

AN ABSTRACT OF THE THESIS OF

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Title: FORMER HOMEMAKING STUDENTS' BELIEFS CONCERNING
THEIR HOMEMAKING ACTIVITIES AND SECONDARY
SCHOOL HOMEMAKING EDUCATION

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This study was to prove or disprove the null hypothesis that the present feelings about the homemaking activities of young women who had two or more years of homemaking education and who graduated from high school six years ago were not influenced by secondary school homemaking class experiences. A questionnaire was prepared which listed 71 homemaking activities and asked five questions about each of these activities designed to determine whether the respondents performed the activities, whether they enjoyed the activities, whether they learned the activities in homemaking classes, whether their feelings about the activities were influenced by their homemaking class experiences, and whether they believed the activities should be taught in homemaking classes.

The questionnaires were mailed to 395 young women whose names and addresses were provided by 56 Oregon high school

homemaking teachers. Seventy-eight could not be delivered because the addresses were insufficient, having been taken from high school files and being the addresses of the parents at the time the young women were in school. Eighty-three questionnaires were answered and returned. Of these, only 75 were usable because five of the young women had only had one year of homemaking, two did not follow directions and one questionnaire arrived too late to be included in the study. The fact that only 24 percent of the 317 questionnaires which were apparently delivered to the addressees were usable makes it necessary to emphasize that the results are valid only for the respondents who answered the questionnaires and for the time at which they answered the questionnaires.

Over two-thirds of the respondents reported that they performed 57 of the 71 homemaking activities listed on the questionnaire, enjoyed 38 of them, learned nine in homemaking classes and believed their homemaking classes to have influenced their feelings about none of them. These results would appear to indicate that the null hypothesis was proved.

Conclusions were based on the activities the highest percentages of respondents believed should be taught in homemaking classes. It was assumed that they had based their opinions on the experiences they had had in homemaking classes. Over two-thirds of the respondents believed that 65 of the homemaking activities

listed on the questionnaire should be taught in homemaking classes.

The 15 homemaking activities which over 90 percent of the respondents believed should be taught in homemaking classes were the following:

1. Selecting appropriate clothing and accessories for yourself.
2. Selecting fabrics with consideration for use and care as well as attractiveness.
3. Considering the advantages and disadvantages of making and buying clothing.
4. Shopping skillfully for clothing.
5. Making clothing in order to save money.
6. Keeping clothing in good repair.
7. Improving grooming and posture.
8. Planning family meals based on the Basic 4 food groups.
9. Planning for variety in texture, color, flavor and temperature in meals.
10. Shopping skillfully for food.
11. Preparing and serving family meals with a minimum expenditure of time and energy and a maximum of family enjoyment.
12. Planning basic home decoration.
13. Maintaining standards of cleanliness and safety (in relation to your family and your values).

14. Using information on labels to make purchases and care for articles after purchase.
15. Developing a plan for spending.

Former Homemaking Students' Beliefs Concerning
Their Homemaking Activities and Secondary
School Homemaking Education

by

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose of the Study	1
Importance of the Study	1
Statement of the Problem	2
Method of Procedure	3
Construction and Validation of the Questionnaire	3
Collection of Data	4
Limitations of the Study	5
Definitions of Terms	6
Summary of the Chapter	7
II. REVIEW OF LITERATURE	8
The Purpose and Scope of Homemaking Education	9
Importance of Homemaking Education	12
Changes in the Society Influence Homemaking Education	12
Homemaking Education Is Important for All Persons	14
Evaluation of Homemaking Education	16
Tuttle, Oklahoma	16
Boswell, Indiana	17
Summary	18
Summary of the Chapter	18
III. ANALYSIS OF DATA	20
<u>BACKGROUND OF THE RESPONDENTS</u>	21
The Sample	21
The Homemaking Education of the 75 Respondents	22
The Homemaking Classes Taken by the 75 Respondents	22
The Amount of Homemaking Taken by the 75 Respondents	23
The Grades in Which the 75 Respondents Had Homemaking Classes	23
The Personal Background of the Respondents	24
The Marital Status of the 75 Respondents	24

Chapter	Page
The Ages of the 75 Respondents	24
The Ages of the Husbands of the 63 Married Respondents	24
The Number of Children of the 64 Married and Divorced Respondents	24
The Ages of the 67 Children	25
The Living Arrangements of the 75 Respondents	25
The Persons Living with the 75 Respondents	26
The Community Activities in Which the 75 Respondents Participated	26
The Educational Levels of the 75 Respondents	27
The Educational Levels of the Husbands of the 63 Married Respondents	27
The Employment of the 75 Respondents	28
The Occupations of the 37 Married Respondents	28
The Occupations of the Husbands of the 63 Married Respondents	29
Summary	30
<u>THE 75 RESPONDENTS' BELIEFS ABOUT THEIR HOMEMAKING ACTIVITIES AND THEIR HOME- MAKING EDUCATION</u>	31
Respondents' Beliefs about Clothing, Textiles and Related Arts	32
Homemaking Activities in Clothing, Textiles and Related Arts Performed by the 75 Respondents	32
Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Enjoyed Performing	33
Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed They Learned in Homemaking Classes	34
Homemaking Activities in Clothing, Textiles and Related Arts about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	35
Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	35
Summary	36

Chapter	Page
Respondents' Beliefs about Child Care and Development	37
Homemaking Activities in Child Care and Development Performed by the 75 Respondents	37
Homemaking Activities in Child Care and Development Which the 75 Respondents Enjoyed Performing	38
Homemaking Activities in Child Care and Development Which the 75 Respondents Believed They Learned in Homemaking Classes	39
Homemaking Activities in Child Care and Development about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	40
Homemaking Activities in Child Care and Development Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	40
Summary	41
Respondents' Beliefs about Foods and Nutrition	42
Homemaking Activities in Foods and Nutrition Performed by the 75 Respondents	42
Homemaking Activities in Foods and Nutrition Which the 75 Respondents Enjoyed Performing	43
Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed They Learned in Homemaking Classes	43
Homemaking Activities in Foods and Nutrition about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	44
Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	44
Summary	45
Respondents' Beliefs about Housing, Home Furnishings and Equipment	46
Homemaking Activities in Housing, Home Furnishings and Equipment Performed by the 75 Respondents	46
Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Enjoyed Performing	47
Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed They Learned in Homemaking Classes	47

Chapter	Page
Homemaking Activities in Housing, Home Furnishings and Equipment about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	48
Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	49
Summary	49
Respondents' Beliefs about Home Management	50
Homemaking Activities in Home Management Performed by the 75 Respondents	50
Homemaking Activities in Home Management Which the 75 Respondents Enjoyed Performing	51
Homemaking Activities in Home Management Which the 75 Respondents Believed They Learned in Homemaking Classes	51
Homemaking Activities in Home Management about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	52
Homemaking Activities in Home Management Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	52
Summary	53
Respondents' Beliefs about Money Management	55
Homemaking Activities in Money Management Performed by the 75 Respondents	55
Homemaking Activities in Money Management Which the 75 Respondents Enjoyed Performing	55
Homemaking Activities in Money Management Which the 75 Respondents Believed They Learned in Homemaking Classes	56
Homemaking Activities in Money Management about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	57
Homemaking Activities in Money Management Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	57
Summary	57
Respondents' Beliefs about Relationships	59
Homemaking Activities in Relationships Per- formed by the 75 Respondents	59

Chapter	Page
Homemaking Activities in Relationships Which the 75 Respondents Enjoyed Performing	60
Homemaking Activities in Relationships Which the 75 Respondents Believed They Learned in Homemaking Classes	60
Homemaking Activities in Relationships about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes	61
Homemaking Activities in Relationships Which the 75 Respondents Believed Should Be Taught in Homemaking Classes	61
Summary	62
<u>THE NULL HYPOTHESIS</u>	64
<u>SUMMARY OF THE CHAPTER</u>	65
IV. SUMMARY AND CONCLUSIONS	68
Purpose of the Study	68
Method of Procedure	69
Conclusions	70
Recommendations for Further Study	72
BIBLIOGRAPHY	77
APPENDIX A	78
APPENDIX B	80

LIST OF TABLES

Table	Page
1. The Homemaking Classes Taken by the 75 Respondents.	81
2. The Amount of Homemaking Taken by the 75 Respondents.	82
3. The Grades in Which the 75 Respondents Had Home-making Classes.	83
4. The Marital Status of the 75 Respondents.	84
5. The Ages of the 75 Respondents.	84
6. The Ages of the Husbands of the 63 Married Respondents.	85
7. The Number of Children of the 64 Married and Divorced Respondents.	85
8. The Ages of the 67 Children.	86
9. The Living Arrangements of the 75 Respondents.	86
10. The Persons Living with the 75 Respondents.	87
11. The Community Activities in Which the 75 Respondents Participated, by Marital Status.	87
12. The Community Activities in Which the 75 Respondents Participated, by Employment.	88
13. The Educational Levels of the 75 Respondents.	88
14. The Educational Levels of the Husbands of the 63 Married Respondents.	89
15. The Employment of the 75 Respondents.	89
16. The Occupations of the 37 Employed Respondents.	90
17. The Occupations of the Husbands of the 63 Married Respondents.	91

Table	Page
18. Homemaking Activities in Clothing, Textiles and Related Arts Performed by the 75 Respondents.	92
19. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Enjoyed Performing.	93
20. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed They Learned in Homemaking Classes.	94
21. Homemaking Activities in Clothing, Textiles and Related Arts about Which the 75 Respondents Believed They Acquired Their Feelings in Home-making Classes.	95
22. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.	96
23. Homemaking Activities in Child Care and Development Performed by the 75 Respondents.	97
24. Homemaking Activities in Child Care and Development Which the 75 Respondents Enjoyed Performing.	98
25. Homemaking Activities in Child Care and Development Which the 75 Respondents Believed They Learned in Homemaking Classes.	99
26. Homemaking Activities in Child Care and Development about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.	100
27. Homemaking Activities in Child Care and Development Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.	101
28. Homemaking Activities in Foods and Nutrition Performed by the 75 Respondents.	102
29. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Enjoyed Performing.	103

Table	Page
30. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed They Learned in Home-making Classes.	104
31. Homemaking Activities in Foods and Nutrition about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.	105
32. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.	106
33. Homemaking Activities in Housing, Home Furnishings and Equipment Performed by the 75 Respondents.	107
34. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Enjoyed Performing.	108
35. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed They Learned in Homemaking Classes.	109
36. Homemaking Activities in Housing, Home Furnishings and Equipment about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.	110
37. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.	111
38. Homemaking Activities in Home Management Performed by the 75 Respondents.	112
39. Homemaking Activities in Home Management Which the 75 Respondents Enjoyed Performing.	113
40. Homemaking Activities in Home Management Which the 75 Respondents Believed They Learned in Home-making Classes.	114
41. Homemaking Activities in Home Management about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.	115

FORMER HOMEMAKING STUDENTS' BELIEFS CONCERNING THEIR HOMEMAKING ACTIVITIES AND SECONDARY SCHOOL HOMEMAKING EDUCATION

CHAPTER I

INTRODUCTION

Our world today is a growing, changing world. The roles of both men and women have changed considerably in recent years. Our schools attempt to prepare young people to live in this changing world and to be able to grow and change with it. Homemaking classes have a special job to do in this connection, because they claim to prepare young people for a satisfying home and family life, which can be a stabilizing factor in this world of change. Homemaking classes are offered today in most Oregon high schools and many junior high schools. Are these classes successfully relating themselves to the world in which our young people will live? This is a question that must be answered if homemaking education is to be a vital aspect of secondary school education.

Purpose of the Study

Importance of the Study

Many girls elect to take homemaking classes, and at least one year of homemaking is required by some school districts. Concerned

homemaking teachers are interested in determining whether or not these homemaking classes have a positive effect on their students' later behavior and their feelings about the homemaking activities they perform. Teachers want to teach and discuss in class those things which will be of future value as well as immediate value to their students. Periodic evaluations must be made in an attempt to determine whether homemaking education is being successful in its attempt to prepare young people for a satisfying home and family life in this fast-changing world.

Statement of the Problem

This study was undertaken in order to prove or disprove the following null hypothesis: The present feelings about the homemaking activities of young women who had two or more years of homemaking education and who graduated from high school six years ago were not influenced by secondary school homemaking experiences.

A questionnaire (Appendix A) was set up to attempt to determine

1. whether the specific homemaking activities listed in the questionnaire were performed by the sample of homemakers.
2. whether the homemakers enjoyed doing these homemaking activities
3. whether these homemaking activities were learned in homemaking classes.

4. whether the homemakers' feelings about their homemaking activities were acquired as a result of their experiences in homemaking classes.
5. whether the homemakers believed the homemaking activities should be taught in homemaking classes.

The fifth question on the questionnaire does not relate directly to the hypothesis. It was felt that having had two years or more of homemaking in high school and some years of homemaking experience since high school, these respondents should have some helpful opinions concerning what learnings in homemaking classes would be valuable.

The basic assumption underlying the questionnaire is that young women six years out of high school, regardless of their interim experiences, will be able to identify whether or not specified learnings in homemaking took place in secondary school homemaking classes and express their feelings toward those homemaking activities.

Method of Procedure

Construction and Validation of the Questionnaire

The original questionnaire consisted of a list of homemaking activities and some questions about them which were designed to

elicit some information similar to that listed in the statement of the problem. After several home economics teachers on the secondary and college levels were asked to evaluate the questionnaire, a few revisions were made. Then this first questionnaire was sent to several young women whose names and addresses were provided by 1966 summer session students in Home Economics Education at Oregon State University. Thirteen usable replies were received. As a result of this study, several changes were made, not in the list of homemaking activities but in the questions which were asked about them and in the directions for marking the questionnaire.

Since the total questionnaire had been criticized twice before, it seemed necessary to validate only the revisions. One page of the questionnaire was typed and distributed to about 40 senior girls in homemaking classes at St. Helens Senior High School. They completed this in class. This validation of the questionnaire seemed to indicate that it had been improved, and only two minor changes were made on the final form.

Collection of Data

Requests were sent to several Oregon high school homemaking teachers to send names and addresses of young women who had graduated in 1961, who had taken at least two years of homemaking in the secondary grades, and who had last names beginning with the

letters H through S. At first, a random sampling of homemaking teachers was used (every fourth high school on an alphabetical list of all Oregon schools with homemaking departments). However, this did not result in an adequate response, so additional teachers were selected because it was believed they would cooperate. Finally, 56 teachers sent 395 usable names and addresses.

Limitations of the Study

This study was limited by the following factors:

1. The schools which provided the sample were purposively selected.
2. The proportion of graduates who had two years or more of homemaking may vary from school to school.
3. The types of graduates who have a great deal of homemaking or who marry immediately after high school or who go on to college depend on the school and the community.
4. Dropouts were not included.
5. Homemaking curricula may vary and what was included in the questionnaire may not have been taught in every school.
6. The persons who replied may have skewed the sample.

Definitions of Terms

The following terms and meanings have been used in this study:

1. Home economics - A broad field that concerns itself with skills, abilities, understandings, knowledge and judgment that will help improve the various aspects of home and family life.
2. Homemaking education - Non-professional, home economics education program offered in the public schools for elementary, secondary and adult students which places an emphasis upon those skills, abilities, attitudes, knowledge and understandings that will enable the individuals responsible for the major share of managing and guiding the home to do a more effective job.
3. Homemaking - Responsibilities undertaken by a person who has as his or her major role that of homemaker for the family.
4. Homemaking activity - An activity which is performed by a homemaker and which is based on skills and knowledge which can be taught in

homemaking classes.

