A Study of Seventh and Eighth Grade Home Economics Programs in South Dakota with Implications for Curriculum Development

Lacquita Olson Wagner

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A STUDY OF SEVENTH AND EIGHTH GRADE HOME ECONOMICS
PROGRAMS IN SOUTH DAKOTA WITH IMPLICATIONS FOR
CURRICULUM DEVELOPMENT

BY
LACQUITA OLSON WAGNER

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Home Economics Education, South
Dakota State University

1967
A STUDY OF SEVENTH AND EIGHTH GRADE HOME ECONOMICS
PROGRAMS IN SOUTH DAKOTA WITH IMPLICATIONS FOR
CURRICULUM DEVELOPMENT

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser  Date

Head, Home Economics Education  Date
ACKNOWLEDGMENTS

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To the seventh and eighth grade homemaking teachers in the public schools of South Dakota.

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"A curriculum is never finished. Instead it grows and changes as our society changes."¹ One of the basic requirements of curriculum building is a clear and concise understanding of social, economic and technological developments which influence the American way of life. In fact curriculum revision is needed because of these rapid changes which are often so rapid that the educator has difficulty interpreting their implications. "Curriculum reorganization requires continual study. Ultimately teachers need to consider redifinition of goals, changes in content, and problems of evaluation, of sequence, of differentiation for students with varying ability and interests and many others."²

Many important elements in our lives are completely different from the past, for example: earlier marriages, longer life, working mothers, automation, and more leisure time. Families are on the move, the husbands' work may be a long distance from home and relatives may be scattered all over the world.

Years ago, women were involved exclusively in the


²Lloyd J. Trump and Dorsey Baynham, Guide to Better Schools...Focus on Change, 1961, p. 117.
activities of the home and family. Today the young woman is expected to be a mother, homemaker, wage-earner, and active participant in community affairs. She has an exceptional need to be self-reliant because she is expected to make important decisions about time, money and other family responsibilities.

The present South Dakota guide, started in 1945 and published in 1950, is divided into the following areas for seventh and eighth grade homemaking: (1) Persistent Factors (Human Relationships, Management, Buying and Home Safety,)(2) The Girl, (3) The Child, (4) Home Care of the Sick, (5) The Home, (6) Clothing, and (7) Foods. Units in the seventh grade are: the pleasing and attractive girl, babysitting, helping to care for the sick in the home, studying simple duties in care of the home, making some useful article with the sewing machine, and learning to cook some simple foods. Units in the eighth grade are: getting along with friends, making simple articles to wear, helping with family meals and a continuation of the seventh grade units in the areas of The Home, The Child and Home Care of the Sick. Major emphasis on a particular area was determined by the class needs and the amount of time for each area was to vary according to the number and length of class periods.3

Revision of the 1950 guide was begun at South Dakota State College during the Fall quarter of 1956. A thesis by Wagner indicated the need for revision on the basis of her study in which teachers evaluated the curriculum guide and parents and students evaluated course topics. Some of the recommendations made from this study were that more material should be included for seventh and eighth grade homemaking; for boys and combined classes of boys and girls; new material be added to all units with emphases on grooming and personal appearance, vocations, wardrobe planning, choosing colors and styles, using sewing equipment, nutrition and meal planning; and that the aspects of family living be integrated into every unit in the curriculum guide.4 A study done by Cochrane also made the recommendation that greater emphasis be placed in junior high homemaking.5

In 1958 resource materials for teaching family living and child development6 was issued to supplement the

4Carol Siemen Wagner, A Survey of the Value of the Homemaking Curriculum in South Dakota with Implications for Revision, 1957, pp. 42, 47.


suggestions in the South Dakota guide and to serve as a beginning of a new guide when they had been tested and improved. Additional material was included for both the seventh and eighth grades in the area of The Child and the area of Family Living was added with suggested length of study included.

In 1960 resource materials for teaching the home\textsuperscript{7} and in 1961 resource material for integrating management\textsuperscript{8} into all areas of homemaking were issued, however, no material was included for the seventh or eighth grade.

In a workshop the summer of 1965, in which the writer participated, further work on curriculum revision was started. Three areas were developed: Management of Personal and Family Resources, Human Growth and Development, and Personal and Family Relationships.

A first step in curriculum reorganization according to Trump and Baynham involves an analysis of what is being taught and studied by students.\textsuperscript{9} It was with this thought in mind that the writer developed a questionnaire which was sent to teachers in the public schools teaching homemaking

\textsuperscript{7}South Dakota, Resource Material for Teaching the Unit--"The Home", 1960.

\textsuperscript{8}South Dakota, Resource Material for Integrating Management into All Areas in the Teaching of Homemaking, 1961.

\textsuperscript{9}Trump and Baynham, \textit{op. cit.}, p. 114.
in the seventh and eighth grades of South Dakota.

Purpose

It was the purpose of this study to provide background material for curriculum revision in South Dakota and other states where applicable. The writer hoped to determine areas being taught and content emphases in the seventh and eighth grades. It also seemed desirable to determine the number of schools having seventh and eighth grade programs, and the amount of time allowed each program in homemaking.

Setting for Investigation

Data for the investigation reported herein were collected from teachers in the public schools of South Dakota having homemaking in the seventh and/or eighth grades.

Limitations of Investigation

Private, state and federal schools such as parochial, Crippled Children's, Indian, and School for the Deaf were not investigated. The availability of only 41 seventh and eighth grade homemaking teachers provided a small sampling. After analysis of the data, three of the questionnaires were eliminated due to insufficient information. Variations in class length, overall course length, and
non-returned questionnaires (especially from schools with more than one teacher and with a division of areas or grades) limited the results obtained in the study.

Hypotheses Tested

1. A steady increase in number of public schools offering homemaking in seventh and eighth grade in South Dakota has created a need for further help in program planning.

2. Lack of uniformity in number of lessons taught and length of class periods in homemaking in seventh and eighth grades has led to curriculum planning problems in South Dakota.

3. Concepts and areas taught have varied and were not always keyed to seventh and eighth grade level of learning.

4. There has been a tendency to over-emphasize clothing and textiles and foods and nutrition and leave too little time for other important areas.
The field of homemaking is constantly undergoing change. We have no way of knowing what the world will be like in ten years, when today's students are in their own homes. We do know, however, that there will be homes; husband-wife relationships; parent-child relationships; food, clothing and shelter problems; and management of time and money. Homemaking should prepare youth for these tasks. "It is essential that all boys and girls be educated better for their present and future homemaking roles."  

In a recent publication the editor states:

Society relies primarily on the family to maintain an environment conducive to the growth and development of its members, for children develop basic values and learn first concepts of relationships with others in the home. Education for homemaking and family living is important today because our society is becoming more complex and some traditional patterns of family life and homemaking are now obsolete; also, parents are less able to provide help in understanding the complexity of family resources and relationships.

Need for Curriculum Revision

Trump states, "Home economics education must be
Home economics education today, like citizenship education seems ineffective to many administrators, students, and parents in solving the problems with which it is supposed to cope. You cannot improve family living merely by reading a book.

Home economics in the school of the future will occupy a much more prominent place than it does today. Life holds much more for each of us than earning a living. What happens at home affects all the rest of our lives. Making a home more artistic, more cultural, more friendly, and a place where all of the persons in it are more respectful of each other constitutes a foundation for the full life. Home economics education in the future will meet that challenge better as it changes its curriculum, its methods, its staff utilization, its facilities, its evaluation techniques and its fiscal policies.\textsuperscript{12}

Lawson believes:

All youth need a broad education for the responsibilities of home and community membership, and many require a specialized secondary education for the development of employable skills.

The ever increasing amount of knowledge available requires that careful selection be made of the most significant things to be taught. Current problems, concerns, and strengths of families serve as the criteria in determining program emphases and course content. A consideration of these points indicates the need for focus on the following areas: 1) insight and understanding of human growth and development; 2) management of personal and family resources, and 3) personal and family relationships.\textsuperscript{13}

Conant considers articulation one of the most serious problems in school systems. He feels that there is a failure to coordinate subject-matter instruction between

\textsuperscript{12}Trump, \textit{op. cit.}, p. 88.

schools and between grades even in the same school. 

In a survey by Otto taken in the Pacific region in 1955, it was found that of the schools that reported eighth grade homemaking classes approximately two-thirds offered seventh grade homemaking. In the seventh grade approximately two-thirds had homemaking for the full year and one-third had homemaking for a half year. Approximately two-thirds had classes that met five periods a week. Classes were held for different lengths of time. For example, 19.5 per cent of the homemaking classes met for a 45-minute period; 18.5 per cent for a period ranging from 46 to 54 minutes; 27.8 per cent for 55 minutes; and 18.5 per cent for 60 minutes. Of the remaining schools reporting four held 30 or 35 minute classes and nine schools had class periods of 65 to 130 minutes. The predominant pattern in large cities in the Pacific region showed that the majority of schools offering seventh and eighth grade homemaking did so for five days a week, for 55 or more minutes a day, for the entire year. 

New Content Emphases

Offerings in home economics at the junior high

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school level were usually referred to as "homemaking" because it was considered that students will acquire a basic familiarity on an exploratory basis in all areas of home economics. The experiences should be geared to the interests and abilities of students at that level and there should be a sequence of experiences, not just the same experience repeated.

