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Curriculum Response to an Evolving Society: An Analysis of Family and Consumer Sciences Education at Murray State University from 1928 to 2023

Lauren Ervin

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Murray State University Honors College

HONORS THESIS

Certificate of Approval

Curriculum Response to an Evolving Society: An Analysis of Family and Consumer Sciences

Education at Murray State University from 1928 to 2023

Lauren E. Ervin

May 2024

Approved to fulfill the
requirements of HON 437

Dr. Kemaly Parr, Department Chair
Adolescent, Career, and Special Education

Approved to fulfill the
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Diploma

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**Curriculum Response to an Evolving Society: An Analysis of Family and Consumer
Sciences Education at Murray State University from 1928 to 2023**

Submitted in partial fulfillment
of the requirements
for the Murray State University Honors Diploma

Lauren E. Ervin

November 2023

Abstract

This research aims to identify and explore the changes in the family and consumer sciences (FCS) education program at Murray State University from 1928, when the major was first offered, until 2023. The following questions were answered:

- What are the notable changes in Murray State University's FCS education program, involving curriculum, from 1928-2023?
- What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?
- How have the events in society and the FCS field influenced the FCS Education program at Murray State University?

The researcher noted the changes in the Murray State University FCS education curriculum in 20-year intervals, the overarching themes in the FCS field throughout history were identified, and the history, trends, and curriculum changes were synthesized to discover why the curriculum changes may have occurred to answer these questions.

By completing the method, the researcher discovered:

- Due to the diversification of the FCS field after the 1970s, there were fewer foods and nutrition courses and clothing and textiles courses.
- Food preservation courses were available in 1928 and 1948 because of experiences from wartime food rationing and preservation.
- A school lunch class was offered in the 1948 academic bulletin in response to the implementation of the National School Lunch Program in 1946.

- With the nationwide phase-out of home management houses, Murray State University replaced its Home Management Residence experience with a standard, lecture-based family resource management class.
- An equipment class emerged from 1948 until 1988 to address the need for instruction on maintaining and selecting household equipment and materials after household appliances became popular.
- Students were required to take a class involving educating students with disabilities beginning in the 1988 time frame due to the relevance of the issue and the implementation of legislation that required equal CTE for students with disabilities.
- CTE courses started being required in 2008, soon after the Carl D. Perkins Vocational and Applied Technology Act of 1998 was passed and introduced new verbiage as well as programs of study.

From these findings, the researcher concluded that the study's limitations include time constraints that affect the methodology and scope of the large study. Other limitations include the categorizing in the analysis method and a lack of prior research on similar topics. The researcher suggested topics for future research involving postsecondary FCS education programs and curricula.

Keywords: family and consumer sciences, FCS, CTE curriculum, home economics, home economics curriculum, postsecondary family and consumer sciences education, postsecondary FCS, history of FCS, history of home economics

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Definition of Terms

To understand this study, it is important to know the following baseline terms. The complexity of this study is understood better with these definitions. The following terms are operationally defined, meaning the definitions have adapted meanings for this research.

Career and Technical Education (CTE)

Formerly called industrial education, manual education, career education (Grubb & Lazerson, 1975, as cited in Gordon & Schultz, 2020), industrial arts, and vocational education, this term describes career-based education that prepares students for technical careers after graduation. This type of education is offered in high schools, magnet schools, area technology centers, career and technical centers, community colleges, and some four-year universities (Association for Career & Technical Education [ACTE], 2022). CTE includes sixteen career clusters, including subjects such as agriculture, family and consumer sciences, business and marketing, information technology, and more (ACTE, 2022). In this paper, CTE will be used to describe the high school curriculum.

Family and Consumer Sciences (FCS)

Formerly called “home economics” until 1994, this academic field focuses on subjects such as nutrition, culinary, interior design, fashion, wellness, human development, parenting, financial management, child development, and education to help individuals and families live well in today’s complex world (AAFCS, n.d.-b)

Curriculum Response to an Evolving Society: An Analysis of Family and Consumer Sciences Education at Murray State University from 1928 to 2023

On September 24, 1923, Murray State Normal School, now called Murray State University, opened its doors to start its first semester with the mission to train teachers to help solve the statewide teacher shortage (Woods, 1973). The first academic course bulletin from 1924 established that two home economics courses were available for college students to study, which could help them earn a teaching certificate (Murray et al. School [MSNS], 1924). In 1928, Murray State Normal School and Teachers College began offering home economics as a major for aspiring educators (Murray et al. School and Teachers College [MSNSTC], 1928). Since then, home economics, now called family and consumer sciences (FCS), has been offered as an education major. Hundreds of students have graduated from the FCS education program at Murray State, and these students have influenced lives across the country by teaching the subject.

Despite the excellence of Murray State University's FCS education department, there is limited research about the history of the college's program. Especially with the high turnover of FCS professors in the past decade at the university, it is important for current and future professors involved with the FCS education program to know and understand the program's history. This knowledge will help professionals understand the excellence of the past to plan for excellence in the future.

Furthermore, there needs to be more research regarding 21st-century postsecondary curriculum analysis for FCS education. It is important to reassess the curricula of postsecondary programs to ensure that future educators are adequately prepared in FCS content so they can teach effectively.

Rationale

To navigate these problems, the researcher aimed to identify and explore the changes in the FCS education program at Murray State University from 1928 to 2023. The changes in Murray State University's FCS education curriculum will be noted in 20-year intervals, and the overarching themes in the FCS field throughout history will be identified. Then, the field's history and Murray State University's curriculum changes will be synthesized to discover why the curriculum changes may have occurred. The following questions will be answered from this research study:

- What are the notable changes in Murray State University's FCS education department, involving curriculum, from 1928 to 2023?
- What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?
- How have the events in society and the FCS field influenced the FCS education program at Murray State University?

Scope

This study will analyze the curriculum of Murray State University's FCS education program from 1928 through 2023 to compare it to the historical events that may have influenced it. Significant events in American society will be analyzed to understand the role of FCS professionals in times of hardship, and the overarching trends in the FCS field will be identified by analyzing this history.

This research will not evaluate the effectiveness of the FCS education program at Murray State University, and it will not compare the university's programs to other postsecondary FCS programs. Furthermore, general FCS was a major at some points in Murray State's history, but

the program did not certify these students to teach in a classroom. Since it does not relate to teaching certification, this study will not analyze these general FCS majors.

Significance

This research is significant and relevant because it will provide specific history and analysis for current and future FCS students and educators at Murray State University who want to know about the legacy of their department. Furthermore, it can be a model research study for other postsecondary institutions that would like to analyze and preserve the legacy of their FCS departments. The study will begin filling research gaps in the FCS field by providing a unique analysis of postsecondary FCS education with context from the 21st century. This research study will also form baseline knowledge that could lead to future research relating to this topic involving postsecondary FCS education programs.

Structure

This paper will consist of a literature review to establish baseline knowledge of the topic, a methodology section, a results section, and a discussion session to describe the research completed, the findings of the research, and an application of the information. In the paper's conclusion, limitations and recommendations for future research will be included for future research relating to this topic.

Literature Review

This study aims to identify and explore the changes in the FCS education program at Murray State University from 1928, when the FCS education major was introduced, to 2023. These aims will be accomplished by noting the changes in the FCS education curriculum at Murray State University during the specific time frame and identifying the overarching themes in the broad FCS field throughout the same period. These items will later be synthesized in the discussions section of the paper to explore social currents that may have inspired the curriculum changes. This literature review will discuss the history of the broad FCS field, including influential professionals, related legislation, the field's response to events in American society, the redefinition of the field, and changes in American FCS curricula. This section will also discuss the history of Murray State University's general FCS department without analyzing the university's FCS curricula. The gaps in the existing research will be identified as well. This literature review will not include information about the similarities in curriculum between Murray State University and other institutions, and there will be limited information about prior research studies in the FCS field due to a lack of existing research on this specific topic.

History of FCS

Understanding the complexity of the FCS field, how it formed, and its topics and trends over the past 120 years is important to understand this study.

Influential Women for the Founding of a Profession

Many people helped establish the legacy of the FCS field, and two of those foundational leaders include Catharine Beecher and Ellen Swallow Richards.

Catharine Beecher (1800-1878), sister of Harriet Beecher Stowe, who wrote *Uncle Tom's Cabin*, published *A Treatise on Domestic Economy, for the Use of Young Ladies at Home, and at*

School in 1841. Many researchers, according to LaToya Johnson (2020), an FCS lecturer at South Carolina State University, mark the publication of this book as the beginning of the FCS field because it was the first textbook covering a wide range of topics about the inner workings of the household (Weigley, 1974). In her book, Beecher (1841) wrote about why domestic economy should be considered a separate discipline and be taught in schools. She introduced topics such as food selection, hygiene, child care, gardening, the multiple roles of family members, and maintenance to be integral skills for women to understand for daily living (Beecher, 1841). The idea of the everyday functions of the home being integral to American society was introduced in this book, and that significant claim was represented later in the FCS field (Beecher, 1841; Johnson, 2020). Later in her career, Catherine Beecher (1874) published her final book, *Educational Reminiscences and Suggestions*, which advocated for women to become educated in a profession that they can be passionate about because it is necessary for women to “secure an independent livelihood” (p. 202). In the book, she discussed how women deserve an education that teaches them how to be a housekeeper, wife, mother, and school teacher. However, she also stated that women deserve a career-aimed education if they desire it (Beecher, 1874). This book was popular and significantly impacted American society, which previously did not think of women as workers outside the household. Overall, Catharine Beecher influenced the FCS field by encouraging professionalism and methodology.

Ellen Swallow Richards (1842-1911) also pioneered the FCS field. Richards was a trailblazer in the field who was passionate about education for women, science, and the belief that the home was the central source of societal change (Stage, 1997). In 1868, Richards graduated from Vassar College with an undergraduate degree (Kato & Elias, 2015, as cited in Johnson, 2020). She became the first woman admitted into the new Massachusetts Institute of

Technology (MIT), where she studied chemistry and graduated at the top of her class in 1873 (Philippy, 2021; Stage, 1997). However, she was never recognized and never received her degree because of her gender (Kato & Elias, 2015, as cited in Johnson, 2020). After graduation, she wanted to earn her Ph.D. in chemistry from MIT, but the administration was wary of granting MIT's first Ph.D. in chemistry to a woman (Stage, 1997). However, that did not stop Richards from studying for her doctorate.

In 1876, she convinced the president of MIT to open a women's laboratory for chemistry on campus (Johnson, 2020; Philippy, 2021; Stage, 1997). Because the lab maintained the segregation of men and women, women could earn degrees at MIT after being taught by Richards (Stage, 1997). Women were allowed to integrate with men in the laboratory in 1883, so Richards was hired as an instructor of sanitary chemistry in the same year (Stage, 1997). In 1883, she published an article in the *New England Farmer* about domestic economy (Philippy, 2021). This article was her first publication directly related to the future field of FCS. In 1887, she published *Home Sanitation: A Manual for Housekeepers* with Marion Talbot (Philippy, 2021). After this publication, she wrote solely about home economics, food, sanitation, and nutrition and discussed how competence in these areas could improve living conditions for individuals (Philippy, 2021). However, this is just the beginning of Richards' contributions to the FCS field.

Forming the New Profession

As an MIT professor, Ellen Richards continued to conduct research and make waves in the not-yet-established FCS field. In the early 1890s, Richards gained financial support to help establish the first school lunch program in the country based in Boston, MA (Kato & Elias, 2015, as cited in Johnson, 2020). She also began sharing her research about food science and kitchen safety through demonstrations at the Columbian Exposition of 1893 at a model house, the

Rumford Kitchen Exhibit (Johnson, 2020). At this large exposition, a small group of middle-class clubwomen founded the National Household Economics Association. The goal of this group was to educate servants about ways they could improve their skills in housekeeping (Stage, 1997). While the National Household Economics Association would help spread knowledge of FCS subject matter, its mission did not align with Ellen Richards and her colleagues' goals for forming the new profession (Stage, 1997). Richards saw the future profession as an opportunity for a “career track for college-educated women,” not just an area of interest for homemakers or immigrant servants (Stage, 1997, p. 25). Therefore, Richards wanted to make an FCS organization that would reflect her vision, not that of the greater community (Stage, 1997).

At this time in history, in the 1890s, many public and private schools already offered FCS courses, and over thirty colleges offered this curriculum (Weigley, 1974). Adult women interested in improving their cooking, sewing, and home management skills would attend Chautauqua and lyceum sessions in their communities (Richardson, 2000; Weigley, 1974). These public lectures were popular in the 1890s. Despite all these learning opportunities, there was no body of literature or consensus involving the name of the subject matter that was being taught (Weigley, 1974). According to Emma Seifrit Weigley (1974), a nutrition professor, many schools had different names for the subject, including “domestic science, home science, household administration, household economics, household management, domestic economy,” and many more related titles (p. 83). Ellen Richards suggested the names “euthenics” as “the science of [the] controllable environment” and “oekology” as “the science of right living” (Richards, 1910; Stage, 1997). However, those two terms were never adopted. The lack of consistency for a name

caused Richards to set up a meeting of select interested parties to discuss the profession and its future.

In 1899, Richards invited eleven guests to meet in Lake Placid, NY, at Melvil and Annie Dewey's summer home (Philippy, 2021). These meetings continued until 1908 and were foundational for the FCS field (Philippy, 2021). During the first conference, the attendees discussed the need for a name for the profession. They chose the name "home economics" so the field would be considered a "distinct section of the general subject of economics" (American et al. Association [AHEA], 1901, pp. 4-5). Furthermore, home economics sounded more logical to incorporate in the college curriculum versus "household arts," a widely suggested name (AHEA, 1901, p. 5). Before this meeting, Richards advocated for establishing FCS curricula in colleges. However, many colleges declined because they believed sewing, housekeeping, and cookery were not serious or rigorous enough to train intelligent women (Stage, 1997).

Additionally, the attendees named home economics differently for different audiences. "Domestic economy" was to be used in lessons for younger students, and "domestic science" would be used for high school curricula, usually involving food science, house sanitation, and scientific methods (AHEA, 1901, p 5). "Household economics" or "home economics" would be used for college courses (AHEA, 1901, p. 5).

On December 31, 1908, the Teaching Section, which served as a committee of the Lake Placid Conference, was called to order at 10:00 a.m. to discuss creating a professional organization for the new home economics field (AHEA, 1909). At 2:45 that afternoon, the first meeting of the American Home Economics Association was held. After years of planning for the creation of an association beginning in 1906, the American Home Economics Association (1909) was formed with the mission to improve the "living conditions in the home, the institutional

household and the community” (p. 1). It welcomed all home economics professionals and concerned parties, such as teachers, students, housekeepers, and professional workers in related fields (AHEA, 1909). The committee indicated one of the association's main goals would be to publish a professional journal that would inform members of research along with editorials, theoretical frameworks, reviews of other publications, and much more (AHEA, 1909). This journal was first published in February 1909 and was named the *Journal of Home Economics* (AHEA, 1909). This journal still exists as the *Journal of Family & Consumer Sciences* and is one of the main outlets for FCS research.

