A SURVEY OF NEEDS AND INTERESTS OF JUNIOR HIGH BOYS REGARDING CURRICULUM OFFERINGS IN HOMEMAKING EDUCATION

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Science in Home Economics

by

Adrienne Paul Pringle

July, 1972
The thesis of Adrienne Paul Pringle is approved.

California State University at Northridge
July, 1972
To my children, for their patient interest, and to my dear friends for their invaluable assistance and encouragement.
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ABSTRACT

SURVEY OF NEEDS AND INTERESTS OF JUNIOR HIGH BOYS REGARDING CURRICULUM OFFERINGS IN HOMEMAKING EDUCATION

By
Adrienne Paul Pringle
Master of Science in Home Economics

July, 1972

The purposes of this study were: (1) to establish the need for including classes for ninth grade boys in the junior high school home economics curriculum; and (2) to develop a course of study based upon the interests and needs of a selected sample of ninth grade boys.

The sample consisted of 272 boys enrolled in the ninth grade at each of two junior high schools in the Simi Valley Unified School District, Simi, California.

A questionnaire was developed, pre-tested, and administered to the sample for the purpose of determining the boys' needs and interests in the area of home economics education.

The findings of this investigation were:
(1) the respondents indicated an interest in classes for boys in the home economics department;
(2) the respondents indicated a need for instruction in the areas of: money management, meal preparation and service, household cleaning and maintenance, and the laundering of clothing;

(3) the respondents indicated an interest in instruction in the areas of: money management, personal relationships, ways to earn money, and entertaining friends.

Based upon the data gathered, a one-semester course of study was designed.

It is recommended that similar research be conducted in different geographic areas to substantiate these findings or to indicate differing needs and interests of ninth grade boys.
CHAPTER I

INTRODUCTION

Today, more than ever before in its history, the home economics department in the secondary school faces a crisis. Difficulties in the schools, particularly financial difficulties, are prompting both the profession and the public to scrutinize closely course offerings. Among those courses frequently attacked as being "irrelevant", "time-wasting", and "unnecessary", home economics is all too often found.

Unfortunately, it is also true that the blame for such a poor image must sometimes be laid at the feet of those who teach home economics courses. In too many cases, the curriculum has not kept pace with the changes in our society. Despite the fact that home economics teachers are, perhaps, better equipped than those in any other area to prepare students for life in today's world, the old image of "cooking and sewing" for girls exclusively, continues to cling.

In her article, "Home Economics and Today's World" (24:411-14), Spafford states: "Home economics developed out of a concern for the every day living of people. Because of this concern, today's world offers special
challenges to the field”. This was written no less than fifteen years ago (1957), but the challenge has still not been met.

Home economics courses must be redesigned. They must become more relevant, and, in so doing, they will become more attractive to students and more acceptable to the tax-paying public. One of the ways to increase relevancy and to upgrade the public image is to expand the curriculum. Courses must shake the “girls only” tag. They must go beyond “cooking and sewing” and become meaningful as courses which prepare both boys and girls for life. Some schools have recognized this need and have met the challenge with success. Too many others have not.

Dr. Luther Baker, writing in The Journal of Home Economics (14:371), warns: “I submit that so long as home economics remains predominantly an arena for female action and opinion it has no right to presume to speak for the family and cannot develop and implement those programs needed to strengthen and improve family life”. He further cautions that too much concern with domestic skills may be relegating home economics to the peripheral area of the family life movement.

Family life is changing. At the heart of the changing image of the family are the changing roles of husband and wife. Moser (7:22) tells us that:

Rapid industrialization of our society ... has delivered women from full financial dependence upon men. In many a modern home, parental authority rests
in shared decisions or in an equitable division of authority. Also, many families are extending the shared decision making on money questions to the children, too. These are current and constructive manifestations of the vanishing patriarchal family; they represent the growth of democracy at the place where it should be best learned, - in the home ...

And, according to Williamson and Lyle (12:206-207):

In the democratic family of this generation, each member of the family plays a responsible part not alone in the work of the home, but in the management of the home and in its relationships. It is no longer the man's responsibility to let the 'woman do the work' and 'the man bring home the bacon'. The father is also a homemaker.

The briefest of glances around any community assures us that such is indeed the case. Roles overlap. Interaction between marriage partners constantly increases. Therefore, both boys and girls must be prepared for family living.

In addition to preparation for the responsibilities of marriage, the need for preparing the individual to live alone in today's society must be considered. According to Hall and Paolucci (14:121):

Our changing society places ever-increasing stresses on family stability. As you help to clarify individual and family values, don't forget the contributions home economics can make to the lives of single persons. First of all, each person is an individual whom you can help to live more effectively.

It is very common, nowadays, for young people to leave home and establish independent residences for themselves immediately after graduating from high school. Kimpland states (17:9):

Both students and educators are aware of the necessity for all young people to be able to take care
of themselves after graduating from high school. Whether they plan to further their education or immediately embark upon a career, most of these high school graduates will be eventually leaving the protective atmosphere of their parents' homes.

Such action involves shouldering numerous responsibilities, such as buying food, clothing, and home furnishings and caring for these, as well as preparing meals and entertaining. Finances must be budgeted to cover the costs.

Furthermore, young people today are more affluent than ever before in our country's history. Hand in hand with this increased affluence goes an increase in independence with regard to spending money. In most cases, parents exercise little control over the way young people spend the funds earned by or given to them. Coon says (1:52):

> It has been estimated that, through earnings, allowances, gifts and other sources of funds, adolescents in the United States spend a total of nine or ten billion annually. Much of this money is spent on impulse or irresponsible buying.

This affluence and independence creates a real need for teen-agers to have a concrete knowledge of money management. The home economics department is ideally suited to the provision of such knowledge.

**Purpose of Study**

The chief objective of secondary education is to prepare the student to live a useful life in society. Surely it is obvious that the student needs much practical preparation in order to live usefully in today's world. Just such a preparation can be found in the home economics
department. Courses in this discipline can equip the individual to meet, with success, the challenges inherent in day-to-day living. For too long, however, it has been identified as a girls' subject. This image has passed down through the generations, so that now there is a built-in resistance on the part of boys and young men. But a beginning must be made. Home economics teachers can and should design a curriculum which will be attractive to the male of the species.

Schools which have made such a beginning are finding that the boys are enthusiastic. However, most of the programs presently offered are found in high schools. It is the opinion of this writer that the department must begin to involve young men as early as possible, then continue to involve them for as long as possible. Therefore, a good program for boys should start in the junior high school.

The problem, then, is to develop a curriculum which will be attractive to junior high school boys. In order to do this successfully, the needs and wants of the boys should be sought, and when discovered, used as the basis for planning the curriculum. It is the purpose of this study to do just that. An interest survey, or opinionnaire, has been used to plan a relevant course outline.

**Justification of Study**

In reviewing literature for this work, it was found that many of the books and periodicals which offered
applicable material were five or more years old. It was, in fact, extremely difficult to unearth recent writings in this area. This would seem to emphasize the need for current studies. This survey of literature also pointed out the fact that much was written concerning the need for inclusion of boys in home economics classes from the late 1950's through the middle 1960's. However, it appears that there has been little follow-up work. Courses for boys are still absent from the curricula of the home economics departments in all too many cases. Again, such a situation stresses the need for a study such as this.

Assumptions and Limitations

It may be assumed that of primary importance in the field of education is the development, not only of courses of study, but of methods of instruction which will have the greatest possible positive effect upon the student's achievement. This study, in addition to designing curriculum, will attempt to suggest methods of instruction which will facilitate the learning process.

The limitations of the study are related primarily to the sample available, the amount of time available, and such limitations as may be inherent in the opinionnaire used. When eliciting opinions, allowance must always be made for the vagaries of human nature.

It is hoped that the results of this study will be of interest to those involved in home economics education and
that this work will make a valid contribution to the body of knowledge in this area, for, as Hall and Paolucci state (4:19): "Home economics education at all levels is dedicated to the task of helping individuals learn better those behavior patterns and skills that will enable them to fulfill effectively their roles as family members."
CHAPTER II

REVIEW OF LITERATURE

The challenge of change is perhaps greater for no single body of knowledge than for home economics. If the place of home economics in American society is to remain as vital a part as it has been in these last 50 years, it must remain alert to the changes in our society.

This quote is taken from an article by Mallory (1963) entitled "Home Economics Curriculum Study", published in the American Vocational Journal in September, 1963.

This writer will examine some of the changes. Coon (1961) feels that the types of changes which affect both the home and home economics are these:

1. rural to urban to suburban living
2. increasing population
3. occupation changes
4. employment of women
5. mass communications and transportation
6. new research and new products.

Williamson and Lyle (1962) state:

As family life changes from the production type to the consumption type, the manipulative skills involved in homemaking decrease in value or change in type; management and guidance of relationships increase in importance. If we develop in our girls certain beliefs and attitudes toward home life, and those girls later marry boys with different attitudes, we are creating a situation that will demand many adjustments.

An increasing number of young women are working in paid occupations for several years after their marriage and many of their husbands are taking a greater share in all aspects of homemaking than was customary in earlier years.
The same source yields the information that shorter work hours in factories and offices have resulted in men being in the home more often and for longer time periods. This permits fathers to become a much more vital part of the family, and provides them with the opportunity to assume a greater responsibility for family activities.