The following was taken from the Alabama guide:

In our changing world of today educators have a deep and continuing obligation to teach that which has meaning of sufficient depth and quality to motivate the pupils to learn and use this learning to lift his level of living and to build on this learning for further learning. Teaching students to learn and "to learn how to learn" in order to be able to get hold of knowledge not yet known is a challenge of today's educators. Students may learn to be independent learners when teachers motivate them to learn and develop an awareness of how they are learning. Instruction for depth and quality that has meaning involves basic knowledge and processes of teaching that will emphasize skills of inquiry, methods of experimentation and discovery, self-directed learning, creativity, initiative and responsibility.16

The editor says:

Home economics instruction in the secondary school to be realistic, must recognize that growth patterns of 7th and 8th grade students are uneven: these young folks are experiencing changes in their physical make-up, new feelings, emotions, and expectations; and they are moving from dependence toward an adult status of independence. However, they still are close to their families, and home economics courses should help them contribute to their homes and develop positive attitudes toward the family. Content and methods should be designed to help each

16Alabama, State Course of Study in Home Economics for Junior and Senior High Schools in Alabama, 1964, p. 5.
student understand himself, clarify his values, and use his own resources.

Interests and learning readiness sometimes change between the 7th and 8th grades; therefore, one semester in each year may be considered better than two semesters in either year. To provide continuity in learning for this age group, a one-semester course should be taught within one semester rather than scheduling it on alternate days or weeks for the entire year.

The first separate courses in home economics are usually offered at the beginning of the junior high school. These introductory courses should include study and exploration in the various areas of home economics. They may be organized as--

a. A semester course for girls, and possibly for boys, in both the 7th and 8th grades, or
b. A one-year course for girls, or
c. Part of a block of three or four subjects for girls and/or boys.¹⁷

Yoder made the following recommendations based on her study of the experiences with clothing of eighth grade girls as reported by the students and their mothers in the Community School, Ames, Iowa:

a. Some clothing construction should continue to be included in the clothing unit...but the skills taught and the type of garment to be constructed should be selected with regard to the limited experiences of the girls as revealed by the present study. The amount of time needed to complete the garment should also be reduced since the present study shows there was a tendency for the girls to have fewer construction-related experiences at home than those related to storage, selection, purchasing, and care and upkeep of clothing.

b. Consideration should be given to placing more emphasis on selection of items of clothing being purchased as well as the means of decision making since there was a tendency for the girls to be more involved with the decision making process than the actual performance of the task.

c. More emphasis should be given to the care and upkeep of clothing including tasks related to mending and

¹⁷ Editor, op. cit., pp. 90-91, 93-94.
simple alterations. This study revealed a definite tendency for the girls to be involved in care and upkeep of their clothing.\(^\text{18}\)

Cooper made a study of the value of 17 homemaking study areas, the home responsibilities of seventh grade homemaking students and the subject areas which parents felt could best be learned in homemaking classes. The questionnaires were filled out by parents of 226 seventh grade homemaking students. The study revealed that parents considered the following subject areas valuable: nutrition, selection and care of clothing, grooming, meal planning, getting along with others, money management, cleaning, cooking, child care, family relationships, time and energy management, laundry, entertaining, table service and careers. Study areas checked as not valuable by 19 per cent were family relationships, time and money management, laundry and entertaining. All of the girls had some home responsibility. Specifically noted were: washing dishes, having fun with the family, cleaning the house, cooking, shopping for food or clothing, washing or ironing clothes, making her room more attractive. Others listed but less than 50 per cent were care for children, helping with sewing or mending. Subject areas which parents thought could best be learned in homemaking classes were: foods and nutrition, 

\(^{18}\text{Gertrude Claire Yoder, Experiences with Clothing of Eighth Grade Girls, 1965, p. 49.}\)
clothing construction, clothing selection and care, and
time and money management. Only 26 per cent indicated that
child care could best be learned in homemaking classes. 19

In an article written by Mallory nearly every state,
and many cities have guides for home economics programs.
A national study of home economics in the secondary schools
was undertaken in an effort to get at basic structure for
home economics. Some of the reasons for the study were:

The rapidity and intensity of social, technologi-
cal, and economic changes are reflected in profound
changes in home and family life.

The accumulation of new knowledge, and the need
for specialization and at the same time for breadth, were
raising many questions about home economics curriculum
content.

The need for improved articulation among educa-
tional levels, as well as among areas of home economics,
was becoming increasingly recognized. Planning a
sequence of offerings in home economics at junior and
senior high school levels requires consideration of the
personal and family situations at each level so that
there will be opportunities to foster increasingly
mature ways of dealing with home and family problems.

The preliminary papers and reports of the 1960
White House Conference on Children and Youth brought
together much material to support the need for expanding
and improving programs of education for home and family
living. 20

The study revealed that home economics was taught
in 95 per cent of all public secondary schools, and 49

19 Ruth Cooper, "Parents Evaluate Seventh Grade

20 Berenice Mallory, "Curriculum Developments," The
Bulletin of the National Association of Secondary School
Principals, December 1964, pp. 51-55.
per cent of the girls were enrolled in home economics.
In practically all of the courses taught, some time was spent on each of the following areas of home economics: child development; clothing; consumer education; family relations; food and nutrition; health, first aid, and home care of the sick; the house, its furnishings and equipment; and management of resources. Emphases in courses showed that in grades 7 through 11 more than one-half to three-fourths of the time was spent on the areas of foods and clothing. Analyzing the home economics field of knowledge was carried out in seven workshops held in 1962-1964 sponsored cooperatively by the Office of Education and selected Colleges of Home Economics. It was at the last of these workshops that the basic concepts and generalizations for curriculum development were organized in the following five sections: (1) Human Development and the Family, (2) Home Management and Family Economics, (3) Food and Nutrition, (4) Housing, and (5) Textiles and Clothing.

Mallory defines:

Concepts are abstractions used to organize the world of objects and events into a smaller number of categories. They have many dimensions and meanings and constitute the recurrent themes which occur throughout the curriculum in a cumulative and overarching fashion.\(^{21}\)

\(^{21}\)Mallory, loc. cit.
Recent Curriculum Developments

In the recently developed Alabama guide, six units were listed as being taught in Basic Home Economics, the course offered whenever and at whatever level home economics is offered for the first time (Grades 8-12). The order in which units could be taught was suggested. Human Development and the Family was suggested as the first unit since it is primarily concerned with the universality of families and the development of "self." The elements of design and the principles of art were applied in the Clothing and Textiles unit and Housing unit. The unit Art in Individual and Family Living would precede these units. It was suggested that the unit Home Management and Family Economics precede the Foods and Nutrition unit and as many other units as possible in order that the principles of management be applied with understanding in these units. Concepts included were: elements of design, and art principles; aspects of clothing, styles, fashions, fads, and clothing construction; significance of food, food preparation, meals, and etiquette; management, time, goals, and money; designing interiors, and furnishing homes; universality of families, and self. See appendix, Exhibit A.

The Alaska guide, developed the summer of 1964,

22Alabama, op. cit., p. 13.
divided homemaking into six areas: (1) Child Development; (2) Clothing; (3) Family Health and Home Nursing; (4) Foods and Nutrition; (5) Housing, Home Management, and Home Furnishings; and (6) Personal and Family Living. All areas were listed for teaching in both seventh and eighth grades with a varying number of weeks according to area and grade. The most area emphases were placed on Child Development, Clothing, and Foods and Nutrition. Each received about 4-6 weeks in both the seventh and eighth grades. The overall homemaking course length was approximately a semester for each. Concept emphases in the seventh grade were placed on child safety; grooming, sewing equipment, and sewing a simple garment; safety, and good health habits; foods relation to body, care of kitchen, snacks and simple lunches, and helping with meals; care of homemaking department; and relationships with others. Concept emphases in the eighth grade were babysitting, and infant needs; art principles, simple repairs, and sewing a simple garment; first aid and signs of illness; food needs of body, simple meals, food storage, and use of time, energy and equipment; caring for the home; behavioral patterns, and environments. See appendix, Exhibit B.

In the Kansas guide areas listed for teaching in

the seventh and eighth grades were: (1) Child Care and Development; (2) Clothing and Textiles; (3) Foods and Nutrition; (4) Health and Safety; (5) Home Management and Consumer Education; (6) Housing, Home Furnishings, and Related Art; and (7) Personal and Family Relations. Concepts covered were: responsibilities in caring for children and enjoying and keeping children safe; appearance, care of clothes, making choices of clothes to wear, shopping for clothes, buying fabric and basic sewing practice; preparing snacks, helping with meals, and understanding what food does for the body; good health factors, physical and emotional development; what to do in emergencies, and safety measures; planning use of money, planning and accepting responsibilities; using space efficiently, making simple accessories and arranging a study; understanding ourselves and others, understanding role of family members, developing respect for older people and expressing and accepting friendship. See appendix, Exhibit C.

According to the Louisiana guide eight areas of homemaking were suggested for teaching in the eighth grade for a period of 12, 18, or 36 weeks. No information was given for teaching homemaking in the seventh grade. Areas

were: (1) Child Development, and Infant Care, (2) Creative Arts, (3) Foods and Nutrition, (4) Housing, (5) Management and Consumer Problems, (6) Personal Development, (7) Safety, Health and Home Care of Sick and Aged, (8) Textiles and Clothing. Less than one half of the time was spent on textiles and clothing and foods and nutrition. It was suggested in the guide as being highly desirable for the teachers to follow a sequence of units. The suggested order and the suggested number of weeks were: managing my time and money, 2 weeks; looking my best, 2 weeks; my family and friends, 2 weeks; you and food, 6-8 weeks; Christmas cheer or handicrafts, 3 weeks; you and your clothes, 6-8 weeks; enjoying and caring for children, 4 weeks; safety in the home, 1 week; and helping with care of the home, 4 weeks. Four weeks were suggested at the beginning of the year and at the end of each semester for orientation, planning for the year, home projects, FHA, and evaluation.25 See appendix, Exhibit D.