Since 1909, more academic publications have been established, including the *Family & Consumer Sciences Research Journal*, also published by the American Association of Family & Consumer Sciences (AAFCS) in partnership with Wiley Online Library (AAFCS, n.d.-c). It has been published and edited by AAFCS since 1972 and continues to be a relevant source for FCS information and research (AAFCS, n.d.-c). As of 2023, additional FCS-specific journals exist, including the *International Journal of Home Economics*, published since 2008 (International Federation of Home Economics, n.d.), the *Journal of Family and Consumer Sciences Education*, published since 1983 (“About the Journal,” n.d.) and the *Journal of the National Extension Association of Family & Consumer Sciences*.

Key Legislation

FCS Education is the profession it is today with the influence of state and federal legislation. Much of the legislation impacting FCS provides funding for its programs in postsecondary and secondary schools.

Morrill Acts of 1862 and 1890. The federal government passed the Morrill Acts of 1863 and 1890 to encourage postsecondary career and technical education (CTE), formerly called

vocational education, across America. On July 2, 1862, the first Morrill Act was passed and allowed states to establish public colleges “funded by the development or sale of associated federal land grants” (National Archives and Record Administration (NARA), 2022, para. 1). The Morrill Act was the first form of “federal aid to higher education” (NARA, 2022, para. 4), and it aimed to incorporate agriculture and the mechanic arts to college curricula (NARA, 2022). Essentially, the federal government granted 30,000 acres of public land to each state (NARA, 2022). The state government would decide to use the land by selling it to accumulate funds or by using the land as a construction site for a land-grant university (NARA, 2022). Over 10 million acres of land provided by the Morrill Act was land unfairly acquired from the confiscation of Native American tribal lands (NARA, 2022). The funds earned through selling the land were used by some states to create new schools, and other states used the money to establish schools of agriculture and mechanic arts (A&M colleges) at existing colleges (The Editors of Encyclopedia Britannica, 2019).

LaToya N. Johnson (2020) wrote that the Morrill Act of 1862 also funded programs to teach agricultural, industrial, and domestic economies. (Kato, 2015). According to Weigley (1974), many of these land-grant colleges taught home economics courses to appeal to female students, increasing their enrollment. Starting in 1872, many land-grant colleges, such as Iowa State Agriculture College, Kansas Agriculture College, and Illinois Industrial University, began offering family and consumer sciences classes (Weigley, 1974). Various urban schools in the Eastern United States emerged to parallel these Western schools. The New York Cooking School opened in 1876, and the Boston Cooking School was established shortly after (Weigley, 1974). In 1890, the federal government enacted the Second Morrill Act (National Association of Public and Land-Grant Universities [APLU]). It required states to prove that “race or color was not an

admissions criterion” when admitting students to their land-grant colleges (APLU, 2012, p. 4). The act allowed states to either integrate people of color into their existing land-grant institutions or establish new, separate colleges for people of color to receive funding (APLU, 2012). The Morrill Acts were important because they implemented the first FCS classes, even though the field was not yet established (Johnson, 2020). Overall, this legislation gave citizens affordable opportunities for higher education in agriculture, the mechanic arts, FCS, and military science.

Smith-Lever Act of 1914. The Smith-Lever Act of 1914 established cooperative extension services federally funded by the United States Department of Agriculture (USDA) that branched from each land-grant institution (National Institute of Food and Agriculture [NIFA], n.d.). For example, the University of Kentucky and Kentucky State University are the two land-grant colleges offering cooperative extension services for Kentucky. These cooperative extension service programs hired professionals, called agents, to educate their communities about developments in the fields of agriculture, FCS, and related subjects (APLU, 2012). The cooperative extension service program also helped spread information among agents about current research and information active in each field (NIFA, n. d). These programs will soon reach their 110th anniversary, as they remain active in their communities today.

Smith-Hughes Act of 1917. The Smith-Hughes Act of 1917, also known as the National Vocational Education Act, was the first federal legislation that funded secondary and postsecondary CTE. Like the Smith-Lever Act, the Smith-Hughes Act explicitly defined home economics as a sector of CTE rather than general education (Kato, 2015). This act provided substantive federal funding that states would match to expand CTE programs, including agriculture, industrial arts, and FCS (Steffes, 2014). This act also required forms of accountability to ensure programs were teaching students industry-ready skills with completion

and accuracy. As Alvin E. Dodd (1917), the 1917 Secretary for the National Society for the Promotion of Industrial Education, wrote in *The Journal of Home Economics*, the Smith-Hughes Act made “the payment of national aid contingent upon the work done meeting the approval of the government authorities” (p. 445). Additionally, student teaching for teacher certification became mandatory, and the act widened the scope of FCS because legislators desired more skills for women to enter the industry successfully rather than being homemakers (Blankenship & Moerchen, 1979).

Wartime Legislation. After World War I ended in 1918, the United States experienced an economic boom. The George-Reed Act of 1929 established more funding for FCS education and agricultural education programs, and that funding would increase annually for five years (Blankenship & Moerchen, 1979). This act helped update appliances and equipment used in the FCS classroom after World War I, and this legislation increased the funding allocated to rural schools. However, the Great Depression started at this time, so the funding could not be distributed during the last two years of the funding period (Blankenship & Morechen, 1979). When the George-Reed Act of 1929 was implemented, home economics and agriculture programs increased enrollment during the first two years until the funding was not increased anymore (Blankenship & Morechen, 1979).

The George-Ellzey replaced the George-Reed Act in 1934 (Blankenship & Morechen, 1979). This act provided three million dollars in federal funding to FCS education and agriculture for three years. Enrollments were immediately noticeable after this act was passed because the agriculture and FCS industries were as active as before (Hawkins et al., 1951, as cited in Blankenship & Morechen, 1979). Resource management and farming were more important than ever.

Two years later, in 1936, the George-Deen Act was passed to replace the George-Ellzey Act of 1934. This legislation increased the funding for trade and industry education, FCS education, and agriculture education (Blankenship & Moerchen, 1979). Congress would give \$14 million annually to CTE, the US Office of Education, teacher education, and training for marketing occupations (Association for Career & Technical Education [ACTE], 2021; Blankenship & Moerchen, 1979).

In 1946, the federal funding for CTE reached 29 million dollars annually, fifteen million dollars more than the amount from the George-Deen Act (ACTE, 2021). The legislation that implemented this, the George-Barden Act of 1946, was implemented to aid in the nation's reconstruction after World War II, which began in 1941 (Blankenship & Moerchen, 1979). One purpose of this legislation was to train veterans in skilled trades and help women who returned to the home as full-time homemakers (Blankenship & Moerchen, 1979). The George-Barden Act also adjusted spending limits for equipment in CTE programs and allowed for equipment rentals. Since funding became limited during World War II, many programs had outdated equipment (Blankenship & Moerchen, 1979). This legislation helped pay for updated supplies for CTE programs. The act also allocated money for two agriculture career and technical student organizations (CTSOs), Future Farmers of America and the New Farmers of America (ACTE, 2021).

Vocational Education Act of 1963. In 1961, President John F. Kennedy called for a panel of professionals to collect data and research the United States' needs in vocational education and how current programs could be improved (US Department of Health, Education, and Welfare [DHEW], 1965). The panel found that, overall, the expected high demand for jobs in the industrial and trade, health science, FCS, business, and agriculture industries would be

unmanageable if the federal government did not change anything about vocational education (DHEW, 1965). The United States was experiencing technological advancements and a push for higher education at the time that changed vocational education from what it was before. There was an increased need for workers in professions that required specific skills, and unskilled workers could not find entry-level jobs (Blankenship & Moerchen, 1979). The Vocational Education Act of 1963 addressed the lack of training in these industries by authorizing a “permanent program” and funds for two four-year programs (DHEW, 1965). The “permanent program” related specifically to high schools, and this statute created area schools that offered vocational education programs to a specific area of each state (DHEW, 1965). For example, there would be an area school in a specific state region. Individuals from the counties surrounding the school would attend it to learn vocational skills they could eventually use in their desired profession. For the four-year programs, the United States wanted to attempt to keep students in school long enough to prepare them for the workforce (DHEW, 1965). One reason why students were unable to attend school was due to finances, so the Vocational Education Act of 1963 created the work-study program (DHEW, 1965). This program ensured part-time employment for students while they were educated (DHEW, 1965). The statute also established experimental residential vocational schools for students who live in slums or areas where it is extremely difficult to obtain an education (DHEW, 1965). These schools provided room, board, and other needs for the students while they received their vocational education (DHEW, 1965).

The Vocational Education Act of 1963 was pivotal in the CTE field, but it also impacted FCS education. Not only did it increase funding for FCS programs, but it also increased enrollment in FCS classes (Paulter, 1999, as cited in Johnson, 2020). The act launched a push for FCS programs to offer career-specific skills in the FCS field. Before 1963, programs would

prepare students to become homemakers and housekeepers, but because the funding would only apply to occupations in FCS, FCS teachers had to adapt their curriculum. This funding formed two different FCS programs: “home economics for useful employment” and home economics that prepared for FCS careers, later called vocational home economics (Blankenship & Moerchen, 1979, p. 56).

In 1968 and 1976, additional amendments to the Vocational Education Act of 1963 were added as a response to committees that reassessed the needs of vocational education. Committee members and interested parties had concerns about diversity in careers and economic hardship due to inflation (Blankenship & Moerchen, 1977). These amendments addressed these needs by limiting funding for the maintenance of CTE programs and prioritizing inclusion in CTE programs for those with disabilities, low socio-economic groups, and minorities (Blankenship & Moerchen, 1977). Support services were given to those training for non-traditional careers for their sex, and women were supported for their nontraditional careers by having daycare services on their school campuses (Blankenship & Moerchen, 1977). This opportunity was beneficial to FCS students because the daycare services allowed FCS students to gain hands-on training with children in their child development classes (Johnson, 2020).

Carl D. Perkins Vocational Education Act of 1984. The Carl D. Perkins Vocational Education Act of 1984 modified the Vocational Education Act of 1963 and replaced the amendments of 1968 and 1976 (Gordon & Schultz, 2020). This act was significant because it changed the primary focus of CTE funding from program expansion to program advancement and improvement (Gordon & Schultz, 2020; Paulter, 1999, as cited in Johnson, 2020). The act intended to make adult education more accessible and to help improve and prepare skills for an effective labor force (Gordon & Schultz, 2020). This legislation also included information about

the accessibility of CTE for students with disabilities. It was established that these students had the right to have equal access to CTE courses and activities (National Association of Special Education Teachers, 2023). Furthermore, This act also gave states access to certified career counselors who helped students plan their careers and make decisions for the future (Paulter, 1999, as cited in Johnson, 2020).

Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 was a reauthorization of the Carl D. Perkins Vocational Education Act of 1984. This new act transformed CTE by creating a distinct relationship between work readiness and academic achievement, justifying that students need the combined critical thinking of vocational and academic skills to work in an advanced global society (Gordon & Schultz, 2020; Wirt, 1991). This act, also known as Perkins II, established the new Tech Prep program to ensure academic subjects were being infused into the CTE curriculum (Gordon & Schultz, 2020). This program allowed students to take a combination of postsecondary courses, whether in CTE or another subject, and academic subjects to begin obtaining an associate degree, baccalaureate degree, or professional certificate (Beaumont, 1996). A common model for Tech Prep was when students completed college courses in their last two years of high school and then transferred to a postsecondary institution or apprenticeship partnered with the Tech Prep program (Beaumont, 1996). Through Tech Prep, the 1990 act helped create an environment in schools where CTE students, programs, and teachers were not isolated from the rest of the school (Gordon & Schultz, 2020). This act also changed how CTE programs were funded. Instead of giving an allotment of money to the state board of education to distribute, the national government gave money directly to schools and made those decisions independently (Gordon & Schultz, 2020). Many state governments did not

support this decision because they felt it undermined their authority (Swanson, 1991, as cited in Gordon & Schultz, 2020). However, this was done because the United States government wanted to ensure that most funding went toward impoverished students and schools (Wirt, 1991).

Carl D. Perkins Vocational and Applied Technology Act of 1998. Carl D. Perkins Vocational and Applied Technology Act of 1998 was enacted in 1999, and it reauthorized the 1990 act of the same name. In this reauthorization, states regained control of distributing funds to local education agencies, which include schools, adult education centers, and postsecondary institutions (Gordon & Schultz, 2020). Money was further set aside for disadvantaged communities, including tribal schools and colleges (Skinner, 2006). A new accountability system was introduced, which ensured that states had performance measures established to gain data on program effectiveness (Gordon & Schultz, 2020). This act also continued to support Tech Prep for the training and transitioning of students to specialized careers (Gordon & Schultz, 2020). Essentially, this act was similar to the 1990 act except for the reallocation of federal funds to different categories (Gordon & Schultz, 2020).

Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Carl D. Perkins Career and Technical Education Improvement Act of 2006, also called Perkins IV, was another amendment to the previous Vocational and Applied Technology Act of 1998 (Dortch, 2014). With this 2006 legislation, one of the largest changes was the vocabulary change from vocational education to CTE (Johnson, 2020). CTE had been used for a while before this act was passed, but the legislation was the first to include CTE verbiage (Threton, 2007). According to Mark. D. Threton (2007), an instructor in workforce education and development at Pennsylvania State University, stated that the main goals of the act were to enact responsiveness to the economy and create a definite accountability statement about the

requirement for teachers to integrate academics with their CTE standards. Therefore, this legislation introduced programs of studies (Johnson, 2020). These programs of studies identified a sequence of classes that needed to be taken to earn an industry-recognized degree, certificate, or credential (Dortch, 2014; Johnson, 2020). Because a credential was to be earned at the end of the program of study, it made accountability measures clearer to track.

Regarding funding, the act maintained the Tech Prep program by providing funding, but the program was terminated from federal funding in May 2011 (National Immigration Forum, 2018).

Strengthening Career and Technical Education for the 21st Century Act.

Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V, was a reauthorization of the Carl D. Perkins Career and Technical Improvement Act of 2006. In 2018, this legislation was signed into law (Gordon & Schultz, 2020). This legislation allowed states to set and measure their own school accountability (Alliance for Excellent Education, 2018). The act also introduced work-based learning, which provides the application of CTE skills in the workplace (US Department of Education, n.d.). Work-based learning can take many forms, such as internships, apprenticeships, cooperative education, school-based enterprises, and more (US Department of Education, n.d.). This legislation also changed accountability data to reflect students who are considered CTE concentrators, including students who have completed two or more courses in a program of study (Alliance for Excellent Education, 2018). The act also requires states to progress toward providing CTE training to students of minority groups, low-income households, English language learners, and students with disabilities (Alliance for Excellent Education, 2018).

FCS' Response to Notable Times in American History

It is unique that the FCS profession is relevant no matter the circumstances. As society changes, the FCS field changes with it. FCS prides itself on being the “people-centered sciences,” so it is expected that the field would adapt to significant times in American history to tailor to the country’s needs (American Association of Family and Consumer Sciences, n.d.).

Times of War. FCS professionals played an integral role in America during the First World War from 1914 to 1918. Many FCS professionals taught about food conservation methods during this war since the USDA encouraged a voluntary food conservation program (Goldstein, 2012). During the war, American homemakers were encouraged to conserve as much food as possible so that food could be provided to the United States military and its allies, who were enduring a famine in Europe (NARA, 2019). FCS professionals taught consumers and homemakers about the “gospel of the clean plate,” which encouraged limitations on the consumption of wheat, meat, sugar, and fats (Goldstein, 2012; NARA, 2019). Other professionals, specifically Mary Schenck Woolman, an FCS professor and author, used her textile specialty to become a textile specialist in Massachusetts under the War Emergency Fund provided by the USDA (Goldstein, 2012). In this role, Woolman taught consumers about textiles and choosing the best ones when purchasing or making clothing (Goldstein, 2012).