Baker (24:572) points out:

Home economics developed in a typical agrarian setting in which marriage and family functions were what sociologists call 'institutional'. Emphasis in family living was getting a job done... In such a setting, it could properly be said that the home and family were primarily the woman's responsibility...

But, he continues, this is no longer true.

Modern marriage and family living make more subtle and difficult demands on its members. Many couples who are adequately fulfilling the former functional roles are, nevertheless, frustrated in their marriage simply because they do not possess the skills essential for living together in the intense interaction of marriage.

With regard to the necessity of preparing the student to function alone, as well as in a marriage situation, Kimpland says (17:9):

Today's teenagers are more independent and affluent than those of a decade ago. They own cars at an earlier age, buy more of their own clothing and spend as well as influence the spending of more money than any other generation of teenagers in the history of the country.

Our young people are a major force in the marketplace. It is necessary, then, to help them become informed consumers. Warren states (26:32-33):

Our market economy has brought us a greater variety of products than have ever been available before... Home economics teachers have a real
opportunity to combat economic illiteracy since they reach a larger percentage of the students in the 7th, 8th or 9th grades, and many in high school.

It can be seen, therefore, that there is indeed a need to make today's home economics courses relevant. This writer has stated that such relevancy must be accomplished by expanding the curriculum to include boys in home economics courses. A number of sources may be cited to substantiate this.

According to Coon (1:31):

Since more women are working, many men are helping by carrying some of the home responsibilities: caring for the children, shopping, preparing food, and caring for the house. Men are no more likely to be able to carry out these responsibilities wisely without preparation than are women. Provision for education in child development, family relations, nutrition, food preparation and consumer education is now an important consideration for young men as well as young women.

In her article, "Homemaking Education for Boys as Well as Girls", Ray says (21:243):

We continually see evidence of the importance of helping youth live happily in their present homes and later in homes of their own. Such factors as marriage at an earlier age, women working outside the home, changing attitudes towards men's and women's roles, reduced outside help, and technological changes in the home have led to a sharing by men of homemaking tasks — including both the physical care and intellectual guidance of children. Men as well as women need preparation for these tasks.

Ray goes on to state that boys with working mothers need to learn something about meal preparation, simple garment care, and the care of younger brothers and sisters, while boys going on to college can, through home economics courses, be better prepared to function in living areas
away from home.

Jones (16:114) contends that: "A considerable proportion of 'life' for the husband and father is devoted to homemaking duties". Jones uses examples of situations which might arise in any family to illustrate the need for: "... the completion, by boy and girl alike, of at least one fundamental homemaking course". And according to Baker (14:272):

If we are to be a family-oriented discipline, it is not enough to train girls in the art of managing a household. We must involve both them and their prospective husbands in learning how to get along with people and how to rear mature and self-fulfilled children. ... It is a truism that fathers are parents too. It is obvious that men need training for parenthood just as much as women do. ... No significant progress will be made in alleviating the contemporary confusions in family life and child rearing until more meaningful education for family living is made available to both boys and girls in the schools, and home economics remains the best setting for this learning.

In an article entitled "Projections in Home Economics Education", Simpson states (23:43):

The writer is, of course, assuming that somewhere in the school program young men would be educated for their roles as men -- for understanding themselves and others, including girls and women. And it would certainly seem desirable for boys to prepare for their role as homemaker by meeting with girls for the course in family living.

Referring again to Coon (1:207):

Parents, boys and men, as well as educators, are recognizing the contribution homemaking education can make to the education of boys. This recognition is in part due to the evolution of home economics from household skills into a broad study of home life, including the behavior of people, family relationships, and relations between home and community. ... As homemaking education becomes increasingly centered on the family, its contribution to the education of boys and
Men will receive even greater recognition.

In *Modern Education for the Junior High School Years*, it is said that homemaking departments are definitely moving toward inclusion of boys in the seventh and eighth grades (11:285):

> As homemaking education has broadened its scope, reduced its concern for specialization, and enlarged its general function, it has become an appropriate school subject for boys. As women have entered the factory and office, men have entered the kitchen and the utility room.

And in the Preface of Hall and Paolucci's *Teaching Home Economics*, published in 1970, the authors say (4:viii):

> Our underlying philosophy during the writing of this book has been that home economics education is important for all age groups, and for men as well as women. The reader will note that many of our discussions of classroom techniques and activities have been based on the assumption that boys, as well as girls, will be students of home economics.

Having established the necessity of inclusion of boys, the next logical step is to design a curriculum which will appeal to them. In *Homemaking Education in the High School*, Williamson and Lyle furnish this advice (12:218):

> Understanding of problems of boys and of homes of boys is necessary in order to adapt teaching to boys' needs and interests. A course in homemaking for boys which is planned with them is likely to hold their interest. The content of a homemaking class which enrolls boys will be more effective, if it includes both problems of immediate interest to them and problems which they recognize they will have in the future as family members.

In order to understand the problems of boys, let us examine some of the characteristics of the adolescent male. Moser's *Understanding Boys* is helpful here (7:56-57):
The middle adolescent [says Moser], has increased the ability to think for himself, to make decisions, to carry out plans of his own making, to do things for a purpose. He has increased ability to use his past experience in making his judgments. He loves to argue mostly for the sake of argument or to resist the adult world. Part of the arguments come from the doubts and questions that concern him about right, wrong, church, God, girls, friends, popularity and all the things that have risen to challenge his feeling that he is a man. ... responsibilities which include his cooperation, judgment and initiative have greater interest.

The same author explains that a boy (7:67-68):

... seeks social success with both sexes. His social experience and success with boys has been gradually achieved but he is inexperienced in how to win this with the girls. His sense of self is very high; he asserts himself strongly to be noticed and will over-assert himself if he is not recognized on socially approved levels. He is most concerned about his physical appearance and this is the period of highest clothes consciousness.

Anthony advises that (13:328):

Boys have not had as much opportunity as the girls to learn about themselves, their physical and emotional development, or to learn to accept and appreciate their physical development. They are often ignorant or unsure of the acceptable social courtesies that are so important in adult society. Many times the boys do not understand or appreciate the women's role in the home and are unaware of the important part they will assume upon marriage.

Speaking specifically of the junior high school boy, Ray states (21:259):

In junior high school, boys may take pride in being well groomed and enjoy participating in the preparation and service of simple meals. Also, according to their maturity levels, both boys and girls may show some interest and some ability in the care of children. As a broader concern, pupils may well be growing toward a further understanding of individual roles in their present living situation and ability to contribute effectively as family and community members, both now and later in homes of their own.

A few studies have been found which have surveyed the
interests and needs of boys in the area of home economics.

Thomas (32:20) surveyed the interests of boys in home-making classes in the District of Columbia when preparing her Master's thesis. The following findings were reported:

1. The boys surveyed considered the selection and preparation of food as the most important area.

2. Family relationships were rated second in order of importance followed (in order of preference) by:

3. Earning and budgeting money.

4. Employment opportunities.

5. Entertaining friends.

6. Decorating bedrooms.

7. Selection of clothing and good grooming, and finally,

8. Learning to sew.

Thomas also found that older boys felt that money management was very important, as were boy-girl relationships. Some of the 100 boys in the study expressed an interest in learning how to make innovations in the home to ensure privacy and how to acquire a skill which would lead to employment, such as tailoring, working as a waiter, becoming a baker, and so forth.

Anthony (13:328), from her experience in teaching high school boys and planning with them discovered that:

The financial aspect of marriage is one in which boys especially show great interest. They want to know the advantages and disadvantages of home ownership. They are concerned with planning the spending of their income. They want to know more about insurance for themselves, their family, and their property, and about establishing a standard of living that will be within their incomes and still satisfy their wants.
Another area of work in which the boys express a need is that of understanding and working with children.

Having discovered the interests and needs of boys, how then does an educator proceed to design curriculum? Williamson and Lyle cite a study done under the leadership of the Office of Education, which established a Commission on Life Adjustment of Youth. The Commission's 1951 report established the following principles as necessary for the development of effective programs in life adjustment (12:28-29):

1. the program is planned for boys as well as girls ...

2. the needs, problems and interests of the pupils and their families are the basis for planning, developing and evaluating ...

3. students, parents, teachers and administrators help plan the objectives, procedures, activities, methods of teaching and evaluation ...

4. home and family life education is strengthened through the cooperative efforts of teachers from all subject areas ...

5. the program in home and family living is considered an important phase of the total school program ...

6. satisfying human relationships are given major emphasis ...

7. the ultimate goal of each individual is the ability to function effectively as a member of home and community ...

Speaking of developing curriculum in general, Williamson and Lyle suggest the following bases (12:59):

1. A recognition by teachers and administrators of the characteristics, interests and basic needs of young people of various ages as disclosed by research.

2. A study by the teacher of the interest and developmental needs of individual pupils in the particular
3. The pupils' concepts of their own needs as they see them.