The Minnesota guides, some published and some work materials, had homemaking divided into four areas:
(1) Housing26 for grade 8 only; (2) Foods and Nutrition,27

26Minnesota, Resource Units in Housing, p. 4.
(3) Clothing and Textiles, and (4) Family Relations and Child Development for both grades. Concepts emphasized in grade seven were: socio-psychological factors affecting clothing and care of clothing; development of children through play, and routine care of children; effect of personal development, and relationship to family and peer group; factors affecting menu planning and meal service, and factors influencing food preparation. In the eighth grade concept emphases were: aesthetic appreciation of clothing and textiles, fabric construction, and clothing construction; the individual's development within the family, relationship to peer group, relationship to siblings and other young children; responsibilities of use, management and maintenance of a home; effect of social change in diet, and management of resources in food preparation. See appendix, Exhibit E.

The New Hampshire guide was divided into eight areas for teaching home economics in the seventh and eighth grades. They were: (1) Personal and Family Relationships and Development, (2) Management, (3) Clothing and Textiles, (4) Health and Home Safety, (5) Child Growth and

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Development, (6) Housing and Home Furnishings, (7) Foods and Nutrition, and (8) Consumer Education. Major emphases were placed on some concepts to be stressed on each grade level. Concepts covered in the seventh grade were: responsibilities of family membership, and personal grooming as related to food activities; management, and values; textiles to improve appearance of own room; health and safety in home and laboratory kitchen; caring for and enjoying younger siblings; care of home and room; nutrition, principles of food cookery selection, preparation and service of simple family meals and snacks; personal management and buying of food. Concepts covered in the eighth grade were: good grooming, becoming socially acceptable, and futures in school and career; management as related to clothing activities, child growth and development, and personal development, and money; selection, construction and care of clothing and fabrics; health and safety in clothing laboratory and when caring for children; understanding and enjoying children; art in one's clothing and home; foods and nutrition related to grooming and appearance; selection and buying clothing supplies. See appendix, Exhibit F.

According to the 1965 Oregon guide six areas of homemaking were suggested for teaching in both seventh and

eighth grade on a semester each basis. Area divisions were: (1) Relationships, (2) Management, (3) Child Care and Development, (4) Clothing and Related Arts, (5) Foods and Nutrition, (6) Housing and Home Furnishing. In the seventh grade one half of the time was spent on Clothing and Related Arts, and Foods and Nutrition. Relationships and management stressed next comprised a little over one fourth of the time. Child Care and Development, and Housing and Home Furnishings received the least time. In the eighth grade Management received less emphasis and Housing and Home Furnishings received more emphasis. Concept emphases in the seventh grade were placed on understanding self, and living happily with family and friends; personal resources; understanding children's play; personal appearance, and learning to sew; using the kitchen, and learning to cook; and home care and safety. Concept emphases in the eighth grade were placed on understanding others, choosing friends, and family sharing; the young consumer; sharing in care of children; appearance, and sewing a simple garment; helping with family meals, and nutritious snacks; room accessories, and study centers.32

See appendix, Exhibit G.

In the Pennsylvania guide some areas were taught only in the seventh grade, only in the eighth grade or in

both grades. A suggested length of study for each was included. Areas taught only in the seventh grade were: Family Health and Home Safety, 4-6 weeks; and Personal, Family and Community Relationships, 8-10 weeks. Areas taught only in the eighth were: Child Care and Guidance, 7-8 weeks; and Housing for the Family, 7-8 weeks. Areas taught in both grades were Family Clothing for 9-10 weeks and Food for the Family for 9-10 weeks. Concepts covered in the seventh grade were: good grooming, sewing equipment, and making a simple garment; good safety habits, safeguarding good health, sickness in the home, first aid, and signs of illness; foods for good nutrition, simple food preparation and serving, terminology—spelling and pronunciation, care and use of kitchen; friendship, value of friends and ways of expressing friendship; sharing home and living with others. Concepts covered in the eighth grade were: physical care, safety, play and understanding behavior of children; using a commercial pattern, selection of appropriate fabric, notions, and trimming details; simple meals, serving techniques, table manners, guests, care and storage of foods; arrangement, care, and sharing of my room and simple inexpensive room accessories.\textsuperscript{33} See appendix, Exhibit H.

PROCEDURE

The investigator having taught homemaking a number of years in seventh and eighth grades was especially interested in this level of homemaking. This interest led to a study of possible research in this area.

Selection of Study

Information sent to the South Dakota homemaking teachers from the state office, over a period of years, showed that, from 1959-1960 to 1965-1966, 11 schools began the teaching of homemaking in the seventh and/or eighth grades. This trend toward a gradual increase in schools having homemaking in these grades made it desirable to learn more about the present program.

In talking with Miss Imogene Van Overschelde, State Supervisor of Home Economics Education, it was agreed that more information was needed to aid in the curriculum development already in progress.

It seemed that the help of teachers was needed to determine what was being taught in the seventh and eighth grades in homemaking. In developing a questionnaire, new guides from other states were studied for areas used.
Questionnaire and Handling

One section of the questionnaire was planned to obtain personal data concerning the respondents. This included total years of experience, years experience in each grade, degree held, minor and major field, college or university from which graduated, class length, course length, classes per week, school, number of students in each grade and years of homemaking offered.

The questionnaire was divided into areas according to the groupings used by Lawson\(^{34}\) and adopted by the 1965 summer workshop participants.\(^{35}\) Concepts were developed under the area headings using ideas from the state guides examined.

The respondents were asked to give the number of lessons taught in grade seven or eight in the space at the left pertaining to each concept listed. Space was left at the bottom of each area for other concepts and the number of lessons taught. At the end of the questionnaire space was left for making suggestions for improving the homemaking course in seventh and/or eighth grades the next time it would be taught. For questionnaire see appendix, Exhibit I.

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\(^{34}\) Lawson, loc. cit.

\(^{35}\) South Dakota State University, Home Economics Education 712 Workshop Materials, July, 1965.
As a pilot study, four teachers who presently were not teaching but had taught homemaking in the seventh or eighth grades recently were asked to fill in the questionnaire and make suggestions for improvement.

The revised questionnaires were sent in March 1966 to 41 teachers in the public schools of South Dakota having a seventh or eighth grade homemaking class. A letter of explanation about the study and a self-addressed, stamped envelope accompanied the questionnaire. For letter and revised questionnaire see appendix, Exhibits J and K.

Questionnaires were returned by 90 per cent of those contacted. A duplicate questionnaire and letter were sent to late respondents. For letter see appendix, Exhibit L.

The final analysis of the study was concerned with 34 teachers representing 25 schools, and 19 towns or cities. Three returned questionnaires had to be rejected due to inadequate information so the final analysis was 83 per cent of the total number of questionnaires.

The raw data from the questionnaires were tabulated and totals, averages, percentages, and rank order were developed. The averages were rounded off to two decimal places. All figures were rechecked for accuracy.

The results of the investigation were summarized and conclusions were drawn. Recommendations for curriculum revision and for further study were made.
RESULTS OF INVESTIGATION

Information was obtained from state guides and from a questionnaire sent to home economics teachers.

Information from State Guides

Eight recently published guides representing states from the northeast, east, south, midwest, west and a state outside the boundaries of the United States furnished information concerning home economics being taught in seventh and eighth grades. See appendix, Exhibit M.

Six of the areas examined were recommended in all of the state guides, caring for children was not included in one guide, and a look at the future was missing in all guides.

The trend in number of weeks recommended, when approximate weeks were used in the seven areas, was in favor of foods and clothing with caring for children running a close second. Each of the other four areas had approximately one half the number of weeks assigned to each of the above. In all cases the unit on personal appearance was included in the weeks planned for the clothing area.

Information Concerning South Dakota Home Economics Teachers and Their Schools

There were eighteen teachers who reported they were
graduates of South Dakota State University. Two teachers graduated from each of the following colleges or universities: Concordia College, University of South Dakota, North Dakota State University, University of Minnesota, and Oklahoma State University. Other colleges or universities listed were: University of Nebraska, Iowa State University, Kansas State College, Wheaton College, DePauw University and Minot State College. Four teachers reported having a Master's degree, 25 reported having a Bachelor of Science degree and 5 reported having a Bachelor of Arts degree. All teachers had a major in home economics and science was listed most frequently as the minor field. Others listed in the minor field were: English, art, speech, psychology, chemistry and economics.

Fifteen teachers reported seventh and eighth grade homemaking as being taught in their school. Nineteen teachers reported no seventh grade homemaking was taught in their school but only eighth. There were no teachers that reported only seventh grade as being taught. A total of 34 teachers reported eighth grade homemaking as being taught and additional homemaking courses were offered in senior high school in all schools. Two teachers did not teach any seventh grade homemaking and 3 teachers did not teach any eighth grade homemaking.

