

AN ABSTRACT OF THE THESIS OF

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Title: ATTITUDES OF EIGHTH GRADE GIRLS TOWARD
HOMEMAKING CLASSES IN WASHINGTON JUNIOR HIGH
SCHOOL, PASADENA, CALIFORNIA

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The study was designed to answer the following questions

1. What do eighth graders think is important in home-making classes?
2. Who do eighth graders believe should enroll in home-making classes?
3. What factors influence whether eighth graders take homemaking?
4. How do eighth graders rate the importance of home-making classes in relation to other subjects?
5. How do eighth graders describe homemaking classes?

Attitudes toward the following areas and other related factors were investigated in this study.

1. Child development

2. Clothing, textiles and related arts.
3. Consumer buying
4. Foods and nutrition
5. Family relationships
6. Housing, home furnishings and equipment
7. Management of resources (use of time and money)
8. Homemaking classes as a recognized part of the secondary school program for girls
9. Value of homemaking classes to all students regardless of their future plans

A questionnaire was constructed, revised, and administered to 176 eighth grade girls at Washington Junior High School, Pasadena, California, to acquire reactions to the five questions as they related to the nine areas and factors of home economics.

The majority of the respondents (98 percent) were 13 and 14 years of age. Few respondents were in the 12 and 15 year category. Nearly 100 percent were enrolled in homemaking classes as seventh graders. Fewer than 20 percent were presently enrolled in homemaking classes.

Findings showed that the respondents held favorable attitudes toward homemaking classes in general. Over one half of the respondents felt that most of the present emphasis in homemaking classes is in cooking and sewing. Respondents felt very strongly

that homemaking should be offered only as an elective. Replies in the positive category most often suggested the type of classes offered in the homemaking program influenced whether eighth graders take homemaking.

Over one half of the respondents believed it is important for the student leaving school before graduation to have some homemaking classes. The respondents generally implied the major goal of homemaking classes is the improvement of family life in our society. Positive replies indicated homemaking is a popular subject with students of all level abilities.

Respondents strongly disagreed equally in the following areas.

1. Homemaking classes are planned more frequently for the less able student than for the able student.
2. The student leaving school before graduation may marry young and can learn homemaking skills after marriage.

The following conclusions were reached.

1. The majority of the respondents held favorable attitudes toward homemaking classes.
2. Homemaking classes are interesting and challenging.
3. Homemaking is a popular subject with students of all ability levels.
4. Homemaking classes may show opportunities for interesting and rewarding careers.

Attitudes of Eighth Grade Girls Toward Homemaking Classes
in Washington Junior High School, Pasadena, California

by

Frankye Mackey Hutcherson

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ATTITUDES OF EIGHTH GRADE GIRLS TOWARD HOMEMAKING
CLASSES IN GEORGE WASHINGTON JUNIOR HIGH SCHOOL,
PASADENA, CALIFORNIA

I. INTRODUCTION

Home economics in the school of the future will occupy a more prominent place than it does today. Life holds much more for each of us than earning a living. What happens at home affects all the rest of our lives. Making a home more artistic, more cultural, more friendly, and a place where all of the persons in it are more respectful of each other constitutes a foundation for the full life. Home economics in the future will meet that challenge better as it changes its curriculum, its methods, its staff utilization, its facilities, its evaluation techniques and its fiscal policies (Trump, 1964, p. 88).

Educators express agreement with Trump, home economics at all levels is dedicated to helping students cope with rapid change and face the complexities of modern living.

The major concern of the writer was to obtain information regarding the attitudes toward homemaking programs in order to more adequately interpret curriculum, strengthen existing programs and meet the needs and interests of junior high school students.

Purpose of the Study

The purpose of this study was to investigate the attitudes of eighth grade girls toward homemaking classes in George Washington Junior High School in Pasadena, California. In order to accomplish

this goal, answers were sought to the following questions:

1. What do eighth graders think is important in homemaking classes?
2. Who do eighth graders believe should enroll in homemaking classes?
3. What factors influence whether eighth graders take homemaking?
4. How do eighth graders rate the importance of homemaking classes in relation to other subjects?
5. How do eighth graders describe homemaking classes?

Need for the Study

Home economics education in retrospect reveals changing attitudes and objectives. At one time the field was known as "domestic science", probably because the title sounded scientific and impressive. The title "home economics", became associated with the subject as more emphasis was placed on economics in reference to home and family living. Recently the term "homemaking" has been used in connection with home economics particularly on the high school level; to identify less than college level and more recently to distinguish the part of the program devoted to improving home and family life.

There is a definite need for improved curriculum at all levels

as well as among areas of home economics. Planning a sequence for home economics requires consideration of personal and family situations on various grade levels if we are to succeed in fostering positive ways of approaching home and family problems (Mallory, 1963).

Limitations of the Study

1. Not all eighth grade girls in the school were contacted.
2. There was no investigation of the quality of the present homemaking program in the school.
3. Attitudes of former eighth grade girls were not considered in this investigation.
4. Attitudes of individuals cannot be measured, but attitudes can imply positive or negative reactions.
5. No effort was made to contact those eighth grade girls who were absent when the questionnaire was administered.

Definition of Terms

1. Attitude -- A readiness to react toward or against some situation, person, or thing, in a particular manner, for example, with love or hate or fear or resentment, to a particular degree of intensity (Good, 1959, p. 48).

- A disposition toward or against some situation, person or thing, in a particular manner (Fleck, 1968).
2. Interest -- A subjective - objective attitude, concern, or condition involving a percept or an idea in attention and a combination of intellectual and feeling consciousness; . . . any preference displayed (Good, 1959, p. 295).
3. Need -- Those basic needs which everyone has regardless of age, sex, or station in life, such as sense of personal worth, status, recognition, love, a sense of belonging, and attainment of some measure of success in one's efforts, as well as physical requirements . . . often serve as a basis for determining logically the kind of general education program necessary to satisfy the basic needs (Good, 1959, p. 362).
4. Home Economics -- College instruction offered at the undergraduate and graduate levels to prepare students for homemaking and for a variety of professional fields, such as teaching,

dietetics, institution management, certain business careers, home economics extension and research . . . (Good, 1959, p. 271).

5. Home Economics Education -- Professional courses offered at the senior college and graduate levels for prospective teachers in service in the field of home economics (Good, 1959, p. 271).
6. Home Economist -- One who holds a bachelor of arts or bachelor of science or an advanced degree with emphasis in one of the areas of home economics (Good, 1959, p. 271).
7. Homemaking Education -- A program of instruction and organized experiences offered at the high school level, designed to help students solve problems of personal and family life and assume homemaking responsibilities (Good, 1959, p. 271).
8. Junior High School -- Usually, a school that enrolls pupils in grades 7 and 8 or 8 and 9; may be a separate school or the lower part of a junior-senior high school; . . . (Good, 1959, p. 306).
Recently, the term "junior high school" has

been replaced in some areas by the terms "middle school" and "intermediate school."

The school in this study consists of grades 7 and 8 and is referred to as the "intermediate school."

9. Curriculum -- Various instructional activities planned and provided for students by the local school or school system (Trump and Miller, 1968).
10. Instructional Technique -- Any method, activity or experience used for teaching purposes, such as textbooks, audiovisual and other supplementary reading materials (Good, 1959).

II. REVIEW OF LITERATURE

Influences of Home Economics Education Today

Home economics education programs and other educational programs will be determined greatly by the social forces at work in our society (Fleck, 1968).

To promote best results for all concerned in our society, we must focus on change requiring the active involvement of all affected by the change. This would involve the total cooperation of the entire educational system, the students, their parents and other members of the community. Planning together is necessary if changes are to be put into effect (Trump and Buynham, 1961).

Changes in Society

The particular social factors concerning the home economist are, the mobility of people, crowded living conditions, rapid change in employment, and the diversity in life styles that exist within our American society. According to Hall and Paolucci (1970), families differ from one locale to another, and in the same area there may be wide variances in family values, patterns and practices.

Hatcher and Andrews (1963, p. 1) further emphasizes

Home economics can be effective only as it alleviates the problems and promotes the satisfaction brought

about by changing situations. Therefore, the successful teacher of home economics will need to recognize and understand the implications which social and technological changes have for family living. . .

Since the turn of the century, the population explosion has caused a tremendous shortage of space, and has given rise to other inadequacies. The flight of the middle-class families to the suburbs, and the increased migration of lower income families to the cities has resulted in gross differences in the quality of education between urban slum schools and the more affluent schools of the suburbs (Fleck, 1968).

