context for insight and understanding" are often stressed

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[3]Galen Saylor and William M. Alexander, Curriculum Planning (New York: Rinehart and Company, Inc., 1954), p. 307.

[4]Nelson L. Bossing, "What Is Core," School Review, 63:5, April, 1955.

[5]Hilda Taba, Curriculum Development (New York: Harcourt, Brace, and World, 1962), p. 191.

[6]Ibid., p. 300.

in the curriculum. When carefully chosen, the basic ideas are the fundamentals, those necessary understandings about a subject or a field. The basic ideas are something that every student should learn, the extent or depth of learning depending on the individual.[7]

Advocates of the core curriculum agree that instruction should be based on student interest and needs as determined by his capabilities, and that the student learn in direct proportion to the degree in which he participates in the learning experience. The core curriculum is built upon the premise that instructional materials, techniques, and other learning experiences must be subject to functional applications in the life of the student.[8]

II. CORE CURRICULUM IN HOME ECONOMICS

Home economics has been defined as a "unified field made up of a limited number of undergraduate specialities and a unifying core."[9] A more definitive description of home economics was presented by Noland:

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[7] Ibid., p. 177.

[8] Jeanette Biggs and J. T. Sandefur, "Social Integration Through a Core Program," Social Education, 27:134, March, 1963.

[9] Selma F. Lippeatt and Helen I. Brown, Focus and Promise of Home Economics (New York: The Macmillan Company, Inc., 1965), p. 98.

> Home economics is the study of laws, conditions, principles, and ideas which are concerned on the one hand with man's immediate physical environment and on the other with his nature as a social being, and is the study especially of the relationship between these two factors.[10]

The home economics core curriculum is an attempt to provide this study of relationships.

Twyla Shear evaluated the core curriculum in the College of Home Economics at Michigan State University. To serve as guidelines and to provide a definite clarification of the term "core," she listed the following specifications, developed by small groups of faculty members dealing specifically with this subject:

1. There is a body of common learnings which should be a part of the curriculum for all home economists.
2. A core curriculum for home economics should:
   a. Have flexibility. Flexibility could mean freedom of choice within the core itself or reduced credits in core to permit more selection and flexibility in the total program.
   b. Focus on the family in a changing society.
   c. Emphasize basic principles and applications of basic principles from other disciplines.
   d. Minimize skills as such, except as they serve to illuminate principles, and to require less laboratory time, at least in core courses.
   e. Have a liberalized rather than a specialized approach and courses should have appeal for students, both men and women, outside of home economics.

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[10]Francene Noland, "The Contributions of Sociology," The Field of Home Economics, What It Is (Washington, D. C.: American Home Economics Association, 1964), p. 56.

f. Be an integrating experience. Seminars at the upper level should be required.[11]

Change seems to be one certainty in the world today and it affects many facets of life. Changes are so fundamental as to force change of curricula in the schools, including the curricula of higher education and home economics.[12] Neither home economics nor the core curriculum can afford to be stagnant. Both must be willing to accept change, for both are concerned with present-day needs.

The earliest curricular requirements for all students in home economics included work in foods, sanitation, clothing, and care of the home. Later, the curriculum was enlarged to include family relationships, child development, and family economics. Still later, even with the advent of specialization, there remained the idea of a common group, or a core, of courses being required of each student. The general conception of the purpose of such core requirements was the contribution of the courses to the education for home and family living for all home economists, regardless of their professional speciality. Many administrators insisted that all home economics majors be familiar with all the areas incorporated in the curriculum, as well as develop competencies in many technical aspects of the

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[11]Twyla M. Shear, "An Evaluation of Core Curricula in the College of Home Economics" (unpublished Doctoral dissertation, Michigan State University, East Lansing, 1964), p. 10.

[12]Ibid., p. ii.

field. Therefore, these first core courses tended to add rigidity to the program.[13]

This multitude of core requirements became a problem of general concern and caused much disagreement among home economics instructors. Research has indicated a gradually developing trend that has led to broader fields of concentration, and integrated programs cutting across departmental lines.[14]

Budwig explained this trend by relating that there is a need to study the concepts of the whole field, rather than unrelated parts, so that subject matter will have integrated meaning for the students. She believes that the "inner center" must be identified and understood before any intellectual control can be gained. She stated that if home economics has organic wholeness, then it has had a coherent and distinct development.[15]

According to recent literature, some major changes emphasizing the core curriculum in home economics have been revealed. One of the prevailing changes noted was the decrease in the amount of required "core" home economics courses. The American Home Economics Association conducted a survey of home economics

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[13]Jeanette Lee and Paul Dressel, Liberal Arts and Home Economics (Columbia: Columbia University, Bureau of Publications, 1963), p. 60.

[14]Valentine, op. cit., p. 106.

[15]Carolyn Budwig, "Home Economics in Historical Perspective," The Field of Home Economics, What It Is (Washington, D. C.: American Home Economics Association, 1964), p. 12.

degree-granting universities in the fall of 1962 to identify the trends in current curricular changes. Results revealed that the number of required general core courses were reduced, whereas greater attention was given to professional courses in the area of specialization.[16] Michigan State University reported a reduction in the number of term credits in core from thirty-eight to fifteen, and a reduction in the number of required courses in general.[17] A reduced core of eighteen credits was reported by the New York State College of Home Economics. Their home economics core currently consists of eighteen credits distributed among clothing, design, food, interpersonal and family relationships, management of resources, shelter, and a course introducing students to the general field of home economics.[18] A similarly reduced core from forty to eighteen credits was reported by Pennsylvania State University, with an increase in professional requirements and reduction in electives.[19]

A survey was conducted of home economics programs in seventy-five liberal arts colleges. Analysis of the data indicated that

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[16]Marilyn J. Horne, "Curriculum Change, How Widespread?" Journal of Home Economics, 55:237, April, 1963.

[17]"Michigan State University, Revised Curriculum," Journal of Home Economics, 55:747, April, 1963.

[18]"Core of Eighteen Credits Set for New York State College of Home Economics," Journal of Home Economics, 55:778, April, 1963.

[19]Horne, loc. cit.

sincere effort is being made to relate home economics programs to the ever-changing needs of family and home as well as to ever-increasing technological advances. A distinct trend was noted toward emphasis upon the cultural, social, and psychological aspects of family living, and away from the manipulative skills and completely science-oriented programs.[20]

Latest trends in home economics curricula were reported from Michigan State. A reduction was noted in the number of courses requiring manipulatory skills, with increased emphasis placed on subject matter based on concepts, understandings, values, attitudes, and skills and applications which would be most significant to the intellectual growth of their students.[21]

Lee and Dressel reported a similar trend in their study of the relationship between liberal education and home economics. They predicted that how-to-do-it courses are "definitely on the wane as core requirements." Reasons presented to justify this "wanning" were the widespread feeling (a) that such courses lack the substance required to justify them as college offerings; (b) that these courses are not necessary for the professional role; and (c) that they lose some of their significance when no longer viewed as direct preparation for home and family responsibilities.[22]

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[20]Lee and Dressel, op. cit., p. 35.