5. Belief - The acceptance of a proposition as true or of a situation or object as actually existent (4, p. 44).

6. Feeling - A subjective sense of enjoyment or pleasure or of dislike or no enjoyment.

Summary of the Chapter

This study is an attempt to evaluate secondary school homemaking classes as to the influence they seem to have on the feelings of young women toward their homemaking activities several years after those young women have completed their secondary school homemaking classes.

The analysis of the data will be found in Chapter III, following the review of literature.

CHAPTER II

REVIEW OF LITERATURE

The field of home economics has been recognized as an important one since before the beginning of this century. Homemaking classes in the secondary schools are now considered by some to be a part of general education because they play a part in influencing the personal development of students and improving family life (11, p. 33). Home economics' goals and course of study have not always been as broad as this.

When the American Home Economics Association was formed in 1909 it adopted the name Home Economics as preferable to Domestic Science, Domestic Art, or Household Economics. Up to this time and for some time after, work in the public schools which is now called home economics or homemaking was termed domestic science and domestic art and consisted mainly of cooking and sewing. . . . Soon, however, other phases of home living were added, namely, child development, management of the home, consumer problems, economics of the home, community relations and family relations (11, p. 19).

In 1938, a committee of the National Education Association divided the purposes of education as they saw them into four areas and summarized each area in one major objective.

<u>Area</u>	<u>Objective</u>
Personal development of the learner	- Self-realization
Home, family and community life	- Human relationships

<u>Area</u>	<u>Objective</u>
Economic demands	- Economic efficiency
Civic and social duties	- Civic responsibility

The objective of human relationships was further broken down into

Respect for humanity	Appreciation of the home
Friendship	Conservation of the home
Cooperation	Homemaking
Courtesy	Democracy in the home (11, p. 26)

Homemaking classes can make a contribution to the development of satisfactory relationships between people as well as to the appreciation, maintenance, care and control of the home. Thus home economics was set on its course toward its present position as a field concerned with personal, family and community relations.

The Purpose and Scope of Homemaking Education

Home Economics--New Directions, a statement of philosophy and objectives of home economics, was prepared by the American Home Economics Association as a part of the observance of the fiftieth year of the home economics profession in 1959. This statement lists the purpose of home economics as strengthening family life through

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and means of satisfying these needs
- furthering community, national and world conditions favorable to family living (6, p. 4).

Homemaking education in the secondary school is the prime contributor to the first of the four ways of implementing the purpose of home economics, educating the individual for family life. In order to do this job most effectively, it is suggested that homemaking teachers attempt to help individuals and families develop twelve specific competences useful in family and community living.

Fundamental to effective living are the competences to:

1. establish values which give meaning to personal, family and community living; select goals appropriate to these values
2. create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
3. achieve good interpersonal relationships within the home and within the community
4. nurture the young and foster their physical, mental and social growth and development
5. make and carry out intelligent decisions regarding the use of personal, family and community resources
6. establish long-range goals for financial security and work toward their achievement
7. plan consumption of goods and services--including food, clothing and housing--in ways that will promote values and goals established by the family
8. purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources

9. perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
10. enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
11. take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
12. develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living (6, p. 9).

The list of competences re-emphasizes home economics' goal of education for better personal, family and community living.

Home economics as a professional field deals with many aspects of living and many professional and educational disciplines.

New Directions describes the field of home economics as follows:

Home economics synthesizes knowledge drawn from its own research, from the physical, biological and social sciences and the arts and applies this knowledge to improving the lives of families and individuals. Its concern is with these aspects of family living:

- family relationships and child development
- consumption and other economic aspects of personal and family living
- nutritional needs and the selection, preservation, preparation and use of food
- design, selection, construction and care of clothing, and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individual, the family or of society may be attained (6, p. 4-5).

Williamson and Lyle, two prominent home economics educators, emphasize a study of values, decision making and uses of leisure in family life as specific learning which will contribute to the broad goal of education for better living (11, p. 23).

Importance of Homemaking Education

According to Lemmon and Johnson (8, p. 17), William H. Genne has pointed out that every home has the following five functions:

- the management of time
- the management of money
- the guidance of growth--physical, mental, emotional, social and spiritual
- the making of decisions
- the enforcement of decisions

All of these involve skills which are teachable and can be strengthened by appropriate education and counseling. Homemaking classes are virtually the only opportunity students have to learn the skills which will help them perform these functions.

Changes in the Society Influence Homemaking Education

Due to increased technology and scientific knowledge, today's homemaker finds his or her role different from that which would have existed when home economics first came into being. Convenience

foods and labor-saving devices mean that less time needs to be spent in preparing meals and housekeeping. These factors along with the commonly shorter work week mean that there is more leisure time than ever before. However, more mothers are employed outside the home, so whole families must cooperate and share responsibilities in order to get the necessary work done. The great amount of advertising to which homemakers are exposed and the large variety of products available sometimes make choices difficult.

Sanitation and health have been improved and the span of life lengthened. However, increased urbanization may result in problems if sanitation is not carefully maintained. Families are increasingly mobile. Although family members often have contact with many more people than they would in a stable, rural community, these contacts are usually less satisfying. Increased communications media have helped make modern American families more alert to what is going on in the world, including what is going on in their own country (5, p. 2).

The importance of home economics as a field of general education with an important relationship to the changes in the lives of families in this country is defended by educators and home economists. "Many of the changes which are occurring have highlighted the significance in home economics of family relationships,

child development, consumer education, family economics and management" (2, p. 32).

Broudy says,

The field of home economics education has tried to keep pace with the changes in the roles of women and the functions of the home, and the justification of its program and proposals must continue to come from its attempt not only to meet but to anticipate the needs of the family in a modern technological society.

The justification for a science of home economics and a profession of home economics education is simply the fact that the home and family are key institutions in the social order and that they can be in trouble. Perhaps they always have been, but today the family and home are struggling to find a form that will utilize the technological changes of our century to preserve rather than destroy the values that will enable us to remain human (1, p. 22).

A similar statement was made by Leon P. Minear, Oregon State Superintendent of Public Instruction in the foreword of Oregon's guide for teaching homemaking in the secondary schools. After listing many of the same changes listed earlier in this chapter, he said,

Education for home and living directed to the needs of the family in these changing times can play an important role in helping individuals face new problems and live rich and satisfying lives. Regardless of the changes, the need for well-adjusted family members will continue to be vital to the building of stable homes and a strong society (7, p. 3).

Homemaking Education Is Important for All Persons

Who should take homemaking classes? This question is very far-reaching. Classes are offered for junior high school, senior

high school, and adult age groups. All are important. There is sometimes some discussion about whether gifted girls or less academically talented girls would benefit most from homemaking classes. Most homemaking teachers seem to believe that since all girls will have some responsibility as homemakers, all should have equal opportunities to take homemaking classes, although perhaps different types of learning activities will be carried out by those with different levels of ability.

Home economics educators are aware, however, that girls and women are not the only homemakers. Boys and men are homemakers too and should be given an opportunity to acquire some skills and knowledge which will help them perform their homemaker roles.

This view is fortified by the following quotation:

A homemaking program is functional if it reaches boys as well as girls and if it reaches all age groups. Today we realize that homemaking is not 'woman's job.' Over the past few decades families have changed from a producing to a consuming social unit. There is less physical labor involved in the job of homemaking and women have found the time to become gainfully employed outside the home. In harmony with the concepts of our democratic society, families are turning from an autocratic type of family life to one of a cooperative relationship. This involves a shared homemaking experience. All family members--wife, husband, and children--work together for the welfare of the whole group. Many homemaking programs are helping to meet the accompanying challenge of educating all persons for homemaking (9, p. 7-8).

Thus the trend to offer homemaking classes for boys is also a result

of the changes in our society which are of concern to so many educators.

Because of the changes which have occurred and because of the accepted importance of the home and family, it is believed that all girls and boys should have some homemaking education. "All will be members of a family, work with people, be consumers, manage money, make decisions about the use of other personal and community resources, and probably experience courtship and marriage" (11, p. 30). Note that this statement is concerned with the areas of relationships and management; it does not even mention the common foods and clothing areas, and certainly is a far cry from the "cooking and sewing" notion which so many people hold about homemaking education.

Evaluation of Homemaking Education

Studies have been made in several states attempting to discover present and former homemaking students' beliefs concerning the kinds of learnings which have been effectively taught in homemaking classes or need to be emphasized more than they have been. Very brief reports of two of these studies follow.

Tuttle, Oklahoma

A Master of Home Economics Education thesis (3) set out "to

discover the opinions of some high school graduates concerning the help they had received from experiences in the homemaking program on problems related to some competences considered fundamental to effective homemaking." An opinionnaire consisting of 37 "competences relative to effective living and homemaking" was sent to 75 "girl graduates of Tuttle High School from May, 1954 through May, 1960" and returned by 58.

The graduates had received much help on competences related to clothing and foods, and a good amount of help in maintaining a safe home. They needed more opportunity to learn about "making choices to help in developing self reliance so they will be able to accept responsibilities that come with growing up," "competences related to personal, family and community living and money management," "more beneficial learning experiences in managing the income to satisfy short and long term needs," and information about resources which are available.

Boswell, Indiana

The purpose of this Master of Science thesis (10) was "to determine the extent to which the home economics department of Boswell High School was serving its graduates and drop-outs." A questionnaire was mailed to 47 "graduates and drop-outs of Boswell High School from the years 1958 to 1961 and an analysis of the

collected data was prepared." Responses were received from 70 percent of the graduates and 64 percent of the drop-outs.

The investigator reported that the areas of clothing, foods and consumer education ranked higher in terms of help received from homemaking classes because the students used these areas while in high school giving them more first hand experience while learning. The housing and child development areas seemed to need more emphasis, as did home care of the sick.

Summary

Both Tuttle and Boswell are small towns of approximately 1000 population. The findings in the two studies were similar; foods and clothing have received the most emphasis and the other areas of homemaking have not received enough attention. These studies do not show whether young women were aware of any deficiencies in their homemaking education while they were in school, but they did feel a lack in some of these important areas when they became homemakers after graduation from high school.

Summary of the Chapter

The field of home economics has as its aim the improvement of family life. Secondary homemaking classes help work toward this goal by educating young people in such areas as foods and

nutrition, clothing, child development, management of time, energy and money, relationships and housing. Home economics utilizes knowledge drawn from many disciplines--art, science, the social sciences--to assist in its broad purpose.

Technological development, growing population, and changes in attitudes have brought about a dynamic, ever-changing situation to which home economists must direct themselves. Homemaking education must include more than "cooking and sewing" if it is going to help individuals and families live rich and satisfying lives. It must teach boys and girls, men and women to manage money, make wise choices, use time wisely, including leisure time, be sympathetic and understanding toward all people with whom they have contact, and be able to help themselves and others grow socially, emotionally and educationally as well as physically. Its truest value lies in the use former students make of the learnings they have acquired in homemaking classes.

CHAPTER III

ANALYSIS OF DATA

It is the belief of every homemaking teacher that homemaking classes can and should play a very important role in every young person's education. Educators believe that certain learnings should result from these homemaking classes in order for them to be most valuable to today's young people. It is important to discover whether homemaking teachers in Oregon are teaching skills, knowledges, attitudes and understandings that will be of value to their students in the future as well as in the present. One way to try to discover whether the learning activities carried on in homemaking classes have been valuable to former students is to attempt to determine how young women who had at least two years of homemaking in high school and who graduated six years ago feel toward the homemaking activities they presently perform and whether they believe these feelings were influenced by their homemaking class experiences.

This chapter is organized in two major parts. The first part describes the respondents, their families, homes, community activities, employment and homemaking education. The second part deals with the respondents' feelings about the homemaking activities

they perform now and with their reactions to their homemaking education.

The tables for this study have been placed in Appendix B and will be referred to at the appropriate times.

BACKGROUND OF THE RESPONDENTS

The Sample

Three hundred and ninety-five questionnaires were mailed to young women whose names and addresses were provided by 56 Oregon homemaking teachers. Of these, 78 were returned by the United States Post Office stamped "Insufficient address" or "Addressee unknown." Perhaps one reason so many questionnaires were returned unclaimed is that many of the homemaking teachers who provided names and addresses had not been in their present positions when these young women were students in high school, therefore they had to depend on the home addresses of the former students' parents at the time they were in school.

Of the 317 questionnaires which apparently were delivered to the addresses only 83 or 26 percent were returned. Seventy-five or only 24 percent were usable. Eight were not usable. Five respondents had had only one year of homemaking. Two did not follow directions and one arrived too late to be included.

This study is based on a small and purposive sample which may skew the results. All results, then, can only be applied to these particular respondents and for the particular time when they answered the questionnaire.

The Homemaking Education of the 75 Respondents

The Homemaking Classes Taken by the 75 Respondents

One requirement in selecting the sample was that the respondents have had at least two years of homemaking in the seventh through twelfth grades. Sixty-nine or 92 percent of the respondents had been enrolled in a tenth-grade homemaking class (Table 1, Appendix B). Nearly as many, 63 or 84 percent, had taken ninth-grade homemaking. Those who had eleventh-grade homemaking classes numbered 48 or 64 percent, while 45 or 60 percent had taken twelfth-grade homemaking. Seventh and eighth-grade classes were poorly represented with only 12 or 16 percent having had seventh-grade homemaking and 20 or 27 percent having been enrolled in eighth-grade classes.

Most of the classes, even in the seventh and eighth grades, were a year in length. One individual reported having had six-weeks classes in the seventh and eighth grades. Respondents reported having had a total of 11 semester courses in grades 7 through 12.

Only one individual reported having been in a coeducational class.

The Amount of Homemaking Taken by the 75 Respondents

Table 2 (Appendix B) shows the number of years of homemaking education taken by the 75 respondents.

The greatest proportion, 20 or 28 percent of the respondents, had taken only two years of homemaking. One-fourth or 19 respondents had taken homemaking for four years. Sixteen or 21 percent had three years. Eight respondents or 11 percent had five years while only two had six years. The remaining ten respondents had classes in various combinations of different lengths of time.

The Grades in Which the 75 Respondents Had Homemaking Classes

Table 3 (Appendix B) shows the combinations of grades in which the years, semesters and six weeks of homemaking classes were taken by the respondents.

Of the 20 respondents who had only two years of homemaking, 12 took homemaking in grades 9 and 10. Of the 16 who had three years of homemaking, seven and five, respectively, were enrolled in grades 9, 10 and 11 and grades 9, 10 and 12. Seventeen of the 19 who had four years of homemaking had taken their classes in the ninth, tenth, eleventh and twelfth grades.

The Personal Background of the Respondents

The Marital Status of the 75 Respondents

Table 4 (Appendix B) shows that 61 or 82 percent of the respondents were married, and two more were divorced and re-married, making a total of 63 or 85 percent of the respondents who will hereafter be considered simply as "married." Ten of the respondents or 13 percent were single, one was widowed and one was divorced. These twelve individuals will be considered single.

The Ages of the 75 Respondents

Forty or 54 percent of the respondents were 24 and 29 or 39 percent were 23. The remainder were 20, 22 and 25 years of age (Table 5, Appendix B).

The Ages of the Husbands of the 63 Married Respondents

Husbands who were 28 or over numbered 14 or 23 percent. Twelve or 19 percent were 25, 11 or 18 percent were 24 and 10 or 16 percent were 26 while only 8 or 13 percent were 27 (Table 6, Appendix B).

The Number of Children of the 64 Married and Divorced Respondents

Table 7 (Appendix B) shows that 24 or 39 percent of the

respondents had no children. Two of these were expecting their first child. Seventeen or 26 percent had one child while 20 or 31 percent had two children. There was a total of 67 children.