Thirteen teachers representing 12 schools reported
635 students in seventh grade homemaking. Thirty one teachers representing 25 schools reported 1781 students in eighth grade homemaking. One teacher reported a boys class in eighth grade homemaking and one teacher reported a special education class.

Table I relates the experience of homemaking teachers. Two-thirds of the teachers in the seventh grade had taught less than 3 years and only 2 teachers had taught over 10 years. Three-fourths of the eighth grade teachers had taught less than 6 years and only 3 teachers had taught more than 10 years.

Table I. Years of Experience for the Homemaking Teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>7-10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Over 10</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The length of homemaking class periods is shown in Table II. The majority of the teachers reported having 55-60 minute class periods and only 4 teachers reported having 50-54 minute periods. Twenty six per cent of the teachers had 45 minute periods or less.
Table II. Length of Homemaking Class Periods

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Number of Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>45</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>50-54</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>55-60</td>
<td>21</td>
<td>62</td>
</tr>
</tbody>
</table>

The number of lessons taught in the seventh grade is shown in Table III. Plans for days of the week and length of time taught varied. More teachers followed the plan of 5 days per week for one semester than any other plan. Only 3 teachers reported classes for 5 days a week for a full year and one teacher for 5 days a week for 12 weeks. The other 4 teachers taught on alternate days for varying lengths of time.

The number of lessons taught in the eighth grade is shown in Table IV. More than half of the teachers taught 5 days a week for a full year. Eight teachers taught 5 days a week for one semester, 1 teacher taught 5 days a week for 12 weeks and 1 teacher taught 5 days a week for 9 weeks. The other 5 teachers taught on alternate days for varying lengths of time.
Table III. Number of Homemaking Lessons Taught in Seventh Grade

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Days per Week</th>
<th>Weeks</th>
<th>Total Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>18</td>
<td>36</td>
</tr>
</tbody>
</table>

Table IV. Number of Homemaking Lessons Taught in Eighth Grade

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Days per Week</th>
<th>Weeks</th>
<th>Total Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>18</td>
<td>36</td>
</tr>
</tbody>
</table>
Information Concerning Area and Content Emphases

The average number of lessons taught in each area is shown in Table V. The areas You and Your Clothes and You and Food received the greatest emphases. Over half of the time was spent in these two areas in both grades. In homemaking seven the average number of lessons taught in each area were: You and Your Clothes, 40 lessons; You and Food, 33 lessons; Enjoying and Caring for Children, 11 lessons; Looking My Best, 9 lessons; Living Happily with Family and Friends, 9 lessons; Sharing in Home Care and Safety, 8 lessons; A Look Toward My Future, 7 lessons and My Time, Money and Energy, 3 lessons. Number of lessons taught in the eighth grade in each area were: You and Your Clothes, 47 lessons; You and Food, 38 lessons; Looking My Best, 14 lessons; Enjoying and Caring for Children, 12 lessons; Living Happily with Family and Friends, 9 lessons; Sharing in Home Care and Safety, 7 lessons; My Time, Money and Energy, 5 lessons and A Look Toward My Future, 3 lessons.

The range of lessons taught by a teacher in each area is shown in Table V. There is a wide range of lessons taught in each area. The greatest range being in the areas of You and Food and You and Your Clothes. There were as few as 5.5 to as many as 78 lessons taught in You and Food in the seventh grade. In the eighth grade the picture was
Table V. Range and Average Number of Lessons Taught By Teachers

| Grade | Range of Lessons | Number of Lessons | Number of Teachers Participating |
|-------|-----------------|------------------|---------------------------------
|       | Range of Lessons | Number of Lessons | Number of Teachers Participating |
|       |                 | Range of Lessons | Number of Lessons |          |
|       |                 |                 | 7 | 8 | 7 | 8 | 7 | 8 |
| HUMAN GROWTH AND DEVELOPMENT | | | | | | | |
| Enjoying and Caring for Children | 6-20 | 2-25 | 11 (9.2%) | 12 (8.9%) | 8 | 19 |
| Looking My Best | 5-14 | 6-29 | 9 (7.5%) | 14 (10.4%) | 12 | 24 |
| You and Food | 5.5-78 | 8.5-69 | 33 (27.5%) | 38 (28.2%) | 12 | 25 |
| PERSONAL AND FAMILY RELATIONSHIPS | | | | | | | |
| Sharing in Home Care and Safety | 3-16 | 1-14.5 | 8 (6.7%) | 7 (5.2%) | 4 | 20 |
| Living Happily with Family and Friends | 3-30 | 1-26 | 9 (7.5%) | 9 (6.7%) | 10 | 26 |
| MANAGEMENT OF PERSONAL AND FAMILY RESOURCES | | | | | | | |
| You and Your Clothes | 3-65 | 12-80 | 40 (33.3%) | 47 (34.8%) | 11 | 27 |
| My Time, Money and Energy | 1-5 | 1-12 | 3 (2.5%) | 5 (3.7%) | 4 | 13 |
| A Look Toward My Future | 1-20 | 1-10 | 7 (5.8%) | 3 (2.2%) | 3 | 10 |
similar. There were 8.5 to 69 lessons taught in You and Food. In You and Your Clothes the range was from 3 to 65 lessons in the seventh and 12 to 80 lessons in the eighth grade.

The number of teachers teaching in each area is represented in Table V. Areas most frequently taught by eighth grade teachers were You and Your Clothes and Living Happily with Family and Friends. Least emphasized areas were My Time, Money and Energy and A Look Toward My Future which were taught by only 10 to 13 teachers. In the seventh grade, areas taught most frequently were Looking My Best, You and Food, and You and Your Clothes. The above areas were taught by 11 to 12 of the 15 teachers. Areas taught less frequently were Sharing in Home Care and Safety; My Time, Money and Energy and A Look Toward My Future.

Table VI shows that all concepts under Enjoying and Caring for Children received about equal emphases, 1 to 2 lessons. In the seventh grade, play and play materials, safety measures with children and responsibilities of a babysitter and of parents received the most lesson emphases. In the eighth grade, child growth and development and play and play materials received the most lesson emphases. Care of a baby and child growth and development received the least lesson emphases in the seventh grade and child growth and development was taught
Table VI. Lessons Taught in Enjoying and Caring for Children

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
</tr>
</tbody>
</table>

HUMAN GROWTH AND DEVELOPMENT
Enjoying and Caring for Children

1. Characteristics of a babysitter.
   - Rank: 4
   - Number of Teachers: 7
   - Range of Lessons: 1-2
   - Average Number of Lessons: 1.38

2. Responsibilities of a babysitter and of parents.
   - Rank: 3
   - Number of Teachers: 6
   - Range of Lessons: 1-3
   - Average Number of Lessons: 1.62

3. Care of a baby (changing, feeding, burping, etc.).
   - Rank: 8
   - Number of Teachers: 5
   - Range of Lessons: .5-2
   - Average Number of Lessons: 1.00

4. Care of a toddler and young child.
   - Rank: 6
   - Number of Teachers: 4
   - Range of Lessons: .5-2
   - Average Number of Lessons: 1.25

5. Safety measures with children.
   - Rank: 2
   - Number of Teachers: 8
   - Range of Lessons: .5-6
   - Average Number of Lessons: 1.81

6. Behavior problems
   - Rank: 5
   - Number of Teachers: 3
   - Range of Lessons: 1-2
   - Average Number of Lessons: 1.33

7. Child growth and development.
   - Rank: 8
   - Number of Teachers: 1
   - Range of Lessons: 0-1
   - Average Number of Lessons: 1.00

   - Rank: 7
   - Number of Teachers: 9
   - Range of Lessons: 1-2
   - Average Number of Lessons: 1.14

   - Rank: 1
   - Number of Teachers: 2
   - Range of Lessons: .5-4
   - Average Number of Lessons: 1.88

10. Others:
less frequently by the seventh grade teachers.

Table VII concerning lessons taught in Looking My Best shows that care of clothes received more emphasis in the eighth grade and that effect of proper diet received more emphasis in the seventh grade. Effects of good and poor posture were taught the least number of lessons in both grades. The largest range of lessons was 1-10 in the effects of proper diet. Concepts least taught by teachers were normal stages of development in the eighth grade and a personal care schedule and hair care and styling in the seventh grade.