Numerous labels are commonly used to identify the children of the poor, culturally deprived, low-socioeconomic group, economically restricted, and disadvantaged. In an educational context, 'disadvantaged' refers to children with a particular set of educationally associated problems arising from and residing extensively within the culture of the poor. This is not to say that other cultural groups within society escape similar problems, but that the ills restricting the intellectual, social and physical growth of children tend to be concentrated here. We may change the name but the problems remain, passing from generation to generation and sustained by discrimination, lack of opportunity, and an exploding population (Frost, 1966, p. 1).

Samoff (1968) points out a major difference between the middle-class, and the low-socioeconomic group is that the middle-class person has choices. They have choices about jobs, clothing, entertainment, vacations, and medical care. There are no such choices for the poor.

Thomas (1969) lists the societal changes since 1850:

1. A rural to urban transition - In 1850 approximately 85 percent of the American society lived in a portion of our country known as "rural America." Now approximately 89 percent of the American society is inside city limits.
2. A "closed society" to an "open society" - Our travel, communication, occupational and religious mobilities, politics, and economics are no longer provincial.
3. Small organizations to big organizations - We are now educated in large organizations, worship, earn our living and play in large organizations.
4. Limited-education society to a liberal-education society - We are concerned much more about economics, politics, psychology, sociology, and world affairs.
5. Labor to leisure - The average American worked about 72 hours weekly 100 years ago. Today we are working about 36 hours a week.
6. Religious society to a secular one - This is quite an obvious change.
7. Scarcity to abundance - Realizing our youth are living in an era of abundance, they seem to want more and take it for granted that more and better things will be available. As educators, we must help them to reflect about what they really want, what society needs, and what social

and economic consequences may result from these decisions.

Hatcher and Andrews (1963) also commented about the change in occupational patterns. There are more mothers working full time outside the home. Shifting jobs and automation tend to change family goals and gives rise to greater need for family cooperation.

The 1960 White House Conference on Children and Youth re-emphasized the family as the basic unit in our society. This is a world of rapid change, but the family remains the most important of all primary groups (Rouner and Simonds, 1960).

Rouner and Simonds (1960) further emphasizes social pressures, in addition to the many social changes, have a profound effect on family life. Youth are pressured into early marriages, pressured into going to college, pressured into purchasing a home whether they can afford it or not, and subsequently pressured into bankruptcy in the early stage of their family life cycle. As family members become aware that their value systems influence goal setting and achievement, can there be intelligent decision-making?

One out of five persons in our population changes his address each year. The new address may be in the same metropolitan area or may be in a distant geographical location. The move results in a change in friends, school, church, and community facilities.

Mobility is even increased in daily living when the home address

remains the same. Parents may commute to work, sister may fly to the Orient for Easter vacation, and brother may travel 40 miles to a ski area. Neighbors may come and go, new shopping centers may develop, industries may vary in the community, and recreational facilities may expand (Gentry and Schaeffer, 1960).

Gentry and Schaeffer further state that the psychological identity and stability of behavior of family members, may be jeopardized as a result of the family's environmental shifts. The insecurity and frustrations of new experiences may cause families to behave differently depending on the particular family group.

According to an article in *Tips and Topics* (1970, p. 2) "Home economists have the responsibility to help consumers understand economic and social factors which are already changing our culture.."

Most home economists are middle-class, socially and economically. However, there should be some feeling of obligation to increase the awareness of all groups which are already changing our culture (*Tips and Topics*, 1970).

The following questions should be asked by the home economics teacher today in reference to the class of people to reach in our society (*Tips and Topics*, 1970).

1. What of the poverty groups - who need more than anyone to make limited money go farther?

2. What of the forgotten families - the low income families not on welfare and too proud to ask for or accept help?
3. What of the affluent families - the families who seem to "have everything" but are often deep in debt?
4. What of the individuals or families with special problems-- physical, emotional, or mental handicaps?

The answers to the above questions seem to be apparent. With the increasingly fast changes in our economic picture, with the variations in our markets, and with the many other conditions, everyone needs current consumer education and information (Tips and Topics, 1970).

Mather is concerned with the social patterns also. She says:

Social patterns are not easy to change . . . We have a whole new way of living, working and learning as compared to a generation ago . . . Rapid change is a condition of our society, touching every aspect of our lives. Each of us must learn to live with, and make the most of, the opportunities which changes represent . . . (1966-67, p. 227).

There is unmistakably a change in the roles of family members. Families must work with the schools, the church, the community and a variety of other agencies and social organizations which provide for their needs and contribute to the development of each member (Miller, 1966).

Changes in Education

The profession of education and our society has accepted the idea of change, but realize change is neither good nor bad in itself (Smith, 1968). When problems are carefully identified, solutions thoroughly searched out, and changes then agreed upon for tryout, the changed practice becomes both a result and a criterion of curriculum building (Saylor and Alexander, 1966).

Today's secondary schools are especially innovative in curriculum development. The process of change in our educational system has placed many conflicting demands on its students and staff.

There is a renewed stress on the academic side of education. Parents and teachers help motivate the students toward the middle-class ideal of success. The young person frequently feels that he must obtain a high school diploma, and further that he must pursue a college degree (Jones, Salisbury and Spencer, 1969).

Pupils more than any other group, have the largest stakes in the curriculum change. Trump and Miller (1968) describes the self-sufficient classroom as one of the many new concepts of instruction in the various fields. In this setting, provisions are made for a variety of learning opportunities, both inside and outside the school building. Students and teachers have access to different kinds of supplies and equipment. The absence of any of this equipment limits

the opportunities of both the student and the teacher.

Modern secondary schools are larger. The trend is toward secondary schools of one thousand or more students, and it is not uncommon to find high schools with two thousand and up to forty-five hundred in enrollment. Larger schools do have some advantages in providing broader programs and services at a more reasonable cost per student (Jones et al., 1969).

Flexible scheduling reflects a current trend in educational philosophy. Trump and Miller (1968) indicates the goal of the schedule is to give teachers and pupils as much freedom in the use of time, space, and numbers of persons as well as content for instruction.

School facilities offer many different avenues to knowledge, appreciation, and understanding. Textbooks and chalkboards will no longer suffice (Trump and Boynham, 1961).

Audiovisual aids have been increasingly available for educational use during much of the twentieth century. Exhibits at educational conventions and advertisements in periodicals indicate the variety of available films, filmstrips, slides, projectors, recorders, radio and television receivers and transmitters, automated reading devices, programmed textbooks and machines, flannel board and numerous other audiovisual devices (Trump and Miller, 1968).

The instructional techniques suggested are examples of some

of the efforts the field of education is making to meet the challenges of the changes.

Edwards (1970) calls for advances and revitalization in education and the growth of teaching as a profession. This growth can only come through a new concept of dedication; a group of teachers cooperating to set precedents and policies in education that will outlive any teacher. These unified teachers will be professionals who realize that providing an education for all students is their obligation.

Teachers will continue to plan curriculum and attend workshops in order to discover new techniques; belong to professional committees, and assume an even greater role in determining educational policy. Specialists in education are needed in planning the changes that will make education relevant and significant. However, the problems arising from population shifts and urbanization have united in the past decade to make a profound change in the attitude of many teachers. This change in attitude was not toward students or to their daily work, but toward the surrounding society, and in the characteristics of the profession itself (Carr, 1968).

Accountability is the "now" word of public education. The appeal for accountability has come from the President of the United States, Congress, agencies of the federal government, school boards, local school administrators, teacher preparation institutions,

and other sources (Stocker, 1971).

Stocker (1971, p. 48) quotes Don Davies, Associate Commissioner of Education of the U. S. Office of Education:

Accountability is a participatory process by which schools and communities can make judgments as to the things schools can and should do, about the resources and conditions needed to do them, and then finally, as to whether they have done them. The process operates best at the level of a single school and the community it serves rather than at a national or state level.

The accountability issue reflects a deep and genuine apprehension on the part of the public that the educators are not doing the job they should be doing (Stocker, 1971).

Educators are not alone accountable for the end product of the schools. They share accountability with the taxpayers, the parents, Congress and state legislatures, which defray much of the expense; the school board, which makes school policy; and the administrators, who put policies into effect (Stocker, 1971).

Koontz (1971, p. 25) suggests schools should refocus their thinking and establish new priorities. She states:

They must give all students an awareness of their own potential, a sense of dignity, and pride in their jobs, and the confidence that with hard work they can move upward.

The secondary schools of today are characterized by an increase in size, a diversity of offerings, and flexibility in programs and schedules (Jones, 1969).