The Ages of the 67 Children

There were 10 to 13 children in each age group from "under one" to four years (Table 8, Appendix B). There were five each in the five-year-old and six-and-over groups. Two children were six and one was eight. Two others were teen-age stepsons of one of the respondents. One respondent answered the questionnaire when her first baby was only six days old.

The Living Arrangements of the 75 Respondents

According to Table 9 (Appendix B), 25 or one-third of the respondents owned their own homes. Twenty-six or 35 percent of the total were renting houses and 16 or 21 percent were renting apartments.

One married respondent was living with her parents while her husband was in the service. Of the three who had other living arrangements than those listed, one lived in a mobile home; one, whose husband was in the service, lived in United States Government housing; the other respondent did not elaborate.

The Persons Living with the 75 Respondents

All of the married respondents lived with their husbands except the one who lived with her parents (Table 10, Appendix B). Four or one-third of the 12 single respondents lived with their parents, another one-third lived with a roommate or roommates, three lived alone, and one marked her questionnaire "other" but gave no explanation.

The Community Activities in Which the 75 Respondents Participated

Thirty-five or 47 percent of the respondents reported that they participated in no community activities (Table 11, Appendix B). This group includes one-fourth of the single and one-half of the married respondents. Some explained that this was because they had just recently moved to a new town. Twenty-four or 32 percent of all respondents, eight or two-thirds of the single and 16 or one-fourth of the married respondents, participated in some church activities. Seventeen or 23 percent participated in various social groups. Eight and seven, respectively, participated in service groups and school activities as parents, teachers or students but no more than four participated in any other community activities.

Twenty-three or 31 percent of the respondents were not employed and also were not participating in any community activities

(Table 12, Appendix B). Nine or 12 percent were not employed and were participating in church activities. Ten or 13 percent were employed full-time and were not participating in any activities. Fourteen or 19 percent were employed full-time and participated in church activities.

The Educational Levels of the 75 Respondents

A requirement of the study was that all respondents should have been high school graduates. Thirty respondents or 40 percent had only graduated from high school. Fifteen or 20 percent had graduated from college and six or eight percent had completed one year of post-graduate work. Ten or 14 percent had taken only one year of non-college work after high school and the remaining 13 respondents had completed three years of non-college work, from one to three years of college or combinations of non-college and college work (Table 13, Appendix B). At least two of the respondents who were not employed had graduated from college in Home Economics as, of course, had three who were homemaking teachers.

The Educational Levels of the Husbands of the 63 Married Respondents

Twenty-three husbands or 37 percent had only graduated from high school (Table 14, Appendix B). A total of 14 had graduated from

college and done post-graduate work. Twenty-three others had completed from one to three years of education after high school. One had only finished the seventh grade, and one the eighth.

The Employment of the 75 Respondents

Table 15 (Appendix B) shows that 38 or 51 percent of the respondents, all of whom were married, were not employed. Thirty-one or 41 percent were employed full-time. Six respondents or eight percent were employed part-time. The widowed respondent, who is included with the single respondents, is in this last group.

The Occupations of the 37 Married Respondents

Occupations listed by the respondents were categorized according to the classifications listed in the Dictionary of Occupational Titles by the United States Department of Labor. Only the five necessary classifications are listed in Table 16 (Appendix B). Twenty or 54 percent of the employed respondents were engaged in professional, technical and managerial occupations. Of these, 12 were teachers and at least three were homemaking teachers. There were also two nurses, an interior decorator, two teaching aides, an accountant, a mathematician and an apartment manager in this group. Ten respondents or 27 percent were engaged in clerical and sales

occupations. These included four secretaries, three bookkeepers and three clerks. Four or 11 percent were employed in service occupations. These were a beautician, a nursing aide and two food service workers. Two respondents were mill workers and one was a photo print operator.

Two of the married and not employed respondents were students as well as homemakers.

The Occupations of the Husbands of the 63 Married Respondents

The husbands' occupations were classified according to the occupational classifications published by the United States Department of Labor in the Dictionary of Occupational Titles. No occupation fell into the category of bench work occupations, so that one was omitted. Table 17 (Appendix B) shows that 20 or 32 percent of the husbands were employed in professional, technical and managerial occupations. These included teachers, accountants, scientists, business managers and others. Ten or 16 percent had service occupations. Of these, seven were members of the armed forces. Eight or 13 percent had occupations classified as miscellaneous. These included pilots, loggers, truck drivers and others. There were six or fewer husbands in all other occupational classifications.

Summary

Most of the 75 young women whose answers to the questionnaire were usable had taken two, three or four years of homemaking in the four high school grades. Most were married and 24 years of age. Their husbands were likely to be any age between 24 and 26. If they had any children, there would only be one or two, and these would be four years old or less. The families would be equally likely to own or rent houses. The respondents most often did not participate in any community activities, or if they did it was most likely to be church. Over one-third ended their education at high school graduate, and slightly under one-third had finished college and perhaps had done some graduate work. One-third of the husbands had only graduated from high school and one-fourth had completed four years or more of college. Most of the respondents were not employed. More husbands were employed in professional, technical and managerial occupations than any other group of occupations.

THE 75 RESPONDENTS' BELIEFS ABOUT THEIR HOMEMAKING
ACTIVITIES AND THEIR HOMEMAKING EDUCATION

The purpose of this study was to test the hypothesis that the present feelings about the homemaking activities of young women who had two or more years of homemaking education and who graduated from high school six years ago were not influenced by secondary school homemaking class experiences. In order to test this hypothesis, a questionnaire listed 71 homemaking activities and asked the following five questions about each of those homemaking activities:

1. Do you do this activity in your present situation?
2. If you do it, do you enjoy doing it?
3. Did you learn this in homemaking classes?
4. If you do this activity and you learned it in homemaking classes, did you acquire from your classes your feelings of enjoying or not enjoying it?
5. Do you believe this activity should be taught in homemaking classes?

The directions stated that Question 2 was not to be answered if the answer to Question 1 was not "yes." Likewise, Question 4 was not to be answered unless the answers to Questions 1 and 3 were both "yes." In any case where these directions were not followed, Question 2 or 4 was tabulated as "no answer" rather than throwing

out the questionnaire.

It was understood that the respondents would have difficulty remembering exactly what they learned in secondary school homemaking classes, therefore the titles of tables are "Homemaking Activities. . .the Respondents Believed They Learned in Homemaking Classes" and "Homemaking Activities. . .about Which the Respondents Believed They Acquired Their Feelings in Homemaking Classes." It is assumed that if the respondents believed they learned an activity in class or acquired their feelings about it in class then they probably did.

Respondents' Beliefs about Clothing, Textiles and Related Arts

Homemaking Activities in Clothing, Textiles and Related Arts Performed by the 75 Respondents

When the respondents were asked what activities in clothing, textiles and related arts they performed, only one said that she did not select appropriate clothing and accessories for herself. All the others, 99 percent of the total, said they did. Seventy-two or 96 percent said they considered use and care when selecting fabrics, and only one said she did not. Seventy-one respondents or 94 percent considered the advantages and disadvantages of making and buying clothes. A like number work on improving their grooming

and posture. Shopping skillfully for clothing is an activity that 67 respondents or 89 percent do. Sixty-seven also make clothing to save money and 66 or 88 percent make clothing because it is a creative pleasure. The data do not show whether these are all the same respondents. All other homemaking activities in clothing, textiles and related arts were performed by between 60 and 85 percent of the respondents (Table 18, Appendix B).

Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Enjoyed Performing

Seventy-two or 96 percent of the respondents enjoyed selecting clothing and accessories for themselves (Table 19, Appendix B). Seventy-one or 95 percent enjoyed selecting fabrics. Ninety-two percent of the respondents, numbering 69, enjoyed improving their grooming and posture. Sixty-five or 86 percent enjoyed making clothing to save money. Sixty-four or 85 percent enjoyed each of the following three activities:

1. being creative in making clothing
2. considering the advantages and disadvantages of making and buying clothing
3. shopping skillfully for clothing.

The other four homemaking activities in clothing, textiles and related arts were all enjoyed by less than two-thirds of the respondents, but none was disliked by more than one-fourth of the total.

These were the same activities which were performed by less than 85 percent of the respondents, which partly explains why fewer of the respondents could say they enjoyed them.

Homemaking Activities in Clothing, Textiles and Related Arts
Which the 75 Respondents Believed They Learned in Homemaking
Classes

Table 20 (Appendix B) shows that 62 or 83 percent of the respondents believed they learned in class how to select fabrics and how to compare making and buying clothes. Sixty-one or 81 percent learned in class that one can save money by making clothing, but only 54 or 72 percent learned in class that sewing can be a creative pleasure. Fifty-seven or 76 percent said they learned to select clothes and accessories for themselves in class. Three-quarters of the respondents, 56 in number, said they learned something in class about improving grooming and posture. Less than two-thirds believed they learned any other of the homemaking activities in clothing, textiles and related arts in class.

Fifty-one or 68 percent said they did not learn how to purchase men's clothing in homemaking classes, and 32 or 43 percent did not learn how to purchase children's clothing. Twenty-seven respondents or 36 percent believed they did not learn in class how to store clothing properly, and 26 or 34 percent believed they did not learn to repair clothing.

Homemaking Activities in Clothing, Textiles and Related Arts about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes

Fifty respondents, or two-thirds of the total, believed they acquired their feelings about selecting fabrics as a result of their homemaking class experiences (Table 21, Appendix B). Forty-nine or 65 percent believed they acquired in class their feelings about sewing as a creative pleasure. Forty-seven respondents or 62 percent believed they acquired in class their feelings about making clothing to save money and about comparing making and buying clothing. Less than 60 percent believed their feelings about the other homemaking activities in clothing, textiles and related arts were influenced by their homemaking classes.

Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed Should Be Taught in Homemaking Classes

Over two-thirds of the respondents believed that each of the 12 homemaking activities in clothing, textiles and related arts should be taught in homemaking classes (Table 22, Appendix B). Seventy-three or 97 percent believed selecting clothing and accessories should be taught. Seventy-one or 95 percent believed that grooming and posture and also comparing making and buying clothing should be taught. For each of these three activities, all those who did not

answer "yes" had simply not answered the question. No one said any of them should not be taught in homemaking classes. Sixty-eight or 91 percent believed that selecting fabrics and keeping clothing in good repair should be taught. Sixty-seven or 89 percent believed caring for sewing equipment should be taught in class. Making clothing to save money was considered an important activity to be learned in homemaking classes by 70 or 94 percent. Sixty-five respondents or 87 percent believed that the idea of sewing for the pleasure of creativity should be taught in class.

Summary

Ten of the 12 homemaking activities in clothing, textiles and related arts were performed by over two-thirds of the respondents and the other two were performed by slightly less than two-thirds. Activities related to grooming and selecting and purchasing clothing were performed by more respondents than actual clothing construction.

Seven of the activities were enjoyed by over two-thirds of the respondents and the remaining five were enjoyed by from 33 to 65 percent. The grooming and selecting and purchasing activities were enjoyed by more of the respondents and by a higher proportion of the respondents who performed them than the clothing construction activities.

Half of the activities were believed by over two-thirds of the respondents to have been learned in homemaking classes. Five were believed to have been learned in class by from 35 to 64 percent and one was believed to have been learned in class by only 14 percent.

Homemaking classes were believed by between one-third and two-thirds of the respondents to have influenced their feelings about eight of the activities. They were believed to have influenced the feelings of less than one-third of the respondents about the other four activities.

Over two-thirds of the respondents believed that each of the homemaking activities in clothing, textiles and related arts should be taught in homemaking classes. Improving grooming and posture and activities related to selecting and purchasing clothing for the individual were considered important by the highest percentages; constructing and repairing clothing were also believed to be important by high percentages of the respondents.

Respondents' Beliefs about Child Care and Development

Homemaking Activities in Child Care and Development Performed by the 75 Respondents

All but one of the ten homemaking activities in this group were performed by over half of the respondents. The highest positive answers were from 65 or 87 percent who said they talked to and

listened to children. Fifty-seven or 76 percent have had some responsibility for handling emergencies when caring for children. Fifty-two or 69 percent performed each of the following activities:

1. selecting play materials for specific ages
2. relating patterns of development to behavior in order to understand children
3. setting limits for security and discipline of children.

Fifty-one or 68 percent have had some responsibility for teaching children manners (Table 23, Appendix B).

In order to make the discussion of the item "Including your husband and your family in getting ready for a new baby" more meaningful, the investigator has separated the data into the group of respondents who had children or were expecting their first children. Of 42 such respondents, 36 said they performed this activity, one was uncertain whether she had or not and five said they had not.

Homemaking Activities in Child Care and Development Which the 75 Respondents Enjoyed Performing

Sixty-four or 85 percent enjoyed talking to and listening to children. Fifty-one or 68 percent enjoyed selecting play materials, while 49 respondents or 66 percent enjoyed reading to children or telling children stories. Five other homemaking activities in child

care and development were enjoyed by from 53 to 63 percent of the respondents and disliked by very few. Handling accidents or other emergencies was enjoyed by 36 or 48 percent and not enjoyed by 18 or 24 percent. Including the family in the preparation for a new baby was also enjoyed by 36 respondents, or all of those who performed the activity (Table 24, Appendix B).

Homemaking Activities in Child Care and Development Which the 75 Respondents Believed They Learned in Homemaking Classes

Selecting play materials for children of various ages was learned in class more than any other activity in child care and development. Only 31 respondents or 41 percent said they learned that activity in class, and an equal number believed they did not learn it in class (Table 25, Appendix B). Forty-one or 55 percent believed they did not learn the following activities in homemaking classes:

1. talking to and listening to children
2. teaching children manners
3. including the family in the preparation for a new baby.

Thirty-nine respondents or 52 percent said they did not learn in class about reading to children or telling children stories.

Homemaking Activities in Child Care and Development about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes

Homemaking classes influenced the feelings about no activity in child care and development for as many as one-fourth of the respondents (Table 26, Appendix B). Sixteen or 21 percent believed they acquired in class their feelings about selecting play materials and handling emergencies. Fourteen respondents or 19 percent believed their classes influenced their feelings about reading to children and telling children stories, talking to and listening to children and understanding behavior by using the patterns of children's growth and development.

Homemaking Activities in Child Care and Development Which the 75 Respondents Believed Should Be Taught in Homemaking Classes

Table 27 (Appendix B) shows that 62 or 83 percent of the respondents believed that homemaking students should be taught how to handle emergencies that may arise when caring for children. Fifty-nine or 79 percent believed that reading to children and telling children stories and talking to and listening to children should be discussed in class whereas 58 or 77 percent believed that selecting play materials for various ages should be taught. Fifty-seven or 76 percent believed that students should learn in class how to teach children manners. From two-thirds to three-quarters of the

respondents believed that the other five homemaking activities in child care and development should be taught in homemaking classes.

Summary

Of the ten homemaking activities in child care and development, six were performed by 68 percent or more of the respondents and the others were performed by from 48 percent to 67 percent. More respondents talked to and listened to children than any other activity.

Only two of the activities were enjoyed by over two-thirds of the respondents. The others were enjoyed by from 48 to 65 percent. Talking to and listening to children and selecting play materials for children of various ages were enjoyed by the most respondents. All of the respondents who said they shared the preparation for a new baby with their husbands and other family members also said they enjoyed this activity, but this number was less than half the total. Six of the married women who had children or were expecting children reported they had not shared this activity with their husbands and families or were not sure that they had.

Eight homemaking activities in this group were believed to have been learned in class by less than one-third of the respondents, and the other two were believed to have been learned in class by only 36 to 41 percent. Less than one-fourth of the respondents believed they acquired their feelings about any of the activities in homemaking

classes.

