

LIKES AND DISLIKES OF HIGH SCHOOL MALES IN
REGARD TO CLOTHING UNITS IN VOCATIONAL
HOME ECONOMICS PROGRAMS IN OKLAHOMA

By

AMELIA FAYE PRUITT

Bachelor of Science in Education

Oklahoma Christian College

Oklahoma City, Oklahoma

1975

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1979

Thesis

1979

P9712

cop. 2



LIKES AND DISLIKES OF HIGH SCHOOL MALES IN
REGARD TO CLOTHING UNITS IN VOCATIONAL
HOME ECONOMICS PROGRAMS IN OKLAHOMA

Thesis Approved:

Louanne Waters

Thesis Adviser

Bronwyn Siler

Elaine Jorgensen

Norman N. Durham

Dean of the Graduate College

1029465

ACKNOWLEDGMENTS

My graduate work, and especially this thesis, would not have been accomplished without the assistance, support and encouragement of so many people.

I sincerely want to thank my major adviser, Dr. Lavonne Matern, for her guidance and encouragement during my study. Gratitude is also extended to the other committee members, Dr. Grovalynn Sisler and Dr. Elaine Jorgenson, for their assistance on the thesis. Appreciation is also extended to the home economics educators and their male students who participated in this study.

Appreciation is also expressed to Nedra Johnson, State Supervisor of Vocational Home Economics, for her help in locating the participants for the study.

I want to express a special note of thanks to my family and friends. My heartfelt appreciation goes to my parents, Mr. and Mrs. H. E. Pruitt, and to my brother, Escle, for their unending attention, moral support and prayers during the course of my graduate studies. A special thanks goes to Dr. Ken Dye whose constant concern, encouragement and support made possible the completion of this study. Appreciation is also expressed to my typists, Ann Henson and Mildred Lee. So many others deserve acknowledgement . . . thank you, everyone.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Justification of the Problem	3
Statement of the Problem	4
Limitations	5
Definition of Terms	5
II. REVIEW OF LITERATURE	7
Vocational Home Economics	7
Males in Home Economics	11
Federal Laws and Home Economics	15
Existing Barriers Against Male Participation	19
Characteristics of the Adolescent Male	21
Summary	26
III. METHOD AND PROCEDURE	27
Selection of the Sample	27
Development of the Instrument	28
Collection of Data	29
Analysis of Data	29
IV. ANALYSIS OF DATA	32
Background Information of Participants	33
Responses of Students to Items Regarding Appearance	36
Responses of Students Regarding Pattern and Fabric Selection	39
Responses of Students Regarding Small Sewing Equipment	42
Responses of Students Regarding Use and Care of the Sewing Machine	45
Responses of Students Regarding Preparation for Sewing	48
Responses of Students Regarding Sewing--Actual Construction	51
Responses of Students Regarding Clothing Care	54
Student Responses According to School Classification	57
Responses of Students With Regard to Interest in a Clothing-Related Occupation or Career	59

Chapter	Page
Parent and Peer Influence as Perceived by Male Students With Regard to Participation in the Clothing Unit	62
Most Liked Activity in the Clothing Unit	64
V. RESULTS, IMPLICATIONS, AND RECOMMENDATIONS	66
Results	67
Implications for Teachers	68
Recommendations	69
A SELECTED BIBLIOGRAPHY	70
APPENDIX A - QUESTIONNAIRE SENT TO PARTICIPATING HOMEMAKING I MALE STUDENTS	74
APPENDIX B - LETTER AND POSTCARD TO ADMINISTRATORS AND TEACHERS	78
APPENDIX C - LETTER TO PARTICIPATING TEACHERS	81

LIST OF TABLES

Table	Page
I. Classification of Homemaking I Male Participants	33
II. Previous Experience of Homemaking I Male Students With Clothing Activities in Home Economics Classes	34
III. Responses of Homemaking I Male Students to Clothing Information Received From Clubs and Organizations	35
IV. Responses of Homemaking I Male Students to Each Item Regarding the Area of Appearance	37
V. Total Responses of Homemaking I Male Students to Items Regarding the Area of Appearance	38
VI. Responses of Homemaking I Male Students to Each Item Regarding the Area of Pattern and Fabric Selection	40
VII. Total Responses of Homemaking I Male Students to Items Regarding the Area of Pattern and Fabric Selection	41
VIII. Responses of Homemaking I Male Students to Each Item Regarding the Area of Small Sewing Equipment	43
IX. Total Responses of Homemaking I Male Students to Items Regarding the Area of Small Sewing Equipment	44
X. Responses of Homemaking I Male Students to Each Item Regarding the Area of Use and Care of Sewing Machine	46
XI. Total Responses of Homemaking I Male Students to Items Regarding the Area of Use and Care of Sewing Machine	47
XII. Responses of Homemaking I Male Students to Each Item Regarding the Area of Preparation for Sewing	49
XIII. Total Responses of Homemaking I Male Students to Items Regarding the Area of Preparation for Sewing	50
XIV. Responses of Homemaking I Male Students to Each Item Regarding the Area of Sewing--Actual Construction	52

Table	Page
XV. Total Responses of Homemaking I Male Students to Items Regarding the Area of Sewing--Actual Construction . . .	53
XVI. Responses of Homemaking I Male Students to Each Item Regarding the Area of Clothing Care	55
XVII. Total Responses of Homemaking I Male Students to Items Regarding the Area of Clothing Care	56
XVIII. Analysis of Variance of Total Score According to Classification	58
XIX. Responses of Homemaking I Male Students to Each Item Regarding Interest in a Clothing-Related Occupation or Career	60
XX. Total Responses of Homemaking I Male Students to Items Regarding Interest in a Clothing-Related Occupation or Career	61
XXI. Analysis of Variance for Relationship Between the Extent to Which Students Liked the Clothing Unit and Perceived Approval of Parents and Peers	63
XXII. Activity in Clothing Unit Most Liked by Homemaking I Male Students	65

CHAPTER I

INTRODUCTION

The trend in American culture has been toward greater freedom of role choice for men and women. The role of the male as related to personal, home and family life has gone through many changes (Kohlmann, 1975). Today, men are interested in being more than the traditional breadwinner; men need and want to be better informed concerning various aspects of consumer and homemaking education (Adams, 1971, p. F18). Because of these changes, boys have been taking an increasing interest in secondary level home economics programs (Adams, 1971; "Why A Special Issue?", 1973; Kohlmann, 1975).

Results of a nationwide survey (Forecast for Home Economics, 1973) revealed the degree of interest of male students in the various home economics areas. Food and nutrition were the most popular areas among the males. Family living classes were next in popularity, then home management, grooming, laundry, and home arts. Fewer than 10 percent of the males were enrolled in classes entitled clothing construction, textiles, child development, housing, or general home economics (Forecast for Home Economics, 1973). Much of this subject matter was covered in the broader areas of family living or comprehensive home economics classes. Vocational home economics education programs have assisted students in the preparation for homemaking through these comprehensive and family living courses.

The primary objective of the vocational home economics program has been to prepare young men and women for homemaking activities and family living (Hurt, 1972; Roberts, 1965). The current vocational home economics programs consists of: (1) consumer and homemaking education involving consumer education, family living and parenthood education, food and nutrition, clothing and textiles, child development and guidance, home management, housing and home furnishings, and (2) occupational home economics education involving the preparation for employment in vocations that require skills or knowledge derived from the various areas of home economics (Bell, Cross, Horning, King, Leisher, Murphy, Olsen, 1976). Male participation has been encouraged in the vocational home economics program. Educational preparation for the dual roles within the home is now considered necessary for both males and females. The increased awareness of the expanding role options for both sexes has resulted in an increased enrollment in home economics.

Men are just as fashion conscious as women (Cobe, 1973); they, too, have been concerned with cost, comfort, fit, individuality, relaxation, and self-satisfaction. Male home economist Arthur Avery (1977, p. 209) stated that:

With shorter work weeks and more time on their hands, more and more men are becoming interested in what were formerly women's pursuits--sewing, crocheting, needlepoint, tatting, and hooking rugs to mention a few.

Male student interest in clothing selection, care, and construction can be encouraged although the importance of upholding the masculine self-image, so vital at this age, should be considered when organizing a curriculum (Cobe, 1973). When planning clothing units for teaching males, the instructor must be flexible. Male students

need to realize that it does not detract from their masculine image to engage in needlecrafts and clothing activities. Publicity about men who have learned to sew, Roosevelt Grier for example, might be used to help males see that sewing and needlework are a viable option (Males--Sew Fascinated, 1975). Grier, the "Mammoth former football player makes no secret of his needlepoint activities" and has helped to encourage more men to become interested in textiles, needlecrafts, fashions and accessories (Avery, 1977, p. 209).

The selection of home economics subject content for the high school student has not necessarily been a problem. There has been, however, a problem in determining what motivational techniques are used most effectively for male students. Motivation is the key to student involvement in any subject matter area. Therefore, the male student's degree of like or dislike for clothing selection, care, and construction must be identified in order to select motivational techniques. The approach of the instructor to clothing units has influenced the degree of teaching success. "Interesting male students in clothing and sewing may not be easy, but the rewards can be many" (New Roles for People, 1975, p. 4).

Justification of the Problem

Little research has been done in the area of clothing selection, care, and construction with respect to male students. There has been a need for more information concerning the likes and dislikes of the high school male in the clothing area. As the enrollment of male students in previously all-female home economics classes has increased, educators have been presented with the following problems:

(1) Curriculum and teaching materials have been oriented toward females. (2) Teachers may not have known how to cope with the classroom behavior of the male adolescent. (3) Expectations and motivational techniques may have been different for male than for female students.

Further study is needed to determine the likes and dislikes of the high school male with regard to clothing selection, care, and construction in order to aid educators in curriculum development and in classroom instruction (Sinclair, 1973).

