

SOME BELIEFS OF MOTHERS ABOUT
HOME ECONOMICS EDUCATION IN SECONDARY SCHOOLS

by

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A THESIS

submitted to

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1961

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Date thesis is presented July 28, 1960

Typed by Margaret Barber

ACKNOWLEDGMENT

Dr. May DuBois gave untiring effort throughout the course of this study. Her invaluable supervision, guidance, and devotion to the study made the completion possible.

Dr. Lyle D. Calvin gave generously of his time in making suggestions and criticisms for improving the form and content of the questionnaire, and gave counsel and assistance in the preparation of the data for recording them on IBM cards and in their tabulation which was generously aided by his staff member.

Cooperation of Dr. Gerald R. Wallace and Mrs. Blanche E. McBee; principals of the eight participating elementary schools; and the friendly responses of the 218 mothers provided the necessary information.

The Oregon Federation of Business and Professional Women's Clubs provided the writer with an extremely generous scholarship to come to the United States to pursue this study and their encouragement has been wonderful.

The writer expresses her gratitude to all the above persons and to many others, far and near, that sincere appreciation cannot be fully extended individually here.

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SOME BELIEFS OF MOTHERS ABOUT HOME ECONOMICS EDUCATION IN SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

Young people need to learn to accept and prepare for the rapid and amazing technical developments and social changes of the second half of the twentieth century, and to assume the responsibilities of leadership during such developments and changes. Because technical developments rest on principles derived from the science field today, science has come to assume a dominant place in education as well as in other areas of living. The increase and enhancement of subjects such as science and mathematics have in many ways strengthened home economics education by stressing the scientific as well as the social and economic aspects of home and community life, and at this time have brought forth the call (1, p.3) for a new order of emphasis in meeting family needs and wants through general education for all youth.

Out of the re-examination and re-evaluation of the educational needs of youth has come the satisfaction that,

Emphasis on science is being moderated by the thoughtful expressions of many persons that the purposes of education must consider broader objectives than the over-emphasis on a few areas. It is important

that all of us continue to emphasize to our co-workers in education and to others our concern for the need to protect our families and our society from the over-exploitation of the ideal of the importance of the physical sciences for all people. (7, p.10)

Like Brucher in the January 1959 Journal of Home Economics, many people realize the necessity for a well-balanced education, for education placed in its proper perspective. Continued development of the world through the solution of new problems is dependent upon the development of mental and manual skills in these young people.

Home economists believe that Home Economics still has as much of a place in education today as ever; however, home economists also believe that they must attempt to adjust the role of Home Economics to meet the needs of education for home and family living in this technological age. It is disturbing to realize that many lay people still seem to lack an understanding of the importance of home economics education in the present school system. Many times home economics education still is not fully recognized as being included in the vocational education organizational set-up of the public school system. There is need to justify the existence of Home Economics as an area centered on learning experiences in human relationships and home improvement which cannot be fulfilled through one's own home experiences alone. As one author says,

From all appearances home life will continue to be affected by continuing changes in the culture. I am convinced that the home itself cannot perform its essential responsibilities to its own family members and at the same time serve as the sole transmitter of the necessary knowledges and skills for effective home living to the next generation. Effective home living must have as its basis the findings of science. Good intentions of family members are no longer enough to form a firm foundation for a sound family life. Each generation must study and learn beyond its own home experiences if the American home is to fulfill effectively its role as one of the chief institutions of a culture that is constantly changing.....
(10, p.27)

In order to know what and how to interpret Home Economics to the lay people through home economics education in the secondary schools, teachers need to know what adults, especially parents, believe today about home economics education. Because of the mother's influence in directing and guiding children's thinking in regard to home economics education, there is special need to understand the current beliefs of mothers about this field. This study, therefore, is an attempt to discover what some mothers in one community believe about Home Economics.

Purpose of This Study

Need of the Study

The need of the present type of survey is increased because, although the underlying philosophy and basic tenets of Home Economics apply the same as they did in 1909 at the time of the founding of the American Home Economics Association and have grown even more important with the years, present day social and technical changes seem to emphasize the need for examination and clarification of these basic tenets. Coon, in speaking of the "New Directions for Secondary Education" with implications on the challenges in the report of the Philosophy and Objectives Committee which was appointed in 1956 by the American Home Economics Association says,

When we looked at the purposes stated for home economics during that 10-year period from 1898 to 1908, we agreed that those purposes were still important ones today--namely, to free the home from the dominance of things and subordinate them to ideals; to so simplify material surroundings as to free the spirit for the more important and permanent interest of the home and society; to cooperate in the attainment of the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life.

But when we began to ask ourselves what changes have occurred in society in the last 50 years that have affected individuals and families and therefore should affect the emphasis and direction in our

program, we realized that, though the goals are in general the same, the means of attaining those goals are radically different today. (14, p.839)

A number of studies pertaining to why students do or do not enroll in home economics education classes and who or what influences students to take home economics education classes have been made in the United States. Some studies have shown that parents can influence students in taking or not taking home economics education classes (9, p.19-20; 22, p.92-96; 30, p.76; 33, p.2) but most of the previous studies have little background for this study since the questions asked were general and did not focus on the beliefs of parents, especially mothers, towards Home Economics. It is unknown, therefore, how mothers view Home Economics. They may or may not have a favorable attitude toward Home Economics, and they may or may not have the same concept of the present day philosophy of home economics education which home economists have.

Statement of Problem

The purpose of this study was to discover some of the beliefs of mothers of sixth-grade children about home economics education in junior and senior high schools in light of what they believe Home Economics to be. Data were collected and analyzed to determine the beliefs of mothers of sixth-grade children in regard to the following questions:

1. Do mothers believe they should encourage their daughters to take Home Economics in secondary schools?
2. If there were classes for boys only, or for boys and girls together, do mothers believe they should encourage their sons to take Home Economics in secondary schools?
3. What reasons do mothers give that they wish or do not wish their sons and daughters to enroll in home economics classes?
4. At what grade levels do mothers believe Home Economics should be taught to girls and boys?
5. At what grade levels do mothers believe Home Economics should be a required or an elective subject?
6. What groupings of students do mothers believe should be provided with home economics education?
7. What are some goals of Home Economics which mothers believe are important to emphasize?

Limitations of Study

Mothers of sixth-grade children of both boys and girls of Corvallis District No. 509CJ Public Elementary Schools made up the sample for this study. It was assumed that they represented mothers whose children, by and large, will be having Home Economics next year. These sixth-grade children look forward to junior high school with great anticipation. This is the time when they will be changing their pattern of education from being in one classroom with one teacher all day to having each class with a different teacher. They will also be introduced to elective subjects

as well as required ones. Parents' attitudes and beliefs toward certain subjects of education may influence their children in selecting or not selecting certain elective subjects at junior high school or even later at the senior high school level. Mothers may influence their children in liking or not liking required subjects, which usually include junior high school Home Economics. Parents' attitudes and beliefs toward any area of education may be based on experience in their own schooling, experience with their older children, or on hearsay.

Sixth-grade mothers were selected in order to get their beliefs about having their own children take Home Economics in junior high school next year. Parents may understand the philosophy and the importance of Home Economics, but still may disapprove of having their own children enroll in the classes. Reasons for their approval and disapproval of having their own children take or not take will, therefore, help the investigator discover where some of the present day problems of Home Economics actually lie, as well as to help evaluate what goals of Home Economics seem to be of importance to lay people today.

Mothers of boys were included in this study, since the underlying philosophy of home economics education is that it is general education needed for all members of the

family regardless of sex and age if the home and families are to be strengthened.

This study was conducted in one community only; therefore, findings of the study may not be valid elsewhere. The community selected included urban and rural populations, was close to the college, but no effort was made to determine whether or not it typifies the population of Corvallis or of Oregon in general.

The degree of sincerity and seriousness of mothers' responses is difficult to determine. The interest mothers had is shown in the large portion of both long and short comments made where space was available in the questionnaire. (Appendix B) Also significant is the fact that although signatures were optional 68 per cent of the sample signed their names. (Appendix A)

Method of Procedure

Source and Means of Collecting Data

The sample group was limited to mothers of sixth-grade boys and girls in eight elementary public schools of Corvallis District No. 509CJ in Corvallis, Oregon, where both urban and rural families were represented. The names and addresses of the 410 mothers of sixth-grade children of both boys and girls were obtained from the principals of

the eight schools through the office of the Superintendent of Schools of this district.

The questionnaire (Appendix A) was used as the instrument in collecting data for this study because it was less time-consuming than the interview method; thereby, it made it possible to administer to the desired number of samples simultaneously by mail.

Construction of the Questionnaire

The questionnaire was devised to give answers to seven basic questions which were listed under Statement of Problem. The body of the questionnaire consisted of two parts. The first part consisted of information and beliefs about Home Economics, such as past and present situation of their children's enrollment in home economics classes, mothers' past enrollment in home economics classes, mothers' current beliefs toward having their children take courses in home economics education and current beliefs of mothers about the present philosophy of home economics education. The second part of the questionnaire consisted of general questions related to the status of the family, especially the parents, i.e., their age-grouping, education, and parents' employment status. Most of the questions were structured so as to require merely a check or a word to answer

them. Space was provided for additional information and comments. Request was also made for comments anywhere in the questionnaire. Consideration was also given to arrangement of questions in psychological sequence from the standpoint of the respondents.

Special attention was given in the construction and statement of goals in home economics education. The general framework for these goals came from the Tentative Scope and Sequence of Homemaking Education in Oregon issued by the State Division of Vocational Education in 1959, not yet available to teachers outside of Oregon.

Validation, Revision and Pretesting of the Questionnaire

Before the questionnaires were mailed to the 410 mothers in the eight elementary public schools of Corvallis District No. 509CJ, it was criticized by 20 home economists composed of faculty members, graduate students and teachers in the field. Each of the 20 individuals was requested to go over the questions carefully and to make evaluative comments on the following points:

1. Will the questions provide data to answer the questions in the study?
2. Is the questionnaire worded so that the average mother would be willing and able to answer?
3. Are there any unforeseen problems in the questionnaire?

4. Is the phrasing of the questions clear?
5. Is the sequence of questions good?
6. Are all questions needed?
7. Are any other questions needed?
8. Is the length of the questionnaire adequate?
9. Other suggestions.

Then the questionnaire was revised in light of the suggestions given by the 20 home economists. The next step in validating the questionnaire was the pretesting on mothers of sixth-grade children from Madras, Tigard, and Albany elementary schools in the counties of Jefferson, Washington, and Linn, respectively, in Oregon. Fifteen names and addresses from each of the three schools were obtained through educators in the respective school systems. Madras and Tigard were selected as rural areas, and Albany as an urban one. The returns were: Madras, 11; Tigard, 11; and Albany, six. Since the major revision of the questionnaire came with the comments of the professional people, the pre-test administered to these mothers outside of the Corvallis district did not call for any major revision. The returns showed fairly good understanding of the questionnaire.

Distribution and Return of the Questionnaire

Before the questionnaires were mailed directly to the 410 mothers of the Corvallis school district, separate letters explaining the questionnaire were taken home by the sixth-grade children to their mothers. These letters were written and co-signed by the Elementary Supervisor of Corvallis School District No. 509CJ, the principal and sixth-grade teacher of the respective schools. (Appendix A) The questionnaires were coded in order to secure school identification only.

Of the 410 questionnaires mailed, four were returned to the sender for better addresses. Apparently 406 were delivered. Of the 406 questionnaires delivered, 218 or 54 per cent were filled out and returned to the first and only request made of them. There were several cases where all items were not completely filled out but the responses which were completed were usable; therefore, all 218 were included in the study.

Treatment of the Data

In order to facilitate the coding of the data used in this study for purposes of tabulation, the responses of the mothers were transferred to the eighty-column Hollerith punch cards on the IBM Numerical Printing Card Punch #024.

This machine is the key punching machine characterized by its fastness in skipping and duplicating code items which are controlled by a punched program card which is mounted on a program drum. Four cards were used for each questionnaire.

The IBM Electronic Statistical Machine #101 was used in tabulation. It prints not only the totals for the selected groups of items, but also an identification of each group. Its self-balancing feature enables it to indicate on the tabulating sheet any discrepancy between the sum of the individual columns and the total count. By using these two machines for coding and tabulating the data, the investigator believes that in view of the checks and rechecks applied to each stage of the process of classifying the data, the final result may be regarded as accurately reflecting information found in the raw materials.

The frequency count was used for this thesis because it was most appropriate for the type of data to be interpreted.

Description of the Community From Which the Respondents of Questionnaire Came

The Corvallis Chamber of Commerce (15) indicates that the population of Corvallis, Oregon, is 21,000, and Benton County of which Corvallis is the county seat is 40,000.

Corvallis is located 85 miles south of Portland and 55 miles east of the Pacific Ocean in one of the nation's most productive valleys, the Willamette Valley.

Corvallis takes pride in an outstanding public school system and within the city limits are the five elementary schools which are all included in the sample as urban schools. There is one junior high school for grades seven through nine and a senior high school, all within the city limits. Oregon State College, which provides the city with its largest payroll and the state's largest institution of higher education, is located in the center of this city.

The income for people living in this district is obtained from several sources, but the major source is the college; therefore, the majority of the community people have employment related to the college. There is a large population of college professors and other professional people, but also Corvallis has the range and diversity of occupational groups typical of a community where lumbering and farming are important industries. Because of the college students, its population is somewhat fluid. Differences in races in the community are few. Foreign students add to an international understanding among people.

Agriculture is one of Benton County's significant economic assets. Beef cattle, dairying, seed crops, row crops, berries, nuts and fruits are but a part of the county's

diversified agriculture, common to the productive Willamette Valley.

Corvallis is the nearest city to the Air Force SAGE installation which became operative early in 1960, and is also adjacent to the Bomarc missile base which has temporarily been cancelled. When and if both units are manned and operative, about 1,500 people will be employed, thus providing additional income to the community.

Corvallis--first named Marysville--was settled in 1845, the name was changed to Corvallis in 1853, and the city chartered by the legislature in 1857. The name Corvallis is said to have been a latin compound intended to mean "heart of the valley."

Definition of Terms

For the purpose of this study, the following terms and meanings shall be used:

Home Economics - Home Economics is a term used to designate the educational field which includes such subject matter areas at the college and university level for students in the field to prepare for such professional services as homemaking teacher, dietitian, nutritionist, nursery school teacher or institutional manager.

Homemaking Education - Homemaking education describes the non-professional, home economics educational program

offered in the public schools for elementary, secondary and adult students. Homemaking education places 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. Throughout this study, homemaking education will be used occasionally as the secondary school subject because this is the term applied at the present for many schools. To avoid confusion, the questionnaire was constructed with the term "homemaking education."

For this study, home economics education shall be used synonymously with "homemaking education" which implies the program offered in the secondary schools.

Homemaking - Homemaking refers to the responsibilities undertaken by the person who has as his or her major role that of homemaker for the family. Homemaking teachers and educators often refer to "homemaking education" or "home economics education" taught at less than college or university level as "homemaking" for convenience' sake.

Education for Home and Family Living - Education for home and family living refers to the over-all program offerings in a school or community which makes a contribution to improved home and family life. Home economics education joins with other departments in the school as well as

agencies and groups in the community that are concerned with education for home and family living.

Family-centered Program of Homemaking Education - Family-centered teaching emphasizes the use of actual, everyday problems and situations in family living as the basis for studying the subject matter in home economics education. It focuses attention upon the problems and welfare of the individual in relation to the entire family in all stages of development and recognizes the varied goals and patterns of family life.

Summary of the Chapter

This study is a survey of some beliefs of mothers of sixth-grade children about home economics education in junior and senior high schools in light of what they believe Home Economics to be. Of the 406 questionnaires mailed, 218 or 54 per cent were returned and used. The responses were transferred to IBM cards and tabulated.

The review of literature follows before the analyses of the data and findings of the study.

CHAPTER II

REVIEW OF LITERATURE

Philosophy of Home Economics

Some Basic Beliefs in Home Economics

Home Economics is very broad and covers a great many fields including the natural sciences, biological sciences, social sciences, and the humanities, and it synthesizes the knowledge drawn from its own research and others to apply this knowledge to improve the lives of families and individuals. Bonde describes the purpose of Home Economics as,

The aim of home economics is to provide the facts, knowledge, and understanding which will help families make decisions concerning all aspects--social, physical, and aesthetic--of their homes and family living. To attain this aim home economics utilizes the basic principles of many fields of knowledge. (6, p.490)

The report of the Committee on Philosophy and Objectives of Home Economics made by the American Home Economics Association gives the following aspects of family living as its concern:

- * 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 (1, p.4-5)

The influence of Home Economics may be world-wide. Directly or indirectly, it may affect more than 180 million people in the United States and countless others in other parts of the world. There is more to be done than could possibly be done. What Home Economics may do is unlimited; therefore, home economists should be free from the fear that Home Economics will have no place in education in this changing world.

An administrator in education says that home economists stand between the producer and consumer, between educational institutions and industrial organizations, between the individuals and social groups. (19, p.506) He goes on to say about the role a home economist has as an interpreter of findings as well as a creator. He quotes a statement made by the late Glenn Frank,

The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. The future of scientific progress depends as much on the interpretive mind as it does upon the creative mind. -- The interpreter stands between

the layman, whose knowledge about things is indefinite -- and the scientist whose knowledge about one thing is authoritative. -- The scientist advances knowledge. -- The interpreter advances progress. History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the masses. (19, p.507)

Home economists may help people continue to be the masters and not slaves of the machines used in daily living. They may contribute to the world's strength and character by guiding youth in such a way that they will establish and maintain family relationships that will be sound and meaningful. They may also contribute to the world through their position as women of good management, as de Luget says,

Acquiring the various skills of home-making is the first step short of which no further progress can be accomplished, but the final goal, the main concern of any training, is to communicate the flair for 'management'. This is the key stone of home economics education as adapted to the modern woman. With modern techniques and the more scientific training that they require, the mind begins to prevail over the hands. (16, p.626)

In reviewing the literature, particular significance is noted as far back as the Industrial Revolution which brought about the enfranchisement of women, but especially the status of mothers, informing them on the proper intellectual, moral, and physical training of their children. Catherine Beecher (1800-1878) who first gave rise to the

importance of Home Economics and the role of the mother said,

The success of democratic institutions as is conceded by all depends upon the intelligent and virtuous character of the mass of the people. If they are intellectual and virtuous, democracy is a blessing; but if they are ignorant and wicked, it is only a curse..... It is equally conceded, that the formation of the moral and intellectual character of the young is committed mainly to female hands. The mother forms the character of the future man.....the wife sways the heart whose energies may turn for good or for evil the destinies of the nation. Let the women of a country be made virtuous and intelligent, and the men will certainly be the same. The proper education of a man decides the welfare of an individual, but educate the woman, and the interests of a whole family are secured. If this be so, as none will deny, then to American women more than to any others on earth is committed the exalted privilege of extending over the world those blessed influences which are to renovate degraded man. (5, p.36-37)

This statement by Beecher is a "lofty" statement, but when evaluated in terms of an age when social progress was just gaining impetus, this statement must have had its effect. The greatest progress toward improvement of home living has been accomplished since then, and with these accomplishments eventually came the understanding that the need is great for both boys and girls to share the problems involved in family living. According to Duvall,

Homemakers today are increasingly concerned with the development of family members as their major purpose. Providing for the optimum development of personality is far more complex than the time-honored baking of a light biscuit. Rearing children amid the complexities of modern city living is more difficult than bringing up youngsters on the old-fashioned farm. Child-size responsibilities are more difficult to find. The modern community presses in with everything from radio and comic books to problems of intergroup tensions and general anxiety. At the same time, new resources--mental hygiene facilities, child development findings, dental and physical health standards, cultural opportunities, and above all a freedom to choose--challenge today's homemakers in new and awesome ways. The family is never static, but always changing, and no two children are ever born into the 'same' family any more than two people can bathe a year or two apart in the same river. Husband and wife together serve as a team of homemakers in the establishment of their marriage. This is not the kind of task that can be carried by the woman alone. Increasingly, men and women alike are recognizing that it takes two to build a home. (17, p.435)

The importance of Home Economics is recognized by many, but when it comes to the status of Home Economics in the educational system, then some critics have the tendency to place it in opposition to academic subjects. They should take note of what James B. Conant, preeminent scientist, educator, and statesman, who is the investigator in the history-making study of the American High School, says in regard to an all-around education of all American youth. His view is that "There is no antithesis between one phase

of education and another; there ought to be no prestige values attached to one type of specialized training or another." (12, p.19) Although he does not emphasize Home Economics for all students as strongly as home economists would like to see achieved, when he recognizes the need for giving opportunities for quality education for young girls as future mothers and for an education for both boys and girls in the improvement of home and family living through general education in comprehensive schools, his statements, such as the following, connote an understanding for Home Economics.

.....before I started my study of the American high school my knowledge was very slight of such matters as the Smith-Hughes Act.....

I do not see how anyone who has visited the kind of practical courses I visited could recommend eliminating vocational and practical work from the high school.

When I hear adverse criticism of vocational education, I cannot help conclude that the critic just has not taken the trouble to find out what he is talking about. (12, p.15)

Basic to the philosophy already outlined is that in which Eppright challenges home economists in the profession,

.....to emphasize Toynbee's statement that 'The twentieth century will be chiefly remembered as an age in which human society dared to think of the welfare of the whole human race as a practicable objective.'

I like to think that home economics will play a significant role in making this objective practicable, and that, in

the years to come, its contribution will be universally recognized for its full worth. (20, p.693)

Home economists have always been and always will be stimulated to meet the challenge to improve home and family living.

Some Basic Beliefs and Trends in Home Economics in Secondary Schools

Changing philosophies of education in general, and of home economics education in particular, have influenced present day concepts of the role of Home Economics in secondary schools.

Back in 1935, the barrenness of the literature dealing with Home Economics and general education, and the need for systematic study along this line stimulated Spafford to make her study of the contribution of Home Economics to general education. Even at that time, "the rapid increase in scientific discovery and invention in mechanical fields and the wide expansion in the use of such discoveries and inventions" demanded solutions to problems similar to those being discussed today. (38)

Spafford saw opportunities for Home Economics to have a vital role in the advancement of general education,

.....there is need for a special course or courses in home economics in which the major purpose is general education. The emphasis in such courses

would be the contribution of home economics to personal living, personal growth and development, social relationships in the individual's widely varied contacts, social-civic responsibility, educational and vocational orientation and understanding, and life as a participating family member..... This work may be offered to boys and girls together or separately. It may be offered at the beginning or the end of the senior high school, in laboratory or non-laboratory courses..... (39, p.254)

From this philosophy evolved the need to study basic socio-economic changes which affect family life and to reconsider the type of home economics program to be offered at the secondary level, if Home Economics could really be a functioning one which would help boys and girls in gaining experiences that would aid them to contribute to better home and family living. This philosophy led to the belief that the home economics program include all aspects of family living. Home Economics in vocational education led the way from a subject-organized curriculum in Home Economics to that of a functional family-centered approach which emphasized general education aspects of this area of education.

The implementation of this belief has strengthened homemaking education by stressing the need for boys as well as girls to be educated for home and family living. There is evidence of the increase in interest in home economics education for boys as shown in the Digest of Annual Report

of State Boards of Vocational Education for 1954. The enrollment figures showed that over a ten-year period the number of boys enrolled in high school homemaking classes has more than doubled. In 1954, there were 26,490 boys in day classes of homemaking. (3, p.327)

Army, who directed the five-year study of 20 Minnesota high schools on the effectiveness of the high school program in Home Economics, suggested that,

Research is needed to discover what content is best adapted to boys' classes at different age levels; but it seems clear that appropriate instruction can be offered in either the junior or the senior high school. Whether boys and girls should be taught in mixed or in segregated classes was not shown by this study. More segregated than mixed classes were taught during the period of the project, but effective instruction can apparently be given in either type of class. (4, p.85)

For the content of boys' homemaking classes, many studies have been done in previous years. This writer believes that they add up to Gibson's statement that "there is not much to be gained from a few lessons on cooking meals and sewing on buttons; but there is value in courses which teach about the family as a social-economic unit under the joint control of man and woman, each member having a place and a responsibility....." (18, p.417)

For girls, home economics education is frequently a required course in the seventh and eighth or ninth grades. At

the senior high school level, it is usually offered to girls in the tenth grade, and more advanced courses which are elective are offered in the eleventh and twelfth grades. Yet, there is evidence that the home economics programs throughout the United States do not reach all senior high school girls. (9, 23, 31, 34)

Law gave the following statistics in her study on "Some Factors Affecting Enrollment in the Vocational Home Economics Program in the State of Maine."

While enrollments in home economics have increased since its early beginnings the growth of home economics has by no means been overwhelming. United States Office of Education figures show that approximately five per cent of all the girls enrolled in high schools in 1910 were taking home economics. By 1920 home economics enrollments increased to one-fourth of all the girls attending high schools. This figure remained fairly constant until 1950 when forty-five per cent of all the girls in high schools were participating in home economics offering. Although these figures show a growing number served by home economics there is still concern that after more than forty years, home economics is reaching less than one-half of all the girls in the high schools in the United States. (31, p.8)

Law's study certainly showed that Home Economics was not reaching its potential enrollment among girls. Participants, 528 senior girls, in her study (31, p.92) indicated that the effectiveness of program offerings seemed to them the most important influence on enrollment in Home Economics. Dislikes and dissatisfactions with home economics

programs were thought by about one-fourth of the group, or 179 students, to be a specific reason why Home Economics was not effective. Some described Home Economics as being "boring because it is about cooking and sewing."

At the present time, a national survey is being conducted by the Division of Home Economics Education, United States Office of Education, Department of Health, Education and Welfare. (14, p.841) A sample of 4,800 secondary schools in all parts of the United States were sent questionnaires concerning the organization of their programs, their curricula, and the distribution of time according to areas of Home Economics. Although the study is not complete, in their preliminary findings, the researchers found that one-half or more of the time in the curriculum of respondents was spent in clothing construction, and food preparation and serving. Specialists are more concerned than ever with what can be done to attain a more balanced time distribution for all areas of Home Economics and to offset the lag in adjusting programs to the problems of today's homes and students' needs.

The stress on family-centered teaching in secondary schools often brings the misconception that the practical, traditional skills of Home Economics are being overlooked. The fact that little is being said about these skills here does not imply that their importance is being forgotten.