Two-thirds or more believed that each of the activities should be taught in class. The highest numbers of respondents believed that selecting play materials, reading and telling stories to children, talking to and listening to children and understanding how to handle emergencies should be taught. The more routine care of children, including teaching them routines, supervising play, teaching manners, setting limits and understanding growth and development were believed important by slightly fewer respondents.

Respondents' Beliefs about Foods and Nutrition

Homemaking Activities in Foods and Nutrition Performed by the 75 Respondents

Of the ten homemaking activities in foods and nutrition, cleaning up after meals and washing dishes was the one most commonly performed. Seventy-two or 96 percent did it and only one did not do it (Table 28, Appendix B). Sixty-nine or 92 percent used the Basic 4 food groups as a guide to meal planning. Sixty-eight or 91 percent shopped for food; also 68 respondents said they prepared efficient and enjoyable family meals. Sixty-seven or 90 percent indicated that they organized their kitchen equipment and storage efficiently. All other activities in foods and nutrition were performed by from 60 to 86 percent of the respondents.

Homemaking Activities in Foods and Nutrition Which
the 75 Respondents Enjoyed Performing

Table 29 (Appendix B) shows that 63 or 84 percent of the respondents enjoyed preparing family meals. Sixty respondents or 80 percent enjoyed planning meals with the Basic 4 as a guide and preparing and serving guest meals. Fifty-nine or 78 percent enjoyed planning for variety in meals. Another 59 enjoyed organizing the kitchen efficiently. Fifty-eight or 77 percent enjoyed shopping for food. Only 25 or one-third of the respondents enjoyed cleaning up after meals. This activity was disliked by 39 or 52 percent of the respondents.

Homemaking Activities in Foods and Nutrition Which the 75
Respondents Believed They Learned in Homemaking Classes

The meal planning activities--using the Basic 4 foods groups and planning for variety in texture, color, flavor and temperature--are outstanding in this group. Sixty-nine or 92 percent of the respondents said that they learned the former in homemaking classes, and 63 or 84 percent believed they learned the latter in class (Table 30, Appendix B). Less than two-thirds of the respondents learned any of the other activities in foods and nutrition in homemaking classes.

Homemaking Activities in Foods and Nutrition about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes

When faced with the question of whether their homemaking classes had influenced their feelings about their homemaking activities in foods and nutrition, 49 or 66 percent of the respondents said they acquired their feelings about basing meal plans on the Basic 4 in homemaking classes. Forty-five or 60 percent believed their classes were influential in their feelings about planning variety in meals. Homemaking classes were believed to have an influence on the feelings about each of the other homemaking activities in foods and nutrition by less than one-half of the respondents. Homemaking classes were believed not to have affected their feelings about cleaning up after meals by 24 or 32 percent of the respondents (Table 31, Appendix B).

Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed Should Be Taught in Homemaking Classes

All but one respondent or 99 percent believed that the Basic 4 should be taught in homemaking classes. The other respondent did not answer the question. Seventy-one or 95 percent believed that planning for variety in meals and preparing and serving enjoyable family meals should be taught in class. Sixty-nine or 92 percent believed that shopping for food should be taught. Eighty-nine percent

or 67 respondents believed that kitchen organization should be taught in homemaking classes. From 68 to 85 percent of the 75 respondents believed that each of the other five homemaking activities in foods and nutrition should be taught in homemaking classes (Table 32, Appendix B).

Summary

Eight homemaking activities in foods and nutrition were performed by over two-thirds of the respondents, and two by slightly under two-thirds. Planning and preparing meals and cleaning up after meals were activities most commonly performed. Three homemaking activities were enjoyed by from 33 to 57 percent and seven were enjoyed by over two-thirds of the respondents. Planning and preparing meals and kitchen organization were the most popular activities. Cleaning up after meals and washing dishes was most disliked. Fifty-two percent of the respondents did not enjoy this activity.

Only two of the ten homemaking activities related to foods and nutrition were believed by over two-thirds of the respondents to have been learned in class. Between one-third and two-thirds of the respondents learned the other eight activities in homemaking classes. The activities relating to meal planning were most often learned in class.

Between one-third and two-thirds of the respondents believed they acquired their feelings about seven of the activities in homemaking classes. Less than one-third believed they acquired their feelings about the other three activities in class.

Over two-thirds of the respondents believed that each of these activities should be taught in homemaking classes. Activities related to planning meals, shopping for food and preparing family meals seemed to be most important. Organizing the kitchen efficiently, planning and preparing guest meals and preserving foods were considered important by slightly fewer. Planning special diets and cleaning up after meals were less popular, probably because few did the former and even fewer enjoyed the latter. Just over two-thirds believed selecting and preparing nutritious snacks should be taught in homemaking classes.

Respondents' Beliefs about Housing, Home Furnishings and Equipment

Homemaking Activities in Housing, Home Furnishings and Equipment Performed by the 75 Respondents

Planning basic home decoration was an activity performed by 69 or 92 percent of the respondents (Table 33, Appendix B). Sixty-six or 88 percent selected home furnishings. Sixty-four or 86 percent of the respondents said they used household equipment effectively. Sixty-three or 84 percent did simple household repair work.

Shopping for furnishings and equipment was performed by 60 or 80 percent of the respondents. Fifty-seven or 76 percent performed each of the following two activities:

1. considering whether to buy, build, or rent a home
2. planning satisfactory storage areas.

Seventy-five percent or fewer of the respondents performed each of the remaining homemaking activities in housing, home furnishings and equipment.

Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Enjoyed Performing

Sixty-eight or 91 percent of the respondents enjoyed planning basic home decoration. Sixty-six or 88 percent enjoyed selecting home furnishings. Fifty-seven respondents or 76 percent enjoyed using household equipment. All other activities in this group were enjoyed by between 50 and 75 percent of the respondents. Fifteen respondents or 20 percent disliked making simple household repairs (Table 34, Appendix B).

Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed They Learned in Homemaking Classes

Only two of the homemaking activities in this group were learned in homemaking classes by over half of the respondents

(Table 35, Appendix B). Forty-eight or 64 percent believed they learned how to plan basic home decoration in class, and 44 or 59 percent believed they learned in class how to select home furnishings.

Forty-eight or 64 percent believed they did not learn how to make simple household repairs in class. Those who did not learn how to make or renovate curtains or furniture numbered 42 or 56 percent. Forty-one or 55 percent said they had not learned how to plan storage areas in homemaking classes. Thirty-nine or 52 percent believed they did not learn in class how to decide whether to buy, build or rent a home.

Homemaking Activities in Housing, Home Furnishings and Equipment about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes

Very few of the respondents acquired their feelings about any of these activities in homemaking classes, primarily because so few of them had learned the activities in homemaking classes. Thirty-six or 49 percent believed they acquired their feelings about planning home decoration in class, and 31 or 41 percent believed they acquired their feelings about selecting home furnishings in class. These two activities also had the largest percentage of respondents believing they did not acquire their feelings about them in homemaking classes. These groups were small, however, numbering eight or 11 percent for planning basic home decoration and nine or

12 percent for selecting home furnishings (Table 36, Appendix B).

Homemaking Activities in Housing, Home Furnishings and
Equipment Which the 75 Respondents Believed Should Be
Taught in Homemaking Classes

Seventy respondents or 94 percent believed basic home decoration should be taught in homemaking classes, and only one believed it should not be taught. Sixty-four or 85 percent believed selecting home furnishings should be taught in class. It was believed by 63 or 84 percent of the respondents that shopping skillfully for furnishings and equipment should be taught in homemaking classes. From 68 to 79 percent of the respondents believed that the remaining activities in housing, home furnishings and equipment should be taught in class (Table 37, Appendix B).

Summary

Only one of the ten homemaking activities in housing, home furnishings and equipment was performed by less than two-thirds of the respondents. Basic home decorating and selecting home furnishings were performed more than the other homemaking activities. Half of the homemaking activities were enjoyed by over two-thirds of the respondents. The others were enjoyed by from 52 to 65 percent. Basic home decoration and selecting home furnishings were the activities enjoyed by the highest numbers of respondents.

Six of the activities were believed to have been learned in class by between one-third and two-thirds of the respondents. The other four were believed to have been learned in class by less than one-third. Homemaking classes were believed to have had an effect on between one-third and two-thirds of the respondents' feelings about only two of the homemaking activities and on less than one-third of the respondents' feelings about eight of them.

Over two-thirds of the respondents believed that each of the homemaking activities should be taught in homemaking classes. Planning basic home decoration was considered important by the most respondents. Selecting and shopping for home furnishings and equipment, using equipment effectively, and making flower arrangements were considered important by slightly fewer. Study of house plans, storage, repairs and making curtains or furniture were believed important by even fewer. Just over two-thirds believed that the factors to consider in deciding whether to buy, build or rent a home should be discussed in homemaking classes.

Respondents' Beliefs about Home Management

Homemaking Activities in Home Management Performed by the 75 Respondents

When asked whether they performed the homemaking activities in home management, 73 or 97 percent of the respondents said they

arranged furniture to be most convenient, and the remaining two said they did not perform this activity (Table 38, Appendix B). Sixty-nine or 92 percent maintain their own standards of safety and cleanliness, and an equal number select and use cleaning equipment and supplies. The other homemaking activities were all performed by from 80 to 87 percent of the respondents except determining when a wife should work outside the home, which was performed by 39 or 52 percent of the respondents.

Homemaking Activities in Home Management Which the 75 Respondents Enjoyed Performing

Ninety-six percent of the respondents, 72 in number, enjoyed arranging furniture and equipment efficiently. All other activities in home management were enjoyed by from 67 to 86 percent of the respondents except determining when a wife should work which was enjoyed by only 34 or 45 percent and caring for a person who is ill which was enjoyed by 38 or 51 percent. The latter activity was disliked by 14 or 18 percent of the respondents. Twelve or 16 percent disliked selecting and using cleaning equipment and supplies (Table 39, Appendix B).

Homemaking Activities in Home Management Which the 75 Respondents Believed They Learned in Homemaking Classes

Forty-eight or 64 percent believed they learned something

about maintaining standards of cleanliness and safety in homemaking classes (Table 40, Appendix B). Forty or 53 percent believed they learned how to improve their work methods to save time and energy in class. Each other homemaking activity was learned in class by less than half of the respondents.

Forty-one or 55 percent said they did not learn in class how to plan for leisure activities. Forty or 53 percent believed they did not learn how to decide when a wife should work outside the home. Selecting and using cleaning equipment and supplies and doing laundry were each believed not to have been learned in class by 38 or 51 percent of the respondents.

Homemaking Activities in Home Management about Which
the 75 Respondents Believed They Acquired Their Feelings
in Homemaking Classes

The feelings about each of the homemaking activities were believed to have been influenced by homemaking class experiences by 45 percent or fewer of the respondents (Table 41, Appendix B). This is again due to the fact that so few of the activities were learned in homemaking classes.

Homemaking Activities in Home Management Which the 75
Respondents Believed Should Be Taught in Homemaking Classes

Seventy or 94 percent of the respondents believed that safety

and cleanliness standards should be taught in homemaking classes. Sixty-seven or 89 percent believed that improving work methods should be taught. Sixty-five respondents or 87 percent believed that arranging furniture and equipment for convenience should be taught in class. The other homemaking activities in home management were judged important enough to be taught in homemaking classes by from 47 to 81 percent of the respondents (Table 42, Appendix B).

Seventeen or 23 percent believed that determining when a wife should work outside the home should not be considered in homemaking classes. It was interesting to the writer that more of the married respondents who were employed full-time answered this question in the negative than in the positive for this activity, while most of the respondents who were not employed said this activity should be taught in class. Fifteen or 20 percent of the respondents believed that planning for leisure activities should not be taught in homemaking classes.

Summary

All except one of the nine homemaking activities in home management were performed by over two-thirds of the respondents; the other was performed by 52 percent. Efficiency and cleanliness seemed to be maintained to the satisfaction of most of the respondents.

Five activities were enjoyed by over two-thirds of the respondents and four were enjoyed by from 45 to 67 percent. Maintaining convenient furniture arrangements, standards of cleanliness and safety and improved work methods were most enjoyed by the respondents.

Of the nine homemaking activities, seven were believed to have been learned in class by from one-third to two-thirds of the respondents. Two were believed learned in homemaking classes by less than one-third of the total.

The feelings about only three of the activities were believed to have been influenced by homemaking classes for between one-third and two-thirds of the respondents. The feelings about the other six activities were believed by less than one-third to have been influenced by homemaking classes.

It was believed by over two-thirds of the respondents that seven of the homemaking activities should be taught in homemaking classes, and by between one-third and two-thirds that the other two should be taught. The highest percentages of respondents believed that maintaining standards of cleanliness, efficiency and safety should be taught. Laundry, cleaning, including the family in decision-making and caring for the ill were considered important by slightly fewer respondents. Slightly less than two-thirds believed that planning for rest and leisure activities should be taught, and

slightly less than one-half believed that the factors to consider when deciding whether a wife should work outside the home should be considered in class.

Respondents' Beliefs about Money Management

Homemaking Activities in Money Management Performed by the 75 Respondents

All of the respondents except one said they used information on labels when shopping and when caring for articles (Table 43, Appendix B). Ninety-two percent or 69 of the respondents considered several alternatives when shopping for goods or services. Sixty-eight or 91 percent used banking and investment services of financial institutions. Sixty-five or 87 percent budgeted their spending.

One-third of the respondents did not seem to know about commercial information and legal protection for consumers; 40 to 53 percent did seem to understand how to use them. Twenty-four or 32 percent did not keep records of their spending; 49 or 66 percent did. Twenty-one or 28 percent did not purchase goods and services on credit; 51 or 68 percent did.

Homemaking Activities in Money Management Which the 75 Respondents Enjoyed Performing

Using label information was enjoyed by 65 or 87 percent of the

respondents. Sixty-one or 81 percent enjoyed using banking and investment services. Three-quarters of the respondents, 56 in number, enjoyed making budgets or plans for spending. Fifty-five or 73 percent enjoyed considering alternatives when making purchases.

One-third of the respondents disliked buying insurance. Twenty-two or 29 percent did not enjoy making purchases on credit, and 20 or 27 percent did not like to determine the costs and uses of credit (Table 44, Appendix B).

Homemaking Activities in Money Management Which the 75
Respondents Believed They Learned in Homemaking Classes

Fifty three or 71 percent believed they learned to use labels for shopping and care in class. The other homemaking activities in money management were believed by less than half of the respondents to have been learned in class (Table 45, Appendix B).

Fifty-six or 75 percent of the respondents believed they did not learn about banking and investment services in homemaking classes, although nothing is known about what they learned in other classes. Forty-eight or 64 percent said they did not learn about insurance in homemaking classes.

Homemaking Activities in Money Management about Which
the 75 Respondents Believed They Acquired Their Feelings
in Homemaking Classes

Thirty-six or 48 percent believed they acquired their feelings about using labels from their homemaking classes (Table 46, Appendix B). Homemaking classes influenced the feelings of less than one-third of the respondents about each of the other activities in this group.

Homemaking Activities in Money Management Which the 75
Respondents Believed Should Be Taught in Homemaking Classes

Sixty percent or more of the respondents believed that each of the homemaking activities in money management should be taught in class. Seventy or 93 percent believed that homemaking students should be taught how to use labels. Sixty-eight or 91 percent believed that budgeting should be taught. Sixty-six or 88 percent believed that students should learn how to determine the costs and uses of credit. Sixty-four or 85 percent believed that students should be taught to consider several alternatives when purchasing goods and services (Table 47, Appendix B).