Number of lessons taught on You and Food is shown in Table VIII. Breakfast foods and planning, preparing and serving snacks and party foods were taught the greatest number of lessons in both seventh and eighth grades. The largest range of lessons was on breakfast foods where the range was 1-40 in the seventh grade and 1-20 in the eighth grade. Good shopping practices was taught by only 2 teachers and sandwiches and salads by only 4 teachers in the seventh grade. Concepts taught by more than half of the teachers in both grades were: use and care of utensils and equipment, safety in the kitchen, cleanliness in the kitchen, recipe terms and measurement, nutrition for good health, table setting and manners, planning, preparing, serving snacks and party foods. Others written in were
### Table VII. Lessons Taught in Looking My Best

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
</tr>
<tr>
<td>Grade 8</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
</tr>
<tr>
<td><strong>Looking My Best</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Characteristics of a well groomed individual.</td>
<td>2 4</td>
<td>10 23</td>
<td>.5-5 1-9</td>
<td>1.50 2.00</td>
</tr>
<tr>
<td>2. Normal stages of development.</td>
<td>5 8</td>
<td>7 14</td>
<td>.5-2 1-3</td>
<td>1.21 1.28</td>
</tr>
<tr>
<td>3. A personal care schedule.</td>
<td>4 7</td>
<td>6 21</td>
<td>1-2 .5-5</td>
<td>1.25 1.36</td>
</tr>
<tr>
<td>4. Effects of good and poor posture.</td>
<td>7 9</td>
<td>9 20</td>
<td>.5-1 .5-2</td>
<td>.94 1.22</td>
</tr>
<tr>
<td>5. Effect of proper diet.</td>
<td>1 3</td>
<td>10 20</td>
<td>1-10 1-10</td>
<td>2.70 2.02</td>
</tr>
<tr>
<td>6. Hair care and styling.</td>
<td>2 6</td>
<td>6 20</td>
<td>.5-3 .5-5</td>
<td>1.50 1.55</td>
</tr>
<tr>
<td>7. Skin care and use of make-up.</td>
<td>3 5</td>
<td>8 20</td>
<td>.5-4 .5-5</td>
<td>1.38 1.62</td>
</tr>
<tr>
<td>8. Proper dress.</td>
<td>2 2</td>
<td>8 21</td>
<td>.5-3 1-8</td>
<td>1.50 2.19</td>
</tr>
<tr>
<td>9. Care of clothes.</td>
<td>6 1</td>
<td>10 22</td>
<td>.5-2 1-6</td>
<td>1.20 2.59</td>
</tr>
<tr>
<td>10. Others:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table VIII. Lessons Taught in You and Food

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>You and Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use and care of utensils and equipment.</td>
<td>8 11</td>
<td>11 22</td>
<td>0.3-5 0.2-5</td>
<td>1.80 1.51</td>
</tr>
<tr>
<td>2. Safety in the kitchen.</td>
<td>11 13</td>
<td>12 25</td>
<td>0.3-3 0.2-3</td>
<td>1.03 1.05</td>
</tr>
<tr>
<td>3. Cleanliness in the kitchen.</td>
<td>11 12</td>
<td>10 25</td>
<td>0.3-2 0.2-3</td>
<td>1.03 1.15</td>
</tr>
<tr>
<td>4. Recipe terms and measurements.</td>
<td>9 10</td>
<td>11 25</td>
<td>1-3 2-4</td>
<td>1.73 1.65</td>
</tr>
<tr>
<td>5. Good shopping practices.</td>
<td>12 9</td>
<td>2 17</td>
<td>0.5-1 0.5-6</td>
<td>0.75 1.68</td>
</tr>
<tr>
<td>6. Nutrition for good health (Basic four).</td>
<td>3 5</td>
<td>11 24</td>
<td>0.5-10 0.5-10</td>
<td>5.14 3.90</td>
</tr>
<tr>
<td>7. Table setting and manners.</td>
<td>6 7</td>
<td>12 24</td>
<td>1-5 1-10</td>
<td>2.17 3.25</td>
</tr>
<tr>
<td>8. Planning, preparing and serving snacks and party foods.</td>
<td>2 2</td>
<td>11 24</td>
<td>1-20 2-15</td>
<td>6.55 5.08</td>
</tr>
<tr>
<td>9. Breakfast foods (fruits, eggs, breads, beverages, cereals etc.)</td>
<td>1 1</td>
<td>8 18</td>
<td>1-40 1-20</td>
<td>11.75 8.60</td>
</tr>
<tr>
<td>10. Planning, preparing, serving a simple breakfast.</td>
<td>5 3</td>
<td>9 14</td>
<td>1-10 2-10</td>
<td>3.56 4.36</td>
</tr>
<tr>
<td>11. Sandwiches.</td>
<td>7 8</td>
<td>4 19</td>
<td>1-5 1-10</td>
<td>2.0 2.63</td>
</tr>
<tr>
<td>12. Salads.</td>
<td>10 6</td>
<td>4 19</td>
<td>1-2 1-10</td>
<td>1.5 3.68</td>
</tr>
<tr>
<td>13. Desserts.</td>
<td>4 4</td>
<td>6 19</td>
<td>1-20 1-10</td>
<td>4.67 4.05</td>
</tr>
<tr>
<td>14. Others--soups, luncheons, casserolees and cheese cookery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
soups, luncheons and casseroles but were mentioned by only a few.

Table IX shows that in Sharing in Home Care and Safety, safety in the home had the most lessons taught in the seventh grade and arrangement and care of one's room had the most lessons taught in the eighth grade. The greatest number of teachers taught safety in the home and there was the largest range of lessons concerning this concept. Only 3-4 teachers taught any lessons in this area in the seventh grade.

In Living Happily with Family and Friends, Table IX, gifts for family and friends had the greatest number of lessons taught in both grades but was taught by the least number of teachers in the eighth grade. Social etiquette was taught by the greatest number of teachers in both grades. Written in as also being taught was home nursing.

Table X shows that in You and Your Clothes 31 lessons were taught in the seventh and 33 lessons were taught in the eighth grade on making a simple garment. All other concepts listed were taught for 1-3 lessons. The largest range of lessons was in the construction of a simple garment. More teachers taught this and the use of the machine than any other concept. Ready-made clothes was taught by only 4 teachers in the seventh grade. Others written in were mending, embroidering and knitting.
Table IX. Lessons Taught in Sharing in Home Care and Safety and Living Happily with Family and Friends

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

**PERSONAL AND FAMILY RELATIONSHIPS**
Sharing in Home Care and Safety

1. Arrangement and care of one's room.  
   3 1 3 14 1-4 1-6 2.00 3.14
2. Safety in the home.  
   1 4 4 17 1-10 1-5 3.75 1.53
3. Care of household equipment and furnishings.  
   2 3 3 14 1-5 1-5 2.67 1.82
4. Choosing and arranging simple decorative objects.  
   4 2 3 15 1-2 1-5 1.33 2.87
5. Others: 

Living Happily with Family and Friends

1. Responsibilities as a family and community member.  
   5 5 6 19 1-5 1-5 1.84 1.87
2. Characteristics of a good friend.  
   3 3 6 20 1-5 1-5 2.50 2.22
3. Recreation for family and friends.  
   4 6 5 17 .5-5 1-3 2.25 1.68
   6 4 3 15 0-5 0-1 .66 1.90
5. Social etiquette.  
   2 2 7 21 1-5 1-5 2.57 2.26
   1 1 5 8 .5-10 1-10 4.50 4.38
7. Others: home nursing
<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
<td>7 8</td>
</tr>
</tbody>
</table>

**MANAGEMENT OF PERSONAL AND FAMILY RESOURCES**

**You and Your Clothes**

1. Wardrobe planning.
   - Rank: 6 5
   - Number: 6 18
   - Range: .5-1  .5-1
   - Average: .92  2.55

2. Ready-made clothes and accessories.
   - Rank: 7 7
   - Number: 4 19
   - Range: .5-1  .5-5
   - Average: .88  2.03

3. Influences of color, texture and design.
   - Rank: 4 3
   - Number: 7 20
   - Range: .5-5  1-15
   - Average: 2.07  3.30

4. Fabric properties.
   - Rank: 5 6
   - Number: 7 20
   - Range: .5-2  1-10
   - Average: 1.00  2.65

5. Use of the sewing machine.
   - Rank: 2 2
   - Number: 11 25
   - Range: 1-5  5-10
   - Average: 3.36  3.38

6. Selection, use, and care of equipment.
   - Rank: 3 8
   - Number: 10 23
   - Range: .5-5  1-3
   - Average: 2.52  1.78

7. Selection of pattern, fabric, and notions.
   - Rank: 3 4
   - Number: 10 24
   - Range: .5-5  1-10
   - Average: 2.52  3.29

8. Making a simple and useful garment.
   - Rank: 1 1
   - Number: 11 25
   - Range: 20-50  15-55
   - Average: 31.50  33.04

9. Others: mending and knitting
Table XI. Lessons Taught in My Time, Money and Energy and A Look Toward My Future

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rank Order</th>
<th>Number of Teachers</th>
<th>Range of Lessons</th>
<th>Average Number of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>My Time, Money and Energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Management of one's self (work, rest, and leisure activities).</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2. Use of money and resources.</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3. Study habits.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4. Others:</td>
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<tr>
<td>A Look Toward My Future</td>
<td></td>
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<tr>
<td>1. Job opportunities.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2. Careers and hobbies.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Table XI shows that My Time, Money and Energy was taught by less than one-third of the teachers in the eighth grade and by less than one-fourth of the teachers in the seventh grade. Use of money and resources did receive the most lesson emphasis in both grades. The range of lessons was from .3-11 in the use of money and resources. The section, A Look Toward My Future, shows that job opportunities and careers and hobbies were taught by less than one-third of the teachers in both grades and received very little emphases.

Changes suggested by the seventh grade teachers were: (1) the omission of seventh grade homemaking because pupils are not ready for much of the material and (2) the spending of less time on clothing construction. Eighth grade teachers suggested that (1) the concentration of time spent on clothing construction be shortened in order that more time could be spent on other units and (2) the grooming unit be shortened. Other suggestions were that (1) there should be a division of units in seventh and eighth grade rather than a continuation at each level, (2) class periods should be longer than 35 minutes, (3) a continuous 18-week plan is more satisfactory than classes every other week, and (4) one semester of homemaking every day is better than two days a week for a full year.
SUMMARY AND CONCLUSIONS

The purpose of this study was to provide background material for curriculum revision in South Dakota and other states where applicable.