Importance of practical skills is one of those beliefs which has grown strong with the development of Home Economics and is valid as ever, yet on the other hand it interferes with Home Economics trying to make a broad and rich contribution to general education. It is important for home economists to believe "that automation may remove the drudgery but that should leave time and energy for creative work. All women derive real satisfaction from skills which enhance the beauty and increase the contentment of the homes." (24, p.631)

The report made by Dr. Conant on "The American High School Today" (13) may be a potentially vital force in shaping the changes which may take place in the American high school in the immediate future. This report together with the influence of the time-honored, well-established academic fields may offer more challenge far exceeding any previous one. Home economists may encounter greater difficulty in achieving status that they desire than what Dr. Conant focuses. They may encounter difficulty in enrolling "better students" in homemaking classes because of the tightening of schedules, and the greater prestige that parents and teachers place on traditional, academic subjects.

What other people believe today concerning Home Economics, regardless of the source of validity of their beliefs, will have much to do with the place it occupies in education

at any time. Means of achieving a higher status by increasing the understanding of students and parents with regard to the goals of home economics education is of vital importance especially for the secondary schools.

Related Studies

Do Parents Encourage Students to Take Home Economics Classes?

One of the most recent studies, a cooperative research project conducted by the California State Department of Education, is a report made in 1955 on a study of attitudes regarding homemaking education in 49 secondary schools in California. It was concerned with attitudes held by high school students who were taking homemaking, by high school students who had taken homemaking, by former high school students who had taken homemaking, and by teachers of homemaking as well as teachers of subjects other than homemaking, school administrators, and parents. (9) For the parent group in this study, 412 parents participated in the group conferences and answered questionnaires at the beginning of the conferences. Mothers comprised 76 per cent of the group.

Every group of participants in this study agreed that the students' own interest was the greatest influence in their taking homemaking but that parents also exerted a

strong influence. Parents' influence was placed second in rank by every group. Twenty-five per cent of the homemaking students and 18 per cent of the former homemaking students mentioned the influence of their parents; however, 64 per cent of the parents thought they were influential. Forty-five per cent of the homemaking teachers suggested parent influence. Among the homemaking students, 26 per cent of the girls and ten per cent of the boys mentioned that their decision to take homemaking was because of the influence of their parents. Thirty-one per cent of the homemaking students in the ninth grade and 18 per cent of those in the twelfth grade felt their parents influenced them. (9, p.19-21) These figures show that parents thought that their influence was greater than the students indicated that it really was. These differences can be assumed that the high percentage of "student's own interest being the greatest influence" can be taken only for its face value because actually parents' influence could be involved although the students were not aware of it.

This study showed that the meaningful contribution was made by the mother who arranged things so that the children had various experiences of homemaking in the home and who willingly helped the children to think of homemaking as an important phase of life which cannot be prepared for through home experiences alone. The study also showed that mothers

did not force or urge their children in the choice of classes in homemaking. When handled in this fashion, it was highly probable that the children would be unaware of the influence actually exerted and might, when asked, even deny that the mother had an influence.

Garrett conducted a study to determine the factors which influenced the election or non-election of home economics courses by girls in the senior high schools of Washington, D. C. (23, p.92-96) Answers were sought both from girls taking and those not taking home economics courses. Parents were the influential factor in 25 per cent of the cases where girls enrolled in home economics classes; the administration accounted for another 25 per cent of the electees; 20 per cent of the girls were influenced by friends; and the remaining 30 per cent who elected home economics courses did so because of personal interest. Garrett concluded from her study that parents were very influential in the election or non-election of home economics courses by their children; therefore, it is vital that parents have a thorough understanding of the program.

One of the earliest studies which dealt partially on this matter of parental influence was made by Quilling. (34, p.2) She found that parents and some administrators advised the better students against taking Home Economics

because they believed such courses were provided for those of inferior intellect.

A study already referred to was undertaken by Law in 1956 for the purpose of finding factors affecting the decrease in the second, third, and fourth years of the vocational home economics program in secondary schools of the State of Maine, and for curriculum revision in secondary school Home Economics which was being initiated that year in the state. (31) One of the reasons for not electing Home Economics suggested by the respondents who were seniors in secondary schools was that they could learn as much at home or that they already had a sufficient knowledge of homemaking. Out of the 528 returns, 163 respondents indicated this opinion. About half of this group, or about 80 respondents stated that they believed they could learn as much at home. Some thought that the fact that they had been brought up in a home where housework was considered "drudgery" caused an unfavorable attitude toward Home Economics, and a few said that parents had discouraged them from electing Home Economics. (31, p.76)

In another study conducted by Wright and Corbin (41, p.263-265), an attempt was made to determine the factors which influenced students to enroll in the home economics departments of Nebraska colleges and universities, and to analyze those factors as a basis for an effective

recruitment program. Questionnaires were distributed to 209 students with 91 per cent returns from freshmen and transfer students at the seven Nebraska colleges and universities offering home economics courses. The questionnaire included an area of information about the person who influenced the students to choose Home Economics. The findings were as follows: Mothers ranked first in influencing students to enroll in Home Economics in college; homemaking teachers ranked second. Nearly 74 per cent of the students were influenced by their mothers in enrolling in Home Economics in college. Mothers were particularly interested in the work as preparation for marriage; fathers were interested in the economic security it afforded.

Hollingshead (27, p.168-171) made a study on the impact of social classes on adolescents in a middle west corn belt community. He described the relationships existing between the behavior patterns of 735 adolescent boys and girls and the positions occupied by their families in the community's class structure. There, the girls in the home economics classes were "looked down" upon by the girls from the more prominent families. An illustration was given of several girls of the less prominent families who did not enroll in Home Economics or commercial courses which their mothers thought would be useful and advised their daughters to take. Instead, they enrolled in the college preparatory courses.

One mother was permissive enough to let her daughter follow her desire, whereas another mother went directly to school to change her daughter's schedule herself. Both cases reflected the influence of mothers. This study indicated rather strong biases at work in education.

Studies reviewed indicated that parents can influence their children toward taking or not taking home economics classes.

Some Beliefs of Parents Toward Home Economics

Some beliefs in regard to the questionnaire items that were obtained through the various studies reviewed are as follows:

The California study (26, p.166), which included the opinions of a variety of people, indicated that nearly one-half of the parents thought that homemaking should be taught to boys and girls in mixed classes. With the exception of the former homemaking girls, about one-fourth of the other groups of respondents suggested this. Mixed classes were desired by nearly half of the boys in the homemaking and non-homemaking student groups, but by less than one-fourth of the girls in these groups. The request for mixed classes was made more frequently by administrators and parents in schools that had six or more homemaking teachers than those schools that had only one homemaking teacher.

A current issue is whether parents believed that other courses are needed more by their daughters than is Home Economics. In line with this, Garrett's study (23, p.95) reveals that answers from the girls in senior high schools of Washington, D. C., showed that 63 per cent of the parents thought other subjects were needed more by their daughters than was Home Economics.

Arny's study showed that "non-homemaking students and parents thought that homemaking courses would be more interesting to students if so much of what students learned at home were not repeated in homemaking courses." (4, p.106) Other findings from this study showed that parents have been lacking in understanding of the goals and objectives of homemaking and the areas that are included in homemaking education. Also that parents were of the opinion that many courses in the homemaking program lacked sufficient practicality.

Flesher et al (22, p.138) made a survey for the Oregon State Board of Education in 1958. One finding was that the 131 key homemakers who answered questionnaires showed that approximately 80 per cent of the group were of the opinion that homemaking was "very important" and that education provide youth with such learning opportunities. Seventy-one per cent of the Oregon married homemakers who were employed outside the home stated a belief that education should help

boys and men assume their homemaking responsibilities as husbands, fathers, or sons. Only 12 per cent believed that public education should not. For those who did not believe education should help boys and men assume their homemaking responsibilities, their comments indicated that "this can be learned at home" and that the "schools are trying to take over the responsibilities of parents."

Previous studies all seem to imply that parents' influence is great.

Mothers' Influence on Interests and Attitudes of
Children During Later Childhood and Early Adolescence
as This Influence is Related to Home Economics

So far, emphasis has been placed on the beliefs toward Home Economics. This is desirable but there is also need to understand some interests and attitudes of children during later childhood and early adolescence toward the areas in home and family living, and see how mothers are influential in directing and guiding children's thinking in developing broad interests toward these areas. To review findings on the effects mothers have in directing and influencing their children in acquiring certain interests toward home economics areas during childhood has meaning for this thesis because the positive or negative beliefs and attitudes mothers have toward Home Economics may reflect somewhat on how children approach Home Economics in school. It is essential to

relate the understanding of mothers' beliefs to children's basic needs, interests, and wants in the family environment at certain developmental stages so that they may be fulfilled through Home Economics in school with good parent-teacher relationship.

Jersild says,

When a child fails, for lack of stimulus or opportunity to acquire certain interests, he may be penalized throughout life. The interests a person cultivates and enjoys as an adult are likely to be influenced by what he learned as a child. It seems that one will probably never learn certain skills if he does not learn them as a youngster. (29, p.65)

Failure to acquire an interest in childhood may, in other words, leave lasting gaps. Interests pertaining to Home Economics like appearance is visible as early as in the fifth grade. (28, p.476) This writer believes that mothers should not lose the opportunity to guide their children when interests are high, and in this way achieve a positive attitude toward Home Economics as part of their schooling. Parental influence is great during childhood. (8, p.67-79, 103-110)

Major Area of Interest in Childhood and Adolescence Relative to Home Economics

In illustrating the interests of children relative to Home Economics, one area has been selected. The most

significant interest of boys and girls in which most studies have been made is that of interest toward personal appearance. Hurlock gives the following descriptions pertaining to studies made on the interests of boys and girls towards their personal appearance:

By the fifth and sixth grades, girls show a greater concern about their looks, their clothing, and their grooming than they did when they were younger and than do boys of the same grades. (Jersild 1952) For the fifth grade girls, tidiness has a fairly high value. (Tuddenham 1951) Even though girls of this age are becoming interested in their appearance, boys of twelve years of age prefer an unkempt appearance to tidiness. (Tryon 1939) To be popular, older girls discover that they must make a good appearance, while for boys of the same age, emphasis on appearance is likely to label them as 'sissies'. (Bonney 1947, Austin and Thompson 1948, Cannon 1952) Interest in appearance is closely related to age of sexual maturing. And because girls mature earlier than boys, interest in appearance develops sooner in girls than in boys (Hurlock 1929, Stone and Barker 1939, Sollenberger 1940, Feege 1945, Silverman 1945, Ryan 1952-1953) Throughout the years, adolescent is concerned about his physique, but his concern spreads to his clothes. If he is poorly dressed, out of style, or inappropriately dressed, he feels uncomfortable and inadequate. (Hurlock 1929, Silverman 1945, Cobliner 1950, Ryan 1952-1953) From the above evidences, it is significant that girls put more emphasis on personal attractiveness and popularity, while boys emphasize skills, personal achievement, and independence. (Jersild and Tasch 1949, Cobb 1954) It is also interesting to note that girls generally idealize people who have made a success in social life and who are attractive in appearance. (Hill 1930, Winker 1949) -- (28, p.476)

This indicates that from childhood parents have great influence on their children's good grooming. The readiness of the individual is significant also, so that a child will develop the ability to be well groomed with the proper guiding and directing, especially with attention from the mother or teacher.

In the area of personal grooming, Home Economics in school can take the role of helping the individuals meet their personal needs and interests. Attention in this respect is vital, especially with the increase in paid employment of mothers outside the homes.

Mothers' Influence on Interests and Attitudes of Children Toward Home and School

Hurlock (28, p.473) says that social pressures from the child's parents are strong forces in determining patterns of his behavior. What parents think of home and school and its importance will largely determine the degree of interest the child has. Evidence is shown by a study made by Stendler (28, p.473) in 1951 in relation to parents' attitude toward school. This influence varies according to the social class to which the family belongs. Parents from the upper-middle class are great believers in education for their children. Those from the lower-middle and upper-lower classes regard education as necessary for vocational success

but are not great believers in education per se; those from the lowest classes often reject school and what it stands for.

The child's interest toward home and school is also greatly influenced by his attitude toward "work" itself. By the time children reach the age of ten years, some children have developed a dislike for anything that might be considered work, whether it be reading matter of a difficult type, school subjects, hobbies, or even sports, which require much practice. (28, p.441) This anti-work attitude, which is probably related to the general attitude toward growing up, shows itself indiscriminately in all activities connected with the home or the school. At this stage, parents' attitudes will be a great influence.

Parents' standards and expectations are very important. Parents' ideas as to how tidy a child should be, how much freedom he should be allowed for making mistakes in the early stages of learning, for starting and abandoning certain home projects, seemingly wasting things, may determine whether the child gets interested or gives up in anger or despair. Here again the focus must be applied to the mother who spends more time with the children during these stages rather than the father. Mothers' beliefs in regard to housekeeping chores can greatly influence the beliefs of their children. If a mother has the belief and attitude

that housekeeping cannot possibly be a satisfying experience, that it is just one of those things one just has to do, then this is what the children will be influenced into believing. Home economists believe housekeeping chores can be made a satisfying experience; therefore, they believe schools have the responsibility to provide educational experiences based on facts, knowledge, and understanding which will help boys and girls develop interest and attitudes toward being contributing family members.

The findings of the studies previously referred to show that mothers' influence is great in guiding children's interests and attitudes during later childhood and early adolescence. Home economists have the responsibility of providing present and future homemakers and mothers with the proper concept and attitude toward Home Economics.

Effect of the Employment Status of the Mothers
Upon the Children's Need for
Home Economics in School

The effect of mothers' working outside their homes has some background value for this thesis because this peculiar aspect of today's social structure is so tied in with other changes in living which may influence beliefs toward Home Economics. There are many aspects to this situation, but the one to be discussed here has to do with the importance of having children take Home Economics in school when the

mother works. The greatest professional concern for home economists lies in the possible effects mothers' working status may have upon children's personality development in early childhood and parent-adolescent adjustments that may come later in their lives.

The effect on the children of working mothers depends upon a variety of circumstances. These include mothers' personality structures and their personal values, their capacity to perceive the relationship between their families and their outside work, their capacity to handle these relationships, and their physical and emotional resources. It is, therefore, vitally important for home economics education, as with other related areas, to consider all these factors in providing students with knowledge, understanding, and experiences which will equip them to do both homemaking and professional work efficiently and with personal satisfaction, as well as to understand the situation in their present homes. It is apparent that the high employment level of the past decade should persist and large numbers of mothers should continue to enter the employment force. Home economists must accept this phenomenon. The children of these mothers in schools at the present date also give home economists cause to think and evaluate their teaching so that the needs of these children will be met.

In keeping with this line of thought are the findings of Essig and Morgan (21, p.219-233) in their study of the adjustment to family life by adolescent daughters of employed women. Their findings reported that girls whose mothers were employed outside the homes were, on the average, more poorly adjusted to family life than were those whose mothers did not work. Among these girls, who were in ninth and tenth grade homemaking classes in high school, there was a greater feeling of lack of love, understanding, and interest between parents and their daughters. They showed a greater lack of cooperation with their parents and had less appreciation for them. Their responses also indicated that there was little time or inclination for family discussion of problems in homes in which both parents were employed. Consequently, family communication frequently broke down in such homes. A great number of these girls thought that their parents were not interested in their affairs and problems, and that their parents would not listen to what they had to say.

A study by Rouman (37, p.50-55) on school adjustment problems reveals an interesting fact. When mothers were employed outside of homes, the older girls resented the domestic responsibilities placed upon them. This study concludes that as long as the children were made to feel secure and happy the mothers' full-time employment away from home

did not become a serious problem, but if employment was sought, parents must be sensitive to the needs of the children.

There is evidence that some mothers who work outside the homes failed to adequately supervise their households, and delinquency problems developed as a result of their neglect. The longitudinal study conducted by the Gluecks (25, p.112-116) on juvenile delinquency features interesting findings concerning the importance of the kind of supervision a mother arranged for her children in her absence when she worked. Whether the mother worked or not, the quality of the supervision her child received was important. The 500 delinquent boys in the study came from underprivileged homes so that a majority of the mothers did not, in fact, arrange adequate supervision for their children in their absence. An interesting comparison to the Gluecks' findings was provided by another study of delinquency done in California by Bandura and Walters and commented by Maccoby (33, p.154) in which middle-class boys constituted the sample and the results showed that there were more working mothers among the non-delinquent boys. The writer believes that this indicates that when middle-class mothers work they usually are in a position to arrange reliable care for their children.

Thoughtful reading of the results of these two studies cast a doubt on the fact that mothers' absence from home create adjustment problems for the children. It strengthens the belief that mothers' outside employment is not the single factor to adjustment problems. The cause may be found in the conditions of mothers' employment or family characteristics leading mothers to undertake outside employment or many other variables.

Studies concerning the effect of mothers' outside employment on parent-adolescent relationships provided no clear cut conclusions. There is still no strong, dependable research evidence, one way or the other. There is need for further research about the effects, immediate and delayed, of mothers' outside employment on the welfare of children. Home economists are concerned with these effects as they relate to their teaching for better homemakers of the future, as well as to help solve present day problems. It seems wise to acquaint all students with the problems and understandings so that "they can contribute to the goals selected by their present families, and, in the future, help them to make intelligent and thoughtful decisions about their own family patterns when their turn comes to assume the responsibilities of homemakers and mothers." (40, p.331)

Laymen's Influence on Home Economics Education

The California Study (9) gives the following as one of its conclusions in regard to the possible means by which the homemaking program may be strengthened in California, that "greater and more effective use of publicity, exhibits, and counseling be used as a means of increasing the understanding of students, parents, and teachers with regard to the goals of homemaking education." Adults' lack of understanding of the objectives of homemaking programs was a limiting factor in the advancement of homemaking.

In contrast, Law (31, p.85) in her study gives findings from students. She emphasizes that time and sequence requirements are not the most important reason for the non-election of Home Economics, but that the effectiveness of program offerings seemed to the students the most important influence on enrollment. Lack of status proved to be the second most important reason for failure to elect Home Economics. Students were more likely to fail to enroll in Home Economics because of lack of understanding of what Home Economics is and what is offered than from definite prejudices against it as a course. The need is apparent for better public relations for promoting the status and the understanding of the home economics program.

Previous review of literature from various aspects has already stressed the concern for better understanding of parents' beliefs and better parent-teacher cooperation because parents have much to say about schools and what is good for their children. As Lindgren says about parents and educational policy,

The power that parents exercise varies widely from community to community. In some communities they virtually elect and staff the school board; in others, they have little effect because they are unorganized. But even in the latter communities the unorganized parents possess great potential power. If they disapprove of school policies, they can quickly mobilize against the existing administration and bring about drastic changes. On the other hand, educators have been able at times to interest lethargic and apathetic parents in educational reforms that have captured their imagination, whereupon they have organized themselves into groups which have brought about great gains for the schools of the community. (32, p.376)

School and community groups, for whom the homemaking programs will be interpreted, must be fully analyzed in order that homemaking teachers may put public relations media to most effective use, as recommended by the California Study. (9, p.110) Home economics teachers need to conduct studies continuously in planning, activating, and evaluating their programs to fit community, family and individual needs. Also paramount is the need for a technical direction in research toward improvement of understanding of

both "internal and external publics." Recommendations made by the public relations committee of the American Home Economics Association to the executive committee in its January 1958 meeting explains that,

.....'internal publics' includes all home economists, both members and non-members of the Association; educational administrators; and employers of home economists.

'External publics' refers to students at all levels, including those in adult education; counselors and advisers; parents; lay and service groups, both men's and women's; and the general public at large.
(2, p.48)

As one means of furthering promotion and advancement of Home Economics, the writer believes it would appear advisable to adapt the motivational research method which has come into popular usage in behavioral sciences for consumer behavior in marketing especially. Statistical evidence of this application in Oregon is the two-year motivational research study made by Edling (11) at Oregon College of Education in Monmouth, where focus of the study was narrowed to the attitudes of high school students toward college. Edling's idea is that where students are indifferent or opposed to a subject, some kind of deliberate audio-visual appeal to whatever these students' goals or interests were--however trivial--might serve to motivate them. Incidentally, significant results of this study were that it is the family pattern far more than the school that determines the

child's attitude toward learning--and college. Applying this method systematically to Home Economics, the first job will be to identify the "market" to be "sold", i.e., the students who are not making any effort to take Home Economics, and determine who should be "sold" on what Home Economics is and what it offers; or to identify the lay and service groups that need to be "sold" on the proper philosophy of Home Economics. This motivation research represents an attempt to apply systematically the accumulated knowledge of human behavior and the analytical concepts and research methods of such behavioral sciences as psychology, sociology, and social anthropology to the buying behavior of individuals and groups. (36, p. vi)

An interesting finding in the California Study pertaining to in-school public relations is that the attitudes of counselors was considered a limitation of the homemaking program. Thirty-five per cent of the homemaking teachers gave third rank to the suggestion that the attitudes of counselors might be considered a limiting factor. Fourteen per cent of the school administrators and six per cent of the non-homemaking teachers mentioned this limitation. (9, p.93) Their recommendations are that homemaking teachers and counselors cooperate in a concerted clarification of the goals of homemaking so that students will be informed about them, and that homemaking teachers and counselors provide

accurate and up-to-date information on careers related to homemaking. (9, p.108)

Another viewpoint which should be mentioned here in light of public relations for Home Economics is to acknowledge the misconceptions that the "external public" holds. Law (31, p.65) in summarizing her data on dislikes and dissatisfactions with the home economics program says that the students who expressed dislike for the program and, therefore, who did not enroll gave as their reasons that they "didn't like cooking and sewing" and "thought Home Economics was boring because it is about cooking and sewing." Law goes on to state that these remarks seemed to reflect the thinking of students who had not been enrolled in Home Economics since there was no cooking and sewing the first year of the program in this particular school in Ohio. This expression of feeling in regard to the undesirability of emphasizing cooking and sewing to the exclusion of other units is probably worth consideration in thinking ahead to ways of making Home Economics more effective. In regard to the misconception that Home Economics is only sewing and cooking, another fact that advances this thinking is the contributory yet unintentional writing such as the following:

How can today's youngsters learn science? There are many ways by which teachers challenge students to think critically. Basically, students learn through a problem-solving approach.

By this approach, students have the opportunity to organize their own resources, present their own findings, and evaluate their own performance. They no longer depend on a 'cookbook' approach to direct their activities..... It requires that they think critically and organize their methods and, above all, it sets no boundaries on their development. (30, p.16)
(Underlining by the writer)

A fragmentary, negative usage of home economics areas such as the above can do much damage in interpreting Home Economics. Relative to this illustration is the student's free responses in the California Study. A non-homemaking student commented,

The homemaking programs on the whole are too simple and usually deal with juvenile things. The average girl usually knows through common sense or through her parents what most of the cooking, sewing, and like classes teach. Sewing teachers with more skill should teach the classes..... Any person that can read and follow directions can make cookies. (9, p.83)

A homemaking student commented, "They should teach the students to prepare whole meals..... Any dumbbell can follow a recipe, but it's much more difficult to plan and prepare the whole meal." (9, p.85)

These are but a few illustrations of the misconceptions that come from traditional thinking and fragmentary concepts. These are great influences in limiting the advancement of Home Economics in the secondary schools. One must

not forget the unconscious influence of mothers and other adults exerted on these students. Healthy and constructive public relations is a "must" for Home Economics.

Summary

Such studies as those which have been reviewed show evidence that parents can be influential in directing and guiding children's thinking in regard to home economics education and that they can be influential in the selection of Home Economics as a school subject. Therefore, it is vital that they have an understanding of the present philosophy of Home Economics and its contents. Parents have a great part in determining educational policies in their communities today.

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CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the data and interpretation relative to the responses given to the questionnaire by 218 mothers of sixth-grade children in eight Corvallis public elementary schools in regard to some beliefs about Home Economics.

Background of Sample

Table 1 shows the number of questionnaires sent, returned and used in the study.

Of the 406 questionnaires mailed, 218 or 54 per cent were returned without a follow-up letter and within four weeks' time. All 218 returns were used in this study, regardless of the fact that some items were not answered by the respondents. These unanswered items might have made a difference in the results.

Harding Elementary School, which is in the vicinity of the college grounds, showed the highest returns of 63 per cent. Inavale Elementary School which is a small rural school had a total of 14 sixth-grade children and had the fewest responses, 36 per cent or five returns.

Table 1

Questionnaires Sent, Returned and Used in Study of Some Beliefs of 218 Mothers of Sixth-grade Children in Eight Corvallis Public Elementary Schools in Regard to Home Economics Education

Schools	Questionnaires					
	Total Sent		Returned and Used		Not Returned	
	Number	Per cent	Number	Per cent	Number	Per cent
Franklin	68	17	35	51	33	49
Garfield	39	10	21	54	18	46
Harding	82	20	52	63	30	37
Inavale	14	3	5	36	9	64
Lincoln	44	11	17	39	27	61
Mountain View	25	6	11	44	14	56
Roosevelt	84	21	48	57	36	43
Washington	<u>50</u>	<u>12</u>	<u>29</u>	<u>58</u>	<u>21</u>	<u>42</u>
Total	406	100	218	54	188	46

Age-groupings of Mothers in This Study

A tabulation of the age group distribution of the 218 mothers concerned in this study is shown in Table 2.

The exact ages of the mothers were not considered important. The mothers were asked to check only an age-grouping based on ten-year intervals ranging from 25 to 54, or to check the items of "Below 25" and "Older than 55", although results showed none in these two groupings of below 25 and above 55 years of age. The ages of these mothers fall within the ranges one might expect for parents of elementary school children. The majority or 63 per cent of the mothers constituted the group between 35-44, followed by the younger group of mothers between 25-34 with a figure of 21 per cent. The oldest group of mothers were between 45-54 and made up 16 per cent of the total group. These figures showed that 84 per cent of the mothers were below 45 years of age and relatively young. All the data of this study have been analyzed in relationship to the age-groupings of these mothers.

The fathers' age-groupings were requested and checked in the questionnaire also. The returns showed that they paralleled the mothers or were usually just one grouping above, and rarely were below that of the mothers. The fathers' age-groupings were omitted from the tabulation

Table 2
Age-groupings of 218 Mothers

Age-groupings	Mothers	
	Number	Per cent
Below 25	--	--
25 - 34	46	21
35 - 44	138	63
45 - 54	34	16
Older	--	--
Total	218	100

since the results showed little difference and since they do not concern this particular study.