Statement of the Problem

The purpose of the study was to survey likes and dislikes of male students with regard to clothing units taught in Homemaking I vocational home economics classes. The following specific objectives were developed to accomplish the purpose of the study:

1. Identify likes and dislikes of male students enrolled in Homemaking I in regard to various areas of a clothing unit.
2. Identify whether a relationship existed between the total score on the instrument and classification, student perception of peer approval and student perception of parental approval of clothing instruction.
3. Determine student interest in a clothing-oriented occupation or career.
4. Make recommendations for planning home economics courses for males.

Limitations

The study was limited to male students enrolled in Homemaking I vocational classes in Oklahoma high schools. A list of schools offering vocational home economics was obtained from the State Supervisor of Vocational-Technical Education, Stillwater, Oklahoma. The State Supervisor then contacted each of the five district supervisors to determine which schools had male enrollment in Homemaking I. The vocational home economics education programs, rather than general home economics education programs, were chosen because the Home Economics I Basic Core curriculum guidelines provided a common basis of study for all of the vocational home economics programs in the state.

Definition of Terms

Vocational home economics programs - Organized educational programs

which involve

consumer education consisting of instructional programs, services, and activities at all levels for the occupations of homemaking including but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management [including resource management], and clothing and textiles (U.S. Code Congressional and Administrative News, 1976, 90 STAT. 2196).

Comprehensive home economics - Comprehensive courses in consumer and

homemaking education which include

units in child development, personal-family relationships, consumer education, nutrition and family meal management, clothing and textiles, home furnishings, and care of the home (Hurt, 1972, p. 27).

Family living programs - A comprehensive course, usually for seniors, which includes study in preparation for marriage, parenthood, and family relationships, family finance, housing, furnishings, equipment and home management.

Clothing selection - The study of figure analysis, fabric design and textures, use of color and wardrobe planning, consumer purchasing guides and an overall appreciation and understanding of individuality in clothing selection and personal appearance.

Clothing care - Cleaning, storing, and repairing of clothing and the various methods available to the consumer.

Clothing construction - Use and care of sewing equipment, knowledge and application of design and art principles, pattern selection and alteration, fabric layout and cutting, hand and machine construction techniques, pressing techniques, and fitting of the garment.

Clothing unit - A clothing unit is:

an organization of various activities, experiences, and types of learning around a central problem, or purpose, developed cooperatively by a group of pupils under teacher leadership; involves planning, execution of plans, and evaluation of results (Good, 1959, p. 587).

CHAPTER II

REVIEW OF LITERATURE

Home economics development was aided by the federal government through the establishment of the vocational education programs (Hall, 1958). The Smith-Hughes Vocational Education Act of 1917 set the stage for vocational training in agriculture, trade and industry, and home economics (Hanna, 1926). Under this act the Federal and State governments cooperatively provided funding to promote vocational training in public schools (Hall, 1958).

Vocational Home Economics

Prior to 1917 all states had some form of home economics training in one or more secondary schools. Shortly after the passage of the Smith-Hughes Vocational Education Act vocational homemaking programs were established in all states and domestic science became the vocational home economics program that it is today (Roberts, 1965, p. 89).

The purposes of vocational home economics were to assist the homemaking student to:

- 1) determine worth-while values for immediate personal and home living;
- 2) achieve a wholesome personality and satisfactory personal and social relationships;
- 3) discover needs, interests, and capabilities as related to home and family life; and

- 4) use individual and family resources to achieve the desired goals in home and family living (Roberts, 1965, p. 254).

The areas of study suggested as a means of meeting those objectives included child development, family relationships, food and nutrition, clothing and textiles, family economics and home management, housing, home furnishings and equipment, and family health (Roberts, 1965).

As the number of married women working outside the home increased new areas of study became necessary: (1) career opportunities, (2) division of homemaking responsibilities among family members, (3) time and energy management, (4) money management, and (5) family attitudes (Roberts, 1965).

An amendment to the Vocational Education Act during 1963 provided funds, for the first time, for training in gainful employment occupations which involved knowledge and skills derived from home economics. The amendment continued to support vocational homemaking education and gave added financial assistance to occupational training (Bell et al., 1976, p. 62).

Vocational home economics education, at the present time, is composed of two programs: (1) consumer and homemaking education consisting of instructional programs, activities, and services for all educational levels for the occupation of homemaking, involving consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management, and clothing and textiles; and (2) occupational home economics education consisting of instructional programs, activities and services to prepare students for employment in occupations utilizing the knowledge and skills of home economics from the areas

identified in consumer and homemaking education (Bell et al., 1976). Hurt (1972, p. 3) stated that "occupational home economics is the only vocational education area that focuses totally on training of personnel who provide services to individuals and to homes and families."

During 1976, the Congress amended the Smith-Hughes Vocational Education Act and redefined vocational home economics as

Educational programs in consumer and homemaking education consisting of instructional programs, services, activities at all educational levels for the occupations of homemaking including but not limited to consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing textiles which encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners (U.S. Code Congressional and Administrative News, 1976, 90 STAT. 2196).

The 1976 Smith-Hughes Act Amendment encouraged the elimination of sex-stereotyping in consumer and homemaking education through development of curriculum materials dealing with (1) the increased number of women working outside the home and the increased number of men assuming homemaking responsibilities and (2) Federal and State laws which related to equal opportunity in education and employment (U.S. Code Congressional and Administrative News, 1976).

A statement prepared from the 1976 Smith-Hughes Act Amendment by representatives from U.S. Office of Education, the American Vocational Association, the Home Economics Educational Association, and the American Home Economics Association Commission on Vocational Home Economics stated that consumer and homemaking education in the vocational home economics program was designed to

- 1) give greater consideration to economics, social and cultural conditions and needs of all persons, including special groups such as teenage parents, older Americans,

the physically and/or mentally handicapped, institutionalized individuals, and persons in economically depressed areas.

- 2) design programs to prepare males and females for combining the roles of homemaker and wage earner.
- 3) prepare individuals for professional leadership.
- 4) include consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education to meet the current societal needs.
- 5) design programs for males and females who have entered, or are preparing to enter, the occupation of the home.
- 6) provide for ancillary services, activities, and other means of ensuring quality in all consumer and homemaking education programs (Bell et al., 1976, p. 62).

The 1976 amendments to the Smith-Hughes Vocational Education Act continued federal funding to states on a matching basis for vocational home economics education. In order to comply with the regulations that guaranteed funding, schools had to provide quality education to all individuals of all ages in all communities who desired and needed education in the vocational home economics education programs (Bell et al., 1976).

Home economics, in most schools, was considered a desirable elective for males. The number of men enrolled in vocational home economics programs began to increase. Hurt (1972) reported that of the total enrollment in vocational home economics during 1970, 13 percent were males. This number continued to increase with the developing interest in strengthening family life, in enriching the early years of childhood, and in meeting the needs of older citizens (Hurt, 1972, p. 31).

The current consumer and homemaking education program in Oklahoma secondary schools consists of four Comprehensive Home Economics courses

and the Family Living programs. Comprehensive courses in consumer and homemaking programs have included "units in child development, personal-family relationships, consumer education, nutrition and family management, clothing and textiles, home furnishings, and care of the home" (Hurt, 1972, p. 27). Comprehensive Home Economics has been designated as Home Economics I, II, III, or IV. Family Living programs were also comprehensive courses but included personal development, interpersonal relationships, marriage, parent/child relationships and family relationships, as well as family finance, housing, furnishings, equipment, and home management (Bagby, 1976). Family Living programs were planned especially for upper classmen, usually seniors (Hurt, 1972). More than 2500 males were enrolled in Family Living courses and more than 440 males were enrolled in Comprehensive Home Economics courses in Oklahoma vocational secondary schools during the 1976-77 school year (Morton, 1976).

Males in Home Economics

Social and cultural changes in the American society have had an impact upon the philosophy of home economics which has altered the extent of male participation. The expanded role options for both sexes increased the need for males, as well as females, to have educational experiences in home economics. Talbot (1936, p. vii) stated:

Homemaking is not restricted to a few selected people; it is for everyone. Good homemaking calls for leaders: boys and girls and men and women who have intelligent training. Education for home and family life is now extended to everyone.

Males were included in home economics programs for years even though the image of home economics was primarily that of a feminine

field or profession. Development and growth of the male home economics program has been slow due to beliefs held by educators and society regarding the proper male role. One of the earliest known home economics courses for boys was in 1919 when a home economics teacher in New York City found boys interested in the subject and felt it

proper, necessary and wise to train the boys--not to do the work of women, but to understand and appreciate women's work and the cooperative spirit that should prevail in the home (Home Economics for Boys, 1927, p. 148).

Because the teacher assumed that males should not participate in feminine work, she intended that the boys not do any sewing, but

many of them wished to learn this and when the war brought its opportunity, they were able to darn, patch, repair clothing, sew on buttons, mend rips in baseballs, mittens and coats, and to knit sweaters and scarfs, and even to make some quilts and sacks for refugees (Home Economics for Boys, 1927, p. 148).

The boys showed interest in making clothing budgets and in textiles; other interest areas involved food study and preparation (Home Economics for Boys, 1927). The boys were interested in learning these things, even though it was considered outside their role.

During 1925, a Detroit, Michigan high school offered home economics instruction as a by-product of other well established subjects like history and physical training. A home economics class for boys was not organized because:

The course will not carry college entrance credit . . . boys may hesitate to elect a course which does not seem sufficiently masculine to demand their social approval even though they may be quite anxious to pursue it (Livingstone, 1925, p. 435).

Principals, home economics teachers, and parents presented barriers to male participation in home economics. Male interest and enthusiasm was evident at this time, but the home economics feminine stereotype

was strong among educators and the general public.