The same authors have this advice to give with regard to planning courses for boys, specifically (12:212):

An analysis of the questions raised by boys and the situations that bother them show that three basic areas of boys' experiences should be given consideration when courses are planned for them:

- first, problems they are facing in making satisfying social adjustments
- second, problems about their personal development that give them concern, and
- third, problems they are facing in their relationships and responsibilities in family life.

Ray, however, adds a note of caution with regard to the involvement of pupils and parents in curriculum development (21:258):

Pupils and parents can make effective contributions in curriculum development. However, each should only share responsibilities at a level comparable with his or her abilities. In other words, neither parents nor pupils should be expected to make decisions in areas for which their preparation would be inadequate. Until such time as the local school systems undertake a serious consideration of curriculum revision teachers in home economics share the responsibility of determining how they may most effectively guide both boys and girls.

The areas selected as important for study in boys' classes vary but little among authors. Anthony suggests (13:328-29):

1. personal understanding and family relationships
2. family financial planning
3. child guidance, and
Ray says (21:258):

One of our goals should be to extend the opportunities for youth to develop the common understandings, skills and values needed for home and personal living ... Some of these are: the desire to share in homemaking responsibilities, the establishment and appreciation of satisfying relationships with others, an understanding of how to meet nutritional and health needs of individuals and families; management of personal and family resources with consideration of consumer buying in order to achieve personal and family goals.

Williamson and Lyle feel that (12:208):

Courses offered as separate classes for boys vary in content with the ages of the boys they are to serve, the teachers’ understanding of boys, and perhaps with the tradition of the school. Some boys’ classes are still cooking classes. Most of them however, are broader and include the study of boys’ problems related to clothing and food, family finance, understanding children, relationships with their friends and so on. The scope of the material they may be taught is limited only by the interests and needs of the boys in the community.

These authors further declare that “any method of teaching used with girls is suitable for use with boys, if well selected to achieve the goal in view” (12:218).

Learning experiences recommended by various authors include such things as: field trips, the use of resource persons, panel discussions, personal interviews, and the use of reference materials and visual aids. One author suggests relating the study of finances (budgets, insurance, etc.) “to automobiles and business, for this is where the boys’ interests lie” (17:10).

In conclusion, the position that junior high school boys’ home economics classes are truly needed, may be
reinforced with the following quote (11:388):

The continually changing nature of our society, with its inevitable impact on family living, calls for homemaking programs that are flexible and up to date. Many developments in modern society have hindered and endangered the status of the home and family, yet none has ever suggested an appropriate substitute for this foundational institution in our society. The school, while it may wish for reduced responsibility, cannot ignore so basic a need as that for improved understanding of home and family living. Certainly, the junior high school, which has a historical commitment to general education, must provide the best possible homemaking education program.
CHAPTER III

PROCEDURE

There are four junior high schools in the Simi Valley Unified School District, Simi, California. Two of these, Valley View Junior High School and Sequoia Junior High School, were used in this study.

The data were collected by means of a questionnaire constructed at the beginning of the study (Appendix A). Because the administration of a questionnaire to boys involves teacher time as well as class time, an effort was made to keep this procedure as simple and time-saving as possible. Discussion with counselors at the junior high school level elicited the opinion that the questionnaire require no more than five or ten minutes to complete. Therefore, the instrument was designed to meet this requirement.

In order to ascertain the usability of the questionnaire and to determine any changes which might be necessary before administering it to the total sample, it was pre-tested with a group of twenty-five ninth grade boys selected at random from among all the ninth grade boys enrolled in physical education classes at Valley View
Junior High School.

From the pre-test it appeared that:

1. the boys were able to read and to understand the instrument

2. they were able to complete the questionnaire within the ten-minute time allotment

3. sufficient information could be obtained from the instrument to serve the purpose of the study.

The total sample was composed of 272 boys. Of this number, 147 were enrolled in Valley View Junior High School and 125 were enrolled in Sequoia Junior High School.

From discussion with administrators at both schools it was determined that the most feasible way to reach all of the ninth grade boys was to work through the physical education classes. One teacher at each school selected a day on which he set aside about fifteen minutes of his class time each period for the survey. Each teacher briefly explained the purpose of the study before giving out the questionnaires. These teachers collected the completed forms and returned them to this researcher.

The collected data have been hand tallied, and, where applicable, have been tabulated in percentages. Data not expressed in percentages have been interpreted in narrative discussion and explanation.

Conclusions have been drawn, and recommendations have been made, based on the data gathered.
CHAPTER IV

RESULTS AND DISCUSSION

Since the purpose of the questionnaire used in this study was to survey needs and interests, the instrument was constructed to determine first, needs, and second, interests. This chapter will, therefore, discuss the findings in two parts.

Needs

To discover the areas in which ninth grade boys might need the instruction which a course in home economics can provide, questions concerning their responsibilities at home and questions concerning their management of financial resources were asked.

Twenty-one household tasks were listed on the questionnaire, and the respondents were asked to indicate which tasks they perform and approximately how often they perform them. The results are indicated in percentager in Table I. This table indicates that the tasks most frequently performed by the largest number of respondents are cleaning their own rooms and working in the yard. Those least frequently performed are doing the family laundry and scrubbing and waxing floors. However the table also indicates that 20 percent or more of the respondents perform
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>No Ans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wash your own clothes</td>
<td>5.49%</td>
<td>7.70%</td>
<td>37.50%</td>
<td>49.00%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Do the family laundry</td>
<td>3.31%</td>
<td>2.94%</td>
<td>17.30%</td>
<td>75.73%</td>
<td>0.74%</td>
</tr>
<tr>
<td>3. Mend your own clothes</td>
<td>2.60%</td>
<td>3.70%</td>
<td>46.32%</td>
<td>47.43%</td>
<td>0%</td>
</tr>
<tr>
<td>4. Clean your own room</td>
<td>66.20%</td>
<td>15.44%</td>
<td>15.80%</td>
<td>2.60%</td>
<td>0%</td>
</tr>
<tr>
<td>5. Clean other rooms in the house</td>
<td>11.80%</td>
<td>26.10%</td>
<td>43.00%</td>
<td>18.40%</td>
<td>0.10%</td>
</tr>
<tr>
<td>6. Paint and/or decorate your own room</td>
<td>35.00%</td>
<td>20.00%</td>
<td>34.19%</td>
<td>11.03%</td>
<td>0%</td>
</tr>
<tr>
<td>7. Help prepare meals</td>
<td>7.72%</td>
<td>10.00%</td>
<td>51.10%</td>
<td>22.05%</td>
<td>0.37%</td>
</tr>
<tr>
<td>8. Cook &quot;just for fun&quot;</td>
<td>11.40%</td>
<td>19.12%</td>
<td>46.00%</td>
<td>22.05%</td>
<td>1.50%</td>
</tr>
<tr>
<td>9. Take care of younger brothers and/or sisters</td>
<td>15.44%</td>
<td>26.60%</td>
<td>26.47%</td>
<td>36.03%</td>
<td>1.50%</td>
</tr>
<tr>
<td>10. Buy food for the family</td>
<td>4.78%</td>
<td>8.09%</td>
<td>35.66%</td>
<td>51.10%</td>
<td>0.37%</td>
</tr>
<tr>
<td>11. Wash and dry dishes</td>
<td>20.00%</td>
<td>18.75%</td>
<td>30.15%</td>
<td>31.00%</td>
<td>0.37%</td>
</tr>
<tr>
<td>12. Load the dishwasher</td>
<td>13.24%</td>
<td>13.00%</td>
<td>25.00%</td>
<td>46.32%</td>
<td>2.57%</td>
</tr>
<tr>
<td>13. Vacuum and/or dust</td>
<td>20.00%</td>
<td>24.63%</td>
<td>35.29%</td>
<td>19.00%</td>
<td>1.50%</td>
</tr>
<tr>
<td>Tasks</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Never</td>
<td>No Ans.</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>-----------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>14. Help select furnishing for your room</td>
<td>26.10</td>
<td>14.70</td>
<td>29.41</td>
<td>27.57</td>
<td>2.20</td>
</tr>
<tr>
<td>15. Help pick furnishing for the house</td>
<td>8.45</td>
<td>8.08</td>
<td>37.13</td>
<td>45.60</td>
<td>.74</td>
</tr>
<tr>
<td>16. Paint outside or inside the house</td>
<td>13.24</td>
<td>18.01</td>
<td>13.75</td>
<td>21.70</td>
<td>3.31</td>
</tr>
<tr>
<td>17. Set the table</td>
<td>18.75</td>
<td>20.22</td>
<td>33.10</td>
<td>27.20</td>
<td>.74</td>
</tr>
<tr>
<td>18. Make your own breakfast</td>
<td>42.00</td>
<td>22.43</td>
<td>20.22</td>
<td>15.44</td>
<td>0</td>
</tr>
<tr>
<td>19. Make your own lunch for school</td>
<td>21.00</td>
<td>15.81</td>
<td>16.91</td>
<td>43.38</td>
<td>3.31</td>
</tr>
<tr>
<td>20. Work in the yard</td>
<td>52.20</td>
<td>28.00</td>
<td>12.00</td>
<td>3.68</td>
<td>3.31</td>
</tr>
<tr>
<td>21. Scrub and wax floors</td>
<td>4.04</td>
<td>6.00</td>
<td>24.26</td>
<td>62.87</td>
<td>2.94</td>
</tr>
</tbody>
</table>

*Percentages of total sample*
most of the tasks listed at least "sometimes". and, in fact, if the categories "always", "often" and "sometimes" are combined, we find that 50 percent or more of the respondents perform all of the tasks listed except doing the family laundry, buying food for the family, and scrubbing and waxing floors. When we further consider the fact that two questions pertained to doing laundry, we find that at least 50 percent of the respondents do launder their own clothing. These findings would seem to support the position that some instruction in how to properly perform specific household tasks would be helpful to these boys.

