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Home Economics in the CNMI

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Abstract

An NMC, Pacific Island, college student will describes what is the importance of having home economics in the CNMI. This paper will be conducting research survey questions and responses from the participants. In addition, some articles can be varying by different areas regarding the main topic such as Japan, Philippines, and the United States. Home Economics is a vocational program that this is an important role of people who have experienced in home making skills.

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Home Economics in the CNMI

Home Economics is all about studying basic economic and management in homes and communities. Working on homes such as cooking, gardening, and sewing are the most important to do in daily routine. Home Economics is a perfect way to learn about how to become a good life. Today, home economics in high school departments are now declined because some students are now focusing more on their academic education and become a successful in their lives, but they never learned about home economics. In the CNMI, high school departments are having this educational program but particularly in clubs.

**Literature Review**

In the past, home economics class is very active, thus as many female students are participating. Fundamentals of cooking by studying nutrition and food requirements or ingredients, clothing is by studying the history of costumes and the techniques of dress designs, home decoration for decorating suitable homes for the family, money management, and studying child development. They believe that having this vocational program is really helpful for them when they are becoming future wives. In the United States for instance, at Cornell University stated that “this educational program is an important role of the Progressive Era” (Joan Jacob Brumberg, Stephen H. Weiss, 2005) American girls were the most actively participated in home economics in the 1950’s and most of them are taking the role of teaching the course. In the US, home economics in the 1950’s are only taken at the college level only but it began to decline as the new generations has been developed. Brie Dyas from Huffington Post said that “there are no

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home economics courses in colleges but the name changed into “American Association of Family & Consumer Science” instead for high schools”. (Dyas, 2014)

The needs of personality of each individual in the family members will likewise determine the type of clothing by purchased or construct. In clothing courses, the students will study about the psychology of clothing, the history of costumes, and the techniques of dress designs. Additionally, learning recognized common fabric and to distinguish one textile from another present day textile cannot be selected with confidence just by casual examination because there are so many new man-made fibers and new finishes for the old familiar natural fibers. In the Philippines, home economics can be taken in elementary, high school, and college. Unlike in the US, home economics is still available today and many students are really interested of taking the course. In fact, both sexes are required to take this course and it is mandate from the government because they have to learn some home basic skills so that when they are married in the future, they can do their own responsibilities in life. Linda B. Bolido from the Philippine Daily Inquirer, interviewed Dean Adelaida Mayo from the University of the Philippines College of Home Economics she said “elementary and high school HE focuses on applied skills it does not go deep into the context and relevance of the subject” (Bolido, 2012, p. para. 4)

Japan also has home economics education, similar in the Philippines, students from elementary to college are mandatory to take the course. Since Japan was the highest economy in the world, the people are still respecting each other by showing good manners towards their environment. In his article, School Now Teach Boys about Home Economics Sawako Obara of the Japan Times explains that schools are now paying attention to young Japanese men's need to develop homemaking skills (Obara, 2013). Obara is trying to inform audience of changes in educational

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strategies that are more gender neutral and recognize the need of both sexes to learn general homemaking skills. Japan has had a long history of only offering home economic classes to females however in 1993, classes were offered to male students at the junior high level and this was expanded to high school students in 1994, with classes made mandatory for both sexes at public schools. Students appear to support the need to learn these skills with Yuu Yushi a male student from Osaka claiming he "wants to be able to cook a proper meal"(para 12). Obara's article was successul in that he accurately noted a change in public school offerings supported by factual events and participant comments. However, as the change was made more than three decades ago it is likely the readership was already aware of these changes before publication.

Finally, in the CNMI, the vocational program was made long ago ever since, but in the present day, many high school students are now more focusing on their academic dreams rather than home economics. In fact, some of the high school departments have this vocational program, but using it on clubs. In the article from the Marianas Variety found that the groups of female students in the Marianas High School are creating the home economic club to represent how it is important to the people in the CNMI. The president of the club, Ann Jeline Manabat said that “it is important to learn about home economics to deal the environment”. (Lumauag, 2015) Even though is not part of the curriculum, these high school students are never forget the home economics.

Home Economics training teach ways of developing democratic practices within the home and encourages students to take an active part in community affairs to protect the interests of the family and to share the education with others as well. Why if anyone is going to be married and

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be a homemaker, it will be foolish not to take home economics.But what if the people don’t get married, what good will all this do then? Well that is something for them to consider. They may not get marry, not right away at least; they should go on the college first and then maybe even work for a while. The home economic courses in high school will provide a good foundation for the advance work in college. For instance if the student take the chemistry class, then the student knows the relation of composition of new fabrics, biology is interesting because it relates to the bacteria and foods for the body. In home economics training shows how to use all the education to improve the living conditions.

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**Summary**

In his article, School Now Teach Boys about Home Economics Sawako Obara of the Japan Times explains that schools are now paying attention to young Japanese men's need to develop homemaking skills. Obara is trying to inform audience of changes in educational strategies that are more gender neutral and recognize the need of both sexes to learn general homemaking skills. Japan has had a long history of only offering home economic classes to females however in 1993, classes were offered to male students at the junior high level and this was expanded to high school students in 1994, with classes made mandatory for both sexes at public schools. Students appear to support the need to learn these skills with Yuu Yushi a male student from Osaka claiming he "wants to be able to cook a proper meal"(para 12). Obara's article was successul in that he accurately noted a change in public school offerings supported by factual events and participant comments. However, as the change was made more than three decades ago it is likely the readership was already aware of these changes before publication.

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Appendix A

Survey Monkey

1. State your Gender
2. Do you think that Home Economics is important to you?
3. Is it good to have farming in high schools?
4. Is it good to have cooking class in high schools?
5. Is it good to have basic tailoring in high school?
6. In your opinion, what do you think about Home Economics?
7. Is it good to have this subject in high school department?
8. Do you know how to cook?
9. Do you know how to tailor (sewing)?
10. Do you know how to gardening or cultivating plants?

Appendix B

Q1. Male: 1 Female: 8

Q2. Agree: 7 Neutral: 2 Disagree: 0

Q3. Agree: 6 Neutral: 3 Disagree: 0

Q4. Agree: 7 Neutral: 1 Disagree: 1

Q5. Agree: 5 Neutral: 4 Disagree: 0

Q6. [We are usually thought different from home. So doing a home economics is a great way to improve at home and etc...]

[It is very important for everyday use of life.]

[it's okay lol]

[Great opportunity for the students for future reference]

[I think it provides useful daily skills for life. But should just be in one or two classes.]

[I think it teaches necessary skills needed in all communities.]

Q7. Agree: 7 Neutral: 2 Disagree: 0

Q8. Yes: 9 No: 0

Q9. Yes: 4 No: 5

Q10. Yes: 7 No: 2