

A STUDY OF VALUES OF RURAL
AND URBAN NEGRO FAMILIES IN
ALABAMA WITH IMPLICATIONS FOR
HOMEMAKING EDUCATION

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Abigail Kyzer Hobson
1962



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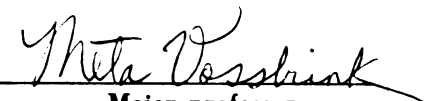
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ABSTRACT

A STUDY OF VALUES OF RURAL AND URBAN NEGRO FAMILIES IN ALABAMA WITH IMPLICATIONS FOR HOMEMAKING EDUCATION

by Abigail Kyzer Hobson

The Problem.--This study was an investigation of values of rural and urban Negro families in Alabama. Values in three areas of homemaking were explored: foods, relationships and management in home responsibilities. The study was made to identify the values accepted and recognized in the homes of rural and urban Negro families in Alabama, and to discover the influences homemaking education has had on family living and values in this group. The study was guided by one major hypothesis:

The values emphasized in homemaking classes at the secondary level conflict with those accepted in the homes of families for whom the curriculums are designed.

Method, Technique and Data.--Three types of devices used to collect information for the study included a questionnaire to students, a second questionnaire to homemaking teachers and judges, a focused interview with mothers of the students and a check list of values to the homemaking

teachers and judges. This study was a type of exploratory research; it was not an experimental study. For this reason detailed statistical analysis was not utilized. Analysis of responses was made by using frequency count, percentage and rank order. Values by Parker--ambition, art, comfort, health, knowledge, love, play, religion, and workmanship, and two additional values, security and tradition--were inferred from the information received in the responses.

The following method was used as a criterion for screening responses in inferring values: a series of statements were formulated for the purpose of clarifying the definition of the values used in the study in relation to each category of the content areas.. The formulated statements contained words, phrases and/or meaning in common with the definition of the values. Values were inferred from responses according to similarities and common elements in the formulated statements and the information contained in the responses.

Findings and Conclusions.--The findings of the study revealed the following information:

The greatest influence homemaking education had had on the food consumption habits of the families, both rural and urban, was in the use of desserts or sweets, yeast breads

and rolls.

Rural girls did not follow a practice of skipping the breakfast meal as urban girls, and rural girls were more interested than the urban group in the methods of preparing food that was healthful to the body.

The carry over of classroom experiences into the homes of families was not very striking in rural nor urban homes, particularly in relation to sanitation.

Both rural and urban children revealed very close relationships with the mother in the family.

Comfort, knowledge, tradition and security were the values inferred as those important in homes of the families in the area of foods.

In the relationships area, ambition, comfort, love, play, religion and tradition constituted values of extreme importance in the families.

Security, love, tradition, workmanship and health were accepted by families in the area of management of home responsibilities.

Homemaking teachers observed love, religion, comfort, tradition, security, play and health, within limitations, as very important values in the homes of the families of girls enrolled in homemaking classes.

The hypothesis guiding the study that the values emphasized in the homemaking classes at the secondary level are in conflict with those accepted in the homes of families for whom the curriculums are designed was supported by the findings.

Recommendations were made based on the findings.
Implications for further research were cited.

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HOMEMAKING EDUCATION

By

Abigail Kyzer Hobson

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1962

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to the many persons who have given her assistance in making this study possible.

To Dr. John Useem, Chairman of the Department of Sociology and Anthropology at Michigan State University, for his direction in planning the instruments and guidance in formulating and evaluating the method, grateful acknowledgement is offered.

Gratitude is held for Dr. Meta Vossbrink, chairman of the guidance committee, who contributed worthwhile suggestions and provided valuable guidance in the preparation of the report.

Sincere appreciation is expressed to Dr. Mary Lee Hurt and Dr. Evelyn Jones, former members and present committee members, Dr. Dena Cederquist, Dr. Louise Sause and Dr. Charles Blackman. To the latter, the writer is especially grateful for making helpful suggestions and working closely with the committee chairman.

Acknowledgement is extended to the superintendents, principals and homemaking teachers for their cooperation in

conducting the study.

Heartful gratitude is held for the jury of experts, Miss Ruth Stovall, State Supervisor of Home Economics Education in Alabama, Miss Evelyn Cotney, Assistant State Supervisor of Home Economics Education, Mrs. Bettye Steele Turner, Special Supervisor of Home Economics Education, Dr. Arthur A. Floyd, Special Supervisor of Vocational Agriculture, Dr. R. D. Morrison, President of Alabama Agricultural and Mechanical College.

Special thanks is due the Printing Staff of Alabama A. and M. College for their service in printing the instruments used to collect data.

Above all, for the moral and financial support, faith, encouragement and untiring patience provided by her dear husband, George Herman, without which this study would not have been begun nor completed, the writer will always hold the deepest gratitude.

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CHAPTER I

THE PROBLEM

The Nature of the Problem

Values are important in the lives of people and are often the bases of their general behavior, preference, rejections and patterns of living. Such factors as one's family, socio-economic level, religion and culture are major influences which give meaning to one's life. A knowledge and an understanding of the values of a people assist in the understanding of their goals and their behavior. This paper is a study of the values of rural and urban Negro families in Alabama.

Our American society is cosmopolitan. It is composed of families with a wide variety of backgrounds and cultures. Into the classroom and into all facets of the school which constitute the curriculum, the children of these families bring their various backgrounds and cultures. The various backgrounds and cultures present different values. In behavioral patterns of thinking and doing these different values manifest themselves. The responsibility of every

teacher is that of providing the type of environment in which the pupils may develop a system for accepting values that make life richer and more meaningful for them than the values previously held.

A realistic curriculum in homemaking education develops as learners and their teachers work together on the problems and concerns of everyday living. Present interests and concerns of learners must be dealt with in such a way as to provide sound bases for future action. This action will take place when the present concerns or situations of everyday living are seen in the light of persistent life situations. These are the situations that recur in the life of the individual in many ways as he grows from infancy to maturity. The cultural background and position of the Negro in the South places the homemaking teacher in a distinctive position to visualize the persistent situations that recur in the life of the individual and his family. The cultural background of the race provides the homemaking teacher with excellent resource material and knowledge in order to obtain manageable categories for studying the health, family recreation and consumption aspects of living.

Encouraging and strengthening the home and family

living is a primary purpose of homemaking education. If homemaking programs are to be effective, they must assist pupils with their family living problems. If these programs are to be meaningful for the group for which they are designed, the teachers and curriculum planners must know the facts about the families from which their pupils come. When planning homemaking programs, teachers must utilize their knowledge about the kinds of homes in which their pupils live.

Statement of the Problem

The purpose of this study was to identify the values accepted and recognized in the homes of rural and urban Negro families in Alabama, and to discover the influences homemaking has had on family living and values in this group. These influences and values must be utilized in planning future programs in homemaking education. The study was guided by one major hypothesis:

The values emphasized in homemaking classes at the secondary level conflict with those accepted in the homes of families for whom the curriculums are designed.

Basic Assumptions to the Study

Six basic assumptions underlie the plan of this study:

1. A knowledge of family values and basic attitudes are necessary to plan an effective curriculum in homemaking education.
2. Facts about the learner and the environment are significant forces in curriculum planning.
3. High school girls enrolled in homemaking classes are capable of answering the questions of the instrument used in collecting data for the study.
4. Mothers of high school girls enrolled in home-making classes are also capable of answering the questions used in the data gathering instruments of the study.
5. If the high school girls are assured that their statements will be kept in strictest confidence, their opinions are not held against them, and their names are not identified with their statements, they will answer the questionnaire honestly.
6. If the mothers of the high school girls are assured that their statements will be kept in strictest confidence, their opinions are not held against them, and their names are not identified with their statements, they will also answer honestly during the interview.

Scope of the Problem

This investigation was an analysis of data received from a study of values of rural and urban Negro families in Alabama. Values in three aspects of family living were explored: foods, relationships in the family and management in home responsibilities. Consumption, planning and preparation, and sanitary practices in the handling of food were a part of the foods area. Disciplining of children,

interpersonal relationships and recreation were included in the section on relationships, and sanitation and decision-making were incorporated in the area on management in home responsibilities.

The students and mothers providing information for the study were not asked to express their set of values. The information from the data gathering devices was analyzed by identifying similarities in terms of words, phrases, or meaning in the responses that were in common with the statements formulated to clarify definitions of values. Homemaking teachers in Alabama were asked to rank the values included in the study in terms of their importance in the homemaking program. The method of inferring the values, the development and validation of the instruments, selection of the sample and the procedures involved in securing and analyzing the data are described in Chapter III.

Importance of the Problem

The family constitutes the basic human group. It exerts a tremendous influence on the behavior of the individual; it is the foundation of a community. Within this closed group, the attitudes, ideals and specific patterns of living which characterize the family as a cultural group are organized. Prejudices, prides, hopes and ambitions which

identify and distinguish families are felt by each member within the group. This statement agrees with Overstreet:

No social institution is more fateful for the human race than the home . . . the home is a place where we can begin to remake our culture. If our culture has slipped into unsound habits of irresponsibility and egocentricity, the home is a place where we can begin to mitigate these habits. If our culture has slipped into carelessness regarding human values, the home is a place where these values can be cherished and made to grow in influence. Nowhere in our culture is there an institution that can more variously and deeply serve the needs of our maturing than can the home.¹

The changes in modern civilization have caused a considerable shift in responsibilities from the home to the other social units. Great responsibility on the educational forces and agencies outside the home was the result of the changes. The shift increased the responsibilities of the school, and required countless adjustments within the family.