During 1926, a Buffalo, New York high school teacher organized a home economics course for boys. The trial course consisted of four classes of ten boys each, and each class met once weekly for a 45 minute period. The program of study consisted of units covering clothing care and repair and foods. The course was optional and no academic credit was given to participants (Kauffman, 1930). Home economics teachers recognized by 1930 that a more detailed home economics course for boys was needed due to their increased involvement and interest. According to Kauffman (1930, p. 138) boys were voting for courses on "clothing budgets, care of clothing, selection of materials, and textile testing" as well as for more "detailed instruction of foods and nutrition, planning and serving meals, first aid, role of the host, and use of labor-saving devices." A Tulsa, Oklahoma high school was one of the first schools to require and give academic credit for a boys' home economics course; Los Angeles, California, and Denver, Colorado high schools also provided home economics courses for boys (Winchell, 1931). The food and clothing selection, care, and repair areas were given the greatest attention.

Many home economics programs for boys were organized due to the interest of the boys in taking such a course rather than to the efforts of educators to implement a new subject. In the past, there have been a relatively small number of schools that have offered home economics courses for males. The percentage of boys enrolled was low due to class size restriction or lack of male interest because of the female stereotype that society associated with home economics (Kauffman, 1930). Successful courses were dependent upon the ability

of the teacher to recognize and meet the needs of males (Kohlmann, 1975).

Due to the increasing interest in home economics for boys during the late 1950's and early 1960's, courses were made available to males in a variety of ways. Some schools provided separate classes for males, and other schools offered exchange classes between home economics and agriculture or industrial arts. In the latter case, teachers exchanged classes for several weeks so that girls studied agriculture or industrial arts and boys studied home economics (Lyle and Williamson, 1961). Course content for male-oriented classes was structured according to the age, interests, and needs of the student and the teacher's understanding of the boys and their characteristics (Lyle and Williamson, 1961). According to the 1959 Digest of Annual Reports of State Boards for Vocational Education, some 21,790 males were enrolled in vocational home economics programs in the nation during that year (Lyle and Williamson, 1961). Male participation in home economics courses became a news worthy item during the late 1960's and early 1970's. Male enrollment increased yearly as additional schools opened home economics classes to males. The Vocational & Technical Education, Annual Reports/Fiscal Year 1969 reported 105,930 males enrolled in vocational home economics education homemaking programs in the nation.

The image of home economics changed slowly due to forces in society; the greatest impact came from the changes in the traditional roles of men and women (Kohlmann, 1975). This "blurring of the sex roles" might have been a reason for the increased interest and participation of males in home economics courses (Sinclair, 1973, p. 2).

The popularity of classes entitled Bachelor Living, Bachelor

Survival, Bachelor Arts, Man and the Home, and Bachelor Know-How seemed to indicate that young men expected to share the responsibilities of the home. Boys began to recognize that, whether they married or not, they may need or have a desire to sew, to cook, to do laundry, and that it was necessary to be an informed consumer in order to manage their future household (Why A Special Issue?, 1973). This "survival training" approach was successful in the past, but federal legislation has since challenged not only the course titles but the whole home economics profession for being sex discriminatory.

Federal Laws and Home Economics

Societal changes concerning sex roles have had definite implications for home economics. The federal government has powerful tools at its disposal to ensure that home economics is open to male students. The most powerful was the Educational Amendments of 1972, Public Law 92-318; 86 STAT. 235 that included Title IX - Prohibition of Sex Discrimination:

Sec. 901. No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance (U.S. Code Congressional and Administrative News, 1972, p. 444).

Regulations implementing this amendment went into effect on July 21, 1975 (Sinowitz, 1975) and affected 16,000 public school systems and nearly 2,700 postsecondary institutions (Cole, 1976). An article published by Sinowitz in Today's Education (1972, p. 30) indicated that guidelines for implementation of Title IX "should include . . . curriculum, access to programs and classes previously open to one sex,

counseling, physical education and employment."

The goal of Title IX was equity under the law; all students, regardless of sex, were to be provided with an equal educational opportunity. In the past, vocational education programs limited the development of student interests and abilities because they maintained the traditional societal norms and expectations regarding career roles for males and females. During 1972, enrollment statistics indicated that 55 percent of all people enrolled in vocational education programs were women and that 73.4 percent of these women were trained for either consumer homemaking (45.4%) or office (28%) occupations. By contrast, 58.4 percent of all males enrolled in vocational education programs were trained for technical, industrial or agricultural skills (Matthews and McCune, 1977). During 1975, 912,236 students were enrolled in secondary vocational education schools in the United States, and in the homemaking programs 31 percent of these students were males (Advisory Council, 1976).

Home economics went under inspection as a result of the Title IX regulations for several reasons. Even though home economics teachers had male students in the past and had affirmed open enrollment policies, "their sex role biased assumptions have resulted in unconscious sex discrimination" (Dobry, 1977, p. 154). Several changes in home economics programs were required as a result of the Title IX rulings. Single sex classes were forbidden. School administrators could no longer restrict admissions or assign girls only to home economics classes and boys to shop classes, nor could they keep boys out of home economics and girls out of shop or agriculture classes (Steinhilber, 1974). Graduation requirements had to be the same for males and

females; therefore, if home economics and industrial arts were required, both had to be required for all students (Matthews and McCune, 1977).

All vocational education and related course titles and descriptions had to be made gender-free (Matthews and McCune, 1977). Course titles which had needed revision included Bachelor Living, Bachelor Survival and Man in the Kitchen (Dobry, 1977). Course prerequisites and/or admission standards had to be the same for both sexes. In the past, girls were required to take comprehensive Homemaking I as a prerequisite for other homemaking courses whereas this was not the case for male students (Dobry, 1977). Under Title IX this was viewed as being discriminatory. Course requirements for course credit, also, had to be freed from sex bias. Clothing and textile courses that required construction of a dress, for example, implied single-sex involvement. Differing course requirements, as had been the case in all-male or all-female classes, were also regarded as being discriminatory (Dobry, 1977).

Recruitment, advertisement, promotional materials, and curriculum guidelines were to be made free from subtle messages that expressed sex bias and all courses were to be offered for both males and females (Matthews and McCune, 1977). Extracurricular and co-curricular activities were to be opened for participation by both sexes. Both sexes were to be guaranteed access to, participation in and eligibility for membership in Future Homemakers of America and Home Economics Related Occupations (HERO) organizations (Dobry, 1977).

The aim of Title IX was sexual equality in education but the school districts were given latitude in determining how to achieve this

equality. Sexist textbooks and instructional materials were omitted from Title IX because of First Amendment interference with respect to freedom of speech (Matthews, 1974). The schools, however, were expected to deal with sex-biased texts and have them eliminated from the curriculum (Hoyt, 1974). Hutton (1976) verified that home economics textbooks portrayed the traditional male and female sex roles. Female roles included cooking and serving food, grooming, sewing and clothing selection, housecleaning, laundry, and shopping for the household, whereas male roles were depicted in a vast array of vocations. Many textbooks subtly projected home economics as a feminine occupation. "If home economics as a discipline supports multidimensional roles for both men and women, then textbooks . . . ought to reflect this support" (Hutton, 1976, p. 30).

Sex-stereotyping has been hard to overcome. Educators have needed to change attitudes in order to objectively view human roles in our changing society (The Women's Role Committee, 1973). The necessary changes in attitudes and curriculum have required time but Title IX has offered remedial action on how changes could be made and effects of sex bias in education could be overcome. Some of the proposed changes required that: (1) course prerequisites, admission standards, course requirements, and graduation requirements be made gender-free; (2) vocational education classes be conducted on a co-educational basis; (3) vocational education programs and curriculum guidelines indicate that courses were provided equally for both sexes; (4) school administrators and teachers find ways to deal with sex-biased textbooks and instructional materials in order that sex bias in curriculum and educational materials be eliminated (Dobry, 1977). The results of

these changes have provided "an educational environment that provides all students with equal opportunities to develop to their full potential" (Richardson, 1977, p. 164).

The removal of sex barriers in home economics has involved the intangible areas of attitudes that legislation could only hope to influence. The prevailing attitudes of school administrators, home economics teachers, parents, and peers operated to influence the degree of male acceptance of home economics. Open-mindedness in our changing society, however, demanded a conscious effort on the part of the people who played such an influential role in the lives of young men.

Existing Barriers Against Male Participation

Parental attitudes have presented barriers against male participation in home economics classes (Dowell and Greenwood, 1975). Some parents retained the traditional feminine-orientation towards home economics and due to a limited perspective of the profession, they were, therefore, negative concerning enrollment of their sons in home economics classes. Crandal, Dewey, Katkorsky, and Preston (1964) noted, however, that school achievement of boys was less affected by the wishes of adults and parents than was the achievement of girls, desiring approval and affiliation, achieved mostly to please adults. In the past, the attitude of the fathers has been a deterrent concerning the participation of their sons in the traditionally feminine activities of home economics.

Peer attitudes have strongly influenced adolescent behavior and have presented still other barriers against the participation of males in home economics. Havighurst (1953, p. 11) stated that "the peer

group often takes priority over home and school in its demands for allegiance from its members." Crandal et al. (1964) stated that adolescents and especially males, value the opinions and acceptance of their peers over the opinions and acceptance of adults. The striving for acceptance and approval or the fear of rejection from the peer group has been influential in their decision-making. Some educators, having understood the power of the peer group, have helped to overcome this barrier by having convinced a few "key" individuals who, in turn, have positively influenced others for participation in the home economics program. Peer pressure was found influential when males became sufficiently interested to accept the various units in home economics courses.

Home economics teachers have repeatedly expressed anxiety concerning the instruction of male students. Baker (1969) reported that many home economics teachers hesitated to proceed with co-educational programs because of uncertainty about suitable course content, fear of embarrassment when boys and girls were together, or because of ambivalent attitude on the teacher's part. School administrators, guidance personnel and teachers, when home economics was considered, were accustomed to a female audience and a feminine approach to teaching and failed to reach out to include males in their programs (Lawson, 1977). Home Economics professionals declared the field open for males as well as for females, yet many teachers had a difficult time accepting the challenge that would have rendered this philosophy a reality.