[21]"Michigan State College," loc. cit.

[22]Lee and Dressel, op. cit., p. 62.

The trend is away from the skill oriented courses to more theoretical content ones. Efforts are being made to reduce laboratory hours and to emphasize principles and concepts.[23] Such emphasis provides excellent opportunities for students from various specialization areas to meet together in core courses.

In 1950, Stafford found that several colleges did not have a core of required courses, and in these schools, there had been little research to discover the needs of the students or to appraise the success of work being done.[24] Ten years later, Horner compiled information on the desirability of having a core curriculum. A majority of the returned questionnaires in this study were in agreement as to the desirability of a unifying core included in the home economics curriculum. More than 70 per cent of those replying believed that food selection, family and interpersonal relations, clothing selection, home management, and applied arts should be core experiences.[25]

To determine the effectiveness of the core curriculum at the University of Colorado, Fehlmann mailed a questionnaire to

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[23] Ibid., p. 65.

[24] Ivol Stafford, "The Aim of College Home Economics," Journal of Home Economics, 42:623, October, 1950.

[25] Ethel Lee Horner, "Relations Between Principles of Home Economics and Beliefs Concerning the Core for College Home Economics Curriculum" (unpublished Doctoral dissertation, Iowa State University, Iowa City, 1960), p. 211.

all graduates of the Department of Home Economics, covering a time span of thirty-one years. All required home economics courses were listed and graduates asked to check which ones had been very helpful, somewhat helpful, or not at all helpful in meeting problems of home and family.[26] The majority of graduates found the core courses very helpful or somewhat helpful.[27]

Orlich conducted a study to analyze the curriculum in clothing and textiles as a part of the home economics program in selected public colleges and universities. The major finding of this study was that the core curriculum should be inclusive of all phases of home economics.[28]

At a workshop for administrators in higher education, held on the Michigan State University campus in 1960, Dressel suggested that a home economics core could be justified by at least three reasons:

1. Home Economics is basically an education for women; hence all women should be acquainted with all facets of homemaking.
2. The various specialties in home economics are, or should be, concerned with improvements of home and family living.

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[26]Hazel A. Fehlmann, "Graduates Evaluate a Core Curriculum," Journal of Home Economics, 46:10, January, 1954.

[27]Ibid., p. 11.

[28]Patricia Orlich, "An Analysis of Clothing and Textiles Curricula in Selected Public Colleges and Universities in the Eleven Western States" (unpublished Master's thesis, Montana State University, Missoula, 1961), p. 87.

3. Despite some specialization, home economics remains a unitary profession. Hence all students must know enough about every field to operate effectively in it.[29]

Ridder discussed core as the central part and uniting feature of home economics. Because of the various services now available to the homemaker, the need for a core within home economics had been questioned. Ridder suggested that this very wealth of new products and services increased the need for informed home economists. Administrators and staff members are aware of the need for change to keep abreast with the times, and core courses are the best answer.[30]

Ridder thinks that unless a particular area is supported by a strong base encompassing the whole of the science of home economics, departments in that area lose perspective.[31] The strength of a home economist is in direct proportion to her understanding of the various areas in home economics. The home economist who majors in textiles and clothing, and has studied core courses, understands that health, nutrition, and exercise contribute greatly to the appearance of an individual. The home economics graduate who becomes a nursery school teacher realizes the importance of well-prepared food; the foods and nutrition major with a well-intergrated core background

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[29]Lee and Dressel, op. cit., p. 61.

[30]Clara Ridder, "Central Part of Home Economics--The Core," Journal of Home Economics, 55:617, October, 1963.

[31]Ibid.

understands that foods have many connotations besides principles of food preparation and nutrition. Students participating in home economics courses need a broad picture of the social, the psychological, the economic, and the aesthetics of family life to increase their understanding of their curricular areas.[32]

The core curriculum has a definite place in the College or Department of Home Economics. With the numerous opportunities for placement of majors, and each graduate being endowed with the title of Home Economist, each needs a core of knowledge, regardless of the individual work or interest. Certainly the core instructor has a real responsibility to include the main concepts of her particular field, so that the student has knowledge that can be interpreted for use in the professional work in her field.[33]

III. CURRICULAR DEVELOPMENTS IN TEXTILES AND CLOTHING

In our fast-moving world where experience becomes obsolete almost as soon as it is accumulated, creative thinking is a necessity when seeking answers to new problems. Unfortunately, often "one works industriously improving the obsolete with which one

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[32] Ibid., p. 618. [33] Ibid., p. 619.

is familiar, instead of daring to experiment with the unfamiliar--the new needed tomorrow."[34]

Bonde attempted to develop criteria for creative thinking and to produce new ideas by presenting some pertinent questions pertaining to the type of subject matter content for textiles and clothing. She asked:

1. What is the body of fundamental knowledge upon which your subject rests?
2. Can you reconcile the material you teach with the fundamental aspects and principles of the discipline from which you are borrowing?
3. How will you relate your teaching to the content of other courses within your department, home economics, or the university?
4. What are the boundaries of the subject matter of textiles and clothing?[35]

Ryan offered some challenging answers for Bonde, by proposing that a knowledge of the social-psychological aspects of clothing is basic to the study of clothing; therefore, pertinent to the fundamental knowledge of the subject. The importance of social-psychological aspects is a relatively new idea. Until 1947, construction and design of clothing or the study of textiles was the main emphasis of textiles and clothing courses. During that year, home economists and various representatives

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[34]Eileen Heagney and Dorothy Lyle, "Creative Talents in Textiles and Clothing Are Encouraged by New Educational Instrument," Journal of Home Economics, 58:272, April, 1966.