In the section pertaining to management of financial resources, an effort was made to determine the sources of income for the respondents, the types of work done to earn income, the amount of income received from all sources in a week's time, and the usual practices of these ninth grade boys with regard to planning expenditures and saving money.

The sources of income have been divided into two categories. Table 2 indicates sources of contributed income, or money received in the form of regular allowance or in the form of donations from parents given upon the boys' request.
TABLE 2

SOURCES OF CONTRIBUTED INCOME FOR NINTH GRADE BOYS,
DATA IN PERCENTAGE

N = 272

<table>
<thead>
<tr>
<th>Receive Regular Allowance</th>
<th>No</th>
<th>Yes daily</th>
<th>Yes weekly</th>
<th>Yes monthly</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.16</td>
<td>43.01</td>
<td>3.68</td>
<td>3.31</td>
<td>1.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Receive Funds From Parents Upon Request</th>
<th>Never</th>
<th>Not very often</th>
<th>If able to prove funds are needed</th>
<th>Almost every time</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.52</td>
<td>12.87</td>
<td>38.23</td>
<td>43.38</td>
<td>0</td>
</tr>
</tbody>
</table>

The figures indicate that approximately half of the respondents receive a regular allowance, and that almost 95 percent of them receive funds from their parents upon request.

Table 3 indicates sources of earned income.
TABLE 3

SOURCES OF EARNED INCOME FOR NINTH GRADE BOYS.
DATA IN PERCENTAGE

N = 272

<table>
<thead>
<tr>
<th>Work For Money Away From Home</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.94</td>
<td>18.38</td>
<td>3.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work For Money At Home</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.70</td>
<td>53.31</td>
<td>7.00</td>
</tr>
</tbody>
</table>

It is evident that by far the larger number of boys (about 78 percent), work for money at home. The questionnaire also attempted to determine the types of jobs done away from home, and the times when the respondents did these jobs. About 50 percent of the boys indicated that the jobs they did were those connected with yard work or gardening. The next most frequently listed jobs were babysitting, paper routes, car washing, cleaning, and housework. About 25 percent of the respondents indicated that they worked away from home during the summer. The next largest group indicated that they worked away from home once a week, and those who checked the category "sometimes (explain)" listed odd jobs, weekends, and such
explanations as "when I have time" or "when I need it".

The amount of money received from all sources (allowances, parent donations and/or work) in a week's time ranged from a low of $0.00 to a high of $50.00. About 14 percent of the respondents indicated that they had spent no money at all during the week. Approximately 50 percent of the total sample reported spending between $1.00 and $5.00.

In response to the query concerning whether or not the respondents planned ahead before spending money, about 26 percent of the boys answered that they always did so, and about 57 percent replied that they sometimes did so. Eleven percent indicated that they never planned their spending ahead.

The questions which elicited information about money-saving practices yielded these results: 51 percent of the boys surveyed stated that they saved money regularly. Another 42 percent responded that they saved sometimes.

| TABLE 4 |
| MOONEY SAVING PRACTICES OF NINTH GRADE BOYS, |
| DATA IN PERCENTAGE |
| N = 272 |

<table>
<thead>
<tr>
<th>Item</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you save money?</td>
<td>51.10</td>
<td>41.54</td>
<td>4.78</td>
<td>2.57</td>
</tr>
</tbody>
</table>

Only a very small number indicated that they never save.
money. Additional information about financial savings was gleaned from the question asking for what purposes the boys saved money. The largest number (64 percent) responded that they saved money for a purchase they wished to make. About 18 percent said they saved for future expenses, such as college. Other reasons given for saving money were such things as buying a car or a motorcycle (which are merely specific types of purchases they wish to make), donating funds to missions; and finally "just to spend later", indicating in this case, no specific purpose for the expenditure of funds.

The fact that most of the boys surveyed do receive (whether from contributions or earnings), spend, and save money, leads this researcher to believe that sound information about money management would benefit these ninth grade boys.

**Interests**

The final section of the questionnaire was designed to seek out the interests of ninth grade boys, both in boys' home economics classes in general and in specific areas which could be incorporated into a course of study.

The first question in this section asked the respondents directly whether or not they would be interested in a boys' class in the home economics department. The boys were given three answer choices: "yes", "no", and "maybe". They were also asked to write in reasons for their answers. Only 9 percent of the boys answered "yes" to the first
question; 49.6 percent answered "no", and 39.7 percent replied "maybe". If the positive responses, "yes" and "maybe", are combined, about 49 percent of the replies are positive. Therefore, the boys were about evenly divided as to positive and negative replies.

Reasons given by those answering "yes" included such things as: "sounds interesting", "think it would be fun", and "could be useful". The reason most often given, however, concerned interest in cooking. Nearly 50 percent of the boys who selected the "yes" answer indicated that they would like to learn to cook.

Those who answered "no" gave such reasons as: "don't like such a course", "home economics is for girls", "don't need this course", or "already know enough about it". The respondents who were of the opinion that "home economics is for girls" would appear to reflect the feeling that this researcher has already pointed out as being much too prevalent in the schools today.

The reasons given for "maybe" responses were, for the most part prefaced by such words as "if", "might", and "depends". For example: "if it is fun", "if it is interesting", "if it is exciting", "if it has practical everyday use"; "might be fun", "might need it", "might help"; and "depends on what's offered". By far the largest number of respondents wrote in "depends on what's offered" as their reason for choosing the "maybe" response. This
indicates that a course for boys would need to be carefully designed in order to appeal to their interests.

Next, the respondents were asked to check specific areas relating to things they would like to know more about. Twelve areas were listed, and additional space was provided in which the boys could write other things they felt they would like to know. Table 5 indicates the percentages of respondents who were interested in the specific areas stated in the questionnaire.

### Table 5

**INTEREST OF RESPONDENTS IN SPECIFIC AREAS, DATA IN PERCENTAGE**

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing money</td>
<td>38.23</td>
</tr>
<tr>
<td>How to buy clothes</td>
<td>13.97</td>
</tr>
<tr>
<td>How to plan and cook meals</td>
<td>17.28</td>
</tr>
<tr>
<td>How to buy food</td>
<td>6.62</td>
</tr>
<tr>
<td>How to buy home furnishing</td>
<td>10.29</td>
</tr>
<tr>
<td>Good grooming</td>
<td>11.03</td>
</tr>
<tr>
<td>Costs of owning and operating a car</td>
<td>57.00</td>
</tr>
<tr>
<td>How to cook &quot;for fun&quot;</td>
<td>22.06</td>
</tr>
<tr>
<td>How to give good parties</td>
<td>32.72</td>
</tr>
<tr>
<td>How to design and make some of your own clothes</td>
<td>16.76</td>
</tr>
<tr>
<td>How to get along with others (especially girls)</td>
<td>38.97</td>
</tr>
<tr>
<td>How to get along with your family</td>
<td>33.09</td>
</tr>
</tbody>
</table>
Costs of owning and operating a car had the greatest appeal. A third or more of the respondents also indicated interest in getting along with others (including their families), in managing money, and in giving good parties. The most frequently written in area of interest was "ways to make money". The boys were least interested in buying clothes, home furnishings and food, and in good grooming. These findings closely parallel the results reported in Thomas' study (31:20) done in the District of Columbia and discussed in a previous chapter.

The final question put to the boys concerned their ideas about a title for a boys' home economics class. Only a small number of the respondents wrote in a title suggestion, but those who did came up with some interesting ideas. For example: "Bachelor Training", "Boys Home Ec" (which did not seem to "threaten" those who suggested it), "Bachelors Anonymous", "Life Education", and one which this researcher has found quite novel: "GAOYO (Getting Along On Your Own)".

At the present time, there are no course offerings at all for ninth grade boys in the area of home economics in the Simi Valley Unified School District. Therefore, none of these boys are receiving instruction relating to their needs and interests as determined by this survey. Cooking classes for boys can be found at the high school level in Simi Valley and, in fact, in many school districts. Learning to cook was not selected as an area of interest by
a high percentage of the respondents. When surveying the needs of these boys, though, we do find that about 70 per-
cent of them help prepare meals at least some of the time.
If the boys are involved in meal preparation while in the ninth grade, then the few who are able to take a cooking class in high school, (and most of these classes are
offered only to juniors and seniors), are receiving needed instruction rather late.

The results of the survey also indicated that money management, including the costs of owning and operating a car, is both a need and an interest. None of the present course offerings at the junior high level include information in this area. Yet these boys are receiving, earning, and spending money. Even if the average amount spent weekly is only five dollars, this represents an expenditure in excess of $250 per year, and, as Coon points out, "much of this money is spent on impulse or irresponsible buying" (1:52).