During World War II (1939-1945), food conservation was, once again, an area of concern for FCS professionals. Food rationing became mandatory in 1942 after President Franklin Delano Roosevelt signed the Emergency Price Control Act into law (National Women’s History Museum (NWHM), 2017). All American citizens, including children, women, and men, were given points for the food rationing system (NWHM, 2017). Families would use these points monthly to purchase rationed foods such as fish, meat, dairy, sugar, canned food, coffee, cheese,

and dried foods (NWHM, 2017). FCS professionals played an integral role in educating the public about ways to eat healthily on a budget and with minimal food. Many FCS professionals published cookbooks with recipes that used little to no ingredients acquired through rationing. The USDA Extension Services also hired FCS professionals to teach rural communities about canning and food preservation (NWHM, 2017). FCS extension agents would provide demonstrations to rural homemakers to inform them about the preservation methods aiding others during the war. The presence of FCS professionals during World War I and World War II not only made survival during the wars feasible but also legitimized the FCS profession for legislators and community members (Dreilinger, 2021).

Economic Adjustments. The United States experienced multiple economic booms and recessions during its history. During significant times of prosperity and hardship, FCS has influenced the nation's perseverance.

During the Great Depression from 1929 to 1939, FCS professionals helped consumers and homemakers develop skills in resource management. One way they did this was to help Americans find affordable and nutritious meals. For example, researchers at Cornell University created a fortified cornmeal, dried milk, and salt mixture called "Milkorno" (Dreilinger, 2021). First Lady Eleanor Roosevelt advocated for FCS, spreading awareness of Milkorno to help impoverished citizens (Dreilinger, 2021). Roosevelt believed in FCS education's influence so much that she wrote an FCS book, *It's Up to the Women* (Dreilinger, 2021). In this book, Roosevelt discussed how women would win the depression, just like former President Herbert Hoover declared that food would win the war during World War I (Dreilinger, 2021). This empowerment further fueled FCS professionals' drive to endure the Great Depression.

Additionally, those with FCS backgrounds were active and eager to help the country during the Great Depression, even though they were not necessarily professionals. For example, Cooperative Extension Services' homemakers clubs educated women to independently do laborious household tasks so they would not need to hire anyone to do them (Dreilinger, 2021). Also, FCS students nationwide would make clothing from donated fabric for those in need (Dreilinger, 2021).

Even more, FCS professionals were involved in legislative advocacy. Establishing school lunch programs was one of the FCS field's most significant contributions during the Great Depression. While school lunch programs were suggested and implemented before, the programs were not established across the country (Dreilinger, 2021). FCS professionals advocated for school lunch programs to prevent malnourishment in children. Once Franklin D. Roosevelt was sworn into office, he implemented funding for school lunches and a program for farming surplus to be donated to schools (Dreilinger, 2021; Rude, 2016). This action not only helped children's nutrition but also increased profit for farmers and created jobs (Rude, 2016). Eventually, in 1946, President Harry S. Truman signed the National School Lunch Act into law. Without the influence of FCS professionals and its supporters, the Great Depression could have been much more unbearable.

Economic Boom after WWII. A time of prosperity in America's history was the Post-World War II Boom. After World War II, veterans returned to the States, returning to their industrial jobs and their wives (Dreilinger, 2021). Anticipating the veterans' return, many women resigned from the factory jobs they held while assisting with the war effort (History.com Editors, 2019). These women could return to their homes as homemakers while their husbands, who just returned home, refilled the newly-opened jobs (Dreilinger, 2021).

The homecoming of veterans did not go unnoticed. Marriage rates soared in the 1950s, and a baby boom began in 1946 when many babies were born (History.com Editors, 2019). Since more people were having children, FCS shifted its focus from cooking and sewing to analyzing family dynamics. By combining child psychology with the subjects of relationships and people, FCS professionals made the new topic, “family-life education” (Dreilinger, 2021, p.135). FCS professionals created this subject because of the movement in the FCS field that claimed a woman’s main job was to manage the home, and if a career created a barrier for a woman to be a homemaker successfully, then she needed to resign (Dreilinger, 2021; History.com Editors, 2019).

Furthermore, the emergence of new technology occurred after World War II because companies that used their factories to produce military equipment transitioned to a consumer market, continuing to utilize their high-tech technology (Pruitt, 2023). In a 1946 volume of the *Journal of Home Economics*, FCS professional Arnold E. Barager discussed how women needed updated household appliances, and there was an influx of home equipment being produced from large factories (Barager, 1946). Barager provided a guide for homemakers to help them select effective equipment that could save them time as they balanced being a homemaker and, potentially, having a full-time job (Barager, 1946).

Diversity and Inclusion. When FCS was established in 1909, gender roles ruled the country. Women began to experience the world outside the home during the war efforts when they were called to work in factories. However, once the World War II veterans returned, women were encouraged to resume their former occupations as homemakers (History.com Editors, 2019). With the baby boom in the 1950s and 60s, it was understandable why women wanted to stay home to raise their children, but many women started to realize that they were as capable as

men of being successful in the workforce (AHEA, 1973b). In the early 1970s, during the Women's Liberation Movement, FCS professionals began to address the feminist perspective.

Many FCS professionals at the time did not see their education as being degrading, and they did not realize the perspective of other women (Dreilinger, 2021). In 1971, Robin Morgan, a former child actress, spoke to the American Home Economics Association and talked to its members, saying that she was there to address "the enemy" that is the home economics curriculum. (AHEA, 1973b, p. 13). Morgan stated, "You're getting [female students] ready for [being a homemaker]. And you are working against everything in her that might want to be something else" (AHEA, 1973b, p. 13). In response to this eye-opening speech, AHEA formed the Women's Role Committee. In the transcript of September 1972's committee meeting, it reports that Susan F. Weis, an FCS education professor, stated, "We teach one lifestyle, and we ourselves practice another lifestyle" (AHEA, 1973b, p. 11). The committee discussed their roles in forming the traditional role of the woman and realized that the curriculum needed to be changed to adapt to the new perspectives of men and women (AHEA, 1973b). In the following years, AHEA members met to reevaluate their future goals for the profession to make them more timely.

On another note, FCS had a unique approach to inclusion and the civil rights movement throughout its history. In the late 1800s, FCS courses were offered in many southern African-American schools and colleges (Ralston, 1978). These programs were run to train domestic servants to work in Caucasian homes. (Anderson, 1973, as cited in Ralston, 1978). African American FCS professionals were not included in the Lake Placid conferences and were not allowed to be members of their state affiliates of the American Home Economics Association (Ralston, 1978; White, 1942). Because of the lack of leadership opportunities, the idea was

proposed that black professionals create their own FCS professional organization, but that recommendation was turned down because southern Caucasian associations were hesitant that it would cause double representation in their states (Ralston, 1978; White, 1942). However, the Committee on Co-operation with Southern Negro Home Economics Workers was formed in 1942 and continued searching to find a way to involve African-American professionals in AHEA (Ralston, 1978). By 1944, African-American professionals could join the national AHEA association as members-at-large if they were not permitted to join their state associations (White, 1944). Desegregation of AHEA state associations did not occur until the 1960s, when the federal civil rights legislation passed, and segregation was eradicated (Ralston, 1978). At this point, many African Americans were becoming more involved in the profession and professional organizations as teachers and researchers (Ralston, 1978). There was a large increase in articles about or written by black FCS professionals, showing increased respect for African-American professionals (Ralston, 1978).

On the secondary level, black high school students were prohibited from joining the Future Homemakers of America (FHA), now called Family, Career and Community Leaders of America (FCCLA) (Dreilinger, 2021). Therefore, the New Homemakers of America was established the same year as FHA (“New Homemakers,” 2018). These organizations were formed to create a national student organization that “aimed at preparing today’s students to be tomorrow’s leaders in the home and workplace” (FCCLA, n.d., para. 3). The two organizations combined in 1965 because the Civil Rights Act allowed the government to withhold funding from entities that did not follow the desegregation order (Dreilinger, 2021). Oddly, the merger of these two organizations was not advertised in the FHA and NHA magazines or the *Journal of Home Economics* (Dreilinger, 2021).

Health and Sanitation. From its inception, FCS has helped guide safety and sanitation guidelines. Ellen Richards, founder of AHEA, was a chemist who experimented with sewer, water, and air sanitation in the late 1800s (Hunt, 1912). Richards and her students at MIT performed a water-quality survey of Massachusetts' inland bodies of water and found they were polluted with sewage and industrial waste (American Chemical Society, n.d). This event drove professionals to later establish the "state water-quality standards" in the United States (American Chemical Society, n.d, Pioneering Sanitation Engineering).

FCS professionals focused on the sanitation and cleanliness of the home in 1916 at the Iowa State College of Agriculture and the Mechanic Arts (ISC A&M) Agricultural Extension Department of Home Economics (ISC A&M, 1916). The college wrote Home Economics Bulletin No.5, Public and Home Sanitation. This series educated members in the community about public and personal health that could impact the wellness of others and their families (ISC A&M, 1916). Since then, FCS has provided updated resources about food preservation, food safety and sanitation, and cleanliness (AAFCS, n.d.-d) throughout times of prosperity and hardship.

During the COVID-19 pandemic, FCS professionals were proactive in helping community members prevent their likelihood of infection. FCS professionals encouraged the public to quarantine in their homes and adapt to the challenging times (Ogden, 2020). Jackie Ogden (2020), the American Association of Family and Consumer Sciences (AAFCS) 2019-2020 President, wrote about how the relevance of FCS was emphasized during the pandemic and that FCS professionals were quick to establish online virtual communities to share resources and information regarding adaptations required by COVID-19. For example, many teachers and extension agents faced the challenge of learning how to teach their audiences online

(Ogden, 2020). Through online platforms provided through AAFCS and other social media, professionals were able to continue teaching their audiences research-based information about financial management, affordable meals, and social-emotional wellness (Ogden, 2020).

In her article, “COVID-19: Home has Never Been More Important,” AAFCS Chief Executive Officer Carolyn W. Jackson, CFCS (2020) praised FCS professionals for their adaptability during the pandemic and highlighted a way FCS professionals were making a significant impact - through the creation of reusable masks. According to a study performed by Leading, Engaging, Advocating, Developing Family & Consumer Sciences Education (LEAD FCS Education, n.d.) that surveyed 1000 FCS teachers, “FCS teachers made or helped students make almost 50,000 masks.” This impact assisted those who could not afford reusable masks to obtain them and save medical masks for those in the medical industry. The professionals’ initiative to sew masks was a small way FCS professionals helped the community function during the COVID-19 pandemic.

Redefining the Profession

To stay relevant to society’s needs, the FCS field has had to adapt, change, and grow to address the community's needs.

Lake Placid Conference of 1973. Between 1909 and the early 1970s, society and its needs changed drastically. Technology was prevalent, many appliances were invented to simplify household tasks, and gender roles were adapted and changed to cater to a more developed society. Because of these drastic changes, FCS professionals returned to Lake Placid to have an eleventh conference and assess current trends and the future directions of FCS (AHEA, 1973a).

In the “Summary of Group Discussions” in the conference’s proceedings, AHEA (1973a) recorded that the eleventh Lake Placid Conference held “small, informal discussion groups” to

brainstorm how to maintain or change the profession to meet people's timely needs (AHEA, 1973a, p.5). Some discussed topics include changing the profession's name, a new definition for the field, and the need for research that proved FCS education was essential in individuals' lives (AHEA, 1973a).

After thought-provoking conversations for two days at the conference, 234 AHEA members completed a survey that measured professionals' thoughts about the future of the FCS profession (AHEA, 1973a). Most conference attendees, 127 of 234, agreed that it was important for AHEA to hire a professional to represent FCS politically who would initiate supportive legislation (AHEA, 1973a). There was also support for a body of knowledge for the FCS field so that professionals could standardize the core beliefs of FCS (AHEA, 1973a). One question in the survey asked attendees about which social issues and concerns FCS should place as a priority topic for professional attention (AHEA, 1973a). The selected topics included resource conservation/energy crisis, child development/childcare, and family planning/population control/abortion (AHEA, 1973a).

After this conference, topics emerged that proved people's response to the eleventh Lake Placid Conference. There was an increase in research and research application, and the field became more career-focused (Kato & Elias, 2015). Furthermore, specialization of FCS topics emerged. Majors in consumer economics, dietetics and nutrition, family studies, interior design, and child development were just some of the higher education programs that emerged so that career-bound women would find specific careers that appealed to them (Kato & Elias, 2015).

From Home Economics to FCS. As time continued, so did the emergence of technology. In the 1980s and 1990s, the World Wide Web appeared, as well as access to computers, cell phones, and credit cards (Katon & Elias, 2015). By this time, the term "home

economics” had a negative connotation that implied the field was for women who wanted to be housewives (Kato & Elias, 2015). The field changed its name from “home economics” to FCS to maintain and restore its former professional identity while establishing that students can specialize in specific programs like dietetics or fashion design (Kato & Elias, 2015). To prepare for the new century, FCS professionals wanted to change the field's name.

In 1993, a three-day meeting was held to decide what the new name of the profession would be in Scottsdale, AZ (Simerly et al., 2000). This conference, also known as the Scottsdale Initiative, had representatives from AHEA, the Association of Administrators of Home Economics, the National Council of Administrators of Home Economics, the National Association of Extension Home Economists, and the Home Economics Division of the American Vocational Association (Simerly et al., 2000). This task force’s duty was to affirm “the profession’s mission and [to generate] an identity statement that “... states what the field is about” (Simerly et al., 2000, p. 77). The task force was also assigned to define the scope and breadth of the profession’s content and knowledge and affirm “or recommend a new name for the field” (Simerly et al., 2000, p. 77). The task force gathered data from professionals in their respective organizations to consider their input for the tasks (Simerly et al., 2000, p.77). Together, the team created “A Conceptual Framework for the 21st Century,” a report outlining their suggestions, beliefs, and processes for the study (Simerly et al., 2000). After a long discussion, the task force narrowed the profession’s name to two options. When choosing between the names “human environmental sciences” and “family and consumer sciences,” 76% of committee members chose “family and consumer sciences” to represent the new name for the profession (Simerly et al., 2000, p. 78). 23% of the task force’s members preferred the name to stay as “home economics” (Simerly et al., 2000, p. 79).

After this meeting, four of the five FCS professional organizations represented on the task force changed their names to reflect the new name of the profession in 1994 (Simerly et al., 2000). Because the name changes of the organizations actually happened in 1994, that is when many professionals recognize the date of the name change. The only organization not to adopt a new name was the Association of Administrators of Home Economics, which later changed to the Association of Administrators of Human Sciences because this specific organization thought human sciences was a more inclusive term for the profession (Simerly et al., 2000). Also, this organization represented administrators at state and land-grant colleges, and at this point in time, many colleges and universities already changed the names of their FCS programs to reflect a more professional degree since home economics had a negative connotation (Simerly et al., 2000). Therefore, universities and colleges would change their department names to include FCS when and if possible (Simerly et al., 2000).