[35]Ruth Bonde, "What Should We Teach?" Proceedings of the Thirteenth Conference of College Teachers of Textiles and Clothing, Central Region (Washington, D. C.: American Home Economics Association, 1956), p. 12.

of the social sciences met together and formulated a large number of problems for research that were relevant to both disciplines. In 1948, Hartman, a psychologist who had participated in the initial meeting, addressed a Conference of Textiles and Clothing College Teachers, providing additional thought in the social-psychological aspects of clothing.[36] Seminars on the "Development of Studies and Research in the Sociological Aspects of Clothing" were held at Michigan State in 1949 and 1951. These seminars were the first of many conferences and meetings organized to help formulate the importance of sociological and psychological theories to help explain clothing behaviors and to serve as pertinent subject matter emphasis for textiles and clothing courses.[37]

Ditty gave a presentation on the social science aspect of clothing. The investigator of this study maintained that all facets of social sciences which apply to clothing also relate to textiles. The social-psychological aspects of multi-roles of men and women were reported to be influencing new trends in textiles.[38] The major conclusion was that the

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[36]Mary Shaw Ryan, Clothing: A Study in Human Behavior (New York: Holt, Rinehart and Winston, Inc., 1966), p. 3.

[37]Ibid., p. 4.

[38]Donna Ditty, "Social Science Aspects," Eighteenth Annual Conference College Teachers of Textiles and Clothing, Eastern Region (North Carolina: American Home Economics Association, 1964), p. 58.

social sciences definitely need more emphasis in college textiles and clothing courses.[39]

Paralleling the development of the importance of teaching social-psychological aspects of clothing has been the realization of the role of concepts and generalizations. A predominate objective in textiles and clothing instruction is the development of an understanding of concepts and generalizations, and the ability to use them as hypotheses to guide study and around which information can be organized.[40] College teachers are helping students more than ever before, to coordinate concepts so that students may emerge with more valid, but generalized ideas. Certainly this does not mean that factual material should be neglected, rather that facts should be taught with a constant view to students' use of them to develop a more comprehensive understanding of the subject matter.[41] Those who have studiously considered the matter are convinced that professional instruction in textiles and clothing, as in other areas, should stress broad principles, key ideas, and all-encompassing generalizations rather than detailed facts or techniques.[42]

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[39] Ibid., p. 58.

[40] Glenys G. Unruh (ed.), New Curriculum Developments (Washington, D. C.: Supervision and Curriculum Development, 1965), p. 72.

[41] Ruth E. Eckart, "Improvement of College Teaching," Journal of Home Economics, 47:733, December, 1955.

[42] Lee and Dressel, op. cit., p. 47.

Rhodes suggested that knowledge of the relation between facts, concepts, and principles is one of ~~the~~ best ways of making learning easier and more meaningful. "Principles are the warp threads in the loom and make it possible for us to weave the weft threads across it in a more meaningful design making up a firm and weaveable fabric."[43] Presently, both methods and materials of instruction reflect a real trend toward a scholarly, conceptual, logical, and analytical approach to the teaching of textiles and clothing.[44]

A seminar held at French Lick, Indiana, in 1961, brought together home economics educators from all levels of education and specialists from all subject matter areas representing resident instruction, research, and expended services. The primary purpose of this conference was "to explore the conceptual approach as a means of identifying, organizing, structuring, and unifying the significant subject matter content of the field." Two relevant ideas resulting from the seminar were to:

1. Examine relationships in subject matter content in all levels through defining those intellectual ideas, concepts, and principles of the undergirding fields of knowledge, which are significant and appropriate for study.

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[43]Kathleen Rhodes, "What Is Included in Developing and Stating Concepts and Principles," Proceedings of the Conference of College Teachers of Textiles and Clothing, Central Region (Washington, D. C.: American Home Economics Association, 1956), p. 72.

[44]Unruh, loc. cit.

2. Be willing to discard the obsolete, the unimportant, the minute, and eliminate proliferation, duplication, and over-application.[45]

These ideas were proposals for use in home economics courses in general. But they are pertinent to the present study, since those in authority in the textiles and clothing field in colleges and universities have made significant use of the proposed suggestions in the planning, presentation, and evaluation of course content.

As a result of the initial work at the French Lick Seminar, college teachers of textiles and clothing became increasingly aware of the importance of concepts and generalizations. Three national seminars were held at Buffalo, New York; Reno, Nevada; and Manhattan, Kansas; where participants worked on a conceptual framework for the textiles and clothing field using materials available from previous workshops.[46] Many of the resultant ideas have been used as bases for subject matter emphasis in textiles and clothing courses.

Sterling, in a study of goals and concepts in a foods course, quoted Dressel's conceptual approach. "Concepts improve learning because they permit the individual to organize his

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[45]Naomi G. Albanese (ed.), "Home Economics in Higher Education," Journal of Home Economics, 54:534, September, 1962.

[46]Proceedings of the Clothing and Textiles Seminar, Central Region (Kansas: American Home Economics Association, 1966), p. 53.

learning in which he engages, and they permit him to deal more intelligently with new situations."[47] An investigation of the ability of pupils to apply concepts and generalizations in the area of clothing was conducted by Riddle. Results of the study revealed that teachers are becoming increasingly aware of the importance of teaching students to understand and apply generalizations so that they can transfer what they have learned in one situation to any new situations requiring the use of the same or similar learnings.[48]

Beliefs of the various authors reviewed are in accordance as they express the following ideas: (a) a majority of college textiles and clothing instructors are currently emphasizing social-psychological aspects of clothing; (b) concepts and generalizations are basic to an understanding of the fundamental knowledge of clothing behavior; and (c) both of these ideas create a unifying aspect for the subject matter areas in home economics.

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[47]Mabel Kelbol Sterling, "A Study of Student Identification and Interpretation of Goals, Concepts, and Experiences in a Specific Course Offering in Foods and Nutrition" (unpublished Master's thesis, University of Maryland, College Park, 1963), p. 4.

[48]Shirley Riddle, "Tests for Determining Ability of Tenth-Grade Pupils to Apply Generalizations in the Area of Clothing" (unpublished Master's thesis, Iowa State College, Ames, 1957), p. 1.

IV. EVALUATION IN THE CORE CURRICULUM

The purpose of the core program is in terms of desirable behavioral changes; therefore, instruments designed to evaluate critical thinking, changed attitudes, basic communicative skills, and the ability to apply principles of logical reasoning and to interpret data are widely used.[49] Because of the wide diversity, evaluation must take a wide variety of forms. Some preliminary evaluation must be conducted to insure worthwhile, durable objectives.[50]

"Knowledge does not grow spontaneously, but is always dependent upon impact of effort."[51] The extent of impact is provided by evaluation, an essential part of a program at all levels. To serve as a guide in evaluation, members of the Commission of Core Teaching of the Association for Supervision of Curriculum Development presented several questions asking about the effectiveness of the core program in developing skills and attitudes involved in critical thinking, in helping students

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[49]Lucille Lurry and Elsie J. Alberty, Developing a High School Core Program (New York: The Macmillan Company, 1957), p. 37.

[50]Shear, op. cit., p. 35.