Developing a Curriculum Adequate for the 1970's

This is the time for careful evaluation of our emphasis on homemaking skills in home economics. "We face a new challenge in curriculum development in home economics" (Simpson, 1968, p. 767).

Her view indicates:

Home economics today is no field for the meek. Courage and imagination are needed in developing programs to meet the challenge of the present and foreseeable future in interpreting programs and needs, and in demanding the funds and facilities needed to carry out these programs.

Miller (1966) suggests home economists must be prepared to make an honest appraisal of the past, an analytical assessment of the present and a creative projection into the future which will bring us into a satisfying relationship with the mainstream of mankind,

Goals of Home Economics

Byrd (1970, p. 414) proposed the following definition for the profession:

Home economics is the study of the human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind. . .

The concepts of home economics which lose their significance become a part of the old order and are replaced by new and more useful concepts. Creativity and ingenuity will also replace the lock-step linkage with tradition and give vitality to the provision (Byrd, 1970).

Mallory (1963, p. 34) in accord with others suggests:

There is need for improved articulation among levels as well as among areas of home economics. Planning a sequence for home economics requires consideration of personal and family situations on various levels if we are to succeed in fostering more mature ways of meeting home and family problems.

Today's modern homemaker ranks human relationships as the most important category to teach in home economics curriculum.

In a survey of 88 homemakers in Iowa, Sappington (1971) was somewhat distressed to find two categories of home economics, consumer education and housing, ranked low in priority. The survey did indicate that home economics has a definite role to play in preparing people, especially women, in such areas as human relations, choice making, management and nutrition. Many teachers will recognize this as a distinct challenge, for these areas are probably some of the most difficult concepts to teach.

Consumer education is one facet that affects all people. Regardless of social status, income level, age, sex and race, every individual is a consumer. Consumer education has always been incorporated in the total home economics program (Tips and Topics, 1970).

Tips and Topics (1970, p. 1) further states

Probably the 'newest' thing about consumer education is its vast expansion as an area of concern . . . Concern of the homemaker . . . Concern of industry . . . Concern of education. . . Concern of various organized groups.

Consumer education should focus on the conditions as we know them today. We can teach realistically by recognizing some of the following facts (Tips and Topics, 1970).

1. We know that young people have possession and control of sizeable sums of money.
2. We know what many young people spend their money on. (There are national patterns, but also there are local community patterns.)
3. We know that young people marry in large numbers at an early age.
4. We know that families buy goods and services which formerly were provided at home.
5. We know that people live longer on fixed incomes and make financial obligations extending into the future.

These factors have a dollar implication that justifies a curriculum that will equip young people with basic understanding and responsibility (Tips and Topics, 1970).

If we are to accomplish broad objectives of consumer education, in order to achieve greater satisfaction from living, we must make three basic changes in our teaching. Rice (1971, p. 15) recommends

1. Reorient the home economics program to focus on the real needs of the student and the community.
2. Shift the emphasis from production to a consumption oriented curriculum that will prepare citizens to

make rational decisions.

3. Redesign curriculum to provide students with salable skills regardless of education attained.

Rice (1971) insists we must teach people how to make rational decisions and how to go on making them when alternatives change to new ones. The challenge is tremendous!

There should be a continuous emphasis on skills to be taught for the seventies. Mather (1971) emphasizes the following:

1. Skills for interpersonal relationships in our multi-racial, international, heavily populated world.
2. Habits and attitudes that add up to employability regardless of the job, as well as job skills.
3. Decision-making skills to help maximize family resources in keeping with family values.
4. Skills for creative outlets.
5. Skills for managing the everyday necessities of life.
6. Skills for "leisure-work."

Simpson (1968, p. 768) gives the home economist direction, suggesting that every home economist educator consider the following when making decisions related to curriculum.

Keeping in mind program purposes in home economics at various levels, we may find it helpful to view our curriculum decisions:

- conditions of society and related needs
- needs of students

- needs related to the local situation
- content and organization of the subject field
- philosophical bases

There are educators who feel the vocational aspects of home economics will continue to be stressed. If the home economics of the future is to fulfill its role, the curriculum and training in new skills will be necessary to adequately prepare students (Trump and Miller, 1968).

Students' Needs, Interests and Attitudes

The patterns of home and community life greatly determine the needs, interests, attitudes, and behavior of young people. Teachers need to be cognizant of the general nature of adolescent development (Hatcher and Andrews, 1963). Furthermore, developmental tasks differ from one culture to another, but seldom change throughout the course of time.

Hatcher and Andrews (1963, p. 21) explains the major developmental tasks which our society expects adolescents to achieve by the time they reach maturity.

- Understanding and accepting the physical changes which accompany growing up.
- Establishing emotional stability.
- Finding a place among age-mates.
- Gaining relative independence from parents.
- Making satisfying educational and vocational choices.
- Establishing a moral code and a growing philosophy of life.

One of the central dilemmas of adolescence existing within every student is the need for autonomy. Recognizing and accepting the importance of this need can help students actualize their potential. Students want complete freedom at various times; at other times he needs protection and care (Lynch, 1970).

The importance of teachers knowing students cannot be over-emphasized. A student will see meaning in relating to his background and daily activities (Spitze, 1966).

Richards (1971), studying the needs of students discovered they wanted to help set up the rules to live by. The study concluded that high schools produce three kinds of attitudes in students: (a) the bored, apathetic, indifferent attitude; (b) the critical, angry, and protesting attitude; and (c) the active, reasonably satisfied, caring attitudes.

Rice (1971) suggests we must learn to hear through the actions of our students when they tell us they want to have a say in decisions that affect them, and that they want to manage their own resources.

Walters (1968-69) rated the items used in her study of attitudes of adolescent girls and their mothers concerning home economics, according to level of agreement using a five-point scale. The following list are some of the items used in the instrument.

1. More than one year of home economics should be taken in order for girls to attain the knowledge and skills

needed as homemakers and as family members.

2. Home economics should be an important part of the basic education of boys.
3. At least one course of home economics should be taken by girls in high school whether or not they are going to college.
4. The subject matter taught in home economics places emphasis on skills, attitudes, values, and knowledge needed in meeting and solving problems of everyday living.
5. The subject matter in home economics does not keep up with the changes of our time.
6. Girls are able to manage their time and energy more effectively as a result of studying home economics.
7. Home economics courses are too easy and present no challenge to the student.
8. Students in home economics learn to identify their basic personal values and how these influence their pattern of living.

Results of this study indicated

Some students felt that the home economics program was not meeting their needs, there was too much repetition in home economics courses; more challenge to the student was needed in the presentation of subject matter; there was a lack of understanding of what was offered in the

home economics curriculum (Walters, 1968-69, p. 365).

There is an immediate need for the homemaking program to become relevant for learning to occur. In order to teach relevancy, we must demonstrate the importance of the areas to current life needs and the goals of the student. This may be the answer to the "cry" why our total educational system has had so little impact among the disadvantaged. School is not to speak relevant to their needs or aspirations.

Ray (1958) points out changes in general education are dependent upon the consideration of ideals and values in a democracy and an analysis of needs, problems and interests of the students as they develop from interacting in their environment.

Today's youth are saying many things. Are we really listening? The sensitive teacher hears students, whether they vocalize or communicate through their actions. According to Tips and Topics (1970) teachers hear youth saying:

1. I want to learn something that will make me healthier and happier.
2. I want to have a say-so in decisions that affect me.
3. I want to know how to assess my needs, but don't tell me what my needs are.
4. I want to learn how to manage my own resources.

To know today's youth is to know his problems. The

behavioral habits and peculiarities of today's teenagers, are but the similar symptoms of the same old problems adults faced in similar ways (Heller, 1966).

Oppenheim (1966) describes the teen-ager peer group as a voluntary association. In teen-age society, the peer group is a molder of mores, and entrance is eagerly sought after. Consequently the adolescent is among equals and can establish a place for himself.

Youth are bringing our own values back into question. Their protest songs and literature, on the streets, and in our schools and homes are saying the same thing we were mumbling for years (Thomas, 1969).

Basic to self-understanding is a realization of what one considers to be most important in life, one's values. Once students understand their wants and needs, they must develop methods and experiences in problem solving and family management (Taylor, 1971).

Tips and Topics (1969) describes the "hidden curriculum" as the day to day experiences with which the student has lived before enrolling in a homemaking class. This is the reality and relevancy students talk about or refuse to talk about. It represents the starting point if we are to determine what the student "sees in" or "feels about" these experiences.

Changes in the needs of students in homemaking programs,

and in attitudes toward the program demands continuous evaluation and revision (Hall, 1955).

