

T H E H O U S I N G A T T I T U D E S A N D
I M A G E S O F E I G H T H G R A D E
H O M E M A K I N G S T U D E N T S
I N D E N T O N J U N I O R
H I G H S C H O O L S

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN HOME ECONOMICS
EDUCATION IN THE GRADUATE SCHOOL OF
THE TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
HOUSEHOLD ARTS AND SCIENCES

BY

LINDA GILLUM SCHAFER, B. S.

DENTON, TEXAS

AUGUST, 1968

Texas Woman's University

Denton, Texas

August 13 19 68

We hereby recommend that the thesis prepared under
our supervision by Linda Gillum Schafer
entitled THE HOUSING ATTITUDES AND IMAGES OF EIGHTH
GRADE HOMEMAKING STUDENTS IN DENTON JUNIOR HIGH
SCHOOLS

be accepted as fulfilling this part of the requirements for the Degree of
Master of Science

Committee:

Bernadine Johnson
Chairman

Jessie W. Batesman

Virginia Blodau

Accepted:

J. L. Morrison
Dean of Graduate Studies

A C K N O W L E D G M E N T S

The author wishes to express sincere appreciation to all those who contributed to the development of the study and the completion of the thesis:

Dr. Jessie W. Bateman, Dean of the College of Household Arts and Sciences, Texas Woman's University, for professional assistance and guidance throughout the study;

Dr. Bernadine Johnson, Assistant Professor of Home Economics Education, for encouragement, suggestions, and invaluable and untiring assistance throughout the study;

Dr. Virginia Sloan, Professor of Family Economics and Home Management, for encouragement and professional assistance throughout the study;

Dr. Wilma Brown, Professor of Foods and Nutrition, for assistance in the statistical analysis of the data;

Mrs. Aleene King and Mrs. Katherine Penton, eighth grade homemaking teachers, for their cooperation and encouragement;

Eighth grade homemaking students of Denton Junior High School and North Texas Laboratory School for their interest and participation in the study; and

Lastly, Dan, the author's husband, for his continual patience, understanding, and cooperation throughout the entire graduate program.

T A B L E O F C O N T E N T S

Chapter		Page
	ACKNOWLEDGMENTS	iii
	LIST OF TABLES.	vi
	LIST OF FIGURES	vii
I	INTRODUCTION.	1
	Review of Literature	4
	Purposes	9
II	PLAN OF PROCEDURE	10
III	DISCUSSION OF FINDINGS WITH PRESENTATION OF DATA	21
	Characteristics of the Respondent and the Family	21
	The Present Housing of Eighth Grade Girls.	29
	Features of the Present Home	29
	Attitudes Toward the Present Home.	42
	The Housing Image of Eighth Grade Girls.	51
	Thought Given to Future Home	51
	Features of Image Home	53
	Relationship of Social Status and Features of Image House.	59
	Relationship Between Attitudes and Images.	63
	Similarity of Features	64
	Influence of Education and Social Status	67
IV	CONCLUSIONS AND RECOMMENDATIONS	70
	Summary.	71
	Implications for Eighth Grade Housing Curriculum	77
	Recommendations for Future Studies	80
	LITERATURE CITED.	82

L I S T O F T A B L E S

Table		Page
I	SOCIAL STATUS OF FAMILIES OF EIGHTH GRADE HOMEMAKING STUDENTS.	30
II	FEATURES OF THE HOUSES PRESENTLY OCCUPIED BY EIGHTH GRADE HOMEMAKING GIRLS	31
III	RELATION OF FAMILY SOCIAL STATUS TO FEATURES OF PRESENT HOME.	35
IV	FACTORS AFFECTING NUMBER OF BEDROOMS IN PRESENT HOME	41
V	FACTORS AFFECTING STUDENTS' SHARING OF BEDROOM.	43
VI	SUMMARY OF FACTORS AFFECTING SATISFACTION OF PRESENT HOME.	47
VII	SUMMARY OF FACTORS AFFECTING AMOUNT OF THOUGHT GIVEN TO IMAGE HOUSE	54
VIII	FEATURES OF THE IMAGE HOUSE PICTURED BY EIGHTH GRADE HOMEMAKING GIRLS.	55
IX	SUMMARY OF FAMILY SOCIAL STATUS AND FEATURES OF IMAGE HOUSE	60
X	RELATIONSHIP OF EDUCATION OF PARENTS AND SOCIAL STATUS TO SIMILARITY OF IMAGE HOUSE TO PRESENT DWELLING.	69

LIST OF FIGURES

Figure		Page
1	Educational Attainment of Parents	24

CHAPTER I

I N T R O D U C T I O N

Keeping abreast of social, technological, and economic progress is vital if the educator is to adhere to the concept of a changing curriculum which is inherent in the history of American education. Home economics educators have been challenged by McGrath (13) to keep home economics abreast of today's societal demands by viewing the American society as a whole and responding to its needs in curriculum planning and in teaching. Before an educator can influence human behavior, an understanding of the general characteristics of people in a culture, as well as the goals and values held by individuals within that culture, is imperative. Hill (10) stated that the home economics curriculum in any school is in constant jeopardy of becoming obsolete unless teachers become alert to the changing needs of students. Effective teachers adapt themselves and their programs to change. Funderburk (7) indicated that the education of girls for their responsibilities in the home and in the community should be re-examined to enable the teacher to develop more effective approaches, content, and timing in the presentation of her program. Fleck (4) expressed this same opinion in an appeal to home economics teachers to be alert to curriculum

innovations in education in general and to consider applications in home economics.

Authorities agree that curriculum building necessitates the teacher's understanding of students' needs, attitudes and interests. Teachers must be aware of these factors if the content of home economics courses is to enable the students to apply the principles and concepts of home economics to daily life situations.

Since the purpose of home economics education is to prepare girls for their responsibilities in the home and community, the study of the concepts and principles of housing gains relevance in the curriculum. Beyer (2) stated that housing conditions affect every individual at every period of the life span and are important factors in the individual's standard of living. The United States Congress (22) recognized housing as an important national goal when the Housing Act of 1949 set forth as a national purpose "to achieve a decent home and a suitable living environment for every American family."

Beyer (2) also stressed that improved housing is an investment in the emotional, mental, and physical health of the family, the community, and the nation. Home economics education must prepare girls for providing a setting in which families can enjoy the most healthy and stimulating life possible.

The decision to include the area of housing in the home economics curriculum is a logical one. Educators, however, do not agree upon which principles to teach at each grade level. One investigator, Antley (1), stated that since attitudes are formed early in the teen years, a thorough knowledge of housing is essential during these years if the individual's attitudes toward and images of housing are to be realistic and based upon artistic principles. Another investigator, Lemmon (11), felt that these attitudes are easily altered and a thorough knowledge of housing is not feasible for young teenagers. Only the concepts of safety, beauty, storage, and arrangement of furniture should be introduced at the junior high school level.

An understanding of the nature and of the problems of providing satisfactory housing is an integral part of the eighth grade home economics curriculum in Denton Junior High School. To teach this part successfully a need exists to investigate factors which influence the individual in formulating or in altering ideas about housing. Implications from such investigations will aid teachers in developing housing units which will enable students to be equipped to make wiser decisions about their own housing today and in the future.

REVIEW OF LITERATURE

To best meet the needs of students in a housing class the teacher should have an understanding of the attitudes of the individuals toward their home. Antley (1) stated that a knowledge of how an individual feels about the present home and his expectations for a future home will reflect his attitudes toward housing. Nygren (17) supported this opinion by indicating that a teacher's chances for achieving a reasonable degree of effectiveness in the area of housing instruction are greatly enhanced if the teacher is aware of the students' housing attitudes and images.

Manske (12) pointed out that students entering secondary schools have preconceived attitudes about many specific topics. These attitudes are formed by early and initial impressions. Montgomery (14) stressed the importance of teachers being aware of students having previous ideas about housing which will materially affect the learning process. Remmers (18) added that attitudes are probably more determinative of behavior than mere cognitive understanding of an idea.

Fleck (5) emphasized the fact that attitudes are not permanent but may change frequently; therefore, teachers can be instrumental in altering or changing a student's attitudes. Harris (8) stated that changes in attitude occur as a result of learning, of motivation, and of the influence of other

individuals. In attempting to alter attitudes, this educator suggested direct communication with the individual, as by talks, classes, workshops, or manipulation of the situation, the social group, group norms, or structure.

The Texas Cooperative Youth Study (16) was conducted for the purpose of learning more about the needs of young persons in personal living. Attitudes of youth were found to be closely related to the amount of space they had in the home. The size of the home influences youths' attitudes toward life and people. The amount of space available per family member is related to family tensions. When the ratio of space per person is least in homes, youth are most distrustful of fellowmen. Foote (6) reported that lack of space is unquestionably one of the most important irritants to dissatisfied housing consumers.

Since the house is expected to be the center of life of the family, the interests and activities of the family members will be reflected and family relationships will be affected. Rogers (19) stressed the importance of a house meeting the needs of all family members. This author emphasized the need of a teenager for privacy from both younger and older family members to enable the teenager to experiment with this new stage of development without fear of ridicule. Privacy is necessary for the teenager to accomplish the task of becoming an adult, both physically and emotionally. Rogers (19)

advocated that the teenager not share a room. If this is absolutely necessary, the youth should be paired with a sibling close in age. Thomas (20) conducted a study of the major personal concerns of teen-age girls and found that arguments with sisters about sharing a room were of major concern to today's teenagers.

A study by Eckhardt (3) revealed that eighth grade girls had problems regarding the use and care of the bedroom. They need help in identifying their personal needs, their problems, and their attitudes concerning the use and care of their bedroom. Results of the study indicated that teenagers' attitudes toward the bedroom are related to socioeconomic status of the family, to bedroom occupancy, and to family size.

According to Montgomery (15) a knowledge of the student's mental picture of the type of house wanted and expected in the future will enhance the teacher's effectiveness in meeting the individual's needs. A study was conducted by Antley (1) to determine whether students did hold images of a desired future home, at what age the images were formed, and what factors were associated with the images: Data showed that eighth grade students, as well as twelfth grade students, did have ideas about housing and had given much thought to the future home. Herring (9) also found in a study devoted to development of a curriculum on housing that

the majority of students had given "much" or "some" thought to a desired future home.

Antley (1) found that a sample of eighth grade girls in Florida visualized a new house in the country which was custom-designed. The type of house desired by the sample was of split-level architecture with two floors, four or more bedrooms, and two bathrooms. Educational class standing and the students' housing image were related; however, the student's sex, the socio-economic status of the family, and the type of present home were not associated with the housing images.

Nygren (17) conducted a study of the wants and preferences of students for certain aspects of housing and found that the senior students in the sample were more realistic than were the freshman students. Students were often found to hold an image of the future home quite different from that of the present family home. The desired home was envisioned with luxury items. Nygren concluded that this indicated a need for teaching housing units realistically on the secondary school level.

Herring (9) investigated housing values of students in grades eight through eleven as a basis for the development of a housing curriculum. Data revealed that students in the older age group had given more thought to the future home

than students in the younger group. Over half of the students preferred the suburb as the location of the desired future home. Each age group visualized the future home to be very different from the present home; however, a majority of the students found the present home to be satisfactory. Students whose fathers attended high school but did not graduate appeared to be more dissatisfied with the present home than were the students whose fathers attained a higher education.