Summary

Seven money management homemaking activities were performed by over two-thirds of the respondents, and three by from 53

to 67 percent of them. The use of labels to make purchases and to care for articles, making plans for spending and using banking and investment services were activities most commonly performed. Four of the activities were enjoyed by over two-thirds of the respondents, five by from one-third to 61 percent, and one by less than one-third.

One activity, using labels to make and care for purchases, was believed learned in class by over two-thirds of the respondents. Four activities were believed by between one-third and two-thirds of the respondents to have been learned in homemaking classes and less than one-third learned the other five activities in class.

Forty-eight percent said they acquired their feelings about one activity in homemaking classes, using information on labels to make purchases and care for articles after purchase. Less than one-third of the respondents acquired their feelings about any of the other homemaking activities in this group from their homemaking class experiences.

Over two-thirds of the respondents believed that all but one of the homemaking activities in money management should be taught in homemaking classes, and that one was considered important by 60 percent. Understanding labels and making budgets were considered important by the most respondents. Considering alternatives when making purchases, understanding and using credit, record keeping

and understanding the responsibilities of the consumer and commercial information and legal protection information for the consumer were considered important by slightly fewer. Using banking and investment services was considered important by just over two-thirds. Insurance was considered least important.

Respondents' Beliefs about Relationships

Homemaking Activities in Relationships Performed by the 75 Respondents

Entertaining friends was an activity performed by 69 or 92 percent of the respondents (Table 48, Appendix B). Sixty-seven or 89 percent appreciated the individuality of each person in their families. A like number included the rest of the family in the responsibility of caring for the home and the people in it. Sixty-six or 88 percent appreciated family members' needs for privacy. Sixty-five or 86 percent planned for pleasant experiences for the whole family to share. Only 11 or 15 percent had used the services of family counselors and 59 or 79 percent of the respondents reported that they had not. One respondent who had performed this activity wrote on her questionnaire, "If I could answer some of these questions on home and family responsibility with 'yes' I wouldn't be in the State Mental Hospital as I am now. I'm acquiring these skills now."

Homemaking Activities in Relationships Which the 75
Respondents Enjoyed Performing

Sixty-eight or 91 percent enjoyed entertaining friends. Planning for whole-family experiences was enjoyed by 64 or 86 percent of the respondents. Sixty-two or 83 percent enjoyed sharing the care of the home with the rest of the family. Sixty-one or 81 percent enjoyed each of the following two homemaking activities:

1. accepting the responsibilities of marriage and creating a home
2. accepting each member of the family as an individual (Table 49, Appendix B).

Homemaking Activities in Relationships Which the 75
Respondents Believed They Learned in Homemaking Classes

In no case did as many as half of the respondents believe they learned any of the homemaking activities in relationships in homemaking classes.

Thirty-nine or 52 percent believed that the concept of honoring other persons' needs for privacy had not been learned in homemaking classes. Thirty-eight or 50 percent believed that the following activities had not been learned in class:

1. entertaining friends
2. planning for the whole family to have pleasant experiences together

3. sharing the care of the house and family with the other family members (Table 50, Appendix B).

Homemaking Activities in Relationships about Which the 75
Respondents Believed They Acquired Their Feelings in
Homemaking Classes

Homemaking classes were considered responsible for the feelings about each homemaking activity in relationships by less than one-third of the respondents. Twenty-four or 32 percent believed their classes had influenced their feelings about learning what to do in social situations. Twenty-three or 31 percent believed their classes had had an effect on their feelings about accepting the responsibilities of marriage and creating a home (Table 51, Appendix B).

There were few respondents who said that homemaking classes did not have an effect on their feelings. In over half of all cases, no response at all was made.

Homemaking Activities in Relationships Which the 75
Respondents Believed Should Be Taught in Homemaking
Classes

Over half of the respondents believed that each of the homemaking activities in relationships should be taught in homemaking classes, although some expressed concern about how some of them could be taught. Sixty respondents or 80 percent believed accepting

the responsibilities of marriage and creating a home should be taught (Table 52, Appendix B). Fifty-eight or 77 percent believed sharing the care of the home with the rest of the family should be taught. Fifty-seven or 76 percent believed that ways of behaving in social situations should be taught in class. It was believed by 56 or 75 percent of the respondents that the following should be taught in homemaking classes:

1. appreciating each family member as an individual
2. providing guidance in the educational, emotional and social development of each family member.

Summary

Only one homemaking activity on the questionnaire, going to family counselors for help with family problems, was performed by less than one-third of the respondents. It is now recognized by the investigator that the wording of this statement was poor in consideration of the purpose of the study because of the low availability of such services to many of the respondents. All other relationships activities were performed by over two-thirds of the respondents. Sharing the care of the home with the family, entertaining friends and being concerned about both family togetherness and family members' needs for privacy were the most common activities. Eight activities were enjoyed by over two-thirds of the respondents,

one by slightly under two-thirds and one by less than one-third.

Entertaining friends and planning for pleasant family experiences were most enjoyed.

Between one-third and two-thirds of the respondents believed they learned three of the homemaking activities in relationships in homemaking classes. Less than one-third believed they learned the other seven activities in this group in class.

Less than one-third of the respondents believed they acquired their feelings about any of them in homemaking classes.

Between one-third and two-thirds of the respondents believed that two of the homemaking activities in relationships should be taught in class. Over two-thirds believed the other eight should be taught. However, none was believed important by over 80 percent of the respondents. Accepting and sharing the responsibilities of homemaking, appreciating the individuality of family members, understanding social behavior, entertaining friends, planning for pleasant family experiences, and providing guidance in the growth of family members were considered important by 70 to 80 percent. Just over two-thirds thought that every family member's need for some privacy should be discussed in class. Less than two-thirds believed it was necessary to discuss the use of community facilities by the family or going to family counselors with family problems.

THE NULL HYPOTHESIS

The null hypothesis which this study was undertaken to prove or disprove was that the present feelings about the homemaking activities of young women who had two or more years of homemaking education and who graduated from high school six years ago were not influenced by secondary school homemaking class experiences.

It has been assumed that of the five questions which were asked on the questionnaire of the 75 respondents about the 71 listed homemaking activities, the following three will be most useful in determining whether the hypothesis is true:

1. Do you enjoy performing the activities?
2. Did you acquire from your classes your feelings of enjoying or not enjoying the activities?
3. Do you believe the activities should be taught in homemaking classes?

Over 67 percent of the respondents enjoyed 38 of the 71 homemaking activities, but they acquired their feelings about none of those activities in homemaking class experiences. Due to this fact, it would appear that the hypothesis is true. It is encouraging that over two-thirds of the respondents believed that 65 of the homemaking activities should be taught in homemaking classes. This might indicate that the respondents do believe that homemaking education is

important even though their own homemaking education did not seem to influence their feelings about their present homemaking activities.

SUMMARY OF THE CHAPTER

In an attempt to discover whether secondary school homemaking classes influence the feelings of young women about their homemaking activities, a questionnaire was constructed and mailed to 365 young women whose names and addresses were provided by 56 Oregon high school homemaking teachers. Seventy-five young women returned usable questionnaires. The respondents had all taken at least two years of homemaking in the secondary grades and had graduated from high school in 1961. Most of them were married and mothers of one or two children. Most were not employed and participated in no community activities except perhaps church activities. Sixty percent had had some education after high school.

The questionnaire listed 71 homemaking activities and asked the respondents whether they performed the activities, whether they enjoyed performing them, whether they learned them in homemaking classes, whether their homemaking classes had influenced their feelings about them and lastly whether they believed the activities should be taught in homemaking classes.

Of the 71 homemaking activities listed, 57 were performed by over two-thirds of the respondents, 13 by from one-third to two-thirds

and one by less than one-third. Thirty-eight were enjoyed by over two-thirds of the respondents, 31 were enjoyed by from one-third to two-thirds and two were enjoyed by less than one-third. One was disliked by slightly over half of the respondents. Only nine of the 71 homemaking activities were believed to have been learned in homemaking classes by over two-thirds of the respondents. From one-third to two-thirds believed they learned 35 homemaking activities in class. The other 27 activities were believed by less than one-third of the respondents to have been learned in homemaking classes. The feelings about 21 of the activities were acquired by from one-third to two-thirds of the respondents as a result of their homemaking class experiences. The feelings about 50 activities were acquired in class by less than one-third of the respondents.

Since the feelings of less than two-thirds of the respondents about all homemaking activities listed on the questionnaire were believed to have been influenced by secondary school homemaking classes, it would seem that the null hypothesis with which the study was begun is true. It must be recognized, however, that the results of this study are valid only for the sample of homemakers who answered the questionnaires and only for the time at which they answered the questionnaires.

A total of 65 of the homemaking activities should be taught in homemaking classes, according to over two-thirds of the respondents.

Two-thirds or fewer said that six should be taught, and in only one case did less than half believe that an activity should be taught in class.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Home economists and educators believe that homemaking classes are valuable and should be made available to every young person. The literature lists characteristics of modern society, changes which are occurring in it and ways in which homemaking classes can help young people prepare for a long and satisfying life in this society. This study was prompted by the need to discover whether homemaking teachers in Oregon are being successful in helping young people acquire skills and knowledges which will help them live in a changing society and whether homemaking classes have an effect on the feelings young women have toward the homemaking activities they perform.

Purpose of the Study

A null hypothesis was established which stated that the present feelings about the homemaking activities of young women who had two or more years of homemaking education and who graduated from high school six years ago were not influenced by secondary school homemaking class experiences.

In order to have a basis for proving or disproving this

hypothesis a questionnaire was set up to attempt to determine

1. whether specific homemaking activities were performed
2. whether those that were performed were enjoyed
3. whether they were learned in homemaking classes
4. whether the respondents' feelings about those which were performed and which were learned in homemaking classes were influenced by those homemaking classes
5. whether the respondents believed the homemaking activities should be taught in homemaking classes.

Method of Procedure

A questionnaire listing 71 homemaking activities and five questions about those homemaking activities based on the purpose of the study listed above was mailed to 395 young women whose names and addresses were provided by 56 Oregon high school homemaking teachers. These young women were to have had two years or more of homemaking in high school and to have been graduated from high school in 1961. Seventy-eight questionnaires were returned by the Post Office because they had insufficient addresses or the addressees were not known. Many of the addresses were six years old because they had been taken from the high school files. Eighty-three answered questionnaires were returned. Eight of these were unusable. Five respondents had only had one year of homemaking. Two had not

followed directions and one arrived too late to be included in the study. Seventy-five questionnaires, or only 24 percent of the 317 which were apparently delivered to the addressees, were usable.

Conclusions

Over two-thirds of the 75 respondents reported that they performed 57 of the 71 homemaking activities listed on the questionnaire, enjoyed 38 of them, learned nine in homemaking classes and believed their homemaking classes to have influenced their feelings about none of them. These results would seem to indicate that the null hypothesis was proved with respect to the sample used for this study.

The following conclusions have been based on the homemaking activities which the highest percentages of the respondents believed should be taught in homemaking classes. This list includes the activities which apparently are the most important learnings in the opinion of the particular sample of respondents at the particular time at which they answered the questionnaires. No attempt has been made to indicate the grade levels at which these activities could be most effectively taught.

Over 90 percent of the 75 respondents believed that each of the following activities should be taught in homemaking classes:

1. Selecting appropriate clothing and accessories for yourself.
2. Selecting fabrics with consideration for use and care as well as attractiveness.
3. Considering the advantages and disadvantages of making and

buying clothing.

4. Shopping skillfully for clothing.
5. Making clothing in order to save money.
6. Keeping clothing in good repair.
7. Improving grooming and posture.
8. Planning family meals based on the Basic 4 food groups.
9. Planning for variety in texture, color, flavor and temperature in meals.
10. Shopping skillfully for food.
11. Preparing and serving family meals with a minimum expenditure of time and energy and a maximum of family enjoyment.
12. Planning basic home decoration.
13. Maintaining standards of cleanliness and safety (in relation to your family and your values).
14. Using information on labels to make purchases and care for articles after purchase.
15. Developing a plan for spending.

Of the 12 homemaking activities in clothing, textiles and related arts over 90 percent of the respondents believed that seven should be taught in homemaking classes. In foods and nutrition four of the ten were so designated. This was the next largest group from any one area of homemaking. Over 90 percent of the respondents believed that two of the ten money management homemaking activities should be taught in class, while only one of the nine homemaking activities in home management and one of the ten in housing, home furnishings and equipment were believed worthy of being taught by

this many respondents. Finally, no child care and development or relationships activities were included on the list.

The results of the study would appear to indicate that

1. The present feelings about the homemaking activities of young women who had at least two years of homemaking in high school and who graduated from high school in 1961 were apparently not greatly influenced by their homemaking class experiences.
2. While most of the respondents performed most of the 71 homemaking activities and enjoyed performing many of them, they either did not learn most of the homemaking activities they now perform in homemaking classes or did not remember learning them in class.
3. Although over two-thirds of the respondents believed that 65 of the homemaking activities should be taught in homemaking classes, nearly four-fifths of those activities which over 90 percent of the respondents believed should be taught in class were in the foods and clothing areas.

Recommendations for Further Study

As the investigator concludes this study she wishes to raise some questions and make some suggestions which might be of value to any other person who might wish to do a similar study.

In 1968, Home Economics in Vocational Education in the United States plans to evaluate its progress in the Useful and Gainful

Employment Programs. This study has been one attempt to determine how this evaluation might best benefit the homemaking teachers in the State of Oregon.

Although they agree it is very important, many homemaking teachers believe that the new emphasis on gainful employment should not be allowed to overshadow home economics' traditional concern for home and family life. However, it is imperative that it be determined whether homemaking classes really are doing an effective job in this function. Therefore it is suggested that new data be collected and studied. The sample used must be a representative one so that the results could be validated statistically. Several other aspects also should be considered in the evaluation.

An attempt might be made to answer some of the following questions:

1. How do homemaking classes influence the responses to the different areas of homemaking?
 - a. What influence does the amount of the areas taught in a class have?
 - b. Of what importance is the quality of the teaching, and how can we measure this?
 - c. Would some activities be performed more and/or enjoyed more whether they were learned in homemaking classes or not?

- d. Of what importance are classes at the different grade levels to students who have different amounts of homemaking and in different grades?
- 2. How do the interests and experiences of students affect their responses to the different areas of homemaking?
 - a. How do the interests and maturity levels of students change from the seventh through the twelfth grades?
 - b. What is the effect of an individual student's interests and maturity on his or her acceptance of ideas presented in homemaking classes?
 - c. How can homemaking classes benefit students who have had varying amounts of learning experiences outside of class, either before or while they take homemaking?
 - d. How can boys benefit from homemaking classes and at what grade levels would they benefit most from homemaking?
- 3. What is the effect of young persons' experiences since high school graduation on their performance of and beliefs about certain homemaking activities? For instance, the effects of some of the following factors might be studied:
 - a. marital status
 - b. number and ages of children
 - c. whether presently employed or ever have been employed
 - d. occupation

- e. amount and type of education after high school
- f. maintenance of or changes in their interests since high school.

In addition to these questions, the investigator wishes to make some comments and suggests concerning this study and the questionnaires which were used to collect data for the study.

1. Each item should have been more carefully studied and validated before being included in the questionnaire so that they could all produce the most valuable information possible.
2. The questionnaire appears to be somewhat long and complicated. It could perhaps be shortened and simplified and still provide enough data to be meaningful. The directions also need to be stated so clearly that the respondents will have no trouble understanding what is expected of them.
3. In analyzing the data from the questionnaire, the only measure of the relative importance of the various homemaking activities was the number of persons who agreed to each one. Some system for finding out which activities the respondents consider most important might be valuable to a study which is aimed at evaluating and improving homemaking education.
4. Two of the questions asked on the questionnaire about the homemaking activities might be changed or clarified in some way.