A functional program depends on selecting activities keyed to the background and maturity level of the students. Junior high school students may take pride in being well groomed, preparing and serving simple meals. The maturity level of both boys and girls may show some interest and ability in caring for children. However, in a broader interest, students may prefer the understanding of individual roles in their present living situation. The ability to contribute effectively may lead toward further family and community concerns, both now and later in homes of their own (Ray, 1958).

Instructional Techniques

Current trends point toward less emphasis on all traditional teaching. Teachers need to recognize relevant knowledge and skills in home economics, if the course is to be a part of the school curriculum of the future (Massey, 1967-68).

Major emphasis needs to be given to good teaching, in considering the next steps in home economics education. We must concern ourselves with students individually as well as collectively.

Fleck (1968) suggests the following criteria for selecting the methods of instruction:

1. Is appropriate to the maturity of the student.

2. Is suitable to the particular objectives of the lesson.
3. Can be adapted to student needs, problems, interests.
4. Permits flexibility in planning.
5. Provides for individual differences among students in learning.
6. Provides for cooperative effort or group work.
7. Gives students an opportunity to inquire, to create, and to initiate.
8. Furnishes an opportunity for the teacher to observe students' progress.

Fleming (1964, p. 23) contends. . . "there is no formula. Each teacher holds the key in the way she conceives her role as a professional worker."

Recent years have heard us talking about the gifted, retarded, disadvantaged and others. Now we have them all in our schools. Let us proceed with the job and help all youth to achieve their maximum (Fleming, 1964).

Trump (1964) predicts students will have more time than is now available for individualized instruction. The independent study concept develops individual responsibility for learning and teaches students how to learn.

Certain teacher resources and techniques may be more effective than others for some students. The skillful teacher can make it

possible for each student to benefit from a variety of resources.

Students can develop the ability to use many resources with careful guidance (Hatcher and Andrews, 1963).

A learning activity package is a self-instructional unit developed for learning one basic concept. . . .
(Shear and Ray, 1969, p. 768).

The Learning Activity Package (LAP) contains many sections where the student must make decisions as to the content he will study, the media he will use, and the activity in which he will involve himself (Fletcher, 1971).

An instructional program can permit each student in home economics to work at their own speed. Fletcher (1971, p. F-92) listed ways to meet the needs of individual students.

1. The teacher contributes to a small group by using posters and discussion.
2. Information in the files is helpful to students when they are learning at an individually paced rate.
3. Students become familiar with visual aids when studying furniture styles without a teacher's instruction.
4. Watching a filmstrip. . . Just a sampling of the many things small groups are able to accomplish individually in their home economics classroom.

Recognizing individual differences, home economics students in the future will be grouped and regrouped for presentation and discussion on the basis of achievement in the subject and

personal needs (Trump, 1964).

Mini-lessons can be very practical and creative. The single concept lesson would accommodate numerous teaching situations.

Graduate students and teachers in home economics education at the University of Kentucky have developed a group of exciting mini-lessons. The following are suggested titles of mini-lessons.

1. Manners "Mingo" (Adaptation of Bingo to provide a firm way to learn manners.
2. Entertaining A Child While Waiting (places where ~~no~~ toys are available).
3. Who Are You? (recognizing personal qualities and values).
4. Breakfast - It only Takes a Minute (Why eat a nutritious breakfast?)
5. Being a Good School Member (good habits for classroom, lunchroom, assembly, etc.) (Stewart, 1970).

Supplementary teaching methods must be used to motivate students to continue learning. The self-study teaching technique provides for more teacher-student evaluation individually.

Home economics students enrolled in clothing classes at Oklahoma State University are experimenting with the self-study type of instruction. They meet weekly for lectures, then spend the desired time needed until they feel they have mastered the material.

All of the materials complement and expand the subject area being covered (Shipman, 1971).

Another look at independent study becomes even more timely as schools adopt some type of modular scheduling. Stewart (1970) suggests some ideas for independent study.

Special diets

Space foods

Men's clothing styles

Outstanding Blacks in history

Laws protecting the consumer

Leisure time

Wigs

Women's Liberation Movement

Eating customs in different countries

History of fashion; repetition of styles

New uses for paper products.

Stewart (1970) feels the entire school might be motivated to pursue some topic and share ideas with others. The projects would involve the school library, community resource persons and the facilities of the home economics department.

Trump (1964, p. 86) visualizes the

Home economics teachers in the school of the future will be able to vary the time for different student activities rather than to continue to be confined with standard length

periods and bells that ring on the impulse of the program clock in the principal's office.

Mather (1971) foresees greater cooperation with others in program planning for grade-school, junior high school, senior high and post-secondary programs.

Exchange classes can be highly effective between industrial arts and home economics. The teaching of a simple electrical repairs unit with the youngest of junior high students would prove valuable and relevant. Many of the students use appliances and own personal grooming equipment. Class time spent making a few simple repairs will tend to encourage proper care of electrical appliances (Wilson, 1970).

The Future Homemakers of America is an organization of high school home economics students serving an integral part of the total home economics program (Henes, 1971).

Fleck (1970) advocates the FHA or a home economics class, take the initiative in motivating the student body in planning environmental action programs. Newspaper clippings about the environmental crisis may render a resourceful teaching technique to motivate discussion.

Henes (1971) suggests five ways to integrate FHA with home economics. The challenge is to provide educational opportunities beyond the classroom.

1. Teach a one-week FHA unit. Present the facts and specifics on FHA.
2. Plan coordinated projects between FHA and the home economics classroom.
3. Use FHA officers as assistants to serve as resource people or discussion leaders.
4. Provide an FHA workroom to plan activities and socialize.
5. Coordinate home experiences or individual projects with FHA degrees.

Visual aids can add a special dimension to classroom teaching. Hamilton (1970) takes a new look at teaching fashion sewing by using simple-to-make paper dolls of foam core. These dolls can be used to teach such concepts as coordination of pattern and fabric, elements and principles of design.

Hamilton (1970) further suggests the most effective new way of teaching clothing construction is showing transparencies on an overhead projector. Transparencies can be made available to students for review between classes.

Fashion awareness for boys can give them a chance to express themselves. Magazines and newspapers can provide an excellent source of fashion photos of male models. An observation trip to a men's store to study trims, color, patterns and wardrobe planning

may interest other male students in home economics (Gray, 1970).

The best techniques of teaching may be disproved with unrealistic forms of evaluation. Students do receive grades, based on tests and assignments. If the teacher tests the students' remembrance, rather than the relevance of information, the discovery of knowledge becomes a meaningless activity (Harker and Kupsinel, 1971).

Current trends suggest more individualized instruction, more team teaching, less emphasis on manipulative skills, more emphasis on co-educational classes in family life education, fewer laboratory classes in foods and clothing, and more experiences in preschool laboratories.

Education for Family Life

Trump and Miller (1968, p. 122) indicating education of family members has a higher priority than ever before. They state:

. . . The values of an education has become accepted even among lower income families. Planning for the education of the children is a major family problem. And beyond the education of the children is the continuing education of the parents. Adult education has a greater enrollment than any other educational enterprise and this will increase as life expectancy increases. Fortunately, the field of home economics had been a pioneer in adult education. . .

Educators concerned about our students and the future of our society will agree that teaching family living is a challenging and

stimulating responsibility requiring time and ingenuity (Taylor, 1971).

Neiman (1970) urges home economics teachers to equip themselves to treat the most vital aspect of education in the seventies, the teaching of family living and human development. Teach not only as you learn in labs and seminars but as it relates directly to the students sitting in your classrooms.

According to Neiman (1970) home economics is one of the few subject areas that has flexibility, reality, and relevance built into its very nature.

Lemmon and Johnson (1960) are increasingly aware that the family life education program in our schools need expanding and a greater emphasis placed on it in junior high school. One of the important steps to be taken toward improving family life and child rearing is for those concerned to become aware of changes in the family, and then create new family living patterns, improve communication within the family and to help people to give and receive love.

The fact that the family as the responsible agent has persisted through the years cannot be overlooked. Families have always sought outside help as sources of authority. Various experiments in living such as the Kibbutzim, the communes, the contemporary group family, the polygamous families of early Mormon history, and the uniquely American phenomenon of the sequential marriage or attempts on the part of selected groups or cultures to improve on or

make more functional the so-called traditional family (Ray, 1970).

Neiman (1971, p. F-64) reminds home economists to also rely on their resourcefulness, intuition, and compassion. He states

. . . Personalize the 'life skills' while not neglecting the other basic skills of home economics. . . . Today you are teaching children who arrive in secondary schools with far more facts, ideas, and knowledge in their heads than any past generation. . .