Many experienced teachers as well as home economics education college students indicated that the possibility of teaching males had never been considered, and that they felt uncertain at such a prospect

(Dowell and Greenwood, 1975). Other teachers noted that they were unprepared for the intellectual, emotional, and personality differences between male and female students and that the adjustment to these differences was a difficult one. Due to sexual stereotyping many home economics teachers had different expectations of boys than of girls in the classroom. Still other teachers had trouble because of the lack of cooperation of male students in the classroom, and problems arose in motivating them to participate in learning situations. Johnson and Ahlgren (1975) found that student cooperativeness was positively related to their being motivated to learn. Sexton (1969, p. 75) noted that "boys respond to adults differently from girls." Knowledge of how to motivate the male student, therefore, depended upon the extent of the teacher's understanding of his personality, intellectual and emotional characteristics.

Characteristics of the Adolescent Male

Home economics educators agreed that reorientation was necessary for male instruction in home economics (Dowell and Greenwood, 1975). Dunhoff (1965) stated that home economics teachers needed to identify new presentational approaches for male students. The feminine emphasis on methods and techniques needed to be eliminated (Kohlmann, 1975). Curriculum content, teaching methods, and learning experiences were reexamined for adaption to the situations and needs of males (Dowell and Greenwood, 1975). In many cases, it was not what was taught as much as how it was taught that made the difference (Kohlmann, 1975).

Comprehension of male personality characteristics was "believed to be the key to motivating him and making instruction meaningful and

effective" (Kohlmann, 1975, p. xii). Kohlmann (1975, p. xiv) also stated that:

By focusing on the characteristics as well as the educational needs of young adult males when planning curricula offerings for them, educators can provide learning environments that will encourage boys to become more secure in their masculine roles, to be comfortable in sharing common roles with feminine counterparts, and at the same time enable them to achieve the dual role of the world of work and personal and family life.

Many similar psychological personality traits existed for adolescent males and females. Some traits were more characteristic of one sex than the other; however, the many differences between the two sexes were critical (Sexton, 1969). The nature and extent of these differences created enough conflict for home economics teachers to have strongly voiced their need for assistance and guidance when working with the young men. Teachers lacked understanding in knowing how to handle those differences in the classroom situation.

Males were more "activity-oriented" than females (Dowell and Greenwood, 1975). Generally, they were eager to begin activity and they desired quick results from their efforts. Their short interest span influenced their desire for a variety of activity-oriented learning experiences. Males tended to grasp theory indirectly through its application in a learning activity (Dowell and Greenwood, 1975).

Adolescent males were more "skill-oriented" than females (Dowell and Greenwood, 1975). Upon entrance to a home economics class, they expected to acquire a skill that they could use later, whether it be sewing or cooking. Most males entered the classroom "without any preconceived notions of how to do things . . . and teachers could teach them the 'right way' without having to undo other habits" (Ellis, 1958, p. 18). It was recommended that the classroom be a place where skills

could be practiced and developed (Dowell and Greenwood, 1975). Theory was more likely to be accepted when students were personally involved in skill-oriented activities.

Research indicated that males were more "scientific-oriented" than females (Dowell and Greenwood, 1975). Tyler (1947) noted that males excelled in mathematical ability and in mechanical measures whereas girls excelled on verbal, memory, perception, and dexterity tests. Ellis (1958) found that boys were more "engineer-minded" and were apt to find shortcuts in task performance. Males tended to question the "whys" of learning activities and more readily understood the scientific principles applied to home economics (Dowell and Greenwood, 1975). The teacher, as a result, needed to be alert and prepared to meet the challenges of teaching young men.

Competitiveness was another trait characteristic of the adolescent male; he was a keen competitor and enjoyed friendly, good-natured competition with his classmates (Dowell and Greenwood, 1975). Games, team competition, and projects were successful with males; the males were eager to know "how they measured up" to the established standards. Crandal et al. (1964, p. 64) stated that: "The need for achievement was most important in the academic achievement of boys, while girls seemed to achieve out of a need of approval and affiliation."

The "practical orientation" male characteristic demanded that curriculum material be relevant and have practical application (Dowell and Greenwood, 1975). Anthony (1956) regarded this "matter of fact" approach to solving problems as a valuable characteristic. "Boys were reputedly more concerned with the practical approach to decision making" (Lawson, 1977, p. 222). Quick (1974, p. 40) cited "directness

of thought" as a desirable trait for many males and stated that they "have a way of reasoning that generally differs from feminine thinking, and the teacher must respect such differences."

"Male orientation" (i.e., masculine self-concept) was of the utmost importance to the adolescent male (Dowell and Greenwood, 1975; Kohlmann, 1975). Characteristically, males were reluctant to participate in a female-stereotyped class; fear of rejection by their peers influenced their decision (Farguhar and Mahlman, 1973, p. 51). Havighurst (1953, p. 111) related that:

The most potent single influence during the adolescent years is the power of group approval . . . the peer group often takes priority over home and school in its demands for allegiance of its members . . . and yet it can be valuable to the adolescent in helping him achieve independence and to grow towards maturity.

If male students realized that home economics courses took into account the masculine self-concept, they probably would have enrolled and participated in the class (Kohlmann, 1975). Once in the home economics classroom, other traits emerged which were more characteristic of the adolescent male than the female. Hurlock (1973, p. 80) stated that males were "more emotionally stable, more self-sufficient, more extroverted, dominant, self-confident, and socially independent than girls." Sexton (1969) found that boys must learn to be strong and independent to be men, and that male norms stress values such as courage, initiative, inner direction, and toughness in mind and body. Sexton (1969, p. 112) further stated that:

Boys are more curious than girls . . . they have fewer extreme reactions or emotional responses to words and personality traits and that life's problems arouse less extreme annoyance. Yet males are more negative about school than females.

Negativism of male students may have resulted from the double expectations for male students held by the school or teacher; "be aggressive, active, achieving, and independent; be masculine but also be passive, quiet and conforming; be a good pupil" (Levy, 1972, p. 28).

Mack (1933) attributed males with having more energy and enthusiasm than girls, resulting in their having been able to get more accomplished during classtime; "they required the expenditure of more energy on the part of the instructor than did girls, because of their zealotness" (Mack, 1933, p. 104). Radder and Baker (1933, p. 182) stated that male students were "noisier than the girls, intensely good natured, and on the whole did better work than did the girls."

Sexton (1969, p. 13) summarized the adolescent male as having been organized around "power, active assertion, competition, and mastery." The implications for home economics teachers were the removal of sex role stereotyping in home economics education, whether that had to be through the change of teacher attitudes towards males or the revision of curriculum, instructional materials or teaching methods. Personality characteristics and styles of learning and thinking of the adolescent male must be understood and respected; the teacher and the male student together can create educational environments that capitalize on aptitudes and abilities that are particular strengths of their sex (Kohlmann, 1975; Pollack, 1968). Lawson (1977, p. 223) affirmed that "The male roles in home economics must be considered as normal, and home economics teachers are duty-bound to become champions of role flexibility."

Summary

Social and cultural changes in the American society as well as legislative action and the impact it has had upon our educational system, have encouraged the expansion of male participation in home economics. Further changes and improvements, however, could be made with the removal of sex-bias from educational materials and from the attitudes of educators and school administrators. The key to motivating the male student and making instruction in home economics meaningful and effective requires an understanding of the adolescent male personality characteristics, comprehension of his characteristics and his educational needs should be considered to provide learning environments in home economics that will capitalize on aptitudes and abilities of the adolescent male student.

CHAPTER III

METHOD AND PROCEDURE

The purpose of the study was to survey likes and dislikes of high school males with regard to clothing units in high school vocational home economics classes. To accomplish this objective, data were collected by means of a questionnaire (Appendix A, p. 74).

Selection of the Sample

Participants in the study were high school male Homemaking I students drawn from high schools throughout Oklahoma. A list of the schools with vocational home economics classes was obtained from the State Supervisor of Vocational-Technical Education, Research Division, Stillwater, Oklahoma. The State Supervisor then contacted each of the five district supervisors to determine which schools had male enrollment in Homemaking I. Letters were sent to (1) the principals of each of these schools to obtain permission to carry on the research, and to (2) the home economics teacher to determine the number of male Homemaking I students enrolled and whether or not they had studied a clothing unit. After this information was obtained, questionnaires were sent to the home economics teacher who administered them and returned them by mail. One hundred thirteen questionnaires were mailed.

Development of the Instrument

The first step in developing the questionnaire was to identify curriculum content of the clothing and textiles unit taught in the vocational Homemaking I classes. The revised 1975 Oklahoma Home Economics I Basic Core curriculum guidelines was followed with respect to questions concerning the clothing units. The two-page questionnaire was developed based on the content, objectives, and learning experiences included in the clothing unit (Appendix A, p. 74).

The basic format for the questionnaire was adapted from the Likert-type Scale and consisted of 26 questions to which respondents indicated congruence with their own attitude on a 5-point scale. Degrees of variation on the 5-point scale included: (5) Like Very Much; (4) Like; (3) Do Not Know; (2) Dislike; and (1) Greatly Dislike. Participants rated their likes and dislikes of various activities and items covered in the clothing unit and indicated their interest in a clothing-oriented occupation. Students also indicated whether they perceived approval or disapproval of their participation in a clothing unit on the part of their peers, their mothers and their fathers. In addition, each participant answered questions related to school classification, previous experiences in clothing-related activities, and source of these clothing-related activities.

The questionnaire was pretested with a group of seven high school males enrolled in a Family Living class at a school not included in the sample who were currently involved in a clothing unit. The questionnaire was pretested to determine:

1. Was the statement easy to read and understand?
2. Did the statement contain words which were unfamiliar or confusing?
3. Was the statement misleading due to unstated facts?
4. Were statements in logical sequence?
5. Were instructions easily understood?
6. Was length of questionnaire reasonable?
7. Was content suitable for Homemaking I male students?

Minor corrections in wording were the only changes made in the questionnaire based on the results of the pretest.