In the future, FCS would face challenges with recognition because the name change was not well known. Therefore, many Americans assumed the field disappeared even though it actually never left. Danielle Dreilinger (2021), author of *The Secret History of Home Economics: How Trailblazing Women Harnessed the Power of Home and Changed the Way We Live*, wrote that when she would tell thousands of people about the book she was writing, many people would tell her that they wished home economics would return to schools. Little did they know that home economics changed its name to FCS and is still taught in schools today. According to AAFCS (n.d.-a), there are about five million FCS students in United States high schools. However, people do not recognize its existence, meaning the name change was not marketed successfully. As Rima D. Apple (2015) wrote in her chapter of *Remaking Home Economics*, “Home Economics in the Twentieth Century: A Case of Lost Identity?” all that many people

know about FCS is their experience when taking those classes. Many people solely remember their involvement in cooking or sewing versus learning about dietetics or the different types of family structures (Apple, 2015). Those people who took those traditional classes in the past no longer recognize the subject because FCS has industrialized over the years. The traditional memory of FCS classes also perpetuates the paradigm that FCS still follows a traditional structure rather than preparing people for careers (Apple, 2015). FCS professionals consistently debate how to make FCS recognizable, but they have been unsuccessful in this mission.

Murray State University FCS History

Since 1924, Murray State University, then called Murray State Normal School, FCS classes have been offered in its general curriculum (Woods, 1973). With few elective courses, Murray State Normal School saw the value in FCS and set to include it in its curriculum. Since then, FCS has continued educating Murray State students about real-world skills and how the field is integrated into every aspect of life.

The Creation of a University

In the fall of 1921, the Educational Commission of the General Assembly announced that Kentucky needed additional teacher-training schools that were better than before (Woods, 1973). The commission decided there was a need for normal schools in far Western Kentucky and far Eastern Kentucky because those who wanted to pursue postsecondary education for teaching would have to travel extremely long distances to attend one of the two existing Kentucky normal schools in Bowling Green and Richmond (Jackson et al., 2022). At the time, automobiles were less reliable, and rural roads were unsuited for long distances (Jackson et al., 2022). Murray, KY, community members saw the benefits of having a normal school in their community, so they came together to raise \$117,000 (equivalent to \$1.8 million today) to purchase a plot of land that

could be used for a future normal school site (Jackson et al., 2022). Over 350 families in the community also offered to provide rooms in their homes to house future Murray State students (Jackson et al., 2022). Because of this commitment and support, the Education Commission decided to plant the new Western Kentucky normal school in Murray (Jackson et al., 2022).

The Murray State Normal School was set to begin classes as soon as possible in September 1923 (Jackson et al., 1922). However, their school building was not yet built (Woods, 1973). Therefore, the Normal School established an agreement with Murray Independent Schools to share space in the newly built Murray High School until the Administration Building, now called Wrather West Kentucky Museum, was built (Jackson et al., 2022; Woods, 1973).

Since then, the normal school changed its name to Murray State Normal School and Teachers College in 1926, Murray State College in 1948, and Murray State University in 1966 (Crawford-Lackey, n.d.). While these name changes were occurring, significant advancements were happening at the institution. The university expanded and began offering majors in fields outside of education (Woods, 1973), it added over 70 buildings to its campus (Murray State University [MSU], 2023), and faculty increased from eight (Jackson et al., 2022) to around 480 faculty members (National Center for Education Statistics, 2022). Like the overall university developed over time, so did the FCS department.

Launching FCS at Murray State University

FCS courses were offered at Murray State beginning in 1925 during the 1924-25 academic year. (MSNS, 1924). Only two “domestic science” courses were open to those at Murray State Normal School: a food preparation course and a garment-making class (MSNS, 1924, p. 37). According to Alice Koenecke (1973), a former Murray State University Department of Home Economics chairman, having few postsecondary elective FCS classes was

common at this time. In the 1925-26 academic year, the “domestic science” courses changed to “home economics” courses (MSNS, 1924, p. 37; MSNS, 1925, p.60). After this, the department expanded to add more classes and hire another professor (Murray State Normal School and Teachers College [MSNSTC], 1927). A second minor in “home economics” was available in the 1926-27 academic year (MSNSTC, 1926, p. 39). In 1927-28, it was announced that students had the option to obtain a first or second minor in “home economics” (MSNSTC, 1927, p. 50), and in the 1928-29 academic year, students could major or minor in “home economics” (MSNSTC, 1928, p. 54). Since then, the FCS program at Murray State University has experienced prosperity and decline.

Title of the Major

Murray State University’s terminology involving its FCS education degree name has evolved. From 1928 to 1948, the degree awarded by Murray State was called the Bachelor’s degree in Home Economics (MSNSTC, 1928; MSC, 1949). In the 1968 academic bulletin, there was a new offering for specializations in a Bachelor of Science in Home Economics (MSU, 1968). Some of these specialized degrees included “Child Development and Family Life,” “Home Economics Education,” Home Economics Extension,” Foods and Nutrition,” and “Home Economics-Journalism” (MSU, 1968, pp.240-244). With these specializations, all FCS majors would take the same courses in the first two years of college and then split off to specialize in their respective majors (MSU, 1968). In the 1988 academic bulletin, the Bachelor of Science in Home Economics still offered specializations for its majors (MSU, 1986). Two new areas that students could major in were “Home Economics Education/ Elementary Certification” and “Vocational Home Economics Certification (MSU, 1986). These areas gave more freedom and flexibility for students to tailor their education. In the 1995 Murray State University academic

bulletin, it was noted that the home economics department was now called the Department of Family and Consumer Studies (MSU, 1995). However, the teacher certification program for FCS teachers did not change from vocational home economics to vocational family and consumer sciences until 1997 (MSU, 1997). In the 2008 and 2023 academic bulletins, the major offered for aspiring FCS educators was the “Bachelor of Science in Career and Technical Education/ Family and Consumer Sciences Education/ 5-12 Certification” (MSU, 2007, p. 72; MSU, 2023). These changes reflect the different overarching changes in the overall FCS field at the time.

Building and Department Changes

The facilities used by the FCS department reflect the importance of the subject in the eyes of postsecondary administration. In 1928, the Library Building, now known as Wilson Hall, housed the department (MSNSTC, 1928; Department of the Interior, 1978, no. 8 p.3). The facilities in this building included a clothing laboratory, a foods laboratory, a dining room, and a classroom (Koenecke, 1973). During the 1932-1933 academic year, Murray State began using a home management practice house located on Main Street until a home management house could be constructed on campus (Koenecke, 1973). In 1937, a home management house was built on campus grounds for the FCS department. It was and still is located at the intersection of North 14th Street and Wells Boulevard (MSC, 1948). In 1950, the FCS department moved to the new Science Building, which is currently the south building of the Oakley Applied Science Building (Woods, 1973). For fifteen years, the department could use this building’s modern equipment, laboratories, and offices (Koenecke, 1973). However, the departments housed in the Science Building were becoming overcrowded because of the increase in course offerings (Koenecke, 1973). Therefore, a building was constructed for the Industrial Arts and FCS departments next to the Science Building (Woods, 1973). This is the current north building of the Applied Science

Building, which is connected to the south building through a lobby (Woods, 1973). This facility, first occupied in 1965, was great for the FCS department because it provided three floors with modern equipment that would fit the needs of the field at that time and in the future (Koenecke, 1973). The building had two clothing laboratories, two food laboratories, a large multi-purpose room, a social area, and multiple classrooms. Koenecke (1973) stated in her chapter of *Murray State University: Fifty Years of Progress, 1922-1972*, that the building made “one of the most beautiful home economics departments in the country” (p. 195). The following year, the Ruby Simpson Child Development Center was built behind the Home Management House, named in honor of Ruby Simpson, an FCS department head who served for 21 years (Koenecke, 1973). The Child Development Center is still used today to operate a Head Start preschool program in conjunction with the Murray Independent School District (Murray Independent School District, 2021). The FCS program stayed in the Applied Science Building until it transferred to Alexander Hall in the early 2000s. Alexander Hall currently houses Murray State’s education programs of the College of Education and Human Services (MSU, n.d.). The 2008 academic bulletin states that “the career and technical education program makes use of various technology classrooms outside of Alexander Hall” (MSU, 2007, p. 69). From personal experience, the FCS department uses the kitchens in the Applied Science Building, which now houses the nutrition and dietetics program. A CTE-dedicated room is also in Alexander Hall, where CTE student organizations and classes can meet with access to CTE equipment.

Regarding departmental locations, the FCS department at Murray State University had been its own department, and then it became a part of the College of Industry and Technology (MSU, 1986). By 2008, the department moved to be a member of the College of Education and

Human Services, which currently exists under the Department of Adolescent, Career, and Special Education (MSU, 2007; MSU, 2023).

Faculty

The number of faculty in postsecondary programs reflects the number of students in a particular program. In the case of the FCS program at Murray State University, there have been large changes in the number of faculty teaching in the program. In 1928, four professors were in the FCS department (MSNSTC, 1928). One of the faculty members was a teacher at the training school and observed student teachers, and the other solely taught during the summer (MSNSTC, 1928). In 1948, there were seven faculty members, three of whom supervised students who taught in the laboratory school (MSC, 1948; Koenecke, 1973). The number of faculty members in the department increased to ten by 1968 (MSU, 1968) and declined to nine faculty members by 1988 (MSU, 1986). Strangely, however, by 2008, there was only one faculty member (MSU, 2007). Since that faculty member's absence, there has been a high turnover rate of family and consumer sciences professors. As of 2023, there is still one professor in the program.

Since 2014, four different faculty members have filled the singular role of being the FCS professor, with at least three academic years with the position empty at different points (MSU, 2014; MSU, 2016; MSU, 2019; MSU, 2023). According to previous academic bulletins and personal experience, Dr. Judith Payne was an FCS professor from 1977 until 2014 (MSU, 2014). The position remained empty until 2016 when Dr. Janine Duncan was the FCS professor until 2018 (MSU, 2017; MSU, 2018). Dr. Amanda Holland worked as the FCS teacher educator from the fall of 2018 until the spring of 2021 (MSU, 2019), and the position was vacant for a semester after her resignation. In the spring of 2022, Mrs. Melissa Goodman filled the role until she

resigned in the same semester due to personal reasons, and the position remained unfilled until the fall of 2023 with the hire of Dr. Kelsey Chadwick, who serves in the role currently.

FCS Student Organizations

Student organizations allow students to apply knowledge and skills while forming relationships among like-minded individuals. Especially on the postsecondary level, student organizations help students make professional networking connections with a student's future profession. The FCS department at Murray State University has consistently had student organizations throughout its existence. In 1928, the Home Economics Club provided opportunities for FCS majors to connect with others (MSNSTC, 1928). There are records of this club until 1992, when it is no longer listed on the Honors Day program (MSU, 1992). In the 1948 academic bulletin, it is noted that the Household Arts Club, which is an affiliate of the national association (Koenecke, 1973), helped make professional connections among students. In the 1942 Murray State yearbook, *The Shield*, the editor noted that the Household Arts Club, founded in 1930, contained over sixty members and met twice monthly for an educational program or social gathering (*The Shield*, 1942).

In 1961, the Alpha Sigma chapter of Kappa Omicron Phi was established (MSU, 1968). This organization was an FCS national honor society for those with a 3.00 GPA in their FCS courses (MSU, 1968). Kappa Omicron Phi later changed its name to Kappa Omicron Nu in 1990 after the consolidation of Kappa Omicron Phi and Omicron Nu, which reflected the field's name change from home economics to FCS (Kappa Omicron Nu, n.d.). However, the organization changed its focus from FCS to human sciences in 1995 (Kappa Omicron Nu, n.d.). This honor society was offered to FCS majors through 2008 (MSU, 2007).

In 2021, FCS education students were led by Lauren Ervin to form the Student Organization of Family and Consumer Sciences, which is currently the sole student organization in the FCS education program. The organization strives to provide funding for the professional development of college students and teach members about FCS topics they may not learn in class.

Existing Research

This study aims to fill a distinct gap in current research. Limited studies analyze the history of Murray State University and its curriculum. In 1973, Dr. Ralph H. Woods wrote *Murray State University: Fifty Years of Progress, 1922-1972*. This edited book told a detailed history of Murray State University and contained essays from professors describing the history of their department's program (Woods, 1973). To mark the centennial year of the university, Dr. Robert Jackson, Sean McLaughlin, and Sarah Owens wrote *The Finest Place We Know: A Centennial History of Murray State University, 1922-2022*. This book incorporated the various events that happened at the beginning of the university's existence and the past fifty years. This book was much shorter than Dr. Woods', and it did not contain specific essays from each department, so it was more difficult to understand specific occurrences of the FCS education program. It did not mention CTE, FCS, home economics, or vocational education since its goal was to provide a "pictorial history" rather than a detailed, comprehensive history (Jackson et al., 2022, p. x).

Furthermore, few research studies focus on one specific program in its entirety at Murray State University. However, Josiah Darnell wrote "An Evaluation of the Bachelor of Music Education Curriculum at Murray State College Through An Analysis of the Opinions of its Teaching Graduates" in 1963, which analyzed the complexity of the Music Education curriculum

and evaluated its effectiveness based on his findings. Since this was in the 1960s, it is not as relevant today.

Since then, Eileen McElrath wrote “A Study of One Kentucky Regional University’s (Murray State University) Female Graduates from 1930 to 1959” in 1998. This study examined the majors, career paths, and career outcomes of women who received their degrees at Murray State University. This did not evaluate curricula or measure specific programs. Still, it did assess how effective the teachers college was in fulfilling its goal of training teachers who would go into a teaching career to help remedy the teacher shortage (McElrath, 1998).

Recently, Dr. Peter Weber and Dr. Robert Long wrote “Responding to Change in Higher Education: The Case of the Nonprofit Leadership Studies Program at Murray State University and Program Identity” in 2021. This study reviews the history and development of the nonprofit leadership studies program at Murray State University, specifically (Weber & Long, 2021). The authors also discuss the challenges faced in the program and how a clear program identity helped the program succeed (Weber & Long, 2021).

There are also limited research studies that analyze FCS programs at specific universities. When looking for prior case studies about FCS programs, it was interesting to see only case studies that detail how a program began or different aspects of the program, such as a unique class a certain program offers. Susan Burroughs Lovett offered a comprehensive analysis of entire FCS programs when she wrote “Family and Consumer Sciences in Higher Education: Common Elements in Undergraduate Curriculum” in 2005. In this doctoral dissertation, Lovett compared the curricula of the FCS programs that had accreditation with AAFCS and the Southern Association of Colleges and Schools to discover if their curricula were similar and how similar they were (Lovett, 2005). For the study, she looked at the curriculum of each school and

placed them into identified themes to see if each theme was taught (Lovett, 2005). This study was important in the early 2000s because it analyzed many schools and called for a guide to help other FCS programs develop their curriculum. However, it did not analyze one specific program. Lovett's methodology is similar to that in this research paper.

Gaps in Research

After analyzing the current research in postsecondary FCS education curriculum analysis, it is apparent that the field needs more research on the topic. There is extensive research on secondary FCS education. However, if pre-service teachers are not being taught well and adequately, it sets a secondary FCS program up for failure once those teachers enter their careers.

Also, there is a lack of research regarding program analysis at Murray State University. Due to the high turnover rate of FCS professors, it is difficult for the FCS professor to understand the history of the program at Murray State University. This paper aims to illustrate some history regarding Murray State's FCS program and why it has changed over time.

Conclusion

Overall, FCS is a complex field that changes to respond to the needs of society as a whole. The subject has a rich history, but people forget that the field exists because the name change from home economics was not marketed well. FCS professionals have been proactive in helping others during times of prosperity and hardship. All in all, the Murray State FCS department, although small at the moment, has been a staple in the campus community since 1924 (Keonecke, 1973).