Currie (1970) recommends an elementary school program in preparation for the family role. The program aims to develop a more thoughtful and considerate child contributing to the family scene, thus, educating a responsible family member.

The adult education departments of urban school systems are increasingly taking the responsibility of providing organized educational experiences for adults. Activities range from helping young adults in correctional institutions complete high school to helping build levels of social responsibility on the parts of the citizens of the community (Olson, 1971).

The secondary school curriculum needs to expand its family life education program, particularly to the junior high school youth if they are to be adequately prepared for the roles of family members now and parents in the future (Lemmon and Johnson, 1960).

Hall (1965) suggested homemaking teachers adapt projects to community needs and acquaint themselves with the practices of families in the community, adapt the teaching of homemaking to

social and economic levels of students.

Realizing the family is still the strong influence on how adequately people communicate and react, it is essential that teachers of home economics reassess objectives in order to cope with the complexities of contemporary family living (Lemmon, 1967).

III. METHOD OF PROCEDURE

The intent of this study was to investigate the attitudes of eighth grade girls toward homemaking classes in George Washington Junior High School in Pasadena, California. Attitudes of the respondents toward homemaking classes were analyzed from the reactions to questions in the respective parts of the questionnaire.

Development of the Questionnaire

A questionnaire was constructed using specific statements dealing with the attitudes of eighth grade girls toward areas of homemaking classes.

The questionnaire was patterned after the Johnson (1963) study on Secondary School Counselors' Beliefs concerning Home Economics. To acquire the information for this study the questionnaire was divided into four parts.

Part one of the questionnaire attempted to answer questions four and five in the purpose of the study. The respondents were instructed to make only one choice to indicate the importance and description of homemaking classes.

Reactions to question three, as to what influenced the student to enroll or not to enroll in homemaking classes, were derived from part two of the questionnaire.

Responses to question two in the purpose of the study are reflected in part three of the questionnaire. The respondents were given one choice in indicating who they believe should be enrolled in homemaking classes.

Part four of the questionnaire gained responses to questions one, what eighthgraders think is important in homemaking classes.

After preparation of the questionnaire, it was presented to approximately twenty home economics teachers in an Oregon State University home economics education evaluation class for comments. Questionnaires were returned containing many helpful criticisms regarding the appropriate wording, length and directions. There were slight changes clarifying directions particularly needed for junior high school students.

The author further pretested the questionnaire using four eighth grade girls attending another junior high school in the district. Participants in the pretesting of the questionnaire provided the author with additional information easily and quickly (Appendix).

Subjects in the Study

The data collected for this study was obtained from a total of 210 female eighth grade students enrolled in English classes at Washington Junior High School, Pasadena Unified School District, Pasadena, California. Approximately 900 students were in

attendance in the junior high school. All eighth grade girls with the exception of those girls absent on the given day were administered the questionnaire.

Originally the study was planned for a population of students from a low socio-economic level. However, due to the change in the boundary lines in the total school district data was gathered from a more affluent student population.

Distribution of Questionnaire

In an attempt to avoid any prejudices toward responses the questionnaires were administered to the participants by the English teachers. This was done as a part of a unit teaching directional skills. The participants were encouraged to react to each question or statement according to the way they really felt. Names were not on the questionnaire; answers were confidential and did not affect the students' grades. A letter explaining the nature of the study accompanied the questionnaire. No attempt was made to obtain responses from students who were absent the day the questionnaire was administered.

Method of Analysis

The first section was analyzed on the basis of amount of agreement with statements concerning homemaking classes. A three point

scale was used to indicate how students felt about the statements. Numbers three and two indicated positive response and number one indicated negative response. Numbers and percentage of respondents checking each point on the scale were determined.

A similar three point scale was used for part two of the questionnaire, indicating what influenced the participant to enroll or not to enroll in homemaking classes. Numbers three and two indicated positive influence and number one indicated no influence.

In part three the participants placed a check before the one statement which most nearly described how they felt about homemaking classes as a recognized part of the secondary school program for girls and homemaking classes of value to all students regardless of their future, such as for the student leaving school before graduation or for the student going to college.

Finally in part four, participants placed a check before the activities in each area which they considered to be important in the seven areas of home economics. The participants were encouraged to indicate in the space provided, other activities they felt were important in the areas of home economics.

IV. FINDINGS

One hundred seventy-six (83 percent) girls of the 210 enrolled in the eighth grade at Washington Junior High School, Pasadena, California were involved in the study. Thirty-four girls were not involved due to absence.

Age of 176 Respondents

Ninety-eight percent of the eighth grade participants were 13 and 14 years of age. Few participants fell within the 12 or 15 year category (Table 1)

Table 1. Ages of respondents.

Ages	Respondents Total	
	No.	Percent
12	2	1.13
13	89	50.57
14	84	47.73
15	1	.57
Total Number of Response	176	100.00

Enrollment in Homemaking Classes

The majority of the respondents (99 percent) were previously enrolled in homemaking classes as seventh graders in another school in the district. Eighty percent of the respondents were not presently enrolled in homemaking classes. One respondent was never enrolled (Table 2).

Table 2. Enrollment in homemaking classes.

Grade	Enrolled		Not Enrolled	
	No.	Percent	No.	Percent
Seventh Grade	175	99.43	1	.57
Eighth Grade	31	17.61	145	82.38

What Eighth Graders Think is Important
In Child Development Units

Forty-four percent of the respondents showed the most interest in babysitting. A smaller group (34 percent and 39 percent) suggest an interest in planning activities, sharing the care of children and understanding the growth and the development of children (Table 3).

Table 3. What do eighth graders think is important in Child Development Units?

Areas	No.	Percent of 176 Respondents
<u>Child Development</u>		
Babysitting	79	44.88
Planning activities sharing the care of children	59	33.52
Understanding the growth and development of children	68	38.68
Other	9	5.11
Total Number of Response	215	

What Eighth Graders Think is Important in Clothing, Textiles, and Related Arts Units

Learning to sew appeared to be the preferred experience in the clothing, textiles, and related arts, with 52 percent of the respondents marking this item. Personal grooming was indicated by 46 percent. Thirty-two percent were interested in clothing care and fabric selection (Table 4).

What Eighth Graders Think is Important in Consumer Buying Units

Over 50 percent of the respondents identified concerns in making decisions about buying. Reading labels and tags was checked by 41 percent of the respondents. Twenty-eight percent of the

Table 4. What do eighth graders think is important in Clothing, Textiles, and Related Arts Units?

Clothing, Textiles and Related Arts	No.	Percent of 176 Respondents
Personal grooming	81	46.02
Learning of sew	92	52.27
Clothing care		
Fabric selection	57	32.38
Stitchery	18	10.22
Other	4	2.27
Total Number of Response 252		

Table 5. What do eighth graders think is important in Consumer Buying Units?

Consumer Buying	No.	Percent of 176 Respondents
Reading labels and tage	72	40.90
Advertisement awareness	22	12.50
Understanding credit	51	28.97
Making decisions about buying	98	55.68
Other	8	4.54
Total Number of Response 251		

respondents expressed an interest in understanding credit. About 12 percent of the respondents indicated interest in advertisement awareness (Table 5).

What Eighth Graders Think is Important
In Foods and Nutrition Units

The largest group of respondents (46 percent) were interested in cooking and solving family food problems. The next largest group (44 percent) were concerned with preparing quick, inexpensive, and nutritious meals. Responses indicated 17 percent of the respondents were interested in planning and preparing snacks (Table 6).

Table 6. What do eighth graders think is important in Foods and Nutrition Units?

Foods and Nutrition	No.	Percent of 176 Respondents
Cooking and solving family food problems	81	46.02
Preparing quick, inexpensive, and nutritious meals	77	43.75
Studying food habits and patterns	45	25.56
Planning and preparing snacks	30	17.04
Other	7	39.77
Total Number of Response	240	

What Eighth Graders Think is Important
In Family Relationships Units

A general need in sharing home responsibilities was expressed by approximately 50 percent of the respondents. Nearly 40 percent of the respondents indicated getting along with family members as an area of interest. Learning more about who I am was expressed by 25 percent of the respondents (Table 7).

Table 7. What do eighth graders think is important in Family Relationships Units?