For example,

- a. Question 2 would be rather difficult to answer concerning some homemaking activities. Possibly a study could seek to discover if the respondents, rather than "enjoy" an activity, either (1) "are glad they are able to do it" or (2) "would like to do it if they could" or (3) "approve of its being done."
 - b. Likewise Question 4 was sometimes difficult to answer. It was an attempt to find out whether homemaking classes influenced the respondents' feelings about their homemaking activities. Other questions which are also important and which might be easier for respondents to answer are whether homemaking classes influenced whether the homemaking activities are performed and whether classes influenced the way in which the activities are performed.
5. Some allowance should be made for the fact that it is often difficult for a person to remember where she learned an activity.
 6. A more random sampling of respondents might result in information more applicable to various schools and situations.

No one study could answer all of the questions raised here or solve all of the problems of the questionnaire used in this study. It is hoped, however, that some follow-up studies can be made and that at least some of these questions can be answered by a new sample of respondents.

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APPENDICES

APPENDIX A

EFFECTS OF THE SECONDARY SCHOOL HOMEMAKING PROGRAM ON THE FEELINGS OF YOUNG WOMEN TOWARD HOMEMAKING ACTIVITIES

To Young Women Who Had High School Homemaking Classes:

I am making a study of the effects of the secondary school homemaking program on the feelings of young women toward homemaking activities. A number of Oregon high school homemaking teachers have been asked to help by providing names of girls who had homemaking in high school and graduated from high school six years ago. You have been selected to participate in this study. You can make a valuable contribution to the study by taking a few minutes to complete this questionnaire. No one's identity will be revealed.

This study is part of a thesis leading to a Master of Science degree in Home Economics Education at Oregon State University. We want to find out how you feel about your homemaking activities and how your high school homemaking classes affected the way you feel about those homemaking activities now.

Will you please complete the questionnaire and return it within the next few days? Thank you very much.

Sincerely,

(Miss) Edith Matheson
215-1/2 South 18th Street
St. Helens, Oregon

Please check the appropriate columns to tell us about your secondary school homemaking classes.

Grade	Did you take homemaking?		Length of time			Types of classes	
	Yes	No	Year	Semester	Other	Girls only	Girls & boys
7							
8							
9							
10							
11							
12							

APPENDIX B

Table 1. The Homemaking Classes Taken by the 75 Respondents.

<u>Respondents Who Took Homemaking</u>			<u>Length of Time</u>								<u>Types of Classes</u>					
<u>Grade</u>	<u>Who Took</u>		<u>Year</u>		<u>Semester</u>		<u>Six Weeks</u>		<u>No Answer</u>		<u>Girls</u>		<u>Coeducational</u>		<u>No Answer</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
7	12	16	8	11	2	3	1	1	1	1	12	16	0	0	0	0
8	20	27	14	19	4	5	1	1	1	1	20	27	0	0	0	0
9	63	84	62	83	0	0	0	0	1	1	62	83	0	0	1	1
10	69	92	65	87	2	3	0	0	2	3	67	89	0	0	2	3
11	48	64	46	61	2	3	0	0	0	0	47	63	0	0	1	1
12	45	60	43	57	1	1	0	0	1	1	43	57	1	1	1	1

Table 2. The Amount of Homemaking Taken by the 75 Respondents.

Amount of Homemaking Taken*	Respondents	
	No.	%
Two years	20	28
Two years plus one semester course	3	4
Two years plus two six-weeks courses	1	1
Three years	16	21
Three years plus one semester course	3	4
Three years plus two semester courses	1	1
Four years	19	25
Four years plus one semester course	1	1
Four years plus two semester courses	1	1
Five years	8	11
Six years	2	3
Total	75	100

* When respondents did not indicate the length of time of a home-making class (see Table 1), it was assumed that the class has been for one year.

Table 3. The Grades in Which the 75 Respondents Had Homemaking Classes.

Amount of Homemaking Taken	Respondents		Six weeks	Grade Combinations	
	No.	%		Semester	Year
Two years	1	1			8, 11
Two years	1	1			9, 12
Two years	12	17			9, 10
Two years	2	3			10, 11
Two years	2	3			10, 12
Two years	2	3			11, 12
Two years, one semester	1	1		11	9, 10
Two years, one semester	1	1		8	9, 10
Two years, one semester	1	1		8	9, 12
Two years, two six weeks	1	1	7, 8		9, 10
Three years	1	1			8, 9, 10
Three years	7	10			9, 10, 11
Three years	5	7			9, 10, 12
Three years	3	4			10, 11, 12
Three years, one semester	1	1		11	9, 10, 12
Three years, one semester	1	1		12	9, 10, 11
Three years, one semester	1	1		10	8, 9, 12
Three years, two semesters	1	1		7, 8	9, 10, 11
Four years	1	1			7, 9, 11, 12
Four years	1	1			7, 8, 9, 10
Four years	17	24			9, 10, 11, 12
Four years, one semester	1	1		10	8, 9, 11, 12
Four years, two semesters	1	1		7, 8	9, 10, 11, 12
Five years	2	3			7, 8, 9, 10, 11
Five years	2	3			7, 8, 10, 11, 12
Five years	1	1			7, 8, 9, 10, 12
Five years	3	4			8, 9, 10, 11, 12
Six years	2	3			7, 8, 9, 10, 11, 12
Total	75	100			

Table 4. The Marital Status of the 75 Respondents.

Marital Status	<u>Respondents</u>	
	No.	%
Single	10	13
Married	61	82
Widowed	1	1
Divorced	1	1
Divorced and Remarried	2	3
Total	75	100

Table 5. The Ages of the 75 Respondents.

Ages	<u>Respondents</u>	
	No.	%
21 and under	1	1
22	1	1
23	29	39
24	40	54
25	4	5
Total	75	100

Table 6. The Ages of the Husbands of the 63 Married Respondents.

Ages	<u>Husbands</u>	
	No.	%
22 and under	1	1
23	6	9
24	11	18
25	12	19
26	10	16
27	8	13
28 and over	14	23
Not usable	1	1
Total	63	100

Table 7. The Number of Children of the 64 Married and Divorced Respondents.

Number of Children	<u>Respondents</u>	
	No.	%
None	24	39
One	17	26
Two	20	31
Three	2	3
Four	1	1
Total	64	100

Table 8. The Ages of the 67 Children.

Ages of Children	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	No.	%	No.	%	No.	%
Under one	10	15	6	9	4	6
One year	11	16	6	9	5	7
Two years	13	20	7	10.5	6	9.5
Three years	13	20	10	15.5	3	4.5
Four years	10	15	5	7.5	5	7.5
Five years	5	7	3	4	2	3
Six years and over	5	7	3	4	2	3
Total	67	100	40	59.5	27	40.5

Table 9. The Living Arrangements of the 75 Respondents.

Living Arrangements	<u>Respondents</u>					
	<u>Total</u>		<u>Single</u>		<u>Married</u>	
	No.	%	No.	%	No.	%
Own a house	25	33	0	0	25	33
Rent a house	26	35	2	3	24	32
Rent an apartment	16	21	6	8	10	13
Live with parents	5	7	4	5	1	2
Others	3	4	0	0	3	4
Total	75	100	12	16	63	84

Table 10. The Persons Living with the 75 Respondents.

Persons Living with Respondents	<u>Respondents</u>					
	<u>Total</u>		<u>Single</u>		<u>Married</u>	
	No.	%	No.	%	No.	%
No one	3	4	3	4	0	0
Parents	5	7	4	5	1	2
Husband	62	83	0	0	62	83
Roommate(s)	4	5	4	5	0	0
Other	1	1	1	1	0	0
Total	75	100	12	15	63	85

Table 11. The Community Activities in Which the 75 Respondents Participated, by Marital Status.

Community Activities	<u>Respondents</u>					
	<u>Total</u>		<u>Single</u>		<u>Married</u>	
	No.	%	No.	%	No.	%
No answer or none	35	47	3	4	32	43
Church	24	32	8	11	16	21
Social groups	17	23	3	4	14	19
Service groups	8	11	2	3	6	8
School (as student, teacher or parent)	7	9	1	1	6	8
Professional groups	4	5	1	1	3	4
Home Economics Extension	3	4	0	0	3	4
Sports	2	3	1	1	1	1
Advise a youth group	1	1	0	0	1	1

Table 12. The Community Activities in Which the 75 Respondents Participated, by Employment.

Community Activities	<u>Respondents</u>							
	<u>Total</u>		<u>Not Employed</u>		<u>Part-Time</u>		<u>Full-Time</u>	
	No.	%	No.	%	No.	%	No.	%
No answer or none	35	47	23	31	2	3	10	13
Church	24	32	9	12	1	1	14	19
Social groups	17	23	7	9	3	4	7	9
Service groups	8	11	2	3	1	1	5	7
School (as student, teacher or parent)	7	9	0	0	0	0	7	9
Professional groups	4	5	1	1	0	0	3	4
Home Economics Extension	3	4	3	4	0	0	0	0
Sports	2	3	0	0	0	0	2	3
Advise a youth group	1	1	1	1	0	0	0	0

Table 13. The Educational Levels of the 75 Respondents.

Educational Levels	<u>Respondents</u>	
	No.	%
High school only	30	40
One year "other"	10	14
Three years "other"	1	1
One year "other" plus one year college	1	1
One year "other" plus two years college	1	1
One year college	6	8
Two years college	2	3
Three years college	2	3
Four years college	15	20
One year post-graduate	6	8
No answer	1	1
Total	75	100

Table 14. The Educational Levels of the Husbands of the 63 Married Respondents.

Educational Levels	<u>Husbands</u>	
	No.	%
Less than high school	2	3
High school only	23	37
One year "other"	5	8
Two years "other"	4	7
One year "other" plus one year college	1	1
One year "other" plus two years college	1	1
One year college	1	1
Two years college	7	12
Three years college	4	7
Four years college	9	15
One year post-graduate	3	4
Two years post-graduate	2	3
Not clear	1	1
Total	63	100

Table 15. The Employment of the 75 Respondents.

Employment	<u>Respondents</u>					
	<u>Total</u>		<u>Single</u>		<u>Married</u>	
	No.	%	No.	%	No.	%
Not Employed	38	51	0	0	38	51
Employed Part-Time	6	8	1	1	5	7
Employed Full-Time	31	41	11	15	20	26
Total	75	100	12	16	63	84

Table 16. The Occupations of the 37 Employed Respondents.

Occupational Classifications*	<u>Respondents</u>									
	<u>Single</u>						<u>Married</u>			
	<u>Total</u>		<u>Part-Time</u>		<u>Full-Time</u>		<u>Part-Time</u>		<u>Full-Time</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional, technical, managerial	20	54	1	3	4	11	2	5	13	35
Clerical and sales	10	27	0	0	2	5	2	5	6	16
Service	4	11	0	0	3	8	1	3	0	0
Bench work	2	5	0	0	1	3	0	0	1	3
Miscellaneous	1	3	0	0	1	3	0	0	0	0
Total	37	100	1	3	11	30	5	13	20	54

* According to U. S. Department of Labor. Dictionary of occupational titles. 3rd ed. Washington, D. C., U. S. Government Printing Office, 1965. 2 vols. (Four classifications were omitted, as no respondents' occupations fell into these categories.)

Table 17. The Occupations of the Husbands of the 63 Married Respondents.

Occupational Classifications*	<u>Husbands</u>	
	No.	%
Professional, technical, managerial	20	32
Clerical and sales	5	8
Service	10	16
Farming, fishery, forestry	1	2
Processing	6	9
Machines trades	5	8
Structural work	2	3
Miscellaneous	8	13
Student	2	3
Not given	4	6
Total	63	100

* According to U. S. Department of Labor. Dictionary of occupational titles. 3rd ed. Washington, D. C., U. S. Government Printing Office, 1965. 2 vols. (One classification was omitted because no occupation fell into this category. Student classification is additional)

Table 18. Homemaking Activities in Clothing, Textiles and Related Arts Performed by the 75 Respondents.

Homemaking Activities	Respondents Performed							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Choosing appropriate clothing								
a. For men	56	75	17	22	0	0	2	3
b. For children	48	64	24	32	0	0	3	4
2. Selecting appropriate clothing and accessories for yourself.	74	99	1	1	0	0	0	0
3. Selecting fabrics with consideration for use and care as well as attractiveness.	72	96	1	1	0	0	2	3
4. Considering the advantages and disadvantages of making and buying clothing.	71	94	2	3	0	0	2	3
5. Shopping skillfully for clothing.	67	89	3	4	1	1	4	6
6. Making clothing, in order to								
a. Save money.	67	89	5	7	1	1	2	3
b. Receive pleasure from being creative in constructing garments	66	88	5	7	1	1	3	4
7. Keeping clothing in good repair.	63	84	10	14	1	1	1	1
8. Storing clothing properly (out-of-season for instance).	47	63	23	30	2	3	3	4
9. Caring for sewing equipment.	62	83	9	12	1	1	3	4
10. Improving grooming and posture.	71	95	1	1	0	0	3	4

Table 19. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Choosing appropriate clothing								
a. For men.	49	65	4	5	2	3	20	27
b. For children.	47	63	0	0	1	1	27	36
2. Selecting appropriate clothing and accessories for yourself.	72	96	2	3	0	0	1	1
3. Selecting fabrics with consideration for use and care as well as attractiveness.	71	95	1	1	0	0	3	4
4. Considering the advantages and disadvantages of making and buying clothing.	64	85	4	5	2	3	5	7
5. Shopping skillfully for clothing.	64	85	3	4	0	0	8	11
6. Making clothing, in order to								
a. Save money.	65	86	2	3	0	0	8	11
b. Receive pleasure from being creative in constructing garments.	64	85	0	0	2	3	9	12
7. Keeping clothing in good repair.	36	48	18	24	5	7	16	21
8. Storing clothing properly (out-of-season for instance).	25	33	14	19	3	4	33	44
9. Caring for sewing equipment.	42	56	8	11	7	9	18	24
10. Improving grooming and posture.	69	92	1	1	0	0	5	7

Table 20. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Choosing appropriate clothing								
a. For men.	11	14	51	68	5	7	8	11
b. For children.	26	35	32	43	4	5	13	17
2. Selecting appropriate clothing and accessories for yourself.	57	76	13	17	5	7	0	0
3. Selecting fabrics with consideration for use and care as well as attractiveness.	62	83	8	10	3	4	2	3
4. Considering the advantages and disadvantages of making and buying clothing.	62	83	6	8	3	4	4	5
5. Shopping skillfully for clothing.	48	64	16	22	4	5	7	9
6. Making clothing, in order to								
a. Save money	61	81	6	8	3	4	5	7
b. Receive pleasure from being creative in constructing garments.	54	72	12	16	1	1	8	11
7. Keeping clothing in good repair.	38	51	26	34	2	3	9	12
8. Storing clothing properly (out-of-season for instance).	34	45	27	36	2	3	12	16
9. Caring for sewing equipment.	48	64	13	17	3	4	11	15
10. Improving grooming and posture.	56	75	12	16	3	4	4	5

Table 21. Homemaking Activities in Clothing, Textiles and Related Arts about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Choosing appropriate clothing								
a. For men.	3	4	4	5	3	4	65	87
b. For children.	10	13	7	9	5	7	53	71
2. Selecting appropriate clothing and accessories for yourself.	40	53	12	16	6	8	17	23
3. Selecting fabrics with consideration for use and care as well as attractiveness.	50	67	7	9	4	5	14	19
4. Considering the advantages and disadvantages of making and buying clothing.	47	62	8	11	5	7	15	20
5. Shopping skillfully for clothing.	38	51	4	5	5	7	28	37
6. Making clothing, in order to								
a. Save money.	47	62	8	11	3	4	17	23
b. Receive pleasure from being creative in constructing garments.	49	65	2	3	1	1	23	31
7. Keeping clothing in good repair.	24	32	7	9	2	3	42	56
8. Storing clothing properly (out-of-season for instance).	14	18	8	11	2	3	51	68
9. Caring for sewing equipment.	36	48	7	9	4	5	28	38
10. Improving grooming and posture.	42	57	10	13	4	5	19	25

Table 22. Homemaking Activities in Clothing, Textiles and Related Arts Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	<u>Respondents Believed Should Be Taught</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Choosing appropriate clothing								
a. For men.	51	68	9	12	6	8	9	12
b. For children.	57	76	2	3	4	5	12	16
2. Selecting appropriate clothing and accessories for yourself.	73	97	0	0	0	0	2	3
3. Selecting fabrics with consideration for use and care as well as attractiveness.	68	91	4	5	0	0	3	4
4. Considering the advantages and disadvantages of making and buying clothing.	71	95	0	0	0	0	4	5
5. Shopping skillfully for clothing.	68	91	1	1	0	0	6	8
6. Making clothing, in order to								
a. Save money.	70	94	0	0	1	1	4	5
b. Receive pleasure from being creative in constructing garments.	65	87	1	1	1	1	8	11
7. Keeping clothing in good repair.	68	91	0	0	1	1	6	8
8. Storing clothing properly (out-of-season for instance).	63	84	2	3	0	0	10	13
9. Caring for sewing equipment.	67	89	0	0	0	0	8	11
10. Improving grooming and posture.	71	95	0	0	0	0	4	5

Table 23. Homemaking Activities in Child Care and Development Performed by the 75 Respondents.