Education of the Parents in the Study

The education classification of parents was based on the 1950 United States Census of Population, U. S. Department of Commerce, Bureau of the Census. Table 3 shows that the sample in this study tended to be better educated than the average of adults in the nation. This tendency may be due to the locality of this study.

Thirty per cent of the mothers completed high school; 32 per cent either completed or went to business college, nursing school, junior college and such; 17 per cent completed college; and 12 per cent of the mothers had education beyond a college degree. Only seven per cent of 218 mothers had less than high school education, 30 per cent had high school education, and 61 per cent had education beyond high school. When compared with the national figures, the great difference is in the higher education achieved by these mothers, but one must keep in mind that the national census is a decade back, and that although another census has been taken, the figures from it are not available at this time.

One-third of the fathers had high school education or less and nearly two-thirds or 62 per cent had more than

Table 3
Education of Parents of Sixth-grade Children

Education	Total		Father		Mother		National Census Total (1950)*
	No.	Per cent	No.	Per cent	No.	Per cent	Per cent
Less than eighth grade	2	.3	2	1	--	--	(
Completed eighth grade	9	2	6	3	3	1	{ 36
Part of high school	26	6	13	6	13	6	(
Completed high school	116	27	50	23	66	30	{ 37
Business college, etc. 1 - 3 years	110	25	40	18	70	32	7
Completed college, University							(
4 years	68	16	32	14	36	17	{ 6
Graduate school	90	20	65	30	25	12	{
No response	11	3	6	3	5	2	(Functionally illiterate) 11
No father**	4	.7	4	2	--	--	(Not reported) 3
Total	436	100	218	100	218	100	100

*Years of school completed by persons 25 years of age and over (1950)

Source: Bureau of the Census

The Survey of the present study included parents 25 years of age and over

**Of 218 mothers in study, four were widows

high school education. Thirty per cent had graduate work of a year or more.

Table 4 shows the education of mothers by age-grouping. The youngest age group of mothers was outstanding with 93 per cent of them having education of junior college or below, whereas the intermediate group showed 69 per cent with education above high school level. The oldest age group showed a diversified spread. The intermediate age group represented a much larger group than either of the other two.

Employment Status of the Mothers

The employment status of the 218 mothers was determined as shown in Table 5.

As might be expected of mothers with school-age children, 67 per cent were full-time homemakers. Mothers with employment outside, either full-time or part-time, constituted 33 per cent of the total group with an age range of 25 to 54. The national census (35, p.112) showed that in 1956 more than a third of all women 14 years of age and over (approximately 35 per cent) were in employment. The total sample for this study was compared to the nation's figure in terms of percentage, but regardless of age range.

Oregon's census (22, p.58) showed that in 1950 the following numbers and percentages of women of different age

Table 4
Education of 218 Mothers by Age-grouping

Educational Level	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Completed eighth grade	3	1.4	1	2.2	1	.7	1	2.9
Part of high school	13	6.0	7	15.2	5	3.6	1	2.9
Completed high school	66	30.2	23	50.0	34	24.6	9	26.5
Business college, etc. 1 - 3 years	70	32.1	12	26.0	49	35.5	9	26.5
Completed college, University 4 years	36	16.5	1	2.2	30	21.7	5	14.7
Graduate school	25	11.5	1	2.2	16	11.6	8	23.6
No response	<u>5</u>	<u>2.3</u>	<u>1</u>	<u>2.2</u>	<u>3</u>	<u>2.3</u>	<u>1</u>	<u>2.9</u>
Total	218	100	46	100	138	100	34	100

Table 5

Employment Status of 218 Mothers by Age-grouping

Employment Status	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Full-time employment (35 hours or more per week)	37	17.0	8	17.4	20	14.5	9	26.5
Part-time employment (Less than 35 hours per week)	35	16.0	6	13.0	20	14.5	9	26.5
Full-time homemaker	145	66.5	31	67.4	98	71.0	16	47.0
College student	<u>1</u>	<u>.5</u>	<u>1</u>	<u>2.2</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Total	218	100	46	100	138	100	34	100

groups who were employed in Oregon: in the age group of 25-34 was 34,110 or 21 per cent; 35-44 age group had 38,220 or 23 per cent; and 45-54 age group had 31,060 or 19 per cent of the total employment of women of 162,805, which constituted 26 per cent of the Oregon labor force.

The classification of the occupations of the mothers was not taken into consideration because there seemed to be nothing significant in the distribution of their occupations.

Sibling Position of the Sixth-grade Children

Since the mothers of the sixth-grade children of Corvallis schools were the sample for this study, it seemed important to ascertain the placement of the sixth-grade child within the family group. It was thought that the relationship of these children in regard to the sibling number and position might have some influence on how important the mothers thought Home Economics to be. Table 6 brings out the position of the sixth-grade children in the families and their sex classification.

Sex classification of the sixth-graders for the 218 mothers showed that there were 94 boys and 125 girls. One who studies this table must bear in mind that while the study is based on 218 mothers, the sixth-grade children numbered 219 because there was a pair of twins for one

Table 6

Sibling Position of the 219 Sixth-grade Children of the 218 Mothers
(Boys, N = 94; Girls, N = 125)

Sibling Position	Total		Sixth-grade Boys		Sixth-grade Girls	
	Number	Per cent	Number	Per cent	Number	Per cent
Only child	19	9	7	8	12	10
Middle child	23	11	12	13	11	9
Among more than three	33	15	16	17	17	13
Older of two	38	17	16	17	22	18
Oldest of three or more	49	22	22	23	27	22
Younger of two	23	11	7	8	16	13
Youngest of three or more	32	15	13	14	19	15
Twins*	<u>2</u>	<u>--</u>	<u>1</u>	<u>--</u>	<u>1</u>	<u>--</u>
Total	219	100	94	100	125	100

*Twins are classified separately although they belong in the "among more than three" group

mother. Table 6 shows that 137 or 63 per cent of the sixth-graders, excluding the twins, came from families of three or more children. These sixth-graders' positions were: (1) that of the middle child, (2) among more than three, (3) oldest of three or more, or (4) youngest of three or more. Only 61 or 28 per cent, excluding the twins, came from traditional "two-children" homes, and 19 or nine per cent made up the "only child" group. Mothers were relatively young. These figures are supplementary in thinking in terms of being one factor among many to consider in the influence of mothers' beliefs toward Home Economics. Table 7 shows the sibling positions of these children in terms of their mothers' age-grouping.

Percentagewise, the "only child" and the "youngest of three or more" came from the mothers of the 45-54 age range; the "middle child", "among more than three", "younger of two" came from the mothers of the 35-44 age range; and the "older of two" and the "oldest of three or more" tended to come from the 25-34 age range.

Home Economics Education of Their Children

In the questionnaire the mothers were asked to state whether they had any children with previous experience of classes in home economics education and also of any children taking home economics education at the present.

Table 7

Sibling Position of the 219 Sixth-grade Children by Their Mothers' Age-grouping

Sibling Position	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Only child	19	9	1	2	9	7	9	26
Middle child	23	11	2	4	20	14	1	3
Among more than three	34 (+1)*	15	5	11	27	19	2	6
Older of two	38	17	11	24	23	17	4	12
Oldest of three or more	49	22	24	52	25	18	--	--
Younger of two	23	11	3	7	16	12	4	12
Youngest of three or more	32	15	--	--	18	13	14	41
Total	218 (+1)*	100	46	100	138	100	34	100

*Twins are included in "among more than three" group as one

(Questionnaire, Appendix A) Boys were included in this survey, but there were no mothers who had boys who had taken home economics classes. The facts represented by Table 8 are surprising in that they show 155 or 71 per cent of mothers with no girls who had taken or were then taking Home Economics. This is probably due to the fact that the younger mothers of the 35-44 range had children still in their elementary school years or below, or had no daughters. Perhaps then, the mothers may speak of their beliefs toward Home Economics in terms of their own experience rather than what they would perceive through the experience of their children. One cannot help but notice that the older the mothers the more children they have had in home economics classes. Of the 46 mothers in the 25-34 range, 87 per cent were mothers with no girls taking or who had taken home economics classes, but only about two-thirds of the 35-44 and 45-54 age groups had had no children in home economics classes.

Home Economics Education of Mothers

For use in this study, the purpose of which is to find the present beliefs of mothers, Table 9 gives the extent of home economics education which these mothers had in school.

Table 8

The 218 Mothers Who Have Girls Who Have Taken or Are Now Taking Home Economics in School*

Mothers	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Of one child who has had Home Economics in school	22	10.1	1	2.2	13	9.4	8	23.5
Of two or more children who have had Home Economics in school	12	5.5	1	2.2	10	7.3	1	2.9
Of children who are now taking Home Economics in school	29	13.3	4	8.7	22	15.9	3	8.8
With none who have taken or are now taking Home Economics in school	<u>155</u>	<u>71.1</u>	<u>40</u>	<u>86.9</u>	<u>93</u>	<u>67.4</u>	<u>22</u>	<u>64.8</u>
Total	218	100	46	100	138	100	34	100

*Boys were included in the survey but there were no mothers who had boys who had taken or are now taking Home Economics in school

Table 9

School Classes in Home Economics Education Completed by 218 Mothers

Classes	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
None	30	14	4	8.7	19	13.8	7	20.6
One	27	12	7	15.2	14	10.1	6	17.6
Two	51	24	11	23.9	32	23.2	8	23.6
Three or more	<u>110</u>	<u>50</u>	<u>24</u>	<u>52.2</u>	<u>73</u>	<u>52.9</u>	<u>13</u>	<u>38.2</u>
Total	218	100	46	100	138	100	34	100

Half of the mothers in the sample have had three or more classes in Home Economics during their school years. Of the 218 mothers, 188 or 86 per cent had more than one class in home economics education. Mothers with no previous education in Home Economics constituted 30 or 14 per cent of the total. The responses of the oldest age group of mothers, the 45-54 range, were diversified. Over one-third had had three or more classes and 18 per cent had had one. One-fourth had had none. The younger group of mothers showed with only nine per cent with no home economics experience and over one-half having three or more classes in Home Economics.

Grade Levels in Which Home Economics Classes were Completed by Mothers

The number of home economics classes that mothers had taken is not the only significant factor toward what the beliefs would be like. The grade level in relation to the kind of subjects the mothers took would be important from the standpoint of understanding their present concept of Home Economics and its goals. Inquiry as to the grade levels in which the mothers completed Home Economics revealed the information given in Table 10.

The upper secondary level stands out with 41 per cent of the completed classes being taken during Grades 9, 10, 11 and/or 12. Classes completed at the college level

Table 10

Grade Levels in Which the 218 Mothers Took Home Economics Classes

Contents of Homemaking Education or Home Economics	Levels									
	Total		Grade 7 and/or 8		Grade 9, 10, 11 and/or 12		College or University		Adult Educ. and Others	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Child Development	63	7.6	3	2.2	18	5.2	38	14.7	4	4.4
Clothing and/or Grooming	243	29.3	62	45.6	112	32.7	38	14.7	31	34.0
Family Finance	43	5.2	1	.7	21	6.1	19	7.3	2	2.2
Foods and/or Nutrition	222	26.8	57	42.0	106	30.9	47	18.2	12	13.2
Health, Safety and Home Nursing	88	10.6	8	5.9	39	11.4	19	7.3	22	24.2
Home Management	51	6.2	3	2.2	17	5.0	25	9.6	6	6.6
Housing and/or Home Furnishing	59	7.1	--	--	14	4.1	34	13.1	11	12.1
Personal and Family Relations	60	7.2	2	1.4	16	4.6	39	15.1	3	3.3
Total	829	100	136	100	343	100	259	100	91	100

showed a rather high percentage of 31. As for the contents covered, clothing area and then the foods area showed consistently high coverage, although at the college level food courses took the lead. The two areas, clothing and foods, were reversed again at the adult education level with a 34 per cent for clothing, the highest compared to the other areas taken at the adult education level. Although these clothing and foods areas dominated at the compulsory education levels, the range in covering home economics courses became broader and more diversified at the college level, especially in courses like child development, home furnishings and family relations.

Summary

In summary, then, the background of the sample of 218 sixth-graders' mothers of eight elementary schools in Corvallis were: the majority were relatively young, 84 per cent of the mothers being below 45 years of age; with a relatively higher education than the national census of 1950, revealed by 37 per cent having high school education or less and 61 per cent beyond high school. The employment status showed 33 per cent being in the labor force and 67 per cent being full-time homemakers. Sixty-three per cent of the mothers had three or more children. Seventy-one per cent of the mothers had no girls (obviously no boys)

who had taken or were then taking Home Economics in school. Of the mothers themselves, 86 per cent had more than one class in home economics education, with only 14 per cent who had had no previous education in Home Economics. Forty-one per cent took the classes at the upper secondary grade levels. These home economics classes consisted mainly of clothing and foods areas. This background of the participants in this study shows why they answer some questions as they do.

Mothers' Beliefs About Needs For and Goals of
Home Economics Education in Secondary Schools

The beliefs of mothers as to the needs for, goals of, and status of Home Economics occupies the remainder of the questionnaire. In order to make as clear picture as possible, the Tables 11 through 22 were set up to show the total number of the 218 mothers who responded to each belief in the questionnaire, those who answered "yes", "no", and "uncertain". Another category was that of "no answer". The percentage was figured on the basis of the 218 mothers and not only those who answered. The "yes", "no", and "uncertain" answers at least showed some belief; why some did not answer certain questions may be important but the data did not provide such evidence. Special attention will be called to the percentage of "no answers".

Responses to both Question D, "Would you encourage your daughter(s) to take homemaking education classes?" and Question E, "If there were classes in homemaking education for boys would you encourage your son(s) to enroll?" were requested regardless of whether or not the 218 mothers had both sons and daughters.

Mothers' Beliefs of Their Daughters' Needs for Home Economics Education

In answer to the inquiry, "Would you encourage your daughter(s) to take home economics classes in junior high school?" the affirmative responses, as shown in Table 11, were outstanding with 190 or 87 per cent of the mothers checking "yes". The "no" responses for junior high school were six per cent. For the same question asked in regard to the senior high school level, 154 or 70 per cent checked "yes". The "no" responses were below nine per cent. The rise from three per cent to 10 per cent of the mothers who failed to respond to these two groupings evidently showed the fact that Home Economics as an elective in the senior high school might be an issue for discussion.

In order to get more specific information on the responses of mothers pertaining to this question, and for others to follow, comparisons were made in regard to several variables of mothers' background such as

Table 11

The 218 Mothers' Responses to Question D,
 "Would you encourage your daughter(s) to take home economics classes?"
 (According to Age-grouping of Mothers)

Responses	Age-grouping							
	Total		25 - 34		35 - 44		45 - 54	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<u>In Junior High School</u>								
Yes	190	87.2	41	18.8	120	55.1	29	13.3
No	14	6.4	3	1.4	9	4.1	2	.9
Uncertain	7	3.2	--	--	5	2.3	2	.9
No answer	<u>7</u>	<u>3.2</u>	<u>2</u>	<u>.9</u>	<u>4</u>	<u>1.8</u>	<u>1</u>	<u>.5</u>
Total	218	100	46	21.1	138	63.3	34	15.6
<u>In Senior High School</u>								
Yes	154	70.7	38	17.4	95	43.7	21	9.6
No	19	8.7	2	.9	16	7.3	1	.5
Uncertain	24	11.0	4	1.8	15	6.9	5	2.3
No answer	<u>21</u>	<u>9.6</u>	<u>2</u>	<u>.9</u>	<u>12</u>	<u>5.5</u>	<u>7</u>	<u>3.2</u>
Total	218	100	46	21.1	138	63.3	34	15.6

age-groupings, home economics education, educational level, employment status, and home economics education of their children. A tabulation of the results of this analysis is given in Table A, Appendix B.

There was no appreciable significance in the results for junior high school and senior high school from the standpoint of the individual sub-groups. What seemed important from this table was the fact that mothers spoke from backgrounds constituted, mainly, of being in the 35-44 age range, having had one or more classes in Home Economics, having had education of high school and above, being full-time homemakers, and having no children with previous education in Home Economics. These background factors are unrelated to each other.

In order to know the affirmative beliefs of mothers with different backgrounds and thus maintain some comparable figures, a cross-tabulation was made. This cross-tabulation was not intended to find relationships. It was merely intended to make a precise and useful description of mothers' backgrounds compared to their affirmative beliefs. The "yes" beliefs were extracted according to four background sub-groups of mothers of the 35-44 age range. This age range was chosen because it constituted 138 or 63 per cent of the total group. These mothers' home economics education background was determined as to

whether they had, or had not had any classes in Home Economics in school. Eighty-six per cent of the 218 mothers had had one or more classes completed in home economics education. (Table A, Appendix B) The third factor was whether or not these mothers had or did not have children with previous education in Home Economics. Figures already have been shown that 155 or 71 per cent of the mothers have had no children who had previous education in Home Economics.

These three variables were cross-tabulated with the following variables: mothers' educational level, whether they had completed a high school education or had more than high school; and their employment status, whether they were homemakers or employed outside. These added up to a total of 16 categories each for Question D (for daughters) and Question E (for sons), but after consideration was given in the preparation of the tables, these 16 categories were all combined into four background sub-groups. These four were considered mutually exclusive. Five tables, each with two parts, made up this cross-tabulation, one for Question D (for daughters) and four for Question E (for sons). They are shown in Tables 12A, 12B (for daughters) and Tables 15A, 15B, 16A, 16B, 17A, 17B, 18A, and 18B (for sons). This breakdown is valuable only to the extent that it has helped to identify some of the mothers' background

which might influence mothers' beliefs either negatively or positively. The sample was not stratified on the basis of these variables when the study was set up; therefore, the figures in these tables can be interpreted only in terms of sub-groups in which are the mothers who answered affirmatively to the inquiry on encouraging daughters to take Home Economics.

The discussion of the results for Question D (for daughters) in Tables 12A and 12B will follow.

Table 12A shows the affirmative responses to Question D (for daughters) for the mothers of the 35-44 age range who had had some home economics education and who had no children with previous education in Home Economics. Out of the 120 "yes" responses, the largest sub-group of mothers who said they would encourage daughters to take home economics classes in junior high school, is the group of 38 mothers whose background showed that they had home economics education of one or more classes in school, education above high school level, were full-time homemakers, and had no children with previous education in Home Economics. Out of the 95 "yes" responses for encouraging daughters to take Home Economics in senior high school, the largest sub-group is the group of 33 mothers with the same variables. The group of mothers with high school education or less, and who were full-time homemakers, but

Table 12A

Affirmative Responses to Question D (for Daughters)
According to Four Background Sub-groups of Mothers
of 35-44 Age Range with Home Economics Education

Mothers of 35-44 Age Range (N = 134): <u>With one or more</u> <u>classes in Home Economics,</u> Have no children with previous education in Home Economics	Total "Yes" Responses N = 215	"Yes" Responses	
		Junior High School N = 120	Senior High School N = 95
Have high school education or less, and full-time homemaker	30 (14)*	17 (8)*	13 (6)*
Have more than high school education, and full-time homemaker	71 (25)	38 (14)	33 (11)
Have high school education or less, and full- or part- time employment	4 (5)	2 (3)	2 (2)
Have more than high school education, and full- or part-time employment	24 (14)	14 (9)	10 (5)
Sub-total of Table 12A	129 (58)	71 (34)	58 (24)

*Additional mothers who had children with previous education in Home Economics

Table 12B

Affirmative Responses to Question D (for Daughters)
According to Four Background Sub-groups of Mothers
of 35-44 Age Range with No Home Economics Education

Mothers of 35-44 Age Range (N = 134): With no home economics education, Have no children with pre- vious education in Home Economics	Total "Yes" Responses N = 215	"Yes" Responses	
		Junior High School N = 120	Senior High School N = 95
Have high school education or less, and full-time homemaker	5 (2)*	2 (2)*	3 (--)*
Have more than high school education, and full-time homemaker	8 (6)	4 (3)	4 (3)
Have high school education or less, and full- or part- time employment	2 (4)	1 (2)	1 (2)
Have more than high school education, and full- or part-time employment	-- (1)	-- (1)	-- (--)
Sub-total of Table B	15 (13)	7 (8)	8 (5)
Total of 12A and 12B	144 (71)	78 (42)	66 (29)
Total of two types of responses	215	120	95

*Additional mothers who had children with previous education in Home Economics

were also in the 35-44 age group, had taken one or more classes in Home Economics and have no children with previous education in Home Economics, was the next large subgroup with 17 "yes" responses for encouraging their daughters to take Home Economics in junior high school and 13 for senior high school.

Only two mothers who answered affirmatively were in the group of mothers of the 35-44 age range with past experience in Home Economics in school, having no children with previous education in Home Economics, with education of high school or less and employed outside the home. Evidently, there were only a few mothers of the middle age range with home economics background who have education of high school or less and work outside their homes. This is surprising until one refers back to Table 5 and notes that only 40 mothers of the 35-44 age range were employed full-time outside their homes compared to 98 mothers who were full-time homemakers.

Evidence is shown that full-time homemakers, be they highly educated or not, believed strongly that daughters should be encouraged to take Home Economics in junior and senior high schools. Fifty-five mothers with home economics background and being full-time homemakers said "yes" for having daughters take Home Economics at the junior high school level and 46 mothers for the senior high school

level. For employed mothers, 16 said "yes" for junior high school and 12 said "yes" for senior high school. Educational level did not seem to be an important factor for affirmative beliefs toward Home Economics; employment status and previous education of Home Economics seemed to be significant. This assumption should not be carried too far, however, because the sample was not stratified on the basis of these variables. The sample had far more full-time homemakers than employed mothers, and more mothers with Home Economics taken in school than those without, so that it makes it impractical to compare these figures.

Table 12B, which is tabulated in regard to the affirmative responses to Question D (for daughters) according to mothers of the 35-44 age range who have had no home economics education and who had no children with previous education in Home Economics, shows that for these mothers of the 35-44 age range there were only 19 out of the 218 mothers without any home economics background, so that when the four sub-groups were obtained the figures were too low with no variations to warrant an attempt at analysis.

Mothers' Beliefs of Their Sons' Needs for
Home Economics Education in Junior High School

Responses to the inquiry, "Would you encourage your son(s) to enroll in home economics classes in junior high school?" were tabulated for "classes for boys only" and "classes for both boys and girls". The acceptance of boys in home economics classes has long passed the experimental stage. Yet there still exists the questions of what to teach, how to teach, and when to teach. A question, such as was asked in the questionnaire, would necessarily place a big responsibility on mothers who were asked it, because experts in Home Economics still have difficulty in agreement. Thus, Table 13 clearly shows a wide range of responses including a fairly high percentage of non-responses, especially high for the "co-educational classes" (88 or 40 per cent) and lower (48 or 22 per cent) for the "boys only classes". Whether it was mainly a lack of information about boys' home economics education or whether it was to avoid exposure to complexity of thought cannot be determined. Since the "uncertain" column was also inserted for their use and this was not used, the reasons for these non-responses is unknown. Only the findings for "yes" and "no" responses will be discussed.

Table 13

The 218 Mothers' Responses to Question E,
 "Would you encourage your son(s) to enroll in home economics classes
 in Junior High School?"

Classes	<u>Total</u>		<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
For boys only	218	100	82	37.6	60	27.5	28	12.8	48	22.1
For both boys and girls	218	100	39	17.8	66	30.3	25	11.5	88	40.4

For the "boys only classes", 82 or 38 per cent of the mothers expressed "yes", 60 or 27 per cent expressed "no" to the question of whether they would encourage their sons to enroll in home economics classes in the junior high school.

For the "co-educational classes", 66 or 30 per cent of the mothers expressed "no", and only 39 or 18 per cent expressed "yes". Comparison of the two classified groups showed that mothers were less interested in home economics classes being arranged for boys and girls together than for classes for boys alone. Eighty-eight mothers or 40 per cent did not respond to the question on "co-educational classes", which figure is higher than the mothers who expressed "no" (66 or 30 per cent). Later analysis on the reasons given by mothers for making these responses may help to clarify them to some extent.

Mothers' Beliefs of Their Sons' Needs for Home Economics Education in Senior High School

In answer to the same inquiry in regard to senior high school, again the surprising thing was the lack of response. Table 14 shows the mothers' beliefs about their sons' needs for home economics education in senior high school.

Table 14

The 218 Mothers' Responses to Question E,
 "Would you encourage your son(s) to enroll in home economics classes
 in Senior High School?"

Classes	<u>Total</u>		<u>Yes</u>		<u>No</u>		<u>Uncertain</u>		<u>No Answer</u>	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
For boys only	218	100	69	31.7	61	28.0	33	15.1	55	25.2
For both boys and girls	218	100	47	21.6	62	28.4	26	11.9	83	38.1

For the "boys only classes", only 69 or 32 per cent of the 218 mothers expressed "yes", 61 or 28 per cent expressed "no", and 55 or 25 per cent just disregarded the question. For the "both boys and girls classes", the highest number was those of the mothers who did not express any opinion (83 or 38 per cent), the next of 62 or 28 per cent who expressed "no", and only 47 out of the 218 mothers or 21 per cent answered affirmatively to the question of whether they would encourage their sons to enroll in home economics classes in senior high school.

When comparison of responses pertaining to home economics education in the junior and senior high schools was made, the data showed that there was no great difference between the two types of classes for boys.

There was just a slight difference shown where the affirmative responses decreased for the senior high school level by six per cent for the "boys only classes", and increased by four per cent for the "co-educational classes". Although the figures were small and may be negligible, they seemed to imply that more mothers had interest in their sons taking Home Economics in "classes for boys only" at the senior high school level. Slightly more mothers expressed approval of classes for both boys and girls at the senior high school level (47 or 22 per cent for senior high school as compared to 39 or 18 per cent

for the junior high school). In other words, more mothers were opposed to co-educational home economics classes at the junior high school level.

Comparisons made in regard to the different variables of mothers' backgrounds did not show any great significance in regard to their beliefs about their sons taking Home Economics, as shown in Table B (for junior high school) and Table C (for senior high school), both in Appendix B. These tables are detailed and are supplementary to Tables 13 and 14.

Tables 15A through 18B show the breakdown or cross-tabulation for the mothers' four background sub-groups.