The boys indicated a fairly strong interest in interpersonal relationships: "getting along with others (girls especially)" and "...with your family". In **Understanding Boys** Moser states that the adolescent boy has: "...doubts and questions which concern him about right, wrong, church, God, girls, friends, popularity, and all the things that have risen to challenge his feeling that he is a man..." (7:57). And Coon tells us that: "Boys have not had as much opportunity as girls to learn about themselves."
... they are often ignorant or unsure of the acceptable social courtesies that are so important in adult society" (12:328). Despite the need for instruction in this area, little or nothing is being done about providing it.

In the space provided for the boys to indicate areas of interest not listed on the questionnaire, a large number of them indicated a desire to learn about "ways to make money". Again, nothing in the junior high school curriculum presently provides them with this information. The girls are instructed in child care in their home economics classes, and, as a result, many are able to earn money babysitting. Some schools even provide a girl who has successfully completed the unit on child care with a "certificate", indicating that she has the knowledge and ability to look after younger children. But boys are not included in these classes. They do not receive "certificates" which they might use to secure a source of income.

Many of the boys indicated that they do household cleaning in their own homes. They do not learn how to clean house efficiently in school. Perhaps, if they did, this too could provide a "way to make money".

Girls in home economics classes learn about "social graces". They learn how to plan and give parties. Boys do not. Yet "how to give parties" was an area of interest selected by over 30 percent of the boys surveyed.

A study similar to this was done by Thomas in the
District of Columbia, in 1968 (32). Her findings closely parallel the results of this survey. Having also done an interest survey in the junior high schools, she reported this (32:20):

1. The boys surveyed considered the selection and preparation of food as the most important area.

2. Family relationships were rated second in order of preference, followed by:

3. Earning and budgeting money.

4. Employment opportunities.

5. Entertaining friends.

6. Decorating bedrooms.

7. Selection of clothing and good grooming, and

8. Learning to sew.

The present writer has found that Thomas' first area, that of selecting and preparing food, is still an area of needed instruction, since 70 percent of the total sample reported involvement in meal preparation. The next four areas: relationships, money management, employment opportunities and entertaining friends were found to be highly important to the boys in this study, too, both as needs and as interests. And, as in Thomas' survey, the boys in the Simi Valley schools were least interested in home furnishings, good grooming, and buying or making clothes.

Anthony (13:328-29), writing in the Journal of Home Economics in 1956, no less than sixteen years ago, pointed out these areas as important for study in boys' classes:

1. personal understanding and family relationships
2. family financial planning
3. child guidance, and
4. clothing selection.

The last area, clothing selection, would seem to be no longer relevant. Changes in standards of dress over the years have undoubtedly affected boys' interest in this area. But they are still interested in the first two areas, and area three might be included as a source of income. Nevertheless, instruction is still lacking.

Williamson and Lyle have said that: "The scope of the material that may be taught to boys is limited only by the interests and needs of the boys in the community" (12:208). This survey indicates the interests and needs of the boys in one community. It remains only to satisfy them.

Greater detail on curriculum development will be found in Chapter V of this paper (see pages 38-50).
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose
The primary purpose of this study was to point out the necessity of including classes for junior high school boys in the home economics curriculum, and, having established that necessity, to develop a course of study which would be attractive to such boys.

Procedure of Investigation:
In order to develop this course of study, it was deemed necessary to discover the needs and the interests of the junior high school boys. Accordingly, a questionnaire designed to survey needs and interests was administered to 272 ninth grade boys in the Simi Valley Unified School District.

Findings and Conclusions:
Findings based on the data collected supported the position taken by this researcher at the outset of the study. The respondents indicated an interest in classes for boys in the home economics department, and analysis of the data gathered from the questionnaire pointed out areas of need and of interest, which could be used to plan a relevant course of study.
The areas of need were based upon data pertaining to the present household responsibilities of the respondents and to their management of financial resources. Analysis of the data indicated that the ninth grade boys could profit from instruction in these areas:

1. money management
2. meal preparation and service
3. household cleaning and maintenance
4. clothing care.

The areas of interest were based upon data pertaining to the interest of the respondents in specific units which might be included in home economics courses, as well as upon interests not listed, which the respondents were asked to "write in" on the questionnaire. Analysis of the data indicated these interests:

1. money management (including costs of owning and operating a car)
2. personal relationships (with family and friends, especially girls)
3. ways to make money
4. ways to entertain friends.

This investigator concludes that there is indeed a place for boys' classes in the home economics departments at the junior high school level. Further, the findings have been most helpful in planning a course of study which would satisfy the needs and interests of these boys.
Because school financial difficulties have necessitated budget curtailments which, in turn, have, in many districts, limited the number of classes per day, this writer feels that the best approach to the inclusion of a boys' class or classes would be to offer such a course on a one-semester basis, rather than a full year. In this way, a larger number of boys could be reached during the academic year.

A semester usually averages about eighteen weeks of class time. This writer then suggests the following basic course outline.

I. Personal Relationships  4 weeks
   A. knowing yourself
   B. getting along with family
   C. getting along with others (girls)

II. Money Management  4 weeks
   A. use of financial resources
   B. ways to make money
   C. costs of a car

III. Household Tasks  3 weeks
   A. cleaning and maintenance
   B. laundry

IV. Meal Preparation and Service  5 weeks
   A. basic nutrition
   B. meal planning
   C. basic food preparation and service

V. Entertaining Friends  2 weeks
   A. sociability
   B. giving parties

This, of course, is an extremely flexible outline with regard to the time allotments. A larger share of time has been assigned to the foods unit only because the experience of this investigator has indicated the need for extra time.
where actual cooking lessons are involved. It must be emphasized that the arrangement of units and time allotments for such a course of study would vary from school to school, and, in fact, even from teacher to teacher in the same school, since it is essential to plan instruction to suit the particular student body of each individual class.

Such an outline as that given above may be further developed into a series of concepts and generalizations which the teacher might use as a basis for planning and organizing curriculum. In the example which follows, this writer has set forth one concept and a series of generalizations for each unit of the course. For the purposes of this paper, the writer defines a concept as a "key idea", expressed by a word or a phrase, under which subject matter can be organized and taught. A generalization is a complete thought which expresses a basic truth and which may be applied to a variety of situations. The generalizations are related to specific aspects of each concept.

I. Concept: Personal Relationships

An understanding of one's self is fundamental to the development of good relationships with others. Through appropriate learning experiences the student should begin to form generalizations related to self-understanding. As a result, he should be able to apply this knowledge of self to the formation of good relationships with family, friends and other members of his community.

The following generalizations relate to personal
relationships.

The adolescent years are typified by changes and development.

Physical changes and development are perhaps the most apparent and least difficult to understand.

Emotional changes also occur, and these can create problems.

Problems arising from both physical and emotional changes may affect social development.

Personality is closely related to emotional development.

Personality has physical aspects, such as voice and posture.

Society (particularly the home, school, church and community) influences personality.

Adolescence is a time during which a person begins to develop values.

Values are ideals and principles by which we live.

Values grow out of experiences in the home, school, church and community.

Values differ for each individual and for each family. Decision making is based upon the individual's understanding of his values.

The making of good decisions is necessary in order to deal with the problems of adolescence.

An understanding of family values is essential to good family relationships.
Parents and children may have differing values in certain areas.

Good family relationships are based on an understanding of mother, father, brothers and sisters, as well as on an understanding of self.

Recognition of factors which contribute to tension in the home will help one to understand how to eliminate tension.

Friends are important to everyone.

Certain personality traits attract friends; other traits repel them.

In order to develop good friendships, it is necessary to recognize desirable and undesirable character traits.

Boy-girl relationships are frequently a problem during the adolescent period.

An understanding of qualities and traits which are attractive to girls, and of those which are unattractive, will aid in the development of satisfactory boy-girl relationships.

Success as a member of school and community is based upon social acceptance.

Courtesy and good manners promote social acceptance.

Behavior and attitude influence courtesy and mannerliness.

Courtesy and good manners are also closely related to success in dating members of the opposite sex.
Development of social skills will result in social acceptance and hence will help establish good relationships with members of the school, the community, and the opposite sex.

II. Concept: Money Management

Managing personal income requires the ability to set obtainable goals, to control spending, and to adjust to changing circumstances. Through appropriate learning experiences individuals can develop generalizations which will apply to the management of money and other resources for both the present and the future.

The following generalizations relate to managing money.

Managing money involves: the process of setting up, following, evaluating, and, if necessary, revising a plan for the use of income.

Needs, wants, and goals that can be satisfied within a given income increase with the ability to manage money and other resources.

Resources include time, energy, ability, knowledge, tools and money.

Resources are limited while wants may be unlimited.

Combining two or more resources can sometimes help one to meet needs and wants.

Good management makes it possible to meet the most important needs and wants through the use of limited resources.
The use of money may affect the use of other resources.

Time, energy, ability, knowledge, and tools are resources which may be employed to earn money.

Work is required to produce money income.

Education and training can increase opportunities to work and to earn.

Choosing a suitable job and doing it well can provide personal satisfaction as well as money income.