[51]Lynten K. Caldwell, "The Human Environment--A Crowning Challenge to Higher Education," Journal of Higher Education, 37:154, March, 1966.

develop consistent value systems, in establishing skills and understandings for social living.[52] The job of evaluation is to collect facts from which degrees of understandings of the educational process will emerge.[53] One of the greatest services evaluation can perform is to identify aspects of the course where revision is desirable.[54]

Old habits of thought and established techniques are not adequate guides for evaluation of a core curriculum. Traditionally, educational measurement was most often associated with producing precise and fair scores for comparing individuals, but modern course evaluations call for descriptions of criteria and behaviors.[55] The core teacher should obtain these descriptions by helping students become well-rounded individuals through correlated learning experiences. Since this purpose requires new evaluative techniques, the core teacher is challenged to develop procedures for evaluation.[56]

The search for a more effective way is inherent in the very nature of the core curriculum. Core teachers and students

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[52]Victor Lawhead, "Commission of Core Teaching," Educational Leadership, 18:187, December, 1960.

[53]Robert W. Health, New Curricula Education (New York: Harper and Row Publishers, 1964), p. 248.

[54]Ibid., p. 236. [55]Ibid., p. 247.

[56]Roland C. Faunce and Nelson L. Bossing, Developing the Core Curriculum (New York: Prentice-Hall, Inc., 1951), p. 266.

need to experiment with evaluative devices and seek constantly to devise ways of measuring the programs.[57]

A study of the basic courses in the curricula of the Home Economics Division of Oklahoma State University was conducted by Temple, who presented purposes of the courses, the development of the various areas of study, identified strengths and weaknesses, and discussed changes taking place within the college. Temple believed that evaluation should be considered in further revision, and further proposed that the faculty members should agree upon evaluative procedures that would parallel the development of the course.[58] Such a procedure is in agreement with the idea that the evaluation of core courses be continuous and on-going, flexible, experimental, and concerned with reconstruction.[59]

Arny discussed a new approach to an old technique as a means of evaluating core courses. The use of essay questions was proposed, but Arny emphasized that they need not require an extended response. There is a growing tendency to limit the essay test to one in which students are required to make

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[57] Ibid., p. 247.

[58] Wathena E. Temple, "A Study of the Basic Courses in the Division of Home Economics, Oklahoma Agriculture and Mechanical College" (unpublished Master's thesis, Oklahoma State University, Stillwater, 1953), p. 204.

[59] Henrietta Fleck, How to Evaluate Students (Bloomington: McKnight and McKnight Publishing Company, 1953), p. 9.

comparisons, to summarize, or to reorganize knowledge. Instead of asking students to discuss, Arny suggests that college students be asked to explain, point out relationships or differences, present proof, draw conclusions or state generalizations.[60]

Much has been discussed concerning the dynamics of learning in the past half century or more. Modern educational methods, including the ways and means of evaluating the growth of students, are challenging to all educators. Concern for the improved use of subject matter, types of curriculum structure, and means of eliciting change in student behavior is desirable.[61]

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[60]Clara Arny, Evaluation in Home Economics (New York: Appleton-Century-Crofts, Inc., 1953), p. 52.

[61]Margaret Justin, "A Forward Look for Home Economics," Journal of Home Economics, 43:420, June, 1951.

CHAPTER III

PROCEDURE

The subject matter content of the Textiles and Clothing Core Course in developing an integrated conceptual framework of knowledge was evaluated by pursuing the following steps: (1) selection of research method, (2) development of evaluative device, (3) selection and contact of subjects, (4) administration of test, (5) grouping of situational statements, and (6) analysis of data.

I. SELECTION OF RESEARCH METHOD

Studies dealing directly with the evaluation of a specific course offering are limited. Because of this limitation, the exploratory method of research design was used as a guide. Festinger described the exploratory study as one which attempts to see what is there, rather than to predict the relationship that will be found.[1] Johoda, Deutsch, and Cook concluded that the major emphasis in an exploratory study is discovery. They stated that by providing information about existing situations, exploratory research may also serve as a means of discovering

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[1]Leon Festinger and Daniel Katz, Research Methods in the Behavioral Sciences (New York: The Dryden Press, 1953), p. 74.

practical possibilities for carrying out different types of research.[2]

II. DEVELOPMENT OF EVALUATIVE DEVICE

Statement of Course Objectives

A major emphasis of the core curriculum is the stating of objectives, objectives based on student needs. Therefore, educational objectives should be stated in terms of desired pupil behavior, and at the end of an educational experience, the student should have skills, attitudes, knowledges, and understandings that he did not possess before the experience.[3] Effective evaluation of student performance or desired behavioral change is to be performed according to these objectives.[4]

Major objectives in terms of student achievement of the Textiles and Clothing Core Course, "Cultural and Functional Aspects of Textiles and Clothing," are as follows:

1. Development of a greater awareness and appreciation of the extensiveness of the field--how it hinges on cultural, historical, economic, and technological advances.
2. Understanding of the role of clothing and the problems which it presents in the lives of families and individuals.

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[2]Marie Johoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: The Dryden Press, 1958), p. 33.

[3]J. Stanley Ahmann and Marvin D. Glock, Evaluating Pupil Growth (Boston: Allyn and Bacon, Inc., 1963), p. 43.

[4]Robert F. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, Inc., 1962), p. 1.

3. Comprehension of functional aspects of clothing and textiles and the rapid technological advances taking place and anticipated in a changing world.[5]

Selection of Type of Device

A variety of evaluative devices were available. None seemed applicable. Therefore, the purpose of this study was the development of a device for evaluating the adequacy of the subject matter content in developing a conceptual framework of knowledge. Following a conference with a Learning Resource Center Specialist, a testing device, consisting of ten situations providing background for subject matter concepts, was developed.

Identification of Concepts and Generalizations

After careful examination of the core course outline, concepts were chosen that were indicative of the three major areas of subject matter emphasis. These concepts were: social-psychological aspects of clothing, cultural aspects of clothing, and functional aspects of clothing. Within each of the three areas, generalizations were developed to serve as the basis for the writing of the ten situations. These generalizations were as follows:

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[5]Anna Jean Treece and Lois E. Dickey, "Cultural and Functional Aspects of Textiles and Clothing," Core Course Class Outline, University of Tennessee, Knoxville, 1966, p. 1.

Social-psychological

a. Clothing that conforms to the expectations of important others may facilitate role performance.
b. Clothing may facilitate changing from one role to another.
c. As similar kinds of clothing become increasingly available to all persons, clothing tends to be a less reliable indicator of social status.
d. Clothing may camouflage or enhance the concept a person has of himself.