A study was conducted by Montgomery (15) to determine the desires and expectations of a future house as held by a group of undergraduate home economics majors. Results showed that a high percentage of students anticipated beginning housekeeping in a rented apartment or house. The students expected to be able to buy or build a house of their own after four years of marriage. A majority of the students desired the first house to be new or relatively new. The typical member of this sample wanted a ranch-style house in the suburbs of a metropolitan area or in a medium-sized city. The desired house was expected to cost an average of \$14,900.

Research was conducted by Lemmon (11) concerning educational felt needs of randomly selected homemakers and home economics teachers in housing and home furnishings. Findings revealed that homemakers considered information on home safety, buying, renting, remodeling homes, beauty, storage, and caring for furniture as important. Home economics teachers

felt that furniture arrangement, beauty, storage, and lighting should be taught on all grade levels. Reserved for the secondary and adult level were buying, renting, remodeling, and caring for furniture. Lemmon indicated that only safety, beauty, storage, and arrangement of furniture should be taught at the eighth grade level.

PURPOSES

The general purpose of this study was to investigate the attitudes toward and images of housing of eighth grade homemaking students enrolled in Denton Junior High School and the North Texas Laboratory School during the spring semester of 1968. Specific purposes were:

- 1) to ascertain housing attitudes and images which are held by eighth grade girls;
- 2) to determine if a relationship exists between the expressed housing attitudes and images of eighth grade girls and various factors such as educational background of the parents, mother's home economics education, socio-economic status of the family, size of the family, and type of present home; and
- 3) to draw implications for the eighth grade housing curriculum.

Terms used in this study will be identified as follows:

Attitude: a readiness to react toward a situation or object such as one's present home.

Image: a mental picture or vision of one's future home.

CHAPTER II.

P L A N O F P R O C E D U R E

This study was conducted to explore the attitudes toward and images of housing of eighth grade homemaking students. An instrument was designed by the investigator to obtain data concerning the student's attitudes toward the present home, images of a desired future home, and the factors influencing the attitudes and images. In designing a survey form, the investigator referred to instruments used in studies of housing attitudes by Antley (1) and Herring (9). A pilot survey form was administered to a group of Methodist Youth Fellowship girls who were typical of the final sample to test the clarity and comprehensiveness of the instrument. Minor corrections were made and the "Survey of Housing Attitudes" was administered to the eighth grade homemaking classes at Denton Junior High School and North Texas Laboratory School in Denton, Texas.

"The Survey of Housing Attitudes" is divided into three parts: personal information concerning the individual and the family, attitudes toward the present home, and images of a desired future home. The instrument is composed of 40 questions which the student answered by checking responses which

represented her thinking. Questions which related directly to the student's housing image were provided with a possible response of "I don't know" or "other" in the event that this aspect of the housing image had not been clearly formulated. Questions 42 and 43 were answered after the students studied posters of eight housing styles displayed at the front of the testing room.

The sample consisted of 156 eighth grade girls enrolled in the Denton Junior High School and 50 eighth grade girls enrolled in the North Texas Laboratory School. Total eighth grade enrollment in the Denton Junior High School was 366 and in the North Texas Laboratory School was 110. The Denton Public Schools require a non-vocational homemaking course on the eighth grade level and an elective vocational homemaking program on the high school level.

"The Survey of Housing Attitudes" was administered to the students early in the spring semester before the housing unit of the eighth grade homemaking curriculum was presented. The investigator purposefully chose this time because the attitudes and images of the students were desired before they were influenced by a study of the principles of housing. In presenting the "Survey of Housing Attitudes," the investigator explained the nature and purpose of the study. It was emphasized that there were no "right" or "wrong" answers to the questions and that the individual's own personal opinion was important.

A number was assigned and recorded for each survey form. Each response of each question was given a code number and the responses of each participant were recorded. The data were tabulated and statistically analyzed.

The socio-economic status of each of the participants was determined by the McGuire-White Index of Social Status--Short Form (14). A general conversion table was used in the determination. The total index score for each individual participant was secured from scaled ratings based on education, occupation, and source of income of the status parent of the family to be classified. The scores were weighted and added to get a total index score which was used to estimate the probable social status. The social status categories used were upper-class, upper-middle class, lower-middle class, upper-lower class, and lower-lower class.

Data were compiled and analyzed through use of numbers and percentages. The chi square technique was used to determine relationships.

A copy of the "Survey of Housing Attitudes" follows.

S U R V E Y O F H O U S I N G A T T I T U D E S

INSTRUCTIONS: Please read each statement or question carefully. Indicate your answer or answers by checking in the blank beside the appropriate response. There are no right or wrong answers. Please do not consult anyone on your answers: your own opinion and answer is desired.

1. Age:

☐ 12 years
☐ 13 years

☐ 14 years
☐ other (specify) _____

2. My school average is:

☐ A
☐ B

☐ C
☐ D or below

3. How many people, counting yourself, are living in your home at the present time?

☐ Two
☐ Three
☐ Four
☐ Five

☐ Six
☐ Seven
☐ Eight
☐ More than eight

4. The people who live in your home are:

☐ Father or stepfather
☐ Mother or stepmother
☐ Brothers, or step-brothers (Number) _____
☐ Sisters, or step-sisters (Number) _____
☐ Other adults (Number) _____

5. What is the highest level of education your parents have attained?

Father

Mother

☐ Eighth grade or less
☐ Attended high school, but did not graduate
☐ High school graduate
☐ Attended college, did not graduate
☐ College graduate
☐ Has Master's degree
☐ Has Doctor's degree
☐ Attended other school (nursing school, barber school, business school, or other)

☐
☐
☐
☐
☐
☐
☐

6. Are your parents employed?

Father: Yes ☐ No ☐
 Mother: Yes ☐ No ☐

7. For whom do your parents work?

Father

Mother

- ☐ Self-employed
☐ Residential employment
☐ City, state, or federal government
☐ A business or company
 (name _____)
☐ Don't know

☐
☐
☐
☐
☐

8. What is your father's exact job? (supervisor, engineer, accountant, doctor, clerk, truck driver, teacher, or other)

9. What is your mother's job? (secretary, clerk, teacher, nurse, homemaker, or other)

10. Did your mother

- ☐ take homemaking in junior high school?
☐ take homemaking in high school?
☐ take a home economics housing course in college?
☐ don't know?

11. Does your mother

- ☐ attend Home Demonstration club meetings?
☐ attend Young Homemakers' meetings?
☐ sponsor 4-H Club groups?
☐ Others (Name) _____?

12. Does your mother read regularly any of the following magazines?

- ☐ House Beautiful
☐ Better Homes and Gardens
☐ House and Gardens
☐ American Home
☐ Others _____

13. What is the main source of your family's income?

- ☐ inherited savings and investments
☐ savings investments earned by father and/or mother
☐ profits and fees from business or profession
☐ salary, monthly checks
☐ wages, hourly wages, weekly checks
☐ private relief, odd jobs
☐ public relief, welfare, Social Security
☐ don't know

14. In what kind of home do you live?

- ☐ a house
☐ an apartment
☐ a garage apartment
☐ a duplex
☐ a trailer
☐ other (Name) _____

15. Does your family rent or own its home?

- ☐ rent it
☐ own it
☐ buying it
☐ other (Explain _____)
☐ don't know

16. Where is your home located?

- ☐ in town
☐ within the city limits
☐ just outside city limits
☐ in the country

17. Which of the following does your home have?

- | | |
|---|---|
| <input type="checkbox"/> separate living room | <input type="checkbox"/> porches |
| <input type="checkbox"/> living-dining room combination | <input type="checkbox"/> central heat |
| <input type="checkbox"/> dining area in kitchen | <input type="checkbox"/> air condition- |
| <input type="checkbox"/> separate family room | <input type="checkbox"/> ing |
| <input type="checkbox"/> combined dining area and | <input type="checkbox"/> running water |
| <input type="checkbox"/> family room | <input type="checkbox"/> electricity |
| <input type="checkbox"/> fireplace | <input type="checkbox"/> gas heat |
| <input type="checkbox"/> laundry room | <input type="checkbox"/> electric heat |

18. From what type material was your home built?

- | | |
|---|---|
| <input type="checkbox"/> brick or stone | <input type="checkbox"/> cement blocks |
| <input type="checkbox"/> wood | <input type="checkbox"/> combination of |
| <input type="checkbox"/> siding | <input type="checkbox"/> brick or stone |
| <input type="checkbox"/> other (name) _____ | <input type="checkbox"/> and wood |

19. Within the last two years, has your family made any home improvements or remodeled? ☐ Yes ☐ No

20. Who planned the home improvements?

- | | |
|--|---|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Interior decora- |
| <input type="checkbox"/> Father | <input type="checkbox"/> tor |
| <input type="checkbox"/> Other (specify) _____ | <input type="checkbox"/> You |

21. How many bedrooms does your home have?

- | | |
|--------------------------------|---|
| <input type="checkbox"/> One | <input type="checkbox"/> Four |
| <input type="checkbox"/> Two | <input type="checkbox"/> More than four |
| <input type="checkbox"/> Three | |

22. Do you share a bedroom? ☐ Yes ☐ No

23. Do you like sharing a bedroom? ☐ Yes ☐ No

24. If you do not have a bedroom to yourself, with whom do you share?

- ☐ Sister (How many?) _____
☐ Brother (How many?) _____
☐ Adults (How many?) _____

25. What type of furniture does your home have?
☐ Modern and Contemporary ☐ Period or Traditional
☐ Early American ☐ Combination of types
☐ Don't know
26. Indicate the degree of your satisfaction with your home and its furnishings.
☐ extremely satisfied ☐ unsatisfied
☐ satisfied ☐ extremely dissatisfied
27. In regard to your present home, would you like to
☐ remodel it
☐ buy new furniture
☐ move
28. What do you like most about your present home?
☐ location ☐ the furnishings
☐ type of house ☐ other (Name) _____
☐ size of house
29. What do you like least about your present home?
☐ location ☐ the furnishings
☐ type of house ☐ other (Name) _____
☐ size of house
30. How much thought have you given to your future home?
☐ very much ☐ none
☐ some ☐ don't know
☐ very little
31. How much like your parents' home do you wish your future home to be?
☐ exactly the same ☐ completely different
☐ almost the same ☐ have not thought
☐ somewhat the same ☐ about it
32. After you are married, do you expect to:
☐ rent a house ☐ own a trailer
☐ rent an apartment ☐ don't know
☐ own a house
33. How soon after marriage do you expect to own your own home?
☐ 0-2 years ☐ 15-20 years
☐ 3-5 years ☐ do not expect to own
☐ 5-10 years ☐ don't know
34. Do you expect your first home to be
☐ brand new ☐ 10-20 years old
☐ 6 months to one year old ☐ 25-40 years old
☐ 2-5 years old ☐ 50 years or older
☐ 6-9 years old