The choice of a job is influenced by one's values, abilities and interests, as well as by job opportunities.

The ability to earn money affects buying power.

Buying goods and services requires decision making.

Buying decisions vary for different purchases.

The cost of one purchase (such as a car) eliminates the opportunity to buy other goods and services with the same money.

Planning a purchase in advance can contribute to effective buying.

Comparison shopping is one way to find the best value.

Attitudes towards salespeople and retail outlets affect buying decisions.

When considering making a major purchase (car) one must also recognize and understand costs of operation and maintenance.

Information about costs, both of purchase and of operation and maintenance, can be secured from various sources.
An effective buying decision should be based upon the collection, study and understanding of all necessary information.

The consumer has the responsibility of looking for and using all available information, so that he might make a sound buying decision.

III. Concept: Household Tasks

Doing tasks about the house well enough to satisfy both one's self and the other members of the family requires the ability to manage time and the ability to employ the methods, tools, and supplies required. Through appropriate learning experiences students can develop generalizations which will apply to the satisfactory performance of household tasks.

The following generalizations relate to the performance of household tasks.

The student and the members of his family group are citizens of the home.

Responsibility as well as privilege is a part of citizenship.

Responsibility in the home includes sharing in the tasks of keeping the home neat and clean.

The individual's first task is to take proper care of his own belongings.

Certain jobs must be done in order to keep rooms in the home clean and neat.

To maintain cleanliness and neatness, some tasks must
be performed daily, some weekly, and some only occasionally.

A time schedule for the performance of various tasks will increase effectiveness.

A number of different methods may be employed to perform each necessary task.

Trying, comparing and evaluating several methods will enable the individual to select the one which he finds most effective.

A variety of tools and supplies is available for use in the cleaning and maintenance of the home.

Gathering and studying information about various tools and supplies will enable the individual to decide which of these he will find most useful.

Cost of tools and supplies must be considered when deciding which are best to use.

Care of personal and, sometimes, family clothing is a responsibility of the family member.

Laundering clothing is one aspect of clothing care.

Clothes which are carefully laundered look better and last longer.

In order to launder clothes properly, it is necessary to know something about the finishes applied to the fabrics in the clothes one wears, and to follow the directions for care which come with these clothes when they are purchased.
Reading clothing labels carefully will provide the student with much useful information.

The appliances used for home laundry have a major effect upon satisfactory results.

It is necessary to gather and study all available information about home laundry appliances in order to do the best possible job.

Detergents and soaps are laundry products.

A variety of other laundry products is also available.

In order to get the best possible results when laundering clothing, it is necessary to gather, study and understand as much information as possible about various laundry products.

Clothes must be prepared for washing.

Sorting or separating clothes into various categories increases laundering effectiveness.

Some clothing may be heavily soiled or may carry some specific type of stain.

A knowledge of ways to treat heavily soiled or stained clothing will ensure better results.

Caring for clothing after washing includes drying and ironing if required.

Household appliances designed for drying and for ironing are available in a variety of models.

Information about the various household appliances used for these tasks will increase effectiveness.
The food one eats has a profound effect upon growth and development. A knowledge of how to plan meals requires an understanding of the fundamentals of good nutrition, as well as the ability to apply good nutritional principles to meal planning. Further, the successful preparation of meals requires the ability to read and follow recipes and to measure ingredients correctly. Meal service requires the ability to set a table properly and to serve foods correctly. Through appropriate learning experiences the student can develop generalizations which will apply to the satisfactory preparation and service of meals.

The following generalizations relate to meal planning, preparation and service:

1. The food one eats greatly influences one's growth, development and general health.
2. Foods contain various nutrients, each of which contributes in specific ways to an individual's well being.
3. In order to plan meals well, it is necessary to understand the basic functions of the various nutrients, and to apply this knowledge to meal planning.
4. Foods have been divided into four basic groups to facilitate daily meal planning.
5. The preparation of foods requires the use of different kinds of equipment.
6. Equipment includes both large and small appliances and utensils.
To do food preparation jobs well, the student should be able to properly use the various types of equipment needed.

Kitchen cleanliness and kitchen safety are important areas to examine when learning to prepare foods.

The preparation of food takes time and energy. In order to prepare foods successfully, time and energy must be put to the best possible use.

Shopping lists, time schedules, and the use of tested recipes promote wise use of time and energy.

To prepare food properly, it is necessary to be able to read and follow recipe directions.

Good work habits will simplify the work involved in meal planning and preparation.

Meal patterns are guides which can be used to plan daily meals.

Convenience foods take little time and energy to prepare.

The use of convenience foods must be evaluated in terms of quality and cost, as well as time and energy expenditure.

When purchasing foods, it is important to read labels, for they yield much useful information.

Meals may be served casually or formally depending upon the occasion and the family situation.

There are many ways to set a table.
The type of table setting used is directly related to the type of meal being served, and to the type of occasion, whether formal or casual.

There are various types of dishes, flatware, glassware and linens.

The table appointments should be selected to suit the type of meal, the occasion, and the family life style.

A centerpiece may be used to decorate a table.

Centerpieces may be simple or elaborate, depending upon personal preference and upon the occasion.

Table etiquette refers to guidelines or rules for behavior which have become accepted practices in our society.

A knowledge of proper table etiquette will increase the enjoyment of meals.

V. Concept: Entertaining Friends

Entertaining friends requires the ability to make guests feel welcome, whether expected or unexpected, and to plan various types of parties. Through appropriate learning experiences the student can develop generalizations which will apply to the successful entertainment of friends.

The following generalizations relate to entertaining friends.

The sociable person likes people, enjoys company and is capable of making others feel at ease.
The sociable person is affable and is usually liked by others.

Giving a party is an excellent way to entertain friends.

Parties may be casual, such as picnics or cookouts, or formal, such as luncheons or dinners.

Planning ahead is essential to the success of a party. When planning a party one must consider the number of guests to be invited, the foods to be served, and the amount of money to be spent, and the space available.

Organized, well-planned activities can contribute much to the success of a party.

When parties are given at home, the individual should discuss his plans with the other members of the family.

The host is a man or boy who receives and entertains guests.

It is the duty of the host to make proper introductions and to help the conversation get started.

The host should set a mood of fun and gaiety at a party.

A good host will show consideration for his guests, and also for his family and neighbors.

It is also the responsibility of the host to set a time for the guests to leave.

If guests are reluctant to leave at the appointed time, the host must tactfully encourage them to do so.

Large parties may have several hosts or hostesses.
Finally, this study included the assumption that methods of instruction, which will have the greatest positive effect upon student achievement, must be developed for a course such as this. This writer has attempted to suggest such methods in a sample unit of a more detailed curriculum guide included as Appendix E.

Detailed curriculum guides for each unit in the course outline may be developed by the individual teacher, using the concepts and generalizations above as a basis.

Suggested Uses for the Study

It is hoped that this study will be of interest and value to persons professionally associated with home economics instruction in the secondary schools and, most particularly, to those involved in curriculum development.

Recommendations

Based upon the findings determined from this study, the following recommendations are made to assist those desiring to do further research in this area:

1. To substantiate these findings or to indicate differing needs and interests of boys in different communities, it is suggested that a survey of this type be conducted in another geographic area.

2. Because this study was conducted with ninth grade boys only, it is suggested that a survey of the seventh and eight grade boys be made.

3. A research study surveying existing home economics programs for boys in the junior high school might
be made to determine the relevancy of any such existing courses.
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APPENDIX A

QUESTIONNAIRE
Students have long felt, and said, that they should be included in planning their courses of study. All too often, however, they are not. Right now, the home economics department is interested in planning courses that will appeal to boys. These courses will not necessarily be called 'Home Economics', nor will they necessarily include the same material presented in the girls' classes. We want them to be designed especially for boys. In order to plan such courses, we want to know what things you feel should be included. We have designed this short questionnaire to determine your interests, needs, and opinions. Please read the questions carefully and follow the directions for answering them. Remember, your answers are valuable to us. Thank you for your help.
I. Information About Household Responsibilities

We would like to know which of the following tasks you perform at home, and approximately how often you do these. Place a check ( ) in the column which best answers the question for you. Please be honest about answers, and please check all items.

<table>
<thead>
<tr>
<th>DO YOU?</th>
<th>HOW OFTEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wash your own clothes?</td>
<td>Always</td>
</tr>
<tr>
<td>2. Do the family laundry?</td>
<td></td>
</tr>
<tr>
<td>3. Mend your own clothes?</td>
<td></td>
</tr>
<tr>
<td>4. Clean your own room?</td>
<td></td>
</tr>
<tr>
<td>5. Clean other rooms in the house?</td>
<td></td>
</tr>
<tr>
<td>6. Paint and/or decorate your own room?</td>
<td></td>
</tr>
<tr>
<td>7. Help prepare meals?</td>
<td></td>
</tr>
<tr>
<td>8. Cook &quot;just for fun&quot;?</td>
<td></td>
</tr>
<tr>
<td>9. Take care of younger brothers and/or sisters?</td>
<td></td>
</tr>
<tr>
<td>10. Buy food for the family?</td>
<td></td>
</tr>
<tr>
<td>11. Wash and dry dishes?</td>
<td></td>
</tr>
<tr>
<td>12. Load the dishwasher?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Always</td>
</tr>
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<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>13. Vacuum and/or dust?</td>
<td></td>
</tr>
<tr>
<td>14. Help select furnishings for your room?</td>
<td></td>
</tr>
<tr>
<td>15. Help pick furnishings for the house?</td>
<td></td>
</tr>
<tr>
<td>16. Paint outside or inside the house?</td>
<td></td>
</tr>
<tr>
<td>17. Set the table?</td>
<td></td>
</tr>
<tr>
<td>18. Make your own breakfast?</td>
<td></td>
</tr>
<tr>
<td>19. Make your own lunch for school?</td>
<td></td>
</tr>
<tr>
<td>20. Work in the yard?</td>
<td></td>
</tr>
<tr>
<td>21. Scrub and wax floors?</td>
<td></td>
</tr>
</tbody>
</table>

II. Information About Money Management

Please check or fill in every answer that applies to you.