Homemaking Activities	<u>Respondents Performed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Helping children develop physically, socially, emotionally and intellectually by								
a. Reading to children or telling children stories.	50	67	18	24	1	1	6	8
b. Selecting play materials and equipment for children of various ages.	52	69	18	24	0	0	5	7
c. Supervising children's play.	47	63	20	26	0	0	8	11
d. Talking to and listening to children.	65	87	4	5	0	0	6	8
e. Teaching children ways of living happily with others (manners).	51	68	17	23	0	0	7	9
2. Including your husband and your family in getting ready for a new baby.	36	48	26	35	1	1	12	16
3. Understanding children's behavior by using the patterns of children's growth and development.	52	69	11	15	6	8	6	8
4. Setting limits so that children may develop a sense of security and discipline.	52	69	14	19	2	3	7	9
5. Using desirable methods of helping children learn routines.	44	59	21	28	3	4	7	9
6. Handling accidents or other emergencies that may arise when caring for children.	57	76	11	14	2	3	5	7

Table 24. Homemaking Activities in Child Care and Development Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Helping children develop physically, socially, emotionally and intellectually by								
a. Reading to children or telling children stories.	49	66	0	0	1	1	25	33
b. Selecting play materials and equipment for children of various ages.	51	68	0	0	1	1	23	31
c. Supervising children's play.	44	59	1	1	2	3	28	37
d. Talking to and listening to children.	64	85	0	0	1	1	10	14
e. Teaching children ways of living happily with others (manners).	47	63	1	1	3	4	24	32
2. Including your husband and your family in getting ready for a new baby.	36	48	0	0	0	0	39	52
3. Understanding children's behavior by using the patterns of children's growth and development.	48	64	0	0	3	4	24	32
4. Setting limits so that children may develop a sense of security and discipline.	43	57	6	8	2	3	24	32
5. Using desirable methods of helping children learn routines.	40	53	0	0	2	3	33	44
6. Handling accidents or other emergencies that may arise when caring for children.	36	48	18	24	1	1	20	27

Table 25. Homemaking Activities in Child Care and Development Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Helping children develop physically, socially, emotionally and intellectually by								
a. Reading to children or telling children stories.	27	36	39	52	3	4	6	8
b. Selecting play materials and equipment for children of various ages.	31	41	31	41	4	6	9	12
c. Supervising children's play.	22	29	34	45	5	7	14	19
d. Talking to and listening to children.	21	28	41	55	7	9	6	8
e. Teaching children ways of living happily with others (manners).	16	21	41	55	6	8	12	16
2. Including your husband and your family in getting ready for a new baby.	18	24	41	55	1	1	15	20
3. Understanding children's behavior by using the patterns of children's growth and development.	20	26	36	48	5	7	14	19
4. Setting limits so that children may develop a sense of security and discipline.	17	23	38	51	7	9	13	17
5. Using desirable methods of helping children learn routines.	19	25	35	47	6	8	15	20
6. Handling accidents or other emergencies that may arise when caring for children.	23	31	34	45	6	8	12	16

Table 26. Homemaking Activities in Child Care and Development about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Helping children develop physically, socially, emotionally and intellectually by								
a. Reading to children or telling children stories.	14	19	5	7	1	1	55	73
b. Selecting play materials and equipment for children of various ages.	16	21	7	9	5	7	47	63
c. Supervising children's play.	10	13	6	8	5	7	54	72
d. Talking to and listening to children.	14	19	4	5	4	5	53	71
e. Teaching children ways of living happily with others (manners).	12	16	2	3	5	6	56	75
2. Including your husband and your family in getting ready for a new baby.	11	15	0	0	1	1	63	84
3. Understanding children's behavior by using the patterns of children's growth and development.	14	19	2	2	3	4	56	75
4. Setting limits so that children may develop a sense of security and discipline.	11	14	2	3	6	8	56	75
5. Using desirable methods of helping children learn routines.	12	16	2	3	2	3	59	78
6. Handling accidents or other emergencies that may arise when caring for children.	16	21	5	7	1	1	53	71

Table 27. Homemaking Activities in Child Care and Development Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	Respondents Believed Should Be Taught							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Helping children develop physically, socially, emotionally and intellectually by								
a. Reading to children or telling children stories.	59	79	6	8	4	5	6	8
b. Selecting play materials and equipment for children of various ages.	58	77	5	7	2	3	10	13
c. Supervising children's play.	51	68	8	11	3	4	13	17
d. Talking to and listening to children.	59	79	8	11	1	1	7	9
e. Teaching children ways of living happily with others (manners).	57	76	5	7	2	3	11	14
2. Including your husband and your family in getting ready for a new baby.	50	67	6	8	6	8	13	17
3. Understanding children's behavior by using the patterns of children's growth and development.	55	73	4	5	2	3	14	19
4. Setting limits so that children may develop a sense of security and discipline.	56	75	6	8	1	1	12	16
5. Using desirable methods of helping children learn routines.	52	70	7	9	4	5	12	16
6. Handling accidents or other emergencies that may arise when caring for children.	62	83	1	1	1	1	11	15

Table 28. Homemaking Activities in Foods and Nutrition Performed by the 75 Respondents.

Homemaking Activities	Respondents Performed							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Planning family meals based on the Basic 4 food groups.	69	92	3	4	3	4	0	0
2. Planning for variety in texture, color, flavor and temperature in meals.	64	86	9	12	1	1	1	1
3. Shopping skillfully for food.	68	91	1	1	2	3	4	5
4. Meeting the special nutritional needs of certain family members (people on special diets, including children, the elderly, pregnant women, etc.).	45	60	25	33	0	0	5	7
5. Preparing and serving family meals with a minimum expenditure of time and effort and a maximum of family enjoyment.	68	91	4	5	1	1	2	3
6. Preparing and serving enjoyable guest meals.	64	86	6	8	1	1	4	5
7. Selecting and preparing nutritious snacks.	47	63	21	28	2	3	5	7
8. Preserving foods.	59	79	13	17	0	0	3	4
9. Cleaning up after meals; washing dishes.	72	96	1	1	0	0	2	3
10. Organizing the kitchen equipment and storage space to save time and energy.	67	90	4	5	1	1	3	4

Table 29. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Planning family meals based on the Basic 4 food groups.	68	80	5	7	0	0	10	13
2. Planning for variety in texture, color, flavor and temperature in meals.	59	78	2	3	2	3	12	16
3. Shopping skillfully for food.	58	77	8	11	0	0	9	12
4. Meeting the special nutritional needs of certain family members (people on special diets, including children, the elderly, pregnant women, etc.).	34	45	8	11	3	4	30	40
5. Preparing and serving family meals with a minimum expenditure of time and effort and a maximum of family enjoyment.	63	84	3	4	1	1	8	11
6. Preparing and serving enjoyable guest meals.	60	80	2	3	2	3	11	14
7. Selecting and preparing nutritious snacks.	43	57	2	3	1	1	29	39
8. Preserving foods.	51	68	5	7	1	1	18	24
9. Cleaning up after meals; washing dishes.	25	33	39	52	6	8	5	7
10. Organizing the kitchen equipment and storage space to save time and energy.	59	78	3	4	3	4	10	14

Table 30. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Planning family meals based on the Basic 4 food groups.	69	92	3	4	1	1	2	3
2. Planning for variety in texture, color, flavor and temperature in meals.	63	84	6	8	1	1	5	7
3. Shopping skillfully for food.	47	63	16	21	5	7	7	9
4. Meeting the special nutritional needs of certain family members (people on special diets, including children, the elderly, pregnant women, etc.).	28	37	22	29	8	11	17	23
5. Preparing and serving family meals with a minimum expenditure of time and effort and a maximum of family enjoyment.	43	57	23	31	4	5	5	7
6. Preparing and serving enjoyable guest meals.	44	59	21	28	4	5	6	8
7. Selecting and preparing nutritious snacks.	30	40	22	29	6	8	17	23
8. Preserving foods.	47	63	17	22	0	0	11	15
9. Cleaning up after meals; washing dishes.	46	61	22	29	2	3	5	7
10. Organizing the kitchen equipment and storage space to save time and energy.	46	62	19	25	3	4	7	9

Table 31. Homemaking Activities in Foods and Nutrition about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	Respondents Acquired Feelings in Class							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Planning family meals based on the Basic 4 food groups.	49	66	12	16	4	5	10	13
2. Planning for variety in texture, color, flavor and temperature in meals.	45	60	8	11	4	5	18	24
3. Shopping skillfully for food.	33	44	11	14	5	7	26	35
4. Meeting the special nutritional needs of certain family members (people on special diets, including children, the elderly, pregnant women, etc.).	19	25	6	8	2	3	48	64
5. Preparing and serving family meals with a minimum expenditure of time and effort and a maximum of family enjoyment.	30	40	10	13	3	4	32	43
6. Preparing and serving enjoyable guest meals.	31	41	9	12	4	6	31	41
7. Selecting and preparing nutritious snacks.	20	27	4	5	5	7	46	61
8. Preserving foods.	31	41	10	14	3	4	31	41
9. Cleaning up after meals; washing dishes.	18	24	24	32	6	8	27	36
10. Organizing the kitchen equipment and storage space to save time and energy.	33	44	9	12	5	7	28	37

Table 32. Homemaking Activities in Foods and Nutrition Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	<u>Respondents Believed Should Be Taught</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Planning family meals based on the Basic 4 food groups.	74	99	0	0	0	0	1	1
2. Planning for variety in texture, color, flavor and temperature in meals.	71	95	0	0	0	0	4	5
3. Shopping skillfully for food.	69	92	0	0	1	1	5	7
4. Meeting the special nutritional needs of certain family members (people on special diets, including children, the elderly, pregnant women, etc.).	57	76	4	6	1	1	13	17
5. Preparing and serving family meals with a minimum expenditure of time and effort and a maximum of family enjoyment.	71	95	1	1	1	1	2	3
6. Preparing and serving enjoyable guest meals.	64	85	2	3	3	4	6	8
7. Selecting and preparing nutritious snacks.	51	68	4	5	5	7	15	20
8. Preserving foods.	62	83	1	1	3	4	9	12
9. Cleaning up after meals; washing dishes.	58	77	8	11	3	4	6	8
10. Organizing the kitchen equipment and storage space to save time and energy.	67	89	1	1	2	3	5	7

Table 33. Homemaking Activities in Housing, Home Furnishings and Equipment Performed by the 75 Respondents.

Homemaking Activities	<u>Respondents Performed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Considering whether to buy, build or rent a home.	57	76	13	17	2	3	3	4
2. Planning basic home decoration.	69	92	3	4	1	1	2	3
3. Selecting home furnishings.	66	88	6	8	1	1	2	3
4. Making floral and other decorative arrangements.	56	75	19	25	0	0	0	0
5. Making or renovating curtains and/or furniture.	43	58	29	39	0	0	2	3
6. Making simple household repairs.	63	84	11	15	0	0	1	1
7. Planning satisfactory storage areas.	57	76	16	22	1	1	1	1
8. Shopping skillfully for furnishings and equipment.	60	80	7	10	4	5	4	5
9. Analyzing house plans for convenience and "livability."	51	68	19	25	3	4	2	3
10. Using household equipment effectively.	64	86	3	4	4	5	4	5

Table 34. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	Respondents Enjoyed							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Considering whether to buy, build or rent a home.	49	65	6	8	3	4	17	23
2. Planning basic home decoration.	68	91	1	1	1	1	5	7
3. Selecting home furnishings.	66	88	0	0	1	1	8	11
4. Making floral and other decorative arrangements.	56	75	0	0	0	0	19	25
5. Making or renovating curtains and/or furniture.	39	52	2	3	2	3	32	42
6. Making simple household repairs.	39	52	15	20	4	5	17	23
7. Planning satisfactory storage areas.	42	56	9	12	3	4	21	28
8. Shopping skillfully for furnishings and equipment.	56	75	2	3	2	3	15	19
9. Analyzing house plans for convenience and "livability."	49	65	0	0	3	4	23	31
10. Using household equipment effectively.	57	76	1	1	6	8	11	15

Table 35. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Considering whether to buy, build or rent a home.	19	25	39	52	6	8	11	15
2. Planning basic home decoration.	48	64	21	28	5	7	1	1
3. Selecting home furnishings.	44	59	24	32	4	5	3	4
4. Making floral and other decorative arrangements.	36	48	29	38	5	7	5	7
5. Making or renovating curtains and/or furniture.	20	27	42	56	5	7	8	10
6. Making simple household repairs.	13	18	48	64	7	9	7	9
7. Planning satisfactory storage areas.	17	23	41	55	7	9	10	13
8. Shopping skillfully for furnishings and equipment.	26	35	34	45	8	11	7	9
9. Analyzing house plans for convenience and "livability."	30	40	32	43	6	8	7	9
10. Using household equipment effectively.	27	36	31	41	10	14	7	9

Table 36. Homemaking Activities in Housing, Home Furnishings and Equipment about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Considering whether to buy, build or rent a home.	16	21	2	3	2	3	55	73
2. Planning basic home decoration.	36	49	8	11	5	7	17	23
3. Selecting home furnishings.	31	41	9	12	4	6	31	41
4. Making floral and other decorative arrangements.	23	31	7	9	1	1	44	59
5. Making or renovating curtains and/or furniture.	10	14	4	5	3	4	58	77
6. Making simple household repairs.	10	13	2	3	3	4	60	80
7. Planning satisfactory storage areas.	12	16	4	5	4	5	55	74
8. Shopping skillfully for furnishings and equipment.	20	27	5	7	4	5	46	61
9. Analyzing house plans for convenience and "livability."	23	31	2	3	4	5	46	61
10. Using household equipment effectively.	21	29	6	8	4	5	47	63

Table 37. Homemaking Activities in Housing, Home Furnishings and Equipment Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	<u>Respondents Believed Should Be Taught</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Considering whether to buy, build or rent a home.	51	68	8	11	5	7	11	14
2. Planning basic home decoration.	70	94	1	1	3	4	1	1
3. Selecting home furnishings.	64	85	6	8	2	3	3	4
4. Making floral and other decorative arrangements.	59	78	8	11	5	7	3	4
5. Making or renovating curtains and/or furniture.	55	73	6	8	6	8	8	11
6. Making simple household repairs.	55	73	10	13	4	6	6	8
7. Planning satisfactory storage areas.	55	73	10	13	4	6	6	8
8. Shopping skillfully for furnishings and equipment.	63	84	3	4	2	3	7	9
9. Analyzing house plans for convenience and "livability."	57	76	8	11	4	5	6	8
10. Using household equipment effectively.	59	79	4	5	5	7	7	9

Table 38. Homemaking Activities in Home Management Performed by the 75 Respondents.