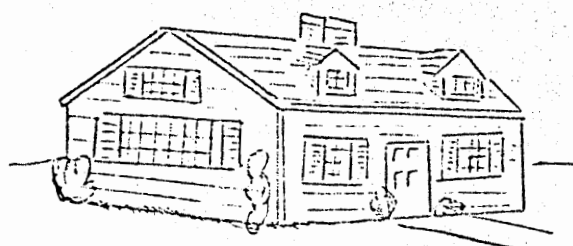
35. How much do you expect your first home to cost?
 ___ less than \$10,000 ___ \$40,000 or over
 ___ \$10,000-15,000 ___ do not expect to own
 ___ \$20,000-30,000 ___ don't know
36. Where do you expect your future home to be located?
 ___ in town ___ just outside city
 ___ within the city limits ___ limits
 ___ in the country
37. What type of material do you want the outside of your future home to be made?
 ___ brick or stone ___ cement blocks
 ___ wood ___ combination of brick
 ___ siding ___ or stone and wood
 ___ other (specify) _____
38. Which of the following do you want your future home to have?
 ___ separate living room ___ fireplace
 ___ living-dining room ___ porches
 ___ combination ___ central heat
 ___ dining area in kitchen ___ air conditioning
 ___ separate family room ___ running water
 ___ combined dining area ___ electricity
 ___ and family room ___ gas heat
 ___ entry hall ___ electric heat
 ___ laundry room
39. How many bedrooms do you plan for your future home?
 ___ One ___ Three
 ___ Two ___ Four or more
40. Do you expect your children to share a bedroom with some other family member? ___ Yes ___ No
41. What type of furniture do you want in your future home?
 ___ Modern or Contemporary ___ Period or Traditional
 ___ Early American ___ Combination of types
 ___ Don't know
42. Examine the types of houses illustrated on the posters displayed at the front of the room. Circle the number of the one which most closely resembles the house in which you are now living.
- 1 2 3 4 5 6 7 8

If none of these houses is like your present one, place a check here. _____

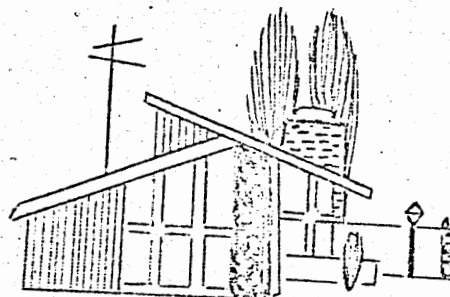
43. Which of the houses pictured on the posters is most like the house you have been picturing as the house you would like to have some day? (Place its number here.) _____

If you cannot decide (or cannot picture it), place a check here. _____

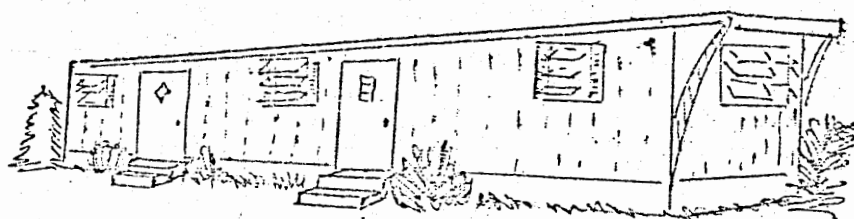
If none of the houses are like the house you have pictured, place a check mark here. _____



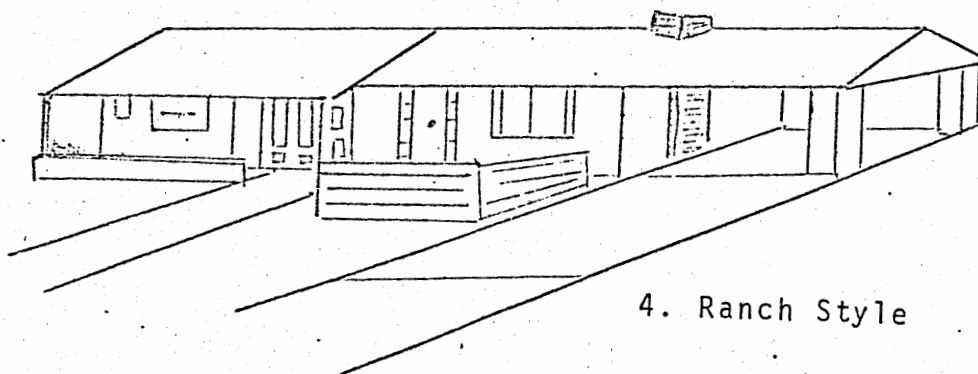
1. Cape Cod Cottage



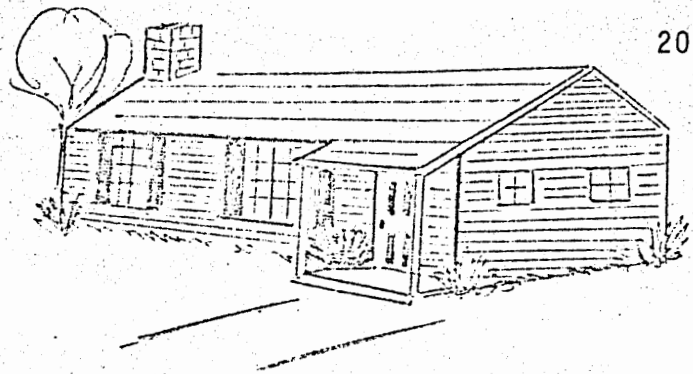
2. Modern-Contemporary



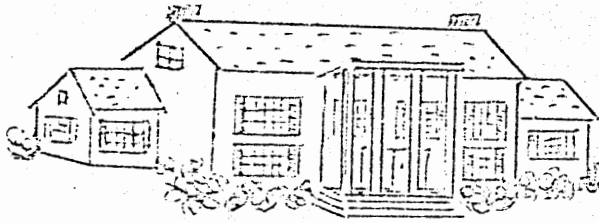
3. Trailer



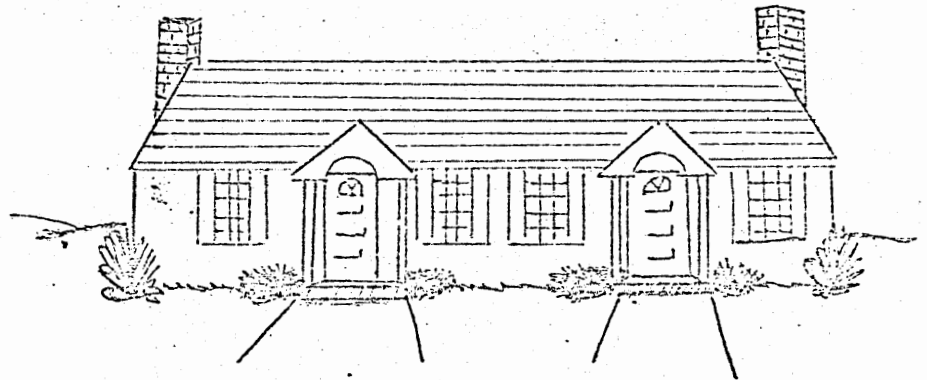
4. Ranch Style



5. Single Family



6. Colonial



7. Duplex



8. Apartment

CHAPTER III

DISCUSSION OF FINDINGS WITH PRESENTATION OF DATA

This study was designed to investigate the housing attitudes and images of eighth grade homemaking students enrolled in the Denton Junior High School and the North Texas Laboratory School. A survey form was developed by the author to obtain: 1) general information about the respondent and her family; 2) attitudes of the respondent toward the present home; and 3) images which the respondent held concerning a desired future home.

CHARACTERISTICS OF THE RESPONDENT AND THE FAMILY

One hundred and fifty-six eighth grade girls at Denton Junior High School and 50 eighth grade girls at North Texas Laboratory School enrolled in homemaking classes during the spring semester of 1968 were selected for this study. The ages of the girls ranged from 12 to 16 years; the average age was 13.67 years.

<u>Age of Girl</u>	<u>Number</u> (N=206)	<u>Per cent</u>
12	1	0.5
13	80	38.8
14	115	55.8
15 or older	10	4.9

Of the 206 eighth grade girls, only one (0.5 per cent) was 12 years of age. Eighty (38.8 per cent) girls were 13 years old, 115 (55.8 per cent) were 14 years old, and 10 (4.9 per cent) were 15 years or older.

Fifty-two per cent of the eighth grade homemaking students reported family size of two to four people and 48 per cent reported family size of five persons or more. The family size of the sample is shown below:

<u>Number in Family</u>	<u>Number</u> (N=206)	<u>Per cent</u>
2	12	5.8
3	34	16.5
4	62	30.1
5	42	20.4
6	32	15.5
7	9	4.4
8 or more	13	6.3
No response	2	1.0

Of the 206 respondents, 88.8 per cent were living with the father or step-father and 95.6 per cent were living with the mother or step-mother. Only 8.7 per cent reported having other adults living in the same household. Approximately 39.3 per cent of the respondents had one brother; 16.0 per cent had two brothers. One sister was reported by 39.3 per cent of the respondents, and 16.0 per cent reported having two sisters. One per cent had four sisters, 1.5 per cent

had five sisters, 0.5 per cent had six sisters, and 0.5 per cent had seven sisters.

Approximately half of the parents, 47.1 per cent of the fathers and 46.1 per cent of the mothers, continued education after graduation from high school. This is possibly due to the fact that family residence is in Denton, which has two universities. Fathers with a doctor's degree were reported by 11.7 per cent of the respondents. The fathers of a much smaller percentage of the girls, 5.8 per cent, held a master's degree and fathers of 16.0 per cent of the girls held a bachelor's degree. In comparison, 0.5 per cent of the mothers held a doctor's degree, 4.4 per cent held a master's degree and 18.4 per cent held a bachelor's degree. Trade school such as nursing school, barber school, or business school was attended by 3.4 per cent of the fathers and 7.3 per cent of the mothers. High school graduation was reported as the highest educational attainment for 21.4 per cent of the fathers and 28.7 per cent of the mothers. Only 26.2 per cent of the fathers and 22.3 per cent of the mothers had less than a high school education. Educational attainment of both parents is illustrated in Figure I.

The home economics educational level of the mother was found to be very high. A majority, 71.4 per cent, of the mothers had taken a course in home economics either in junior high school, high school, or college. Only a small percentage,

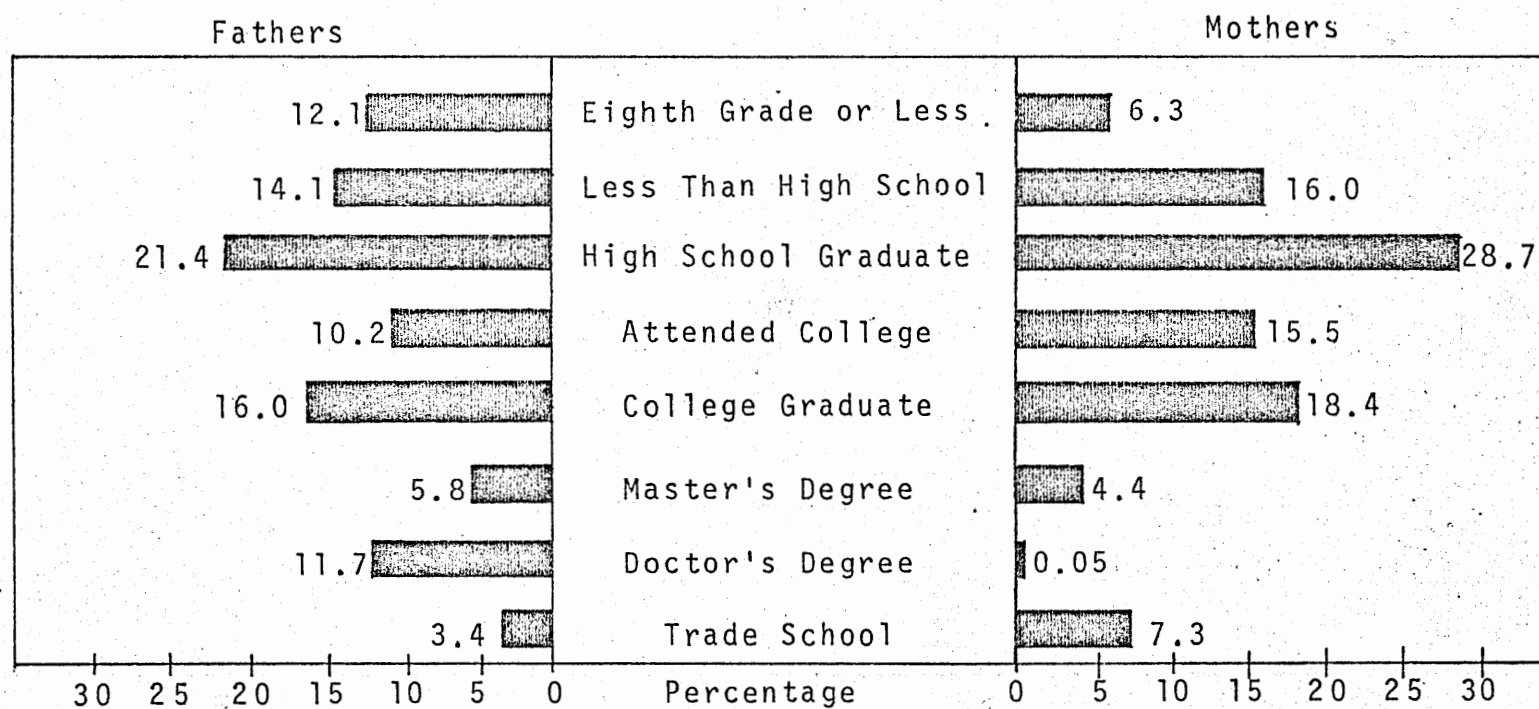


FIGURE I

EDUCATIONAL ATTAINMENT OF PARENTS

5.3 per cent, of the students reported that the mother did not take any home economics courses. However, 23.3 per cent of the students checked "don't know" in response to this question concerning the home economics education of the mother.