For mothers' beliefs toward home economics education for sons, the cross-tabulation included the negative as well as the affirmative responses, because as already discussed, there were more negative than affirmative responses. The question in the mind of the investigator was what the concerns would be of the large group of mothers who either answered "uncertain" or who did not give any reply. Would their replies change the findings? Since the necessary answers could not be obtained at this stage, the cross-tabulation was made to include only the negative and affirmative responses which clearly showed the mothers' beliefs, and to see how mothers can be identified in their respective background sub-groups.

Table 15A

Affirmative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with Home Economics Education
 (Classes for Boys Only)

Mothers of 35-44 Age Range (N = 134): With one or more classes in Home Economics, Have no children with pre- vious education in Home Economics	Total "Yes" Responses N = 87	Classes for Boys Only	
		Junior High School N = 49	Senior High School N = 38
Have high school education or less, and full-time homemaker	4 (12)*	2 (6)*	2 (6)*
Have more than high school education, and full-time homemaker	27 (10)	14 (6)	13 (4)
Have high school education or less, and full- or part- time employment	2 (4)	1 (3)	1 (1)
Have more than high school education, and full- or part-time employment	9 (9)	5 (6)	4 (3)
Sub-total of Table 15A	42 (35)	22 (21)	20 (14)

*Additional mothers who had children with previous education in Home Economics

Table 15B

Affirmative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with No Home Economics Education
 (Classes for Boys Only)

Mothers of 35-44 Age Range (N = 134): <u>With no home economics education, Have no children with previous education in Home Economics</u>	Total "Yes" Responses N = 87	Classes for Boys Only	
		Junior High School N = 49	Senior High School N = 38
Have high school education or less, and full-time homemaker	2 (--)	1 (--)	1 (--)
Have more than high school education, and full-time homemaker	2 (4)*	2 (2)*	-- (2)*
Have high school education or less, and full- or part- time employment	-- (2)	-- (1)	-- (1)
Have more than high school education, and full- or part-time employment	-- (--)	-- (--)	-- (--)
Sub-total of Table 15B	4 (6)	3 (3)	1 (3)
Total of 15A and 15B	46 (41)	25 (24)	21 (17)
Total of two types of responses	87	49	38

*Additional mothers who had children with previous education in Home Economics

Table 16A

Affirmative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with Home Economics Education
 (Classes for Both Boys and Girls)

Mothers of 35-44 Age Range (N = 134): <u>With one or more</u> <u>classes in Home Economics,</u> Have no children with previous education in Home Economics	Total "Yes" Responses N = 53)	Classes for Both Boys and Girls	
		Junior High School N = 24	Senior High School N = 29
Have high school education or less, and full-time homemaker	8 (2)*	4 (1)*	4 (1)*
Have more than high school education, and full-time homemaker	15 (3)	6 (1)	9 (2)
Have high school education or less, and full- or part- time employment	2 (2)	1 (1)	1 (1)
Have more than high school education, and full- or part-time employment	11 (3)	5 (2)	6 (1)
Sub-total of Table 16A	36 (10)	16 (5)	20 (5)

*Additional mothers who had children with previous education in Home Economics

Table 16B

Affirmative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with No Home Economics Education
 (Classes for Both Boys and Girls)

Mothers of 35-44 Age Range (N = 134): <u>With no home economics education, Have no children with previous education in Home Economics</u>	Total "Yes" Responses N = 53	Classes for Both Boys and Girls	
		Junior High School N = 24	Senior High School N = 29
Have high school education or less, and full-time homemaker	-- (--)	-- (--)	-- (--)
Have more than high school education, and full-time homemaker	3 (--)	1 (--)	2 (--)
Have high school education or less, and full- or part- time employment	3 (1)*	2 (--)	1 (1)*
Have more than high school education, and full- or part-time employment	-- (--)	-- (--)	-- (--)
Sub-total of Table 16B	6 (1)	3 (--)	3 (1)
Total of 16A and 16B	42 (11)	19 (5)	23 (6)
Total of two types of responses	53	24	29

*Additional mothers who had children with previous education in Home Economics

Table 17A

Negative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with Home Economics Education
 (Classes for Boys Only)

Mothers of 35-44 Age Range (N = 134): <u>With one or more</u> <u>classes in Home Economics,</u> <u>Have no children with</u> <u>previous education in</u> <u>Home Economics</u>	Total "No" Responses N = 87	Classes for Boys Only	
		Junior High School N = 43	Senior High School N = 44
Have high school education or less, and full-time homemaker	18 (2)*	9 (1)*	9 (1)*
Have more than high school education, and full-time homemaker	26 (5)	13 (3)	13 (2)
Have high school education or less, and full- or part- time employment	-- (2)	-- (1)	-- (1)
Have more than high school education, and full- or part-time employment	18 (5)	9 (2)	9 (3)
Sub-total of Table 17A	62 (14)	31 (7)	31 (7)

*Additional mothers who had children with previous education in Home Economics

Table 17B

Negative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with No Home Economics Education
 (Classes for Boys Only)

Mothers of 35-44 Age Range (N = 134): With no home economics education, Have no children with previous education in Home Economics	Total "No" Responses N = 87	Classes for Boys Only	
		Junior High School N = 43	Senior High School N = 44
Have high school education or less, and full-time homemaker	-- (2)*	-- (1)*	-- (1)*
Have more than high school education, and full-time homemaker	4 (1)	2 (--)	2 (1)
Have high school education or less, and full- or part- time employment	-- (--)	-- (--)	-- (--)
Have more than high school education, and full- or part-time employment	2 (2)	1 (1)	1 (1)
Sub-total of Table 17B	6 (5)	3 (2)	3 (3)
Total of 17A and 17B	68 (19)	34 (9)	34 (10)
Total of two types of responses	87	43	44

*Additional mothers who had children with previous education in Home Economics

Table 18A

Negative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with Home Economics Education
 (Classes for Both Boys and Girls)

Mothers of 35-44 Age Range (N = 134): With one or more classes in Home Economics, Have no children with previous education in Home Economics	Total "No" Responses N = 90	Classes for Both Boys and Girls	
		Junior High School N = 46	Senior High School N = 44
Have high school education or less, and full-time homemaker	17 (2)*	8 (1)*	9 (1)*
Have more than high school education, and full-time homemaker	29 (9)	15 (5)	14 (4)
Have high school education or less, and full- or part- time employment	-- (2)	-- (1)	-- (1)
Have more than high school education, and full- or part-time employment	17 (6)	9 (3)	8 (3)
Sub-total of Table 18A	63 (19)	32 (10)	31 (9)

*Additional mothers who had children with previous education in Home Economics

Table 18B

Negative Responses to Question E (for Sons)
 According to Four Background Sub-groups of Mothers
 of 35-44 Age Range with No Home Economics Education
 (Classes for Both Boys and Girls)

Mothers of 35-44 Age Range (N = 134): <u>With no home economics education, Have no children with previous education in Home Economics</u>	Total "No" Responses N = 90	Classes for Both Boys and Girls	
		Junior High School N = 46	Senior High School N = 44
Have high school education or less, and full-time homemaker	-- (2)*	-- (1)*	-- (1)*
Have more than high school education, and full-time homemaker	2 (2)	1 (1)	1 (1)
Have high school education or less, and full- or part- time employment	-- (--)	-- (--)	-- (--)
Have more than high school education, and full- or part-time employment	2 (--)	1 (--)	1 (--)
Sub-total of Table 18B	4 (4)	2 (2)	2 (2)
Total of 18A and 18B	67 (23)	34 (12)	33 (11)
Total of two types of responses	90	46	44

*Additional mothers who had children with previous education in Home Economics

The tables were first set up with the affirmative and negative responses to Question E (for sons) related to mothers of the 35-44 age range who have had home economics education and who have no children with previous education in Home Economics. These tables show that the largest responding group, be their answers negative or affirmative, for junior high or senior high, for "classes for boys only" or "classes for both boys and girls", come from the mothers whose backgrounds included home economics education of one or more classes in school, education above high school level, full-time homemaking, and no children with previous education in Home Economics. (Tables 15A through 18B) This finding is the same for daughters.

This sub-group for boys shows relatively consistent figures for the mothers' affirmative and negative beliefs for "classes for boys only" related to these background factors, but affirmative responses drop considerably for "classes for both boys and girls" in both junior and senior high schools. This drop results in few affirmative responses for junior and senior high school levels for "co-educational classes" because the other sub-groups are quite consistent in their "yes" responses.

Apparently, mothers of the middle age group who had home economics education, had education above high school level, were full-time homemakers and had no children with

previous education in Home Economics, did not believe they should encourage their sons to take Home Economics where classes are co-educational at the junior and senior high school levels. (Table 16A)

Tables 16B, 17B, and 18B show the affirmative and negative responses to Question E (for sons) according to mothers of the 35-44 age range who have had no home economics education and who had no children with previous education in Home Economics. The data show that the figures were too small and with no variations which needed to be discussed.

Reasons Given by Mothers for Their Responses to Question D (for Daughters) and Question E (for Sons)

In the questionnaire, mothers were asked to give their reasons for the responses made to the inquiry on home economics education for their daughters and sons. It must be kept in mind that these responses were requested regardless of whether or not they had both sons and daughters. A check list was constructed with anticipated reasons and made as exhaustive and discriminative as possible because omission of possible alternative responses might lead to bias. (Questionnaire, Appendix A) Reasons were classified under "Yes, because I believe", "No, because I believe", and "Uncertain, because". The mothers

were asked to read all statements given as reasons under the three classifications before checking so that their responses might be valid. If more than one reason was considered as appropriate for their answers, they were permitted to check as many as they believed. To be sure that no reasons would be neglected, a space marked "Other" was provided.

The results showed that not many utilized this space; the few who did, more or less, showed a repetition of the already stated reasons put in their own words. It seems safe to assume that, at least, they believed that the statements offered permitted them to state their reasons satisfactorily. This implied that the statements were quite exhaustive and discriminative as planned. Thus, this additional column, "Other", was omitted from tabulation.

Table 19 shows the results for both Question D (for daughters) and Question E (for sons).

Although there were differences in the numbers and percentages of reasons, the significant fact was that in all three classifications ("yes", "no", and "uncertain") the highest ranking of the reasons was consistent, be it daughter or son that they would encourage to enroll in home economics classes.

Table 19

Reasons Given by 218 Mothers for Their
Responses to Question D (for Daughters) and Question E (for Sons)

Statements for: "Yes, because I believe....."	Reasons for Question D (Daughters)			Reasons for Question E (Sons)		
	Number	Per cent*	Rank	Number	Per cent*	Rank
1. Homemaking education would help them when they have their own homes	168	77.1	1	98	44.9	1
2. It helps them appreciate their families	67	30.7	9	59	27.1	4
3. It creates a greater interest in and feeling of responsibility for helping at home	120	55.0	4	80	36.7	2
4. School can teach basic principles and newer methods of homemaking	126	57.8	3	53	24.3	5
5. They may wish to go to college to make Home Economics their profession	76	34.9	7	4	1.8	9

Table 19 (cont.)

Statements for: "Yes, because I believe....."	Reasons for Question D (Daughters)			Reasons for Question E (Sons)		
	Number	Per cent*	Rank	Number	Per cent*	Rank
6. Parents do not have the time today to teach their children all homemaking activities	47	21.6	10	22	10.1	8
7. It teaches them how to take over extra home responsibilities when both parents are employed outside	70	32.1	8	50	22.9	6
8. It provides many experiences which will help develop insight for making wise decisions in solving family problems	103	47.2	6	70	32.1	3
9. It can stimulate interest in homemaking	111	50.9	5	46	21.1	7
10. It helps girls develop better homemaking practices so that they will be better prepared as mothers in the future	159	72.9	2	--	--	--

*Percentage is based on total 218 mothers

Table 19 (cont.)

Statements for: "No, because I believe....."	Reasons for Question D (Daughters)			Reasons for Question E (Sons)		
	Number	Per cent*	Rank	Number	Per cent*	Rank
12. Parents can teach them what they need to know about homemaking	9	4.1	2	25	11.5	3
13. Homemaking education teaches only skills in food and clothing	--	--	9	--	--	11
14. It does not teach enough skills in food and clothing	3	1.4	5	3	1.4	6.5
15. Other courses are more important	15	6.9	1	65	29.8	1
16. Only those interested in a career related to Home Economics need homemaking education	6	2.7	4	5	2.3	5
17. After marriage, there is time to learn about home-making	--	--	9	1	.5	10
18. Family problems may develop when one member of the family has training in homemaking and the other does not	1	.5	7.5	3	1.4	6.5

Table 19 (cont.)

Statements for: "No, because I believe....."	Reasons for Question D (Daughters)			Reasons for Question E (Sons)		
	Number	Per cent*	Rank	Number	Per cent*	Rank
19. People like to live the way they were brought up	2	.9	6	2	.9	8.5
20. Labor-saving equipment, food mixes, ready-made clothing, etc. have made training in homemaking unnecessary	1	.5	7.5	2	.9	8.5
21. They can learn homemaking education from club activities related to homemaking, outside of school	7	3.2	3	8	3.7	4
22. Homemaking education is for girls primarily	--	--	--	33	15.1	2

*Percentage is based on total 218 mothers

Table 19 (cont.)

Statements for: "Uncertain, because....."	Reasons for Question D (Daughters)			Reasons for Question E (Sons)		
	Number	Per cent*	Rank	Number	Per cent*	Rank
24. I have never thought about homemaking education before	1	.5	5	7	3.2	3.5
25. I question whether I should interfere with my child's interests	4	1.8	4	5	2.3	5
26. It depends upon my child's interests and needs	19	8.7	1	28	12.8	1
27. I feel most homemaking can be taught at home	5	2.3	3	7	3.2	3.5
28. It depends on the teacher and what she teaches	8	3.7	2	16	7.3	2
29. I do not know enough home- making education	--	--	6	2	.9	6

*Percentage is based on total 218 mothers

The major reason given for the affirmative belief in home economics education for their children was, "Homemaking education would help them when they have their own homes", expressed by 168 or 77 per cent of mothers for daughters, and 98 or 45 per cent of mothers for the sons.

The major reason given for the negative belief in their children having home economics education was, "Other courses are more important", expressed by only 15 mothers or seven per cent for daughters, and 65 mothers or 30 per cent for sons. This is a distinct reverse in terms of higher percentage for daughters for the affirmative, and higher for sons for the negative.

The major reason given for an uncertain answer was, for both daughters and sons, "It depends upon my child's interests and needs".

The five statements of highest affirmative reasons for daughters taking home economics classes from among the 10 statements have been chosen. The percentage based on the total of 218 mothers is given in parentheses after each reason. The statements in rank order are as follows:

Homemaking education would help them when they have their own homes. (77 per cent)

Homemaking education helps girls develop better homemaking practices so that they will be better prepared as mothers in the future. (73 per cent)

School can teach basic principles and newer methods of homemaking. (58 per cent)

Homemaking education creates a greater interest in and feeling of responsibility for helping at home. (55 per cent)

Homemaking education can stimulate interest in homemaking. (51 per cent)

The five statements of highest affirmative reasons for sons taking home economics education from among the nine statements were in rank order as follows:

Homemaking education would help them when they have their own homes. (45 per cent)

Homemaking education creates a greater interest in and feeling of responsibility for helping at home. (37 per cent)

Homemaking education provides many experiences which will help develop insight for making wise decisions in solving family problems. (32 per cent)

Homemaking education helps them appreciate their families. (27 per cent)

School can teach basic principles and newer methods of homemaking. (24 per cent)

The significance in these five affirmative responses is shown where three out of the five statements are relevant for responses concerning both sons and daughters. They are:

Statement No. 1 Homemaking education would help them when they have their own homes.

Statement No. 4 School can teach basic principles and newer methods of homemaking.

Statement No. 3 Homemaking education creates a greater interest in and feeling of responsibility for helping at home.

Table 20 shows the relative ranking of the nine affirmative responses between responses concerning daughters and sons, to see the intensity of the reasons given by mothers in encouraging sons as well as daughters to take home economics classes.

For responses related to daughters, the lowest percentage for an affirmative reason was Statement No. 6, "Parents do not have the time today to teach their children all homemaking activities" (22 per cent). This was the lowest for total ranking also. For those related to sons, the lowest percentage for an affirmative reason was Statement No. 5, "They may wish to go to college to make Home Economics their profession" (four mothers or two per cent). This statement was intended mainly for daughters, but the result showed this unusual response.

In the construction of Question D (for daughters), Question E (for sons), and Question F (the reasons), the instructions to be given for answering as well as the statements were scrutinized with great care in an effort to have the valid answers in their respective places. Nevertheless, evidence has already been shown that a high percentage of mothers, as high as 40 per cent, did not respond to Question E (for sons). The fact that some mothers omitted this question presents a problem in interpreting the data pertaining to the reasons given to

Table 20

Relative Ranking by Frequency Count of the Nine
Affirmative Statements to Question F (the Reasons)

"Yes" Statement Number	Total Responses		Reasons for Question D (Daughters)		Reasons for Question E (Sons)	
	No.	Rank	Number	Rank	Number	Rank
1	266	1	168	1	98	1
2	126	6	67	9	59	4
3	200	2	120	4	80	2
4	179	3	126	3	53	5
5	80	8	76	7	4	9
6	69	9	47	10	22	8
7	120	7	70	8	50	6
8	173	4	103	6	70	3
9	157	5	111	5	46	7
10	159	--*	159	2	--*	--*

*Omitted because statement relates to daughters only

Question F. Affirmative responses to Question E for the four groups (junior high school "boys only", "co-educational"; senior high school "boys only", "co-educational") showed the highest response to be 82 mothers or 38 per cent. The highest ranking for the affirmative reasons to Question F for those related to sons was expressed by 98 or 45 per cent of the mothers. This distinctly shows that somehow among the four groups who responded about sons, 16 mothers or seven per cent had failed to respond to Question E, as to whether they would encourage their sons to enroll in home economics classes, but had submitted their responses for reasons to Question F only. How to interpret data where one part of a double question was answered and the other was not, is a problem. This study will acknowledge the erratic figure, but will not omit it from the analysis of data since the reasons are meaningful from the standpoint of their relevancy within the statements. For the answers to the questions concerning daughters, there was no problem.

The five statements of highest negative reasons for daughters from among the 10 statements were in rank order as follows:

Other courses are more important. (7 per cent)

Parents can teach them what they need to know about homemaking. (4 per cent)

They can learn homemaking education from club activities related to homemaking, outside of school. (3 per cent)

Only those interested in a career related to Home Economics need homemaking education. (3 per cent)

Homemaking education does not teach enough skills in food and clothing. (1 per cent)

The five statements of highest negative reasons for sons not to take Home Economics from among the eleven statements were in rank order as follows:

Other courses are more important. (30 per cent)

Homemaking education is for girls primarily. (15 per cent)

Parents can teach them what they need to know about homemaking. (11 per cent)

They can learn homemaking education from club activities related to homemaking, outside of school. (4 per cent)

Only those interested in a career related to Home Economics need homemaking education. (2 per cent)

The significance in these five negative responses is shown where four out of the five statements are relevant for both sons and daughters not to take Home Economics. They are:

Statement No. 15 Other courses are more important.

Statement No. 12 Parents can teach them what they need to know about homemaking.

Statement No. 21 They can learn homemaking education from club activities related to homemaking, outside of school.

Statement No. 16 Only those interested in a career related to Home Economics need homemaking education.

Table 21 shows the relative ranking of the ten negative responses between those reasons related to daughters and sons not to take Home Economics.

For responses concerning both sons' and daughters' home economics education, no mother checked the negative reason to Statement No. 13, "Homemaking education teaches only skills in food and clothing." For daughters, Statement No. 17, "After marriage, there is time to learn about homemaking", was not checked. There was only one mother who checked in the negative Statement No. 20, "Labor-saving equipment, food mixes, ready-made clothing, etc. have made training in homemaking unnecessary." When compared to the affirmative reasons, the mothers' negative reasons for their sons' home economics education showed consistency with the responses concerning the daughters' education, i.e., the amount of shift in relative position is relatively small between the two groups.

The "uncertain" reasons constituted six statements. All six in rank order for daughters are as follows:

Table 21

Relative Ranking by Frequency Count of the Ten
Negative Statements to Question F (the Reasons)

"No" Statement Number	<u>Total Responses</u>		<u>Reasons for Question D (Daughters)</u>		<u>Reasons for Question E (Sons)</u>	
	No.	Rank	Number	Rank	Number	Rank
12	34	2	9	2	25	3
13	--	10	--	9	--	11
14	6	5	3	5	3	6.5
15	80	1	15	1	65	1
16	11	4	6	4	5	5
17	1	9	--	9	1	10
18	4	6.5	1	7.5	3	6.5
19	4	6.5	2	6	2	8.5
20	3	8	1	7.5	2	8.5
21	15	3	7	3	8	4
22	33	--*	--*	--*	33	2

*Omitted because statement relates to sons only

- Statement No. 26 It depends upon my child's interests and needs. (9 per cent)
- Statement No. 28 It depends on the teacher and what she teaches. (4 per cent)
- Statement No. 27 I feel most homemaking can be taught at home. (2 per cent)
- Statement No. 25 I question whether I should interfere with my child's interests. (2 per cent)
- Statement No. 24 I have never thought about homemaking education before. (0.5 per cent)
- Statement No. 29 I do not know enough about homemaking education. (0 per cent)

There is difference in the percentage for the ranks between responses concerning daughters and those concerning the sons, but the amount of shift in relative position is small between the two groups. They will be illustrated in the following form:

<u>"Uncertain"</u> <u>Statement No.</u>	<u>Daughters'</u> <u>Rank</u>	<u>Sons'</u> <u>Rank</u>
24	5	3.5
25	4	5
26	1	1
27	3	3.5
28	2	2
29	6	6

If the rank in Statement No. 24 and 25 were reversed for sons, there would be an almost perfect correlation between ranking of the mothers' responses about their daughters and sons taking home economics classes. Table 22 gives the complete data.

The mothers' major concern for their "uncertainty" depended upon the child's interests and needs, the teacher and what she teaches, and they seemed to believe that most Home Economics can be taught at home. These were the reasons expressed for their uncertainty in response to the inquiry of whether they would encourage their children to take home economics classes.

Table D and Table E in Appendix B shows the breakdown in regard to the different variables of mothers' background to the affirmative and negative reasons given as responses to Question D (for daughters) and Question E (for sons).

Some Mothers' Comments Related to Daughters' and Sons' Needs for Home Economics Education

The following comments show free expressions of mothers' beliefs about needs for home economics education.

A mother who answered "no" that she would not encourage her sons as well as her daughters to enroll in home economics classes gave critical substantiation of her belief. She was of the 35-44 age group, had three children,

Table 22

Relative Ranking by Frequency Count of the Six
Uncertain Statements to Question F (the Reasons)

"Uncertain" Statement Number	Total Responses		Reasons for Question D (Daughters)		Reasons for Question E (Sons)	
	No.	Rank	Number	Rank	Number	Rank
24	8	5	1	5	7	3.5
25	9	4	4	4	5	5
26	47	1	19	1	28	1
27	12	3	5	3	7	3.5
28	24	2	8	2	16	2
29	2	6	--	6	2	6

full-time homemaker, had two years' college education, had no children with previous education in Home Economics, and had had more than one class in home economics education.

Education that teaches a child to read, follow directions, how to seek and use results of recent research will give him a good background for approaching many problems including those of homemaking. Recent research in nutrition is making us question many of our former ideas. For example, research in solid fats in relation to certain cardiovascular diseases and multiple sclerosis. Experiments in food preservation by radiation may well make present methods obsolete before current junior high school students are actually engaged in homemaking.

Those of us who were in high school before World War II found our knowledge woefully inadequate when we started homes of our own after the war -- freezing, the merits or limitations of detergents, synthetic fibers, etc. had to be learned by seeking reliable information for ourselves or through adult education classes.

Since I see a great likelihood of this situation being true for those present junior and senior high school students who do not plan to start homemaking for several years, I am opposed to making them required courses for every student, especially at the junior high level.

I feel homemaking is a very challenging and rewarding profession. I hope my frank comments will be taken in the cooperative spirit in which they are offered.

A mother who answered "yes" she would encourage her daughter to take Home Economics in junior high school only, but not for senior high school; and who did not approve of home economics education for her sons, gave some specific

reasons or beliefs which reflect teaching methods and contents of home economics classes.

I believe lots of girls are discouraged by the one way to do things insisted upon by many teachers.

I believe students should be encouraged to make things that are becoming to them -- not gathered skirts for 170 lb. girls. This only discourages them. Why not let them pleat a skirt?

Why have to thread a sewing machine five times in one minute? Sewing should be a joy not a race.

I don't know what I want for my daughters and I fear I am making a mistake in discouraging the high school home economics subjects. Yet I remember the hours spent in making a perfect darn -- the eight weeks on a two-day sewing project, and I can't help but feel too many hours are wasted in repetition and relearning skills already learned.

A mother who answered "yes" for junior high school Home Economics for her daughter, but the remainder "uncertain", who was of the 35-44 age group, had four children, full-time homemaker, university graduate, two children who had had previous education in Home Economics, and had had two classes in Home Economics, gave the following comment:

I think it is important to teach children the proper attitudes toward wanting to find information and where it may be available when they find themselves presented with problems in the future. One can never take enough classes to know how to do or think all the things he will ever want to.

Much for contemplation is given by a mother who answered "uncertain" about encouraging home economics education for her daughters, and "no" for sons. She was of

the 35-44 age group, had two daughters, full-time homemaker, university graduate, had had home economics classes of three or more in school, and had no children with previous education in Home Economics.

I find "homemaking" a delightful and varied occupation which I enjoy sharing with my daughters. I feel I can give them enough training in this to take care of their needs as homemakers themselves but cannot give them the "reading, writing and arithmetic" which they need to insure a rounded life and a continuing interest and delight in learning. In a day of crowded schools and busy schedules, I would rather have their school time occupied with learning to use their minds in scholarly pursuits.

If one or the other should show an interest in a career in textiles, nutrition, or some related field I would, of course, encourage her to enroll in classes which would assist her in this interest, but I feel very strongly that the privilege of teaching "homemaking" per se belongs to the mother and that the "homemaking" courses which I took in school -- while "lots of fun" contributed little to my general abilities as a homemaker.

I realize that this is not a good standard for all communities -- girls in rural schools may need more courses in homemaking re efficiency, nutrition, etc. but the magazines and newspapers are so full of articles on "how to do" things that it is hard to believe that anyone with any real interest in such need be lost in lack of knowledge.