Methodology

Once again, this study aims to analyze the history and evolution of Murray State University's FCS Education curriculum from 1928 to 2023 to address the problem of the lack of research about FCS Education departments in the 21st century and to give a record of Murray State University's FCS history. The history of the university's major will be analyzed alongside the trends in the overarching FCS profession in the same timeframe. The purpose of the methodology chapter is to describe the process the researcher used to find the information presented in this paper. This section will explain and justify the research approach, data collection, and data analysis.

Research Approach and Data Collection

To answer the research problem and aims. This qualitative research strategy investigated specific changes within Murray State University's FCS department in twenty-year intervals from 1928 to 2023. Specifically, the researcher recorded data from 1928, 1948, 1968, 1988, 2008, and 2023 by reading relevant information in Murray State University's academic bulletins from each year specified. When reading these bulletins, the following information was gathered:

- Title of the Institution
- Degree Name
- Classroom and Laboratory Location
- Faculty
- Field Experience Structure
- Secondary FCS Standards
- Credit Hours Required
- Major-Specific Club Name

- FCS Education Student Enrollment

Additionally, all courses in the academic bulletins corresponding with the FCS education major were categorized into overarching themes from the 1981 Standards for Vocational Home Economics written by the Association for High School Consumer and Homemaking Education. This report, funded by the US Department of Health Education & Welfare, was written by project director Wilma Pitts Griffin and principal investigator Ms. Kermeta “Kay” Clayton. The themes of their curriculum include:

- child development
- clothing and textiles
- consumer education
- family/individual health
- family living and parenthood education
- foods and nutrition
- home management (including resource management)
- housing, home furnishings, and equipment (Griffin & Clayton, 1981, p. 85)

The number of Murray State University FCS classes categorized in each theme was quantitatively recorded to measure how many courses for each theme were offered over time. It is assumed that the more classes in each theme, the more prevalent that theme was at that time. The researcher gathered and stored data from the academic bulletins by transposing information from the physical books or taking pictures of the curriculum pages and transferring that information onto a Google Doc. Once the information was gathered about the specific classes offered from 1928, 1948, 1968, 1988, 2008, and 2023, the qualitative research was compared

visually on a Google Sheets table. The data was quantitatively measured by the number of classes in each theme in Table 1 (see Results).

Next, an artificial intelligence (AI) program, ChatGPT, was used to discover important events in FCS history. The conversations with the ChatGPT bot are listed in Appendix A. Questions asked helped give the researcher an idea of the most important events to research to understand the broad FCS field. Some questions were asked regarding legislation, FCS postsecondary emergence, and FCS professionals' responses to various historical events. A transcript of the conversation with the chatbot is listed in Appendix A. ChatGPT was used ethically to guide research rather than write the research.

After assimilating prior knowledge and results from the chatbot, an outline was created for the literature review with a list of notable topics and events for the research aim. While creating the outline and writing the literature review, books, journal articles, and more sources were used to give an overview of the complexity and importance of FCS, its changes over time, and the changes in FCS curricula. Google Scholar, ERIC, EBSCOhost, HathiTrust, Google Chrome, interlibrary loans, and Murray State University Libraries were utilized to discover, access, and analyze these sources for the literature review.

Data Analysis

Regarding data analysis, a conceptual analysis model was used. In this model, documents are compiled, and explicit and implicit data are analyzed. In this specific research project, the Murray State academic bulletins were analyzed after all the relevant explicit data were recorded. Implicit data was found by categorizing each course offered at the university in the set themes identified in Griffin and Clayton's curricula from 1981. The quantitative number of classes in

each theme from each year was recorded to define trends in the prevalence of content taught in the identified 20-year intervals.

Conclusion

In conclusion, this methodology chapter identified the research approach, data collection, and data analysis processes that answer the research questions:

- What are the notable changes in Murray State University's FCS Education department, involving curriculum, from 1928-2023?
- What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?
- How have the events in society and the FCS field influenced the FCS Education program at Murray State University?

The researcher will answer these questions in future chapters to discover the history and evolution of Murray State University's FCS Education curriculum from 1928 to 2023 to address the problem of the lack of research about FCS Education departments in the 21st century and to give a record of Murray State University FCS history.

Results

After discovering a lack of research evaluating comprehensive postsecondary FCS education curricula and a lack of information about the history of Murray State University's FCS department, the researcher decided to identify and explore the changes in the FCS education program at the college from 1928, when the FCS education major was first offered, to 2023. This study aims to note the changes in FCS curricula in 20-year intervals of the FCS education curriculum content, identify overarching themes in the FCS field throughout history, and synthesize the history and the curriculum changes to discover why these changes may have occurred. Through a longitudinal case study, document analysis, and conceptual analysis, the research sought to answer the following questions:

- What are the notable changes in Murray State University's FCS education department involving curriculum from 1928 to 2023?
- What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?
- How have the events in society and the FCS field influenced the FCS education program at Murray State University?

The purpose of the results chapter is to objectively present the findings that the researcher found after completing the research. The frequency and changes of FCS classes offered at Murray State University to achieve a degree in FCS education will be sorted and analyzed. The number of classes in each curriculum theme from the 1981 Standards for Vocational Home Economics written by the Association for High School Consumer and Homemaking Education will be used to categorize the courses by theme. The findings will be presented in each of the eleven curriculum themes: child development; clothing and textiles; consumer education;

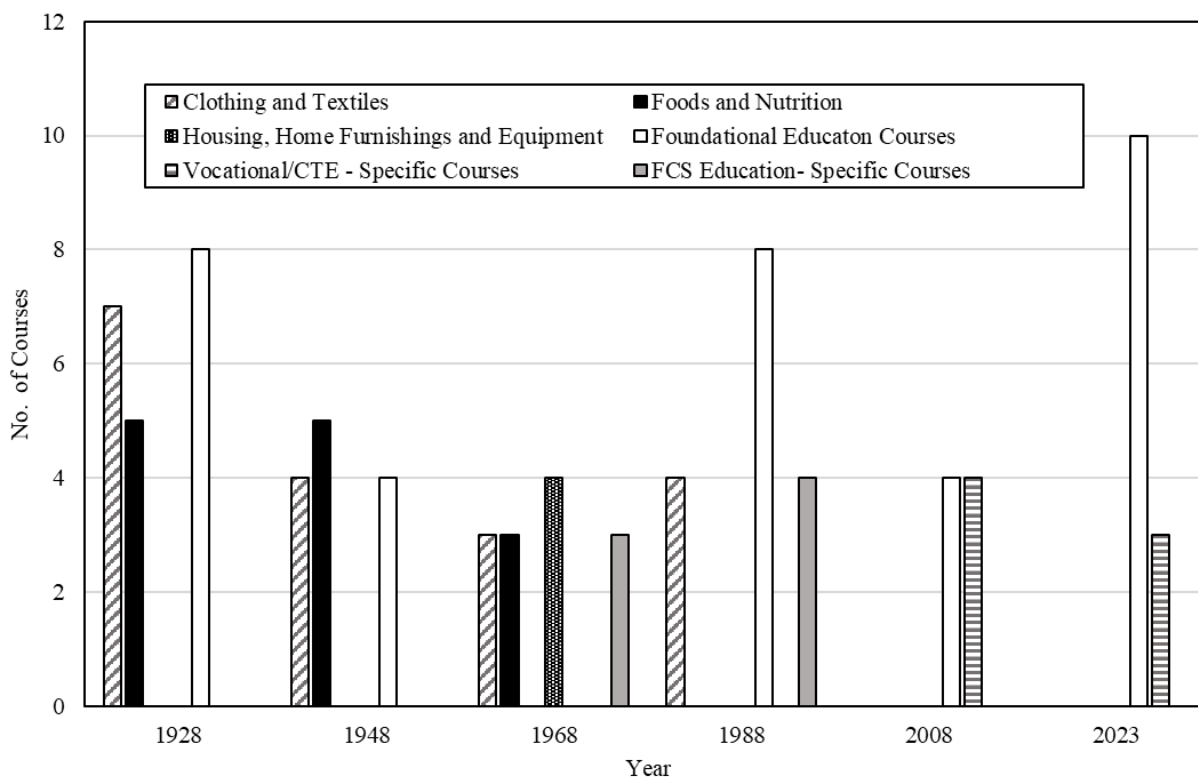
family/individual health; family living and parenthood education; foods and nutrition; home management; housing, home furnishings, and equipment; foundational education classes; CTE-specific classes; and FCS education-specific classes.

After gathering data, class names were sorted into various tables for qualitative analysis, and the number of classes in each curriculum theme was sorted in Table 1 for quantitative analysis.

Table 1*Number of Courses Required for FCS Education Majors in Each Curriculum Theme*

Curriculum Themes	1928	1948	1968	1988	2008	2023
Child Development (Clayton, 1981, p. 42)	0	1	1	1	2	1
Clothing and Textiles (Clayton, 1981, p. 42)	7	4	3	4	1	1
Consumer Education (Clayton, 1981, p. 42)	0	1	1	1	2	1
Family/ Individual Health (Clayton, 1981, p. 42)	0	1	1	1	1	1
Family Living and Parenthood Education (Clayton, 1981, p. 42)	0	2	2	2	2	2
Foods and Nutrition (Clayton, 1981, p. 42)	5	5	3	2	1	2
Home Management (Including Resource Management) (Clayton, 1981, p. 42)	1	1	2	1	1	1
Housing, Home Furnishings and Equipment (Clayton, 1981, p. 42)	0	3	4	3	1	1
Foundational Education Classes	8	4	2	8	4	10
Vocational Ed/CTE - Specific Courses	0	0	0	0	4	3
FCS Education-Specific Courses	1	2	3	4	1	2

Note. Some courses included topics that would fall into multiple themes, so the subject that was most prevalent in the class was matched with its corresponding theme. These courses were also based on courses required for the FCS education major that certified future teachers. Five courses in 1988 spread over five different themes, and students were required to take three. Because of that, those five courses are included in this table.

Figure 1*Most Prevalent Themes per Curriculum Year*

Note. Data in this bar chart is represented by the top two to four themes that were most prevalent in each year. If a curriculum theme was not considered prevalent, their data was not shown for that year.

Theme Prevalence

As listed in Table 1 and Figure 1, some themes had more courses corresponding with them than others in each academic school year. For this study, the themes with more courses than others meant that the theme was more prevalent in that school year. For instance, In 1988, there were three significant themes: clothing and textiles, foundational education courses, and FCS

education-specific courses. These were considered significant and prevalent because there were more courses in those themes than in others.

In 1928 and 1948, the prevalent themes included clothing and textiles, foods and nutrition, and foundational education courses. Between these two time intervals, however, three clothing and textiles classes were removed, and four foundational education classes were removed.

In 1968, four themes were prevalent: clothing and textiles; foods and nutrition; housing, home furnishings and equipment; and FCS education-specific courses. From 1948 to 1968, two foods and nutrition courses were removed. While the required courses were not as prevalent as they once were, they still represented the majority of classes in their respective curriculum themes.

In 1988, there were four clothing and textiles courses, which maintained the theme's prevalence in the curriculum. Foundational education courses skyrocketed from offering two courses to offering eight. FCS education-specific courses also gained another course, increasing its prevalence.

Once 2008 arrived, the curriculum themes started to even out. Many curriculum themes had two courses. The ones considered prevalent were foundational education courses and FCS education-specific courses. In 2008, there were four courses in each of these themes. By 2023, there were ten foundational education courses and three FCS-specific courses. All other curriculum themes did not have prevalent numbers in comparison.

Child Development

After analyzing the courses over time that related to child development, it was surprising to find that these classes were not a prevalent subject matter throughout Murray State University's history. In 1928, there was no child development class for FCS education majors, and no other classes taught a significant amount of child development concepts (MSNSTC, 1928). However, the 1948 academic bulletin introduced Home Economics 219, Child Development (MSC, 1948). This basic child development course consisted of two hours of observation and assisting teachers in a play school with three hours weekly for lectures (MSC, 1948). According to the Play Schools Association (1949), play schools are child care centers that teach children through play, usually lasting a half or full day. In the 1968, 1988, 2008, and 2023 bulletins, the child development class continued to observe children in the play school/preschool setting for laboratory assignments (MSC, 1948; MSNSTC, 1928; MSU, 1968; MSU, 2007; MSU, 2023).

However, in 1988, the child development class was not required by FCS education majors because they could pick three classes out of a pool of five classes that covered various themes (MSU, 1986). Therefore, it was optional if a student wanted to take this course because they may want to specialize in another FCS subject instead.

In 2008, Murray State University required FCS education majors to take two child development courses, Child Development I and Child Development II (MSU, 2007). By 2023, however, the second class was moved from the curriculum, and FCS250- Early Childhood Development emerged (MSU, 2023).

Table 2 displays the qualitative findings regarding child development courses at Murray State University.

Table 2

Child Development Courses Required by FCS Education Majors at Murray State University

Curriculum Themes	1928	1948^a	1968^b	1988^c	2008^e	2023^f
Child Development (Clayton, 1981)	-	Home Economics 219. Child Development (3)	Home Economics 211. Child Development (3)	HEC 211 Child Development (3) ^d	FCS 210 Child Development I (3) FCS 211 Child Development II (3)	FCS250- Early Childhood Development (3)

Note. No child development courses were listed in 1928. HEC= home economics; ()=credit hours.

^aFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50*, 31(1). ^b From MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70*, 42(1). ^cFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88*, 59(4). ^d This class was offered to FCS education students as one of the five electives they could take to satisfy a requirement to take three out of five elective courses. ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009*, 75(4). ^f From MSU. (2023, August). *Murray State University academic bulletin: 2023-2024*, 88. <https://tinyurl.com/ye3cex97>

Clothing and Textiles

Clothing and textiles were a staple component in the FCS education department throughout the years of the program. In the 1928 bulletin, FCS education majors were assigned seven courses totaling thirteen credit hours of coursework. In 1948, four classes and twelve credit hours were listed and required for FCS education majors (MSC, 1948). 1968 cited three required courses with a total of nine credit hours and three classes, and 1988 required four

classes with a total of twelve credit hours. 2008 was much more manageable and required students to take one to two courses, only offering two FCS-specific courses (MSU, 2007). In 2023, only one three-hour course was required for FCS education majors. This was a theatre costume construction class, so it may not have been adequate to teach students about fashion design and construction because it was aimed toward theatre majors. The details and specific course load in clothing and textiles are listed in Table 3.