Differences among families are brought to the classroom by the pupils. Some learnings which have had their inception within the pupils' families are supported by the school program. Other learnings, having had their inception within the family of the pupil, find complete or partial

¹ Harry A. Overstreet, The Mature Mind (New York: W. W. Norton and Company, Inc., 1949), pp. 230, 244, 245.

modification in the classroom. Whatever the pupils take away from the classroom is viewed through the experiences they have had in their own families. The manner in which the homemaking teacher recognizes the differences and the variety of backgrounds, values and living patterns in the classroom, is a determining factor in the student's acceptance and understanding of herself in relation to her family. The improvement of the culture through family understanding and action is a major purpose of home economics education. Thus the gaining of basic knowledge and understanding of the family would be a worthy goal of each homemaking teacher.

Teacher educators have been stimulated to question the extent to which the work taught in school actually functions in the pupil's life. Tyler has emphasized as steps in curriculum organization, studies of learners themselves, the environment of the child, and his contemporary life outside the school.² The group of students for whom curriculums are designed must be considered when planning course content. The content of courses must be suited to the social background and environment as well as to the age and intelligence of the student.

²Ralph Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1950), p. 4.

Every homemaking teacher who desires to render a definite service would do well to make a special effort to learn the values, attitudes and family living patterns of the people of the community in which she teaches. The fulfillment of the major objective of home economics education hinges, in part, upon the degree to which the homemaking teacher is familiar with the lives of the people in the community in which she teaches. If the fulfillment of this major objective is to be realized, the teacher must recognize the backgrounds, values and patterns of living of families represented by the pupils in her classroom.

Definition of Terms

Of extreme importance in the present study was the selection of a definition of value and the choice of a set of values. The respondents supplying data for the study were not asked to accept or reject any specific value. Values were inferred from the responses received. Parker's list of values was adaptable for inferring values in the home economics areas of interest to this study. The nature of Parker's definition of value also was more acceptable for this study than some others found in the literature.

Value. The satisfaction of desire is the real value. The appeasement of the desire.³

Because words often carry connotations different from those used in this study, the following additional definitions are provided.

Patterns of living. The various activities involved in living in a family as eating, making decisions, assuming responsibilities, the various relationships and recreation in the home.

Homemaking Education. Education centered on home activities and relationships designed to enable girls to assume the responsibilities of making a home or improving home and family living at the secondary level.⁴

Home Economics Education. Home Economics at the college and university levels preparing students for professional services in the field.⁵

Home Economics. A field of knowledge and service primarily concerned with strengthening family life through:

1. Educating the individual for family living.
2. Improving the services and goods used by families.
3. Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs.
4. Furthering community, national and world conditions

³ DeWitt H. Parker, Human Values (New York: Harper and Brothers, 1931), p. 20.

⁴ American Vocational Association. Definition of Terms in Vocational and Practical Arts Education (Washington: American Vocational Association, Committee on Research and Publication, 1954), p. 15.

⁵ Ibid., p. 14.

favorable to family living.⁶

Attitudes. A mind set toward a situation or a readiness to react to a situation in a certain way.⁷

Conflicts. Differences in opinions, attitudes, meanings or concepts.

Questionnaire. A list of planned, written questions related to a particular topic with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in survey studies in measuring attitudes and opinions.⁸

Interview. A method used in a conference between an interviewer and one person in which an attempt is made by directioning to draw information from the respondent.⁹

Experts in the Field. Persons with training who have been associated in a supervisory capacity with Vocational Home Economics Education and/or Agricultural Education for at least ten years, and therefore, are well acquainted with the families in the rural and urban areas in the State of Alabama.

The specific values expressed by Parker which were accepted for the purpose of this study are:

Health. The interest in physical and mental well being.

⁶Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association, Home Economics New Directions: A Statement of Philosophy and Objectives (Washington, D. C.: The American Home Economics Association, 1959), p. 4.

⁷Vernon Anderson, Principles and Procedures of Curriculum Improvement (New York: The Ronald Press Company, 1956), p. 370.

⁸Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 430.

⁹Ibid., p. 298.

Comfort. The interest in a maximum of sensuous pleasure. Desire to make the surface of life as agreeable as possible by way of eye, ear, touch, taste, smell, temperature and the kinaesthetic senses.

Ambition. The interest in securing a place of consideration and power in the social order. Interest in the enlargement of the idea of the self.

Knowledge. The interest in truth, learned and innate, and its universal means to all other values.

Workmanship. The interest in the making and using of things with its ideal of efficiency.

Love. The interest in love in its various forms: sex love, parental love, friendship, generic, community and ideal love.

Art. The interest in expression of beauty in any form.

Religion. The interest in faith and belief in God.

Play. The interest in creative and imaginative activity.¹⁰

For the purpose of this study, the following values have been added to Parker's list:

Security. The feeling of safety and assurance with freedom from doubt and anxiety.¹¹

Tradition. A long established custom, practice or belief.

Conformity. Being in harmony or in agreement.

¹⁰Parker, op. cit., p. 46.

¹¹Dorothy Van Bortel and Irma H. Gross, A Comparison of Home Management in Two Socio-Economic Groups (East Lansing: Michigan State College, Agricultural Experiment Station, Dept. of Home Management, 1954), p. 19.

Limitations of the Study

This investigation was concerned with values that might be inferred from three aspects of family living: (1) family food patterns, (2) family relationships, and (3) management of home responsibilities. Interpersonal relationships, disciplining of children and recreation were included in the relationships area. Sanitation and decision-making were a part of management of home responsibilities.

The sample of the study was limited to 50 Negro girls enrolled in homemaking classes in a selected urban county and in a selected rural county in Alabama, the mothers of these girls, 30 homemaking teachers currently teaching in high schools in Alabama and 5 experts who served as judges.

Three devices used to collect information for the study included a questionnaire to students, another questionnaire to homemaking teachers and judges, a focused interview with mothers of the students and a check list of values to the homemaking teachers and the judges. This study was a type of exploratory research; it was not an experimental study. For this reason, detailed statistical analysis was not utilized. The identification of family values was the concern of the information needed for improving the

curriculum in homemaking. This identification suggested quantitative appraisal.

Plan of the Study

The purpose and the problem of this investigation have been stated in the present chapter. Also contained in this chapter is a presentation of the background and significance of the problem, the limitations of the study and a list of definitions of certain terms used.

Chapter II consists of a review of pertinent literature. In the review of literature, a description of Parker's values is included.

A report of the methods and procedures used in the investigation is contained in Chapter III. In this chapter, the selection of the sample, the instruments used in gathering data, the pilot study, procedures for obtaining data and procedures for analyzing these data are also reported.

An analysis of data and the results are presented in Chapter IV.

Chapter V summarizes the study and its results. Weaknesses and strengths of the investigations, conclusions and implications for further research are presented.

The appendix contains copies of the questionnaire, interview schedule and checklist. The method for inferring

values from information received from informants and letters used in planning and conducting the study are also found in the appendix.

CHAPTER II

REVIEW OF LITERATURE

Description of Values

In the analysis of value, Parker emphasized satisfaction of desire as real value. ". . . in every case, where we seem simply to find value in things, we discover that the value is not there except in relation to the satisfaction of need and of desire. . . . the thing that serves is only an instrument."¹² Parker's list of values, which he divided into two main groups, is referred to as "supreme organizations." He called them major interests. Health, comfort, love, ambition, workmanship and knowledge are the values of "real life"; play, art and religion belong to the "ideal" world or the imaginary. All values in his list, Parker concluded, determine a definite outlook upon life.¹³

Values and the Learner's Home and Community

A knowledge of the cultural values and the learner's background as guides to curriculum development was stressed

¹²Parker, op. cit., pp. 19, 20.

¹³Ibid., p. 46.

by Stratemeyer, Forkner, McKim and Passow.¹⁴ The opportunity to gauge out-of-school influences on learners, according to these educators, is presented through contacts with the pupil's home and the community. They indicated that the understandings and competencies that children are likely to need are revealed through a study of the home and the community in which youth live. Such study will bring into focus the problems which pupils are facing.

Investigations that have been made of rural communities in contrast to urban communities, to identify values and other data that would suggest educational objectives, were called to the attention by Tyler.¹⁵ He recommended the use of the questionnaire for students and the interview for parents as devices for obtaining information about the learners. The significance of careful evaluation of data obtained from studies was also emphasized by Tyler. In addition the importance of the teacher's being able to distinguish between data which are appropriate for planning the school program and data that are the concern of other agencies was emphasized.

Well-known in the field of homemaking education,

¹⁴F. B. Stratemeyer, et. al., Developing a Curriculum for Modern Learning (New York: Bureau of Publications, Teachers College, Columbia University, 1957), pp. 337-338.

¹⁵Tyler, op. cit., pp. 9, 10, 14.

Williamson and Lyle also advised a study of home life and the community in which youth live as guides in curriculum planning.¹⁶

Spafford, another outstanding home economics educator, agreed with the philosophy of Williamson and Lyle:

The teacher needs to know the meaning of these larger problems of the local community. She needs to know its standards, ideals, generally accepted code of conduct, and recreational opportunities. She will be interested in the ways in which the people earn their living: whether they are home owners, renters or tenant farmers; whether work is regular or seasonal; and who owns the town and runs the school. She will be interested also in community attitudes toward health and homemaking . . . The racial and cultural patterns of the people will influence the teaching . . . Some of the information the teacher wants will be gotten casually in the community, home and school contacts. Some of it will be secured at the beginning of the year as a matter of form. Other information will be secured as new learning units are planned.¹⁷

The importance of concentrating on the learner and his family as a source of information was recognized by Ernest Osborne. Maturity of responsibility and initiative are built upon basic experiences that are discovered within the family, he mentioned.¹⁸ In day-to-day contacts that are

¹⁶M. Williamson and M. S. Lyle, Homemaking Education in the High School (New York: Appleton-Century-Crofts, Inc., 1947), pp. 78-79.

¹⁷Ivor Spafford, Fundamentals in Teaching Home Economics (New York: John Wiley and Sons, Inc., 1942), pp. 70-71.