As for training for boys in homemaking courses -- again -- granted that his home can give him an understanding of home life -- I feel they are unnecessary. I prefer a primarily man-less kitchen and part of my joy in homemaking is the knowledge that I am the authority on the subject in our household -- aided and abetted by my husband but primarily responsible for how things go in the house and with the family.

Generally, I am against homemaking classes in school for boys and to a larger degree for girls except as "vocational" subjects.

The next few comments illustrate mothers' strong beliefs for the needs for home economics education for their children. A certain mother who answered "yes" that she would encourage her daughters to take home economics classes at both junior and senior high school levels, and that she approved of "co-educational classes" for boys at both junior and senior high school levels, was of the 35-44 age group, had two daughters, was employed full-time outside her home, had two years of college education, with one class experience in Home Economics, and no children old enough to have taken Home Economics in school, said:

Many women feel that homemaking is a thankless and uninspiring role. I feel that if girls were given homemaking education in school, more of them might feel, when they have homes of their own, that being a wife, mother, and homemaker is the most important role of all for women.

A young mother, 25-34 age group, who answered "yes" for daughters home economics education at both junior and senior high school levels, approved of "classes for boys only" at junior high school level and "co-educational classes" for sons at senior high school level, gave her belief that schools have their unique role in offering home economics education. Her background was as follows:

had four daughters, full-time homemaker, three years of higher education, two daughters who had had home economics education, and the mother herself with three or more classes in Home Economics.

Regardless of the age of the child, they attach more importance to what someone else shows them as compared to what they see at home. As quick housekeepers we don't stop to show children many of the basic, beginning steps that make many home-making activities sensible and logical to them.

A full-time employed mother, 35-44 age group, with two daughters, with two years of college education, with two classes taken in Home Economics, and with no children who had had home economics classes, answered "yes" in encouraging daughters for Home Economics; also approved of "co-educational classes" for boys in junior and senior high schools. She said:

In this fast living era -- I feel anything taught both girls and boys regarding homemaking (both physically and mentally) should be required. Too many families are broken due to the fact that the parents have not had enough education in sharing responsibilities and working together.

A young mother, 25-34 age group, who completed high school including several classes in Home Economics, with three sons and one daughter, and being a full-time homemaker gave the following comment:

I feel confused about the subject of Home Economics for girls. Education on food nutrition and basic sewing fundamentals are so important but they will not help out if the mother should have to take over earning a living in case of injury or death of the bread-winner.

A middle age group mother with high school education and three sons, with full-time homemaking, commented:

I have wondered at times if too much emphasis on homemaking could at all be responsible for stimulating teen-age interest in early marriage.

The last two refer to mothers' uncertainty of beliefs about home economics needs for their children.

These are only a few comments made by the 218 mothers. They are not necessarily representative of the ideas expressed by the group; however, they do provide illustrations of the thinking of mothers about Home Economics. Other comments will be found in their respective places in the analysis of data and in Appendix B.

Mothers' Beliefs Related to Goals of Home Economics Education

Some goals of home economics education were listed for the mothers to check their importance as they saw them. Their answers were tabulated, "For girls (boys) I believe this goal is important. Yes - Partly - No". In the discussion which follows, sometimes to prevent too much repetition, the mothers' answers will be referred to as "yes",

"partly", and "no responses; or they may be referred to as "important", "partly important" or "not important". The writer recognizes now that this is awkward wording but did not recognize this at the time of the construction of the questionnaire. In the analysis of these data, reference will be made to total responses which includes all categories, "yes", "partly", and "no".

Of the 23 statements listed as goals, Statement No. 5, "Homemaking education should help develop ability to make clothes for themselves", was omitted from the column for boys because it was obvious that boys should not need to pursue this goal. Special attention will again be called to the percentage for "no answers".

Beliefs About Goals for Girls. Table 23 shows the beliefs of 218 mothers about the goals home economics education should develop for girls.

The goal with the highest total for responses was Statement No. 5, "Homemaking education should help develop ability to make clothes for themselves", with 207 mothers or 95 per cent who responded and only 11 mothers or five per cent who did not respond. The breakdown for the responses showed that 173 or 79 per cent said, "Yes, this goal is important"; 32 or 15 per cent answered that this

Table 23

Beliefs of 218 Mothers Toward 23 Selected Goals of Home Economics Education for Girls

Home Economics Education Should Help Develop	Total Respond- ents		Rank*	For girls I believe this goal is important							
				Yes		Partly		No		No Answer	
	Per			Per		Per		Per		Per	
	No.	cent		No.	cent	No.	cent	No.	cent	No.	cent
1. Appreciation of the importance of them- selves as individuals	187	85.8	19	120	55.0	61	28.0	6	2.8	31	14.2
2. Ability to use such resources as time, money and energy wisely	199	91.3	2	191	87.6	8	3.7	--	--	19	8.7
3. Ability for the care and welfare of small children	195	89.5	7	162	74.3	32	14.7	1	.5	23	10.5
4. Understanding of how the changing trends in home and family living affect their home life	178	81.7	21	116	53.2	50	23.0	12	5.5	40	18.3
5. Ability to make clothes for them- selves	207	94.9	6	173	79.4	32	14.7	2	.9	11	5.0
6. Judgment that will help them to become good citizens	181	83.0	20	116	53.2	59	27.0	6	2.8	37	17.0

Table 23 (cont.)

Home Economics Education Should Help Develop	Total Respond- ents		Rank*	For girls I believe this goal is important							
				Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Judgment and ability in planning, prepar- ing and serving nutritive meals for themselves and fam- ilies	204	93.6	1	195	89.5	9	4.1	--	--	14	6.4
8. Judgment and ability in buying food	200	91.7	3	182	83.4	18	8.3	--	--	18	8.3
9. Ability in contrib- uting to home activities	185	84.9	16	136	62.4	42	19.3	7	3.2	33	15.1
10. Understanding of how children develop	190	87.2	12	146	67.0	39	17.9	5	2.3	28	12.8
11. Ability in preserv- ing food in the home	195	89.5	13	142	65.1	37	17.0	16	7.3	23	10.6
12. Understanding and appreciation of different cultures and ways of life	182	83.5	23	95	43.6	68	31.2	19	8.7	36	16.5
13. Ability to be per- sonally attractive to others	193	88.5	11	146	67.0	43	19.7	4	1.8	25	11.5
14. Judgment and ability in solving problems related to personal and family living	179	82.1	14	141	64.7	22	14.7	6	2.7	39	17.9

Table 23 (cont.)

Home Economics Education Should Help Develop	Total			For girls I believe this goal is important							
	Respond- ents		Rank*	Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
15. Understanding of what their personal values are and how these values will affect their lives	175	80.3	17	128	58.7	39	17.9	8	3.7	43	19.7
16. Judgment in furnish- ing and decorating a home	197	90.4	8	151	69.3	44	20.2	2	.9	21	9.6
17. Recognition of the moral and spiritual values	173	79.4	18	128	58.7	31	14.2	14	6.4	45	20.6
18. Realization that housekeeping can be a worthwhile experience	196	89.9	5	174	79.8	19	8.7	3	1.4	22	10.1
19. Ability to practice home safety in daily living	182	83.5	15	137	62.8	43	19.7	2	.9	53	16.5
20. Judgment and ability in selecting and caring for their clothes	203	93.1	4	179	82.1	23	10.5	1	.5	15	6.9

Table 23 (cont.)

Home Economics Education Should Help Develop	Total Respond- ents		Rank*	For girls I believe this goal is important							
				Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
21. Interest in expres- sion of artistic and creative achieve- ments in daily liv- ing	182	83.5	22	108	49.5	65	29.8	9	4.1	36	16.5
22. Judgment in select- ing, using and ear- ing for household utensils and equip- ment	187	85.8	9	148	67.9	36	16.5	3	1.4	31	14.2
23. Ability to apply physical and mental health knowledge to personal and family living	185	84.9	10	147	67.4	33	15.1	5	2.3	33	15.1

*Rank in order of affirmative responses

goal was partly important and only two answered, "No, this goal is not important."

The goal with the lowest total for responses was Statement No. 17, "Homemaking education should help develop recognition of the moral and spiritual values", with 173 mothers or 79 per cent who responded and 45 mothers or 21 per cent who did not respond. This non-response figure is the highest for mothers who did not answer to any goal in reference to girls' preparation in Home Economics. The breakdown for the responses to this goal shows that 128 or 59 per cent answered "yes", 31 or 14 per cent answered "partly" and 14 or six per cent answered "no".

Three goals which no mother checked with no negative responses as to their importance are as follows:

Homemaking education should help develop ability to use such resources as time, money and energy wisely.

Homemaking education should help develop judgment and ability in planning, preparing and serving nutritive meals for themselves and families.

Homemaking education should help develop judgment and ability in buying food.

These three also showed the highest of "yes" responses.

The 12 goals with highest affirmative responses (67 per cent and above) from among the 23 goals have been chosen. The percentage based on the total of 218 mothers is given in parentheses after each goal. The high goals in rank order are as follows:

Homemaking education should help develop judgment and ability in planning, preparing and serving nutritive meals for themselves and families. (89 per cent)

Homemaking education should help develop ability to use such resources as time, money and energy wisely. (88 per cent)

Homemaking education should help develop judgment and ability in buying food. (83 per cent)

Homemaking education should help develop judgment and ability in selecting and caring for their clothes. (82 per cent)

Homemaking education should help develop realization that housekeeping can be a worthwhile experience. (80 per cent)

Homemaking education should help develop ability to make clothes for themselves. (79 per cent)

Homemaking education should help develop ability for the care and welfare of small children. (74 per cent)

Homemaking education should help develop judgment in furnishing and decorating a home. (69 per cent)

Homemaking education should help develop judgment in selecting, using and caring for household utensils and equipment. (68 per cent)

Homemaking education should help develop ability to apply physical and mental health knowledge to personal and family living. (67 per cent)

Homemaking education should help develop ability to be personally attractive to others. (67 per cent)

Homemaking education should help develop understanding of how children develop. (67 per cent)

The 11 goals which had the lowest affirmative responses from among the 23 goals are as follows:

Homemaking education should help develop understanding and appreciation of different cultures and ways of life. (44 per cent)

Homemaking education should help develop interest in expression of artistic and creative achievements in daily living. (49 per cent)

Homemaking education should help develop understanding of how the changing trends in home and family living affect their home life. (53 per cent)

Homemaking education should help develop judgment that will help them to become good citizens. (53 per cent)

Homemaking education should help develop appreciation of the importance of themselves as individuals. (55 per cent)

Homemaking education should help develop recognition of the moral and spiritual values. (59 per cent)

Homemaking education should help develop understanding of what their personal values are and how these values will affect their lives. (59 per cent)

Homemaking education should help develop ability in contributing to home activities. (62 per cent)

Homemaking education should help develop ability to practice home safety in daily living. (63 per cent)

Homemaking education should help develop judgment and ability in solving problems related to personal and family living. (65 per cent)

Homemaking education should help develop ability in preserving food in the home. (65 per cent)

One must be reminded that the one criterion for selection of these two groups was percentage of the affirmative responses to their importance as goals. A critical look at Table 23 shows that the figures in the "partly", "no", and "unanswered" columns may exert an influence on the ranks of groups of goals which are in the high and low response groups. An illustration can be given by going back to the goal with the highest total responses, Statement No. 5, "ability to make clothes for themselves". The total responses of 207 mothers or 95 per cent was the highest, but when ranked in the order of high affirmative responses only, this goal ranked sixth with 173 mothers or 79 per cent affirmative responses. This is influenced by the figure of 32 mothers who answered "partly important".

The goal, Statement No. 17, "recognition of the moral and spiritual values", showed 173 or 79 per cent and the lowest total response, but was six ranks higher with a 128 or 59 per cent affirmative responses than the goal with lowest rank. It was Statement No. 12, "understanding and appreciating different cultures and ways of life", which had 95 or 44 per cent affirmative responses.

A comparison of ranks between "yes" responses only and "yes" plus "partly important" responses was attempted to see whether or not a discrepancy would be shown in this composite form. Table 24 reveals the results.

Table 24

Comparison of Rankings of Home Economics Goals for Girls
Between "Yes" Responses and "Yes" plus "Partly"
Joint Responses of 218 Mothers

Statement Number of Goals	<u>"Yes" Responses</u>		<u>"Yes" plus "Partly" Joint Responses</u>	
	Number	Rank	Number	Rank
1	120	19	181	12
2	191	2	199	5
3	162	7	194	7
4	116	20.5	166	21
5	173	6	205	1
6	116	20.5	175	17
7	195	1	204	2
8	182	3	200	4
9	136	16	178	16
10	146	11.5	185	10
11	142	13	179	15
12	95	23	163	22
13	146	11.5	189	9
14	141	14	173	18.5
15	128	17.5	167	20
16	151	8	195	6
17	128	17.5	159	23
18	174	5	193	8
19	137	15	180	13.5
20	179	4	202	3
21	108	22	173	18.5
22	148	9	184	11
23	147	10	180	13.5

Of the 23 goals, only three did not change ranking from that of the 218 mothers' "yes" responses when the 218 mothers' responses of "Yes, I believe this home economics education goal is important for girls" were added to the responses, "I believe this goal is partly important". Of these 20 goals 14 were raised in rank and six were lowered.

Two goals had a rank variation of five or more places when the comparison was made. Statement No. 1, "develop appreciation of the importance of themselves as individuals" had a rank variation of seven places when 61 or 28 per cent of "partly important" responses were added. The other is Statement No. 5, "ability to make clothes for themselves", as already illustrated, which reveals a five place rank variation when 32 or 15 per cent of the "partly important" responses were included. The one goal which is distinctively lower by a five rank variation when the "partly important" responses are included is Statement No. 17, "recognition of the moral and spiritual values" with 31 or 14 per cent "partly" responses added. This statement also had the highest "non-response" of 45 which lowered its rank. Giving these ranks helps to show the definite beliefs of mothers about some goals in Home Economics, as well as the influence of those who seemed cautious when they answered "partly important". Rankings indicated that mothers hesitated about the importance of the general

education goals as home economics objectives. Whether they understood how these goals related to the goals of all education is a matter of conjecture.

A scrutiny of the preceding analysis discloses that the five goals considered important by these relatively young mothers are, arranged in order of their statement numbers:

Statement No. 2 Homemaking education should help develop ability to use such resources as time, money and energy wisely.

Statement No. 5 Homemaking education should help develop ability to make clothes for themselves.

Statement No. 7 Homemaking education should help develop judgment and ability in planning, preparing and serving nutritive meals for themselves and families.

Statement No. 8 Homemaking education should help develop judgment and ability in buying food.

Statement No. 20 Homemaking education should help develop judgment and ability in selecting and caring for their clothes.

It will be noted that one goal involves management, two involve foods and nutrition, and two involve clothing and related arts. This by no means indicates that other areas are not considered important, for they rank high as the next five most important. They are numbers:

- Statement No. 3 Homemaking education should help develop ability for the care and welfare of small children.
- Statement No. 13 Homemaking education should help develop ability to be personally attractive to others.
- Statement No. 16 Homemaking education should help develop judgment in furnishing and decorating a home.
- Statement No. 18 Homemaking education should help develop realization that housekeeping can be a worthwhile experience.
- Statement No. 22 Homemaking education should help develop judgment in selecting, using and caring for household utensils and equipment.

Two involve housing and home furnishing areas, one is in management, one in child care, and one in personal grooming which is in the clothing areas of Home Economics.

The current stress on relationships, which is expressed through goals such as those that follow are relatively low in ranking.

- Statement No. 1 Homemaking education should help develop appreciation of the importance of themselves as individuals.
- Statement No. 4 Homemaking education should help develop understanding of how the changing trends in home and family living affect their home life.
- Statement No. 9 Homemaking education should help develop ability in contributing to home activities.

- Statement No. 14 Homemaking education should help develop judgment and ability in solving problems related to personal and family living.
- Statement No. 15 Homemaking education should help develop understanding of what their personal values are and how these values will affect their lives.
- Statement No. 23 Homemaking education should help develop ability to apply physical and mental health knowledge to personal and family living.

Beliefs About Goals for Boys. Table 25 shows the beliefs of 218 mothers about the important goals in Home Economics for boys.

The goal with the highest total for responses was Statement No. 2, "Homemaking education should help develop ability to use such resources as time, money and energy wisely", with 168 or 77 per cent who responded and 50 mothers or 23 per cent who did not respond. The breakdown for the responses showed that 141 or 65 per cent answered "Yes, the goal is important", 22 or 10 per cent answered that this goal was "partly important", and only five answered that "No, this goal is not important."

The goal with the lowest total of responses was Statement No. 11, "Homemaking education should help develop ability in preserving food in the home", with 125 or 57 per cent who responded and 93 or 43 per cent who did not

Table 25

Beliefs of 218 Mothers Toward 22 Selected Goals of Home Economics Education for Boys

Home Economics Education Should Help Develop	Total			For boys I believe this goal is important							
	Respond- ents		Rank*	Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Appreciation of the importance of themselves as individuals	149	68.4	12	87	39.9	45	20.6	17	7.8	69	31.7
2. Ability to use such resources as time, money and energy wisely	168	77.1	1	141	64.7	22	10.1	5	2.3	50	22.9
3. Ability for the care and welfare of small children	149	68.4	16	64	29.4	64	29.4	21	9.6	69	31.6
4. Understanding of how the changing trends in home and family living affect their home life	143	65.6	14	77	35.3	53	24.3	13	6.0	75	34.4
5. Ability to make clothes for themselves	--	--	--	--	--	--	--	--	--	--	--
6. Judgment that will help them to become good citizens	154	70.6	9	101	46.3	45	20.6	8	3.7	64	29.4

Table 25 (cont.)

Home Economics Education Should Help Develop	Total Respond- ents		Rank*	For boys I believe this goal is important							
				Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Judgment and ability in planning, prepar- ing and serving nutritive meals for themselves and families	133	61.0	21	29	13.3	67	30.7	37	17.0	85	39.0
8. Judgment and ability in buying food	150	68.8	11	89	40.8	45	20.6	16	7.3	68	31.2
9. Ability in contrib- uting to home activities	162	74.3	4	113	51.8	41	18.8	8	3.7	56	25.7
10. Understanding of how children develop	155	71.0	7	105	48.1	38	17.4	12	5.5	63	28.9
11. Ability in preserv- ing food in the home	125	57.3	22	19	8.7	36	16.5	70	32.1	93	42.7
12. Understanding and appreciation of different cultures and ways of life	151	69.3	15	72	33.0	58	26.6	21	9.6	67	30.7
13. Ability to be per- sonally attractive to others	147	67.4	13	87	39.9	43	19.7	17	7.8	71	32.6
14. Judgment and ability in solving problems related to personal and family living	157	72.0	2	126	57.8	22	10.1	9	4.1	61	28.0

Table 25 (cont.)

Home Economics Education Should Help Develop	Total Respond- ents			For boys I believe this goal is important							
			Rank*	Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
15. Understanding of what their personal values are and how these values will affect their lives	146	67.0	8	103	47.2	35	16.1	8	3.7	72	33.0
16. Judgment in furnish- ing and decorating a home	143	65.6	20	40	18.4	75	34.4	28	12.8	75	34.4
17. Recognition of the moral and spiritual values	147	67.4	6	106	48.6	25	11.5	16	7.3	71	32.6
18. Realization that housekeeping can be a worthwhile experience	137	62.8	18	49	22.5	56	25.7	32	14.7	81	37.1
19. Ability to practice home safety in daily living	150	68.8	5	106	48.6	39	17.9	5	2.3	68	31.2
20. Judgment and ability in selecting and caring for their clothes	153	70.2	10	93	42.7	48	22.0	12	5.5	65	29.8

Table 25 (cont.)

Home Economics Education Should Help Develop	Total			For boys I believe this goal is important							
	Respond-		Rank*	Yes		Partly		No		No Answer	
	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
21. Interest in expres- sion of artistic and creative achieve- ments in daily liv- ing	143	65.6	19	46	21.0	68	31.2	29	13.3	75	34.4
22. Judgment in select- ing, using and car- ing for household utensils and equip- ment	141	64.7	17	55	25.2	58	26.6	28	12.8	77	35.3
23. Ability to apply physical and mental health knowledge to personal and family living	156	71.6	3	117	53.7	30	13.8	9	4.1	62	28.4

*Rank in order of affirmative responses

respond, which is the highest non-response for the 22 goals for boys and is four per cent higher than any other statement. All other goals had "no answers" from 50 or 23 per cent to 85 or 39 per cent of the mothers. For the boys, all 22 goals were checked with some responses of "not important". The lowest negative response was five or two per cent for two of the statements.

The nine goals with highest affirmative responses (46 per cent and above) from among the 22 goals have been chosen. The percentage based on the total of the 218 mothers is given in parentheses after each goal. The high goals in rank order are as follows:

Homemaking education should help develop ability to use such resources as time, money and energy wisely. (65 per cent)

Homemaking education should help develop judgment and ability in solving problems related to personal and family living. (58 per cent)

Homemaking education should help develop ability to apply physical and mental health knowledge to personal and family living. (54 per cent)

Homemaking education should help develop ability in contributing to home activities. (52 per cent)

Homemaking education should help develop recognition of the moral and spiritual values. (49 per cent)

Homemaking education should help develop ability to practice home safety in daily living. (49 per cent)

Homemaking education should help develop understanding of how children develop. (48 per cent)

Homemaking education should help develop understanding of what their personal values are and how these values will affect their lives. (47 per cent)

Homemaking education should help develop judgment that will help them to become good citizens. (46 per cent)

Thirteen goals which had the lowest affirmative responses (43 per cent and below) from among the 22 goals are as follows:

Homemaking education should help develop ability in preserving food in the house. (9 per cent)

Homemaking education should help develop judgment and ability in planning, preparing and serving nutritive meals for themselves and families. (13 per cent)

Homemaking education should help develop judgment in furnishing and decorating a home. (18 per cent)

Homemaking education should help develop interest in expression of artistic and creative achievements in daily living. (21 per cent)

Homemaking education should help develop realization that housekeeping can be a worthwhile experience. (23 per cent)

Homemaking education should help develop judgment in selecting, using and caring for household utensils and equipment. (25 per cent)

Homemaking education should help develop ability for the care and welfare of small children. (29 per cent)

Homemaking education should help develop understanding and appreciation of different cultures and ways of life. (33 per cent)

Homemaking education should help develop understanding of how the changing trends in home and family living affect their home life. (35 per cent)

Homemaking education should help develop ability to be personally attractive to others. (40 per cent)

Homemaking education should help develop appreciation of the importance of themselves as individuals. (40 per cent)

Homemaking education should help develop judgment and ability in buying food. (41 per cent)

Homemaking education should help develop judgment and ability in selecting and caring for their clothes. (43 per cent)

Ranking of "yes" responses and of the "yes" plus "partly important" responses about the goals for boys taking Home Economics was made to determine how the "partly important" responses might influence results. Table 26 shows the results.

In all of the 22 goals there were only three in which the ranking of "yes" and of "yes" plus "partly important" responses was changed more than two places.

Statement No. 17, "recognition of the moral and spiritual values" had a six place change in rank in spite of 25 or 12 per cent of the "partly" being included. It dropped from a rank of sixth place to the twelfth most important goal.

The two goals which are relatively higher when the "partly" responses were included are Statement No. 6,

Table 26

Comparison of Rankings of Home Economics Goals for Boys
Between "Yes" Responses and "Yes" plus "Partly"
Joint Responses of 218 Mothers

Statement Number of Goals*	<u>"Yes" Responses</u>		<u>"Yes" plus "Partly" Joint Responses</u>	
	Number	Rank	Number	Rank
1	87	12.5	132	11
2	141	1	163	1
3	64	16	128	16
4	77	14	130	13.3
6	101	9	146	5
7	29	21	96	21
8	89	11	134	10
9	113	4	154	2
10	105	7	143	7
11	19	22	55	22
12	72	15	130	13.3
13	87	12.5	130	13.3
14	126	2	148	3
15	103	8	138	9
16	40	20	115	17
17	106	5.5	131	12
18	49	18	105	20
19	106	5.5	145	6
20	93	10	141	8
21	46	19	114	18
22	55	17	113	19
23	117	3	147	4

*Statement No. 5 omitted for boys

"judgment that will help them to become good citizens" and Statement No. 16, "judgment in furnishing and decorating a home". Statement No. 6 became the fifth ranking goal, whereas in terms of "yes" responses only, it was ninth. Statement No. 16 became the seventeenth goal and previously it had been twentieth.

A scrutiny of the preceding analysis discloses that the five goals considered highly important are, arranged in order of their statement numbers:

Statement No. 2 Homemaking education should help develop ability to use such resources as time, money and energy wisely.

Statement No. 9 Homemaking education should help develop ability in contributing to home activities.

Statement No. 14 Homemaking education should help develop judgment and ability in solving problems related to personal and family living.

Statement No. 19 Homemaking education should help develop ability to practice home safety in daily living.

Statement No. 23 Homemaking education should help develop ability to apply physical and mental health knowledge to personal and family living.

Two goals involve management and three stress family finance and relationships.

The next five ranks in importance are as follows:

- Statement No. 6 Homemaking education should help develop judgment that will help them to become good citizens.
- Statement No. 8 Homemaking education should help develop judgment and ability in buying food.
- Statement No. 10 Homemaking education should help develop understanding of how children develop.
- Statement No. 15 Homemaking education should help develop understanding of what their personal values are and how these values will affect their lives.
- Statement No. 20 Homemaking education should help develop judgment and ability in selecting and caring for their clothes.

Two involve goals related to all education, one in foods and nutrition, one in child care, and one in clothing. The goals for boys in home economics education are outstanding in areas in relationships and family finance.

Although many differences are expected and not surprising between mothers' beliefs of home economics goals for girls and for those of boys, yet these differences are worthy of comment. Table 27 gives the relative ranking by frequency count of the 22 selected goals for both boys and girls, based on the "yes" plus "partly important" responses, because evidence has shown that "partly important" responses were influential. They are considered partially inclusive as affirmative responses.