Summary

A gradual increase in number of schools having homemaking in the seventh and eighth grades and the inadequacy of the present South Dakota guides for home economics created a need for the research.

Two types of investigation were used. The first was a study of recently published guides from other states and the second a questionnaire to all home economics teachers in South Dakota having seventh and eighth grade classes.

Eight guides were chosen to represent the various areas. These areas were the northeast, east, south, midwest, west and a state outside the current boundaries of the United States. Information taken from these guides was used in finalizing the questionnaire and in compiling recommendations.

Six of the areas examined were recommended in all of the state guides, caring for children was not included in one guide, and a look at the future was missing in all guides.

The trend in number of weeks recommended, when
approximate weeks were used in the seven areas, was in favor of foods and clothing with caring for children running a close second. Each of the other four areas had approximately one half the number of weeks assigned to each of the above. In all cases the unit on personal appearance was included in the weeks planned for the clothing area.

Questionnaires were returned by 90 per cent of the teachers. A few teachers reported classes for boys homemaking in the seventh and eighth grades as well as special education classes. Two-thirds of the teachers reported classes of 55 minutes and one-third of the teachers reported classes of 45 minutes or less.

In the seventh grade less than one-third of the teachers had classes for a full year and half of the remaining teachers had classes for either one semester or for less than one semester. Half of the teachers teaching in the eighth grade had classes for a full year. One-fourth of the teachers had classes for one semester and one-fourth had classes for less than one semester. It was suggested by three teachers that classes meet every day rather than every other week or day.

Over half the number of lessons taught in seventh and eighth grade homemaking were spent in the areas of You and Your Clothes and You and Food. There was a wide range in the number of lessons in the above areas. Areas in which
the least amount of time was spent were My Time, Money and Energy and A Look to My Future.

You and Food and Looking My Best were most frequently taught by seventh grade teachers and You and Your Clothes and Living Happily with Family and Friends were most frequently taught by eighth grade teachers. My Time, Money and Energy and A Look to My Future were not frequently taught by teachers in the seventh and eighth grades.

Conclusions

The guides for other states, published since 1962, had materials of value for use in future planning in South Dakota and other states.

The wide variance in length of class periods, number of lessons taught and course work in seventh and eighth grade home economics in South Dakota showed a need for planning for this level of learning in home economics.

The high percentage of response from South Dakota home economics teachers showed a willingness to participate in future planning for improvement of home economics in seventh and eighth grades.
RECOMMENDATIONS

All recommendations are based on the study and the literature cited.

Recommendations for curriculum revision are:

1. Homemaking in the seventh and eighth grades be taught every day for one semester in each grade or in one grade for a full year rather than on a two day per week basis for each year.

2. Class periods be uniform in length for all schools.

3. A sequence of units and a suggested length of study for each area be included in a guide.

4. Fewer lessons be planned in clothing construction and more lessons on other clothing related concepts.

5. Material be included in the new guide which is suited to the seventh and eighth grade level and brought up to date.

6. Material be included in the guide for boys homemaking and special education in seventh and eighth grades.

7. The division of areas be between seventh and eighth grade rather than a continuation of several areas in each grade.

8. The amount of time spent for clothing, foods and
nutrition, caring for children, personal improvement, home care and safety, family relationships and management be more nearly equalized.

Recommendations for further study are:

1. A similar study be carried out in ninth grade home economics programs in South Dakota.

2. A similar study be carried out in senior high school home economics programs in South Dakota.

3. A similar study in all home economics programs, after the new guide is in use, for further improvements.

4. A study of proper sequence for areas in home economics in junior and senior high schools.
LITERATURE CITED

Alabama, State Course of Study in Home Economics for Junior and Senior High Schools in Alabama, Montgomery, Alabama, State Department of Education. 1964.


Lawson, Dorothy S., "Education for Improved Family Living," The Bulletin of the National Association of Secondary School Principals, XLVIII (December 1964),


Minnesota, Resource Units for Family Relations and Child Development, St. Paul, Minnesota, Department of Education.


Minnesota, Resource Units in Housing, St. Paul, Minnesota, Department of Education.


Oregon, Homemaking Education in Oregon Secondary Schools, Salem, Oregon, State Department of Instruction, 1965.


South Dakota, Resource Material for Teaching the Unit—"The Home", Pierre, South Dakota, State Department of Public Instruction, 1960.
South Dakota State University, Home Economics Education 712 Workshop Materials, Brookings, South Dakota, July 1965.


Yoder, Gertrude Claire, Experiences with Clothing of Eighth Grade Girls, Master's Thesis, Iowa State University, 1965.
APPENDIX
ALABAMA GUIDE Basic Home Economics

**Art in Individual and Family Living**

**Design**
- Elements of design (line, shape, space, texture, color)
- Art principles (emphasis, proportion, balance, rhythm)

**Art in individual and family living**

**Clothing and Textiles**
- Social and psychological aspects of clothing
- Clothing as a medium for artistic perception, expression and experience
- Styles, fashions and fads
- Clothing construction

**Foods and Nutrition**
- Significance of food
- Food preparation
- Meal planning, serving and etiquette

**Home Management and Family Economics**
- The meaning of management
  - Organizing time, activities and properties to achieve goals
- Money use in relation to teen-age income

**Housing**
- Influences of housing on people
- Processes in furnishing homes (planning areas of house in relation to family needs, personal preferences and concept of design)

**Human Development and the Family**
- Universality of families
- Meaning of "self" (development and socialization of the individual)
- Relating to others as a teen-ager (development and socialization of the individual)
Exhibit B

ALASKA GUIDE

Grade 7

Child Development (4-6 weeks)
  Child safety

Clothing (4-6 weeks)
  Personal cleanliness and appearance
  Care of clothing
  Appreciation of sewing equipment
  Care and handling of sewing machines
  Construction of a simple garment

Family Health and Home Nursing (1 week)
  Developing habits leading to safety and good health

Foods and Nutrition (4-6 weeks)
  Food and its relation to the body
  Care and use of the kitchen
  Planning, preparing and serving snacks and simple lunches
  Helping with family meals

Housing, Home Management and Home Furnishings (1 week)
  Care and cleanliness of homemaking department

Personal and Family Living (2-3 weeks)
  The relationship of ourselves and others as individuals
  One's relationship to his human environment

Grade 8

Child Development (4-6 or 8-10 weeks)
  Responsibilities for baby sitting
  Infant needs

Clothing (4-6 or 8-10 weeks)
  Applying basic art principles to clothing selection
  Simple repairs
  Selection of suitable fabric
  Use of patterns
  Construction of simple garment

Family Health and Home Nursing (1 week)
  Simple first aid
  Recognition of physical illness signs

Foods and Nutrition (4-6 weeks)
  Food needs of the body
  Planning, preparing and serving simple meals
  Care and preparation of food for storage
  Planning and using time, energy and equipment effectively
Housing, Home Management and Home Furnishings (1 week)
Caring for and sharing in the home.

Personal and Family Living (3 weeks)
The influence of differing environments
The necessity of accepting responsibility for behavior
The behavioral patterns of teenagers
Child Care and Development (2-3 weeks)
Helping to Care for Children
1. Enjoying children
2. Taking responsibilities in caring for children
3. Keeping children safe

Clothing and Textiles (4-6 weeks)
My Personal Appearance
1. Making myself more attractive
2. Caring for my clothes
3. Making choices of clothes to wear
4. Shopping for clothes

Learning to Sew
1. Buying appropriate fabric
2. Acquiring basic sewing practices

Foods and Nutrition (9-10 weeks)
Helping with the Family Meals
1. Understanding what food does for the body
2. Preparing snacks
3. Helping to prepare family meals

Health and Safety (2 weeks)

Personal Health
1. Accepting individual physical and emotional development
2. Understanding factors which contribute to good health

Safety Practices
1. Identifying measures to insure home safety
2. Knowing what to do in emergencies
3. Helping others to practice safety

Home Management and Consumer Education (1-2 weeks)
Sharing Responsibilities
1. Planning as the first step toward good management
2. Accepting responsibility in various activities
3. Planning use of my own money

Housing, Home Furnishing, and Related Art (3-4 weeks)
A Place of My Own
1. Appreciating one's place in the home
2. Using space efficiently for personal possessions
3. Arranging a place to study
4. Making simple attractive accessories

Personal and Family Relations (3-4 weeks)
Understanding Ourselves in Relation to Others
1. Understanding ourselves and others as individuals
2. Expressing and accepting friendships
3. Understanding the role of family members
4. Developing respect for and accepting older people
Exhibit D

LOUISIANA GUIDE

Grade 8 (12, 18, or 36 weeks)

Child Development and Infant Care
- Enjoying and caring for children (3-4 weeks)

Creative Arts
- Christmas cheer or handicrafts (3 weeks)

Food and Nutrition
- You and food (6-8 weeks)

Housing
- Helping with the care of the home (4 weeks)

Management and Consumer Problems
- Managing my time and money (2 weeks)

Personal Development Social and Family Relationships
- Looking my best (2 weeks)
- My family and friends (2 weeks)

Safety Health and Home Care of the Sick and Aged
- Safety in the home (1 week)

Textiles and Clothing
- You and your clothes (6 weeks)
Exhibit E

MINNESOTA GUIDE

Foods and Nutrition
You and Your Food Grade 7 (6 weeks)