¹⁸Ernest Osborne, "Working Together in the Home," Educational Leadership, XII (1955), pp. 337-341.

shared with mother, father, brother and sister, basic value systems are rooted, he reported. According to Osborne, the basic value systems are revealed in several factors. The degree of independency or dependency shown, the ability to cooperate effectively or ineffectively, and the attitude exhibited toward authority are behaviors in which these basic value systems are embedded.

Cox attempted to relate behavior of families to the values they hold.¹⁹ The relationship of religious values and attitudes, and religious behavior were the concerns of the study. She predicted that the families in which parents placed religious values high in their value hierarchies would observe a larger number of religious practices than would families in which parents placed religion low in their value hierarchies. The need for research in the area of relationships between values and attitudes and behavior was given emphasis.

Increasing emphasis is being directed, by educators, to the background and living patterns of pupils in the classroom as a basis for planning meaningful educational programs.

¹⁹Christine Cox, "A Study of Religious Practices, Values and Attitudes in a Selected Group of Families" (unpublished Ph.D. thesis, Mann Library, Cornell University, Ithaca, New York, 1957).

In a study conducted by Hardeman and Robinson in Denver, Colorado, attention was centered on family backgrounds, living patterns and values. The range of economic, racial and family backgrounds, these writers concluded, should weigh heavily in the making of decisions as to what to teach and how to teach. "Children are closely tied to their families," they stated, "and since the teacher needs help in interpreting the special needs of pupils in the classroom, parents of these children are the most accurate source of information as to the background of experiences of their children."²⁰ In some homes, children lived up to clearly defined standards; others were not faced with this responsibility. Some of the children had clearly defined jobs to do at home while others were not expected to do anything. This type of information about children was revealed in parent interviews.

That the culture in which one lives set certain limits upon the behavior was observed by Prescott.²¹ He pointed out that any emerging behavior, during the process

²⁰Ruth Hardeman and John T. Robinson, "The Social Roots of Learning," Educational Leadership, VII (1949), p. 159.

²¹Daniel A. Prescott, Emotion and the Educative Process. American Council on Education, 1938, pp. 94-95, cited by J. Paul Leonard, Developing the Secondary School Curriculum (New York: Rinehart and Company, Inc., 1946), p. 120.

of an individual's maturing, must be appropriate to satisfy the needs of that individual in the culture in which he finds himself. An excellent source of the needs of the individual, in the culture in which he finds himself, is a knowledge of the values, attitudes and living patterns of the families in that culture. When educators are aware of the values and attitudes, the next step involves the formulation of goals and the planning of experiences. The experiences must be of a nature that will develop value concepts and attitudes that can serve as bases for sound choices of behavior patterns. Experiences which serve to eliminate frustrations for pupils and help them to clarify their values and goals are the type of experiences which assist in the resolution of conflicts encountered between family values and those given emphasis at school.

Family life patterns expressed through practices of family members in the three movements of Judaism were studied by Goldberg.²² No attempt was made to translate the patterns into values. A knowledge of these patterns would help educators interested in family life to better understand and

²²Stella Goldberg, "A Study of Family Life Patterns As Expressed in Practices of Members in Three Movements of Judaism" (unpublished Ed.D. thesis, Teachers' College Library, Columbia University, 1957).

meet the needs of members of the Jewish religion. She advised the application of the same concept to members of any group. The concern of all educators in a democracy was the understanding of traditions and cultural backgrounds of all families. That a teacher's knowledge and understanding of these qualities of a group helped to make the teacher more effective in her relationships with students and to make students more effective in their relationships with one another, was Goldberg's conclusion.

In the Statement of Philosophy and Objectives of Home Economics of The American Home Economics Association, the following is found:

Home Economics is a field of knowledge and service primarily concerned with strengthening family life . . . It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living. The emphases that Home Economics gives various aspects of living are determined by the needs of individuals and families in the social environment of their time.²³

If homemaking teachers are to fulfill the objectives of their profession, they are obligated to study the values, living patterns, the home and the communities of the families

²³ Committee on Philosophy and Objectives of Home Economics of The American Home Economics Association, Home Economics, New Directions: A Statement of Philosophy and Objectives (Washington, D. C.: American Home Economics Association, 1959), pp. 4-5.

of the pupils they teach. In the planning of effective curriculums for any group, this information is a necessary factor.

Relationship between Social Class and Values

In values of social classes, Taba found implications for school learning.²⁴ Recent studies have revealed diversities in values, behavior, and motivation based on cultural background, she reported. A complex of individual and social needs that shed new light on the process of learning is suggested by these studies. The plight of knowing so little about the specific impact of diverse cultural backgrounds on learning in school was observed by Taba. This plight extends to the limited knowledge about relationships between the social needs and developmental levels of children.

Intensive and extensive study in the area of social class and learning has been made by Davis.²⁵ The necessity of the teacher's knowing about the pupil's cultural environment, values and cultural motivation as an essential factor in effective guidance of new learnings was emphasized. As

²⁴Hilda Taba, "New Tasks for New Needs," Educational Leadership, X (1953), p. 433.

²⁵Allison Davis, Social Class Influence Upon Learning (Cambridge, Massachusetts: Harvard University Press, 1952), p. 1.

especially urgent for teachers who work with children of the lower socio-economic group, he stressed a knowledge of the basic culture of pupils. He stated that a teacher begins to see a pupil's behavior in an entirely new light as soon as she understands anything about the pupil as a member of his family or play group, or as a learning organism in a particular cultural environment.²⁶

. . . a child cannot learn his mores, social drives and values--his basic culture--from books. He can learn a particular culture and a particular moral system only from those people who know this behavior and who exhibit it in frequent relationships with the learner.²⁷

A child's social learning takes place chiefly in the environment of his family and his friends . . . the social-class patterning of the child's learning, as exerted through the family, extends from control of the types of food he eats and of the way he eats it to the kind of sexually aggressive and educational training he receives.²⁸

When Duvall studied 433 mothers and their children from four class levels, she found distinct differences in values.²⁹ Values, attitudes and concepts of the mothers were examined. An attempt to find what mothers of different class levels consider a good or a bad mother and a good or bad child was the purpose of the study. Middle-class mothers

²⁶Ibid., p. 2. ²⁷Ibid., p. 10. ²⁸Ibid., p. 12.

²⁹W. Lloyd Warner, American Life, Dream and Reality (Chicago: The University of Chicago Press, 1953), pp. 99-102, citing Evelyn Duvall.

considered their children as persons, in the developmental stage, with rights and privileges that should be respected. Lower-class level mothers were less progressive and developmental; they adhered to more or less traditional and conservative values.

Whether good or bad, middle-class values are deeply embedded in the culture of the American society, Warner³⁰ concluded as a result of his research. He pointed out that most high school teachers are probably lower class who have moved up to middle. Their own standards reinforced by those set up by the school represents their judgments of students. This situation enforces middle-class values upon the students thus placing the lower-class child at a distinct disadvantage, particularly when he is in competition with children from all levels above his own.

Southerland reported that many Negro teachers are predominantly middle class and are biased and in favor of those pupils who already adhere to the values of cleanliness, obedience and diligence.³¹ He attributed this bias to the social adjustment problem of the teachers.

³⁰ Ibid., pp. 176-177.

³¹ Robert L. Southerland, Color, Class and Personality (Washington, D. C.: American Council on Education, 1942), pp. 112-114.

When Karon studied the Negro personality through P A T or Thomkins-Horn Picture Arrangement Test, he concluded that caste sanctions have no effect upon the personality structure of the people who are subjected to these sanctions.³² He established further that the effects of the caste system do not cease as soon as an individual leaves an area of severe sanctions. For quite some time after leaving the area of sanction, the effects persist as a part of the individual's personality structure.

The presence of some of the social attitudes, patterns of living, social codes and self-estimates which still seem to control the life of some Negro families, was attributed by Foshay to the limited education and the lack of contact with the active currents of life.³³

The persistent existence of the maternal family organization among some Negroes in rural communities was ascribed, by Simpson and Yinger, to the heritage of slavery when the mother was the most stable and important figure in the family.³⁴

³² Betram P. Karon, The Negro Personality, A Rigorous Investigation of the Affect of Culture (New York: Springer Publishing Company, Inc., 1958), p. 171.

³³ A. W. Foshay, K. D. Wann and Associates, Children's Social Values, An Action Research Study (New York: Bureau of Publications, Teachers College, Columbia University, 1954), p. 42.

³⁴ G. E. Simpson and J. M. Yinger, Racial and Cultural Minorities (New York: Harper and Brothers, 1953), p. 467.

The continuance of instability among Negro families for some time was projected by these writers. Through the process of assimilation and acculturation, the differences between Negro families and other families will be reduced. In the desire of its members to achieve respectability, the Negro middle-class family will continue to stress conventional behavior. The small upper-class will tend to put still more emphasis upon conspicuous consumption.

Consciously or unconsciously, a teacher cannot avoid helping pupils to develop values. The impact of her own values upon the students under her direction must be realized by the teacher. The students' standard of work, their manner of verbalization, their choices and rejections, the way they solve their problems, and other forms of behavior depict the impact. The manner in which she teaches, and the types of learning situations she creates in the classroom are some of the ways the teacher influences the pupils in developing values. Deeply rooted values are not changed by simply telling one to change his values. The influence of the teacher's values on the student may be positive, or it may be negative. The realization of her influence will come through the student's response to her and his behavior in his various activities in the classroom and out of school.

The Learner and the Development of Values

That psychologists are not in agreement as to the age period when a system of values is first observable in children was reported by Dukes.³⁵ He mentioned that most investigations about the development of values are not cross sectional. In order to relieve the doubt that usually follows the cross sectional investigation, there is a need for longitudinal studies.