1. Do you have a regular allowance?
   a. no
   b. yes, weekly
   c. yes, daily
   d. yes, monthly

2. Do you get money from your parents when you ask for it?
   a. almost every time I ask
   b. if I can prove I really need it
   c. not very often
   d. never
3. Do you work for money away from your home?
   a. yes
   b. no

4. When do you work for money away from your home?
   a. never
   b. every day
   c. once a week
   d. once a month
   e. during the summer
   f. sometimes
      (explain)

5. Please write in the kinds of jobs you do (for money) away from your home.

6. Do you do regular jobs at home for pay?
   a. yes
   b. no

7. About how much money did you get (from allowance, work or parents' donations) last week?

8. About how much money did you spend last week?

9. Do you plan your spending ahead?
   a. always
   b. sometimes
   c. never

10. Do you save money?
    a. regularly
    b. sometimes
    c. never
II. What do you save money for?

a. future expenses, such as college
b. a purchase you hope to make as soon as you have enough money
c. other
(explain)

III. Interests

Check or fill in every answer that applies to you.

1. Would you be interested in a boys' class in the Home Economics Department?
a. yes: b. no: c. maybe

Please give a reason for your answer (whether yes, no or maybe).

2. If a class were offered, which would you like?
a. only boys in class
b. both boys and girls in class

c. Which of the following things would you like to know more about? Check only those in which you are interested.

- a. managing money
- b. how to buy clothes
- c. how to plan and cook meals
- d. how to buy food
- e. how to buy home furnishings
- f. good grooming
- g. costs of owning and operating a car
- h. how to "cook for fun"
- i. how to give good parties
- j. how to design and make some of your own clothes
- k. how to get along with others (especially girls)
- l. how to get along with your family

(other) please add any things you'd like to know which aren't listed.
1. We would like to have a good title for a boys' class. Do you have any ideas for a class title? If so, please write them here.

THANK YOU VERY MUCH FOR YOUR HELP!
APPENDIX B

SAMPLE CURRICULUM GUIDE FOR ONE UNIT OF THE SUGGESTED COURSE OF STUDY FOR NINTH GRADE BOYS
Unit: **Personality and Relationships**

Sub Topics:
- I. You as a Person
- II. You as a Family Member
- III. You as a Friend
- IV. You as a Member of School and Community

Time: 4 weeks

(The suggested procedures and experiences herein are intended to allow for great flexibility. This is also true of the suggested resources and aids. Individual teachers will find many other suitable procedures and resources.)
<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Procedures and Learning Experiences</th>
<th>Resources and Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic One: You as a Person</td>
<td>I. Understanding Yourself and Others</td>
<td>IA. Books:</td>
</tr>
<tr>
<td>Students will be able to recognize, list and discuss the</td>
<td>A. Topic for lecture and discussion: &quot;What is Adolescence?&quot;</td>
<td>Today's Home Living</td>
</tr>
<tr>
<td>characteristics of the adolescent years and the problems</td>
<td>1. physical aspects</td>
<td>Hatcher and Andrews</td>
</tr>
<tr>
<td>which arise during this period.</td>
<td>2. emotional aspects</td>
<td>How to be a Successful Teenager</td>
</tr>
<tr>
<td></td>
<td>3. social aspects</td>
<td>W. C. Menninger</td>
</tr>
<tr>
<td></td>
<td>Question Box: Students ask questions related to adoles-</td>
<td>Today's Teen Agers</td>
</tr>
<tr>
<td></td>
<td>cence. Use these for class discussion.</td>
<td>Association Press 1966</td>
</tr>
<tr>
<td></td>
<td>Assignment: Each student list five characteristics of</td>
<td>Toward Better Personal Adjustment</td>
</tr>
<tr>
<td></td>
<td>the adolescent boy, and five problems with which</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td></td>
<td>adolescent boys may be confronted. Use for class</td>
<td>Booklets:</td>
</tr>
<tr>
<td></td>
<td>discussion.</td>
<td>&quot;Understanding Your Teenager&quot; - Metropolitan Life</td>
</tr>
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<td></td>
<td></td>
<td>Ins. Co.</td>
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<tr>
<td></td>
<td></td>
<td>&quot;The Adolescent in Your Family&quot; - U.S. Govt.</td>
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<td></td>
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<td>Printing Office</td>
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<tr>
<td></td>
<td></td>
<td>Transparencies:</td>
</tr>
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<td></td>
<td></td>
<td>&quot;Growth and Developmental Patterns&quot; - 3M Co. #11</td>
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<td>Performance Objective</td>
<td>Procedures and Learning Experiences</td>
<td>Resources and Teaching Aids</td>
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</tbody>
</table>
| Students will be able to list and discuss common personality traits. | **B. Topic for lecture and discussion: “What is Personality?”**
1. influences which modify personality (home, school, church, community).
2. relationship between emotions and personality.
3. physical aspects (voice, posture, etc.). |
<p>| <strong>Activity:</strong> Students draw up a &quot;Personality Analysis Chart&quot;. Check strong points and shortcomings. Discuss ways to correct shortcomings. |
| <strong>Activity:</strong> Discussions based on films and overhead transparencies. |
| <strong>IB. Books:</strong> |
| How to Improve Your Personality |
| McGraw-Hill |
| <strong>Booklets:</strong> |
| &quot;The Adolescent in Your Family&quot; - U.S. Govt. Printing Office |
| &quot;Growing Up Socially&quot; |
| &quot;Growing Up Emotionally&quot; |
| Science Research Associates |
| <strong>Transparencies:</strong> |
| &quot;Attributes of Character&quot; |
| 3M Co. #10 |
| <strong>Films:</strong> |
| &quot;Heredity and Environment&quot; |
| McGraw-Hill 9 min. B/W |
| &quot;Personality and Emotions&quot; |
| Encyclopedia Britannica 13 min. B/W |</p>
<table>
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<tr>
<th>Performance Objective</th>
<th>Procedures and Learning Experiences</th>
<th>Resources and Teaching Aids</th>
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</table>

**Students will be able to demonstrate proper decision making based on sound values, by "playing roles".**

**C. Lecture topic: "Values, Decisions and Goals".**

1. Explain meaning of each.
2. Relate to maturity and stress importance in life.
3. Select "picture situations from 3M packet #22. Students

**Films:**

- "Improve Your Personality"
  - Coronet Films
  - 11 min. B/W
- "Posture and Personality"
  - Social Science Films
  - 11 min. Color
- "Developing Your Character"
  - Coronet Films
  - 11 min. B/W

**Filmstrips:**

- "Awareness: Insight into People" - J. C. Penny Co.