Table 3*Clothing and Textiles Courses Required by FCS Education Majors at Murray State University*

Curriculum							
Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f	
Clothing and Textiles (Clayton, 1981)	Home Economics 102 Garment Construction (2)	Home Economics 109. Textiles (3)	Home Economics 121. Clothing and Textiles (3)	HEC 121 Basic Clothing Construction (3)	**** ART 346 Introduction to Fibers I (3)	THD142 Costume Construction (3)	
	Home Economics 103 Dressmaking (2)	Home Economics 110. Clothing Selection and Construction (3)	Home Economics 321. Textiles (3)	HEC 321 Consumer Textiles (3) * HEC 222 Fashion Fundamentals (3)	or **** ITD 351 Textiles for Interior Design (3)		
	Home Economics 109 Textiles (3)	Home Economics 115.	Home Economics 322. Tailoring and Dress Design (3)	PICK ONE OF TWO:	**** FCS 121 Basic Clothing Construction (3)		
	Home Economics 206 Advanced Dressmaking (2)	Home Economics 200. Advanced Clothing Construction (3)		HEC 221 Design in Home Economics (3) ART 111 Basic Design (3)	or **** FCS 125 Apparel Quality Analysis (3)		
	Home Economics 207 Dress Appreciation (1)						
	Home Economics 208 History of Costume (1)						
	Home Economics 209 Costume Design (2)						

Note. ****=Choose six credit hours from the available courses; HEC= Home Economics; ITD= Industrial Technology and Design; FCS= Family and Consumer Studies (2008), Family and Consumer Sciences (2023), THD= Theatre

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925*. ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50*, 31(1). ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70*, 42(1). ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88*, 59(4). ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009*, 75(4). ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024*, 88. <https://tinyurl.com/ye3cex97>

Consumer Education

Over time, consumer education had ebbs and flows of its prevalence in Murray State's FCS education department. No consumer education courses were listed in the academic bulletin for 1928. However, that school year, consumer education was infused into Home Economics 204, Home Management, because that course offered education about income disbursement and budgeting (MSNSTC, 1928). In 1948, a new class, Family Economics, was part of the FCS program, and that class still exists today in 2023 (MSU, 2023; MSC, 1948). In the 2008 academic bulletin, four classes were cataloged for consumer education (MSU, 2007). However, FCS education majors did not have to take all of these courses. They had the freedom to choose two of five class options. The five courses were the four listed in Table 4 plus FCS 441 Family Resource Management, which is categorized under Home Management. In 2023, the choice between classes was eliminated, and students had to take two classes, Family Resource Management and Consumer Decision Making. Table 4, listed below, lists the courses required throughout the years.

Table 4

Consumer Education Courses Required by FCS Education Majors at Murray State University

Curriculum Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
	-	Home Economics 103. Family Economics. (3)	Home Economics 241. Family Economics. (3)	*HEC 241 Family Economics (3)	**FCS 241 Family Economics (3)	FCS 241 Family Economics (3)
Consumer Education (Clayton, 1981)					**FCS 342 Consumer Decision Making (3)	FCS342 Consumer Decision Making (3)
					**FIN 230 Personal Financial Planning (3)	
					**MGT 350 Fundamentals of Management (3)	

Note. *= Choose three of the five courses available **=Choose two of the five courses available (including Family Resource Management); HEC= Home Economics; FCS= Family and Consumer Studies (2008), Family and Consumer Sciences (2023); FIN= Finance, MGT= Management

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50, 31(1).* ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Family/Individual Health

Family and individual health, in this research study, is classified as the physical health of families and individuals. This topic has been infused in many other courses required of FCS education majors, so there were not many courses on this topic.

In 1928, the only class that covered health was Home Economics 204, Home Making. In this class, students learned about how to care for those sick in the household (MSNSTC, 1928). Because Home Making discussed various other topics, it was not categorized into Family and Individual Health.

In 1948, Home Economics 218, Family Health and Home Care of the Sick, emerged as a three-credit-hour course (MSC, 1948). In 1968, that class turned into a 300-level course called Family and Community Health and incorporated the education of governmental health agencies and community health (MSU, 1968). In 1988, students took a health education class, Personal Health. This was a basic class for all majors about health, so it was not specialized for future teachers. In 2008, students were required to take First Aid and Safety, and they had two more classes they had to take to fill this requirement. Students could choose their two other classes from First Aid and Safety, Personal Health, Family and Community Health, and Nutrition (categorized under foods and nutrition). The FCS department taught none of these classes. In 2023, the only class students must take to satisfy this requirement is Health and Physical Education's First Aid and Safety course to earn their CPR/First Aid certification (MSU, 2023). Students can opt out of this course if they earn their certification elsewhere.

Specific classes offered for FCS education majors are listed in Table 5.

Table 5*Family/Individual Health Courses Required by FCS Education Majors at Murray State**University*

Curriculum Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
Family/ Individual Health (Clayton, 1981)	-	Home Economics 218 Family Health and Home Care of the Sick (3).	Home Economics 312 Family and Community Health (3)	HEA 191 Personal Health (3)	HEA 195 First Aid and Safety (2) ***HEA 191 Personal Health (3) ***NTN 312 Family and Community Health (3)	HPE195 - First Aid and Safety (1-2)

Note. ***= Choose two of the three courses available (Including Nutrition); HEA= Health;

HPE= Health and Physical Education; NTN= Nutrition

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50, 31(1).* ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Family Living and Parenthood Education

In this research study, family living and parenthood education were defined as understanding family dynamics, their role in society, and how to best raise their children. The 1928 FCS education curriculum did not have a specific class on this theme because the content

about rearing children and living well as a family unit was incorporated into the homemaking class. In 1948, however, it was recorded that Home Economics 129, Personal and Family Living, and Home Economics 204, Family Relations, filled this gap to teach future educators about these skills and theories (MSC, 1948). In 1968, Home Economics 111, Family Development, was recorded (MSU, 1968). This introductory course informed students about family development throughout the family life cycle (MSU, 1968). In 2008, the research noted that this class changed its name to Family and Its Environment, which covered the same topic but with more depth. The class description and name have not changed as of 2023.

Family living and parenthood education courses are listed in Table 6.

Table 6*Family Living and Parenthood Education Courses Required by FCS Education Majors at**Murray State University*

Curriculum Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
	-	Home Economics 129 Personal and Family Living (2)	Home Economics 111 Family Development (3)	HEC 111 Family Development (3)	*FCS 111 Family and Its Environment (3)	FCS 111 The Family and Its Environment (3)
Family Living and Parenthood Education (Clayton, 1981)		Home Economics 204 Family Relations (3)	Home Economics 313 Marriage and Family Relationships (3)	HEC 413 Marriage and Family Relationships (3)	*FCS 413 Marriage and Family Relationships (3) *FCS 527 Parenting (3) *HEA 460 Human Sexuality (3)	FCS 413- Marriage and Family Relationships (3)

Note. *= Choose two of the four courses available; HEC= Home Economics; FCS= Family and Consumer Studies (2008), Family and Consumer Sciences (2023)

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50*, 31(1). ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70*, 42(1). ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88*, 59(4). ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009*, 75(4). ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024*, 88. <https://tinyurl.com/ye3cex97>

Foods and Nutrition

Foods and nutrition courses were integral in helping FCS teachers gain skills and knowledge to teach students culinary interactively. There were five courses in this theme when the FCS education major was first introduced in 1928 (MSNSTC, 1928). Many of these classes involved traditional cookery skills such as dining etiquette and food preservation. Nine credit hours in foods and nutrition were offered during 1928. In 1948, 15 credit hours and five classes were required for FCS education majors. Then, the number of foods and nutrition courses declined. In 1968's academic catalog, three courses were required, and in 1988, students were only required to take one foods and nutrition class, Principles of Food Preparation (MSU, 1986). Students could take many more foods and nutrition courses if they desired to use those as electives (MSU, 1986). Still, it was acceptable for an FCS education major to graduate by taking one food preparation course. In 2008, two nutrition courses could have been taken, one being a food sciences and preparation course. The other was an introductory nutrition course that was an option of three elective courses. If a student did not want to take that specific nutrition course, they could have taken another elective course and still graduated. In 2023, two required foods and nutrition courses were offered: introductory nutrition and a food science and laboratory management course (MSU, 2023). The food science and laboratory management class was specialized for FCS teachers, so it taught specific skills to operate a food lab as a teacher (MSU, 2023).

The courses required for FCS education majors throughout Murray State's history are listed in Table 7.

Table 7*Foods and Nutrition Courses Required by FCS Education Majors at Murray State University*

Curriculum						
Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
	100 Foods and Cooking (2)	Home Economics 100 Meal	Home Economics 131	HEC 231 Principles of Food Preparation (3)	NTN 231 Principles of Food Preparation(3)	FCS 350 Food Science and Laboratory Management for Family and Consumer Sciences Teachers (3)
	101 Advanced Foods and Formal Table Service (2)	Planning and Preparation (3)	Nutrition. (3) Home Economics 231 Food Selection, Preparation and Management (3)	*HEC 230 Nutrition (3)	***NTN 230 Nutrition (3)	
	105 Food Study (2)	Home Economics 101 Advanced Meal Planning and Preparation (3)				NTN 230 Introductory Nutrition (3)
	202 Food Preservation (2)					
Foods and Nutrition (Clayton, 1981)	Practical Dietetics (1)	Home Economics 223 Nutrition and Dietetics (4)	Home Economics 232 Meal Management (3)			
		Home Economics 224 Food Preservation (3)				
		Home Economics 234 School Lunch (2)				

Note. *= Choose three of the five courses available; ***= Choose two of three classes available;

HEC= Home Economics, FCS= Family and Consumer Sciences, NTN= Nutrition

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School:*

Announcement of courses, 1924-1925. ^b From Murray State College (1948). *Murray State*

College: Catalog 1948-49 and 1949-50, 31(1). ^c From MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^d From MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^e From MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^f From MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Home Management

For this research study, home management classes are those that discuss resource management, residence in a home management house, and the functioning and etiquette of the home settings. In 1928, FCS education majors were required to take a homemaking course that discussed house planning, decorating, sanitation, selection and care of house furnishings, budgeting, child care, and first aid (MSNSTC, 1928). This was a comprehensive course that taught basic life skills. In 1948, the five-credit-hour Home Management House course was recorded (MSC, 1948). The Murray State College home management house was erected in 1937 and still sits at the intersection of North 14th Street and Wells Boulevard as of 2023. This class was last recorded in the 1988 academic bulletin during this study (MSU, 1986). In the home management house course, FCS education majors would live in the home economics home management house for eight to nine weeks to learn and experience group living while juggling family roles such as an accountant, housekeeper, and cook. In 1989, this course was replaced with “Home Management Theory and Practice,” which let FCS education students choose if they wanted to reside in the home management house (MSU, 1989, p. 281). By 1993, the course no longer had the option for students to live in the home management house (MSU, 1993). This suggests that the home management house closed after the spring of 1993 because students still

had the option to live in the house during that semester, according to the 1991-1993 Murray State University academic bulletin. According to Sharon Y. Nickols (2020), a dean emeritus of the College of FCS at the University of Georgia, most home management houses were demolished or repurposed by the late 1980s. Compared to the rest of the country, Murray State University maintained its home management house for much longer. To replace this simulated experience, the 2008 and 2023 academic bulletins include Family Resource Management, a course about how families manage time, money, and energy (MSU, 2023; MSU, 2007).

Table 8 lists the courses that are included in this curriculum theme.

Table 8

Home Management Courses Required by FCS Education Majors at Murray State University

Curriculum						
Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
Home Management (Including Resource Management) (Clayton, 1981)	Home Economics 204 Home Making (3)	Home Economics 222 Home Management House (5)	Home Economics 242 Management for Effective Living (2)	HEC 441 Home Management Residence (3)	**FCS 441 Family Resource Management (3)	FCS442 Family Resource Management (3)
			Home Economics 441 Home Management Residence (3)			

Note. **= Choose two of the five courses available; HEC= Home Economics; FCS= Family and Consumer Studies (2008), Family and Consumer Sciences (2023)

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50, 31(1).* ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Housing, Home Furnishings, and Equipment

For this research, housing, home furnishings, and equipment consist of the aesthetics of the house, different types of homes, the function of appliances, and the family interaction with the home. This area of FCS was not prevalent at Murray State University until 1948's academic

bulletin. In 1948, an equipment class was required for FCS education students to take to learn about the “selection, use and care of household equipment” (MSC, 1948, p. 104). The class consisted of a combination of lecture and laboratory hours (MSC, 1948). This equipment class was in the FCS education curriculum through 2008 (MSU, 2007). In 2008, it was noted that the class was offered by the Industrial Technology and Design department and incorporated principles of laundry and kitchen planning (MSU, 2007). In 1968, more classes were introduced that taught about home furnishings, housing, and design. Four classes were required for FCS education majors in 1968, three in 1988, three in 2008, and one in 2023. The 2023 course, *Housing and the Family*, combines interior design, architecture, and housing theories into one course (MSU, 2023).

See Table 9 for a comprehensive list of housing, home furnishings, and equipment courses throughout Murray State University’s history.

Table 9

Housing, Home Furnishings, and Equipment Courses Required by FCS Education Majors at Murray State University

Curriculum Themes	1928	1948^a	1968^b	1988^c	2008^d	2023^e
Housing, Home Furnishings and Equipment (Clayton, 1981)	—	Home Economics 225	Home Economics 221 Design in Home Economics (3)	HEC 251 Equipment (3)	*****ITD 221 Design in the Near Environment (3)	FCS 330 Housing and the Family (3)
		Interior Decoration (3)	Home Economics 251 Equipment (3)	HEC 451 Housing for Contemporary Living (3)	*****ITD 251 Equipment (3)	
		Home Economics 226 Equipment (3)	Home Economics 351 Housing for Contemporary Living (3)	*HEC 352 Home Interiors I (3)	***** ITD 252 Housing and the Family (3)	
		Home Economics 227 Housing (3)	Home Economics 352 Home Furnishings (3)			

Note. *= Choose three of the five courses available; *****=Choose one of three courses available; HEC= Home Economics; ITD= Industrial Technology and Design; FCS= Family and Consumer Sciences (2023)

^aFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50*, 31(1). ^b From MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70*, 42(1). ^c From MSU. (1986). *Murray State University undergraduate bulletin, 1986-88*, 59(4). ^d From MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009*, 75(4). ^e From MSU. (2023, August). *Murray State University academic bulletin: 2023-2024*, 88.

<https://tinyurl.com/ye3cex97>

Foundational Education Courses

“Foundational education courses” was a theme that the author of this study created after analyzing the data. Required courses that pertain to foundational education are categorized in this theme. Since Murray State University began as a teachers college, the education program took up most students’ required courses (MSNSTC, 1928). In 1928, there were eight classes students took to graduate with a degree, with a total of 21 credit hours in this theme (MSNSTC, 1928). These courses were specific to aspiring high school teachers and gave some choice of classes. In 1948, four classes were required (MSC, 1948), and in 1968, only two classes were required (MSU, 1968). There was a substantial increase in education courses required in 1988 to eight. The new courses incorporated special education, psychology, and practicum, a smaller student teaching experience (MSU, 1987). Fewer classes were required in 2008, with a total of four foundational education courses (MSU, 2007), and by 2023, a total of ten education courses were required (MSU, 2023).

Throughout the FCS education program at Murray State University, students have been required to participate in student teaching, also called directed teaching (MSNSTC, 1928) and supervised teaching (MSC, 1948; MSU, 1968). In this experience, students would work with a current FCS teacher to refine their skills and confidence in being a teacher.

The specific courses required that are categorized under this theme are in Table 10.