Collection of Data

Permission to administer the questionnaire was requested from the high school principal and the homemaking teacher (Appendix B, p. 78). Self-addressed postcards were included with the letter to facilitate the reply and on which the teacher indicated the number of male students enrolled in Homemaking I. The questionnaires, accompanied by a cover letter (Appendix C, p. 81), were then mailed to the teachers who administered them and returned them by mail. The total group of eligible students were used in the study. One hundred thirteen questionnaires were distributed to students in 17 schools. Eighty-two completed questionnaires (73%) were returned from 14 schools (94%) and these were used in analyzing the data.

Analysis of Data

Percentages and frequencies were used to report school classification of the respondents, their previous experience with clothing

activities and the source of the previous experience.

A tabulation of responses indicated activities students liked and disliked within the clothing unit. Responses to each of the statements were tabulated to determine the number of "Like Very Much" responses, the number of "Like" responses, the number of "Do Not Know" responses, the number of "Dislike" responses, and the number of "Greatly Dislike" responses. Each of the five possible responses to the 25 statements was labeled with a numerical value as indicated on the questionnaire (Appendix A, p. 74). Related items on the questionnaire were grouped into the following areas: appearance (items 1, 2, and 3), pattern and fabric selection (items 4, 5, 6 and 21), small sewing equipment (items 7 and 9), use and care of the sewing machine (items 8, 17, 18, 19 and 20), interest in a clothing-related occupation or career (items 22, 23, 24 and 25), and most liked activity in the clothing unit (item 26). Frequencies and percentages of the responses were recorded for each of the five possible response categories for each item. Total frequencies and percentages for each category were calculated for each of the areas previously mentioned.

A total score on items 1-21 was calculated to indicate the extent to which students liked the clothing unit. An analysis of variance was then calculated to determine the relationship between the total score and the perceived approval or disapproval of the clothing unit on the part of parents and peers. A second analysis of variance was calculated to determine whether significant differences were evident with respect to school classification.

Responses to items 22-25 were tabulated to determine evidence of

an interest in a clothing-related occupation or career. Responses to item 26 were tabulated to identify the most liked activities in the clothing unit.

CHAPTER IV

ANALYSIS OF DATA

The purpose of the study was to survey the likes and dislikes of high school males with regard to the clothing units being taught in Homemaking I vocational home economics classes in Oklahoma. Specific objectives were to:

1. Identify likes and dislikes of male students enrolled in Homemaking I in regard to various areas of a clothing unit.
2. Identify whether a relationship existed between the total score on the instrument and classification, student perception of peer approval and student perception of parental approval of clothing instruction.
3. Determine student interest in a clothing-oriented occupation or career.
4. Make recommendations for planning home economics courses for males.

Data analyzed in the study were obtained as responses to questionnaires completed by male Vocational Homemaking I students throughout Oklahoma. One-hundred thirteen questionnaires were mailed to 17 schools. The study sample consisted of the 82 (73%) completed questionnaires which were returned from 14 (94%) schools.

Background Information of Participants

The classification of the 82 male student participants enrolled in Homemaking I is presented in Table I. The greatest proportion of students (51.2%) were classified as freshmen. Juniors comprised 23.2 percent of the sample and 15.9 percent were seniors. Sophomores made up the smallest proportion with 9.8 percent.

TABLE I
CLASSIFICATION OF HOMEMAKING I MALE PARTICIPANTS
(N=82)

Variables	Number	Percent
Freshman	42	51.2
Sophomore	8	9.8
Junior	19	23.2
Senior	<u>13</u>	<u>15.9</u>
Total	82	100.1 ^a

^aNot 100% due to rounding procedure.

Almost three-fourths (72%) of the participants indicated no previous experience with clothing activities in home economics classes whereas 28 percent had had some previous experience. These percentages are shown in Table II.

TABLE II
 PREVIOUS EXPERIENCE OF HOMEMAKING I MALE
 STUDENTS WITH CLOTHING ACTIVITIES
 IN HOME ECONOMICS CLASSES
 (N=82)

Previous Experience	Number	Percent
Yes	23	28
No	<u>59</u>	<u>72</u>
Total	82	100

Table III presents the number of clubs or organizations from which those 28 percent of the subjects received clothing instruction or experience. All of the respondents (100.0%) had received some previous information or experience from home. Boy Scouts was another source of previous experience as indicated by 29.13 percent of the participants. The 4-H club was listed by 26.10 percent of the participants and 4.35 percent indicated that previous experience had come through church groups. Combinations of the groups were also given: Boy Scouts, home, and church groups (8.70%); 4-H and church groups (4.35%); and 4-H, Boy Scouts, and church groups (4.35%). Fifty-nine participants did not respond to this question.

TABLE III
 RESPONSES OF HOMEMAKING I MALE STUDENTS TO
 CLOTHING INFORMATION RECEIVED FROM
 CLUBS AND ORGANIZATIONS
 (N=23)^a

Clubs or Organizations	Number	Percent
Home	23	100.00
Boy Scouts	9	39.13
4-H	6	26.10
Church groups	1	4.35
Others listed:		
Boy Scouts, home and church groups	2	8.70
4-H and church groups	1	4.35
4-H, Boy Scouts and church groups	1	4.35

^aParticipants could check as many as applicable.

Responses of Students to Items

Regarding Appearance

The majority of the participants tended to like the area regarding appearance. Results appear in Table IV. Fifty-four participants (67.5%) indicated that they liked or liked very much learning how to choose lines and designs in clothes that look good on me. Sixty-one participants (74.4%) liked or liked very much learning how to improve my appearance with clothes that enhance my physical features and 41 respondents (50.0%) liked or liked very much learning how to improve my appearance with clothes that cover up my undesirable physical features.

The responses for all students relating to appearance were totaled and these totals appear in Table V. Of the 244 responses given by the 82 participants, 156 (63.9%) were in the like or like very much category. Only 14.35 percent of the responses were in the dislike or greatly dislike categories.

TABLE IV
 RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
 REGARDING THE AREA OF APPEARANCE
 (N=82)

Appearance	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
Learning how to:												
1. Choose lines and designs in clothes that look good on me.	14	17.5	40	50.0	12	15.0	11	13.8	3	3.8	80 ^a	97.6
2. Improve my appearance with clothes that enhance my physical features.	27	32.9	34	41.5	13	15.9	8	9.8	-	-	82	100.0
3. Improve my appearance with clothes that cover up my undesirable physical features.	12	14.6	29	35.4	28	34.1	6	7.3	7	8.5	82	100.0

^aTwo students omitted this item.

TABLE V
TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
TO ITEMS REGARDING THE AREA OF APPEARANCE
(N=82)

Appearance	Number of Responses	Percent
Like Very Much	53	21.72
Like	103	42.21
Do Not Know	53	21.72
Dislike	25	10.25
Greatly Dislike	<u>10</u>	<u>4.10</u>
Total Responses	244	100.00

Responses of Students Regarding
Pattern and Fabric Selection

Responses of students to items pertaining to pattern and fabric selection appear in Table VI. The majority of participants tended to like this area of the clothing unit. The most popular activity was learning how to select patterns for myself with 40 participants (50.0%) indicating that they liked or liked very much this activity. Learning how to recognize fabric content in ready-made garments was the least favorite activity being like or liked very much by only 21 participants (26.6%); this statement received the majority of responses (39.2%) in the do not know category.

The responses for all statements relating to pattern and fabric selection were totaled and these totals appear in Table VII. This area of the clothing unit was liked by the majority of the participants. Of the 322 responses given by the 82 participants, 128 (39.75%) were in the like or like very much category. One hundred five responses (32.61%) were in the categories of dislike or greatly dislike.

TABLE VI
 RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
 REGARDING THE AREA OF PATTERN AND FABRIC SELECTION
 (N=82)

Pattern and Fabric Selection	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
4. Determine pattern size and type.	13	16.0	21	25.9	18	22.2	17	20.9	12	14.8	81 ^a	98.8
5. Select patterns for myself.	12	15.0	28	35.0	17	21.3	11	13.8	12	15.0	80 ^a	97.6
6. Select fabric and yardage for my pattern.	11	13.4	22	26.8	23	28.0	16	19.5	10	12.2	82	100.0
21. Recognize fabric content in ready-made garments.	5	6.3	16	20.3	31	39.2	14	17.7	13	16.5	79 ^a	96.3

^aNot all 82 participants responded to this item.

TABLE VII
 TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
 TO ITEMS REGARDING THE AREA OF PATTERN
 AND FABRIC SELECTION
 (N=82)

Pattern and Fabric Selection	Number of Responses	Percent
Like Very Much	41	12.73
Like	87	27.02
Do Not Know	89	27.64
Dislike	58	18.01
Greatly Dislike	<u>47</u>	<u>14.60</u>
Total Responses	322	100.00

Responses of Students Regarding
Small Sewing Equipment

The majority of participants tended to dislike the area of small sewing equipment. Responses to items in this category appear in Table VIII. Learning how to identify small sewing equipment was less popular than learning how to select necessary sewing equipment for construction project as indicated by 46.4 percent and 37.1 percent, respectively.

Table IX reveals the total responses made by the 82 participants to items regarding small sewing equipment. Most of the 163 responses given were in the dislike or greatly dislike category (41.71%); 55 responses (33.74%) were in the like or like very much category, and 40 responses (24.54%) the do not know category.

TABLE VIII

RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
REGARDING THE AREA OF SMALL SEWING EQUIPMENT
(N=82)

Small Sewing Equipment	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
Learning how to:												
7. Identify small sewing equipment such as scissors, seam gauge, tracing wheel.	9	11.0	21	26.0	14	17.1	29	35.4	9	11.0	82	100.0
9. Select necessary sewing equipment for my clothing construction project.	6	7.4	19	23.5	26	32.1	21	26.0	9	11.1	81 ^a	98.8

^aOne student did not respond to this item.

TABLE IX
 TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
 TO ITEMS REGARDING THE AREA OF
 SMALL SEWING EQUIPMENT
 (N=82)

Small Sewing Equipment	Number of Responses	Percent
Like Very Much	15	9.20
Like	40	24.54
Do Not Know	40	24.54
Dislike	50	30.67
Greatly Dislike	<u>18</u>	<u>11.04</u>
Totals	163	99.99 ^a

^aTotal does not equal 100% due to rounding procedure.