According to Thompson, children are born into a society in which norms and values are established, but there is yet uncertainty as to how children acquire the fairly stable value systems with which they evolve in adult life.³⁶

In a study of a sample of boys nine to sixteen years of age, Turner provided evidence which supported the idea that social values, as represented by altruism, appear rather early.³⁷ Within the range of the age of this sample, he did not find age to be significant in relation to altruism.

The most conspicuous factor in the development of an

³⁵ William F. Dukes, "Psychological Studies of Values," Psychological Bulletin, LIII (1955), pp. 35, 40.

³⁶ G. G. Thompson, Child Psychology (Boston: Houghton Mifflin, 1952), p. 555.

³⁷ W. D. Turner, "Altruism and Its Measurement in Children," Journal of Abnormal and Social Psychology, XLIII (1948), pp. 502-516.

individual's social values, according to Brown, Morrison and Couch,³⁸ was found to be his home and family life. In moral knowledge, children were noted to resemble their parents, and not significantly their club leaders, school teachers or their Sunday School teachers. Especially significant in the development of character was the democratic atmosphere in the home and the parental attitude toward personality.

Havighurst, Robinson and Dorr found that as a child grows older the importance of family figures in his concept of his ideal self decreases.³⁹ Around six to eight years of age, there is an identification of the child with his parents. In late adolescence, these investigators noticed an outward movement of this identification around a non-existent person.

Jackson stated that parents help children develop values.⁴⁰ She concluded that values are initially taken over from family members. Moore added that values tend to control behavior as well as motivate it.⁴¹

³⁸A. W. Brown, J. Morrison and G. B. Couch, "Influence of Affectual Family Relationships and Character Development," ibid., XLII (1947), pp. 422-428.

³⁹R. J. Havighurst, M. Robinson and M. Dorr, "The Development of the Ideal Self in Childhood and Adolescence," Journal of Educational Research, XL (1946), pp. 241-257.

⁴⁰Anna H. Jackson, "Parents Help Children to Develop Values," Childhood Education, XXXII (1955), pp. 12-13.

⁴¹Bernice M. Moore, "Adults Look at Children's Values," ibid., pp. 257-261.

A cardinal principle of value orientation was suggested by Lewin and Grable: the extent to which an individual identifies himself with a group indicates partly the degree to which his own value structure will be influenced and the degree to which the group norm is modified.⁴²

In a group of 29 children between the ages of 4 years to 16 years, Semin studied selfishness and concluded that generosity increases from 5 to 6 years of age.⁴³ Between the ages of 7 to 8, when egocentrism declines, a child is most apt to be generous. Selfishness is at its height between the ages of 4 to 6 years, but it has a tendency to diminish with age, Semin reported. At 11 or 12 years, the tendency to share develops. No differences in sex was observed, but the tendency to share was affected by socio-economic level and the number of children in the family. This writer found age, socio-economic level and the number of children in the family to which a child belonged to noticeably determine his moral behavior.

⁴²K. Lewin and P. Grable, "Conduct, Knowledge and Acceptance of New Values," Journal of Social Issues, I (1945), pp. 53-64.

⁴³Refia Ugurell-Semin, "Moral Behavior and Moral Judgment of Children," Journal of Abnormal and Social Psychology, XLVII (1952), pp. 463-474.

Summary

An examination and study of the literature revealed that a value system evolves from the interaction between an individual and his socio-economic background. Findings in the literature showed agreement among research workers that the middle-class values are often imposed upon pupils in the classroom. Conflicts in lower-class children, whose values are different from the middle-class values of the teacher, are the results of this imposition.

A lack of agreement as to when children develop a set of values was found among educators and research workers. The worth and dignity of every individual, regardless of class stratification, is one of the principles of the democratic society which was emphasized in the literature. An obligation and responsibility of all teachers is to recognize the cultures and values represented by pupils in the classroom. The seriousness of their tasks as educators cannot be escaped by the homemaking teacher. Their responsibility to understand the values which motivate and/or restrict the students must be taken into account.

That value systems of pupils in the classroom are rooted in their contacts with family members found agreement among writers in the literature. Strong emphasis was given

to the effects of family values on the behavior of children. The importance of the teacher's knowledge of the culture and background of the families represented by the pupils in the classroom was the consensus among research workers. Most educators agreed that the knowledge of the culture, background and values of the families of pupils provide valuable information for curriculum planning.

The teacher's influence upon the pupil's value formation or modification does not come by telling them the values she accepts, or those they should accept. The types of learning situations she creates in the classroom, the methods of teaching, and the means of motivation are ways the teacher influences pupils to develop or modify their values. Through observation of the many forms of behavior in and outside the classroom, the teacher is able to evaluate her impact. When pupils have the opportunity to examine the values they currently accept and compare them with new ones, the teacher is utilizing means of influencing or modifying pupil values. The opportunity to test new values in real life situations must be provided.

CHAPTER III

PROCEDURES AND TECHNIQUES OF THE STUDY

Procedures and techniques used in the study are described in this chapter. Information about the questionnaire, focused interview and check list, a discussion of the pilot study, and a description of the sample are discussed in detail. Finally, a review of the methods of tabulation and an analysis of data are provided.

Development of the Instruments

Of importance in the planning of the investigation was the development of the instruments. In order to accomplish the purposes of the study, it was necessary that the instruments reveal three types of data: (1) patterns of daily living from which values of families could be inferred and from which influences of homemaking education on the lives of the families could be located, (2) values emphasized by homemaking teachers in their teaching program and those values the teachers observed as accepted in the homes of their pupils, and (3) the values which the jury of experts felt were important and should be emphasized in the

homemaking program. The ultimate value of the findings of the study was in their usefulness for curriculum planning in homemaking education. In order to obtain from the sample information that would be helpful in fulfilling the purposes of the study a series of initial steps were necessary in the development of the instruments. These steps are described below.

A review of the objectives of home economics as found in *New Directions*, a 1959 publication of the American Home Economics Association, was the initial approach to the task. All areas with which home economics is concerned were far too many to be covered in one investigation; therefore, it was necessary to select the content areas upon which information would be gathered. Because they are given major emphasis in the homemaking program in Alabama and are included in all levels of the curriculum, three areas were selected. The selected areas were: (1) family food patterns, (2) relationships, and (3) management in home responsibilities. Each area was analyzed for major concepts which would serve as guides in developing the instruments.

Three types of devices agreed upon for the collection of information were: the questionnaire, the focused interview and a check list. A questionnaire and the focused

interview were used to collect information from students and their parents respectively, about family patterns in daily living in the three selected areas. A second questionnaire was employed from homemaking teachers relative to values emphasized by them in their teaching programs pertaining to each area selected, and to obtain information on the values they had observed as those accepted in the families of their pupils. With the use of a similar questionnaire, the jury of experts was asked to submit the values they believed were important in each of the three areas and should be emphasized in the homemaking program in Alabama. The check list also was used by homemaking teachers to give a numerical rank of the relative importance of each value, used in the study, in the selected content area.

The Department of Sociology and Anthropology at Michigan State University assisted generously with the organization of the problem and structure of the instruments. Additional help was received upon completion of the first draft as changes were suggested by the chairman of the department. Copies of the devices are found in the appendix.

The Pilot Study

Before administering the instruments to the selected sample, their effectiveness and adequacy were tested through

two pilot studies. Eight mothers of high school girls, working as maids at the University, were contacted and the focused interview technique used with them. A second test case for determining the accuracy of the focused interview device was a group of ten mothers from a rural community in the northern section of Alabama. No specific changes were needed as a result of the trial situations. It was apparent that the responses provided, through questions in the instrument, would furnish the information needed for the study. In order to test the effectiveness of the questionnaire, it was administered to homemaking students attending a high school located in the south central, rural section of the state. The questionnaire needed minor revision in wording and organization in order to clarify meanings and provide ease in administering.

Selection of the Sample

A random sample of twenty-five families from each of two areas in Alabama was drawn. Each area contained one high school for Negroes. A rural sample was obtained from a population of eighty-five families, and an urban sample from a population of ninety-eight families. The total number of families represented by girls enrolled in homemaking classes comprised each population. One-half of the sample lived in

rural Greene County and one-half in Fairfield, a section of Birmingham, the largest city in Alabama.

Contact with the superintendents of the school systems in the selected counties was made by the State Supervisor of Home Economics Education in Alabama. The purpose of the study was explained and cooperation and permission of the schools to participate were received. For the teacher-groups who were asked to submit values they emphasized in their teaching program, a random sample of ten homemaking teachers currently employed in the state was drawn. For the purpose of answering the check list to numerically rank the values selected for the study, twenty additional currently employed teachers in the state were included in the sample. This sample was drawn from both rural and urban areas. In terms of criteria described in the definition of terms, a jury of experts was selected to suggest values that were important and should be included in the homemaking program, and to evaluate the method used for inferring values from responses. The following jury of five experts was selected:

1. The State Supervisor of Home Economics Education in Alabama.
2. One Assistant State Supervisor of Home Economics Education in Alabama.
3. One Special Supervisor of Home Economics Education in Alabama.

4. One Special Supervisor of Agricultural Education in Alabama.
5. The President of Alabama Agricultural and Mechanical College.

Tabulation and Analysis of Data

All information received from the several devices was tabulated in terms of numerical count. In tabulating the information, differentiation was made between rural and urban populations. Differentiation was made also between mother and daughter responses to the instruments.

In order to utilize the tabulated information to serve the utmost interest of the purposes of the study, five major questions were considered in analyzing the data:

1. What are some significant characteristics of the Negro families in this study?
2. What pertinent information was secured from the families in the study about their family food patterns, relationships and management in home responsibilities?
3. What pertinent information was secured from teachers about values in the communities involved?
4. What pertinent information was secured from administrators about values they believed were important and should be emphasized in the homemaking program?
5. Are there common elements or differences in values and practices expressed by the students and mothers, homemaking teachers and leaders in teacher education?