Cultural

a. Clothing reveals cultural tradition and change.
b. Fashion mirrors cultural forces operating in a society.
c. It is often easier to be decently dressed than well-housed or well-fed in the United States.

Functional

a. Clothing may contribute to good mental health and may facilitate rehabilitation.
b. Technology has created automation in the textile industry, but the basic processes of cloth-making have remained much the same.
c. Handicapped persons want to be dressed as others in their peer group and to be as self-sufficient as possible.

Development of Situations

The device consisted of ten descriptive hypothetical situations designed to elicit responses from subjects that would indicate the extent of their development of an interrelated conceptual framework of knowledge. No set pattern or established guideline for the development of these situations was available, nor were there any standards by which situational content could be compared. The author used the designated generalizations listed above as the basis for developing each situation. The education and probable experiences of college students were taken into consideration. Ideas for situational content were obtained from research studies, theses, and personal observation of people's clothing behaviors in various activities. Writing and editing of the hypothetical examples were conducted in terms of the plausibility of the content in real life situations, as well as the pertinence of the content to the subject matter content of the course.

Pre-Test of Situations

Before the actual pre-testing by students, a copy of the situations was given to two textiles and clothing faculty members who had been assisting with the study. Constructive criticisms concerning the relevance, the plausibility, and the clarity of each situation were made by the faculty members.

The situations were pre-tested by eight students who had completed the Textiles and Clothing Core Course, who revealed a high degree of excellence in their course work, and who were still enrolled in the college. A set of eight situations (two additional ones were developed later) were given to each of the pre-testers. As they prepared their statements pertaining to the situations, each student was timed, asked (a) to indicate in writing those aspects of the question that were difficult to understand, (b) to comment on the relevance of the situations to material studied in the core course, and (c) to suggest improvements for clarification of any part of the directions or situational content.

Following an analysis of the pre-testers' comments, the sequence of the situations was changed and several words and sentences were re-phrased for clarification. A form was developed for summarizing the data. Several of the statements from the pre-testers, considered by the author to be good conceptual statements for a particular situation, were used to provide guidance to the readers in analyzing data from the subjects participating in the actual testing.

III. SELECTION AND CONTACT OF SUBJECTS

Individuals participating in the test were divided into two groups--a control group and a test group. The control group consisted of twenty-five subjects who had never taken the core

course. To obtain names for the control group, specially prepared schedule cards were distributed to students in eleven upper-division home economics courses. These students were asked (a) to check whether or not they had completed the Textiles and Clothing Core Course, (b) to submit their schedule of classes, their address and phone number, and (c) to check whether or not they had taken or were taking each of the prerequisites to the core course. The prerequisites are three quarter hours of each of the following: Child Development and Family Relations, Economics, Sociology, and Anthropology or Psychology. The test group consisted of twenty-five girls who were currently enrolled in the Textiles and Clothing Core Course. Subjects' names were obtained by use of a simple random sampling method--placing names of the fifty-eight girls, enrolled in the core course, in a container and selecting thirty.

A letter was composed to explain the purpose and procedure of the study, the time and place of the testing. The Dean of the College of Home Economics, after being briefed on the purpose and procedure of the study, agreed to co-sign the letter along with the investigator. It was believed that students would be more inclined to cooperate as requested by the Dean than by a graduate student.

One week before the scheduled time for holding the evaluation session, the letter and a stamped post card were mailed to

each of fifty girls who had not taken the core course, but who had taken all of the prerequisite courses and were therefore eligible to be in the control group. A letter and a post card were given after class to the thirty girls in the test group. Each was asked to indicate on the post card whether or not she could participate in the study and to return the card. Twenty-eight cards were returned by those eligible for the test group and twenty-nine by those in the control group, revealing that they would be willing to help with the study. The day or night before the scheduled time, each of the twenty-nine girls in the control group was called by the investigator, and reminded of the testing date and time. An announcement was made in the core class to remind those in the test group.

IV. ADMINISTRATION OF THE DEVICE

To provide identical conditions, both groups were scheduled to meet at the same time, in the same room. Wednesday afternoon at four o'clock was chosen as the best time after a careful survey of subjects' class schedules. Because of conflicts, seven girls asked to take the test at eleven o'clock Wednesday, and three were scheduled for Thursday. However, following the four o'clock session Wednesday, fifty-one girls had participated, and the Thursday session was cancelled.

Previous to the test time, the author stapled together and numbered one set of instructions and ten situations for each

subject. A set of ten three by six blank index cards was clipped together for each girl. After all subjects had assembled for the evaluation, each girl received a copy of the instructions and situations and index cards. The sets of situations numbered one through twenty-five were given to those in the test group and forty-one through sixty-six to those in the control group. Subjects wrote the identifying number in the top right hand corner of each of the ten index cards. The index cards were used as answer sheets, one statement for one situation per card. The girls were reminded that they would not be timed and that their statements would remain anonymous. The majority of the subjects completed the evaluation within twenty minutes.

V. GROUPING OF SITUATIONAL STATEMENTS

Following the administration of the device, the fifty sets of ten cards were separated and all statements for situation I were stacked together; all statements for situation II were stacked together, etc. Statements from both groups, control and test, were mixed together.

Three people closely associated with the Textiles and Clothing Core Course--the author, one of the course instructors, and one teacher who had participated in the planning of the course and attended the class for one quarter--were designated to read the statements. Each reader received the ten sets of fifty cards, 500 statements, and a form for recording her

decisions. The reader was instructed to read the fifty statements for the first situation, and on the basis of the answer, decide whether or not that statement was written by a student in the test or control group, placing the answer in the appropriate group--core (test) or non-core (control). Following their decision, the readers recorded the numbers of those they placed in the core group and those in the non-core group on the specially prepared form. Each reader followed this procedure with the statements for each situation.

VI. ANALYSIS OF DATA

The special recording forms were analyzed by the author. Each reader had recorded on the form the identifying number of those subjects that she thought, on the basis of their answer, were members of the core (or test) group, and the number of those she thought were of the non-core (or control) group. For each situation, the data were analyzed by totaling the numbers placed by the reader in the correct group. The percentage of correct responses placed by each reader, in each of the two groups, for each situation, was calculated by dividing the total of correctly grouped numbers by twenty-five, since there were twenty-five subjects in each group, and therefore, twenty-five possible correct responses for each group. The percentage of correct placements by each reader, in the core and the non-core group, for each situation was calculated and recorded.