Responses of Students Regarding Use and
Care of the Sewing Machine

Two items pertained to use and care of the sewing machine (Table X). The majority of students appeared to like this area of the unit. Learning how to thread and use the sewing machine was more popular than learning how to clean and care for the sewing machine, as participants indicated in the "like" and "like very much" categories with 63.4 percent and 29.5 percent, respectively.

The responses for items relating to use and care of the sewing machine were totaled and these totals appear in Table XI. Of the 164 responses given by the 82 participants, 76 (46.33%) were in the like or like very much category and 65 (39.63%) were in the dislike category.

TABLE X
 RESPONSES OF HOMEMAKING I MALE STUDENTS TO EACH ITEM REGARDING
 THE AREA OF USE AND CARE OF SEWING MACHINE
 (N=82)

Use and Care of Sewing Machine	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
10. Thread and use sewing machine.	23	28.0	29	35.4	7	8.5	17	20.7	6	7.3	82	100.0
11. Clean and care for sewing machine.	7	8.5	17	21.0	16	19.5	24	29.3	18	22.0	82	100.0

TABLE XI
 TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
 TO ITEMS REGARDING THE AREA OF USE AND
 CARE OF SEWING MACHINE

Use and Care of Sewing Machine	Number of Responses	Percent
Like Very Much	30	18.29
Like	46	28.04
Do Not Know	23	14.02
Dislike	41	25.00
Greatly Dislike	<u>24</u>	<u>14.63</u>
Totals	164	99.98 ^a

^aTotal does not equal 100% due to rounding procedure.

Responses of Students Regarding
Preparation for Sewing

The majority of participants tended to dislike the area regarding preparation for sewing (Table XII). The least favorite activities were learning how to cut out pattern and fabric being disliked or greatly disliked by 46.4 percent of the participants and learning how to place pattern on fabric for cutting being disliked or greatly disliked by 45.1 percent of the participants.

The responses for all three items relating to preparation for sewing were totaled and these responses appear in Table XIII. Of the 246 responses given by the 82 participants, 105 (42.68%) were in the dislike or greatly dislike category. Eighty-three responses (33.74%) were in the like or like very much category.

TABLE XII

RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
REGARDING THE AREA OF PREPARATION FOR SEWING
(N=82)

Preparation For Sewing	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Place pattern on fabric for cutting.	4	4.9	19	23.2	22	26.8	22	26.8	15	18.3	82	100.0
15. Cut out pattern and fabric.	5	6.1	26	31.7	13	15.9	25	30.5	13	15.9	82	100.0
16. Use pattern guide-sheet for instructions during construction.	4	4.9	25	30.5	23	28.0	15	18.3	15	18.3	82	100.0

TABLE XIII
TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
TO ITEMS REGARDING THE AREA OF
PREPARATION FOR SEWING

Preparation for Sewing	Number of Responses	Percent
Like Very Much	13	5.28
Like	70	28.46
Do Not Know	58	23.58
Dislike	62	25.20
Greatly Dislike	<u>43</u>	<u>17.48</u>
Totals	246	100.00

Responses of Students Regarding
Sewing--Actual Construction

Responses to items pertaining to sewing--actual construction appear in Table XIV. Results show that the majority of participants (75.6%) liked or liked very much learning how to sew with the sewing machine whereas learning how to sew by hand, such as hems, buttons and snaps was disliked or greatly disliked by the majority of participants (60.9%).

From the results in Table XV, it appears that the 164 responses given by the 82 participants were closely divided between the like and dislike categories; 76 participants (66.34%) liked or liked very much the area of sewing--actual construction whereas 66 participants (40.24%) disliked or greatly disliked this area.

TABLE XIV

RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
REGARDING THE AREA OF SEWING--ACTUAL CONSTRUCTION
(N=82)

Sewing--Actual Construction	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
12. Sew by hand, such as hems, buttons, snaps.	4	4.9	10	12.2	14	17.1	24	29.3	30	36.6	82	100.0
13. Sew with the sewing machine.	22	26.8	40	48.8	8	9.8	6	7.3	6	7.3	82	100.0

TABLE XV
 TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
 TO ITEMS REGARDING THE AREA OF
 SEWING--ACTUAL CONSTRUCTION

Sewing--Actual Construction	Number of Responses	Percent
Like Very Much	26	15.85
Like	50	30.49
Do Not Know	22	13.41
Dislike	30	18.29
Greatly Dislike	<u>36</u>	<u>21.95</u>
Totals	164	99.99 ^a

^aTotal does not equal 100% due to rounding procedure.

Responses of Students Regarding
Clothing Care

The majority of male students tended to dislike or greatly dislike the area of the clothing unit regarding clothing care (Table XVI). The least liked activity in this area was learning how to press and iron my clothes which received 46 responses (57.5%) in the dislike and greatly dislike categories. Two other statements which received unfavorable responses were learning how to remove stains from garments (44.4%) and learning how to select correct laundry products (40.2%).

The responses for all items relating to clothing care were totaled and appear in Table XVII. Most of the 407 total responses, 166 (40.79%), fell into the dislike or greatly dislike category. Only 101 responses (24.81%) were in the like or like very much category whereas 140 responses (34.40%) were in the do not know category.

TABLE XVI

RESPONSES OF HOME MAKING I MALE STUDENTS TO EACH ITEM
REGARDING THE AREA OF CLOTHING CARE
(N=82)

Clothing Care	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
8. Press and iron my clothes.	8	10.0	22	27.5	4	5.0	32	40.0	14	17.5	80 ^a	97.6
17. Select correct laundry products.	8	9.8	11	13.4	30	36.6	22	26.8	11	13.4	82	100.0
18. Select washing and drying temperature when laundering clothes.	7	8.5	13	15.9	34	41.5	20	24.4	8	9.8	82	100.0
19. Use care labels when sorting for laundering.	4	4.9	17	20.7	38	46.3	17	20.7	6	7.3	82	100.0
20. Remove stains from garments.	3	3.7	8	9.9	34	42.0	24	29.6	12	14.8	81 ^a	98.8

^aNot all 82 participants responded to this item.

TABLE XVII
TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS
TO ITEMS REGARDING THE AREA OF
CLOTHING CARE

Clothing Care	Number of Responses	Percent
Like Very Much	30	7.37
Like	71	17.44
Do Not Know	140	34.40
Dislike	115	28.26
Greatly Dislike	<u>51</u>	<u>12.53</u>
Totals	407	100.00

Student Responses According to
School Classification

Table XVIII shows the mean scores for likes and dislikes of the clothing unit with regard to school classification. Responses were labeled with a numerical value ("Like Very Much," five; "Like," four; "Do Not Know," three; "Dislike," two; "Greatly Dislike," one). Scores on items one through twenty-one were totaled and could range from 21 to 105. High mean scores indicated a greater liking for the clothing unit. A mean score was tabulated for each classification of participants.

The 13 seniors had the highest mean score (74.07) indicating that they liked the clothing unit more than did the other classifications. The 8 sophomores had a mean score of 64.57; the 19 juniors had a slightly lower mean score of 62.60. The 42 freshmen participants had the lowest mean score (58.63) indicating that they liked the clothing unit less than did the other classifications.

An analysis of variance for mean scores according to classification is also seen in Table XVIII. There was a significant difference according to classification in total score indicating degree of liking for the clothing unit.

TABLE XVIII
 ANALYSIS OF VARIANCE OF TOTAL SCORE
 ACCORDING TO CLASSIFICATION
 (N=82)

Classification	N	Mean Score	DF	F	Level of Significance
Freshmen	42	58.63			
Sophomores	8	64.57	3	4.466	0.007
Juniors	19	62.60			
Seniors	13	74.07			

Note: Possible scores range from 21-105.

Responses of Students With Regard to Interest
in a Clothing-Related Occupation or Career

Shown in Table XIX are four items describing clothing-related occupations. Items 22 through 25 comprised a section of the questionnaire separate from those items regarding the clothing unit. Results indicate that the majority of participants tended to dislike or greatly dislike the occupations described. The least liked occupations were working in a clothing factory and designing clothing as indicated by responses in the dislike or greatly dislike category by 66.7 percent and 52.4 percent, respectively.

The responses for all items relating to clothing occupations were totaled and appear in Table XX. Of the 326 responses given by the 82 participants, 163 responses (50.0%) indicated dislike or greatly dislike, regarding a clothing-related occupation or career. Only 78 responses (23.93%) indicated that participants would like or like very much this type of career. Eighty-five participants (26.07%) expressed do not know regarding interest in a clothing-related occupation.

TABLE XIX

RESPONSES OF HOMEMAKING I MALE STUDENTS TO EACH ITEM
REGARDING INTEREST IN A CLOTHING-RELATED
OCCUPATION OR CAREER
(N=82)

Clothing-Related Occupation or Career	Like Very Much		Like		Do Not Know		Dislike		Greatly Dislike		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
I would like to:												
22. Design clothing.	7	8.5	15	18.3	17	20.7	17	20.7	26	31.7	82	100.0
23. Work in a cloth- ing store.	3	3.7	19	23.5	26	32.1	16	19.8	17	21.0	81 ^a	98.8
24. Work in a textiles research and de- velopment lab- oratory.	8	9.8	14	17.1	27	32.9	21	25.6	12	14.6	82	100.0
25. Work in a cloth- ing factory.	4	4.9	8	9.9	15	18.5	29	35.8	25	30.9	81 ^a	98.8

^aNot all 82 participants responded to this item.