Areas	No.	Percent of 176 Respondents
Family Relationships		
Learning more about who I am	44	25.00
Getting along with family members	68	38.63
Sharing home responsibilities	92	52.57
Other	4	2.27
Total Number of Response	208	

What Eighth Graders Think is Important
In Housing, Home Furnishings and
Equipment Units

Approximately 52 percent of the respondents indicated a unit in making the home attractive to be important in the study of housing,

home furnishings and equipment. Forty-three percent implied the importance of care and use of household equipment which may show a recognition of the many changes in household equipment in today's home. Twenty-two percent of the respondents inferred arranging and decorating important, but only 12 percent were concerned with refinishing furniture (Table 8).

Table 8. What do eighth graders think is important in Home Furnishings and Equipment Unit?

Areas	No.	Percent of 176 Respondents
Arranging and decorating	48	22.27
Care and use of household equipment	75	42.61
Refinishing furniture	21	11.93
Making the home attractive	92	52.27
Other	4	2.27
Total Number of Response	215	

What Eighth Graders Think is Important
In Management of Resources Units

In this section, respondents seemed to show close to equal interest in planning time and using it wisely; saving time, energy and money and wise use of money. Forty-three percent gave positive replies to planning time and using it wisely. Slightly smaller

groups, 40 to 41 percent, suggested an interest in the other two (Table 9).

Table 9. What do eighth graders think is important in Management of Resources (use of time and money) Units?

Areas	No.	Percent of 176 Respondents
Saving time, energy and money	72	40.90
Managing personal and family activities	38	21.59
Planning your time and use it wisely	75	42.61
Wise use of money	71	42.34
Keeping my things in order	54	30.68
Total Number of Response	310	

Who Eighth Graders Believe Should Enroll
In Homemaking Classes

Sixty-four percent of the respondents indicated homemaking classes as very important for the student leaving school before graduation. Forty-five percent of the respondents implied homemaking classes should be elective, but encouraged for all girls. About 41 percent of the respondents felt homemaking classes should be encouraged but not taken in place of academic classes for the college bound student.

Thirty-one percent of the respondents indicated homemaking classes should be required of all girls. Approximately 25 percent suggested homemaking classes should be encouraged and required at the junior high school level. Slightly smaller numbers of respondents felt homemaking classes are of little real value for the student going to college (Table 10).

What Factors Influence Whether Eighth Graders
Take Homemaking?

Over 78 percent of the total group indicated interesting projects constructed in homemaking classes influenced eighth graders to take homemaking. Seventy-three percent were influenced with the desire to be with friends. Approximately 56 percent of the respondents expressed the reputation of the homemaking class in the school; the popularity of the homemaking teacher; the classroom atmosphere in the homemaking room, and being an easy class as other influences.

Seventy-nine percent of the respondents showed the type of activities offered in the homemaking program as influencing eighth graders to take homemaking. Seventy-seven percent implied students' likes and dislikes as an influencing factor in selecting homemaking classes. Forty-nine percent indicated being influenced by friends.

More than half of the respondents felt they were least influenced by the counselors' suggestions, parents' decisions and nothing

Table 10. Who do eighth graders believe should enroll in homemaking classes?

	No.	Percent
Homemaking classes are a recognized part of the secondary school program for girls.		
Homemaking classes should be required of all girls.	55	31.25
Homemaking should be elective, but encouraged for all girls.	80	45.45
Homemaking classes should be completely elective for girls.	36	20.45
Girls should be discouraged from taking work in this area.	5	2.80
Homemaking classes are of value to all students regardless of their future plans.		
<u>For the student leaving school before graduation:</u>		
It is very important that this student have as many homemaking classes as possible.	16	9.00
It is important that this student have some homemaking classes.	112	63.63
It is important for this student to take typing classes rather than homemaking in order to prepare for earning a living.	36	20.45
This student may marry young and can learn homemaking skills after marriage.	12	6.80
<u>For the student going to college:</u>		
Homemaking classes should be required at the junior high school level.	44	25.00
Homemaking classes should be encouraged at the junior high school level.	41	23.29
Homemaking classes should be encouraged, but not taken in place of the academic classes, such as, Math, English, Science, etc.	72	40.90
Homemaking classes are of little real value.	19	10.70

else to take promoted no influencing factors in taking homemaking (Table 11).

How Eighth Graders Rate the Importance
of Homemaking Classes in Relation
to Other Subjects

Seventy-four percent of the respondents agreed homemaking should be offered only as an elective. A total of 78 percent felt homemaking should be an elective on equal basis with such courses as Art, Industrial Arts, Band, Chorus and Orchestra. Fewer than 40 percent of the respondents strongly agreed homemaking classes should be offered on an equal basis with such courses as History, English, Math and Science. Sixty percent were in disagreement with this statement (Table 12).

How Eighth Graders Describe
Homemaking Classes

About 94 percent of the respondents were in some agreement, with approximately 62 percent in strong agreement in describing homemaking classes as including: understanding children, getting along with friends and family, managing money, care and selection of clothing, and eating the right foods. Over 75 percent of the counselors in the Johnson (1963) study expressed similar descriptions of homemaking classes.

Table 11. What factors influence whether eighth graders take homemaking?

Statements	Strong Influence		Some Influence		No Influence	
	No.	Percent	No.	Percent	No.	Percent
The type of activities offered in the homemaking program.	61	34.65	95	53.97	20	11.30
Parents' decision.	29	16.47	56	31.81	91	51.70
Counselors' suggestion.	22	12.50	55	31.25	99	56.25
Friends convinced you.	21	11.96	65	36.93	90	51.13
The period of the day offered.	29	16.47	60	34.09	87	49.43
The reputation of the homemaking class in the school.	42	23.86	57	32.38	77	43.75
Students' likes and dislikes.	58	32.95	77	43.75	41	23.29
Desire to be with friends	74	42.04	56	31.81	46	26.13
The popularity of the homemaking teacher.	41	23.29	55	31.25	80	45.45
The classroom atmosphere in the home-making room.	42	23.86	71	40.34	63	35.79
Nothing else to take.	34	19.31	42	23.86	100	56.81
An easy class.	40	22.72	55	31.25	81	46.02
Interesting projects constructed in the homemaking classes.	79	44.88	60	34.09	37	21.02

Table 12. How do eighth graders rate the importance of homemaking classes in relation to other subjects?

Statements	Agree Strongly		Agree Some		Disagree	
	No.	Percent	No.	Percent	No.	Percent
Homemaking classes should be offered on an equal basis with such courses as History, English, Math and Science	20	11.36	51	28.97	105	59.65
Homemaking should be offered only as an elective.	92	52.27	39	22.15	45	25.56
Homemaking should be an elective on equal basis with such courses as Art, Industrial Arts, Band, Chorus and Orchestra.	82	46.59	55	31.25	39	22.15

A total of 92 percent of the respondents indicated agreement that most of the emphasis in homemaking classes is in cooking and sewing. Slightly more than 58 percent were in strong agreement.

Ninety-three percent of the respondents in this study (with 53 percent in strong agreement), and 75 percent of the counselors in the Johnson (1963) study, agree that homemaking has as its major goal the improvement of home and family life in our society.

Approximately 80 percent of the respondents expressed agreement that homemaking is a popular subject with students of all ability levels and may show opportunities for interesting and rewarding careers. Slightly more than 78 percent agreed homemaking classes are interesting and challenging.

Replies showed slightly more than 51 percent of the respondents disagreed that homemaking classes are planned more frequently for the less able student than for the able student and that homemaking is popular with the best students (Table 13).

Table 13. How do eighth graders describe homemaking classes?

Statements	Agree Strongly		Agree Some		Disagree	
	No.	Percent	No.	Percent	No.	Percent
Most of the emphasis in homemaking classes is in cooking and sewing.	102	57.95	60	34.09	14	7.9
Homemaking classes are planned more frequently for the less able student than for the able student.	22	12.50	63	35.79	91	51.70
Homemaking classes are interesting and challenging.	61	34.65	78	44.31	37	21.02
Homemaking is a popular subject with students of all ability levels.	57	32.38	88	50.00	31	17.61
Homemaking classes may show opportunities for interesting and rewarding careers.	64	36.36	87	49.43	25	14.20
Homemaking is popular with the best students.	18	10.2	68	38.63	90	51.13
Homemaking has as its major goal the improvement of home and family life in our society	93	52.84	70	39.77	13	7.3
Homemaking includes understanding children, getting along with friends and family, managing money, care and selection of clothing, eating the right foods and preparing meals.	109	61.93	56	31.81	11	6.25

V. SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the following questions concerning the attitudes of eighth grade girls toward homemaking classes in George Washington Junior High School, Pasadena, California:

1. What do eighth graders think is important in homemaking classes?
2. Who do eighth graders believe should enroll in homemaking classes?
3. What factors influence whether eighth graders take homemaking?
4. How do eighth graders rate the importance of homemaking classes in relation to other subjects?
5. How do eighth graders describe homemaking classes?