Table 27

Relative Ranking by Frequency Count of the 22 Selected Goals for Boys and Girls According to "Yes" plus "Partly" Responses of 218 Mothers

Statement Number of Goals*	Total Responses		"Yes" plus "Partly" Responses			
			Goals for			
	Number	Rank	Girls		Boys	
			Number	Rank	Number	Rank
1	313	12	181	11	132	11
2	362	1	199	4	163	1
3	322	8	194	6	128	16
4	296	18	166	20	130	13.3
5	--	--	205	--	--	--
6	321	9.5	175	16	146	5
7	300	15	204	1	96	21
8	334	3	200	3	134	10
9	332	4	178	15	154	2
10	328	5	185	9	143	7
11	234	22	179	14	55	22
12	293	19	163	21	130	13.3
13	319	11	189	8	130	13.3
14	321	9.5	173	17.5	148	3
15	305	14	167	19	138	9
16	310	13	195	5	115	17
17	290	20	159	22	131	12
18	298	16	193	7	105	20
19	325	7	180	12.5	145	6
20	343	2	202	2	141	8
21	287	21	173	17.5	114	18
22	297	17	184	10	113	19
23	327	6	180	12.5	147	4

*Statement No. 5, which applies obviously to girls, is omitted from this ranking

The greatest change in ranking came where the variation in rank amounted to 20 places for Statement No. 7, "judgment and ability in planning, preparing and serving nutritive meals for themselves and families". This goal was considered most important for girls but had a rank of 21 for boys, and shows that this goal is obviously unique for girls, together with Statement No. 5, which was omitted from ranking since construction of clothes is also obviously a girl's goal. Other outstanding differences are shown in Statement No. 14, "judgment and ability in solving problems related to personal and family living", which had a 14 rank variation. It was ranked third for boys and seventeenth for girls. Statement No. 9, "ability in contributing to home activities", shows a 13 rank variation between the boys' and girls' goals. Again, this goal was ranked second in importance for boys and fifteenth for girls. Statement No. 18, "realization that housekeeping can be a worthwhile experience", has a 13 rank variation causative, for this case, of the girls' higher ranking, of seventh in contrast to twentieth for boys.

Among these many discrepancies, there is one low-response goal which seems to have agreement for both boys and girls as being less important, i.e., Statement No. 21, "interest in expression of artistic and creative achievements in daily living". It was accorded a consistent

ranking of 18 for both sexes, resulting in a twenty-first ranking for the total.

The five of the 22 goals which were considered highly important for both boys and girls are arranged in order of their statement numbers:

- Statement No. 2 Homemaking education should help develop ability to use such resources as time, money and energy wisely.
- Statement No. 8 Homemaking education should help develop judgment and ability in buying food.
- Statement No. 9 Homemaking education should help develop ability in contributing to home activities.
- Statement No. 10 Homemaking education should help develop understanding of how children develop.
- Statement No. 20 Homemaking education should help develop judgment and ability in selecting and caring for their clothes.

Results show that boys, just as much as girls, have their need to develop certain qualities in the field of Home Economics, although degree of importance varies from girls.

Table F in Appendix B contains the breakdown of the different variables of mothers' background according to their beliefs toward some goals of home economics education.

Mothers' Comments Related to Goals of Home Economics

Education. Certain mothers expressed their comments in addition to checking the goals. Six of their comments follow.

"I feel these are desirable goals for every person and are or should be goals of all education and are not goals limited to homemaking education exclusively."

"All of these would be good but I doubt courses in homemaking can adequately cover religion, philosophy, sociology, psychology, and biology and also teach skills of sewing and cooking."

"Your goals cover a wider range of material than I was aware were being covered in these classes. Some of these phases are more for college students than for younger ones."

"In considering homemaking education that would run from seventh grade through college I certainly feel that all of these goals would be covered."

"I realize that I have checked a number of goals for boys and yet am uncertain about homemaking classes for boys, but do feel that some of these goals could be reached by other classes such as Economics, Civics, History, and through church and home training. I do feel that the home should be responsible for part of a child's education. For example, moral and spiritual values, if not instilled at home, will not be gained in a classroom."

"I feel that all of these goals are important in homemaking education and that while no one course could teach all of them, these individual goals should be present in the teaching wherever they may chance to appear. A general attitude including them should be continuously cultivated."

Summary

To the inquiry, "Would you encourage your daughter(s) to take home economics classes?" the "yes" answers for the junior high school level were 87 per cent; for the senior high school level, 70 per cent. Mothers were less concerned about the senior high school level. In order to identify the background of these mothers who answered affirmatively, a cross-tabulation was made of some relevant variables and categorized under four sub-groups. The largest sub-group for junior and senior high level both, revealed to be mothers of the 35-44 age range with home economics education of one or more classes in school, education above high school level, full-time homemaker, and no children with previous education in Home Economics. The next largest sub-group revealed to be mothers with high school education or less, who were full-time homemakers and had other variables relevant to the first group. Evidence is shown that full-time homemakers, be they highly educated or not, have strong beliefs that daughters should be encouraged to take Home Economics in junior and senior high schools. These beliefs seem not to be perceived through the experience of their children, because 71 per cent of mothers had no children with previous education in Home Economics. The remaining two sub-groups were too few

in number to warrant the discussion of their beliefs about home economics education for their children.

To the inquiry, "Would you encourage your son(s) to enroll in home economics classes?" for the junior high school "boys only classes" the mothers' answers were: "yes", 38 per cent; "no", 27 per cent; and "no answer", 22 per cent. For the "co-educational classes": "yes", 18 per cent; "no", 30 per cent; and "no answer", 40 per cent.

Evidence is shown that mothers are less concerned about Home Economics being co-educational at the junior high school level. For the senior high school "boys only classes" they answered: "yes", 32 per cent; "no", 28 per cent; and "no answer", 25 per cent. For the "co-educational classes": "yes", 21 per cent; "no", 28 per cent; and "no answer", 38 per cent. Slightly more mothers approved of co-educational classes at the senior high school level, but on the whole, mothers showed least approval about encouraging their sons to take Home Economics where classes were co-educational at both junior and senior high school levels.

Mothers gave three principal reasons as applicable for both daughters and sons for their affirmative answers to the inquiries above. They were: homemaking education would help them when they have their own homes; school can teach basic principles and newer methods of homemaking,

and that it creates a greater interest in and feeling of responsibility for helping at home. Mothers gave three principal reasons as applicable to both daughters and sons for their negative answers. They were: other courses are more important, parents can teach them what they need to know about homemaking; and they can learn homemaking education from club activities related to homemaking, outside of school. The principal reason given by mothers for their uncertain answers was that "it depends on the child's interest and needs" whether the child takes home economics classes or not. Although these reasons were relevant for both daughters and sons, there was a great variation in percentage.

Analysis of the 23 goals (22 for boys) revealed that mothers were specific in their beliefs about goals related to Home Economics for girls. Construction, selection and care of clothes; management of time, money and energy; planning, preparing, and serving nutritive meals; and buying food were rated highly important. Child care, and housing and home furnishings areas came next in importance. Goals pertaining to family relationships were low in rating as important goals for girls by these relatively young mothers. The majority of them have experienced Home Economics in school themselves, have education of above high school level, are full-time homemakers, and with their

beliefs seemingly not perceived through experience in Home Economics of their own daughters.

For the boys, mothers emphasized management of time, money, and energy; helping with home activities; improvement of personal and family living; and home safety practices. Areas in family finance, and family relationships stand out as goals necessary for boys, and seem to far outweigh the necessity for teaching them skills.

Mothers' Beliefs About Status of
Home Economics Education in Secondary Schools

This part of the study endeavors to show what mothers visualized was the status of Home Economics. In Question G of the questionnaire, mothers were requested to express their beliefs toward what grade levels classes in home economics education should be taught to boys and girls, and whether such classes should be required or elective. Following this, in Question H, the respondents were requested to check their beliefs about what groupings of pupils should be provided with home economics education. The writer feels that home economics subject matter, required or elective, covers a wide range which cannot be designated for certain grade levels for the purpose of a study such as this. The uniqueness of American education lies in the flexibility of curriculum at state and local

levels. The pretesting of the questionnaire showed no difficulty in obtaining responses for these questions. These questions had no subject matter areas designated for certain grade levels because it was thought that mothers who responded to the questionnaire would be sincere and willing to give time to concentrate in the best manner they knew.

Analysis of data pertaining to home economics education background of the 218 mothers has already shown that 86 per cent of the mothers had more than one class in Home Economics and only 14 per cent had no previous education in Home Economics. Data also showed that only three mothers completed only the eighth grade, 13 mothers part of high school, 66 completed high school, the rest of 131 mothers or 66 per cent had education beyond high school, and five gave no responses.

The mothers were free to check as many levels and groupings as they chose; therefore, the outcome of total percentages cannot be discussed as the sum of per cents of the total 218 mothers. Mothers' responses may be scattered throughout all levels and groups or they may be selective of one or two. The importance which mothers attached to their daughters and sons having Home Economics will be shown by the frequency of their responses.

Mothers' Beliefs Toward What Grade Levels
Classes in Home Economics Should be Taught to Girls
and Whether Such Classes Should be Required or Elective

Table 28 shows the mothers' beliefs toward grade levels (required or elective) for girls taking Home Economics. What can be analyzed from this table is the fact that mothers were more in favor of classes for girls in the junior high school with preference of grade levels in the order of total responses, eighth grade (160), ninth grade (155), and seventh grade (150). Mothers showed less approval of classes at the senior high school level with the least preference shown for the eleventh grade. Consequently, for the required classes, the junior high school level (with 301 responses) had greater approval than the senior high school level (with 173 responses). There were 109 or 50 per cent responses for eighth grade, and a slightly lower figure of 103 or 47 per cent for seventh grade level; followed with notable figures for ninth grade (with 89 or 41 per cent) and eleventh grade levels (with 82 or 38 per cent).

For the elective classes, the senior high school level (with 225 responses) had higher approval than the junior high school level (with 164 responses). There were 94 or 43 per cent in agreement for twelfth grade classes and 92 or 42 per cent for tenth grade. Mothers did not seem to

Table 28

Beliefs of 218 Mothers Toward What Grade Levels
Classes in Home Economics Should be Taught to Girls
and Whether Such Classes Should be Required or Elective

Grade Levels	Total Responses	<u>Required</u>		<u>Elective</u>	
		Number	Per cent	Number	Per cent
Below Seventh grade	31	18	8.3	13	6.0
<u>Junior High</u>					
Seventh grade	150	103	47.2	47	21.6
Eighth grade	160	109	50.0	51	23.4
Ninth grade	<u>155</u>	<u>89</u>	40.8	<u>66</u>	30.3
Sub-total	465	301		164	
<u>Senior High</u>					
Tenth grade	144	52	23.8	92	42.2
Eleventh grade	121	82	37.6	39	17.9
Twelfth grade	<u>133</u>	<u>39</u>	17.9	<u>94</u>	43.1
Sub-total	398	173		225	
None at all	4	2	.9	2	.9
Total responses	898	494		404	

approve highly of elective classes at the eleventh grade level, because there was a decline to 39 or 18 per cent compared to the other two grades. Elective classes at the junior high school level showed a lower preference than the senior high school level, because required classes were preferred at the junior high school level. Responses in favor of required classes (with total of 492 responses) were relatively higher than those for elective classes (with total of 402 responses).

The totals for both required and elective responses in the junior and senior high school levels showed that the beliefs were more in favor, in general, of classes in home economics education at the junior high school level. Previously, it was shown that 190 or 87 per cent of mothers would encourage their daughters to take Home Economics in junior high school and 154 or 71 per cent at the senior high school level. This finding supports the findings of this phase of the study.

Mothers' Beliefs Toward What Grade Levels
Classes in Home Economics Should be Taught to Boys
and Whether Such Classes Should be Required or Elective

Table 29 shows the mothers' beliefs about grade levels (required or elective) at which boys should take home economics classes. The responses were very low for this question. The total of responses was 898 for girls, and 519

Table 29

Beliefs of 218 Mothers Toward What Grade Levels
Classes in Home Economics Should be Taught to Boys
and Whether Such Classes Should be Required or Elective

Grade Levels	Total Responses	Required		Elective	
		Number	Per cent	Number	Per cent
Below Seventh grade	19	5	2.3	14	6.4
<u>Junior High</u>					
Seventh grade	79	20	9.2	59	27.1
Eighth grade	92	21	9.6	71	32.6
Ninth grade	<u>85</u>	<u>13</u>	6.0	<u>72</u>	33.0
Sub-total	256	54		202	
<u>Senior High</u>					
Tenth grade	76	10	4.6	66	30.3
Eleventh grade	72	13	6.0	59	27.1
Twelfth grade	<u>78</u>	<u>15</u>	6.9	<u>63</u>	28.9
Sub-total	226	38		188	
None at all	18	17	7.8	1	.5
Total responses	519	114		405	

for boys, which seemed to indicate that mothers believed that boys less than girls need Home Economics. Perhaps the nature of today's curriculum which highly emphasizes the so-called academic subjects for boys accounts for this feeling. Further evidence is found in mothers' comments of the goals in Home Economics which they believed as necessary for boys, explained previously.

Similar to their beliefs about girls, mothers were in favor of classes for boys in the junior high school, with preference of grade levels in the order of eighth, ninth, seventh, twelfth, tenth and eleventh. This response is almost exactly the same for girls' and boys' classes.

For the elective classes, the mothers' preferences seemed to be highest for the ninth (33 per cent), eighth (33 per cent) and tenth (30 per cent) grade levels. Total responses tabulated for home economics classes on an elective basis showed that the preference was higher for junior high school (with 202 responses) than senior high school (188 responses). Responses expressed in favor of elective classes for the secondary levels (with a total of 390 responses) were four times higher than those for required classes (with a total of 92 responses) at these levels. Neither included the responses for the "below seventh grade" column. When the totals for both required and elective responses between the junior and senior high

school levels were compared they were found to be similar to the responses about girls' classes, i.e., in favor of home economics classes at the junior high school level.

When compared to the data for Question E for mothers' beliefs of their sons' needs for Home Economics, the affirmative responses were: for junior high school "boys only classes", 38 per cent; "co-educational classes", 18 per cent. For senior high school "boys only classes", 32 per cent; "co-educational classes", 22 per cent. They were fairly comparable in terms of junior and senior high school preferences and helped to support the findings of that phase.

Some Mothers' Comments Related to Grade Level Preferences for Boys and Girls and Whether Such Classes Should be Required or Elective

Certain mothers' comments related to grade level and required or elective preferences will be mentioned here because they may help in understanding the previous findings.

"I feel every child should have a good understanding of the responsibility he has to make his home a happy and satisfying one, but at what time this training should be given in school would depend on many things."

"For boys, a required course in Family Finance or similar subject in the twelfth grade."

"Would like to have homemaking available for all girls, seventh grade and up, but don't know the value for boys."

"The above-average male student has so many subjects related to his chosen field which he desires to include in his course that it makes it hard (and sometimes impossible) to get in any electives."

"Homemaking is now and will be more important in the future for girls and young women because the complexities facing men are more demanding and will not allow him the time that has been his pleasure in the past for homemaking activities."

"Can you give a girl too much? No!"

"I believe boys should be required to have some homemaking but doubt they'd go for it, but definitely for girls required."

"I liked my old system -- Domestic Science and Manual Training required of all girls and boys in sixth grade, and elective throughout all the other school years for all students."

"I believe all homemaking should be elective. The amount is determined by interest, home, and perhaps other influences."

"Possibly a sewing course in Senior High for girls as some mothers may not know how to sew well enough to teach their daughters."

"I am in doubt as to what grade level would be most appropriate. Girls would probably show earlier interest."

"Homemaking courses as an elective for the child whose parent does not wish to teach him or her the skills are fine, but I do not feel they are necessary or desirable for all children."

"Junior High would be too young for boys -- they wouldn't be as likely to be thinking of the future as far as making a home."

"I do not believe boys should be required to take Home Economics. Maybe one section of Bachelor Cooking would work as an elective."

Mothers' Beliefs Toward What Groupings of Girls
Should be Provided with Home Economics Education

The questionnaire did not define the terms about groupings in Question H, neither was any attempt made to show the respondents how these groupings overlapped. For example, that girls who terminate their education at Grade 12 might be college capable, intellectually gifted, or physically handicapped. Table 30 shows the 218 mothers' beliefs about what groupings of girls should be provided with home economics education.

It may be well to state first that nine mothers "did not believe it should be for any special groupings. It should be available for any and all." These mothers checked all blanks concerning this question in the questionnaire. These mothers emphasized that home economics education should be provided for all types of students by writing in comments in the space below the question. There could be other mothers who felt the same but did not trouble to write comments.

The highest of the responses to this question was 113 mothers or 52 per cent of the total 218 mothers who believed they would "urge those expecting to terminate education at the end of Grade 12 or before to take two or more full years" of Home Economics. The lowest of any single figure on Table 30 was 53 mothers or 24 per cent of the

Table 30

**Beliefs of 218 Mothers Toward What Groupings of Girls
Should be Provided with Home Economics Education**

Groupings	Total Responses	Provisions should be <u>made</u>		<u>Urged to take some in</u>				<u>Urged to take two or more full years</u>	
				<u>Junior High School</u>		<u>Senior High School</u>			
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
The intellectually gifted	276	80	36.7	79	36.2	64	29.4	53	24.3
The slow learners	313	89	40.8	87	39.9	75	34.4	62	28.4
The college bound	299	73	33.5	88	40.4	80	36.7	58	26.6
The college capable	289	72	33.0	80	36.7	75	34.4	62	28.4
The physically handicapped	276	86	39.4	75	34.4	60	27.5	55	25.2
Those expecting to terminate educa- tion at end of grade 12 or before	<u>413</u>	<u>95</u>	43.6	<u>105</u>	48.2	<u>100</u>	45.9	<u>113</u>	51.8
Total responses	1866	495		514		454		403	

total 218 mothers who believed they would "urge the intellectually gifted to take two or more full years" in Home Economics.

In the order of frequency of total responses for the six classified groupings, the data revealed that the grouping of "those expecting to terminate education at the end of Grade 12 or before" ranked the highest with 413 responses, followed by "the slow learners", 313 responses; "the college bound", 299 responses; "the college capable", 289 responses; and the "intellectually gifted" and "the physically handicapped", both with duplicate responses of 276.

The data of these six groupings indicated that mothers believed "the intellectually gifted" should have provisions made in taking Home Economics (37 per cent), and that such girls be urged to take some at the junior high school level (36 per cent), but comparably less at the senior high school level (29 per cent), and that they approved in the least (24 per cent or one-fourth) for such girls to be urged to take two or more full years in Home Economics.

Mothers believed "the slow learners" should certainly have provisions made to take Home Economics (41 per cent), should be urged to take two or more full years (28 per cent), and that such girls be urged to take some in junior

high school (40 per cent) as well as in the senior high school (34 per cent).

Mothers believed "the college bound" should certainly be urged to take some in junior high school (40 per cent) and also at senior high school level (37 per cent); but only one-fourth of the mothers believed that the college bound should be urged to take two or more full years in Home Economics.

Mothers believed "the college capable" should be urged to take two or more full years (28 per cent), to take some in junior high school (37 per cent) and senior high school (34 per cent). The percentages of this grouping are relatively stable in comparison with the other five.

Mothers believed "the physically handicapped" should certainly be provided with classes in Home Economics (39 per cent), should be urged to take some in junior high school (34 per cent) and senior high school (28 per cent); but only one-fourth of the mothers believed they should be urged to take two or more full years.

The responses for "those terminating their education at the end of Grade 12 or before" were consistently the highest throughout the table. Mothers believed such girls should be urged to take two or more full years (113 or 52 per cent). This shows great difference from the figure for

the intellectually gifted girls of the same classification with 53 or 24 per cent. Forty-eight per cent or 105 mothers believed they should urge those ending education at Grade 12 to take some classes in junior high school; and 46 per cent or 100 mothers, for some classes in senior high school. Ninety-five mothers or 44 per cent believed provisions should be made for those terminating their education at Grade 12 or before.

The breakdown according to the four categories (provisions made for; urged to take some in junior high school, senior high school; and urged to take two or more full years) showed these interpretations. If the 218 mothers answered each category a total of six times for the six groups, there was a total of 1308 possible responses. First, the six groupings of students should be urged to take some classes in Home Economics in junior high school showed the highest total responses of 514. Second, provisions of some kind should be made for the six groupings, 495 responses. Girls of these six groups should be urged to take some in senior high school, 454 responses. These girls should be urged to take two or more full years, 403 responses. From one-third to one-fourth of these mothers believed that all types of girls should take Home Economics.

The data from two having the highest responses among the six groupings seemed to imply that mothers believed in provisions being made for those terminating their education at Grade 12 or below and the slow learners; that the former group and the college bound should be urged to take some home economics education in junior and senior high schools; and that those terminating their education at Grade 12 or before, the college capable and the slow learners (duplicate responses) should be urged to take two or more full years of Home Economics. In other words, these findings indicated that mothers believed there is need for Home Economics for all six groupings, but that, mainly, the college bound, the college capable, the slow learners, and those terminating their education at Grade 12 or below need urging to take some classes in junior and senior high schools; and those terminating their education at Grade 12 or below, the college capable and the slow learners need urging to take two or more full years in Home Economics.

Significant for this study is the fact that in regard to Question G, the mothers' beliefs toward what grade levels classes in Home Economics should be taught to girls resulted in 465 total responses for required and elective classes at the junior high school level, and 398 total responses indicating beliefs for the senior high school level. They bear a very close correlation and support the

findings of that phase to those here: 514 responses for junior high school to 454 responses for senior high school. This virtually indicates that findings pertaining respectively to daughters' needs for Home Economics in junior and senior high schools; girls' classes, elective or required, to be provided in junior and senior high schools; and groupings of girls to be provided in junior and senior high schools, consistently supported the beliefs of mothers that junior high school is qualified for home economics needs, although senior high school preference is not negligible as shown by its close ranking.

Mothers' Beliefs Toward What Groupings of Boys
Should be Provided with Home Economics Education

Table 31 suggests the mothers' beliefs toward what groupings of boys should be provided with home economics education.

The nine mothers who specially commented that no group should be exempted from taking Home Economics and that it should be available for all, checked in all spaces in Question H, for the six groups of different types of students who should take home economics classes under different circumstances, which totals 48 responses as already mentioned in the girls' section. These responses of mothers included their belief in urging boys of all six groups

Table 31

Beliefs of 218 Mothers Toward What Groupings of Boys
Should be Provided with Home Economics Education

Groupings	Total Responses	Provisions should be made		Urged to take some in				Urged to take two or more full years	
				Junior High School		Senior High School			
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
The intellectually gifted	150	53	24.3	39	17.9	37	17.0	21	9.6
The slow learners	152	64	29.4	37	17.0	35	16.0	16	7.3
The college bound	146	53	24.3	41	18.8	35	16.0	17	7.8
The college capable	150	54	24.8	41	18.8	37	17.0	18	8.3
The physically handicapped	159	63	28.9	38	17.4	37	17.0	21	9.6
Those expecting to terminate educa- tion at end of grade 12 or before	199	65	29.8	52	23.8	50	22.9	32	14.7
Total responses	956	352		248		231		125	

to take two or more full years in Home Economics. A certain mother commented that "it depends upon subject matter and philosophy of instructor" whether a boy should be urged to take two or more full years in Home Economics.

The highest response came from 65 mothers or 30 per cent of the total 218 mothers who believed "provision should be made for boys who are expecting to terminate education at the end of Grade 12 or before". While 30 per cent is not a high figure it is similar to the per cent of mothers who believed boys should take Home Economics. The lowest of response was from 16 mothers or seven per cent of the total 218 mothers who believed they would "urge the slow learners to take two or more full years" of Home Economics. Responses pertaining to beliefs toward boys' groupings were very low, compared to the total responses of 1866 for girls to that of 956 total responses for boys.

The data revealed that the grouping on those expecting to terminate education at the end of Grade 12 or before ranked the highest with 199 responses; followed by the category of "physically handicapped", 159 responses; "the slow learners", 152 responses; "the intellectually gifted" and "the college capable" both with 150 responses; and "the college bound" with the lowest of 146 total responses.

These figures for the six groupings obviously showed that aside from that on "those terminating their education

at Grade 12 or before" with 199 responses, the other five showed little variation. All five groups suggested responses that indicated mothers believed favorably (30 per cent and below) in provisions being made for boys' classes in Home Economics; but that relatively few (below 18 per cent) believed in urging boys to take some classes in junior and senior high school, and still lower (below 10 per cent) believed in urging boys to take two or more full years in Home Economics.

The responses of the 218 mothers to the question concerning the grouping, "those terminating their education at the end of Grade 12 or before" were noticeably consistent. Mothers believed that boys terminating education at Grade 12 should have opportunity for classes in Home Economics (30 per cent); these boys should be urged to take some in junior and senior high schools (23 per cent); and that these boys should be urged to take two or more full years (15 per cent).

The 218 mothers might have answered each category a total of six times which makes a total of 1308 responses. They actually gave about one-fourth of the possible total responses. Provisions for Home Economics for boys was highest with 352 responses. There were 248 responses which recommended that boys be urged to take some in junior high school. For taking some home economics classes in senior

high school there were 231 responses. Finally, only 125 responses of the possible 1308 urged that boys take two or more full years.

The breakdown of these four categories in regard to the five of the six groupings, excluding the group which concerns those terminating education at Grade 12 or below, indicated that approximately one-fourth of the total 218 mothers believed provisions should be made for boys' classes; below one-fifth believed in urging boys to take some classes in junior and senior high school; and below one-tenth believed in urging boys to take two or more full years of home economics classes.

The individual figures of each group under each category showed so little variation that it is questionable whether any conclusions can be drawn.

When compared to the data for Question G, the mothers' beliefs toward what grade levels classes in Home Economics should be taught to boys, resulted in 256 total responses for required and elective classes at the junior high school level (Table 29), and 226 total responses indicating beliefs concerning the senior high school level. These results showed that they are fairly similar in terms of junior and senior high school preferences to those just discussed here, which showed 248 responses for junior high school and 231 for senior high school. Similar to the

findings concerning girls, Questions D, G, and H supported the beliefs of mothers that junior high school was highly qualified for Home Economics needs for boys.

Some Mothers' Comments Related to Groupings of Boys and Girls to be Provided with Home Economics Education

Mothers' comments pertaining to what groups of pupils they believed should be provided with home economics education will be mentioned here to help clarify the previous findings. Some of the comments will have reference to other phases of mothers' beliefs than just what groups of students need Home Economics.

"It should always be an elective as it is the duty of the mother. It is an exceptionally good thing for the girl who is finishing school at Grade 12."