Homemaking Activities	<u>Respondents Performed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Arranging furniture and equipment so that they will be most convenient.	73	97	2	3	0	0	0	0
2. Improving work methods to save time and energy.	62	83	10	13	1	1	2	3
3. Maintaining standards of cleanliness and safety (in relation to your family and your values).	69	92	4	6	1	1	1	1
4. Planning for rest and leisure activities.	64	85	10	14	0	0	1	1
5. Selecting and using cleaning equipment and supplies.	69	92	4	5	0	0	2	3
6. Doing laundry satisfactorily and in an organized manner.	65	87	6	8	3	4	1	1
7. Including all the family when setting goals, clarifying values and solving problems in the family.	62	83	9	12	1	1	3	4
8. Caring for a member of the family who is ill.	60	80	12	16	0	0	3	4
9. Determining when a wife should work outside the home.	39	52	29	39	2	3	5	6

Table 39. Homemaking Activities in Home Management Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Arranging furniture and equipment so that they will be most convenient.	72	96	0	0	0	0	3	4
2. Improving work methods to save time and energy.	57	76	1	1	2	3	15	20
3. Maintaining standards of cleanliness and safety (in relation to your family and your values).	64	86	1	1	3	4	7	9
4. Planning for rest and leisure activities.	61	81	0	0	1	1	13	18
5. Selecting and using cleaning equipment and supplies.	50	67	12	16	5	7	8	10
6. Doing laundry satisfactorily and in an organized manner.	50	67	8	11	7	9	10	13
7. Including all the family when setting goals, clarifying values and solving problems in the family.	57	76	1	1	3	4	14	19
8. Caring for a member of the family who is ill.	38	51	14	18	6	8	17	23
9. Determining when a wife should work outside the home.	34	45	3	4	2	3	36	48

Table 40. Homemaking Activities in Home Management Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Arranging furniture and equipment so that they will be most convenient.	36	48	30	40	7	9	2	3
2. Improving work methods to save time and energy.	40	53	23	31	8	11	4	5
3. Maintaining standards of cleanliness and safety (in relation to your family and your values).	48	64	19	25	5	7	3	4
4. Planning for rest and leisure activities.	22	29	41	55	9	12	3	4
5. Selecting and using cleaning equipment and supplies.	26	35	38	51	6	8	5	6
6. Doing laundry satisfactorily and in an organized manner.	27	36	38	51	6	8	4	5
7. Including all the family when setting goals, clarifying values and solving problems in the family.	25	33	35	47	5	7	10	13
8. Caring for a member of the family who is ill.	26	35	36	48	4	5	9	12
9. Determining when a wife should work outside the home.	10	14	40	53	6	8	19	25

Table 41. Homemaking Activities in Home Management about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Arranging furniture and equipment so that they will be most convenient.	27	36	4	5	4	5	40	54
2. Improving work methods to save time and energy.	26	35	7	9	5	7	37	49
3. Maintaining standards of cleanliness and safety (in relation to your family and your values).	34	45	8	11	5	7	28	37
4. Planning for rest and leisure activities.	17	23	3	4	1	1	54	72
5. Selecting and using cleaning equipment and supplies.	20	27	2	3	4	5	49	65
6. Doing laundry satisfactorily and in an organized manner.	15	20	6	8	5	7	49	65
7. Including all the family when setting goals, clarifying values and solving problems in the family.	14	19	6	8	4	5	51	68
8. Caring for a member of the family who is ill.	14	19	5	6	3	4	53	71
9. Determining when a wife should work outside the home.	8	10	0	0	2	3	65	87

Table 42. Homemaking Activities in Home Management Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	<u>Respondents Believed Should Be Taught</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Arranging furniture and equipment so that they will be most convenient.	65	87	8	10	0	0	2	3
2. Improving work methods to save time and energy.	67	89	2	3	2	3	4	5
3. Maintaining standards of cleanliness and safety (in relation to your family and your values).	70	94	1	1	1	1	3	4
4. Planning for rest and leisure activities.	48	64	15	20	9	12	3	4
5. Selecting and using cleaning equipment and supplies.	57	76	8	11	6	8	4	5
6. Doing laundry satisfactorily and in an organized manner.	61	81	7	9	3	4	4	6
7. Including all the family when setting goals, clarifying values and solving problems in the family.	57	76	7	9	3	4	8	11
8. Caring for a member of the family who is ill.	53	71	6	8	7	9	9	12
9. Determining when a wife should work outside the home.	35	47	17	23	7	9	16	21

Table 43. Homemaking Activities in Money Management Performed by the 75 Respondents.

<u>Homemaking Activities</u>	<u>Respondents Performed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Developing a plan for spending.	65	87	8	11	1	1	1	1
2. Keeping a record of spending.	49	66	24	32	1	1	1	1
3. Developing an understanding of the responsibilities of the consumer.	56	75	13	17	4	5	2	3
4. Understanding how to use commercial information and legal protection for consumers.	40	53	25	33	8	11	2	3
5. Determining the costs and uses of credit.	59	79	13	17	1	1	2	3
6. Purchasing goods and services on credit.	51	68	21	28	1	1	2	3
7. Considering several alternatives when purchasing goods or services.	69	92	3	4	2	3	1	1
8. Using information on labels to make purchases and care for articles after purchase.	74	99	1	1	0	0	0	0
9. Buying different kinds of insurance.	50	67	17	23	0	0	8	10
10. Using banking and investment services (for instance, savings and checking accounts).	68	91	3	4	0	0	4	5

Table 44. Homemaking Activities in Money Management Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Developing a plan for spending.	56	75	4	5	5	7	10	13
2. Keeping a record of spending.	42	56	6	8	1	1	26	35
3. Developing an understanding of the responsibilities of the consumer.	46	61	6	8	5	7	18	24
4. Understanding how to use commercial information and legal protection for consumers.	30	40	6	8	6	8	33	44
5. Determining the costs and uses of credit.	32	43	20	27	6	8	17	22
6. Purchasing goods and services on credit.	25	33	22	29	5	7	23	31
7. Considering several alternatives when purchasing goods or services.	55	73	7	9	6	8	7	10
8. Using information on labels to make purchases and care for articles after purchase.	65	87	3	4	4	5	3	4
9. Buying different kinds of insurance.	17	23	25	33	7	9	26	35
10. Using banking and investment services (for instance, savings and checking accounts).	61	81	4	5	2	3	8	11

Table 45. Homemaking Activities in Money Management Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	<u>Respondents Learned in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Developing a plan for spending.	33	44	30	40	5	7	7	9
2. Keeping a record of spending.	31	41	28	38	4	5	12	16
3. Developing an understanding of the responsibilities of the consumer.	30	40	27	36	7	9	11	15
4. Understanding how to use commercial information and legal protection for consumers.	21	28	33	44	9	12	12	16
5. Determining the costs and uses of credit.	21	28	39	52	7	9	8	11
6. Purchasing goods and services on credit.	17	23	42	56	4	5	12	16
7. Considering several alternatives when purchasing goods or services.	30	40	33	44	6	8	6	8
8. Using information on labels to make purchases and care for articles after purchase.	53	71	15	20	3	4	4	5
9. Buying different kinds of insurance.	9	12	48	64	7	9	11	15
10. Using banking and investment services (for instance, savings and checking accounts).	6	8	56	75	6	8	7	9

Table 46. Homemaking Activities in Money Management about Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Developing a plan for spending.	21	28	10	14	4	5	40	53
2. Keeping a record of spending.	16	21	8	11	4	5	47	63
3. Developing an understanding of the responsibilities of the consumer.	19	25	6	8	7	9	43	58
4. Understanding how to use commercial information and legal protection for consumers.	14	19	3	4	5	7	53	70
5. Determining the costs and uses of credit.	16	21	1	1	3	4	55	74
6. Purchasing goods and services on credit.	9	12	4	5	3	4	59	79
7. Considering several alternatives when purchasing goods or services.	21	28	6	8	5	7	43	57
8. Using information on labels to make purchases and care for articles after purchase.	36	48	6	8	8	11	25	33
9. Buying different kinds of insurance.	2	3	3	4	2	3	68	90
10. Using banking and investment services (for instance, savings and checking accounts).	4	5	3	4	3	4	65	87

Table 47. Homemaking Activities in Money Management Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	<u>Respondents Believed Should Be Taught</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Developing a plan for spending.	68	91	4	5	0	0	3	4
2. Deeping a record of spending.	61	81	5	7	3	4	6	8
3. Developing an understanding of the responsibilities of the consumer.	60	80	2	3	6	8	7	9
4. Understanding how to use commercial information and legal protection for consumers.	59	78	5	7	5	7	6	8
5. Determining the costs and uses of credit.	66	88	2	3	3	4	4	5
6. Purchasing goods and services on credit.	57	76	7	9	2	3	9	12
7. Considering several alternatives when purchasing goods or services.	64	85	3	4	3	4	5	7
8. Using information on labels to make purchases and care for articles after purchase.	70	93	2	3	1	1	2	3
9. Buying different kinds of insurance.	45	60	9	12	9	12	12	16
10. Using banking and investment services (for instance, savings and checking accounts).	51	68	13	17	6	8	5	7

Table 48. Homemaking Activities in Relationships Performed by the 75 Respondents.

Homemaking Activities	<u>Respondents Performed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Accepting the responsibilities of marriage and creating a home.	64	85	6	8	3	4	2	3
2. Appreciating each family member as an individual, including yourself.	67	89	2	3	3	4	3	4
3. Entertaining friends.	69	92	5	7	0	0	1	1
4. Gaining security by knowing how to behave in social situations.	60	80	9	12	2	3	4	5
5. Going to family counselors for help with family problems.	11	15	59	79	1	1	4	5
6. Honoring the need that every family member has to be alone sometimes.	66	88	6	8	1	1	2	3
7. Planning for the whole family to have pleasant experiences together.	65	86	5	7	0	0	5	7
8. Providing guidance in the educational, emotional and social development of each family member.	55	73	13	17	2	3	5	7
9. Sharing the responsibilities of the care of the house and/or children with your husband and other family members.	67	89	5	7	0	0	3	4
10. Using community facilities and activities for educational, recreational, service or social purposes.	57	76	13	17	0	0	5	7

Table 49. Homemaking Activities in Relationships Which the 75 Respondents Enjoyed Performing.

Homemaking Activities	<u>Respondents Enjoyed</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Accepting the responsibilities of marriage and creating a home.	61	81	1	1	3	4	10	14
2. Appreciating each family member as an individual, including yourself.	61	81	1	1	2	3	11	15
3. Entertaining friends.	68	91	0	0	1	1	6	8
4. Gaining security by knowing how to behave in social situations.	52	69	5	7	3	4	15	20
5. Going to family counselors for help with family problems.	8	11	2	3	1	1	64	85
6. Honoring the need that every family member has to be alone sometimes.	53	70	3	4	2	3	17	23
7. Planning for the whole family to have pleasant experiences together.	64	86	1	1	0	0	10	13
8. Providing guidance in the educational, emotional and social development of each family member.	49	66	1	1	4	5	21	28
9. Sharing the responsibilities of the care of the house and/or children with your husband and other family members.	62	83	2	3	1	1	10	13
10. Using community facilities and activities for educational, recreational, service or social purposes.	53	71	0	0	3	4	19	25

Table 50. Homemaking Activities in Relationships Which the 75 Respondents Believed They Learned in Homemaking Classes.

Homemaking Activities	Respondents Learned in Class							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Accepting the responsibilities of marriage and creating a home.	33	44	28	37	5	7	9	12
2. Appreciating each family member as an individual, including yourself.	24	32	34	45	8	11	9	12
3. Entertaining friends.	27	36	38	50	5	7	5	7
4. Gaining security by knowing how to behave in social situations.	29	39	28	37	7	9	11	15
5. Going to family counselors for help with family problems.	11	15	36	48	3	4	25	33
6. Honoring the need that every family member has to be alone sometimes.	20	27	39	52	6	8	10	13
7. Planning for the whole family to have pleasant experiences together.	21	28	38	50	7	10	9	12
8. Providing guidance in the educational, emotional and social development of each family member.	21	28	32	43	9	12	13	17
9. Sharing the responsibilities of the care of the house and/or children with your husband and other family members.	24	32	38	50	6	8	7	10
10. Using community facilities and activities for educational, recreational, service or social purposes.	16	21	35	47	10	13	14	19

Table 51. Homemaking Activities in Relationships About Which the 75 Respondents Believed They Acquired Their Feelings in Homemaking Classes.

Homemaking Activities	<u>Respondents Acquired Feelings in Class</u>							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Accepting the responsibilities of marriage and creating a home.	23	31	5	7	8	10	39	52
2. Appreciating each family member as an individual, including yourself.	18	24	6	8	4	5	47	63
3. Entertaining friends.	19	25	5	7	2	3	49	65
4. Gaining security by knowing how to behave in social situations.	24	32	4	5	3	4	44	59
5. Going to family counselors for help with family problems.	1	1	1	1	1	1	72	97
6. Honoring the need that every family member has to be alone sometimes.	10	13	1	1	5	7	59	79
7. Planning for the whole family to have pleasant experiences together.	13	17	4	5	5	7	53	71
8. Providing guidance in the educational, emotional and social development of each family member.	13	18	1	1	7	9	54	72
9. Sharing the responsibilities of the care of the house and/or children with your husband and other family members.	15	20	4	5	4	5	52	70
10. Using community facilities and activities for educational, recreational, service or social purposes.	10	13	5	7	3	4	57	76

Table 52. Homemaking Activities in Relationships Which the 75 Respondents Believed Should Be Taught in Homemaking Classes.

Homemaking Activities	Respondents Believed Should Be Taught							
	<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	%	No.	%	No.	%	No.	%
1. Accepting the responsibilities of marriage and creating a home.	60	80	5	7	4	5	6	8
2. Appreciating each family member as an individual, including yourself.	56	75	9	12	3	4	7	9
3. Entertaining friends.	54	72	11	15	6	8	4	5
4. Gaining security by knowing how to behave in social situations.	57	76	5	7	6	8	7	9
5. Going to family counselors for help with family problems.	39	52	11	15	7	9	18	24
6. Honoring the need that every family member has to be alone sometimes.	51	68	9	12	6	8	9	12
7. Planning for the whole family to have pleasant experiences together.	54	72	9	12	3	4	9	12
8. Providing guidance in the educational, emotional and social development of each family member.	56	75	7	9	1	1	11	15
9. Sharing the responsibilities of the care of the house and/or children with your husband and other family members.	58	77	5	7	4	5	8	11
10. Using community facilities and activities for educational, recreational, service or social purposes.	44	58	9	12	11	15	11	15