One encompassing percentage of correct placements for each situation was calculated by adding the three percentages in the core group and dividing by three; adding the three percentages in the non-core group and dividing by three; the two results were totaled and divided by two. The resultant figure was the situational mean of the percentages of the three readers' grouping of statements. Each situation was ranked according to the total of correct placements. Following a conference with a computing specialist, 66 per cent or above was established as an appropriate benchmark for deciding that, according to the results of this particular device, certain concepts were being effectively learned by students in the Textiles and Clothing Core Course.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was the development of a device for evaluating the conceptual framework of knowledge of students enrolled in the Textiles and Clothing Core Course, "Cultural and Functional Aspects of Textiles and Clothing." The effectiveness of the device was determined and the data for this study were obtained by administering the device to fifty selected students in the College of Home Economics. Findings will be presented by discussing the percentage ranking of each of the ten situations which constituted the evaluative device.

Statement of Percentage Ranking

Table I shows the percentage of subjects' conceptual statements for each situation correctly placed by each of the three readers in the core and non-core group. The ten situations were ranked according to the total percentage of correct placements by the three readers for each situation, as explained on page 38 and shown in Table II. Situation number IX ranked highest with 79 per cent of the statements for that situation placed correctly in both the core and non-core groups by the three readers. The remaining nine situations fell in the following rank order: situation number X, second highest or ninth with 72 per cent; number VI, eighth with 71 per cent;

TABLE I

PERCENTAGE OF SUBJECTS' CONCEPTUAL STATEMENTS CORRECTLY PLACED IN THE CORE (TEST) GROUP AND NON-CORE (CONTROL) GROUP BY EACH OF THE THREE READERS

Situation Number	Reader Number	Statements Correctly Placed		Situational Mean
		Core	Non-Core	
		Per Cent	Per Cent	Per Cent
	1	68	56	
I	2	32	84	
	3	84	84	
				68
	1	60	60	
II	2	52	60	
	3	68	64	
				60
	1	76	44	
III	2	56	72	
	3	92	88	
				71
	1	56	80	
IV	2	44	64	
	3	68	68	
				63
	1	44	88	
V	2	40	92	
	3	84	80	
				71
	1	60	96	
VI	2	52	68	
	3	76	76	
				71

TABLE I (continued)

Situation Number	Reader Number	Statements Correctly Placed		Situational Mean
		Core	Non-Core	
		Per Cent	Per Cent	Per Cent
	1	56	76	
VII	2	44	76	
	3	76	64	
				65
	1	76	84	
VIII	2	48	60	
	3	84	84	
				66
	1	80	80	
IX	2	56	80	
	3	92	88	
				79
	1	88	84	
X	2	44	64	
	3	80	76	
				72

TABLE II

RANKING OF SITUATIONS ACCORDING TO PERCENTAGES OF CORRECT PLACEMENTS OF CONCEPTUAL STATEMENTS BY READERS

Situation Number	Situational Placements Per Cent	Rank
IX	79	1
X	72	2
VI	71	3
V	71	4
III	71	5
I	68	6
VIII	66[a]	7
VII	65	8
IV	63	9
II	60	10

[a]A benchmark of 66 per cent or above was established as the point at which one could report a high degree of conceptual knowledge of subject matter content by the students.

number V, seventh with 71 per cent; number III, sixth with 71 per cent; number I, fifth with 68 per cent; number VIII, fourth with 66 per cent; number VII, third with 65 per cent; number IV, second lowest with 63 per cent; and number II, first or lowest with 60 per cent.

Discussion of Situational Ranking

Ranking of the ten situations was obtained by determining the percentage of situational statements correctly grouped by the three readers. Sixty-six per cent or above was established as the benchmark, as explained in analysis of data, for determining the extent of student learning of each situational concept.

Seventy-nine per cent of the statements relating to situation number IX were placed in the correct group by the three readers. The situational content of number IX concerned an employer who was impressed with her employee's attractive garments but completely surprised when she saw the poor condition of the woman's dwelling. To guide the reader's judgment, two concepts were established as desirable ones: "It is often easier to be decently dressed than well-housed or well-fed in the United States." "As a result of mass production, similar kinds of clothing tend to be a less reliable indicator of social status."

Variations of either of these two conceptual ideas were considered by the readers as ones to be placed in the core group. Readers placed 79 per cent correctly, signifying that students apparently have a better working knowledge of these concepts than those of any of the other situations.

Readers placed 72 per cent of the subject's conceptual statements for situation number X in the correct group. Situational content of number X concerned clothing needs and wants of a physically handicapped girl. The pre-determined desirable concept was that "handicapped persons want to be dressed as others in their peer group and to be as self-sufficient as possible." Correct grouping of 72 per cent, second highest for the readers, was again a large majority of the fifty answers for situation X.

Third highest correct placing of conceptual statements was for situation number VI. Situational content involved a student and several of her friends who visited the Gatlinburg Craftsman Fair. They were particularly interested in an Indian woman weaving mats and in the pictures around her booth showing the progressive development of various weaving techniques. The desirable concept was that "technology has created automation in the textiles industry, but the basic process of cloth-making has remained essentially the same." On the basis of the evaluative device, students apparently had a working knowledge of the concept, as 71 per cent is a relatively large majority.

Situation number V was seventh or the fourth highest placement by the readers, with 71 per cent. Content of the situation pertained to a young woman with a low economic background who had managed to purchase new, inexpensive clothing. She realized that her clothing appeared attractive and compared favorably with the more expensive garments worn by many other women. The desirable conceptual statement was "as similar kinds of clothing become increasingly available to all persons, clothing tends to be a less reliable indicator of social status." This concept was repetitious of the second one listed for situation number IX. The above concept was listed after the pre-test as being desirable for number IX, since three of the eight pre-testers stated similar ideas for both situations. Seventy-one per cent is again a large majority of correct placements out of fifty answers.

Seventy-one per cent of the subjects' answering concepts for number III were also grouped correctly by the three readers. This situation, relative to the cultural aspects of clothing, concerned a secretary working in a university office for foreign students. She was exposed to numerous variations in dress of the students from different countries and eventually realized that she could obtain considerable education by observing these many variations. Two concepts were established as desirable: "Clothing reveals cultural tradition and change." "Fashion mirrors cultural forces operating in a society."

Again, the readers placed 71 per cent of the statements in the correct group, revealing a working knowledge of the concept by the students.

Situation number I, with a 68 per cent correct placement, was ranked fifth highest. Situational content revolved around an employee who had been promoted to plant foreman, but who failed to see the necessity of conforming to the dress patterns of the other foremen. He was therefore excluded from participating in the lunch and coffee break activities of the other foremen. The guiding concept was "clothing that conforms to the expectations of important others may facilitate role assumption and performance."