Table 10*Foundational Education Courses Required by FCS Education Majors at Murray State University*

Curriculum							
Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f	
Foundational Education Courses	Education 100 Introduction to Teaching (3)	Education 101 General Psychology (3)	Education 311 Fundamentals of Secondary Education (3)	EDU 103 Introduction to Education (3)	EDU 099 Freshman Orientation (1)	EDU 180 Exploring the Teaching Profession (3)	
	Education 101 General Psychology (3)	Education 200 Adolescent Development (3)	Home Economics 421 Supervised Teaching (8)	PSY 260 Psychology of Human Development (3)	SEC 420 Practicum in Secondary Schools (2)	EDU 280 Educating for Human Development (3)	
	Education 102 Observation and Participation (2)	Education 211 Fundamentals of Secondary Education (3)		SAT 372 Communication in Educational Environments (3)	SEC 421 Student Teaching in the Secondary School	EDU 380 Inclusive Teaching of Diverse Learners (3)	
	PICK 5 CREDITS FROM:	Home Economics 231 Supervised Teaching in Home Economics (6) (Same as Education 231)		GUI 383 Evaluation and Measurements in Education (2)	SED 300 Education of Students with Disabilities (3)		
	Education 216 Fundamental Problems of Rural Schools (3)			SEC 402 Senior Seminar: Contemporary Topics (2)		EDU 480 Effective Pedagogy (2)	
	Education 205 Education Psychology (3)					EDU 100T Transitions (1)	
	Education 208 The Curriculum (2)				SEC 420 Practicum in Secondary School" (2)	EDU 485 Professional Perspectives for Teaching (1)	
	Supervision of Instruction (2)				SED 421 Student Teaching [possibly a typo that needs to be SEC 421 Student Teaching (5-8 hrs)]	MID 270 Teaching and Learning in the Middle Grades (3)	
	COURSES FOR HIGH SCHOOL TEACHERS						
	Education 110 Tests and Measurements (2)						SEC 420 Practicum in Secondary Schools (3)

Curriculum Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
	Education 204 Directed Teaching-Special Subjects (3)			SED 431 Exceptional Children in the Classroom (3)		SEC 422 Extended Practicum (4)
	AT LEAST ONE OF THE FOLLOWING					SEC 421 Student Teaching in the Secondary School (14)
Foundational Education Courses	Education 211 Principles of Secondary Education (3)					
	Education 212 High School Administration (3)					
	Education 213 The Junior High School (3)					

Note. EDU= Education; GUI= Guidance; MID= Middle School Education; SAT= Speech and Theatre; SEC= Secondary Education; SED= Special Education

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50, 31(1).* ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Vocational/CTE-Specific Courses

CTE-specific courses are described as vocational or CTE courses that prepare CTE teachers by teaching baseline knowledge about the CTE field. These classes would have included other CTE majors, such as business and marketing education and engineering and technology education. Before 2008, there were no specific courses for CTE majors, so they would take the same classes as other secondary education majors or with other foundational education majors (MSU, 2007). By 2008, a CTE core was introduced, including four specific classes that all CTE majors must take (MSU, 2007). By 2023, the CTE core was slightly changed, and the program began offering three courses instead of four (MSU, 2023).

The specific CTE courses required for FCS education majors are listed in Table 11.

Table 11

Vocational/ CTE- Specific Courses Required by FCS Education Majors at Murray State

University

Curriculum Themes	1928	1948	1968	1988	2008^a	2023^b
Vocational Education/ CTE - Specific Courses	—	—	—	—	CTE 200 Introduction to Career and Technical Education (3)	CTE 210 Overview of Career and Technical Education (3)
					CTE 501 Teaching through Application (3)	CTE 310 Discovering the Career and Technical Education Profession (3)
					CTE 502 Instructional Media, Curricula and Assessment in CTE (3)	CTE410 Effective Career and Technical Education Programs and Practices (3)
					CTE 503 Planning and Implementing Instruction in CTE (3)	

^aFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009*, 75(4). ^b From

From MSU. (2023, August). *Murray State University academic bulletin: 2023-2024*, 88.

<https://tinyurl.com/ye3cex97>

FCS-Specific Courses

In this research, FCS-specific courses include classes that solely teach about FCS education and how to teach FCS effectively. In 1928, one course was taught about effective

methods for teaching FCS (MSNSTC, 1928). In the 1948 academic bulletin, that class was accompanied by a class aimed toward teaching FCS to adults (MSC, 1948). This adult education class was removed by 1968 and replaced with a course about advanced FCS teaching methods and an FCS-specific first-year orientation course (MSU, 1968). In 1988, there was a total of four classes, which equaled nine credit hours (MSU, 1986). A senior seminar class was introduced that prepared FCS education students for job interviews and other career-based skills (MSU, 1986), and there was a new class that taught FCS education majors about managing an FCS program (MSU, 1986). This program management course was still offered in 2008, but instead of being required, it was listed as a non-required, advisor-suggested course (MSU, 2007). Therefore, in 2008, there was only a teaching methods course for FCS that was required for FCS education majors (MSU, 2007). By 2023, a new course emerged about curriculum in FCS education that supplemented the teaching methods course (MSU, 2023).

The FCS education-specific courses required for FCS education majors are listed in Table 11.

Table 11

FCS-Specific Education Courses Required by FCS Education Majors at Murray State University

Curriculum Themes	1928^a	1948^b	1968^c	1988^d	2008^e	2023^f
FCS Education Courses	Home Economics 201 Methods of Teaching Home Economics (3)	Home Economics 230 Methods in Teaching Home Economics (3) (Same as Education 230) Home Economics 232 Methods of Teaching Homemaking Classes for Adult (3)	Home Economics 101 Orientation Home Economics 361 Methods of Teaching Home Economics (3) Home Economics 461 Advanced Methods (3)	HEC 099 Freshman Orientation (1) HEC 361 Programs in Vocational Home Economics (3) HEC 461 Methods of Teaching Home Economics (4) HEC 499 Senior Seminar (1)	FCS 462 Methods of Teaching Family and Consumer Sciences (3) ***** FCS 361 Programs in Vocational Family and Consumer Sciences (3)	FCS 359 Methods of Teaching Family and Consumer Sciences (3) FCS 469 Curriculum in Family and Consumer Sciences (3)

Note. *****= not required but suggested by the advisor

^aMurray State Normal School. (1924, August). *Catalogue of the Murray State Normal School: Announcement of courses, 1924-1925.* ^bFrom Murray State College (1948). *Murray State College: Catalog 1948-49 and 1949-50, 31(1).* ^cFrom MSU. (1968). *Murray State University bulletin, 1968-69, 1969-70, 42(1).* ^dFrom MSU. (1986). *Murray State University undergraduate bulletin, 1986-88, 59(4).* ^eFrom MSU. (2007). *Murray State University undergraduate bulletin, 2007- 2009, 75(4).* ^fFrom MSU. (2023, August). *Murray State University academic bulletin: 2023-2024, 88.* <https://tinyurl.com/ye3cex97>

Conclusion

In summary, there are influxes of the number of classes offered for each of the eleven curriculum themes: child development; clothing and textiles; consumer education; family/individual health; family living and parenthood education; foods and nutrition; home management; housing, home furnishings, and equipment; foundational education classes; CTE-specific classes; and FCS education-specific classes. The curriculum changes were recorded quantitatively and qualitatively to analyze the prevalent trends at different historical times.

Discussion

As stated before, this research study aims to identify and explore the changes in the FCS education program at Murray State University from 1928 to 2023 to solve the problem of limited research involving postsecondary FCS curricula in the 21st century. To complete this research, the researcher noted the changes in the Murray State University FCS education curriculum in 20-year intervals, identified overarching curriculum themes important to the FCS field's content, and synthesized the history and curriculum changes to discover why the curriculum changes may have occurred. This methodology helped answer the questions:

- What are the notable changes in Murray State University's FCS education department, involving curriculum, from 1928 to 2023?
- What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?
- How have the events in society and the FCS field influenced the FCS education program at Murray State University from 1928 to 2023?

The purpose of this chapter is to identify and interpret the key findings found during the research process. The key findings will be listed first, with the interpretation and summary to follow.

Key Findings

The notable changes found in Murray State University's FCS education department have been noted in the results section of this paper. Essentially, the curriculum for FCS education majors has experienced changes with declining trajectories of the number of classes in clothing and textiles, foods and nutrition, and housing, home furnishings, and equipment. The program has seen an increase in the number of courses offered for CTE-specific courses and foundational education courses. The curriculum has maintained the number of classes in child development,

consumer education, family/individual health, family living and parenthood education, home management, and FCS education-specific courses.

The notable themes, topics, and changes to the overarching FCS field from 1928 to 2023 have been identified and explained in the literature review to prepare for this study. In sum, the FCS field has experienced a shift from preparing women for the home to preparing all students for working in FCS-related industries such as food service, fashion design, interior design, and early childhood education. Furthermore, FCS professionals have played important roles in helping during times of hardship and prosperity in American society.

The data also demonstrated how societal events and the FCS field's changes have influenced the FCS program at Murray State University from 1928 to 2023. The research study proved the following findings:

- Due to the diversification of the FCS field after the 1970s, there were fewer foods and nutrition courses and clothing and textiles courses.
- Food preservation courses were available in 1928 and 1948 because of experiences from wartime food rationing and preservation.
- A school lunch class was offered in the 1948 academic bulletin in response to the implementation of the National School Lunch Program in 1946.
- With the nationwide phase-out of home management houses, Murray State University replaced its Home Management Residence experience with a standard, lecture-based family resource management class.
- An equipment class emerged from 1948 until 1988 to address the need for instruction on maintaining and selecting household equipment and materials after household appliances became popular.

- Students were required to take a class involving educating students with disabilities beginning in the 1988 time frame due to the relevance of the issue and the implementation of legislation that required equal CTE for students with disabilities.
- CTE courses started being required in 2008, which is soon after the Carl D. Perkins Vocational and Applied Technology Act of 1998 was passed and introduced new verbiage as well as programs of study.

Interpretation of Findings

Findings from this research study will be explained and explored in relation to the history identified in the literature review in this section.

Diversification Affects Clothing and Textiles and Foods and Nutrition

Proven by the declining trends of the clothing and textiles and the foods and nutrition themes in the Murray State FCS education curriculum, diversification of the FCS field has shifted the Murray State University FCS education curriculum to focus less on these skills-based topics. As mentioned in the “Redefining the Profession” section of the literature review, the FCS field was evolving toward a new definition that encouraged career-focused education after the 1973 Lake Placid Conference. This evolution meant that FCS would expand to offer specialized classes in its subjects so that students could obtain advanced training in skills related to their future careers. Because these advanced topics were becoming more popular, FCS teachers would typically find a specialty they would enjoy teaching. For example, a teacher may choose to teach the culinary arts career pathway versus the early childhood education career pathway.

To make room for the opportunity to specialize in FCS courses, Murray State University most likely changed their curriculum to require future FCS teachers to take a wide range of

classes to prepare students for the subjects they may have to teach, rather than having a majority of foods and nutrition and clothing and textiles courses.

Another factor contributing to the decline of foods and nutrition courses and clothing and textiles courses is that the FCS program went from having nine faculty members to having only one. If one faculty member were supposed to continue to provide the same quality of education as having nine faculty members, they would need to outsource their education to other departments rather than make the courses FCS-specific.

Food Preservation Course Emerges from Wartime Rationing

As noted in the 1928 and 1948 academic bulletins for Murray State University, FCS education majors were required to take a food preservation course. Around 1928 and 1948, Americans experienced World War I, the Great Depression, and World War II. Food insecurity was a major issue during these times due to food rationing and poverty, so learning about food preservation and conservation helped Americans access nutritious food. As noted in the literature review, many FCS extension agents would travel to rural and urban areas to teach Americans how to conserve and preserve their food. This indicates that the FCS field valued the subject of food preservation, so it made sense why Murray State University would make this course required for FCS education majors.

School Lunch Course Emerges to Address Federal Legislation

In the 1948 academic bulletin, it is indicated that a school lunch course was taught by the FCS department and was required for FCS education majors. The National School Lunch Act was signed into law in 1946, so it is understandable why this course was required for FCS education majors, especially because FCS professionals were a driving force advocating for this program. In the school lunch course, students were taught the education and nutritional values of

school lunches and were guided on making “the school lunch an educational experience for children” (MSC, 1948, p.105). Because FCS professionals were leaders in the movement for school lunches, it was important for future FCS teachers to understand why they were important.

Decline of Home Management Houses Affects Murray State University

As mentioned in the literature review, most home management houses were demolished or repurposed by the 1980s (Nickols, 2020). However, Murray State University’s home management house operated until the fall of 1993. Since the FCS field was shifting from having a home management house residency experience, Murray State University's FCS education program made residing in the home management house optional from 1989 to 1993 before closing the house. This limited students’ opportunity to have hands-on experience with traditional home management, but it also gave them more freedom to live where they wanted during their senior year.

Equipment Course Emerges for Navigating an Industrialized Society

In the academic bulletins, “Equipment” was listed as a course in 1948, 1968, and 1988, proving that this was a relevant topic during these time periods. This course discussed the maintenance, selection, and use of different equipment and how they relate to “kitchen and laundry planning” (MSC, 1948; MSU, 1968; MSU, 1986, p. 260). Due to the influx of affordable appliances and equipment, FCS professionals began helping others understand how to use these appliances and where they could best be purchased. Since this was an important topic at the time, Murray State added this course to its curriculum to prepare its students to teach the content in a high school setting.

Education for Students with Disabilities as a Response to Federal Legislation

In the 1988 Murray State University academic bulletin and beyond, FCS education majors were required to take a course about educating students with disabilities (MSU, 1986; MSU, 2007; MSU 2023). This change was to cater to the Carl D. Perkins Vocational Education Act of 1984, which stated that equal education must be equally provided to special populations such as those with disabilities (National Association of Special Education Teachers, 2023). Murray State University recognized the need for specialized education for FCS education majors, so they required the special education course, as noted in the academic bulletins of 1988, 2008, and 2023.

General CTE Courses Required to Address Federal Legislation

FCS education majors at Murray State University were required, first noted in the 2008 bulletin, to take a series of courses specific to CTE (MSU, 2007). In 1990, the Carl D. Perkins Vocational and Applied Technology Education Act was passed and transformed CTE by incorporating academics into skills-based learning (Gordon & Schultz, 2020; Wirt, 1991). Later, in 2006, the Carl D. Perkins Career and Technical Education Improvement Act was enacted and further transformed CTE by incorporating programs of study, which outlined a sequence of courses that would prepare students for different industries (Dortch, 2014; Johnson, 2020). Because of these advancements in the FCS and CTE fields, it was necessary to provide specialized training for FCS education majors.

Conclusion

Three questions were answered after performing this research study:

What are the notable changes in Murray State University's FCS education department, involving curriculum, from 1928 to 2023?

The research identified some of the notable changes in the Murray State University's education department, which were indicated in the Results section of this paper. The data proved that there were declining trajectories of the number of classes in clothing and textiles, foods and nutrition, and housing, home furnishings, and equipment. Increased trends were discovered for CTE-specific courses and foundational education courses. Lastly, the research indicated that the curriculum maintained its number of courses in child development, consumer education, family/individual health, family living and parenthood education, home management, and FCS education-specific courses.

What are the notable themes, topics, and changes to the overarching FCS field from 1928 to 2023?

This question was answered extensively throughout the literature review. To summarize, the FCS field changed in the 1970s and beyond by shifting its focus from preparing women to manage their homes to preparing people for careers related to FCS. This change was a response to societal changes such as gender roles and family dynamics.

How have the events in society and the FCS field influenced the FCS education program at Murray State University from 1928 to 2023?

The data indicated seven findings:

- Due to the diversification of the FCS field after the 1970s, there were fewer foods and nutrition courses and clothing and textiles courses.
- Food preservation courses were available in 1928 and 1948 because of experiences from wartime food rationing and preservation.