In addition to the direct question concerning the home economics education of the mother, two other questions were asked in order to determine whether the mother had information about the principles of housing from another source. Only 9.8 per cent reported the mother's participation in Home Demonstration Club, Young Homemakers' Club, Garden Club, or 4-H Club from which a study of housing principles and concepts could have been obtained. One hundred and forty-four students (80.5 per cent) indicated that the mothers read magazines containing knowledge about housing. Of the magazines listed, Better Homes and Gardens appeared to be the most popularly read housing magazine; 34.3 per cent of the students reported that mothers read it regularly.

Below is listed the students' responses concerning the magazines read regularly by the mothers.

<u>Magazine</u>	<u>Number</u> (N=303)	<u>Per cent</u>
House Beautiful	20	6.6
Better Homes and Gardens	104	34.3
House and Garden	45	14.9
American Home	48	15.8
Others		
McCalls	26	8.6
Redbook	8	2.6
Ladies Home Journal	9	3.0
Woman's Day	12	3.9
Family Circle	15	5.0
Good Housekeeping	16	5.3

Approximately 93 per cent of the fathers were employed; whereas only 54 per cent of the mothers were employed. Of the fathers who work, 42.2 per cent worked for a business or firm, 26.7 per cent worked for either the city, state, or Federal government, 21.4 per cent were self-employed, and 3.4 per cent were employed in a domestic service of a private residence. Of the mothers who were employed, 23.3 per cent worked for a business or firm, 20.9 per cent worked for the city, state, or Federal government, 5.3 per cent were self-employed, and 4.9 per cent were employed in a domestic service of a private residence.

Occupations of the fathers were classified according to the McGuire-White Measurement of Social Status (14).

Levels I and II include occupations of a professional rank such as lawyers, physicians, and teachers, people who have at least a four year college degree. Levels III and IV include occupations which do not require a four year college degree and highly skilled occupations such as foremen, electricians, and carpenters. Levels V and VI are composed of semi-skilled and unskilled workers. Of the 206 respondents, 29.6 per cent reported the father's occupation as being in Levels I and II; 31.6 per cent of the fathers engaged in occupations in Levels III and IV; and 27.1 per cent in Levels V and VI. Occupations of approximately 11.7 per cent of the fathers could not be classified.

<u>Occupational Level of Father</u>	<u>Number (N=206)</u>	<u>Per cent</u>
I and II	61	29.6
III and IV	65	31.6
V and VI	56	27.1
No response	24	11.7

Occupations of the mothers were also classified according to the McGuire-White Measurement of Social Status (14). Approximately 16.5 per cent of the mothers were engaged in occupations which were classified in Levels I and II; 13.6 per cent had followed occupations classified in Levels III and IV; and 18.9 per cent in Levels V and VI. Of the 206 respondents, 91 reported the mother as being a homemaker and

not working outside of the home. Classification of occupations of the mother are shown below.

<u>Occupational Level of Mother</u>	<u>Number (N=206)</u>	<u>Per cent</u>
I and II	34	16.5
III and IV	28	13.6
V and VI	39	18.9
Homemaker	91	44.2
No response	14	6.8

The family's main source of income was indicated as monthly checks by 49.5 per cent of the respondents. Weekly checks were named as the source of income by 25.2 per cent of the respondents. Profits and fees from a business or profession were given as the family's source of income by 11.7 per cent of the respondents. Only 2.9 per cent indicated that savings and investments were a part of the family income. Two per cent indicated that the family depended upon private or public relief, welfare, or Social Security as a source of family income.

The socioeconomic status of the respondents was determined by the McGuire-White Index of Social Status--Short Form (14). Occupation, education, and source of income of the status parent (parent who supplied bulk of family income, usually the father) were used in determining the probable social status of each respondent's family. All of the social

class levels were represented in the sample; however, the majority of the respondents were in the upper-middle, lower-middle, or upper-lower class families.

Only six families, or 2.9 per cent, were found to be in the upper social class. Approximately 28.6 per cent of the families were in the upper-middle class, whereas 26.7 per cent were in the lower-middle class. The upper-lower class contained 31.7 per cent and the lower-lower class contained 6.3 per cent of the families. Because of a lack of complete responses, social status could not be computed for the remaining 3.8 per cent of the families. The social status distribution of the entire sample is shown in Table I.

THE PRESENT HOUSING OF EIGHTH GRADE GIRLS

Features of the Present Home

Table II contains a summary of the findings of the study relating to the features of the house presently occupied by the respondents. Of the 206 respondents, 92.7 per cent lived in a house rather than an apartment, duplex, or trailer. The family residence was owned by 44.2 per cent, being purchased by 30.6 per cent, and being rented by 20.9 per cent. Three (1.4 per cent) respondents reported the present home as the Cumberland Presbyterian Children's Home and 2.9 per cent did not answer this question concerning present home.

TABLE I
SOCIAL STATUS OF FAMILIES OF EIGHTH GRADE
HOMEMAKING STUDENTS

Relative Status Class	Social Class Prediction	Number (N=206)	Per cent
A+	Upper	0	0.0
A		1	0.5
A-		5	2.4
B+	Upper-middle	19	9.2
B		25	12.1
B-		15	7.3
C+	Lower-middle	16	7.8
C		20	9.7
C-		19	9.2
D+	Upper-lower	26	12.6
D		26	12.6
D-		13	6.5
E+	Lower-lower	7	3.4
E		2	1.0
E-		4	1.9
No response		8	3.8

TABLE II
FEATURES OF THE HOUSES PRESENTLY OCCUPIED BY EIGHTH
GRADE HOMEMAKING GIRLS

Features	Responses of Students	
	Number	Per cent
Type of home		
House	191	92.7
Apartment	5	2.4
Duplex	4	1.9
Trailer	2	1.0
Other	3	1.5
No response	1	0.5
Housing status		
Rent	43	20.9
Own	91	44.2
Buying	63	30.6
Other	3	1.4
Don't know	6	2.9
Location		
In town	86	41.8
Within city limits	96	46.6
Just outside city limits	12	5.8
In the country	12	5.8
Outside composition of house		
Brick or stone	82	39.9
Wood	51	24.8
Siding	12	5.8
Cement blocks	4	1.9
Combination of brick, stone, and wood	52	25.2
Other	4	1.9
No response	1	0.5
Number of bedrooms		
One	3	1.5
Two	26	12.6
Three	121	58.7
Four	51	24.8
Five or more	5	2.4

TABLE II (Continued)
 FEATURES OF THE HOUSES PRESENTLY OCCUPIED BY EIGHTH
 GRADE HOMEMAKING GIRLS

Features	Responses of Students	
	Number	Per cent
Other features		
Separate living room	140	68.0
Living-dining room combination	58	28.2
Dining area in kitchen	127	62.1
Separate family room	83	40.3
Combined dining area and family room	38	18.4
Fireplace	73	35.4
Laundry room	94	45.6
Porches	173	83.9
Central heat	129	62.6
Air conditioning	157	76.2
Running water	198	96.1
Electricity	197	95.6
Gas heat	149	72.3
Electric heat	43	20.9
Type furniture		
Modern-Contemporary	42	20.4
Early American	45	21.8
Period or Traditional	11	5.3
Combination of types	86	41.8
Don't know	22	10.7
House style		
Cape Cod cottage	12	5.8
Modern-Contemporary	11	5.3
Trailer	2	1.0
Ranch style	52	25.3
Single family	60	29.1
Colonial	25	12.1
Duplex	6	3.0
Apartment	5	2.4
None like mine	32	15.5
No response	1	0.5

Eighty-eight per cent of the students' homes were located in town. Approximately 5.8 per cent of the homes were located just outside the city limits, and 5.8 per cent were located in the country. The exterior of 89.9 per cent of the homes was brick, stone, wood, or a combination of these three materials. A little over half, 58.7 per cent, of the respondents occupied homes containing three bedrooms, and 24.8 per cent had homes with four bedrooms. Of the 206 respondents, 104 (68.0 per cent) indicated that the present home had a separate living room. Only 28.2 per cent indicated having a combined living-dining room. Sixty-two per cent of the houses had a dining area in the kitchen. A separate family room was reported in 40.3 per cent of the homes; whereas 18.4 per cent of the homes contained a combined dining area and family room. Only 35.4 per cent of the homes had a fireplace. A laundry room was reported in 45.6 per cent of the homes. Eighty-four per cent of the houses had porches. Central heat was reported in 62.6 per cent, and air conditioning in 76.2 per cent of the homes. Ninety-six per cent reported having running water and only 95.6 per cent had electricity in the home. Gas heat was used in 72.3 per cent of the homes of the respondents.

In regard to furnishings of the present homes, 41.8 per cent used a combination of styles, 21.8 per cent used Early American, 20.4 per cent used Modern or Contemporary, and 5.3

per cent used Period or Traditional furniture. The house styles most frequently reported by the respondents were single family (29.1 per cent) and ranch style (25.3 per cent). Fifteen per cent of the respondents indicated that the present dwelling was not illustrated on the posters.

Table III contains a summary of the findings of an investigation of the relationship between family social status and features of the present home. The social status classes were divided into three groups: upper class and upper-middle class (Levels A and B), lower-middle class (Level C), and upper-lower class and lower-lower class (Levels D and E). Features of the present home were analyzed according to the three levels. Because there was a lack of complete responses to questions concerning occupation, education, and income of the status parent, social status could be computed for 198 of the 206 respondents.