Before considering these major questions, definite preliminary steps were essential. Categories were established in each selected content area. The family food patterns area was divided into three categories: consumption, planning and preparation of food and sanitary practices in handling food. Child discipline, interpersonal relationships, and recreation were the categories into which the area of family relationships was classified. Finally, the area of management in family responsibilities was separated into two categories--decision-making and sanitary practices in home responsibilities. The responses from all informants, girls and their parents, homemaking teachers and the jury of experts, were analyzed according to the categories established in each area.

The five major questions were considered in the next step of the analysis. Responses to personal data items of the questionnaire administered to students were analyzed in terms of the first question: What are some significant characteristics of the Negro families of this study? Information obtained from the questionnaires administered to students and from the focused interview used with parents were analyzed in relation to the second question: What pertinent information about the family and school practices in foods, relationships and management was secured from

Negro families in the study? In analyzing the information received in the responses of homemaking teachers, the third question was considered: What pertinent information was secured from teachers in the communities involved? The fourth question was considered in analyzing the information from responses of the jury of experts. This question was: What pertinent information was secured from administrators in teacher education? Are there common elements of differences in values and practices expressed by the students and mothers, homemaking teachers and leaders in teacher education was the final question. Similarities and differences in values that had been inferred from students and mothers, and values submitted by teachers and administrators in each selected area were located.

The following method was used for inferring and translating values from responses of the sample: a series of statements were formulated for the purpose of clarifying the definition of the values used in the study in relation to each category of the content areas. The statements that were formulated contained words, phrases and/or meaning in common with the definitions of the values. A statement was formulated to clarify each value in terms of the categories established in the three selected areas. This method was used as a

criterion for screening responses in inferring or translating values. The method was submitted to the chairman of the Department of Anthropology and Sociology at Michigan State University and to the jury of experts for evaluation and suggestions before it was utilized. Charts and tables were used to illustrate information revealed by the informants. Statistical analysis used in summarizing all findings were frequency count, percentages and rank order.

Statements formulated to clarify the definitions of values used in the method for inferring and translating values are found in the appendix. Also in the appendix are the responses that were utilized to infer each value in the established categories of the three selected areas.

CHAPTER IV

THE ANALYSIS OF DATA

The present study was made to provide data on which more effective homemaking education for students in Alabama with Negro background might be based. It was planned to find answers to important questions asked by administrators, teachers and teacher educators as they attempt to locate better educational opportunities for students in the secondary school program.

Five key questions were proposed for analyzing the responses.

1. What are some significant characteristics of the Negro families in this study?
2. What pertinent information was secured from the families in the study about their family food patterns, relationships and management in home responsibilities?
3. What pertinent information was secured from teachers about values in the communities involved?
4. What pertinent information was secured from administrators about values they believed were important and should be emphasized in the homemaking program?

5. Are there common elements or differences in values and practices expressed by the students and mothers, homemaking teachers and leaders in teacher education?

What are Some Significant Characteristics
Of the Negro Families in this Study?

Personal information was concerned with (1) ages of the girls, (2) their grade level in school, (3) years enrolled in homemaking, (4) number of people per house, (5) number of rooms in the house, (6) number of bedrooms in the house, (7) number of people who shared the girl's bedroom, (8) number of children in the family, (9) the position in the family of the girl answering the questionnaire, and (10) whether or not the mother worked outside the home.

Age.--Ages of urban girls fell within the range of 15 to 17 years with the largest proportion in the sixteenth year. The sixteen-year-old group included about half of the 25 urban students. A much wider range of years was covered by the ages of the rural girls. One of the girls was 13 and another was 19. The largest percentage of the rural sample was 15 years of age. The average age of the rural girls was 15.5; that of the urban group was 15.9.

Grade level in school.--More than half or 56 per cent of the urban students were in tenth grade. Others in this group, with the exception of one girl who was in twelfth grade,

were in grade eleven. As with ages, grades of the rural sample represented a wider range than those of urban girls. Twenty-eight, 32 and 36 per cent of this group were enrolled in ninth, tenth and eleventh grades respectively. One rural girl was in twelfth grade.

Years enrolled in homemaking.--Slightly less than half or 44 per cent of the rural students had had two years of training in homemaking. One rural girl (4 per cent) was in her fourth year and two urban girls or 8 per cent were in the third year of homemaking. Thirty-two per cent of the urban group had taken homemaking two years but more than half of the group had had one year only.

Number of people in the house.--A range of 2 to 12 persons per house was reported in urban homes while 3 to 11 persons was the range revealed in the homes of rural families. Fewer large families were found in the urban sample, but rural homes contained fewer small families. The number of persons per urban house was 6.8; 7.5 was the average number per rural house. Table I shows the number of people living in the house of the 25 rural and 25 urban families.

Number of rooms in the house.--Urban homes, with an average of 4.52 rooms, were slightly smaller than those of the rural group whose average size was 4.92 rooms. Table II shows the number of rooms in the homes of the families.

Table I. Number of people living in the houses of the 25 rural and 25 urban families.

Number of People in the House	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
2	1	4	0	0
3	3	12	1	4
4	3	12	3	12
5	5	20	2	8
6	0	0	3	12
7	2	8	3	12
8	3	12	4	16
9	1	4	1	4
10	4	16	4	16
11	1	4	4	16
12	2	8	0	0
Total	25	100	25	100

Table II. Number of rooms in the homes of the 25 rural and 25 urban families.

Number of Rooms in the House	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
3	10	40	2	8
4	5	20	9	36
5	5	20	6	24
6	1	4	5	20
7	2	8	3	12
8	1	4	0	0
9	0	0	0	0
10	1	4	0	0
Total	25	100	25	100

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Number of bedrooms in the house.--Nearly half of the 25 rural families (44 per cent) reported 3 bedrooms in the house and approximately half (48 per cent) of the urban group lived in two-bedroom homes. Thirty-six per cent of the rural sample also reported that they lived in two-bedroom homes. Rural families, with an average of 2.7 bedrooms per house, seemed to have more bedroom space than urban families whose homes averaged 2.04 bedrooms.

Table III shows the number of bedrooms in the homes of the families.

Table III. Number of bedrooms in the homes of the 25 rural and 25 urban families.

Number of Bedrooms in the House	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
1	7	28	1	4
2	12	48	9	36
3	4	16	11	44
4	2	8	3	12
5	0	0	1	4
Total	25	100	25	100

Number of persons sharing the girl's bedroom.--Seventy-two per cent of the rural girls shared their bedrooms with one other person. No girl in the rural group shared a

bedroom with more than three persons. A small proportion (8 per cent) had individual rooms. On the other hand, in the urban homes where there was less space, the majority of the students shared rooms with 1, 2, 3, 4, or 5 other family members. Thirty-six per cent of the urban girls had individual bedrooms. The number of persons who shared the bedroom of the rural and urban homemaking girls is shown in Table IV. One urban girl did not respond.

Table IV. Number of persons who shared the bedroom of the 25 rural and 25 urban homemaking girls.

Number of Persons who shared the Girl's Bedroom	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
1	9	36	2	8
2	9	36	18	72
3	2	8	4	16
4	1	4	1	4
5	2	8	0	0
6	1	4	0	0
No response	1	4	0	0
Total	25	100	25	100

Number of children in the family.--The rural families had an average of 6.84 children per family; 5.64 was the average number in the urban group. The number of children in the rural and urban families is shown in Table V.

Table V. Number of children in the 25 rural and 25 urban families.

Number of Children in the Family	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
1	2	8	0	0
2	1	4	3	12
3	5	20	2	8
4	5	20	1	4
5	2	8	4	16
6	2	8	3	12
7	1	4	2	8
8	1	4	1	4
9	0	0	2	8
10	3	12	3	12
11	2	8	1	4
12	0	0	3	12
13	1	4	0	0
Total	25	100	25	100

Position in the family of the girls who answered the questionnaire.--Most of the girls who answered the questionnaire, both rural and urban, were at some level between the youngest and the oldest in the family. An only child was represented by 8 per cent of the urban group; one rural girl was a twin. Table VI reports the position in the family of the girls who answered the questionnaires.

Working mothers in the families.--In the urban families 60 per cent of the mothers worked outside the home. Mothers

working outside of the home represented 49 per cent of the rural families.

Table VI. Position in the family of the 25 rural and 25 urban girls who answered the questionnaires.

Position in the Family of the Girl who Answered the Questionnaire	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent-age	Number	Percent-age
An only child	2	8	0	0
Youngest	4	16	6	24
Between the youngest and oldest	14	56	16	64
Oldest	5	20	2	8
A Twin	0	0	1	4
Total	25	100	25	100

What Pertinent Information Was Secured From
The Families in the Study About Their
Family Food Patterns, Relationships
And Management in Home
Responsibilities?

Family Food Patterns

In the area of foods three major categories of the subject were considered. These included the understanding and application of food consumption, methods of planning and preparing food and sanitary practices in handling food.

The responses related to the pattern of mean consumption

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of rural and urban families revealed that less than one-half (48 per cent) of the urban families consumed three meals daily. Slightly above half (52 per cent) of these families ate two meals each day. Sixty-eight per cent of the rural families, on the other hand, consumed three meals daily, and four meals each day were eaten by 8 per cent of the families. The remaining portion of the rural families (24 per cent) reported the consumption of four meals daily. This means that 76 per cent of the rural families consumed three meals or more each day while less than one-half of the urban families ate a maximum of three daily meals. This pattern provided rural families with an average of 2.84 meals daily and urban families with an average of 2.48 daily meals. Table VII shows the pattern of meal consumption of the families.

Table VII. Pattern of meal consumption of the rural and urban families reported by 25 rural and 25 urban girls.