"I cannot say all boys of any one of these groups should be urged but courses should be open to them."

"There are many courses available to the housewife and mother, such as Home Extension, if she should fail to get the training while in school, or if she should fail to finish school."

"All should be encouraged to take homemaking, but, of course, some are definitely not interested and therefore I feel that sometimes the value to such students is questionable."

"It is very difficult to answer for a group as all inclusive as 'girls' or 'boys'. So much depends on the individual, his or her background of experience and future intentions. I feel the parent who is interested in the boy having experiences in this field and who might indicate they would urge the youngster to enroll, would already have

exposed him through other agencies and in reality, might not feel that it is necessary to forego other important courses to make room for homemaking education."

Summary

Mothers were more in favor of classes for girls. Their preference of grade levels in the order of total responses were eighth, ninth, and seventh grades. Mothers showed less approval of classes at the senior high school level with the least preference shown for the eleventh grade. Mothers were in favor of classes for boys with preference of grade levels in the order of eighth, ninth, seventh, twelfth, tenth, and eleventh.

Mothers believed that, for girls, required classes are preferable at the junior high school level. High responses were shown especially for the eighth grade, followed by the seventh and ninth grades. For the elective classes, the senior high school level was preferred for twelfth and tenth grades consecutively. A small number of mothers preferred the eleventh grade. Mothers expressed a relatively higher agreement for required classes than for the elective classes. Significance is shown where Question D (daughters' needs for Home Economics) and Question G (grade level preferences) bear very similar answers and supported the findings that junior high school was

preferred more than senior high school for the basic required classes in Home Economics for girls.

Mothers believed that, for boys, elective classes were preferable; and showed approval for the ninth, eighth, and tenth grade levels in this order. Total responses compared between the junior and senior high school levels showed higher favor of elective classes for the junior high school level. Data from Question E (sons' needs for Home Economics) and Question G (grade level preferences), were compared and they correlate fairly well and corroborate the findings in terms of mothers' preferences for junior high school Home Economics.

Mothers' beliefs toward what groups of girls should be provided with home economics education revealed the following findings. In the order of total responses for the six groups, "those expecting to terminate education at the end of Grade 12 or before" ranked the highest followed in order by "the slow learners", "the college bound", "the college capable", "the intellectually gifted" and the "physically handicapped". A little above one-half of the total 218 mothers responded that they believed they should urge girls terminating education at Grade 12 to take two or more full years of Home Economics. This was the highest response for the six groups as well as for the four categories. The lowest response of beliefs showed that only one-fourth of

the total 218 mothers believed they would urge intellectually gifted girls to take two or more full years in Home Economics. Other findings indicated that mothers believed there was need of provision for Home Economics for all six types of girls, but that, mainly, the college bound, the college capable, the slow learners, and those terminating their education at Grade 12 or before need urging to take some classes in junior and senior high schools; and those terminating their education at Grade 12 or below, the college capable, and the slow learners need urging to take two or more full years in Home Economics.

Findings consistently supported the beliefs of mothers that Home Economics in junior high school is more important than in senior high school although both had close ranking.

Mothers believed that provisions should be made for boys who were expecting to terminate education at the end of Grade 12 or before. They believed least in urging the slow learning boys to take two or more full years of Home Economics. The five groups, other than the terminal education group, showed that mothers' beliefs were relatively high in provisions being made for boys to take Home Economics, but that a notably low percentage of mothers expressed their belief that these groupings of boys should be urged to take some classes in junior and senior high schools, or to take two or more full years in Home Economics. The

mothers' concern, as expressed by some in their comments, seemed to be based on the thought that the boys' own individual interests should be the deciding factor.

Similar to the findings about girls' home economics education, the beliefs of mothers as expressed by their responses to Questions E, G, and H consistently supported the beliefs that junior high school was qualified for home economics needs of boys.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary of the Findings

The purpose of this study was to discover some of the beliefs of mothers about home economics education in junior and senior high schools in light of what they believed Home Economics to be. Data were collected through questionnaires from 218 of the 406 mothers of sixth-grade children of both boys and girls in eight public elementary schools of Corvallis District No. 509CJ, who made up the sample. Conclusions drawn may not be applicable for other communities in the United States, inasmuch as Corvallis is a small conservative city although with a quite homogenous population.

Mothers were relatively young, 84 per cent being below 45 years of age. They had a relatively higher education than similar groups reported in the national census of 1950, because only 37 per cent of the sample had high school education or less, and 61 per cent had education beyond high school. The employment status was relevant to the nation's figure of 1956 in terms of percentage ratio revealed by 33 per cent being in the labor force and 67 per cent being full-time homemakers. Sixty-three per cent

of the mothers had no girls who had taken or were taking Home Economics in school at the time of the study. Of the mothers themselves, 86 per cent had had more than one class in home economics education; only 14 per cent had had no previous education in Home Economics. Forty-one per cent took the classes at the upper secondary grade levels, which consisted mostly of the clothing and foods areas.

The questionnaire consisted of two parts. The first part consisted of information and beliefs about Home Economics, such as past and present situation of their children's enrollment in home economics classes, mothers' past enrollment in home economics classes, mothers' current beliefs toward having their children take courses in home economics education and about the present philosophy of home economics education. The second part of the questionnaire consisted of general questions related to the status of the family, especially the parents, i.e., their age-grouping, education, and parents' employment status.

The data were coded, transferred to IBM cards, and tabulated. When the data were analyzed, a number of interesting findings were disclosed as recorded in the preceding chapter. These findings provide answers to the seven basic questions which were listed under Statement of Problem and which guided this study. These enlightening facts can best

be conveyed by compiling the answers here in the order of the questions in the questionnaire.

1. Do mothers believe they should encourage their daughters to take home economics classes in secondary schools?

Eighty-seven per cent of the 218 mothers believed that they would encourage their own daughters to take home economics classes in junior high school, and 70 per cent believed the same about senior high school. These mothers who answered favorably for having their daughters take home economics classes in both junior and senior high schools had backgrounds which can be classified into two characteristic groups. The largest group revealed mothers of the 35-44 age range with home economics education of one or more classes in school, education above high school level, full-time homemakers, and no children with previous education in Home Economics.

The next largest group had mothers with high school education or below and who were full-time homemakers, and who had other variables of the first group. Evidence is shown that full-time homemakers, be they highly educated or not, have strong beliefs that daughters should be encouraged to take Home Economics in secondary schools. This does not mean that employed mothers disagreed, for there was no attempt made to find relationship between the

responses of full-time homemakers and employed mothers, because only one out of every three mothers were employed either full- or part-time.

2. If there were classes for boys only or for boys and girls together, do mothers believe they should encourage their sons to take home economics classes in secondary schools?

Only about three-fourths of the 218 mothers expressed an opinion as to whether or not home economics classes should be provided for boys only. Approximately half of the group who responded or one-third of 218 mothers were in favor of having their sons take some home economics classes at either the junior or senior high school level. Two-fifths of the 218 mothers did not answer when asked about "co-educational classes". One-fifth or less of the mothers who responded were in favor of their sons being in "co-educational classes" either in junior or senior high school.

Mothers showed less approval of home economics classes being "for boys and girls together" at the junior high school level. Slightly more mothers approved of "co-educational classes" at the senior high school level, but on the whole, mothers showed less approval of encouraging their own sons to take Home Economics when classes are co-educational at both junior and senior high school levels than when the classes are for boys only.

3. What reasons do mothers give that they wish or do not wish their sons and daughters to enroll in home economics classes?

The mothers who would encourage their own daughters and sons to enroll in home economics classes gave three principal reasons as applicable to both daughters and sons. They were: homemaking education would help them when they have their own homes; the school can teach basic principles and newer methods of homemaking; and that homemaking education creates a greater interest in and feeling of responsibility for helping at home.

Other outstanding reasons for daughters' needs for Home Economics were: homemaking education helps girls develop better homemaking practices so that they will be better prepared as mothers in the future; and homemaking education can stimulate interest in homemaking.

Often expressed reasons for sons enrolling in home economics classes were: homemaking education provides many experiences which will help develop insight for making wise decisions in solving family problems; and homemaking education helps them appreciate their families.

Mothers gave three principal reasons for their not wishing to encourage their daughters and sons to enroll in Home Economics. They were: other courses are more important; parents can teach them what they need to know about

homemaking; and they can learn homemaking education from club activities related to homemaking, outside of school. These negative reasons apply more for the sons' cases, because only nine per cent of the mothers said they would not encourage their daughters to take home economics classes in junior high school and six per cent of the 218 mothers would not encourage their daughters to take home economics classes in senior high school. One must bear in mind that although these reasons were relevant for both daughters and sons, there were great variations in percentage between them. For sons, other reasons given for not wishing them to enroll in home economics classes were the following: homemaking education is for girls primarily; and only those interested in a career related to Home Economics need homemaking education.

Two principal reasons given by mothers for their uncertainty was that it depends on the child's interest and needs, and on the teacher and what she teaches.

4. At what grade levels do mothers believe Home Economics should be taught to girls and boys?

Mothers believed that, for girls, home economics classes in the junior high school is preferable to senior high school. They favored grade levels in the order of grades eighth, ninth, seventh, tenth, twelfth and eleventh.

Total responses compared between senior and junior high school preference showed close ranking so that senior high school preference should not be neglected. For boys, also, preference is shown for junior high school level, favored in the order of grades eighth, ninth, seventh, twelfth, tenth and eleventh. The number of mothers who expressed their opinions concerning this question was low.

5. At what grade levels do mothers believe Home Economics should be a required or an elective one?

About one-half of the mothers believed that, for girls, required classes were preferable at the junior high school level. Highest response was for the eighth grade, followed by the seventh and ninth grades. In comparison to required courses, the junior high school elective home economics courses were low in response. The twelfth and tenth grades were the levels where above 40 per cent believed elective classes should be provided. On the other hand, only 18 per cent of the 218 mothers approved of the eleventh grade elective home economics classes, but about one-third of the 218 mothers believed Home Economics should be a required course at the eleventh grade level. Mothers expressed a higher agreement for required classes than for elective classes for girls.

Mothers believed that, for boys, elective classes were preferable; and their responses favored the ninth, eighth, and tenth grade levels, in that order. From one-fourth to one-third of the 218 mothers believed that boys' home economics classes ought to be taught at all of the junior and senior high grade levels.

6. What groupings of students do mothers believe should be provided with home economics education?

Mothers' beliefs toward what groups of girls should be provided with home economics education revealed that, in the order of frequency of total responses for the six groupings, "those expecting to terminate education at the end of Grade 12 or before" came first, followed in order by "the slow learners", "the college bound", "the college capable", "the intellectually gifted" and "the physically handicapped". A little above one-half of the total 218 mothers responded that they believed they should urge girls terminating their education at the end of Grade 12 to take two or more full years of Home Economics. This was the highest response for the six groups. The lowest percentage of responses showed that only one-fourth of the total 218 mothers believed they would urge the intellectually gifted to take two or more full years in Home Economics.

Other findings indicated that mothers believed there was need of provision for Home Economics for all six groups, but that, mainly, the college bound, the college capable, the slow learners, and those terminating education at the end of Grade 12 or before, needed urging to take some classes in junior and senior high schools; and high school terminal students, the college capable and the slow learners needed urging to take two or more full years in Home Economics.

About one-fourth of the 218 mothers expressed the opinion that some provision should be made for all types of boys. Less than one-fifth believed they would urge boys to take some Home Economics in junior or senior high school. Less than one-tenth saw a need for two years or more.

The mothers' concern, as expressed by some comments, seemed to be based on the thought that the boys' own individual interests should be the deciding factor.

7. What are some goals of Home Economics which mothers believe are important to emphasize?

Mothers were specific in their beliefs about goals related to Home Economics for girls. Goals in the home economics areas of construction, selection and care of clothes; management of time, money and energy; planning, preparing and serving nutritive meals; and buying food were rated highly important. Goals in child care, and

housing and home furnishings areas were next in importance. Goals pertaining to family relationships were low in rating as important goals to be emphasized for girls.

For boys, mothers emphasized goals related to management of time, money and energy; helping with home activities; improvement of personal and family living; and home safety practices. Areas in family finance and family relationships stand out as goals necessary for boys.

Comparisons of the Findings of This Study With Findings Reported in the Literature

Internal checks for response errors to see if data were reliable or not were attempted during the process of analysis of each datum. One consistent fact in the total findings of Questions D, E, G, and H showed that the mothers believed that Home Economics in junior high school was needed for both boys and girls when compared to needs for senior high school. Consistency was not determined for each individual's replies.

Now, comparisons of the findings of this study with findings reported in the literature has its value for external checks for reliability of findings. Some of those available will be discussed.

The finding that mothers least approved of encouraging their own sons to take home economics classes in "co-educational classes" compared to "boys only classes" was

compared with findings of the California Study (26, p.166) which revealed that nearly one-half (46 per cent) of the parents thought that Home Economics should be taught to boys and girls in mixed classes (Page 35). This does not support the finding for this study, but scrutiny of the referred study showed that their question was aimed at, "How can courses be made more appealing to students?" (9, p.112), while the present study centered on "whether or not mothers would encourage their own sons to enroll in home economics classes," and mothers were given their choice of either "boys only classes" or "co-educational classes". Thereby, the writer realized that the findings are heavily dependent on how the questions are phrased. Secondly, the investigator must only assume that findings answer the question asked and not imply further meanings to the findings. In the selection of the sample in this study, the sixth-grade mothers of both boys and girls were chosen with the initial thought that valid responses may be achieved from those mothers who may understand the importance of Home Economics but still may disapprove of having their own children enroll in the classes (Page 7). Therefore, the findings of this study may more directly answer the present question.

The finding that mothers believed in encouraging daughters and sons to take Home Economics because

"homemaking education would help them when they have their own home" is supported by findings from Wright and Corbin (Pages 33-34) in which the mothers were particularly interested in Home Economics as a preparation for marriage. The findings of the California Study also support the present study when it reports that 79 per cent of the parents whose formal education had not extended beyond the eighth grade and 56 per cent of those who had attended college considered the value of homemaking for the future an important reason for taking Home Economics. (9, p.23) Apparently, this is a general belief.

Another finding related to mothers' beliefs in encouraging their children to take Home Economics because "school can teach basic principles and newer methods of homemaking" is supported again by findings from the California Study. In the present study, nearly three-fifths of the mothers believed in this value for their daughters and one-fourth of them believed in it for their sons. The California Study reports that this value was recognized by 41 per cent of the parents.

The California Study had other results that supported the findings of the present study. The beliefs on what goals were considered as important for Home Economics will be compared. Their study asked parents, including fathers, to reply on, "What are students most anxious to learn in

homemaking?" which meant that the parents' direct beliefs were not requested but what they think students believe. On the contrary, the present study requested mothers' own beliefs toward what goals were considered important for Home Economics in the secondary schools. From this standpoint, these results may not be comparable, but they bear similarities which can be said to support the findings here. The results of the California Study (9, p.35-53) are as follows: 53 per cent of the parents expressed their opinion that cooking or solving family food problems was thought to be of interest to students; 47 per cent for sewing; 33 per cent for girl-boy relations or understanding marriage; 21 per cent for how to get along with others; 19 per cent for housing and home furnishings; only 17 per cent believed that management areas would be of interest to students. The last is reversed with the present finding where management is considered highly important for boys and girls. On the whole, the beliefs in the important areas for Home Economics seemed to be common with adults.

The foregoing may help to support or clarify the findings of this present study.

Conclusions

This study was a survey which has provided some answers to seven questions in regard to mothers' beliefs. These answers in turn provide some data for either supporting or disproving some beliefs of home economics educators. To the extent that the findings do not evidence anything new, but rather are supported by other findings, the conclusions that follow can apply generally.

1. These mothers, like most parents, showed concern and interest in their children's education and while critical of some phases, on the whole, they believed home economics education should be in their children's educational pattern, thus indicating a good climate for this field.

2. These mothers thought there was some need for boys, as well as girls, to take some Home Economics in school in the preparation for marriage, parenthood, home management and the many aspects of a successful family life, but that in the present curriculum, this was more necessary for girls.

3. Most of these mothers thought of Home Economics for girls as consisting mainly of foods and clothing. Management, housing and home furnishings, and child care were considered of some importance but learnings in family relations could be taught in other subjects because they were goals of all education.

4. These mothers thought that if classes were to be offered to boys in Home Economics, that appropriate instructions in management and relationships were necessary and satisfactory, with preference for classes for boys segregated.

5. These mothers believed that required classes were appropriate at the junior high school level and the elective classes in the senior high school level.

6. These mothers seemed to believe that Home Economics should be available to a variety of types of students, but that it is most important for those terminating their education at the end of Grade 12 or below.

7. Educational level of these mothers played no significant part in whether or not they held favorable beliefs about Home Economics. Full-time homemakers, be they highly educated or not, with some previous experience in home economics classes, showed these mothers' background significant for their favorable attitude toward Home Economics.

8. These mothers seemed to be greatly influenced in their beliefs by their own experience in Home Economics and not those perceived through experience of their own children.

The findings of this study seemed to fortify many of the beliefs of home economics educators. A certain amount of opposition and some misconception in regard to Home Economics was shown by a few of these mothers and should not be ignored, rather home economics educators need to think of ways to meet the oppositions and correct these misconceptions.

To the extent that home economists can use this study as a basis for finding such means to interpret Home Economics to lay people, it has served its purpose.

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APPENDIX A

SOME BELIEFS OF MOTHERS ABOUT HOMEMAKING EDUCATION

Dear Mothers of Sixth-Grade Boys and Girls:

Home economics educators, like others in the public schools, are seeking the counsel and evaluation of parents in strengthening their courses. We are therefore asking your help in determining the needs of your children in home-making education. We wish to have your opinions and judgments in regard to this field. Will you be willing to help by giving us about 20 minutes of your time?

Dr. Gerald R. Wallace, Superintendent of Schools, Corvallis District No. 509CJ; Mrs. Blanche McBee, Elementary Supervisor; and the Principal of your child's school have given us permission to ask you as one of the selected mothers of sixth-grade children to answer our questionnaire which will form an important part of a graduate study at Oregon State College.

Your assistance in this study will be greatly appreciated. Your replies are highly valued and certainly will be kept confidential. You need not sign your name if you do not want to.

May we have your completed questionnaire returned, preferably within a week, in the enclosed stamped, self-addressed envelope?

Thank you very much.

Sincerely yours,

Chiyono Matsushima
308 Kings Road
Corvallis, Oregon
PL 3-6146

May DuBois
Head, Home Economics Education
Oregon State College
PL 2-4211 Ext. 598

ABOUT HOMEMAKING EDUCATION

A. Do you have or have you had children in homemaking education classes in school? Please check or fill in the answers which apply to your children.

CHILD	SEX		PRESENT GRADE	AT WHAT GRADE LEVEL HOMEMAKING CLASSES HAVE BEEN TAKEN						
	Boy	Girl		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	College
1.										
2.										
3.										

4. NONE _____.

CONSOLIDATED SCHOOL DISTRICT NO. 509CJ
Corvallis, Oregon

March 2, 1960

Dear Sixth Grade Mother:

In the interest of pupil needs for homemaking education, would you give 15 to 20 minutes of your time? Miss Chiyono Matsushima, an Oregon State College student from another country, is making a survey and needs our help.

It will be much appreciated if you will fill out the questionnaire and return to her. We are aware of the many demands upon your time, and hesitate to ask this favor. However, her findings will have value for planning our own curriculum. You sixth grade mothers were selected because you are the ones who know the children and can anticipate the needs of the boy and girl in the progress towards actual homemaking in his or her own right. Miss Matsushima is much interested in learning your feeling regarding homemaking as a role of the school or a role of the home, so your frank expression is wanted.

Our sincere thanks to each of you who will aid in this study.

Principal

Teacher

Elementary
Supervisor

PRINCIPALS' NAMES OF THE SCHOOLS INCLUDED IN STUDY

1. Mrs. Mary Louise Henry
Franklin Elementary School
18th and Taylor Streets
2. Mrs. Mabel Marr
Garfield Elementary School
12th and Garfield Streets
3. Mrs. Charline Edwards
Harding Elementary School
31st and Harrison Streets
4. Mr. Donald Carter
Inavale Elementary School
Route 2, Box 201A
5. Mr. Bill R. Emigh
Lincoln Elementary School
110 Lincoln Lane
6. Mr. Wendell Waldon
Mountain View Elementary School
Route 1, Box 369A
7. Mr. Austin E. Haddock
Roosevelt Elementary School
1316 Western Avenue
8. Mr. Alvin Hayden
Washington Elementary School
North 8th Street

Table A

The 148 Mothers Who Signed Their Names
to the Questionnaire
(According to Schools)

Schools	Number	Per cent*
Franklin	23	10.6
Garfield	14	6.4
Harding	33	15.1
Inavale	4	1.8
Lincoln	8	3.7
Mountain View	7	3.2
Roosevelt	36	16.5
Washington	<u>23</u>	<u>10.6</u>
Total	148	67.9

*Percentage is based on the total 218 mothers

APPENDIX B

Table A

The 218 Mothers' Responses to the Question,
 "Would you encourage your daughter(s) to take home economics classes?"
 (According to Sub-groups)

Sub-groups	In Junior High School									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	44	20.2	41	18.8	3	1.4	--	--	2	.9
35 - 44	134	61.5	120	55.0	9	4.1	5	2.3	4	1.8
45 - 54	33	15.1	29	13.3	2	.9	2	.9	1	.5
Total	211	96.8	190	87.1	14	6.4	7	3.2	7	3.2
<u>Home Economics Education</u>										
None	26	11.9	24	11.0	1	.5	1	.5	4	1.8
One or more classes	185	84.9	166	76.1	13	5.9	6	2.7	3	1.4
Total	211	96.8	190	87.1	14	6.4	7	3.2	7	3.2
<u>Educational Level</u>										
Completed eighth grade	3	1.4	3	1.4	--	--	--	--	--	--
Part of high school	12	5.5	12	5.5	--	--	--	--	1	.5
Completed high school	64	29.4	60	27.5	4	1.8	--	--	2	.9
Business college, etc.										
1 - 3 years	69	31.6	65	29.8	3	1.4	1	.5	1	.5
Completed university										
4 years	34	15.6	29	13.3	4	1.8	1	.5	2	.9
Graduate school	25	11.5	19	8.7	3	1.4	3	1.4	--	--
No response	4	1.8	2	.9	--	--	2	.9	1	.5
Total	211	96.8	190	87.1	14	6.4	7	3.2	7	3.2

Table A (cont.)

Sub-groups	In Junior High School									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	36	16.5	31	14.2	3	1.4	2	.9	1	.5
Part-time employment	34	15.6	28	12.8	3	1.4	3	1.4	1	.5
Full-time homemaker	140	64.2	130	59.6	8	3.6	2	.9	5	2.3
College student	1	.5	1	.5	--	--	--	--	--	--
Total	211	96.8	190	87.1	14	6.4	7	3.2	7	3.2
<u>Home Economics Education of Children</u>										
Have had	33	15.1	30	13.8	3	1.4	--	--	1	.5
Now have	29	13.3	27	12.4	1	.5	1	.5	--	--
None	149	68.3	133	61.0	10	4.6	6	2.7	6	2.7
Total	211	96.8	190	87.1	14	6.4	7	3.2	7	3.2

Table A (cont.)

Sub-groups	In Senior High School									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	44	20.2	38	17.4	2	.9	4	1.8	2	.9
35 - 44	126	57.8	95	43.6	16	7.3	15	6.9	12	5.5
45 - 54	27	12.4	21	9.6	1	.5	5	2.3	7	3.2
Total	197	90.4	154	70.6	19	8.7	24	11.0	21	9.6
<u>Home Economics Education</u>										
None	21	9.6	18	8.3	2	.9	1	.5	9	4.1
One or more classes	176	80.7	136	62.4	17	7.8	23	10.5	12	5.5
Total	197	90.4	154	70.6	19	8.7	24	11.0	21	9.6
<u>Educational Level</u>										
Completed eighth grade	1	.5	1	.5	--	--	--	--	2	.9
Part of high school	11	5.0	11	5.0	--	--	--	--	2	.9
Completed high school	62	28.4	49	22.5	4	1.8	9	4.1	4	1.8
Business college, etc.										
1 - 3 years	61	28.0	51	23.4	3	1.4	7	3.2	9	4.1
Completed university										
4 years	33	15.1	24	11.0	5	2.3	4	1.8	3	1.4
Graduate school	25	11.5	17	7.8	7	3.2	1	.5	--	--
No response	4	1.8	1	.5	--	--	3	1.4	1	.5
Total	197	90.4	154	70.6	19	8.7	24	11.0	21	9.6

Table A (cont.)

Sub-groups	In Senior High School									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	33	15.1	24	11.0	6	2.7	3	1.4	4	1.8
Part-time employment	32	14.7	22	10.1	6	2.7	4	1.8	3	1.4
Full-time homemaker	131	60.1	107	49.1	7	3.2	17	7.8	14	6.4
College student	1	.5	1	.5	--	--	--	--	--	--
Total	197	90.4	154	70.6	19	8.7	24	11.0	21	9.6
<u>Home Economics Education of Children</u>										
Have had	28	12.8	21	9.6	4	1.8	3	1.4	6	2.7
Now have	26	11.9	21	9.6	5	2.3	--	--	3	1.4
None	143	65.6	112	51.4	10	4.6	21	9.6	12	5.5
Total	197	90.4	154	70.6	19	8.7	24	11.0	21	9.6

Table B

The 218 Mothers' Responses to the Question,
 "Would you encourage your son(s) to enroll in
 home economics classes in Junior High School?"
 (According to Sub-groups)

Sub-groups	Classes for Boys Only									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	39	17.9	22	10.1	11	5.0	6	2.7	7	3.2
35 - 44	110	50.5	49	22.5	43	19.7	18	8.3	28	12.8
45 - 54	21	9.6	11	5.0	6	2.7	4	1.8	13	6.0
Total	170	78.0	82	37.6	60	27.5	28	12.8	48	22.0
<u>Home Economics Education</u>										
None	20	9.2	9	4.1	6	2.7	5	2.3	10	4.6
One or more classes	150	68.8	73	33.5	54	24.8	23	10.5	38	17.4
Total	170	78.0	82	37.6	60	27.5	28	12.8	48	22.0
<u>Educational Level</u>										
Completed eighth grade	2	.9	1	.5	--	--	1	.5	1	.5
Part of high school	9	4.1	8	3.7	1	.5	--	--	4	1.8
Completed high school	51	23.4	25	11.5	19	8.7	7	3.2	15	6.9
Business college, etc. 1 - 3 years	53	24.3	24	11.0	20	9.2	9	4.1	17	7.8
Completed university 4 years	30	13.8	12	5.5	11	5.0	7	3.2	6	2.7
Graduate school	22	10.1	12	5.0	8	3.7	2	.9	3	1.4
No response	3	1.4	--	--	1	.5	2	.9	2	.9
Total	170	78.0	82	37.6	60	27.5	28	12.8	48	22.0

Table B (cont.)