A highly significant difference was found by the chi square method in social class and the indication of possession of a separate living room in the present home. A larger proportion of higher social class families indicated having a separate living room than did the lower social class families. Social status was found to be highly significant in the possession of a living-dining room combination. Again, a higher proportion of higher social classes indicated having a living-dining room combination. A high proportion of the lower class

TABLE III
RELATION OF FAMILY SOCIAL STATUS TO FEATURES
OF PRESENT HOME

Features	Social Class Level			
	A and B (N=65)	C (N=55)	D and E (N=78)	Total (N=198)
<u>Separate living room</u>				
Indicated having	41	25	57	123
Did not indicate having	24	30	21	75
$X^2=10.595$ D/F 2 $P=<.01$				
<u>Living-dining room combination</u>				
Indicated having	22	22	11	55
Did not indicate having	43	33	67	143
$X^2=13.726$ D/F 2 $P=<.01$				
<u>Dining area in kitchen</u>				
Indicated having	39	27	46	112
Did not indicate having	26	28	32	86
$X^2=1.736$ D/F 2 N.S.				
<u>Separate family room</u>				
Indicated having	31	17	25	73
Did not indicate having	34	38	53	125
$X^2=4.842$ D/F 2 N.S.				
<u>Combined dining area and family room</u>				
Indicated having	15	10	3	28
Did not indicate having	50	45	75	170
$X^2=11.757$ D/F 2 $P=<.01$				
<u>Fireplace</u>				
Indicated having	31	20	12	63
Did not indicate having	34	35	66	135
$X^2=17.73$ D/F 2 $P=<.01$				

TABLE III (Continued)
RELATION OF FAMILY SOCIAL STATUS TO FEATURES
OF PRESENT HOME

Features	Social Class Level			
	A and B (N=65)	C (N=55)	D and E (N=78)	Total (N=198)
Laundry room				
Indicated having	33	29	26	88
Did not indicate having	32	26	52	110
$X^2=6.536$ D/F 2 $P=<.05$				
Porches				
Indicated having	56	48	57	161
Did not indicate having	9	7	21	37
$X^2=5.728$ D/F 2 N.S.				
Central heat				
Indicated having	52	33	33	118
Did not indicate having	13	22	45	80
$X^2=21.005$ D/F 2 $P=<.01$				
Air conditioning				
Indicated having	58	44	44	146
Did not indicate having	7	11	34	52
$X^2=21.243$ D/F 2 $P=<.01$				
Running water				
Indicated having	64	44	64	172
Did not indicate having	1	11	14	26
$X^2=11.639$ D/F 2 $P=<.01$				
Electricity				
Indicated having	61	47	70	181
Did not indicate having	1	8	8	17
$X^2=6.945$ D/F 2 $P=<.05$				

TABLE III (Continued)
 RELATION OF FAMILY SOCIAL STATUS TO FEATURES
 OF PRESENT HOME

Features	Social Class Levels			
	A and B (N=65)	C (N=55)	D and E (N=78)	Total (N=198)
Gas heat				
Indicated having	45	42	56	143
Did not indicate having	20	13	22	55
$\chi^2 = .765$ D/F 2 N.S.				
Electric heat				
Indicated having	9	13	13	35
Did not indicate having	56	42	65	163
$\chi^2 = 2.079$ D/F 2 N.S.				

did not indicate that this feature was found in the home. Social status was not found to be significant in the possession of a dining area in the kitchen. Neither was social status found to be significant in the indication of possession of a separate family room. However, there was a trend for the lower social class not to indicate having this feature. Social status appeared to be highly significant in the possession of a combined dining area and family room. Students of lower social status did not indicate having a combined dining area and family room; whereas, those of higher social status did indicate having a combined dining area and family room. A significantly higher proportion of the upper class, upper-middle class, and lower-middle class indicated having fireplaces in the present home than did the upper-lower and lower-lower class families. A significant difference was found between the indication of possession of a laundry room and family social status. The upper class, upper-middle class, and lower-middle class families indicated having a laundry room but the upper-lower and lower-lower class families did not. Social status of the family did not appear to affect the possession of porches on the present home. Central heat was indicated in a more highly significant proportion of the higher social class homes than in the lower social status homes. A significantly larger proportion of the higher social class families indicated possession of air conditioning than did the lower social class families. The

same was true for running water. A larger proportion of the lower social status families did not indicate having running water in the present home whereas the higher social status families did have running water. One person from the upper class and upper-middle class did not indicate that the family had running water. The author assumes that this was an error on the part of the respondent. Possession of electricity in the present home was found to be significantly different among the different social classes. A proportion of the lower social status families did not tend to indicate having electricity. A non-significant difference was found between social status and indication of possession of gas or electric heat.

Students in all three social status levels indicated that the present home was furnished with a combination of furniture styles. About one-third of those in the lower social status group indicated that the homes were furnished with Modern-Contemporary furniture.

<u>Furniture Style</u>	<u>Social Class Level</u>		
	<u>A and B</u> (N=65)	<u>C</u> (N=55)	<u>D and E</u> (N=78)
Modern-Contemporary	12	9	21
Early American	16	11	18
Period or Traditional	4	2	3
Combination of styles	27	31	25
No response	6	2	11

Over half (48.7 per cent) of the respondents' houses had three bedrooms and approximately 25.0 per cent had four bedrooms. The number of bedrooms was closely related to the number in the family and to social status class as shown in Table IV. The larger number in the family and the higher the social status, the greater the tendency for the family to have three, four, and five bedrooms. An interesting observation is that seven families of five or more people occupy a house with only one or two bedrooms.

Approximately 54.4 per cent of the respondents reported that the bedroom occupied by the student was not shared with another family member. Bedrooms were shared by 45.1 per cent of the respondents. Approximately 0.5 per cent of the students did not respond to this question. Of the respondents who do share a bedroom, 36.9 per cent share with one sister, 3.4 per cent share with two sisters, 1.0 per cent share with three sisters, 1.9 per cent share with one brother, and 1.9 per cent share with one or more adults. Of the 206 respondents, only 29.1 per cent indicated that they liked sharing the bedroom and 49.0 per cent disliked sharing the bedroom. Approximately 21.9 per cent of the respondents did not answer this question.

Analysis of the relationships of the response between sharing the bedroom and 1) social status, 2) liking or disliking sharing the bedroom, and 3) plans for the respondent's

TABLE IV
FACTORS AFFECTING NUMBER OF BEDROOMS
IN PRESENT HOME

Factor	Number of Bedrooms			
	1 and 2	3	4 and 5	Total
Number in family				
2 to 4 people	22	76	16	114
5 or more people	7	45	38	90
Total	29	121	54	204
$\chi^2=22.219$ D/F 2 $P=<.01$				
Social Status				
Level A and B	1	33	31	65
Level C	8	33	14	55
Level D and E	16	51	11	78
Total	25	117	56	198
$\chi^2=25.836$ D/F 4 $P=<.01$				

future children to share the bedroom with another family member was made. The analysis indicated fewer respondents of the higher social status sharing the bedroom with another family member than those in lower status classes. A higher proportion of the lower social class respondents shared the bedroom than did not. The differences were highly significant; however, there were some respondents in all social classes who did share a bedroom. In response to the question "Do you like sharing your bedroom?" the difference between those who share and those who do not was highly significant. The respondents who share a bedroom tend to like sharing it. Those who do not share a bedroom do not like to share it. An interesting difference was found between the respondents who do share and those who do not share as to the plans for the future children's sharing of the bedroom. Those girls who share a bedroom now plan for their future children to share; this indicated a favorable attitude toward sharing the bedroom. However, those who do not share a bedroom do not plan for their future children to share; this indicated a negative attitude toward sharing. Analysis of social status, sharing the bedroom, and plans for future children are shown in Table V.

Attitudes Toward the Present Home

A majority, 87.9 per cent, of the students reported "satisfaction" or "extreme satisfaction" with the present

TABLE V
FACTORS AFFECTING STUDENTS' SHARING OF BEDROOM

Factor	Do you share your bedroom?		
	Yes	No	Total
Social status			
Level A and B	16	49	65
Level C	23	32	55
Level D and E	47	31	78
Total	86	112	198
$X^2=18.336$ D/F 2 $P=<.01$			
Do you like sharing bedroom			
Yes	50	10	60
No	40	61	101
Total	90	71	161
$X^2=27.586$ D/F 1 $P=<.01$			
Do you plan for your children to share their bedrooms?			
Yes	28	18	46
No	64	90	154
Total	92	108	200
$X^2=4.509$ D/F 1 $P=<.05$			

home and only 12.1 per cent of the students reported "dissatisfaction" with the present home. The degree of satisfaction with the present home is shown below:

<u>Degree of Satisfaction With Present Home</u>	<u>Number (N=206)</u>	<u>Per cent</u>
Extremely satisfied	54	26.2
Satisfied	127	61.7
Dissatisfied	22	10.7
Extremely dissatisfied	3	1.4

Respondents were asked what was liked most about the present home. Fifty-five students (26.6 per cent) indicated that the present location was the most liked feature of the present home. Fourteen per cent of the students indicated the size of the present home was most satisfactory. Approximately 9.2 per cent liked the furnishings of the present home best; whereas 7.8 per cent liked the type of house. The remaining respondents indicated all of the above mentioned features as things most liked about the present house.

Least liked feature about the present home was indicated as the size by 23.3 per cent of the respondents. The location was also least liked by 23.3 per cent of the respondents. The type of house was disliked most by 12.6 per cent of the respondents and the furnishings were disliked by 11.7 per cent. Approximately 25 per cent did not respond to this question.

In response to the question concerning what the respondent would like to change about the present home, 26.7 per cent indicated that they would like to move. Remodeling the present home was preferred by 25.7 per cent of the respondents, and 21.9 per cent would like to buy new furniture.

<u>In Regard to the Present Home, Would Like to:</u>	<u>Number (N=206)</u>	<u>Per cent</u>
Remodel	53	25.7
Buy new furniture	45	21.9
Remodel and buy furniture	5	2.4
Buy new furniture and move	8	3.9
Move	55	26.7
No response	40	19.4

Slightly over 70 per cent of the respondents indicated that the family had remodeled or made improvements in the present home within the past two years. Only 28.2 per cent of the respondents reported that no remodeling had been done during the past two years. Analysis of the relation between social status and the remodeling or improving of the present home indicated that there was no significant difference between social classes. However, there was less remodeling

among the upper class and upper-middle class families than among those in the other groups.

<u>Social Status</u>	<u>Remodeling or Improvements</u>	
	<u>Yes</u>	<u>No</u>
Level A and B	39	26
Level C	37	15
Level D and E	61	17
Total	137	58
$\chi^2 = 5.689$ D/F 2 N.S.		

Students indicated that improvements were planned jointly by both the mother and father in 31.1 per cent of the homes. Planning was done by the father in only 13.6 per cent of the homes and by the mother in 13.1 per cent of the homes. The respondent was included in the planning of home improvements by 11.6 per cent of the families. An interior decorator was consulted by 6.3 per cent of the families. Another family member or a builder planned improvements in 2.3 per cent of the homes. No responses were given to the question concerning remodeling and improvements by 33.5 per cent of the respondents.

A chi square analysis was done on the factors which affect the satisfaction with the present home. Findings from the analysis are summarized in Table VI.

TABLE VI
SUMMARY OF FACTORS AFFECTING SATISFACTION OF PRESENT HOME

Factors	Satisfied	Dissatisfied	Total
Educational attainment of father			
<High school	48	6	54
High school graduate	39	5	44
Attended college	14	7	21
College graduate	73	3	76
Total	174	21	195
$X^2=14.511$ D/F 3 P=<.01			
Educational attainment of mother			
<High school	32	14	46
High school graduate	53	6	59
Attended college	30	2	32
College graduate	59	2	61
Total	174	24	198
$X^2=20.079$ D/F 3 P=<.01			
Number in family			
2 to 4 people	92	16	108
5 or more people	87	9	96
Total	179	25	204
$X^2=.986$ D/F 1 N.S.			
Occupational level of father			
I and II	55	6	61
III and IV	54	11	65
V and VI	51	5	56
Total	160	22	182
$X^2=2.336$ D/F 2 N.S.			
Social class level			
Level A and B	60	5	65
Level C	43	11	54
Level D and E	69	9	78
Total	172	25	197
$X^2=4.316$ D/F 2 N.S.			