Pattern of Meal Consumption	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent-age	Number	Percent-age
2 Meals Daily	13	52	6	24
3 Meals Daily	12	48	17	68
4 Meals Daily	0	0	2	8
Total	25	100	25	100

The pattern with regard to breakfast consumption of the girls showed that 56 per cent of the rural and 52 per cent of the urban girls admitted that they skipped breakfast. Although a greater total percentage of rural than urban girls admitted this practice, none of the rural group skipped breakfast always, but 4 per cent of the urban girls followed this pattern. Sixteen per cent of the urban group skipped breakfast often in contrast to the 4 per cent of the rural group who often failed to eat breakfast. The largest proportion (44 per cent) of rural girls who neglected breakfast missed it seldom; only 20 per cent of the urban seldom skipped breakfast. Table VIII shows the pattern of skipping breakfast reported by the rural and urban girls.

Table VIII. Pattern of skipping breakfast reported by 25 rural and 25 urban girls.

Pattern of Skipping Breakfast Practiced By Girls	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percent- age	Number	Percent- age
Always	1	4	0	0
Often	4	16	1	4
Occasionally	3	12	2	8
Seldom	5	20	11	44
Total	13	52	14	56

Responses of rural and urban groups, mothers and daughters, indicated that the greatest influence homemaking had had on food consumption practices in the families was in the increased varieties of yeast breads and desserts which they consumed. Seventy-six per cent of the urban mothers and the girls each reported that they had learned to like a greater variety of yeast breads. Seventy-six per cent of these girls admitted they prepared more yeast breads at home. Seventy-two per cent of the urban mothers and 68 per cent of the urban girls indicated they learned to like more different kinds of desserts. Fifty-six per cent of the girls reported they prepared more desserts at home as a result of the homemaking classes. Of the 60 per cent of the urban girls who mentioned learning to like some kind of meat, 28 per cent specified frankfurters. Responses of 44 per cent of the urban girls showed that they prepared at home the meat dishes they learned to make in homemaking classes. Forty per cent of the urban girls mentioned learning to like vegetables because of their homemaking experiences, but only 20 per cent of the group prepared at home the vegetables they learned to prepare at school. Responses of the urban mothers showed little influence of homemaking on the family's learning to like vegetables.

Large proportions of the rural mothers (80 per cent) and daughters (100 per cent) admitted they had learned to like a greater variety of desserts because of the work in homemaking. Responses of the rural girls showed that 92 per cent of them prepared more desserts at home because of the homemaking education instruction. In contrast to the 76 per cent of the urban mothers and the girls who learned to like a greater variety of yeast breads, a smaller proportion of rural girls (4 per cent) and their mothers (48 per cent) reported homemaking as an influence on their preferences for yeast bread. Only 36 per cent of the rural girls practiced at home their classroom experiences in making yeast breads. Meat in any form was mentioned by very few (8 per cent) of the rural mothers and the girls (36 per cent). On the other hand, responses from rural students were higher than those of the urban group with reference to learning to like vegetables. Sixty-four per cent of the rural girls reported homemaking had been an influence in learning to like vegetables, but only 20 per cent admitted the carry over of the school experiences to the home. A summary of the foods liked and prepared in the homes of the families because of the influence of homemaking is shown in Table IX.

Families often become stereotyped in their food

Table IX. Foods liked and prepared in the homes of 25 rural and 25 urban families because of the influence of homemaking.

Foods the Families Learned to Like and Prepare in the Homes		Responses of 25 Urban and 25 Rural Girls and Mothers							
		Rural Mothers		Rural Girls		Urban Mothers		Urban Girls	
		Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age
Foods Learned to Like	Yeast Breads	12	48	11	44	19	76	19	76
	Desserts	20	80	25	100	18	72	17	68
	Meats & Eggs	2	8	9	36	3	12	15	60
	Vegetables	0	0	16	64	3	12	10	40
Foods Prepared	Yeast Breads	0	0	9	36	0	0	19	76
	Desserts	0	0	23	92	0	0	14	56
	Meats	0	0	4	16	0	0	11	44
	Vegetables	0	0	3	12	0	0	5	20

planning and preparation methods and utilize a very little variety in the family meals. In planning classroom experiences, homemaking teachers attempt to emphasize variety, convenience, and health in food preparation methods. The realistic and effective homemaking teacher attempts to stimulate carry over from classroom to home.

Responses of rural and urban girls showed they had learned, in homemaking classes, the following methods of preparing foods: steaming; baking; quick easy methods; pan and oven broiling; freezing; "healthier" methods of cooking to preserve color, flavor, texture and nutrients; and stewing. Among the special techniques girls indicated they had learned in homemaking were: measuring, using recipes, more variety in method, the use of correct temperature with the thermometer, organization and management of time and the improvement of quality in the finished product. "Healthier" methods of preparing food was reported by more of the rural than any other item. Cooking vegetables for a short length of time in order to conserve nutrients which are destroyed by long cooking was reported by the mothers and the girls as "healthy" methods of cooking. As a result of homemaking experiences more of the urban girls responded to "quick, easy" cooking methods.

The food preparation methods used in the homes of the

families as a result of homemaking education were very similar to those the girls reported they had learned. Rural girls (40 per cent) used the "healthier" methods and the urban girls (68 per cent) used "quick, easy" methods. Urban mothers also indicated the use of the "quick, easy" cooking methods. Rural mothers, on the other hand, did not respond to the "healthier" ways of preparing foods as their daughters. Mothers and daughters of the rural group were in agreement in terms of the quick, easy methods. Other methods learned by the girls were used in the home by smaller proportions of both groups than the two that have been discussed. The methods of food preparation the girls admitted learning through the experiences in homemaking classes are reported in Table X. Table XI shows the carry over of the classroom experiences to the home of the families.

Washing dishes properly, cleanliness in handling food and orderliness in food preparation were mentioned as learnings in terms of sanitary practices in handling food. Learning to be clean and sanitary in handling food was reported by 48 per cent of the rural girls, but only 12 per cent of the urban group. Very few of the girls mentioned learning to wash dishes properly. Only 24 per cent of the rural and 12 per cent of the urban referred to this practice. A small

Table X. Methods of food preparation learned in homemaking classes by 25 rural and 25 urban girls.

Methods and Techniques of Food Preparation Learned by Girls	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percentage	Number	Percentage
Healthier Methods ^a	4	16	13	52
Quick Easy Method	11	44	6	24
Broiling	7	28	8	32
Baking	6	24	4	16
Steaming	3	12	3	12
Stewing	1	4	0	0
Use of Variety	2	8	6	24
Measuring	0	0	3	12
Use of Recipes	0	0	2	8
Use of the Thermometer	1	4	1	4
Improved Standards	1	4	0	0
Organizing Time	1	4	0	0

^aCooking vegetables in small amounts of water for short time.

Table XI. Methods of food preparation used in the homes of 25 urban and 25 rural families as a result of the influence of homemaking education.

Responses of 25 Urban and 25 Rural Girls and their Mothers									
Methods and Techniques of Food Preparation Used in the Homes	Urban Mothers			Urban Girls			Rural Mothers		
	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber
Healthier Methods	2	8	10	40	2	8	0	0	0
Quick Easy Methods	6	24	8	32	8	32	17	68	
Broiling	0	0	6	24	1	4	3	12	
Baking	0	0	3	12	0	0	4	16	
Steaming	0	0	0	0	0	0	1	4	
Freezing	3	12	3	12	0	0	0	0	
Stewing	0	0	0	0	0	0	0	0	
Casseroles	2	8	0	0	2	8	0	0	
Use of Variety	4	16	0	0	2	8	0	0	
Measuring	2	8	0	0	6	24	0	0	
Use of Recipes	1	4	0	0	2	8	0	0	
Use of Thermometer	0	0	0	0	0	0	0	0	
Garnishing Food	1	4	0	0	2	8	0	0	
Organizing Time	2	8	0	0	0	0	1	4	

group of rural girls (12 per cent) indicated they had learned to be more orderly and organized in food preparation activities.

The application of sanitary practices in food handling, from classroom to home, was not striking. Only 32 per cent of the rural girls and 4 per cent of the mothers admitted washing dishes properly in the home. The use of clean dish towels was included in this small report. A similar proportion of urban mothers (8 per cent) and girls (12 per cent) made the same report.

The Relationships Area

Child discipline, interpersonal relationships and recreation in the family were considered in securing information about the families in the relationships area.

Children in both family groups, rural and urban, punished the children for disobedience, fighting, lying, and being disrespectful. Other punishable offenses were stealing, dancing and playing cards, spending money and being careless. A greater number of responses of mothers and homemaking girls in both groups of families revealed punishment for disobedience, fighting and lying than for any of the other offenses. A report of the responses of mothers and girls in terms of punishable offenses in the families is shown in Table XII.

Table XII. Offenses for which children in 25 rural and 25 urban families are punished.

Responses of 25 Urban and 25 Rural Girls and their Mothers									
Punishable Offenses	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls		
	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	
Disobedience	24	96	25	100	22	88	20	80	
Fighting	9	36	12	48	12	48	8	32	
Lying	4	16	6	24	4	16	3	12	
Stealing	4	16	0	0	3	12	0	0	
Being Disrespectful	2	8	4	16	0	0	3	12	
Dancing and Playing Cards	0	0	1	4	0	0	2	8	
Spending Money	2	8	0	0	0	0	0	0	
Being Careless	0	0	5	20	0	0	5	20	

Parents punished children in the families of the study by whipping, slapping, scolding, deprivation and by making them work. The greatest number of responses of rural mothers (84 per cent) indicated they used physical punishment more than any other. Making the children work was the next most frequently used method of punishment in the rural group. Fifty-two per cent of the responses of mothers revealed this practice. Deprivation was the most popular means of punishment used by urban mothers then whipping, followed by scolding. Eighty-eight, 48 and 44 per cent respectively of the responses of urban mothers indicated the use of these methods. A report of the ways in which children in the families were punished is shown in Table XIII.