TABLE XX
TOTAL RESPONSES OF HOME MAKING I MALE STUDENTS TO
ITEMS REGARDING INTEREST IN A CLOTHING-RELATED
OCCUPATION OR CAREER

Clothing-Related Occupation or Career	Number of Responses	Percent
Like Very Much	22	6.75
Like	56	17.18
Do Not Know	85	26.07
Dislike	83	25.46
Greatly Dislike	<u>80</u>	<u>24.54</u>
Total	326	100.00

Parent and Peer Influence as Perceived by Male
Students With Regard to Participation
in the Clothing Unit

Table XXI reveals the results of items regarding the perceived approval of parents and peers by the male participants. An analysis of variance was used to determine whether or not there were significant differences between the perceived approval of mothers, fathers, female peers and male peers and the extent to which the students liked the clothing unit. From these findings, the perceived approval of mother and father had no significant relationship with whether or not the male student liked to participate in the clothing unit. These results are consistent with those of Crandal, Dewey, Katkorsky and Preston (1964).

The perceived approval of female peers was significantly related ($p < .02$) to the extent to which the male liked to participate in the clothing unit, and the perceived approval of male peers was even more significantly related ($p < .001$). These findings would tend to support earlier studies by Havighurst (1953) and Crandal et al. (1964) who found that the peer group takes priority over adults and parents because adolescents, especially males, value opinions and acceptance of their peers over the opinions and acceptance of adults. The peer group has been found to be a strong influence upon male adolescent decision-making ability and upon his participation in activities.

TABLE XXI

ANALYSIS OF VARIANCE FOR RELATIONSHIP BETWEEN THE
EXTENT TO WHICH STUDENTS LIKED THE CLOTHING UNIT
AND PERCEIVED APPROVAL OF PARENTS AND PEERS

Groups	Total N	F-Value	Level of Significance
Mothers			
approval	67		
disapproval	3	0.026	0.868 (ns)
Fathers			
approval	57		
disapproval	11	0.003	0.952 (ns)
Male Peers			
approval	38		
disapproval	30	12.032	0.001
Female Peers			
approval	61		
disapproval	8	5.429	0.022

Most Liked Activity in the Clothing Unit

An open-ended question regarding the most liked activity in the clothing unit was included in the questionnaire. The majority or 29 participants (42.0%) indicated that they liked actual sewing best of all (Table XXII). Learning how to use and care for the sewing machine was listed by eight participants (11.6%), and feeling of pride and satisfaction in wearing the finished product was noted by seven participants (10.2%). Some of the other responses listed included pattern and fabric selection, use of cutting equipment, and cutting out pattern with each response listed by two participants (2.9%). Designing clothes was noted by one participant (1.5%). Eight participants (11.6%) indicated that they liked nothing about the clothing unit.

TABLE XXII
 ACTIVITY IN CLOTHING UNIT MOST LIKED
 BY HOME MAKING I MALE STUDENTS
 (N=69)

Activity	Number of Responses	Percent
Actual sewing (hand and machine)	29	42.0
Finishing the course	8	11.6
Nothing	8	11.6
Learning how to use and care for the sewing machine	8	11.6
Pride and self satisfaction in wearing the finished product	7	10.2
Pattern, fabric selection	2	2.9
Clothing care: learning how to press and iron	2	2.9
Use of cutting equipment; cutting out pattern	2	2.9
Liked girls helping in class	2	2.9
Designing clothes	1	1.5

CHAPTER V

RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of the study was to survey likes and dislikes of male students with regard to the clothing units taught in high school vocational Homemaking I classes.

The objectives of the study were to:

1. Identify likes and dislikes of male students enrolled in Homemaking I in regard to various areas of a clothing unit.
2. Identify whether a relationship existed between the total score on the instrument and classification, student perception of peer approval and student perception of parental approval of clothing instruction.
3. Determine student interest in a clothing-oriented occupation or career.
4. Make recommendations for planning home economics courses for males.

Participants in the study were 82 male Vocational Homemaking I students from 14 schools throughout Oklahoma. Freshmen, sophomores, juniors, and seniors were included in the study. The data were collected during the months of February and March, 1978.

Percentages and frequencies were used to report school classification, previous experience with clothing activities in home economics classes, clubs and organizations; likes and dislikes for specific

topics and activities in the clothing unit; and interest in a clothing-related occupation or career.

A total score on items 1-21 was calculated to indicate the extent to which students liked the clothing unit. An analysis of variance was then calculated to determine the relationship between the total score and the perceived approval or disapproval of the clothing unit on the part of parents and peers. A second analysis of variance was calculated to determine whether significant differences were evident with respect to school classification.

Results

The results of the study were as follows:

1. The greatest degree of liking for the clothing unit was expressed by the seniors; freshmen expressed the least liking for the clothing unit.
2. The majority of the participants had not had any previous experience in clothing-related activities.
3. Generally speaking, interest in a clothing-related occupation or career was very low; the majority of the participants indicated either dislike or greatly dislike.
4. The majority of participants either liked or liked very much the areas of appearance, pattern and fabric selection, use and care of sewing machine, and sewing--actual construction.
5. The majority of participants either disliked or greatly disliked the areas of small sewing equipment, preparation for sewing, and clothing care.

6. There was no significant relationship between perceived approval of mother or father and the degree to which the student liked the clothing unit.
7. Perceived male peer approval of male participation in the clothing unit had a significant relationship ($p < .001$) to whether or not he liked to participate in the clothing unit.
8. Perceived female peer approval of the male participants in the clothing unit also had a relationship ($p < .02$) to whether or not he liked to participate in the clothing unit.
9. Male students indicated that most liked experiences and activities in the clothing unit were actual sewing (hand and machine), use and care of the sewing machine, and the experience of feeling pride and self-satisfaction in wearing the finished product.

Implications for Teachers

The areas of appearance, use and care of the sewing machine, pattern and fabric selection, and sewing--actual construction were areas the Homemaking I male students liked. These areas should remain in the clothing unit and may be used to motivate the interest of male students in the areas that they liked the least. Small sewing equipment, preparation for sewing, and clothing care are integral parts of the clothing unit and must be included, even though these were areas the students disliked. Innovative methods of presenting these materials to Homemaking I males should be devised, and ways of motivating interest in these areas should be determined.

Teachers need to be aware of the interests of the male freshmen students so that they will be better able to motivate them. For example, physical appearance and how it can be improved through clothing selection, care and construction could be emphasized.

Recommendations

The following recommendations for research are made as a result of the findings of the study:

1. Further investigate the attitudes and interests of Vocational Homemaking I male students in the area of clothing selection, care and construction. Further study could produce a wider range of implications that would lead to the expansion and improvement of learning experiences and curriculum for males enrolled in clothing units.
2. Explore various teaching methods used in presenting clothing selection, care and construction to male students.
3. Identify attitudes of home economics educators toward male students in home economics classes.
4. Investigate problems encountered by home economics teachers in teaching male students.

A SELECTED BIBLIOGRAPHY

- Adams, E. High school bachelors break away from tradition. Forecast for Home Economics, 1971, 17 (2), F-48, F-78.
- Advisory council for technical-vocational education in Texas. Vocational Education: Impact '76, 1976 (May), 6.
- Anthony, H. Boys in the homemaking department. Journal of Home Economics, 1956, 4 (5), 327-330.
- Avery, A. Men, the future and home economics. Illinois Teacher of Home Economics, 1977, XX, 206-214.
- Bagby, B.H. Content in family living courses. Illinois Teacher of Home Economics, 1976, XIX, 126-127.
- Baker, L.G., Jr. The enigma of men in home economics. Journal of Home Economics, 1969, 61 (5), 371-373.
- Bell, C., Cross, A., Horning, L., King, B., Leisher, C., Murphy, P., and Olsen, G. Position paper: home economics education. American Vocational Journal, 1976, 51, 62.
- Cobe, P. Ideas for teaching boys. Forecast for Home Economics, 1973, 19 (3), F-20-23, F-51.
- Cole, R. Title IX: a long-dazed journey into rights. Phi Delta Kappan, 1976, 57, 575.
- Crandall, V., Dewey, R., Katkorsky, W., and Preston, A. Parent's attitudes and behavior and gradeschool children's academic achievements. Journal of Genetic Psychology, 1964, 104, 53-66.
- Digest of Annual Reports of State Boards for Vocational Education, 1959, to the Office of Education, Division of Vocational Education, U.S. Department of Health, Education, and Welfare--Office of Education. Washington, D.C.: U.S. Government Printing Office, 1960.
- Dobry, A.M. Title IX--what's all the fuss about? Illinois Teacher of Home Economics, 1977, XX (4), 154-158.
- Dowell, J.H., and Greenwood, B.B. The Masculine Focus in Home Economics. Washington, D.C.: Home Economics Education Association of the National Education Association, 1975.

- Dunhoff, N. Where the boys are. Practical/Forecast, 1965, 10 (6), 52-53, 95-96.
- Ellis, M. Why we encourage homemaking for boys. Practical Home Economics, 1958, 3 (6), 18-19.
- Farguhar, N., and Mohlman, C. Life competence: a non-sexist introduction to practical arts. Social Education, 1973, 37 (October), 516-519.
- Good, C.V. Dictionary of Education. New York: McGraw-Hill, 1959.
- Hall, O.A. Home Economics Careers and Homemaking. New York: John Wiley and Sons, Inc., 1958.
- Hanna, A.K. Home Economics in the Elementary and Secondary Schools. Boston: M. Barrows and Company, 1926.
- Havighurst, R. Human Development and Education (3rd ed.). New York: Longmans, Green and Company, 1953.
- Home economics for boys. Journal of Home Economics, 1927, 19 (3), 145-149.
- Hoyt, J. Target: sex-bias in education. American Education, 1974, 10 (Aug.-Sept.), 6-9.
- Hurlock, E. Adolescent Development. New York: McGraw-Hill, 1973.
- Hurt, M.L. Vocational home economics present and future. Journal of Home Economics, 1972, 64, 26-32.
- Hutton, S.S. Sex role illustrations in junior high school home economics textbooks. Journal of Home Economics, 1976 (March), 27-30.
- Johnson, D.W., and Ahlgren, A. Relationships between student attitudes towards schooling. Unpublished doctoral dissertation, University of Minnesota, 1975.
- Kauffman, T.E. Teaching Problems in Home Economics. Philadelphia: J.B. Lippincott Company, 1930.
- Kohlmann, E.L. Home Economics for Young Men: A Teaching Guide. Ames, Iowa: The Iowa State University Press, 1975.
- Lawson, R.J. Tigers amongst the roses: an historical review of home economics for secondary school boys in the United States. Illinois Teacher of Home Economics, 1977, XX (5), 215-225.
- Levy, B. Do teachers sell girls short? Today's Education, 1972, 61 (6), 27-29.