TABLE VI (Continued)

SUMMARY OF FACTORS AFFECTING SATISFACTION OF PRESENT HOME

Factors	Satisfied	Dissatisfied	Total
Home economics education of mother			
Took home economics course	126	21	147
Did not take home economics	55	4	59
Total	181	25	206
$X^2=1.620$ D/F 1 N.S.			
Housing magazines read by mother			
Reads housing magazines	144	21	165
Does not read magazines	36	4	40
Total	180	25	205
$X^2=.047$ D/F 1 N.S.			
Home improvements or re-modeling within past two years			
Have remodeled	127	18	145
Have not remodeled	51	7	25
Total	178	25	203
$X^2=.036$ D/F 2 N.S.			
Bedroom shared with another family member			
Shares bedroom	73	20	93
Does not share bedroom	108	4	112
Total	181	24	205
$X^2=14.080$ D/F 1 $P<.01$			
Improvements desired of present home			
Remodeling	52	6	58
Buy new furniture	49	8	57
Move	55	5	60
Total	156	19	175
$X^2=.991$ D/F 2 N.S.			

Chi square analysis of the data revealed that satisfaction or dissatisfaction with the present home is influenced by the educational attainment of the parents. A highly significant difference was found between the educational attainment of the father and the satisfaction of the respondent with the present home. Of all the educational levels, more people were satisfied with the present home than were dissatisfied. However, there was a highly significant trend for the respondents with fathers having higher education to be more satisfied with the present home. A trend also existed toward respondents with parents who attended college but did not graduate to be less satisfied with the present home than respondents whose fathers were college graduates. The educational attainment of the mother also was highly significant in affecting the respondent's satisfaction with the present home. The trend was toward being more satisfied with the present home where the educational attainment of the mother was higher. The dissatisfied respondents' mothers tended to have lower educational attainment and the most satisfied respondents' mothers were college graduates.

Family size was found to be non-significant in affecting the satisfaction of the respondent with the present home. However, a higher proportion of larger families (five or more people) tended to be satisfied than were smaller families.

Chi square analysis showed occupational level of the father to be non-significant in affecting the respondent's satisfaction with the present home. A higher proportion of the respondents whose father's occupation appeared in Level III and IV tended to be dissatisfied with the present home.

Satisfaction with present home was not found to be influenced by the social status of the family. Home economics education of the mother also was found to be a non-significant factor in this study. However, of the 147 mothers who took a course in home economics 126 daughters were satisfied with the present home. Of the 59 mothers who did not take home-making, 55 of the daughters were satisfied. Chi square analysis did not show that the mother reading housing magazines regularly was a significant factor in the daughter's satisfaction with the home. Of the 165 mothers who did read regularly a magazine from which a knowledge of the principles of housing could come, 144 of the daughters were satisfied with the home. Of the 40 mothers who did not read regularly housing magazines, 36 of the daughters were satisfied with the present home.

Remodeling or improving the present home within the past two years was not a significant factor in the satisfaction or dissatisfaction of the present home. Neither did the proportion of satisfied and dissatisfied respondents differ according to the desire to remodel, buy new furniture, or move from the present home.

Bedrooms were shared by 45.1 per cent of the respondents. Of the 206 respondents, only 29.1 per cent indicated that they liked sharing the bedroom and 49.0 per cent indicated a dislike for sharing the bedroom. Further analysis revealed that the respondents who share the bedroom like to share it and those who do not share the bedroom do not like to share it. Chi square computation indicated a highly significant difference existed between the satisfaction with present home and sharing of the bedroom with another family member. Respondents sharing a bedroom tended to be dissatisfied with the present home. A high proportion of the respondents not sharing the bedroom were more satisfied than the other group.

THE HOUSING IMAGE OF EIGHTH GRADE STUDENTS

Thought Given to Future Home

The "housing image" as defined in Chapter I is a mental picture or vision of one's future home. When the survey form was answered a large majority, 83.0 per cent, of the eighth grade homemaking students indicated that some thought had been given to a future home and that the "image house" had

been established in the minds of the students. Amount of thought given to a desired future home is shown below.

<u>Amount of Thought Given to Desired Future Home</u>	<u>Number (N=206)</u>	<u>Per cent</u>
Very much	72	34.9
Some	99	48.1
Very little	22	10.7
None	8	3.9
Don't know	5	2.4

Four factors were investigated for their significance in determining the amount of thought the respondent had given to the desired image home. Satisfaction or dissatisfaction with the present home apparently did not have a direct effect upon the amount of thought which had been given to the image house: a large majority of both the satisfied and dissatisfied respondents indicated much thought had been given to the image house.

<u>Satisfaction of Home</u>	<u>Thought Given to Future Home</u>			
	<u>Very Much</u>	<u>or Some</u>	<u>Little or</u>	<u>None</u>
	<u>Number</u>	<u>Per cent</u>	<u>Number</u>	<u>Per cent</u>
Satisfied	149	72.3	32	15.5
Dissatisfied	22	10.7	3	1.5
Total	171	83.0	35	17.0

A chi square analysis showed that the home economics education of the mother did not significantly influence the

respondent in the amount of thought given to future home. The sample is apparently satisfied with the present home, yet gives much thought to the future image house. A non-significant difference between social status and thought given to future image house was found. A trend was indicated toward a higher proportion of the respondents from the higher social class giving more thought to the future home than of respondents from the lower social class; however, this could not be determined statistically. Family size does not significantly affect the amount of thought the respondent has given to the image house. A higher proportion of respondents from smaller families had given less thought to the image house (Table VII).

Features of the Image House

Table VIII contains a summary of the findings relating to the features of the housing images of eighth grade home-making students enrolled in the Denton Junior High School and the North Texas Laboratory School during the spring semester of 1968. From a study of the data in Table VIII, the following housing images were formulated.

Over one-half of the respondents, 57.8 per cent, expect to begin housekeeping in an owned house; but, only 7.3 per cent expect to begin housekeeping in a rented house. A rented apartment was visualized by 20.9 per cent. Home

TABLE VII
SUMMARY OF FACTORS AFFECTING AMOUNT OF THOUGHT
GIVEN TO IMAGE HOUSE

Factors	Amount of thought given to future house		
	Some or Much	Very Little or None	Total
Homemaking education of mother			
Took home economics classes	122	25	147
Did not take home economics	49	10	59
Total	171	35	206
$X^2=0$ D/F 1 N.S.			
Social class level			
A and B	49	17	66
C	35	20	55
D and E	49	28	77
Total	133	65	198
$X^2=2.276$ D/F 2 N.S.			
Family size			
2 to 4 people	105	23	128
5 or more people	65	11	76
Total	170	34	204
$X^2=.2170$ D/F 1 N.S.			

TABLE VIII
 FEATURES OF THE IMAGE HOUSE PICTURED BY EIGHTH
 GRADE HOMEMAKING GIRLS

Features	Responses of Students	
	Number	Per cent
Place to begin housekeeping		
Rented house	15	7.3
Rented apartment	43	20.9
Owned house	119	57.8
Owned trailer	3	1.4
Don't know	26	12.6
Home ownership expected within following number of years after marriage		
0-2 years	47	22.8
3-5 years	70	34.0
5-10 years	31	15.0
15-20 years	10	4.9
Do not expect to own	4	1.9
Don't know	44	21.4
Age of first home		
New	82	39.8
6 months to one year	35	17.0
2-5 years	55	26.7
6-9 years	16	7.8
10-20 years	3	1.4
50 years or older	2	1.0
No response	13	6.3
Cost of first home		
Less than \$10,000	9	4.4
\$10,000-15,000	43	20.9
\$20,000-30,000	48	23.3
\$40,000 or over	18	8.7
Do not expect to own	2	1.0
Don't know	86	41.7
Location of first home		
In town	29	14.1
Within city limits	91	44.1
Just outside city limits	22	10.7
In country	56	27.2
No response	8	3.9

TABLE VIII (Continued)
 FEATURES OF THE IMAGE HOUSE PICTURED BY EIGHTH
 GRADE HOMEMAKING GIRLS

Features	Responses of Students	
	Number	Per cent
Outside composition of house		
Brick or stone	127	61.7
Wood	8	3.9
Cement blocks	3	1.4
Combination of brick, stone and wood	62	30.1
Other	4	1.9
No response	2	1.0
Number of bedrooms		
One	1	0.5
Two	10	4.9
Three	79	38.3
Four or more	112	54.4
No response	4	1.9
Other features desired		
Separate living room	154	74.8
Living-dining room combination	49	23.8
Dining area in kitchen	99	48.1
Separate family room	142	68.9
Combined dining area and family room	42	20.4
Entry hall	183	88.8
Laundry room	191	92.7
Fireplace	192	93.2
Porches	179	86.9
Central heat	181	87.9
Air conditioning	196	95.1
Running water	103	98.5
Electricity	196	95.1
Gas heat	102	49.5
Electric heat	66	32.0

TABLE VIII (Continued)

FEATURES OF THE IMAGE HOUSE PICTURED BY EIGHTH
GRADE HOMEMAKING GIRLS

Features	Responses of Students	
	Number	Per cent
Type furniture		
Modern or Contemporary	72	35.0
Early American	64	31.0
Period or Traditional	12	5.8
Combination of types	24	11.7
Don't know	33	16.0
No response	1	0.5
House style		
Cape Cod cottage	2	1.0
Modern-Contemporary	72	35.0
Trailer	0	0.0
Ranch style	37	18.0
Single family	5	2.4
Colonial	52	25.2
Duplex	3	1.5
Apartment	1	0.5
Cannot decide	15	7.2
None like it	18	8.7
No response	1	0.5

ownership was expected by 22.8 per cent within the first two years of marriage. Thirty-four per cent expected home ownership within three to five years of marriage and 15 per cent did not know when home ownership was expected. A new home was pictured as the first home by 39.8 per cent of the students. Seventeen per cent expected the first home to be under one year old and 26.7 per cent expected the age of the house to be between two and five years old. Slightly less than half (41.7 per cent) of the eighth grade girls had no idea of the cost of the image house. Forty-four per cent of the respondents desired the first home to cost between \$10,000 and \$30,000. The image home would be located within the city limits by 44.1 per cent of the respondents. Twenty-seven per cent preferred the country and approximately 11 per cent preferred the first home to be located just outside the city limits. Fourteen per cent would locate the house in town. Approximately 91.8 per cent desired the exterior of the image house to be brick, stone, or wood or a combination of these three materials.

The house pictured by the eighth grade girls would have three (38.3 per cent) or four (54.4 per cent) bedrooms. Of the 206 respondents, 154 (74.8 per cent) desired a separate living room. Twenty-three per cent desired a living-dining room combination. A dining area in the kitchen was preferred by 48.1 per cent of the students. A separate family room was

pictured by 68.9 per cent of the respondents whereas 20.4 per cent desired a combined dining area and family room. An entry hall was desired by 88.8 per cent. The laundry room was also very highly expected in the image house by 92.7 per cent of the girls. Another popular feature of the image house was a fireplace (93.2 per cent). Approximately 86.9 per cent of the respondents expected to have porches on the image house. Eighty-seven per cent of the respondents desired central heat and 95.1 per cent expected to have air conditioning. Running water (98.5 per cent) and electricity (95.1 per cent) was desired in the image house. Gas heat was preferred by 49.5 per cent of the girls whereas electric heat was preferred by 32 per cent. Modern or Contemporary (35.0 per cent) and Early American (31.0 per cent) were popular choices of furniture styles in the image house. Sixteen per cent did not yet know what type furniture was desired. Although the style of house was not clearly formulated by approximately 16.6 per cent, the Modern-Contemporary (35.0 per cent) and the Colonial (25.2 per cent) were selected as desirable. Eighteen per cent of the students preferred a ranch style image house.