I. Factors affecting menu planning and meal service
   A. Influence of family patterns and customs on food habits
      1. Development of attitudes toward food
      2. Development of food habits
   B. Relationship of nutrition to menu planning
      1. Influence of the Basic 4 on menu planning
      2. Relationship to personal appearance and health
      3. Meals for the day
   C. Effect of food supply upon consumer choice
      1. Influence of buying guides
      2. Effect of new developments in food technology
   D. Techniques of table service and table manners
      1. Methods of table setting
      2. Techniques of simple meal service
      3. Rules of table etiquette

II. Factors influencing food preparation
   A. Management of resources in food preparation
      1. Cleanliness in food preparation
      2. Safety in the kitchen
      3. Techniques of group laboratory work
      4. Effective use of equipment
   B. Factors influencing the use of recipes
      1. Cooking terminology
      2. Basic techniques of measuring
   C. Principles of preparing foods for simple meals
      1. Preparation of milk and fruit beverages
      2. Preparation of toast and quickbread mixes
      3. Preparation of fruits and raw vegetables
      4. Simple dessert cookery
      5. Techniques of egg and simple meat cookery

Creative Foods Grade 8 (6 weeks)

I. Effect of social change on the diet
   A. Change in eating patterns
   B. Importance of nutrient balance to health
   C. Influence of marketing facilities

II. Management of resources in food preparation
   A. Relationship of creativity to menu planning
   B. Effective time management
   C. Principles of preparing foods for moderate meals
      1. Preparation of hot beverages
      2. Preparation of quick breads
      3. Techniques of cereal cookery
4. Preparation of casseroles  
5. Techniques of salad making  
6. Preparation of desserts  

Clothing and Textiles  

Clothing for Teenagers Grade 7 (6 weeks)  
I. Socio-psychological factors affecting clothing  
A. Desire for acceptance by one's group  
1. Influence of fashion  
2. Group influence  
B. Influence of aesthetic factors (elements of art--color, texture)  
C. Effect of family relationships  

II. Care of clothing  
A. Storing for everyday use  
B. Characteristics of fibers related to care  
C. Finishes applied to fabrics  
D. Cleaning of garments  
1. Spot and stain removal  
2. Laundry and ironing techniques  
E. Repair of garments  

Expressing Ourselves Through Clothing Construction Grade 8  
I. Aesthetic appreciation of clothing and textiles  
A. Line  
B. Texture  
C. Color combinations  

II. Fabric construction  
A. Woven fabrics  
B. Fabric design  

III. Clothing construction  
A. Selection and use of tools  
B. Selection of a pattern  
C. Selection of the fabric and notions  
D. Cutting and marking the garment  
E. Construction techniques  
1. Staystitching  
2. Machine basting and fitting  
3. Stitching darts and seams  
4. Specific problems--facings, hems, closures  
5. Personalizing of garment  

F. Evaluation of garment as it is worn  

Housing  

Sharing My Home Grade 8 (3 weeks)  
A. Responsibility of family members in sharing in the care and use of a home  
B. Importance of efficient and convenient storage  
1. Importance of arrangement of closet storage  
2. Importance of arrangement of drawer storage  
3. Importance of study area arrangement  
C. Responsibility of maintenance in the home  
1. Importance of sharing responsibility in the home
2. Influence of maintenance on safety and comfort
D. Relationship of personal resources to sharing in the maintenance of a home
1. Influence of time management on family living
2. Relationship of energy management to family living

Child Development and Family Relations

Our Young Friends Grade 7 (possible for grade 8)
I. Development of children through play
A. Effect of growth and development on behavior
B. Influence of the purpose on the choice of play activities and materials

II. Routine care of children
A. Developing sound sleeping habits
B. Developing sound eating habits
C. Learning to dress oneself
D. Preventing children's accidents

Understanding Ourselves and Others Grade 7 (6 weeks)
I. Effect of personal development
A. Relationship of physical, emotional and social development
B. Influence of environment
C. Influence of health habits on personal appearance

II. Relationship to family and peer group
A. Understanding and accepting differences among people
B. Effect of personal values on positive relationships with friends and peer group
C. Responsibilities in the home
D. Responsibilities in the school
E. Responsibilities in the community

Living Happily with Family and Friends Grade 8 (3 weeks)
I. The individual's development within the family
A. Development of personality
   1. Importance of emotional behavior
   2. Effect of social behavior
   3. Development of ethical values
B. Influence of growth patterns to responsibility
C. Relationship of family tradition and beliefs to values and goals
D. Management of self
   1. Principles of money management
   2. Management of time and energy

II. Relationship to peer group
A. Influence of peers
B. Boy-girl friendships

III. Relationship to siblings and other young children
A. Growth and development of the child
B. Routine care of children
Exhibit F

NEW HAMPSHIRE GUIDE

Grade 7

**Personal and Family Relationships and Development**
- Responsibilities of family membership
- Personal grooming as related to food activities

**Management**
- Management principles related to food activities and personal and family relationships
- Developing values in relation to money management

**Clothing and Textiles**
- Using textiles to improve the appearance of own room

**Health and Home Safety**
- In the home and laboratory kitchen

**Child Growth and Development**
- Caring for and enjoying young family members

**Housing and Home Furnishing**
- Care of home and room

**Foods and Nutrition**
- Importance of nutrition to good health
- Understanding the principles of food cookery
- Factors involved in the selection, preparation and service of simple family meals and snacks

**Consumer Education**
- Personal money management and buying of food

Grade 8

**Personal and Family Relationships and Development**
- Importance of good grooming
- Becoming socially acceptable
- A look to the future in school and career

**Management**
- As related to clothing activities, child growth and development and personal development
- Money management (Developing values in relation to money management)

**Clothing and Textiles**
- Selection, construction and care of clothing and fabrics

**Health and Home Safety**
- In the clothing laboratory and when caring for children

- Major emphases
Child Growth and Development
*Understanding and enjoying children

Housing and Home Furnishing
*Element of art which bring beauty to one's clothing and home

Foods and Nutrition
Related to good grooming and appearance

Consumer Education
Selection and buying clothing supplies

*Major emphases
Exhibit G

OREGON GUIDE  Overview of Sequence

**Grade 7**

**Relationships (15%)** 3 weeks
- Understanding ourselves
- Living happily with family and friends

**Management (15%)** 3 weeks
- Planning and evaluating the year
- Managing personal resources

**Child Care and Development (10%)** 2 weeks
- Understanding children's play

**Clothing and Related Arts (25%)** 5 weeks
- Personal appearance
- Learning to sew

**Foods and Nutrition (25%)** 5 weeks
- Using the kitchen
- Learning to cook

**Housing and Home Furnishings (10%)** 2 weeks
- Sharing in home care and safety

---

**Grade 8**

**Relationships (15%)** 3 weeks
- Understanding others
- Choosing friends
- Family sharing

**Management (10%)** 2 weeks
- Planning and evaluating the year
- The young consumer

**Child Care and Development (10%)** 2 weeks
- Sharing in the care of children

**Clothing and Related Arts (25%)** 5 weeks
- Maintaining a pleasing appearance
- Planning and constructing a simple garment

**Foods and Nutrition (25%)** 5 weeks
- Helping with family meals
- Nutritious snacks

**Housing and Home Furnishings (15%)** 3 weeks
- Choosing and using room accessories
- Planning a study center
Exhibit H

PENNSYLVANIA GUIDE Scope and Sequence

Child Care and Guidance (7-8 weeks)
Caring for and Enjoying Young Children Grade 8
Responsibilities Involved in Caring for Children
(1) Physical care
(2) Safety
(3) Play
(4) Understanding of children's behavior

Family Clothing (9-10 weeks)
Improving Personal Appearance Grade 7
(1) Good grooming
(2) Selecting and using sewing equipment
(3) Making an attractive, simple article or garment

Making a Garment with a Self Planned or Commercial Pattern Grade 8
(1) Choosing a commercial pattern or a self-planned one
(2) Choosing appropriate fabric
(3) Selecting or making suitable notions
(4) Planning trimming details

Family Health and Home Safety (4-6 weeks)
Protecting Myself and Others Grade 7
(1) Developing good habits for safety
(2) Identifying and safe-guarding good health
(3) Sickness in the home
(4) Simple first aid
(5) Recognizing some signs of physical illness

Food for the Family (8-10 weeks)
Adventuring in Foods Grade 7
(1) Foods for good nutrition
(2) Simple food preparation and serving
(3) Terminology—spelling and pronunciation
(4) Care and use of the kitchen

Food for Family and Friends Grade 8
(1) Simple meals
(2) Serving techniques
(3) Table manners
(4) Guests
(5) Care and storage of foods

Housing for the Family (7-8 weeks)
Planning a Comfortable, Convenient, Attractive Room for Myself Grade 8
(1) Arrangement of my room
(2) Care of my room
(3) Sharing my room
(4) Simple, inexpensive room accessories
Personal, Family, Community Relationships (8-10 weeks)
Knowing How to Make and Keep Friends Grade 7
(1) Techniques of friendship
(2) Values applied to friends
(3) Ways of expressing friendship
(4) Qualities of a socially acceptable teenager
(5) Living with others
(6) Sharing the home
Exhibit I

QUESTIONNAIRE

Respondent Information:

Name __________________________

Graduate of __________________________ Degrees __________________________

Major __________________________ Minor __________________________

Taught Homemaking ______ years, 7th ______ years, 8th ______ years

School Information:

School __________________________ Length of class period ____ minutes

Number enrolled _______ 7th grade _______ 8th grade _______

Seventh grade class meets _____ periods a week for _____ weeks

Eighth grade class meets _____ periods a week for _____ weeks

Years of Homemaking offered for 7,8,9, ______ 10,11,12, ______

Homemaking Program:

Directions: Below are listed the units taught within each area of homemaking in the seventh and eighth grades. Write in the proper column the number of lessons taught in seventh and/or eighth grade.