- Livingston, H. Home economics for boys in public schools. Journal of Home Economics, 1925, 17, 434-436.
- Lyle, M., and Williamson, M. Homemaking in High School (4th ed.). New York: Appleton-Century-Crofts, 1961.
- Mack, F. Evaluation of training for boys in home economics. Practical Home Economics, 1933, 11 (4), 104, 124.
- Males--sew fascinated. Tips and Topics in Home Economics, 1975, 25, 4, Texas Tech University.
- Matthews, J. Regulations on sex-bias proposed by Health, Education, and Welfare. Compact, 1974, X (July-August), 19-21.
- Matthews, M., and McCune, S. Complying With Title IX: Implementing Institutional Self-Evaluation. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1977.
- Morton, J.B. The number of male students in Comprehensive Home Economics and Family Living Programs on the secondary level. Computer print-out. Stillwater, Okla.: State Dept. of Vocational-Technical Education, Research Division, 1976.
- New roles for people. Tips and Topics in Home Economics, 1975, 20, 1, Texas Tech University.
- Pollack, J.H. Are teachers fair to boys? Today's Health, 1968, 46 (April), 22-25.
- Quick, B.G. Boys unlimited. What's New in Home Economics, 1974, 38 (2), 39-41.
- Radder, E.A., and Baker, G.G. Teaching a boy to cook and a girl to sew. Practical Home Economics, 1933, 11 (6), 182.
- Richardson, J.N. The vocational home economics teacher's role in eliminating sexism in the school. Illinois Teacher of Home Economics, 1977, XX (4), 164.
- Roberts, R.W. Vocational and Practical Arts Education--History, Development and Principles. New York: Harper and Brothers, 1965.
- Sexton, P. The Feminized Male. New York: Random House, 1969.
- Sinclair, D. Interests of Homemaking I males regarding curriculum offerings in vocational home economics programs in Oklahoma. Unpublished master's thesis, Oklahoma State University, 1973.
- Sinowitz, B. New legal remedies for women. Today's Education, 1972, 61 (6), 29-31.

Sinowitz, B. Title IX: further regulations barring sex bias. Today's Education, 1975, 64 (Nov.-Dec.), 110.

Steinhilber, A.W. Here's what the tough new federal law against sex bias means for public schools. American School Board Journal, 1974, 161 (Aug.), 20.

Talbot, N.A., Lytle, F.L., Pearson, M.V., and Johnson, A.M. Practical Problems in Home Life for Boys and Girls. New York: American Book Company, 1936.

Tyler, L. The Psychology of Human Differences. New York: Appleton-Century-Crofts, Inc., 1947.

U.S. Code Congressional and Administrative News. Educational Amendments of 1972, Vol. 1, Title IX--Prohibition of Sex Discrimination, Sect. 901 (a), pp. 444-447.

U.S. Code Congressional and Administrative News. Educational Amendments of 1976, Vol. 2, Title I, Vocational Education, Part A--State Vocational Education Programs, Subpart 5--Consumer and Homemaking Education, Sect. 150 (b), p. 2196.

Vocational and Technical Education, Annual Report/Fiscal Year 1969. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1969.

Why a special issue on teaching boys? Forecast for Home Economics, 1973, 19 (3), F-17.

Winchell, C.M. Home Economics for Public School Administrators. New York: Bureau of Publications, Teachers College, Columbia University, 1931.

The women's role committee speaks out. Journal of Home Economics, 1973, 65 (Jan.), 10-15.

APPENDIX A

QUESTIONNAIRE SENT TO PARTICIPATING
HOMEMAKING I MALE STUDENTS

PART I.

Please check one of the following, according to your school classification:

Freshman Sophomore Junior Senior

Have you had previous experience with clothing activities in home economics classes? Yes No

If you have ever been involved in any club or organization where you received clothing information, please check the one that applies:

4-H groups Boy Scouts home church groups
 other--please list _____

PART II.

Circle the number that best describes how you feel about the following areas of the clothing unit covered in your home economics class.

Please complete the questionnaire as honestly as you can.

	Like Very Much	Like	Do Not Know	Dislike	Greatly Dislike
<u>Learning how to:</u>					
1. choose lines and designs in clothes that look good on me.	5	4	3	2	1
2. improve my appearance with clothes that enhance my good physical features.	5	4	3	2	1
3. improve my appearance with clothes that cover up my undesirable physical features.	5	4	3	2	1
4. determine pattern type and size.	5	4	3	2	1
5. select patterns for myself.	5	4	3	2	1
6. select fabric and yardage for my pattern.	5	4	3	2	1
7. identify small sewing equipment such as scissors, seam gauge, tracing wheel.	5	4	3	2	1
8. press and iron my clothes.	5	4	3	2	1
9. select necessary sewing equipment for my clothing construction project.	5	4	3	2	1
10. thread and use the sewing machine.	5	4	3	2	1
11. clean and care for the sewing machine.	5	4	3	2	1

	Like Very Much	Like	Do Not Know	Dislike	Greatly Dislike
12. sew by hand, such as hems, buttons, snaps.	5	4	3	2	1
13. sew with the sewing machine.	5	4	3	2	1
14. place pattern on fabric for cutting.	5	4	3	2	1
15. cut out pattern and fabric.	5	4	3	2	1
16. use pattern guidesheet for instructions during construction.	5	4	3	2	1
17. select correct laundry products.	5	4	3	2	1
18. select washing and drying temperatures when laundering clothes.	5	4	3	2	1
19. use care labels when sorting clothes for laundering.	5	4	3	2	1
20. remove stains from garments.	5	4	3	2	1
21. recognize fabric content in ready-made garments.	5	4	3	2	1

PART III.

Indicate how you would feel about the following clothing-related occupations.

<u>I would like to:</u>	5	4	3	2	1
22. design clothing.	5	4	3	2	1
23. work in a clothing store.	5	4	3	2	1
24. work in a textiles research and development laboratory.	5	4	3	2	1
25. work in a clothing factory.	5	4	3	2	1

Indicate how you think the following people feel about your participation in the clothing unit. Check your response.

your mother Approves Disapproves

your father Approves Disapproves

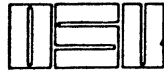
male peers _____ Approves _____ Disapproves

female peers _____ Approves _____ Disapproves

26. What did you like the most in the clothing unit?

APPENDIX B

LETTER AND POSTCARD TO ADMINISTRATORS
AND TEACHERS



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

January 30, 1978

Dear Sir:

As a graduate student in Clothing, Textiles and Merchandising at Oklahoma State University, I am conducting a research project in partial fulfillment of the Master's degree. The project includes a survey of Homemaking I male students' likes and dislikes of items presented in the clothing and textiles unit. The testing instrument is to be administered by the teacher and involves a questionnaire for the male student to complete.

The Oklahoma State Department of Vocational and Technical Education provided a list of 45 vocational high schools with a male enrollment in Homemaking I. Your school appears on the list and your students' participation and contributions in this study would be of great value to my research. Therefore, I request your permission to conduct some of the research in your school. Your cooperation would be greatly appreciated.

Enclosed is a letter for your home economics teacher explaining the project and the questionnaire. Also enclosed is a stamped, self-addressed post card by which the home economics teacher can inform me as to whether or not the Homemaking I males can participate.

Your prompt reply is greatly appreciated. Thank you very much.

Sincerely,

/s/ Amelia F. Pruitt

Amelia F. Pruitt
Graduate Student

/s/ Lavonne Matern

Dr. Lavonne Matern
Adviser

Enclosure

I would be willing for my Homemaking I male students to participate in the study:

_____ Yes _____ No

The number of Homemaking I males who are presently enrolled in my classes are:

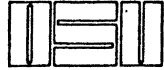
I would like to have an abstract of the study:

_____ Yes _____ No

Signed _____

APPENDIX C

LETTER TO PARTICIPATING TEACHERS



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

March 8, 1978

Dear

Thank you very much for your willingness to help with my research. Enclosed are the questionnaires that are to be completed by your Homemaking I male students.

Also enclosed is a self-addressed, stamped manila envelope to be used when returning the completed questionnaires. Please return by March 24th if possible.

Thanks again for your cooperation.

Sincerely,

/s/ Amelia F. Pruitt

Amelia F. Pruitt
Graduate Student

/s/ Lavonne Matern

Dr. Lavonne Matern
Adviser

VITA²

Amelia Faye Pruitt

Candidate for the Degree of
Master of Science

Thesis: LIKES AND DISLIKES OF HIGH SCHOOL MALES IN REGARD TO CLOTHING
UNITS IN VOCATIONAL HOME ECONOMICS PROGRAMS IN OKLAHOMA

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Wichita Falls, Texas, September 17, 1952,
the daughter of Mr. and Mrs. H. E. Pruitt.

Education: Graduated from Frederick High School, Frederick,
Oklahoma, in May, 1971; received Bachelor of Science in
Education from Oklahoma Christian College in April, 1975,
with a major in General Home Economics; completed require-
ments for the Master of Science degree at Oklahoma State
University in May, 1979.

Professional Experience: Clothing instructor at Oklahoma
Christian College, Oklahoma City, Oklahoma, January, 1976-
April, 1976; graduate teaching assistant in the Clothing,
Textiles and Merchandising Department, Oklahoma State Univer-
sity, September, 1976-December, 1977; Home Business and
Industrial Services Instructor, Indian Meridian Area Voca-
tional Technical School, Stillwater, Oklahoma, 1978-1979.

Professional Organizations: American Home Economics Association,
American Vocational Association, Oklahoma Vocational
Association, Omicron Nu.