Relationship of Social Status and Features of Image House

Table IX contains a summary of the findings concerning the relationship between the family social status and features which were indicated by the respondents as being desirable for the image house. The social status classes of the families

TABLE IX
SUMMARY OF FAMILY SOCIAL STATUS AND FEATURES
OF IMAGE HOUSE

Features	Social Class Level			
	A and B (N=65)	C (N=55)	D and E (N=78)	Total (N=198)
Separate living room				
Plan to have	48	45	53	146
No response	17	10	25	52
$\chi^2=3.162$ D/F 2 N.S.				
Living-dining room combination				
Plan to have	18	12	19	49
No response	47	43	59	149
$\chi^2=.555$ D/F 2 N.S.				
Dining area in kitchen				
Plan to have	37	30	32	99
No response	28	25	46	99
$\chi^2=4.212$ D/F 2 N.S.				
Separate family room				
Plan to have	49	37	45	131
No response	16	18	33	67
$\chi^2=4.996$ D/F 2 N.S.				
Combined dining area and family room				
Plan to have	9	10	23	42
No response	56	45	55	156
$\chi^2=5.682$ D/F 2 N.S.				
Entry hall				
Plan to have	57	53	65	175
No response	8	2	13	23
$\chi^2=5.457$ D/F 2 N.S.				

TABLE IX (Continued)
SUMMARY OF FAMILY SOCIAL STATUS AND FEATURES
OF IMAGE HOUSE

Features	Social Class Level			
	A and B (N=65)	C (N=55)	D and E (N=78)	Total (N=198)
Porches				
Plan to have	58	38	59	155
No response	7	17	19	43
$X^2=7.655$ D/F 2 $P=<.05$				
Gas heat				
Plan to have	36	23	35	94
No response	29	32	43	104
$X^2=2.512$ D/F 2 N.S.				
Electric heat				
Plan to have	19	25	22	66
No response	46	30	56	132
$X^2=5.103$ D/F 2 N.S.				
Laundry room				
Plan to have	62	54	68	184
Do not plan to have	3	1	10	14
Fireplace				
Plan to have	61	50	63	180
Do not plan to have	4	2	12	18
Central heat				
Plan to have	61	54	63	180
Do not plan to have	4	5	15	24
Running water				
Plan to have	64	54	73	191
Do not plan to have	1	1	5	7
Electricity				
Plan to have	65	52	70	187
Do not plan to have	0	3	8	11

of the students were divided into three groups: 1) upper class and upper-middle class, 2) lower-middle class, and 3) upper-lower and lower-lower class. Features of the image house were studied according to these three social class levels.

Analysis of the data revealed that social status was a non-significant factor in influencing the desire to have the following features in the image house: separate living room, living-dining room combination, dining area in kitchen, a separate family room, combined dining area and family room, entry hall, gas heat, and electric heat. Regardless of social status, most of the respondents planned to have the following features in the image house: separate living room, separate family room, and entry hall. Features which received the highest proportion of "no response," indicating no desire to have this feature in the image house, were: living-dining room combination and combined dining area and family room. The respondents were fairly evenly divided as to desire of having a dining area in the kitchen and gas or electric heat. A significant difference was found between social status and indication of expectations of the image house having porches. All social status groups tended to want this feature.

Features which could not be analyzed by the chi square method, but which the respondents indicated as desirable for the image house, were: laundry room, fireplace, central heat,

running water, and electricity. A study of the data concerning these features indicates that features which the respondents of the upper-lower and lower-lower class do not already have in the present home are not expected in the future image house.

Regardless of social status, the Modern-Contemporary style and the Colonial house style were popular choices for the image house. House styles preferred by the respondents are shown below.

<u>House Style</u>	<u>Social Class Level</u>		
	<u>A and B</u> (N=65)	<u>C</u> (N=55)	<u>D and E</u> (N=78)
Cape Cod cottage	0	0	4
Modern-Contemporary	20	23	23
Trailer	3	0	0
Ranch style	8	7	19
Single family	1	1	2
Colonial	18	11	18
Duplex	0	1	2
Apartment	0	0	1
Cannot decide	5	3	6
None like it	10	3	3
Total	65	49	78

RELATIONSHIP BETWEEN ATTITUDES AND IMAGES

Eighty-eight per cent of the respondents reported satisfaction with present home and only 12.1 per cent indicated dissatisfaction with the present home. In response to a question concerning how much the image house would be like the

present home, 43.2 per cent preferred the image house to be similar to the parental home and 56.8 per cent indicated it would be different. Resemblance of image house to parental home is shown below.

<u>How Much Like Parents' Home is Desired Future Home?</u>	<u>Number (N=206)</u>	<u>Per cent</u>
Exactly the same	5	2.5
Almost the same	11	5.3
Somewhat the same	73	35.4
Completely different	73	35.4
Have not thought about it	42	20.4
No response	2	1.0

Similarity of Features

A chi square analysis was made on ownership of present family home and ownership of the desired future home. Present ownership and future expectations of ownership did not differ significantly.

<u>Housing Status of Family</u>	<u>Expect to:</u>		
	<u>Rent House</u>	<u>Rent Apartment</u>	<u>Own House</u>
Rent	7	9	25
Own	8	33	87
Total	15	42	112
$\chi^2=4.646$ D/F 2 N.S.			

A study of present location of family home in contrast to the expected location of the image house revealed that most of the respondents were pleased with the present location and desired the future image house to be in the same type location. The preferred locations of the image house in contrast to the present location of home is shown below.

<u>Location of Present Home</u>	<u>Expected Location of Image House</u>		
	<u>Town</u>	<u>Within City Limits</u>	<u>Country</u>
In town	24	35	27
Within city limits	3	50	35
In country	2	6	16
Total	29	91	78

Approximately 2.4 per cent of the respondents lived in houses with five or more bedrooms, 24.8 per cent had four bedrooms, 58.7 per cent had three bedrooms, 12.6 per cent had two bedrooms, and 1.5 per cent had one bedroom. Chi square analysis of the number of bedrooms in present house and number of bedrooms expected in the image house showed that a highly significantly proportion desired a larger number of bedrooms than the present home possesses. Respondents already having four and five bedrooms did not desire more bedrooms

in the image house; evidently these respondents feel that four and five bedrooms will be adequate.

<u>Expect Image House to Have:</u>	<u>Number of Bedrooms</u>		
	<u>1 and 2</u>	<u>3</u>	<u>4 and 5</u>
Same number of bedrooms	3	47	27
Larger number of bedrooms	25	70	0
Total	28	117	27
$X^2=47.298$ D/F 2 $P=<.01$			

A very highly significant difference was found when the chi square method was applied to the style of furnishings in the present home and the style of furnishings selected as desirable for the image house. Respondents chose furnishings for the image house which were different from the furnishings in the present home, indicating dissatisfaction with present style of furnishings.

<u>Factor</u>	<u>Furnishings Desired for Image House</u>		
	<u>Same</u>	<u>Different</u>	<u>Total</u>
Style furnishings in present home	61	117	183
$X^2=16.566$ D/F 2 $P=<.01$			

Comparison of the house style chosen for the image house with the house style of the present house showed a highly significant difference. The trend was toward the respondents

desiring a house different from the house style of the present home.

<u>Factor</u>	<u>House Style of Image House</u>	
	<u>Same</u>	<u>Different</u>
Present house	34	171
		205
$X^2=45.77$	D/F 2	$P=<.01$

Influence of Education and Social Status

Three factors, education of father, education of mother, and social status of family were analyzed to determine influence upon the respondent's desirability to have image house similar to present home. The education of the father was found to be a highly significant factor. As the education of the father increased, the proportion of respondents desiring the future home to be completely different from present home increased. Respondents whose fathers had a high school education or less desired the future home to be the same as the present home. The education of the mother was not found to be a significant factor in the daughter's desire to have the future home same or completely different from the present home. Social status of the family was also found to be non-significant in this aspect of the image house. A trend toward the upper class and the upper-middle class desiring the image

home to be the same was found. The lower social status groups tended to desire an image house completely different from the present home (Table X).

TABLE X
RELATIONSHIP OF EDUCATION OF PARENTS AND SOCIAL STATUS
TO SIMILARITY OF IMAGE HOUSE TO PRESENT DWELLING

Factors	How much like parents' home is image house?			
	Same	Completely Different	Have Not Thought	Total
Education of father				
High school graduate or less	49	26	23	98
Attended college or above	41	45	11	97
Total	90	71	34	195
$X^2=10.038$ D/F 2 $P=<.01$				
Education of mother				
High school graduate or less	46	38	22	106
Attended college or above	42	35	15	92
Total	88	73	37	198
$X^2=.648$ D/F 2 N.S.				
Social class level				
A and B	34	20	0	54
C	25	24	0	49
D and E	29	27	0	56
Total	88	71	0	159
$X^2=1.1913$ D/F 2 N.S.				

CHAPTER IV

C O N C L U S I O N S A N D R E C O M M E N D A T I O N S

The overall purpose of this study was to investigate the attitudes toward and the images of housing held by eighth grade homemaking students enrolled in Denton Junior High School and in the North Texas Laboratory School during the spring semester of 1968. Specific purposes of the study were:

- 1) to ascertain housing attitudes and images which were held by eighth grade homemaking girls;
- 2) to determine whether a relationship exists between the expressed housing attitudes and images of eighth grade girls and various factors such as educational background of the parents, home economics education of the mother, socioeconomic status of the family, size of the family, and type of present home; and
- 3) to draw implications for the eighth grade housing curriculum.

A survey form designed and administered by the author was used to obtain the data. The "Survey of Housing Attitudes" was administered to the eighth grade homemaking students during a class period prior to a study of the housing unit in the eighth grade curriculum. This time was specifically

chosen by the investigator in order that the students' attitudes and images would not be influenced by a study of the principles of housing.

SUMMARY

The sample consisted of 206 eighth grade girls whose ages ranged from 12 years to 16 years. Educational attainment of the students' parents was high, with almost half of the parents continuing education after high school graduation. A majority of the mothers had some formal home economics education. All social classes were represented in the sample; however, the majority of the respondents were of the upper-middle class, lower-middle class, or upper-lower class.

The typical home presently occupied by the average respondent was a brick or stone three or four bedroom house located in town. The home was either owned or being purchased by the family. A majority of the respondents' homes had a separate living room, a dining area in the kitchen, a laundry room, and porches. Central heat was reported in a little over one-half of the homes and air conditioning was found in three-fourths of the homes. Almost one-half of the homes were furnished with a combination of different styles of furniture, while the other half were furnished with either Modern-Contemporary or Early American furniture. The style of the house tended to be either the single-family or ranch style.

A significant relationship was found between social status of the family and certain features of the present family home. Features found in the higher social status homes but not indicated as being in the lower social class homes were: separate living room, living-dining room combination, combination dining area and family room, fireplace, laundry room, central heat, air conditioning, running water, and electricity. Social status was not found to be an influential factor with the following features: dining area in the kitchen, separate family room, porches, gas heat and electric heat.