HUMAN GROWTH AND DEVELOPMENT

Enjoying and Caring for Children

7th 8th

1. Characteristics of a babysitter.

2. Responsibilities of a babysitter.

3. Care of a baby (changing, feeding, burping, etc.)

4. Care of a toddler and young child.

5. Safety measures with children.


7. Child growth and development.


10. Others __________________________


<table>
<thead>
<tr>
<th>Looking My Best</th>
<th>7th</th>
<th>8th</th>
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</thead>
<tbody>
<tr>
<td>1. Properties of a well groomed individual.</td>
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<tr>
<td>2. Normal stages of development.</td>
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<td>3. A personal care schedule.</td>
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<tr>
<td>4. Effects of good and poor posture.</td>
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<tr>
<td>5. Effect of proper diet.</td>
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<td>6. Hair care and styling.</td>
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<td>7. Use of make-up.</td>
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<td>8. Proper dress.</td>
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<tr>
<td>9. Care of clothes.</td>
<td></td>
<td></td>
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<td>10. Others</td>
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<thead>
<tr>
<th>You and Food</th>
<th>7th</th>
<th>8th</th>
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</thead>
<tbody>
<tr>
<td>1. Use and care of utensils and equipment.</td>
<td></td>
<td></td>
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<tr>
<td>2. Safety in the kitchen.</td>
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<td></td>
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<tr>
<td>3. Cleanliness in the kitchen.</td>
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<tr>
<td>4. Recipe terms and measurements.</td>
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<td>5. Good shopping practices.</td>
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<td>6. Basic four.</td>
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<tr>
<td>7. Table setting and manners.</td>
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<tr>
<td>8. Breakfasts.</td>
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<tr>
<td>9. Luncheon patterns.</td>
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<tr>
<td>11. Salads.</td>
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<td>12. Desserts</td>
<td></td>
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<tr>
<td>13. Sweets</td>
<td></td>
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<td>14. Others</td>
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</table>
### PERSONAL AND FAMILY RELATIONSHIPS

**Sharing in Home Care and Safety**

<table>
<thead>
<tr>
<th>7th</th>
<th>8th</th>
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<tbody>
<tr>
<td>1.</td>
<td>Care of one's room.</td>
</tr>
<tr>
<td>2.</td>
<td>Safety in the home.</td>
</tr>
<tr>
<td>3.</td>
<td>Care of household equipment and furnishings.</td>
</tr>
<tr>
<td>4.</td>
<td>Choosing and arranging simple decorative objects.</td>
</tr>
<tr>
<td>5.</td>
<td>Others</td>
</tr>
</tbody>
</table>

**Living Happily with Family and Friends**

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<thead>
<tr>
<th>7th</th>
<th>8th</th>
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<tbody>
<tr>
<td>1.</td>
<td>Responsibilities as a family and community member.</td>
</tr>
<tr>
<td>2.</td>
<td>Characteristics of a good friend.</td>
</tr>
<tr>
<td>3.</td>
<td>Recreation for family and friends.</td>
</tr>
<tr>
<td>5.</td>
<td>Social etiquette.</td>
</tr>
<tr>
<td>6.</td>
<td>Others</td>
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</tbody>
</table>

### MANAGEMENT OF PERSONAL AND FAMILY RESOURCES

**You and Your Clothes**

<table>
<thead>
<tr>
<th>7th</th>
<th>8th</th>
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<tbody>
<tr>
<td>1.</td>
<td>Wardrobe planning.</td>
</tr>
<tr>
<td>2.</td>
<td>Readymade clothes and accessories.</td>
</tr>
<tr>
<td>3.</td>
<td>Influences of color, texture and design.</td>
</tr>
<tr>
<td>4.</td>
<td>Fabric properties.</td>
</tr>
<tr>
<td>5.</td>
<td>Care of clothes.</td>
</tr>
<tr>
<td>6.</td>
<td>Selection, use, and care of equipment.</td>
</tr>
<tr>
<td>7.</td>
<td>Selection of pattern, fabric and notions.</td>
</tr>
<tr>
<td>8.</td>
<td>Making a simple and useful garment.</td>
</tr>
<tr>
<td>9.</td>
<td>Other</td>
</tr>
</tbody>
</table>
My Time, Money and Energy

1. Management of one's self (work, rest, and leisure activities).

2. Use of money and resources.

3. Study habits.

4. Others

A Look Toward My Future

1. Job opportunities now.

2. Careers and hobbies.

3. Responsibilities of employee and employer.

4. Others

Suggested Changes in Program:

What suggestions would you have for improving this course the next time it is taught? (content, time allowed, etc.)
Dear ___________,

I would like to enlist your help with an investigation of courses taught at present in seventh and eighth grade homemaking in South Dakota.

This project is being carried on because of the work being done to prepare a new state curriculum guide and should be of help to all those participating. It is being conducted in partial fulfillment of the requirement for a Master of Science degree at South Dakota State University.

The success of this research depends on your interest and willingness to cooperate. The time taken from your busy schedules to answer this questionnaire will be a valuable contribution.

Please fill out the questionnaire today and return it in the enclosed, stamped, self-addressed envelope. It is important that this be sent by return mail to facilitate the research.

Thank you for your promptness and cooperation.

Sincerely,

Lacquita Olson
Home Economics Teacher
Exhibit K

QUESTIONNAIRE

Respondent Information:

Name
Graduate of________________________ Degrees________________
Major________________ Minor________________
Taught Homemaking____ years, 7th____ years, 8th____ years

School Information:

School________________ Length of class period____ minutes
Number enrolled_______ 7th grade________ 8th grade________
Seventh grade class meets____ periods a week for____ weeks
Eighth grade class meets____ periods a week for____ weeks
Homemaking is offered in: 7____ 8____ 9____ 10____ 11____ 12____

Homemaking Program:
Directions: Below are listed the units taught within each area of homemaking in the seventh and eighth grades. Write in the proper column the number of lessons taught in seventh and/or eighth grade.

HUMAN GROWTH AND DEVELOPMENT
Enjoying and Caring for Children
7th 8th

1. Characteristics of a babysitter.
2. Responsibilities of a babysitter and of parents.
3. Care of a baby (changing, feeding, burping, etc.)
4. Care of a toddler and young child.
5. Safety measures with children.
7. Child growth and development.
10. Others__________________________
PERSONAL AND FAMILY RELATIONSHIPS
Sharing in Home Care and Safety

1. Arrangement and care of one's room.
2. Safety in the home.
3. Care of household equipment and furnishings.
4. Choosing and arranging simple decorative objects.
5. Others

Living Happily with Family and Friends

1. Responsibilities as a family and community member.
2. Characteristics of a good friend.
3. Recreation for family and friends.
5. Social etiquette.
7. Others

MANAGEMENT OF PERSONAL AND FAMILY RESOURCES
You and Your Clothes

1. Wardrobe planning.
2. Ready-made clothes and accessories.
3. Influences of color, texture and design.
4. Fabric properties.
5. Use of sewing machine.
6. Selection, use, and care of equipment.
7. Selection of pattern, fabric, and notions.
8. Making a simple and useful garment.
9. Others
Looking My Best

7th 8th

1. Characteristics of a well groomed individual.
2. Normal stages of development.
3. A personal care schedule.
4. Effects of good and poor posture.
5. Effect of proper diet.
6. Hair care and styling.
7. Skin care and use of make-up.
8. Proper dress.
9. Care of clothes.
10. Others

You and Food

7th 8th

1. Use and care of utensils and equipment.
2. Safety in the kitchen.
3. Cleanliness in the kitchen.
4. Recipe terms and measurements.
5. Good shopping practices.
6. Nutrition for good health (Basic four).
7. Table setting and manners.
8. Planning, preparing, serving snacks and party foods.
9. Breakfast foods (fruits, eggs, breads, beverages, cereals etc.)
10. Planning, preparing, serving a simple breakfast.
11. Sandwiches.
14. Others
### My Time, Money and Energy

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<tr>
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</tr>
<tr>
<td>1. Management of one's self (work, rest, and leisure activities).</td>
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<td>2. Use of money and resources.</td>
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<td>3. Study habits.</td>
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### A Look Toward My Future

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### Suggested Changes in Program:

What suggestions would you have for improving these courses the next time they are taught?

**Seventh grade omit:**

**Seventh grade add:**

**Eighth grade omit:**

**Eighth grade add:**

**Others:**
Exhibit L

Dear __________,

In checking the returns of the questionnaires I find that I have as yet not received a comment from you.

If this study is to be complete a reply from all is desirable. Please complete and return the enclosed questionnaire in the stamped self-addressed envelope as soon as possible.

Thanks, in advance, for your help in this matter.

Sincerely,

Lacquita Olson
### SUMMARY OF INFORMATION GAINED FROM STATE GUIDES*

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*Number of weeks suggested, if available. A check (x) if weeks not available but area taught.
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