Readers correctly grouped 66 per cent of the conceptual statements for situation number VIII. The situation involved a college graduate stretching her budget in order to be attractively dressed and to participate in the planned activities of the first reunion of her college class. The guiding concept was that "clothing may camoflage or enhance the concept a person has of himself." The majority of the answering concepts, as placed by the readers, were still within the 66 per cent or above benchmark established as a high percentage of correct placements for fifty answers.

Number VII was placed third lowest, with a 65 percentage of correct groupings by the readers. Situational content was woven around a student, writing a term paper on paper fabrics

and fashions, whose research revealed that the busy, young American adult was particularly appreciative of new developments with convenience features. "Fashion mirrors technological advances in a society" and "fashion mirrors cultural forces operating in a society" were established as two desirable concepts. A majority of the answering statements were identified with the first guiding concept, although a few of the subjects related the American adult with the cultural aspect. The readers placed 65 per cent of these answering statements just below the benchmark for a high degree of conceptual knowledge.

Situation number IV was placed second lowest, since readers correctly grouped 63 per cent of the statements. Situational content revolved around a state patrolman who worked with young boys after office hours. He generally wore his uniform, but one day changed to sport clothes and realized that the boys seemed more amiable in their actions toward him. The guiding concepts were "clothing may facilitate changing from one role to another" and "dress may portray meaningful symbolisms."

The lowest percentage of correct placements was 60 per cent for situation number II. Content of number II involved a female psychology major who toured the facilities of a mental hospital and discovered that patients had reacted very satisfactorily to an attractive room stocked with garments which

they could choose and purchase. The accompanying concept was "clothing may contribute to good mental health and may facilitate rehabilitation." The comparatively low percentage would seem to indicate a low degree of conceptual framework for this concept.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The objectives of this study were to construct an evaluative device for appraising student development of a conceptual framework of knowledge of the subject matter content of the Textiles and Clothing Core Course, and to determine effectiveness of the device by administering it to subjects and analyzing the results.

The evaluative device developed was a set of ten situations relative to subject matter content of the core course. Two groups of University of Tennessee Home Economics students were chosen to participate in the evaluation. Twenty-five students currently enrolled in the Textiles and Clothing Core Course were randomly selected to be subjects in the test group. Twenty-five students who had never had the core course, but who had completed twelve hours of prerequisites, were selected to be subjects in the control group. The ten situations were developed by the investigator, using the course objectives and selected concepts as background reference for the situational content. The situations were reviewed by two textiles and clothing instructors familiar with the course, but not directly connected with the study; and eight students, who had taken the core course

the preceding quarter and achieved a high degree of excellence in their course work, served as pre-testers. Revisions were made according to the resulting suggestions.

Letters were written to the selected subjects. A class announcement and telephone calls were made to remind the subjects of the established date and time. The evaluative device was administered to the fifty subjects on a predetermined date. Each set of situations was numbered. Test (core) group members received sets numbered one through twenty-five; control (non-core) group members received sets numbered forty-one through sixty-six. Subjects reacted to the ten situations by individually creating and writing a one-sentence conceptual statement for each situation. After all subjects had completed the evaluation, cards containing statements from both groups were mixed together. They were then separated by situational number; that is, statements for situation number I were arranged together, etc., with no regard to group identification.

Three readers--the author, one of the core course instructors, and one textiles and clothing teacher who had helped with the formulation of the class and attended one quarters' presentations--were selected to analyze the data. Each reader read the fifty answers for each situation, a total of 500 conceptual statements. The reader's purpose was to determine, on the basis of the statements, whether the writer of that statement was a member of the test or control group. Readers recorded the identifying

numbers of those statements they believed to be in the specified group. This information was condensed to meaningful data by calculating the percentage of correct groupings of conceptual statements by each reader. The correct percentage was calculated for both the core (test) group and the non-core (control) group by each of the three readers for each situation. This procedure gave six percentages for each situation. To condense this information into one encompassing percentage, the mean of each group was calculated for each situation. Next, a mean per cent was obtained from these two averages, revealing one pertinent percentage for each situation--the percentage of correct groupings, by an average of the three readers, of the conceptual statements for each of the ten situations.

The ten situations were ranked according to this encompassing percentage, the higher percentage of correct groupings being the top ranking situations. Sixty-six per cent was established by a computing statistician specialist as the benchmark for deciding whether or not student's statements revealed a comparatively high degree of a conceptual framework of knowledge of subject matter content of the Textiles and Clothing Core Course. Percentage ranking of the situations was from 60 per cent to 79 per cent, with seven situations placing in the 66 per cent or above range. Three situations were below the benchmark of 66 per cent, ranging from 65 per cent to 60 per cent. Seven out of ten is a good indication of a conceptual

framework of knowledge as revealed by this particular device used for the evaluation of the Textiles and Clothing Core Course.

II. CONCLUSION

According to the data presented in the study, this particular type of evaluative device appears to have promise. Advantages of the device include the following: (1) content of the situations can be directed toward any subject matter emphasis, (2) responses can be in the form of one word, one sentence, or an essay paragraph, according to the desires of the author, (3) a minimum of time is required for administration. Disadvantages of the evaluative device include: (1) due to the nature of the device, it must be administered at the end of the course when students and instructors are limited on time, (2) no set standards have been established to guide the stating of situations, (3) situational grouping is time consuming for the readers, and (4) the device merely classified students according to their mastery of conceptual knowledge.

Additional use of this evaluative device should be preceded by further testing and improving of the wording and content of the situations. Perhaps two situations should be developed for each concept, in order for subjects to have an additional chance for evaluating their conceptual knowledge.

Grouping of statements could be performed by five readers, rather than three, so that a more significant percentage of the mean of the groupings could be determined.

If the two groups (control and test) could be randomly selected to provide a large pool, the respondents could be paired according to achievement and academic background. This pairing of respondents would enable the evaluator to interpret results in a more meaningful manner.

In accordance with the suggestion of a Learning Resource specialist, twenty-five subjects in each group, a total of fifty participants, seemed to be a fair sample from a class enrollment of sixty students. This number enabled a statistician to set an appropriate benchmark for the ranking of the situations. Should the class enrollment increase appreciably, a larger total number of participants would be desirable.

The author would recommend further exploration and testing of this evaluative device--situations based on subject matter content, evoking a one-sentence conceptual statement from the subjects--as a means of determining the extent of development of a conceptual framework of knowledge of course content.

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APPENDIX

THE UNIVERSITY OF TENNESSEE

College of Home Economics

Department of Textiles & Clothing

Dear

The staff of the College of Home Economics is constantly concerned with curriculum improvement. During the past several years, emphasis has been placed on the development of a core-type curriculum with one specific course in each department being required of all Home Economics students. Most of the core courses have been in existence for at least five quarters and the time has come for an evaluation.