Almost half of the respondents shared a bedroom with another family member. Fewer respondents of the higher social classes reported sharing; whereas more respondents of the lower social classes tended to share a bedroom. The respondents who share indicated a favorable attitude toward sharing and reported expectations that the future children would share a bedroom with other family members. Those not sharing the bedroom revealed a negative attitude toward sharing, in that they reported a dislike of sharing and no plan for the future children to share.

Satisfaction with the present home was indicated by a large majority of the respondents (87.9 per cent). Educational attainment of the parent was found to be the most influential factor related to satisfaction with the home.

The higher the educational level of the parents, the more likely the respondents would indicate satisfaction with the presently occupied home. Sharing the bedroom was a factor which influenced satisfaction with present home. Those not sharing tended to be more satisfied with the present home than those respondents who shared a bedroom. Recent remodeling, social status of the family, family size, or occupational level of the parent did not appear to be a significant influence on the degree of satisfaction felt by the respondent in the present home. Neither was the mother's home economics education found to be directly related to the daughter's satisfaction with the present home.

If given the opportunity to change the present home, approximately one-third of the respondents would remodel it, one-third would buy new furniture, and one-third would move. Slightly fewer than three-fourths of the students reported remodeling or improving the present home within the past two years. The student was included in the planning for these improvements in 11.6 per cent of the families. Only 6.3 per cent of the families consulted an interior decorator. The other parents tended to plan improvements either jointly or separately.

Eighth grade girls do think about the future home, and they have formulated ideas concerning housing. Data from this study indicated that 83 per cent of the 206 respondents

had given thought to the desired future home. This agrees with Antley's (1) conclusion that housing images are formed by the time students are in the eighth grade, if not before. Data revealed that 90.2 per cent of the eighth grade girls and boys in the Antley investigation had given thought to the future home. Herring (9) also found that 93 per cent of the eighth through eleventh graders surveyed indicated having given "much" or "some" thought to their future home. Older students had given more thought than younger ones.

Four factors were analyzed to determine their influence on the amount of thought the respondents had given to the present home. The factors were: 1) satisfaction with the home; 2) home economics education of the mother; 3) social status of the family; and 4) family size. None of these factors were found to have had any influence on the attitudes of the girls in this study. However, trends could be noted. The students in this sample are apparently satisfied with the present home; yet they give much thought to a future home. A higher proportion of the respondents from small families tended to give more thought to the future home than did larger families. More thought is given to the image house by the higher social status groups than by the lower social status groups. This agrees with conclusions of the study by Herring (9) who found that the students giving the least thought to the future home were those having the fewest modern conveniences in the present home.

The nature of the housing image of eighth grade students was determined by responses to certain questions. In general, eighth grade students visualized a house which was new, or less than five years old. The image house was located within the city limits. Exterior finish was visualized as brick, stone, or a combination of brick, stone, and wood. Features of the image house were: three or four bedrooms, separate living room, separate family room, entry hall, laundry room, fireplace, porches, central heat, air conditioning, running water, electricity, and gas heat. Popular choices for furniture styles for the image house were either Modern-Contemporary or Early American. The image house would be either of Modern-Contemporary or Colonial styling. Cost of the image house was estimated to be between \$10,000 and \$30,000. Home ownership was expected to be achieved within one to five years of marriage.

Social status of the family and the features which were indicated as being desirable for the image house were investigated for possible relationships. All but one were found to be non-significant. Features which the upper-lower and lower-lower class respondents did not already have in the present home were not indicated as being expected or desirable in the image house. Modern-Contemporary and Colonial continued to be popular choices for style of the image house, regardless of social status.

Eighth grade girls and boys in the Antley (1) study visualized a house which was one to four years old, located in the country or the suburbs. Features were: four or more bedrooms, separate dining room, separate family room. The image house would be split-level or ranch style. Approximately 17.4 per cent of this sample could not picture the style of the image house. A little over one-half estimated cost of the image house at \$15,000 to \$29,999.

In the present study the image house selected was "completely different" from the presently occupied home by slightly over half, 56.8 per cent, of the respondents. The remaining respondents indicated a desire for the image house to be the same as the present home. Herring (9) found a total of 46.5 per cent of the students indicated a desire for the future home to be "somewhat" or "nearly like" the present home. Less than half, 44.2 per cent, expressed a desire for a home in the future to be "entirely different" from the present home. Antley (1) found that 44.5 per cent of the eighth grade girls expected the home of the future to be similar to present home and 53.8 per cent expected it to be different.

Respondents' expectations of home ownership did not differ from the parent's present status of home ownership. The respondents are apparently pleased with the present location of the family home and indicate a desire for the image

house to be in the same type location. More bedrooms are desired in the image house than are in the present house, except by respondents already having four or five bedrooms.

The styles of furnishings selected for the image house were different from the styles of furnishing in the present home. Respondents also desired a house style different from the style of the present home.

Education of the father seemed to be a determining factor in the respondents' desire for the image home to be similar to the present home. Respondents whose fathers had a high school education or less tended to desire an image home similar to the present home. Respondents whose fathers had a higher education desired the image house to be different from the present home.

IMPLICATIONS FOR EIGHTH GRADE HOUSING CURRICULUM

Findings of this study imply that eighth grade homemaking students have begun to develop images relative to their future homes. Since housing ideas and images have been formulated, a thorough knowledge of the basic principles of housing is essential during these years if the individual's attitudes and images are to be realistic and based upon artistic principles.

Many features of the image house appeared to be unrealistic and possibly vague to the investigator. This implies that the eighth grade housing curriculum should provide knowledge which is basic for modification of attitudes. Students need to be assisted in identifying attitudes and in understanding how housing values and attitudes affect the life of an individual and of the family.

Lemmon (11) suggested that only the concepts of safety, storage, beauty, and furniture arrangement be stressed at the eighth grade level; however, students reveal the need for other concepts in addition to these. The housing curriculum in every school should be continuously evaluated to determine if the content and experiences included are aiding students in attaining fundamental attitudes, understanding, skills, and concepts for effective living.

A study of housing values and attitudes, caring for furniture, and remodeling techniques in addition to furniture arrangement, beauty, and storage can be helpful to the student who is dissatisfied with the present home. Students can be led to discover ways in which the present home can be made more desirable and beautiful. These concepts will also enable the student to contribute to home improvements which the family makes. The present study revealed that very few families enlist the aid of a professional interior decorator for remodeling. Application of housing concepts in the

present home will enable the student to make wise decisions concerning housing of the future.

Sharing the bedroom with a sibling is often the cause of dissatisfaction with the present home and a source of friction within the family. Emphasis could be placed in the eighth grade housing unit upon developing a favorable attitude toward sharing. Family relationships can be taught in addition to improvements in the physical arrangement of the room to make sharing with a sibling more acceptable.

Housing attitudes and values differ greatly among communities, socioeconomic groups, and families. Unless the teacher of housing is aware of the types of homes from which the students come, motivation for learning is difficult to provide. Today's home economics program in junior and senior high schools more adequately meets the needs and interests of the middle class student than of any other group. The housing curriculum should be adjusted to meet the needs and interests of all students, regardless of socioeconomic class. Students from the lower social status groups need special encouragement from the teacher. Findings reveal an apathetic attitude of many of this group concerning features of an image house. Features and conveniences which are not in the present home are not hoped for in the image house of the lower social status students. The teacher can strive to raise the aspirational level of these students. Teachers of

housing can assist students in developing a sense of appreciation for the home, regardless of the social status of the student's family.

When planning the eighth grade housing curriculum, the teacher should be aware that the principles and concepts of housing need not be separated and divided among the grade levels. The principles of housing cannot be taught once and for all at only one level. Principles must be re-enforced and re-applied throughout the junior high and high school home economics curriculum. The concepts of housing will gain relevance to the student's life when they fulfill a felt need--whether this is at the eighth grade level or the twelfth.

RECOMMENDATIONS FOR FUTURE STUDIES

Investigations concerning students' attitudes toward the present home and images of a desired future home contribute insights into the individual's feeling about housing. This may enable the teacher to be more effective in teaching housing to the student. Such investigation should be continued on all grade levels. Studies could be conducted with younger groups to determine the time at which the housing image actually begins to be formulated.

Studies could be made to determine the extent to which a student's housing attitudes and images are influenced by the peer group. More research needs to be done concerning the extent of the home economics education of the mother and its effect upon the attitudes and values of the daughter.

L I T E R A T U R E C I T E D

1. Antley, Linda Joyce. "The Housing Images of Eighth and Twelfth Grade Students in a Selected Florida School." Unpublished Master's thesis, Florida State University, 1966.
2. Beyer, Glenn H. "Future Explorations in Home Economics Housing," Journal of Home Economics, Vol. LII, No. 8 (June, 1959).
3. Eckhardt, Barbara Ann. "Uses Made of the Bedroom by Eighth Grade Girls in Midwest City, Oklahoma, and Their Problems with and Attitudes Toward the Bedroom." Unpublished Master's thesis, Oklahoma State University, 1963.
4. Fleck, Henrietta. "Changing the Curriculum," Forecast for Home Economics, Vol. XII (March, 1967).
5. Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: The Macmillan Company, 1968.
6. Foote, Nelson, Janet Abu-Lughod, Mary Mix Foley, and Louis Winnick. Housing Choices and Constraints. New York: McGraw-Hill Book Company, Inc., 1960.
7. Funderburk, Kathleen W. "Home Economics Moves Out to Meet the Challenge of Social Change," American Vocational Journal (September, 1967).
8. Harris, Chester (ed.). Encyclopedia of Educational Research. New York: The McMillan Company, 1960.
9. Herring, Betty Clyde Mattinson. "Development of a Housing Curriculum on Four Grade Levels in a Secondary School." Unpublished Master's thesis, Texas Woman's University, 1966.
10. Hill, Alberta D. "Forward From Fifty Years of Experience in Home Economics Education," American Vocational Journal, Vol. XLII (March, 1967).
11. Lemmon, Louise. "Educational Felt Needs in Housing and Home Furnishings," Journal of Home Economics, Vol. LVII, No. 2 (January, 1965).

12. Manske, Arthur J. The Reflection of Teachers' Attitudes in the Attitudes of Their Pupils. New York: Bureau of Publication, Teachers College, Columbia University, 1936.
13. McGrath, Earl J. "The Changing Mission of Home Economics," Journal of Home Economics, Vol. LX, No. 2 (February, 1968).
14. McGuire, Carson, and George D. White. The Measurement of Social Status. Austin: The University of Texas, 1955.
15. Montgomery, James E. "Housing Imagery and the Teaching of Housing," Journal of Home Economics. Vol. LI (June, 1959).
16. Moore, Bernice Milburn and Wayne H. Holtzman. Tomorrow's Parents. Austin: The University of Texas Press, 1965.
17. Nygren, Maye Anabel. "The Housing Images of Selected Freshmen and Senior Secondary School Students in Certain Oklahoma Counties." Unpublished Doctor's dissertation, Oklahoma State University, 1961.
18. Remmers, H. H. Introduction to Opinion and Attitude Measurement. New York: Harper and Brothers, 1954.
19. Rogers, Kate Ellen. The Modern House, USA. New York: Harper and Row, 1962.
20. Thomas, Betty Kirk. "Personal Concerns of Ninth Grade Homemaking Students in an Urban Area." Unpublished Master's thesis, Texas Woman's University, 1966.
21. Tompkins, Virginia (ed.). "Teaching Housing," Tips and Topics in Home Economics, Vol. VII, No. 2 (December, 1966).
22. United States Congressional Record, Vol. XCV.