A questionnaire was constructed, validated and administered to 176 girls of the 210 enrolled in the eighth grade at Washington Junior High School, Pasadena, California to acquire answers as they related to attitudes towards homemaking classes.

First the ages of the respondents were analyzed to show who participated in the study. The attitudes and the reactions of the respondents were analyzed. Data reported can only be regarded valid for these 176 respondents at the time of their reactions.

Ages of Respondents

Fifty percent of the respondents were 13 years of age. Forty-eight percent of the respondents were 14 years of age and 1 percent was 12 years of age. One respondent was 15 years of age.

Importance in Homemaking Classes

Forty-five percent of the respondents indicated a major interest in babysitting as a part of child development classes. About 39 percent were concerned with understanding the growth and development of children. Almost an equal number of respondents felt planning activities sharing the care of children was important.

The greatest percentage of (52 percent) the replies related to clothing classes suggested learning to sew as the most preferred. Forty-six percent indicated personal grooming. Respondents were also somewhat interested in clothing care and fabric selection. Stitchery was indicated by 10 percent.

Slightly more than one-half of the respondents suggested concerns in making decisions about buying in relation to consumer education. Forty-one percent showed some interest in reading labels and tags. The respondents expressed an interest in understanding credit by 28 percent. Less than 15 percent indicated interest in advertisement awareness.

Almost equal number of respondents felt cooking and solving family food problems, preparing quick inexpensive and nutritious meals should be a part of foods and nutrition classes. Significantly, approximately 40 percent of the respondents indicating interest other than what the questionnaire allowed. The following were listed under other:

1. Plan food budget.
2. Study nutritional value of foods.
3. To be able to prepare a meal with ease.
4. Prepare meals for dieting.
5. Prepare quick and inexpensive meals as well as nutritional and expensive meals.

A smaller percentage of the respondents were interested in studying food habits and patterns, planning and preparing snacks.

At least one half of the respondents in the area of family relationships felt sharing home responsibilities was of great importance. Approximately 39 percent of the respondents indicated getting along with family members. About 25 percent had interest in learning about who I am.

In the area of housing, home furnishings and equipment, 52 percent held positive attitudes toward making the home attractive. Forty-two percent of the respondents expressed some interest in the care and use of household equipment. The respondents indicated

negative reactions toward arranging and decorating and refinishing furniture.

The respondents indicated general support in the area of management of resources. Almost half of the respondents held favorable attitudes about saving time, energy and money, planning your time and using it wisely, and wise use of money. Respondents seemed least interested in managing personal and family activities.

Respondents Beliefs as to Who Should Enroll In Homemaking Classes

Forty-five percent of the eighth graders indicated homemaking classes should be elective, but should be encouraged for all girls. Over one half of the respondents expressed homemaking classes as very important for the student leaving school before graduation. The Johnson (1963) study expressed Counselors' belief that home economics should be offered more often as an elective than as a required subject.

More than 40 percent of the respondents indicated homemaking classes should be encouraged, but not taken in place of academic classes for the college bound student.

Homemaking classes should be required of all girls was indicative from 31 percent of the respondents. Approximately 25 percent of the respondents implied homemaking classes should be encouraged

and required at the junior high school level. Fewer than 12 percent of the respondents felt homemaking classes are of little real value for the student going to college.

Johnson (1963) in her study discovered the percentage figures alone indicated slightly larger home economics enrollment in schools where Counselors' beliefs were favorable about home economics.

Respondents Factors Influencing Whether Eighth Graders Take Homemaking

Forty-five percent of the respondents felt that interesting projects constructed in homemaking classes strongly influenced eighth graders to take homemaking. Forty-two percent were strongly influenced with the desire to be with friends. About 24 percent of the respondents expressed the reputation of the homemaking class; the popularity of the homemaking teacher; the classroom atmosphere in the homemaking room and being an easy class as other strong influences.

Over one-half of the respondents indicated the type of activities offered in the homemaking program as some influence on eighth graders taking homemaking. About 44 percent expressed students' likes and dislikes as some influence on selecting homemaking classes. Thirty-six percent of the respondents indicated friends

convinced some influence as to whether eighth graders enrolled in homemaking classes.

Approximately half of the respondents felt they were least influenced by the counselor's suggestion to enroll in homemaking classes. Respondents equally felt parents decisions and nothing else to take promoted no influencing factor in taking homemaking.

Respondents Rate the Importance of Homemaking Classes in Relation to Other Subjects

Fifty-two percent of the respondents agreed strongly that home-making should be offered only as an elective. Forty-six percent believed homemaking should be an elective on equal basis with such courses as Art, Industrial Arts, Band, Chorus and Orchestra. A small percentage (11.36) strongly agreed homemaking classes should be offered on an equal basis with such courses as History, English, Math and Science. Fifty-nine percent were in disagreement with this statement.

Respondents Describe Homemaking Classes

Approximately 62 percent of the respondents characterized homemaking classes as including understanding children, getting along with friends and family, managing money, care and selection of clothing, eating the right foods and preparing meals.

Respondents marked by 58 percent that most of the emphasis in homemaking classes is in cooking and sewing.

About 53 percent of the respondents in this study agree strongly homemaking has as its major goal the improvement of home and family life in our society.

The respondents had predominantly positive responses to:

1. Homemaking classes are interesting and challenging.
2. Homemaking is a popular subject with students of all ability levels.
3. Homemaking classes may show opportunities for interesting and rewarding careers.

Respondents strongly disagreed equally in two areas:

1. Homemaking classes are planned more frequently for the less able student than for the able student.
2. The student leaving school before graduation may marry young and can learn homemaking skills after graduation.

The writer feels this study and investigation seemed to indicate that eighth grade girls at Washington Junior High School, Pasadena, California have a more positive attitude than negative attitude concerning homemaking classes. It is not valid in this study to say that all eighth grade girls have a positive attitude toward homemaking classes, nor to say they lack comprehension of the homemaking program as assumed by many home economists. Consequently it

becomes the responsibility of the homemaking teacher to examine her own philosophy of homemaking in relation to current changes, accept and support the positive attitudes and evaluate the present program in cooperation with other school personnel.

Conclusions

The reactions of the 176 respondents seemed to imply that:

1. Eighth grade girls held favorable attitudes towards babysitting in the child development area.
2. In the clothing area, two activities seemed more popular: learning to sew, and personal grooming. Respondents also showed some concern about making decisions about buying and other consumer information.
3. In foods and nutrition classes, respondents were favorable towards cooking and solving family food problems. Their major interests were in preparing quick, inexpensive, and nutritious meals. Least interest was shown in studying food habits and patterns, planning and preparing snacks.
4. Many respondents indicated they were very interested in sharing home responsibilities. This may be an indication of their concern for more family involvement and communication. In this area the respondents listed

additional areas of interest such as expressing feelings for others and trying to get rid of prejudices. Getting along with family members followed a similar pattern of acceptance.

5. In the area of time management, energy and money, there was a favorable response. Few respondents felt managing personal and family activities was important. The writer feels this attitude may have some implication for the homemaking teacher in the area of family relationships.
6. In the home economics area there were very positive responses. The phases of home economics which most interested the participants were: babysitting, sewing instruction, personal grooming, buying decisions, reading labels and tags, cooking and solving family food problems, preparing quick, inexpensive and nutritious meals, sharing home responsibilities, getting along with others, making the home attractive and planning the use of time, energy, and money wisely.
7. The results of the study showed that in the area of consumer education, making decisions about buying was accepted very favorably by the respondents. This pattern suggested to the writer a real need for relevance in

teaching students how to live in the day to day money world in which we all have to survive. This implied also that the respondents seemed to realize consumer education should be removed from the bottom of the list of priorities and recognized as a vital need of all students.

8. Areas in which over 50 percent of the respondents held favorable attitudes were:
 - a. Most of the emphasis in homemaking is in cooking and sewing.
 - b. The major goal of homemaking classes is the improvement of family life in our society.
 - c. Homemaking includes understanding children, getting along with friends and family, managing money, care and selection of clothing, eating the right foods and preparing meals.
 - d. Homemaking is a popular subject with students of all level abilities.
 - e. It is important for the student leaving school before graduation to have some homemaking classes.
 - f. Homemaking should be offered only as an elective.
 - g. The type of classes offered in the homemaking program influence whether eighth graders take homemaking.