**Transparencies:**

- "Values and Goals" - 3M Co. #22

**Films (Sound):**

- "Values and Teenagers" - B #180
<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Procedures and Learning Experiences</th>
<th>Resources and Teaching Aids</th>
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</thead>
<tbody>
<tr>
<td>4. Role playing may be used to illustrate proper decisions based on sound values.</td>
<td>&quot;Somebody's Cheating&quot; B #205 Filmstrip:</td>
<td></td>
</tr>
<tr>
<td>Divide class into groups. Each group prepare a skit to be presented to entire class.</td>
<td>&quot;Responsibility Can be Taught&quot; - Metropolitan School Study Council Films:</td>
<td></td>
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<tr>
<td>Additional Activities for Topic One:</td>
<td>&quot;Making a Decision&quot; McGraw-Hill 7 min. B/W</td>
<td></td>
</tr>
<tr>
<td>Students may find stories in appropriate magazines (Teen, Co-Ed, Parents, etc.) illustrating personality problems, important values or decision making. Selected stories may be read to class and discussed.</td>
<td>&quot;Make Your Own Decisions&quot; Coronet Films 11 min. B/W</td>
<td></td>
</tr>
<tr>
<td>Assign unfinished stories, such as &quot;What Should Jim Do?&quot;, involving personality problems, values or decision making, and have students write endings. Class select best solution.</td>
<td>&quot;How to Say No&quot; Coronet Films 11 min. B/W</td>
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<td></td>
<td>&quot;Its Your Move: Decisions for Discussion&quot; Coronet Films 11 min. B/W</td>
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<td>Performance Objective</td>
<td>Procedures and Learning Experience</td>
<td>Resources and Teaching Aids</td>
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<tr>
<td><strong>Topic Two: You as a Family Member</strong></td>
<td><strong>II. Family as the Basic Unit of Society - topic for lecture and class discussion</strong></td>
<td><strong>Books:</strong></td>
</tr>
<tr>
<td>Students will be able to explain what terms such as &quot;family&quot;, &quot;mother&quot;, &quot;father&quot;, &quot;brother&quot;, &quot;sister&quot; and &quot;home&quot; mean to them.</td>
<td><strong>A. Activities</strong></td>
<td><strong>Between Parent and Teenager</strong> H. Ginolt</td>
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<td></td>
<td>1. Have each student write a brief autobiography.</td>
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<td></td>
<td>2. Give class the terms &quot;mother&quot;, &quot;father&quot;, &quot;home&quot;, &quot;family&quot;, etc., and have each student write briefly what each term means to him. Discuss in class.</td>
<td><strong>Booklets:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>B. Use films and transparencies for class discussion on such topics as:</strong></td>
<td><strong>&quot;Democracy Begins at Home&quot;</strong> Public Affairs Pamphlet</td>
</tr>
<tr>
<td></td>
<td>1. What factors are important in achieving &quot;Friendship Begins At Home&quot; a happy home life?</td>
<td><strong>&quot;Getting Along with Parents</strong> Science Research Associates</td>
</tr>
<tr>
<td></td>
<td>2. What things may cause tension in the home?</td>
<td><strong>&quot;Values and Goals&quot;</strong> 3M Co. #22</td>
</tr>
<tr>
<td></td>
<td>&quot;Your Jobs as Big Brothers or Sisters&quot; Ed. Services</td>
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<tr>
<td>Students will be able to identify and discuss factors related to good relations in the home.</td>
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<tr>
<td>Performance Objective</td>
<td>Procedures Experience</td>
<td>Resources and Teaching Aids</td>
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<td></td>
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<td>&quot;Appreciating our Parents&quot;</td>
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<td>&quot;You and Your Parents&quot;</td>
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<td></td>
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<td>&quot;Sharing Work at Home&quot;</td>
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<td>Coronet Films 10 min. B/W</td>
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<td></td>
<td></td>
<td>&quot;Pigeon&quot; - Educational Media 17 min. B/W</td>
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</tbody>
</table>

**Topic Three: You as a Friend**

Students will be able to list and discuss the traits desirable in a good friend, and the traits most likely to discourage friendship.

**III. Friendship - You as a Friend**

A. Topic for lecture and discussion: "What is meant by the term friend?"

1. acquaintance
2. casual friend
3. close friend

B. Activities

1. Each student may write what the term "friend" means to him.
2. Through open discussion students may differentiate

Books:
- How to Be a Successful Teenager
  - W. C. Menninger

Filmstrip:
- "Personal Relationships"
  - McGraw-Hill

Films:
- "Think of Others First"
  - Guidance Associates
- "Making Friends"
  - Encyclopedia Britannica 11 min. B/W, Color
<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Procedures and Learning Experience</th>
<th>Resources and Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>among terms &quot;acquaintance&quot;, &quot;casual friend&quot;, &quot;close friend&quot;. Write agreed upon definitions on board. Have class suggest what is expected from each. 3. Written assignment topic: &quot;Why we want and Need Friends&quot;. 4. Students make list of: a. traits they consider important in a close friend. b. traits most likely to repel friends. Use as a basis for class discussion. 5. Students write answers (no names need be used to such questions as: Am I a friendly person?</td>
<td>Films: &quot;Developing Friendships&quot; Coronet Films 11 min. B/W &quot;Feeling Left Out?&quot; &quot;The Fun of Being Thoughtful&quot; - Coronet Films 13 min. B/W Booklets: &quot;What Girls Want to Know About Boys&quot; Grosset and Dunlap &quot;Date Talk&quot; Scholastic Book Service</td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Procedures and Learning Experience</td>
<td>Resources and Teaching Aids</td>
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<tr>
<td>Students will be able to list and discuss factors which help in relationships with girls.</td>
<td>Should I try to be more friendly? Which traits do I need to develop or rid myself of in order to improve my &quot;friendship quotient&quot;?</td>
<td>C. Topic for lecture and discussion: &quot;Getting Along with Girls&quot;.</td>
</tr>
<tr>
<td></td>
<td>1. Students write lists of reasons why some boys are not liked by girls (boastfulness, show-off behavior, lack of manners, etc.). Use lists for class discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Have students list (written or oral - teacher may list on board) qualities that are attractive to girls. Use as a basis for class discussion.</td>
<td></td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Procedures and Learning Experience</td>
<td>Resources and Teaching Aids</td>
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<tr>
<td><strong>Topic Four:</strong> You as a Member of School and Community.</td>
<td>3. Have each student analyze (in writing) his own behavior around girls and determine what he needs to do to improve. (These may be anonymous, and, when turned in, may be used for class discussion).</td>
<td><strong>Books:</strong></td>
</tr>
<tr>
<td>Students will be able to explain what good manners are and how to use them in school and community, and when dating.</td>
<td>1. Stress influence of behavior and attitude on good manners.</td>
<td><strong>Manners Made Easy</strong> McGraw-Hill</td>
</tr>
<tr>
<td></td>
<td>2. Show relationships between kindness and thoughtfulness and good manners.</td>
<td><strong>Complete Book of Etiquette</strong> Amy Vanderbilt</td>
</tr>
<tr>
<td></td>
<td>3. Emphasize importance of natural courtesy as opposed to &quot;put on&quot; social acceptability.</td>
<td><strong>Booklets:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>IV. You as a Member of School and Community.</strong></td>
<td>&quot;The Art of Dating&quot; Association Press</td>
</tr>
<tr>
<td></td>
<td><strong>A. Lecture and discussion topic: &quot;What are Manners?&quot;</strong></td>
<td><strong>Filmstrips:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Stress influence of behavior and attitude on good manners.</td>
<td>&quot;Why Good Manners and &quot;Good Manners at School&quot; Eyegate House</td>
</tr>
<tr>
<td></td>
<td>2. Show relationships between kindness and thoughtfulness and good manners.</td>
<td>&quot;How to Succeed in School - By Trying: Guidance Associate Harcourt, Brace and World</td>
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<td></td>
<td>3. Emphasize importance of natural courtesy as opposed to &quot;put on&quot; social acceptability.</td>
<td><strong>Films:</strong></td>
</tr>
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<td></td>
<td><strong>Books:</strong></td>
<td>&quot;Social Acceptability&quot; McGraw-Hill - 20 min. B/W</td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Procedures and Learning Experience</td>
<td>Resources and Teaching Aids</td>
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<td></td>
<td>B. Class discussion: &quot;Why It Pays to be Mannerly&quot;. (Show benefits to all concerned.)</td>
<td>Films:</td>
</tr>
<tr>
<td></td>
<td>C. Discussion: &quot;How can you show good manners at school?&quot;</td>
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<tr>
<td></td>
<td>1. List suggested ways on board.</td>
<td></td>
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<td></td>
<td>2. Discuss benefits to both school and student.</td>
<td></td>
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<tr>
<td></td>
<td>3. Use role playing to illustrate both good and bad manners at school.</td>
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<td></td>
<td>D. Discussion: &quot;How can you show good manners in your community?&quot;</td>
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<tr>
<td></td>
<td>1. List suggested ways on board.</td>
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<tr>
<td></td>
<td>2. Discuss benefits to both student and community.</td>
<td>&quot;School and Community&quot; McGraw-Hill 14 min. B/W</td>
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<td></td>
<td>&quot;Social Amenities&quot; University of Idaho</td>
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<td></td>
<td>&quot;Date Etiquette&quot; Coronet Films 11 min. B/W</td>
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<td></td>
<td>&quot;Acting with Maturity&quot; Coronet Films 11 min. Color</td>
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<tr>
<td>Performance Objective</td>
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<td>Resources and Teaching Aids</td>
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<tr>
<td>Students will be able to demonstrate proper social skills.</td>
<td>(Suggested activity: Invite a police or probation officer in to discuss the responsibilities of teenagers to the community.)</td>
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<table>
<thead>
<tr>
<th></th>
<th>E. Discussion: &quot;Dating Etiquette&quot;</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A question box may be used to ascertain problems or uncertainties regarding dating etiquette. Use questions for class discussion.</td>
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<tr>
<td>2.</td>
<td>Role Playing may be used to illustrate proper manners when dating.</td>
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<td>3.</td>
<td>Have students demonstrate such social skills as:</td>
</tr>
<tr>
<td>a.</td>
<td>introducing a girl friend to an adult.</td>
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<tr>
<td>b.</td>
<td>greeting guests at a party.</td>
</tr>
<tr>
<td>c.</td>
<td>thanking host or hostess when leaving.</td>
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<tr>
<td>Performance Objective</td>
<td>Procedures and Learning Experience</td>
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**Evaluation During Unit:**

1. Brief tests might be used during the unit. The design would be up to the individual teacher, who should design such tests to measure progress toward objectives.

2. A final test might be in the form of an essay on such topics as: "How My Personality Affects My Relationships with Others" or "Personality and Character - Major Influences in my Life".