Table XIII. Ways in which children in 25 rural and 25 urban families are punished.

Ways in Which Children were Punished	Responses of 25 Urban and 25 Rural Mothers			
	Urban Mothers		Rural Mothers	
	Number	Percent- age	Number	Percent- age
Whipping	12	48	21	84
Slapping	8	32	4	16
Pinching	1	4	0	0
Scolding	11	44	3	12
Deprivation	22	88	11	44
Making the children work	6	24	13	52

Working, being good, obedience, achievement, going to church and saving money represented the behaviors, reported by the girls and their mothers, which the parents rewarded with praise. In the rural families, mothers (72 per cent) and girls (80 per cent) reported that children were praised for working. More of the urban mothers (80 per cent) than urban girls (44 per cent) also mentioned this item. The rural group, mothers (52 per cent) and the girls (48 per cent) revealed being good as a behavior for which children in the family were praised. Being good was also a rewardable behavior in the urban families, according to 44 per cent of the girls and the mothers. The praise of children for obedience was reported by 64 per cent of the rural mothers and 36 per cent of the girls but none in the urban group responded in this manner. Rural mothers also reported praising the children for going to church. Responses of 40 per cent of the urban mothers and 16 per cent of the daughters indicated the practice of praising children for achievement. Rural girls (12 per cent) and the rural mothers (28 per cent) responded likewise. The behaviors for which the children in the 25 rural and 25 urban families are praised are shown in Table XIV.

Verbal compliments were used to praise children in

Table XIV. Behaviors for which children in 25 rural and 25 urban families are praised.

Behavior for Which Children were Praised	Responses of 25 Urban and 25 Rural Girls and their Mothers							
	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls	
	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age
Working	20	80	18	72	11	44	20	80
Being Good	11	44	13	52	11	44	12	48
Obedience	0	0	16	64	0	0	9	36
Achievement	10	40	7	28	4	16	3	12
Going to Church	0	0	9	36	0	0	0	0
Saving Money	0	0	2	8	0	0	0	0

both rural and urban families more than any other means of praise. In the urban families the second most frequently used method of praise was "giving something." This form of material reward was used by 48 per cent of the urban and 28 per cent of the rural mothers. Twenty-eight per cent of rural mothers used also some form of affectionate demonstration to praise the children. Table XV shows the proportions of mothers who employed these methods of praising children and other forms of praise that fewer parents admitted using.

Table XV. Forms of praise used in the 25 rural and 25 urban families.

Forms of Praise Used in the Families	Responses of 25 Urban and 25 Rural Mothers			
	Urban Mothers		Rural Mothers	
	Number	Percent- age	Number	Percent- age
Verbal Compliments	13	72	22	88
Material Rewards	12	48	7	28
Giving Money	3	12	3	12
Sending on a Trip	2	8	0	0
Sending a Girl to the Beauty Parlor	2	8	0	0
A form of Affection	3	12	7	28

The relationship between mother and daughters in the families, both rural and urban was one of trust and confidence.

Responses of 76 per cent of the rural and 72 per cent of the urban girls named the mother as the person these girls trusted, in whom they had confidence, and as the family member whose help and guidance they would seek if in trouble. A small proportion (8 per cent) of the rural girls reported an older sister, and one girl suggested a brother as the person in the family accepted as a confidant. Sixteen per cent of the urban girls reported they talked to no one when they were in trouble. Some of the girls in the rural (32 per cent) and urban (24 per cent) groups suggested the mother as the person in the family who knew what to do, and who knew what was right.

Responses related to family recreation and things the families do together revealed that 96 per cent of the rural and 68 per cent of the urban mothers believed going to church and worshipping together were important to their families. Sixty per cent of the rural and 16 per cent of the urban girls made the same report. Playing games together was mentioned by 72 per cent of the urban mothers, 32 per cent of their daughters and 68 per cent of the rural girls. Rural mothers (56 per cent) and the girls (16 per cent) reported working together. Going to town together was a form of togetherness mentioned by the rural group only, mothers

(20 per cent) and girls (40 per cent). Only the mothers, 68 per cent of the rural and 12 per cent of the urban, reported eating together in their families. Twenty-eight per cent of the urban girls and 12 per cent of the mothers indicated their families did nothing together. A similar report was made by 4 per cent of the rural mothers and girls (12 per cent). One urban and 3 rural girls did not respond to the question. A summary of activities shared by family members is reported in Table XVI.

Management and Acceptance of Home Responsibilities

Information about the subject was secured in two categories: sanitary practices in the home and decision-making in accepting and carrying out family responsibilities.

The majority of the rural (84 per cent) and the urban girls (80 per cent) reported learning to use sanitary practices in caring for the house. Sixty-four per cent of the urban girls but only 4 per cent of the rural group mentioned learning the use of disinfectants. A small group of urban girls, 12 per cent, reported they had learned nothing. One rural girl indicated that she had acquired more information about personal hygiene. The carry over of these learnings into the home was largely in care of the house

Table XVI. Activities shared by family members in 25 rural and 25 urban families.

Responses of 25 Urban and 25 Rural Mothers and Girls								
Things the Families Did Together	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls	
	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age
Go to Church and Worship	17	68	24	96	4	16	15	60
Play Games	18	72	0	0	8	32	17	68
Work	3	12	14	56	0	0	4	16
Pray	2	8	7	28	0	0	0	0
Eat	3	12	17	68	0	0	0	0
Go to Town	0	0	5	20	0	0	12	48
Nothing	3	12	1	4	7	28	3	12

among the rural families and the urban group. Thirty-six per cent of the urban mothers and 48 per cent of the girls reported this sanitary practice. The same activity was reported by 32 per cent of the rural girls and 52 per cent of the mothers. Urban families, both the mothers (40 per cent) and the daughters (60 per cent) made greater use of disinfectants in the homes than rural families. Only 12 per cent and 4 per cent of rural mothers and the girls respectively made this application in the home. The use of personal cleanliness and hygiene was mentioned by 28 per cent of the rural mothers, 12 per cent of the urban mothers and 8 per cent of the urban girls. Rural (72 per cent) and urban mothers (36 per cent) reported cleaner surroundings out-of-doors since the girls had been enrolled in homemaking. More orderliness in the house was mentioned by 48 per cent of the rural mothers but only 16 per cent of the rural girls and 4 per cent of the urban mothers reported this practice. That nothing about sanitation learned in homemaking was used at home because it was unsuitable was revealed by 28 per cent of the rural girls. On the other hand, another group of rural girls (12 per cent) and 32 per cent of the urban girls admitted using at home nearly everything learned at school about sanitation. These practices in sanitation used

by the families are reported in Table XVII.

Responses of 64 per cent of the urban mothers and 52 per cent of the rural mothers revealed that the children in the family were permitted to assist in decision-making. The majority of the urban mothers indicated that the children assisted with food purchases (64 per cent) and the purchase of furniture and furnishings for the house (60 per cent). Fifty-two per cent of the rural mothers also reported that the children helped to make decisions about the purchase of food and furnishings and furniture. Forty-eight per cent of the rural mothers mentioned planning and preparing meals. Other responsibilities with which rural children took a part in were buying their own clothing, taking care of the younger children and selecting a college. In their families, mothers reported the urban girls also were a part of decision-making in these responsibilities. Table XVIII shows the decisions with which rural and urban girls assisted.

The entire responsibility for some decision making in the family was reported by some girls in each group. Sixty per cent of the rural girls admitted full responsibility for making all decisions about the care of their own clothing and planning and preparation of meals. Making

Table XVII. Sanitation practices used in the homes of 25 rural and 25 urban families.

Responses of 25 Urban and 25 Rural Mothers and Girls								
Sanitation Practices Used in the Home	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls	
	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age	Num- ber	Percent- age
Keeping the House clean ^b	9	36	13	52	12	48	8	32
Using Disinfectants	10	40	3	12	15	60	1	4
Cleaning out-of-door Surroundings	9	36	18	72	0	0	0	0
Maintaining Personal Cleanliness and Hygiene	3	12	7	28	2	8	0	0
Maintaining Orderliness in the House	1	4	12	48	0	0	4	16

^b Such as sweeping, dusting, cleaning windows, etc.

File X

Decision

Response

Purchase

Purchase

Furniture

Furniture

Planning

Preparation

Selection

College

Purchase

Clothing

Learning

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Table XVIII. Decisions made by rural and urban girls as reported by mothers.

Decision-Making Responsibilities	Responses from 25 Urban and 25 Rural Mothers			
	Urban Mothers		Rural Mothers	
	Number	Percentage	Number	Percentage
Purchasing Food	16	64	13	52
Purchasing Furniture and Furnishings	15	60	13	52
Planning and Preparing Meals	3	12	12	48
Selecting a College	4	16	2	8
Purchasing own Clothing	4	16	7	28
Caring for younger Children	1	4	5	20

decisions about recreation was reported by 56 per cent of the rural girls. Thirty-six per cent of the group made decisions about the care of the younger children. Buying their own clothes and caring for their personal clothing was the full responsibility of 44 per cent of the urban girls. In this group 48 per cent of the girls reported that their's was the complete responsibility for decisions about preparing and planning meals. The responsibilities for which girls made all decisions are reported in Table XIX.

According to the mothers and the girls, the fathers in both rural and urban groups made decisions related to

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Table XIX. Decision-making responsibilities of 25 rural and 25 urban girls.