- A school lunch class was offered in the 1948 academic bulletin in response to the implementation of the National School Lunch Program in 1946.
- With the nationwide phase-out of home management houses, Murray State University replaced its Home Management Residence experience with a standard, lecture-based family resource management class.
- An equipment class emerged from 1948 until 1988 to address the need for instruction on maintaining and selecting household equipment and materials after household appliances became popular.
- Students were required to take a class involving educating students with disabilities beginning in the 1988 time frame due to the relevance of the issue and the implementation of legislation that required equal CTE for students with disabilities.
- CTE courses started being required in 2008, which is soon after the Carl D. Perkins Vocational and Applied Technology Act of 1998 was passed and introduced new verbiage as well as programs of study.

Conclusion

In this chapter, findings from the research will be summarized, limitations of the study will be identified, recommendations for future research will be made, and the study's contribution to relevant fields of studies will be discussed.

Summary of Findings

This study aimed to identify and explore the changes in the FCS Education program at Murray State University from 1928 to 2023. The study was done by noting the changes in 20-year intervals of the FCS education curriculum content at MSU, identifying overarching themes in the FCS field throughout history. To answer the question, the researcher synthesized the history of the field and the curriculum changes to explore social currents that may have inspired the curriculum changes.

The study asked how the events in society and the FCs field influenced the family and consumer sciences education program at Murray State University. The researcher found seven key findings:

- Due to the diversification of the FCS field after the 1970s, there were fewer foods and nutrition courses and clothing and textiles courses.
- Food preservation courses were available in 1928 and 1948 because of experiences from wartime food rationing and preservation.
- A school lunch class was offered in the 1948 academic bulletin in response to the implementation of the National School Lunch Program in 1946.
- With the nationwide phase-out of home management houses, Murray State University replaced its Home Management Residence experience with a standard, lecture-based family resource management class.

- An equipment class emerged from 1948 until 1988 to address the need for instruction on maintaining and selecting household equipment and materials after household appliances became popular.
- Students were required to take a class involving educating students with disabilities beginning in the 1988 time frame due to the relevance of the issue and the implementation of legislation that required equal CTE for students with disabilities.
- CTE courses started being required in 2008, which is soon after the Carl D. Perkins Vocational and Applied Technology Act of 1998 was passed and introduced new verbiage as well as programs of study.

These findings indicate how the FCS education field is ever-changing, and Murray State University has been quick to recognize that and change its curriculum to reflect it.

Limitations

During this study, multiple limitations were present.

One limitation involved the large scope of the study. This study analyzed 95 years of history in the FCS education program at Murray State University and 95 years in the overarching FCS field. To cover this wide scope, the researcher divided the timespan into intervals of 20 years. Because this was done, some data may be inaccurate, and some significant data may have been overlooked. Because of this limitation, the author intentionally referred to each of the five academic bulletins as time frames rather than exact dates. This limitation could have been resolved if there was more time to read each year's bulletin, but that would not have been feasible given the time constraints of the research project.

Another limitation of the study is the analysis method. When each course was categorized into a curriculum theme, it was sorted into the theme representing most of the course's content. However, some courses' content would include subjects that incorporated multiple curriculum themes. Because of this sorting method, not all content was represented, just the major content. This limitation could have been resolved by reading each year's academic bulletins and recording their data. However, this was also unrealistic due to the time constraints of the study.

Another limitation was the limited availability of research in 21st-century analysis of postsecondary FCS education curriculum. It was difficult to compare Murray State University to other schools because no prior research was available.

Recommendations for Future Research

To overcome the limitations of this study, it would need to be repeated in either small timeframes or with more specific data from sequential academic bulletins. These changes would provide a more in-depth understanding of the material, improving the findings' accuracy.

More research is also needed in the 21st-century analysis of postsecondary FCS education programs. With more research on this topic, postsecondary FCS education programs can better evaluate the effectiveness of their curriculum and how they compare to other schools' programs. This topic could even expand to ensure FCS education programs include similar curriculum themes and assess how the postsecondary FCS education field could improve to suit the needs of aspiring FCS educators better.

It would be helpful, as well, for researchers to discover why Murray State's FCS education program lost eight FCS faculty members between the years 1988 and 2008. After finding this, researchers can analyze how to help the FCS education program return to its former prosperity.

There is also a need for a case study of the Murray State University FCS program involving surveys and interviews with former students, current students, and former faculty to record data better and to understand the FCS program's history.

Contribution

By conducting this research, the researcher addressed the need for a study that assesses the history, relevance, and involvement of the Murray State University FCS education department. This research has provided a framework that could be used to study other universities that offer FCS education degrees to preserve the profession's history.

This research also educates those at Murray State University about FCS and its relevance in today's society, as FCS is becoming a forgotten field.

Conclusion

In summation, this research aimed to identify and explore the changes in the FCS education program at Murray State University from 1928 to 2023 by recording the changes in the program's curriculum in 20-year intervals, recognizing the overarching themes of the FCS field, and synthesizing that information with general history to discover why the curriculum changes may have occurred. Notably, the data proved seven findings after the researcher observed the changes in the FCS education program's curriculum. They include:

- Due to the diversification of the FCS field after the 1970s, there were fewer foods and nutrition courses and clothing and textiles courses.
- Food preservation courses were available in 1928 and 1948 because of experiences from wartime food rationing and preservation.
- A school lunch class was offered in the 1948 academic bulletin in response to the implementation of the National School Lunch Program in 1946.

- With the nationwide phase-out of home management houses, Murray State University replaced its Home Management Residence experience with a standard, lecture-based family resource management class.
- An equipment class emerged from 1948 until 1988 to address the need for instruction on maintaining and selecting household equipment and materials after household appliances became popular.
- Students were required to take a class involving educating students with disabilities beginning in the 1988 time frame due to the relevance of the issue and the implementation of legislation that required equal CTE for students with disabilities.
- CTE courses started being required in 2008, soon after the Carl D. Perkins Vocational and Applied Technology Act of 1998 was passed and introduced new verbiage as well as programs of study.

After concluding the research, the researcher identified limitations to the study, which were used to identify areas that needed further research.

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Appendix A

OpenAI ChatGPT Conversation Transcript

Researcher: What are notable events for family and consumer sciences?

ChatGPT: Family and Consumer Sciences (FCS), formerly known as Home Economics, encompasses a wide range of topics related to family, home management, nutrition, textiles, and more. Notable events in the history of Family and Consumer Sciences include:

- **Emergence of Home Economics:** The roots of Family and Consumer Sciences can be traced back to the late 19th century when it emerged as a response to the changing roles and needs of women in society. The field gained recognition in the early 20th century.
- **Ellen Swallow Richards:** Ellen Swallow Richards, often referred to as the "Mother of Home Economics," played a significant role in the early development of the field. She founded the American Association of Family and Consumer Sciences in 1909.
- **Morrill Act:** The Morrill Act of 1862, and subsequent acts, established land-grant universities, which helped promote education in fields related to agriculture and home economics.
- **World War I and II:** During these periods, FCS professionals were actively involved in supporting the war effort by providing guidance on rationing, nutrition, and other homefront concerns.
- **Home Economics Movement:** The mid-20th century saw a strong movement to promote home economics education in schools. This movement aimed to teach practical life skills, including cooking, sewing, and budgeting

- **Focus on Nutrition:** Nutrition education became a key component of FCS, with programs like the National School Lunch Program and the creation of the Food and Nutrition Service in the US Department of Agriculture.
- **Gender Equity:** Over time, Family and Consumer Sciences evolved to become more inclusive and adapted to changing gender roles. It expanded to address issues affecting both men and women.
- **Name Change to Family and Consumer Sciences:** Many educational institutions and professional organizations shifted from using the term "Home Economics" to "Family and Consumer Sciences" to reflect the broader scope of the field.
- **Research and Advocacy:** Family and Consumer Sciences professionals have been involved in research and advocacy on various topics, including child development, family dynamics, consumer behavior, and sustainable living practices.
- **Global Outreach:** FCS has gained recognition internationally, with organizations like the International Federation for Home Economics working to promote its principles worldwide.
- **Public Health:** Family and Consumer Sciences professionals have played a vital role in public health initiatives, such as promoting healthy eating habits, food safety, and wellness programs.
- **Sustainability and Environmental Concerns:** FCS has increasingly incorporated sustainability and environmental concerns into its curriculum, emphasizing the importance of responsible consumption and resource management.

- **Online and Digital Education:** The field has adapted to the digital age, with online courses and resources becoming more prevalent to reach a broader audience.

These notable events highlight the evolution of Family and Consumer Sciences from its early roots in domestic science to a multidisciplinary field that addresses a wide range of family and consumer issues in today's society.

Researcher: What is a comprehensive timeline about family and consumer sciences history?

ChatGPT: Here is a comprehensive timeline of the history of Family and Consumer Sciences (FCS), from its early beginnings to more recent developments:

Late 19th Century:

- The roots of FCS can be traced back to the late 19th century when it emerged as a response to the changing roles and needs of women in society.

Early 20th Century:

- 1909 - Ellen Swallow Richards founded the American Association of Family and Consumer Sciences (AAFCS).
- 1910s-1920s - FCS programs began to be established in universities and schools across the United States.
- 1917-1919 - FCS professionals actively supported the war effort during World War I by providing guidance on rationing, nutrition, and homefront concerns.

1930s-1940s:

- 1930s - The field of Home Economics gained prominence and saw significant growth in education and research.

- 1940s - Home Economics professionals played a crucial role during World War II by providing guidance on nutrition and food rationing.

1950s-1960s:

- 1950s - The Home Economics Movement promoted home economics education in schools, teaching practical life skills such as cooking, sewing, and budgeting.

- 1950s-1960s - The field began to expand to include broader topics like child development, family dynamics, and consumer behavior.

1970s-1980s:

- 1970s - The field started shifting away from the term "Home Economics" to "Family and Consumer Sciences" to reflect its broader scope.

- 1980s - FCS professionals began to incorporate sustainability and environmental concerns into their curriculum.

1990s-2000s:

- 1990s - FCS programs continued to evolve to address changing gender roles and family structures.

- Late 1990s - The digital age saw the incorporation of online courses and resources into FCS education.

- 2000s - FCS professionals played a role in public health initiatives, emphasizing healthy eating habits and wellness programs.

2010s-2020s:

- 2010s - Sustainability, environmental awareness, and responsible consumption became increasingly important in FCS curriculum.

- 2020s - FCS continued to adapt to the changing needs of society, addressing issues such as financial literacy and digital competency.

International and Global Outreach:

- Throughout its history, FCS principles and practices have gained recognition internationally, with organizations like the International Federation for Home Economics (IFHE) promoting its principles worldwide.

This timeline provides an overview of the key developments in the history of Family and Consumer Sciences, highlighting its evolution from its early origins to a multidisciplinary field that addresses a wide range of family and consumer issues in today's global society. Keep in mind that the field's history is extensive, and this timeline provides a general overview of its major milestones.

Researcher: What is a timeline for the emergence for family and consumer sciences education in colleges?

ChatGPT: The emergence of Family and Consumer Sciences (FCS) education in colleges can be traced back to the late 19th century and has since evolved significantly. Here's a timeline highlighting key milestones in the development of FCS education in colleges:

Late 19th Century:

- 1871: The Chautauqua Literary and Scientific Circle (CLSC) in New York began offering correspondence courses in domestic science and economics, laying the groundwork for formal FCS education.

Early 20th Century:

- 1900: Columbia University established the first university-based program in home economics.
- 1909: Ellen Swallow Richards founded the American Association of Family and Consumer Sciences (AAFCS), which promoted the development of FCS programs in colleges and universities.
- 1910s: FCS programs started to be established in universities and colleges across the United States.
- 1917-1919: FCS professionals played a crucial role during World War I, providing guidance on nutrition, food preservation, and home management.

1930s-1940s:

- 1930s: FCS education saw significant growth in terms of curricular development and research.
- 1940s: Home Economics professionals played a critical role during World War II, advising on food rationing, nutrition, and related matters.

1950s-1960s:

- 1950s: The Home Economics Movement promoted the expansion of FCS education in schools and colleges, focusing on practical life skills.
- 1960s: FCS education began to broaden its scope to include topics like child development, family dynamics, and consumer behavior.

1970s-1980s:

- 1970s: FCS began shifting away from the term "Home Economics" to "Family and Consumer Sciences" to better reflect its diverse curriculum.

- 1980s: FCS educators started incorporating sustainability and environmental issues into the curriculum.

1990s-Present:

- 1990s: FCS programs continued to evolve to address changing family structures and roles.

- Late 1990s: The digital age led to the incorporation of online courses and resources into FCS education.

- 21st Century: FCS education adapted to address contemporary challenges, including public health initiatives, financial literacy, and the integration of technology in daily life.

Throughout this timeline, FCS education has expanded its focus from traditional homemaking skills to encompass a broader range of topics related to family, health, nutrition, consumer behavior, and sustainable living. Today, FCS programs in colleges and universities continue to adapt to meet the changing needs of students and society.

Researcher: What are significant times in American history where family and consumer sciences made an impact?

ChatGPT: Family and Consumer Sciences (FCS) professionals have made significant impacts on American history in various ways, often by addressing important social and economic issues. Here are some notable times in American history where FCS professionals have made an impact:

- **World War I and World War II:**
 - During both world wars, FCS professionals played a crucial role on the homefront. They provided guidance on food rationing, nutrition, and efficient home management, helping families cope with wartime shortages and challenges.
- **The Great Depression:**
 - In the 1930s, FCS professionals worked to address the economic hardships of the Great Depression. They provided practical advice on budgeting, stretching resources, and managing households during tough times.
- **Post-WWII Economic Boom:**
 - After World War II, FCS professionals helped families transition from wartime austerity to a period of economic growth. They provided guidance on modern conveniences, home management, and consumer choices.
- **Civil Rights Movement:**
 - FCS professionals advocated for equity and diversity within the field, contributing to efforts to desegregate schools and promote equal opportunities for education and employment.
- **Nutrition and Public Health:**
 - FCS professionals have played a key role in promoting nutrition education and public health initiatives, such as the creation of the National School Lunch Program, which provides nutritious meals to students.

- **Sustainability and Environmental Awareness:**
 - In response to growing environmental concerns, FCS professionals have advocated for sustainable practices in areas like food production, textiles, and household management.
- **Consumer Protection and Advocacy:**
 - FCS professionals have been active in consumer advocacy, working to ensure fair and ethical practices in the marketplace and promoting consumer rights.
- **Child and Family Welfare:**
 - FCS professionals have contributed to the development of policies and programs related to child and family welfare, including child development and family support services.
- **Digital Literacy and Technology Integration:**
 - As technology has become increasingly important in daily life, FCS professionals have helped individuals and families navigate digital literacy, online safety, and the integration of technology into households.
- **Financial Literacy:**
 - FCS professionals have been instrumental in promoting financial literacy and responsible money management, helping individuals and families make informed financial decisions.
- **Family Dynamics and Relationships:**
 - FCS professionals have conducted research and provided education on topics such as marriage, parenting, and family communication, contributing to healthier family dynamics.

- **Food Safety and Hygiene:**

- FCS professionals have played a critical role in promoting food safety practices, helping prevent foodborne illnesses and ensuring safe food handling at home and in food service establishments.

These are just a few examples of how FCS professionals have made a positive impact on American society throughout its history. Their work continues to be relevant in addressing contemporary challenges and promoting the well-being of individuals and families.