Sub-groups	Classes for Boys Only									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	28	12.8	19	8.7	6	2.7	3	1.4	9	4.1
Part-time employment	28	12.8	12	5.5	11	5.0	5	2.3	7	3.2
Full-time homemaker	113	51.8	51	23.4	43	19.7	19	8.7	32	14.7
College student	1	.5	--	--	--	--	1	.5	--	--
Total	170	78.0	82	37.6	60	27.5	28	12.8	48	22.0
<u>Home Economics Education of Children</u>										
Have had	26	11.9	17	7.8	4	1.8	5	2.3	8	3.7
Now have	25	11.5	12	5.5	11	5.0	2	.9	4	1.8
None	119	54.6	53	24.3	45	20.6	21	9.6	36	16.5
Total	170	78.0	82	37.6	60	27.5	28	12.8	48	22.0

Table B (cont.)

Sub-groups	Classes for Both Boys and Girls									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	25	11.5	5	2.3	13	6.0	7	3.2	21	9.6
35 - 44	85	39.0	24	11.0	46	21.0	15	6.9	53	24.3
45 - 54	20	9.2	10	4.6	7	3.2	3	1.4	14	6.4
Total	130	59.6	39	17.9	66	30.3	25	11.5	88	40.4
<u>Home Economics Education</u>										
None	15	6.9	6	2.7	6	2.7	3	1.4	15	6.9
One or more classes	115	52.7	33	15.1	60	27.5	22	10.1	73	33.5
Total	130	59.6	39	17.9	66	30.3	25	11.5	88	40.4
<u>Educational Level</u>										
Completed eighth grade	2	.9	1	.5	--	--	1	.5	1	.5
Part of high school	4	1.8	2	.9	2	.9	--	--	9	4.1
Completed high school	37	17.0	14	6.4	17	7.8	6	2.7	30	13.8
Business college, etc.										
1 - 3 years	48	22.0	17	7.8	21	9.6	10	4.6	21	9.6
Completed university										
4 years	20	9.2	1	.5	15	6.9	4	1.8	16	7.3
Graduate school	16	7.3	4	1.8	9	4.1	3	1.4	9	4.1
No response	3	1.4	--	--	2	.9	1	.5	2	.9
Total	130	59.6	39	17.9	66	30.3	25	11.5	88	40.4

Table B (cont.)

Sub-groups	Classes for Both Boys and Girls									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	26	11.9	11	5.0	9	4.1	6	2.7	11	5.0
Part-time employment	22	10.1	8	3.7	10	4.6	4	1.8	13	6.0
Full-time homemaker	81	37.1	20	9.2	47	21.6	14	6.4	64	29.4
College student	1	.5	--	--	--	--	1	.5	--	--
Total	130	59.6	39	17.9	66	30.3	25	11.5	88	40.4
<u>Home Economics Education of Children</u>										
Have had	15	6.9	6	2.7	6	2.7	3	1.4	19	8.7
Now have	19	8.7	6	2.7	12	5.5	1	.5	10	4.6
None	96	44.0	27	12.4	48	22.0	21	9.6	59	27.1
Total	130	59.6	39	17.9	66	30.3	25	11.5	88	40.4

Table C

The 218 Mothers' Responses to the Question,
 "Would you encourage your son(s) to enroll in
 home economics classes in Senior High School?"
 (According to Sub-groups)

Sub-groups	Classes for Boys Only									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	34	15.6	19	8.7	8	3.7	7	3.2	12	5.5
35 - 44	106	48.6	38	17.4	44	20.2	24	11.0	32	14.7
45 - 54	23	10.5	12	5.5	9	4.1	2	.9	11	5.0
Total	163	74.8	69	31.6	61	28.0	33	15.1	55	25.2
<u>Home Economics Education</u>										
None	18	8.3	5	2.3	7	3.2	6	2.7	12	5.5
One or more classes	145	66.5	64	29.4	54	24.8	27	12.4	43	19.7
Total	163	74.8	69	31.6	61	28.0	33	15.1	55	25.2
<u>Educational Level</u>										
Completed eighth grade	1	.5	--	--	--	--	1	.5	2	.9
Part of high school	7	3.2	5	.5	1	.5	1	.5	6	2.7
Completed high school	48	22.0	23	10.5	17	7.8	8	3.7	18	8.3
Business college, etc.										
1 - 3 years	50	22.9	20	9.2	19	8.7	11	5.0	20	9.2
Completed university										
4 years	33	15.1	11	5.0	14	6.4	8	3.7	3	1.4
Graduate school	21	9.6	10	4.6	9	4.1	2	.9	4	1.8
No response	3	1.4	--	--	1	.5	2	.9	2	.9
Total	163	74.8	69	31.6	61	28.0	33	15.1	55	25.2

Table C (cont.)

Sub-groups	Classes for Boys Only									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	26	11.9	15	6.9	8	3.7	3	1.4	11	5.0
Part-time employment	27	12.4	9	4.1	14	6.4	4	1.8	8	3.7
Full-time homemaker	109	50.0	44	20.2	39	17.9	26	11.9	36	16.5
College student	1	.5	1	.5	--	--	--	--	--	--
Total	163	74.8	69	31.6	61	28.0	33	15.1	55	25.2
<u>Home Economics Education of Children</u>										
Have had	25	11.5	13	6.0	5	2.3	7	3.2	9	4.1
Now have	22	10.1	10	4.6	10	4.6	2	.9	7	3.2
None	116	53.2	46	21.1	46	21.1	24	11.0	39	17.9
Total	163	74.8	69	31.6	61	28.0	33	15.1	55	25.2

Table C (cont.)

Sub-groups	Classes for Both Boys and Girls									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Grouping</u>										
25 - 34	28	12.8	10	4.6	11	5.0	7	3.2	18	8.3
35 - 44	90	41.3	29	13.3	44	20.2	17	7.8	48	22.0
45 - 54	17	7.8	8	3.7	7	3.2	2	.9	17	7.8
Total	135	61.9	47	21.6	62	28.4	26	11.9	83	38.1
<u>Home Economics Education</u>										
None	15	6.9	6	2.7	6	2.7	3	1.4	15	6.9
One or more classes	120	55.0	41	18.8	56	25.7	23	10.5	68	31.2
Total	135	61.9	47	21.6	62	28.4	26	11.9	83	38.1
<u>Educational Level</u>										
Completed eighth grade	2	.9	1	.5	--	--	1	.5	1	.5
Part of high school	7	3.2	5	2.3	2	.9	--	--	6	2.7
Completed high school	34	15.6	13	6.0	15	6.9	6	2.7	32	14.7
Business college, etc.										
1 - 3 years	50	22.9	20	9.2	21	9.6	9	4.1	20	9.2
Completed university										
4 years	21	9.6	3	1.4	14	6.4	4	1.8	15	6.9
Graduate school	18	8.3	5	2.3	8	3.7	5	2.3	7	3.2
No response	3	1.4	--	--	2	.9	1	.5	2	.9
Total	135	61.9	47	21.6	62	28.4	26	11.9	83	38.1

Table C (cont.)

Sub-groups	Classes for Both Boys and Girls									
	Total Responses		Yes		No		Uncertain		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Employment Status</u>										
Full-time employment	27	12.4	13	6.0	9	4.1	5	2.3	10	4.6
Part-time employment	22	10.1	7	3.2	10	4.6	5	2.3	13	6.0
Full-time homemaker	85	39.0	27	12.4	43	19.7	15	6.9	60	27.5
College student	1	.5	--	--	--	--	1	.5	--	--
Total	135	61.9	47	21.6	62	28.4	26	11.9	83	38.1
<u>Home Economics Education of Children</u>										
Have had	12	5.5	5	2.3	3	1.4	4	1.8	22	10.1
Now have	20	9.2	6	2.7	13	6.0	1	.5	9	4.1
None	103	47.2	36	16.5	46	21.1	21	9.6	52	23.8
Total	135	61.9	47	21.6	62	28.4	26	11.9	83	38.1

Table D

The Background of Mothers Who Responded to the 10 Affirmative Reasons
Given for Questions D and E

Sub-groups	Affirmative Reasons for Question D (Daughters)									
	"Yes, I believe" Statement Numbers									
	1 No.	2 No.	3 No.	4 No.	5 No.	6 No.	7 No.	8 No.	9 No.	10 No.
<u>Age Grouping</u>										
25 - 34	38	7	23	30	17	11	16	21	25	34
35 - 44	105	47	79	76	49	29	42	64	73	103
45 - 54	25	13	18	20	10	7	12	18	13	22
Total	168	67	120	126	76	47	70	103	111	159
<u>Home Economics Education</u>										
None	23	9	21	17	13	8	13	15	17	21
One or more classes	145	58	99	109	63	39	57	88	94	138
Total	168	67	120	126	76	47	70	103	111	159
<u>Educational Level</u>										
Completed eighth grade	3	2	3	3	2	2	3	2	2	3
Part of high school	12	3	6	7	4	3	6	5	7	11
Completed high school	54	16	40	41	23	13	20	23	30	47
Business college, etc. 1 - 3 years	56	24	37	43	23	17	25	39	42	53
Completed university 4 years	25	14	21	17	12	7	9	18	17	27
Graduate school	15	7	10	13	9	5	6	15	11	15
No response	3	1	3	2	3	--	1	1	2	3
Total	168	67	120	126	76	47	70	103	111	159

Table D (cont.)

Sub-groups	Affirmative Reasons for Question D (Daughters)									
	"Yes, I believe" Statement Numbers									
	1 No.	2 No.	3 No.	4 No.	5 No.	6 No.	7 No.	8 No.	9 No.	10 No.
<u>Employment Status</u>										
Full-time employment	24	11	17	20	15	8	16	20	18	25
Part-time employment	26	10	18	19	9	10	12	16	17	24
Full-time homemaker	117	46	85	86	52	29	41	66	76	109
College student	1	--	--	1	--	--	1	1	--	1
Total	168	67	120	126	76	47	70	103	111	159
<u>Home Economics Education of Children</u>										
Have had	19	6	10	13	5	7	9	11	10	18
Now have	29	9	21	21	9	5	13	16	23	28
None	120	52	89	92	62	35	48	76	78	113
Total	168	67	120	126	76	47	70	103	111	159

Table D (cont.)

Sub-groups	Affirmative Reasons for Question E (Sons)								
	"Yes, I believe" Statement Numbers								
	1	2	3	4	5	6	7	8	9
	No.	No.	No.	No.	No.	No.	No.	No.	No.
<u>Age Grouping</u>									
25 - 34	23	11	19	11	--	6	12	16	8
35 - 44	59	38	51	32	3	12	30	44	31
45 - 54	16	10	10	10	1	4	8	10	7
Total	98	59	80	53	4	22	50	70	46
<u>Home Economics Education</u>									
None	14	8	14	9	2	5	9	10	10
One or more classes	84	51	66	44	2	17	41	60	36
Total	98	59	80	53	4	22	50	70	46
<u>Educational Level</u>									
Completed eighth grade	7	1	2	2	--	1	2	1	1
Part of high school	2	5	4	3	--	1	3	4	3
Completed high school	31	13	25	18	2	6	18	18	15
Business college, etc.									
1 - 3 years	35	23	30	18	1	8	15	26	18
Completed university									
4 years	11	9	8	5	--	2	7	9	3
Graduate school	12	8	11	7	1	4	5	12	6
No response	--	--	--	--	--	--	--	--	--
Total	98	59	80	53	4	22	50	70	46

Table D (cont.)

Sub-groups	Affirmative Reasons for Question E (Sons)								
	"Yes, I believe" Statement Numbers								
	1	2	3	4	5	6	7	8	9
	No.	No.	No.	No.	No.	No.	No.	No.	No.
<u>Employment Status</u>									
Full-time employment	19	14	18	10	1	6	15	14	10
Part-time employment	16	9	12	9	2	5	7	12	8
Full-time homemaker	62	36	50	33	1	11	28	43	28
College student	1	1	--	1	--	--	--	1	--
Total	98	59	80	53	4	22	50	70	46
<u>Home Economics Education of Children</u>									
Have had	16	5	7	7	--	4	9	6	3
Now have	13	8	14	9	1	1	8	10	8
None	69	46	59	37	3	17	33	54	35
Total	98	59	80	53	4	22	50	70	46

Table E

The Background of Mothers Who Responded to the 11 Negative Reasons
Given for Questions D and E

Sub-groups	Negative Reasons for Question D (Daughters)									
	"No, I believe" Statement Numbers									
	12 No.	13 No.	14 No.	15 No.	16 No.	17 No.	18 No.	19 No.	20 No.	21 No.
<u>Age Grouping</u>										
25 - 34	1	--	--	2	--	--	--	--	--	--
35 - 44	8	--	3	11	4	--	--	1	1	6
45 - 54	--	--	--	2	2	--	1	1	--	1
Total	9	--	3	15	6	--	1	2	1	7
<u>Home Economics Education</u>										
None	1	--	--	1	2	--	1	2	--	2
One or more classes	8	--	3	14	4	--	--	--	1	5
Total	9	--	3	15	6	--	1	2	1	7
<u>Educational Level</u>										
Completed eighth grade	--	--	--	--	--	--	--	--	--	--
Part of high school	--	--	--	--	--	--	--	--	--	--
Completed high school	2	--	--	3	3	--	1	2	--	3
Business college, etc.										
1 - 3 years	3	--	3	4	1	--	--	--	--	1
Completed university										
4 years	1	--	--	3	--	--	--	--	--	2
Graduate school	3	--	--	5	2	--	--	--	1	1
No response	--	--	--	--	--	--	--	--	--	--
Total	9	--	3	15	6	--	1	2	1	7

Table E (cont.)

Sub-groups	Negative Reasons for Question D (Daughters)									
	"No, I believe" Statement Numbers									
	<u>12</u> No.	<u>13</u> No.	<u>14</u> No.	<u>15</u> No.	<u>16</u> No.	<u>17</u> No.	<u>18</u> No.	<u>19</u> No.	<u>20</u> No.	<u>21</u> No.
<u>Employment Status</u>										
Full-time employment	2	--	--	4	2	--	1	1	1	2
Part-time employment	3	--	3	4	1	--	--	--	--	1
Full-time homemaker	4	--	--	7	3	--	--	1	--	4
College student	--	--	--	--	--	--	--	--	--	--
Total	<u>9</u>	<u>--</u>	<u>3</u>	<u>15</u>	<u>6</u>	<u>--</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>7</u>
<u>Home Economics Education of Children</u>										
Have had	--	--	--	2	1	--	--	--	--	--
Now have	2	--	2	5	3	--	1	2	--	3
None	7	--	1	8	2	--	--	--	1	4
Total	<u>9</u>	<u>--</u>	<u>3</u>	<u>15</u>	<u>6</u>	<u>--</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>7</u>

Table E (cont.)

Sub-groups	Negative Reasons for Question E (Sons)										
	"No, I believe" Statement Numbers										
	12 No.	13 No.	14 No.	15 No.	16 No.	17 No.	18 No.	19 No.	20 No.	21 No.	22 No.
<u>Age Grouping</u>											
25 - 34	4	--	--	9	--	--	--	--	--	--	6
35 - 44	18	--	2	47	3	--	3	1	1	8	25
45 - 54	3	--	1	9	2	1	--	1	1	--	2
Total	<u>25</u>	<u>--</u>	<u>3</u>	<u>65</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>33</u>
<u>Home Economics Education</u>											
None	3	--	--	7	2	--	1	1	--	--	4
One or more classes	<u>22</u>	<u>--</u>	<u>3</u>	<u>58</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>8</u>	<u>29</u>
Total	<u>25</u>	<u>--</u>	<u>3</u>	<u>65</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>33</u>
<u>Educational Level</u>											
Completed eighth grade	--	--	--	1	--	--	--	--	--	--	1
Part of high school	--	--	--	1	--	--	--	--	--	--	--
Completed high school	6	--	1	18	2	1	1	2	1	0	10
Business college, etc.											
1 - 3 years	8	--	2	21	1	--	--	--	--	2	15
Completed university											
4 years	6	--	--	15	1	--	2	--	--	4	6
Graduate school	5	--	--	7	1	--	--	--	1	2	1
No response	--	--	--	2	--	--	--	--	--	--	--
Total	<u>25</u>	<u>--</u>	<u>3</u>	<u>65</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>33</u>

Table E (cont.)

Sub-groups	Negative Reasons for Question E (Sons)										
	"No, I believe" Statement Numbers										
	<u>12</u> No.	<u>13</u> No.	<u>14</u> No.	<u>15</u> No.	<u>16</u> No.	<u>17</u> No.	<u>18</u> No.	<u>19</u> No.	<u>20</u> No.	<u>21</u> No.	<u>22</u> No.
<u>Employment Status</u>											
Full-time employment	5	--	--	9	1	--	1	--	1	2	2
Part-time employment	7	--	2	15	1	1	1	1	1	2	6
Full-time homemaker	13	--	1	41	3	--	1	1	--	4	25
College student	--	--	--	--	--	--	--	--	--	--	--
Total	<u>25</u>	<u>--</u>	<u>3</u>	<u>65</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>33</u>
<u>Home Economics Education of Children</u>											
Have had	2	--	1	6	2	1	--	1	1	--	4
Now have	1	--	1	13	1	--	--	1	--	2	5
None	22	--	1	46	2	--	3	--	1	6	24
Total	<u>25</u>	<u>--</u>	<u>3</u>	<u>65</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>33</u>

Table F

The Background of Mothers Regarding Their Beliefs Toward Some Goals of
Home Economics Education

Sub-groups	For Girls										
	Six Goals Believed Most Important					Five Goals Believed Least Important					
	Statement Number					Statement Number					
	7 No.	2 No.	8 No.	20 No.	18 No.	5 No.	12 No.	21 No.	4 No.	6 No.	17 No.
<u>Age Grouping</u>											
25 - 34	41	39	39	39	41	37	20	19	27	27	28
35 - 44	126	126	117	114	108	111	59	77	73	72	82
45 - 54	28	26	26	26	25	25	16	12	16	17	18
Total	195	191	182	179	174	173	95	108	116	116	128
<u>Home Economics Education</u>											
None	27	25	25	25	26	26	19	14	18	16	20
One or more classes	168	166	157	154	148	147	76	94	98	100	108
Total	195	191	182	179	174	173	95	108	116	116	128
<u>Educational Level</u>											
Completed eighth grade	3	2	3	2	3	3	2	1	2	2	2
Part of high school	11	11	11	12	11	11	8	7	7	8	8
Completed high school	62	61	59	55	57	59	22	28	33	36	42
Business college, etc.											
1 - 3 years	64	60	57	60	56	52	32	43	37	36	40
Completed university											
4 years	31	32	27	29	28	28	15	16	21	18	16
Graduate school	20	21	21	18	17	16	12	11	13	13	15
No response	4	4	4	3	2	4	4	2	3	3	5
Total	195	191	182	179	174	173	95	108	116	116	128

Table F (cont.)

Sub-groups	For Girls										
	Six Goals Believed Most Important					Five Goals Believed Least Important					
	Statement Number					Statement Number					
	7 No.	2 No.	8 No.	20 No.	18 No.	5 No.	12 No.	21 No.	4 No.	6 No.	17 No.
<u>Employment Status</u>											
Full-time employment	34	30	32	30	26	28	19	18	20	19	25
Part-time employment	31	33	29	28	30	25	17	19	20	18	20
Full-time homemaker	129	127	120	120	117	119	58	70	75	78	82
College student	1	1	1	1	1	1	1	1	1	1	1
Total	195	191	182	179	174	173	95	108	116	116	128
<u>Home Economics Education of Children</u>											
Have had	19	19	19	16	18	18	6	10	8	8	11
Now have	37	32	29	29	23	33	14	17	17	17	15
None	137	140	134	134	133	122	75	81	91	91	102
Total	195	191	182	179	174	173	95	108	116	116	128

Table F (cont.)

Sub-groups	For Boys									
	Five Goals Believed Most Important					Five Goals Believed Least Important				
	Statement Number					Statement Number				
	2 No.	14 No.	23 No.	9 No.	19 No.	11 No.	7 No.	16 No.	18 No.	21 No.
<u>Age Grouping</u>										
25 - 34	32	28	24	26	24	3	6	7	10	6
35 - 44	89	81	73	69	63	14	17	28	33	32
45 - 54	20	17	20	18	19	2	6	5	6	8
Total	141	126	117	113	106	19	29	40	49	46
<u>Home Economics Education</u>										
None	18	18	16	12	17	6	5	7	8	8
One or more classes	123	108	101	101	89	13	24	33	41	38
Total	141	126	117	113	106	19	29	40	49	46
<u>Educational Level</u>										
Completed eighth grade	1	1	1	1	1	1	1	1	1	1
Part of high school	9	9	9	6	6	3	3	5	6	5
Completed high school	40	38	38	33	30	5	9	13	13	13
Business college, etc.										
1 - 3 years	47	42	36	38	37	6	6	12	13	15
Completed university										
4 years	23	21	17	19	17	1	4	6	7	6
Graduate school	19	12	14	14	13	3	5	3	9	5
No response	2	3	2	2	2	--	1	--	--	1
Total	141	126	117	113	106	19	29	40	49	46

Table F (cont.)

Sub-groups	For Boys									
	Five Goals Believed Most Important					Five Goals Believed Least Important				
	Statement Number					Statement Number				
	2 No.	14 No.	23 No.	9 No.	19 No.	11 No.	7 No.	16 No.	18 No.	21 No.
<u>Employment Status</u>										
Full-time employment	24	24	25	22	20	3	4	8	8	10
Part-time employment	24	20	19	22	17	4	6	8	8	7
Full-time homemaker	92	81	72	68	68	12	19	24	33	29
College student	1	1	1	1	1	--	--	--	--	--
Total	141	126	117	113	106	19	29	40	49	46
<u>Home Economics Education of Children</u>										
Have had	12	12	12	13	7	3	5	4	5	6
Now have	20	16	14	13	14	5	5	7	9	6
None	119	98	91	87	85	11	19	29	35	34
Total	141	126	117	113	106	19	29	40	49	46

SOME OTHER FREE COMMENTS OF 218 MOTHERS

"I believe most parents have time to teach their children; however, they receive better fundamentals in school."

"I also believe other subjects are of equal importance but certainly homemaking is a part of the whole."

"I do not wish to minimize the value of home economics but believe it should be on a secondary basis after the basic subjects are taught and then an elective basis. All the goals mentioned have merit to the future homemaker."

"I don't believe we can ever get enough education in the arts of homemaking. To have better homes I believe boys as well as girls should be educated. I think we would have less divorce and better understanding between husband and wife if they were better trained to face what is ahead of them. I think as a parent we can train our boys and girls how to do things better."

"I believe if our students had more training in the problems which arise in any normal, happy home, they would wait until they were more mature to marry and with their training, they would succeed in a very wonderful marriage and understanding of their mate and home."

"The kind and amount of homemaking courses should be adjusted to the abilities and needs of each child. Some girls will never make good seamstresses, and would do well to try to excel in other homemaking fields. All (boys and girls) need stress on human relations and understanding themselves."

"I believe homemaking education a must for good mental health in women."

"I believe both boys and girls should have homemaking instruction regardless of their future vocations as undoubtedly for the majority there will be a home and family."

"Some children are more receptive to ideas when presented at school."

"Children just don't seem to be interested in homemaking until they are married. What they learn in class they just aren't interested in applying."

"I think boys often need a practical course in simple cooking, so if necessary they can look after themselves if left alone."

"The above average male student has so many subjects related to his chosen field which he desires to include in his course that it makes it hard (and sometimes impossible) to get in any electives."

"Some boys might like to have a course in cooking -- either to have it as a hobby or where it might be a necessity -- but it would certainly be an individual matter."

"Let us eliminate generalities; note books which require time but seem to contribute nothing to the development of homemaking skills. Please -- more cooking, sewing and child care."

"I truly enjoy every phase of housekeeping and homemaking but when I took it in school we were made to do everything just so, that I hated every phase of it, so I think it should be taught so it isn't so dull."

"From what I have observed in our daughter's experience in her cooking and sewing classes, they are far from practical in both presentation and application of the subjects."

"My impression of my older daughter's homemaking classes has been that too much is attempted for any one area to be adequately taught or learned. The home must still teach even the most basic skills of homemaking."

"My children have been taught at home which is what the home is for. The schools have too many problems now to attempt to encroach further on home life."

"I hope my daughter will have at least two years of homemaking education, then perhaps we can see where her interest lies. We mothers do a fair job of seeing that our boys can scramble eggs, make hotcakes, etc., and can fix a nutritious snack if necessary. However, if it's possible for him to work in an elective in Family Relations I would certainly encourage him."

"All groupings should have at least two years for their own well being, as citizens and parents. Broader the understanding of all subjects the better adjusted individual."

"I think every girl should have some Home Economics. The group should be divided. Girls expecting to go to college and majoring Home Economics should have a course that is harder."

"I believe both boys and girls should have homemaking instructions regardless of their future vocations as undoubtedly for the majority there will be a home and family."

"I think all of these groups need training in homemaking, but at home and in 4 H club work -- not at school. The school time can better be spent on academic subjects and the fine arts."

"I would encourage my girls to take homemaking. It would be their choice, however. I've found that experience and common sense are good teachers, also."

"I believe that homemaking education should be made available to all junior high and senior high school students who are capable of school work -- regardless of sex, giftedness, future college aspirations, etc. -- And also believe that these courses should be elective for boys -- I do not believe in requiring them to take these courses -- their own individual interests should be the deciding factor."

"I would think that some homemaking education would benefit anyone regardless of his intellectual group."

"It is more important for the girls to learn typing and shorthand, etc. -- so they can get a job and earn their food -- And it is especially essential for the boys to learn a trade (those who expect to quit school after the twelfth grade)."