- h. Learning to sew is the major priority in the area of clothing.
 - i. Making decisions about buying is important in consumer education.
 - j. Family relationships is sharing home responsibilities.
 - k. Making the home attractive is important in the area of housing, home furnishings and equipment.
9. Areas in which respondents held strong disagreement were:
- a. Homemaking classes are planned more frequently for the less able student than for the able student.
 - b. Homemaking is popular with the best students.
 - c. Parents' decisions, counselors' suggestions, influence of friends and nothing else to take did not determine whether eighth graders take homemaking.
 - d. Homemaking classes should be offered on an equal basis with such classes as History, English, Math and Science.
 - e. Girls should be discouraged from taking homemaking classes as a part of the secondary school program.

- f. The student leaving school before graduation may marry young and can learn homemaking skills after marriage.
- g. Homemaking classes are of little real value for the student going to college.
- h. Stitchery in the area of clothing was of least interest.
- i. Advertisement awareness is not important in consumer buying.
- j. Planning and preparing snacks is not essential in nutrition classes.
- k. Refinishing furniture reflected little concern in the area of home furnishings.

Recommendations for Study

It is recommended that homemaking teachers who are really interested in student concerns about home economics, reevaluate their own philosophy of homemaking in relation to current changes and demands of our society. They need to redirect priorities and interests in their proper perspective.

It is also recommended that further study be initiated to expand the results of this study. The following suggestions for further study are:

- A. An extensive study of parents' attitudes toward homemaking classes at the junior high level.
- B. An investigation of the reactions and attitudes of low-income and disadvantaged students and parents toward homemaking classes,
- C. A study including personal interviews with young married homemakers with small children to help gain reactions and attitudes toward homemaking units they feel would meet their needs.
- D. A study designed to explore the feelings teachers have regarding student interests and concerns in home economics to aid in the development of a relevant homemaking curriculum.
- e. An indepth study of how boys differ from girls in their attitudes toward homemaking classes.
- f. A study of the attitudes of high school dropouts regarding the home economics program meeting their individual needs.

Recommendations to Improve and Strengthen the Washington
Junior High School Homemaking Department

It is recommended that deep concern and consideration by the administration and faculty be given to the following suggestions:

1. Pasadena Unified School District provide a home economics consultant or supervisor to aid in the development, and serve as a resource person in meeting the needs of students.
2. Realizing homemaking has as its major goal the improvement of home and family life in our society, provisions should be made for education in the area of family relations. The respondents in this study indicated concern for more family involvement and communication.
3. To coordinate programs with other departments, such as Business and Math, to answer concerns regarding decisions about buying and other consumer information.
4. To provide a more intensive recruitment program to convince boys and girls to place in high priority homemaking education as a vital need of all students.
5. To encourage counselors to follow through when possible on programming homemaking classes as an elective; especially when requested by students.
6. To coordinate units in babysitting involving the nearby child care center and nursery school on the Washington Elementary School campus. Respondents indicated the interest in babysitting.

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APPENDIX

APPENDIX

George Washington Junior High School
Eighth Grade Girls Reactions
About Homemaking

Dear Student,

I would like to know what you think about homemaking classes. Your honest feelings and reactions, whatever they may be, will help us improve homemaking classes.

Your reactions may be based on the experience you have had in homemaking classes at Washington Junior High School or elsewhere. Please feel free to react to each question according to the way you really feel about it. You do not have to sign your name to the questionnaire. Your answers will be confidential and will not affect your grade.

This information will be used to develop homemaking programs for girls your age. It will also be a part of my graduate work at Oregon State University, Corvallis, Oregon.

Thank you very much for your cooperation.

Sincerely,

(Mrs.) Frankye M. Hutcherson

PLEASE CHECK ALL OF THE SPACES THAT APPLY TO YOU:

Age _____

I am now enrolled in a homemaking class. () Yes () No

I took homemaking in the seventh grade. () Yes () No

I have never had a homemaking class. () Yes () No

PART I

INSTRUCTIONS: Indicate how you feel about the following statements by using the scale below.

(3) means you agree strongly with the statement

(2) means you agree some with the statement

(1) means you disagree with the statement.

Place a check (✓) in the appropriate space to the right of the statement which best expressed your feelings. Please read each statement carefully.

STATEMENTS	3 Agree strongly	2 Agree some	1 Disagree
1. Most of the emphasis in homemaking classes is in cooking and sewing.			
2. Homemaking classes are planned more frequently for the less able student than for the able student.			
3. Homemaking classes are interesting and challenging.			
4. Homemaking classes should be offered on an equal basis with such courses as History, English, Math and Science.			
5. Homemaking is a popular subject with students of all ability levels.			
6. Homemaking classes may show opportunities for interesting and rewarding careers.			
7. Homemaking should be offered only as an elective.			
8. Homemaking is popular with the best students.			
9. Homemaking should be an elective on equal basis with such courses as Art, Industrial Arts, Band, Chorus and Orchestra.			
10. Homemaking has as its major goal the improvement of home and family life in our society.			
11. Homemaking includes understanding children, getting along with friends and family, managing money, care and selection of clothing, eating the right foods and preparing meals.			

PART II

INSTRUCTIONS: Indicate what influenced you to enroll or not to enroll in homemaking classes by using the scale below.

(3) means a strong influence

(2) means some influence

(1) means no influence

Place a check (✓) in the appropriate space to the right of the statement which best expresses your influence. Please read each statement carefully.

STATEMENTS	³ Strong influence	² Some influence	¹ No influence
1. The type of activities offered in the homemaking program.			
2. Parents' decision.			
3. Counselors' suggestion.			
4. Friends convinced you.			
5. The period of the day offered.			
6. The reputation of the homemaking class in the school.			
7. Students' likes and dislikes.			
8. Desire to be with friends.			
9. The popularity of the homemaking teacher.			
10. The classroom atmosphere in the home-making room.			
11. Nothing else to take.			
12. An easy class.			
13. Interesting projects constructed in the homemaking classes.			

PART III

INSTRUCTIONS: Place a check (✓) before the one statement in each of the following groups which most nearly describes how you feel about the major heading.

1. **HOMEMAKING CLASSES ARE A RECOGNIZED PART OF THE SECONDARY SCHOOL PROGRAM FOR GIRLS.**

- a. Homemaking classes should be required of all girls.
- b. Homemaking should be elective, but encouraged for all girls.
- c. Homemaking classes should be completely elective for girls.
- d. Girls should be discouraged from taking work in this area.

2. **HOMEMAKING CLASSES ARE OF VALUE TO ALL STUDENTS REGARDLESS OF THEIR FUTURE PLANS.**

A. For the student leaving school before graduation:

- 1. It is very important that this student have as many homemaking classes as possible.
- 2. It is important that this student have some homemaking classes.
- 3. It is important for this student to take typing rather than homemaking in order to prepare for earning a living.
- 4. This student may marry young and can learn homemaking skills after marriage.

B. For the student going to college:

- 1. Homemaking classes should be required at the junior high school level.
- 2. Homemaking classes should be encouraged at the junior high school level.
- 3. Homemaking classes should be encouraged, but not taken in place of the academic classes, such as, Math, English, Science, etc.
- 4. Homemaking classes are of little real value.

PART IV

INSTRUCTIONS: Place a check (✓) before the activities in each area which you consider to be important. Please indicate other activities you think are important in the space provided under each area.

1. CHILD DEVELOPMENT

- a. Babysitting
- b. Planning activities and sharing in the care of children
- c. Understanding the growth and development of children
- d. Other _____

2. CLOTHING, TEXTILES, AND RELATED ARTS

- a. Personal grooming
- b. Learning to sew
- c. Clothing care and fabric selection
- d. Stitchery
- e. Other _____

3. CONSUMER BUYING

- a. Reading labels and tags for information
- b. Advertisement awareness
- c. Understanding credit
- d. Making decisions about buying
- e. Other _____

4. FOODS AND NUTRITION

- a. Cooking and solving family food problems
- b. Preparing quick, inexpensive, and nutritious meals
- c. Studying food habits and patterns
- d. Planning and preparing snacks
- e. Other _____

5. FAMILY RELATIONSHIPS

- a. Learning more about who I am
- b. Getting along with family members
- c. Getting along with others
- d. Sharing home responsibilities
- e. Other _____

6. HOUSING, HOME FURNISHINGS AND EQUIPMENT

- a. Arranging and decorating
- b. Care and use of household equipment
- c. Refinishing furniture
- d. Making the home attractive
- e. Other _____

7. MANAGEMENT OF RESOURCES (USE OF TIME AND MONEY)

- a. Saving time, energy, and money
- b. Managing personal and family activities
- c. Planning your time and using it wisely
- d. Wise use of money
- e. Keeping my things in order