Miss Katie May Varnell, graduate assistant of the Textiles and Clothing Core Course, 3410, has developed an evaluative device as part of her thesis. The device is a short answer test to be given to two groups of students--a test group and a control group. You have been selected to be a member of the test group if you wish to participate and we certainly hope you will.

As a member of the test group, would you please plan to meet on Wednesday, May 24, at 4:00, in room 104, in the Home Economics Building.

Your participation in this graduate study will be greatly appreciated. The study cannot be completed without you, the student in the test group. Please return the enclosed post card by return mail to us.

Sincerely,

Lura M. Odland
Dean, College of Home Economics

Katie May Varnell

AN EVALUATION OF THE TEXTILES AND CLOTHING CORE COURSE

The following situations are based on course content studied in the Textiles and Clothing Core Course, "Cultural and Functional Aspects of Textiles and Clothing." Read each situation carefully and state your interpretation of it in one sentence. Do not analyze the specific characters in the situation, for they are merely to serve as an example from which you can draw a general statement. This statement should be in the form of a one-sentence concept or generalization that you have learned as a result of studying the cultural, functional, and social psychological aspects of clothing. Number your answer according to the numbers assigned to each question. The following is an example of a situation and an example of a one-sentence statement.

EXAMPLE

Situation -

A group of 9th grade girls organized a basketball team. They played informally at a nearby recreation center with girls from other junior high schools who attended the center. A group decision of what they should wear while playing included gym suits, blue jeans, slacks, bermuda shorts, and shorts. They decided to wear bermuda shorts and white blouses. Jennifer owned each of the items mentioned except bermuda shorts. She would not play on the team until she persuaded her mother to buy her a pair of bermudas.

Statement -

An individual's need for group approval and belongingness may be met through conforming to the patterns of dress of one's peer group.

SITUATIONS

1. As an employee of the aluminum plant for four years, Harry had always worn slacks and a sport shirt to work. When he was promoted to foreman of the metalurgy division, he continued to wear the same type outfit, even though the other foremen wore suits. At first, the other foremen invited him to eat lunch and go on coffee breaks to the restaurant in town. But after a short time, they stopped extending the invitation.

2. Cindy B. was a psychology major at one of the large southern universities. The professor of one of her 400 series courses had been discussing some job opportunities in mental hospitals and suggested that the students visit such an institution if they were interested in a career working with mental patients. Cindy B. made an appointment with a worker at a nearby mental hospital who gave her a "grand tour" of the facilities. During the tour, her guide showed Cindy the large attractive display room where various types of clothing articles were on racks and shelves where patients could come and buy new garments. He related that most of the patients' reaction toward this new facility were very satisfactory.

3. As a secretary in the Foreign Student's Guidance Center at the university, Kimberly Ann had watched numerous foreign men and women as they sat waiting for Dr. Crups, who helped them obtain housing near the campus. Kimberly Ann noticed particularly the long restricting sari which most of the women from India wore--also the lovely though unusual color combinations in their costumes; their sleek long hair arranged in a knot; and the use of gold jewelry. She often wondered how soon the women would change over to the American way of dressing, for most of the men wore Western suits. One evening Kimberly Ann read an article in the paper that summarized one of Madam Ghandi's speeches about conditions in India, the traditional social role of women in India, and their way of life. This article gave her new insight regarding the Indian women.

4. State Patrolman Mr. Wally Wallace enjoyed working after office hours with youngsters in the Boy's Club in Philadelphia. He usually went directly to the club at 4:30, which gave him no time for a change of clothing. When he organized a volleyball game and played with the boys, Mr. Wallace realized that they were being partial to him, being careful not to smash the ball in his direction. One day, Wally happened to change from his uniform to slacks and sport shirt before the game started. During the game, he noticed that the boys were more carefree and accepted him more as one of the members of the team.

5. Marvella was the oldest daughter of a family of five children. Because of low economic conditions, she seldom had new, stylish garments. Marvella was unable to complete her high school education, but found a steady, although low-paying job as a waitress. After a period of time, she saved enough money to buy a new dress and a new pair of shoes at the local outlet store. She wore her new outfit for the first time on a date with Bob. As they walked around the park, she happily observed that even though her dress and shoes did not cost a great deal, she looked as attractive as the other women, many of whom were strolling through the park in more expensive garments.

6. Katherine and two of her friends decided to take a break from studying to visit the Craftsman's Fair in Gatlinburg. They walked through the numerous exhibits and eventually were attracted by the sight of an Indian woman weaving mats on a small hand loom. Around the walls of her booth were photographs of the various weaving techniques used from the time of the discovery of America to the present. As Katherine looked at the pictures, she thought of the similarity between those pictures and the processes she had observed in the textile mill her clothing class had recently toured.

7. Rhonda was writing a term paper on the subject, "Paper Fabrics and Fashions." She had found many references on the subject and became particularly interested in one article titled "World of Change." This article ended by stating that the "appeal of new products for young people has increased the possibility of disposable products." Various other statements within the article suggested that the newest fashion would be paper clothing since the typical, socially involved young American adult enjoyed new developments that provided convenience features.

8. Penelope received a notice of the first alumni reunion of her college class. While trying to decide whether or not to attend, she realized that the cost of flying to her alma mater and taking part in the various planned activities would create a financial strain on her budget. Also, she would not think of attending without purchasing a new outfit, for she felt it essential to be attractively dressed for this particular occasion. Penelope decided to accept the invitation, since she estimated that with careful, advance planning, she could manage to stretch her budget to include all of these items.

9. Gretchen worked three days a week, caring for Dr. and Mrs. Petcock's two children. Mrs. Petcock was particularly satisfied with Gretchen, for she not only was patient with the children, but she always wore clean, attractive garments. Gretchen was apparently proud of the fact that she could obtain these garments, for she frequently informed Mrs. Petcock about the variety of dresses in the basement of several department stores where she shopped. One evening, the bus drivers were on strike and Mrs. Petcock drove Gretchen to her home. When Gretchen showed Mrs. Petcock where she lived, Mrs. Petcock was completely surprised, for the house was a small, tin-covered, three room shelter, with no screens or curtains for the windows.

10. As a result of an automobile accident, Teresa Milo lost the use of her right leg. After being confined to a wheelchair six months, she gradually began walking with the aid of crutches. To help encourage her to reestablish her relationships with her friends, and to become more self-confident, Mrs. Milo ordered a catalogue of clothing designs made especially for handicapped children. As Teresa glanced through the catalogue, she was delighted to see that the styles looked just like the ones she had been wearing before her accident.