Decision-Making Responsibilities	Responses of 25 Urban and 25 Rural Girls			
	Urban Girls		Rural Girls	
	Number	Percentage	Number	Percentage
Caring for Personal Clothing	11	44	15	60
Choosing Recreation	0	0	14	56
Planning and Preparing Meals	12	48	15	60
Caring for Younger Children	0	0	9	36
Buying own Clothes	11	44	0	0

out-of-door work. This practice was reported by 84 per cent of the urban mothers and 68 per cent of the girls. Sixty-four per cent of the rural mothers and 72 per cent of the girls, likewise mentioned the same item. Of the urban girls, 48 per cent indicated the father's responsibility in making decisions about paying bills and disciplining the children. Twenty-eight per cent of these girls mentioned that the fathers in their families made no decisions while one girl said her father made all decisions. Twenty per cent of the urban mothers referred to the father as the one who made the big decisions. Rural girls (44 per cent) and the rural mothers (56 per cent) named the father as the decision-maker

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in matters related to the farm. In the rural families 12 per cent of the mothers reported that the fathers made the big decisions, one mother only mentioned disciplining of children. On the other hand, 16 per cent of the rural girls reported the father as the family member who made decisions about disciplining of children and 24 per cent mentioned paying of bills. The decisions made by the fathers in the families as reported by the mothers and the girls are reported in Table XX.

More of the urban mothers (56 per cent) and the girls (52 per cent) reported that mothers made decisions about preparing and serving meals than the rural girls (24 per cent) and their mothers (20 per cent). According to the responses of the rural (64 per cent) and urban (40 per cent) girls the mothers in the families made decisions relative to disciplining of children. Sixteen per cent of urban mothers and girls reported the making of all decisions as a responsibility of the mother; only 8 per cent of the urban girls made this report. Mothers, both rural (56 per cent) and urban (36 per cent) claimed to be the big decision-maker in the family. Girls in both groups, rural (20 per cent) and urban (44 per cent) named the mother as the person who made decisions pertaining to the food and clothing purchases in the family.

Table XX. Decisions made by the fathers in 25 rural and 25 urban families as reported by mothers and girls.

Responses of 25 Urban and 25 Rural Girls and Mothers									
Decision-Making Responsibilities	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls		
	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age	
Doing out-of-door work	21	84	16	64	17	68	18	72	
Disciplining of the Children	0	0	1	4	12	48	4	16	
Paying Bills	0	0	0	0	12	48	6	24	
Making all Decisions About the Farm	0	0	14	56	0	0	11	44	
Making Big Decisions	5	20	3	12	0	0	0	0	
Helping with all Decisions	6	24	3	12	3	12	0	0	
Making all Decisions	0	0	0	0	1	4	0	0	
Making no Decisions	0	0	0	0	7	28	0	0	

Decisions with reference to method of preparing food for meals were made by the mother according to 36 per cent of the urban girls and 20 per cent of the rural group. The girls, rural (56 per cent) and urban (8 per cent) also indicated that the mother made decisions about work assignments of children in the family. Finally, 12 per cent of the urban girls and 4 per cent of the rural students named the mother as the decision-maker for paying family bills. The responsibility of mothers in decision-making is shown in Table XXI.

Urban mothers (40 per cent) reported that they made big decisions together with the fathers. Only 16 per cent of the rural mothers reported this practice. Twenty-eight per cent of the urban girls but only 12 per cent of the rural girls indicated that the parents decided together about food and clothing purchases for the family. More of the mothers than girls, both rural (24 per cent) and urban (56 per cent) admitted this practice. Making decisions together on anything which involved the children was the pattern in the family as reported by 36 per cent of the urban girls, 28 per cent of the rural girls and 8 per cent of the urban and rural (20 per cent) mothers. Fathers and mothers made decisions about plans for family business as stated by 24 per cent of the rural and urban mothers. Responses of rural

Table XXI. Decisions made by 25 rural and 25 urban mothers in the families.

Responses of 25 Rural and 25 Urban Mothers and Girls								
Decision-Making Responsibilities	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls	
	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age
Preparing and Serving Meals	14	56	5	20	13	52	6	24
Disciplining of Children	0	0	0	0	10	40	16	64
Making all Decisions	4	16	0	0	4	16	2	8
Assigning the Work for the Children	0	0	0	0	2	8	14	56
Paying all Bills	0	0	0	0	3	12	1	4
Choosing Methods for Preparing Food	0	0	0	0	9	36	5	20
Making Food and Clothing Purchases	0	0	0	0	11	44	5	20
Making Big Decisions	9	36	14	56	0	0	0	0

(24 per cent) and urban (20 per cent) girls named paying all bills as a responsibility on which parents made decisions together. A few urban mothers (8 per cent), rural mothers (4 per cent) and the rural girls (4 per cent) reported that all decisions were made together by parents in the family. On the other hand, 20 per cent of the urban mothers and rural girls each reported no decisions made together in the family. Eight per cent of the urban girls and one rural mother responded likewise. Decisions made together by the mothers and fathers in the family are found in Table XXII.

What Pertinent Information About Family Food
Patterns, Relationships and Management of
Home Responsibilities was Secured from
Homemaking Teachers in the
Communities Involved?

Two major types of information came from homemaking teachers. It was important to discover the values that were basic in structuring the homemaking programs and the emphasis given to these values in teaching. Secondly, some ideas were pertinent in locating the values accepted by the families of girls enrolled in homemaking classes as observed by the homemaking teacher through home visits, conferences and other family contacts. The areas of food, relationships and management and acceptance of home responsibilities were used

Table XXII. Decisions made together by 25 rural parents and 25 urban parents in the families.

Responses of 25 Rural and 25 Urban Mothers and Girls									
Decision-Making Responsibilities	Urban Mothers		Rural Mothers		Urban Girls		Rural Girls		
	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age	Num-ber	Percent-age	
Purchasing of Food and Clothing for the Family	14	56	6	24	7	28	3	12	77
Paying all the Bills	0	0	0	0	5	20	6	24	
Planning for Family Business	6	24	6	24	0	0	0	0	
Making Big Decisions	10	40	4	16	0	0	0	0	
Making all Decisions	2	8	1	4	0	0	1	4	
Making Decisions Involving the Children	2	8	5	20	9	36	7	28	
Making no Decisions	5	20	1	4	2	8	5	20	

to obtain the information about values.

Values Basic in Program Building

Area of Food

Value statements submitted by 40 per cent of the homemaking teachers indicated that knowledge and health are important in the teaching of food consumption. Workmanship, play, health, security, knowledge and comfort were utilized in setting directions for planning and preparation. Fifty per cent of the group emphasized play; art (80 per cent), workmanship and security (70 per cent) and knowledge (60 per cent) were also emphasized. Health was given priority by teachers in planning for the foods area of study. In consumption, preparation and sanitation in handling of food, all teachers included learning experiences which emphasized the importance of the health value. Table XXIII shows the number of responses submitted by the homemaking teachers as they reported the values basic in program building and teaching the consumption, preparation and sanitary handling of food.

Area of Relationships

All homemaking teachers reported the importance placed on love in planning the program in child discipline. Sixty

Table XXII. Values basic to program planning in foods submitted by 10 homemaking teachers.

Values Submitted by Teachers Stated in Terms of Values Used in the Study	Value Statements Submitted By the 10 Homemaking Teachers	Responses of Home-making Teachers	
		Number	Percentage
Health	Consumption of food Using good eating habits Practicing regularity in eating meals Selecting food to consume for its nutritive value	10	100
	Planning and Preparation of Food Preserving nutrients in preparation	10	100
	Sanitary Practices in home . . Using proper and adequate dishwashing methods Using hot water Maintaining personal cleanliness	10	100
Knowledge	Consumption of food Stressing advantages and purposes of new foods in diet	4	40
	Planning and Preparation of food Using principles in planning and preparing meals	6	60

Security	Planning and Preparation of Food	7	70
	Observing variety in plan- ning and preparing meals from home-grown food		
	Using farm produce in plan- ning and preparing meals		
Art	Planning and Preparation of Food	8	80
	Considering color in plan- ning of meals		
Workmanship	Planning and Preparation of Food	7	70
	Using efficiency of time and energy in preparing meals		
	Using commercial mixes to save time and energy		
	Maintaining high standards		
Comfort	Planning and Preparation of Food	6	60
	Preparing palatable meals		
Play	Planning and Preparation of Food	5	50
	Preparing food for enter- taining and fun		

per cent of the teachers indicated consideration was given to comfort and ambition in planning work with children.

Security and religion were mentioned as values by 50 per cent and 30 per cent of the teachers, respectively, in building an effective program in interpersonal relationships. In planning the recreation phase of the relationships area, 70 per cent of the teachers mentioned the importance of play. The entire group agreed upon the value of workmanship in recreation and its contribution toward meaningful experiences for the students. A summary of the values utilized by teachers in planning the relationships area of the homemaking program is shown in Table XXIV.

Area of Management in Home Responsibilities

The responses of the teachers showed security, ambition, love, play, workmanship and knowledge to be basic values in program planning for the management area. All teachers placed emphasis upon security and workmanship in planning the instructional unit in management. Play, knowledge and comfort were each utilized by 40 per cent of the teaching group and 20 per cent considered love of sufficient importance to employ it in planning classroom experiences. One teacher only (10 per cent) gave any consideration to

Table XXIV. Values basic in program planning in relationships submitted by 10 homemaking teachers.

Values Submitted by Teachers Reported in Terms of Values Used in the Study	Value Statements Submitted By 10 Homemaking Teachers	Responses of 10 Homemaking Teachers	
		Number	Percentage
Ambition	Child Disciplining Taking advantage of opportunities for advancement	6	60
Love	Child Disciplining Using self-control Being respectful to parents and elderly family members	10	100
Comfort	Child Disciplining Being respectful to parents and elderly family members	6	60
Security	Interpersonal Relationships Applying democratic principles in relationships with family members and friends	5	50
Religion	Interpersonal Relationships Observing of moral codes in relationships with friends and family members	3	30

Play	Recreation	7	70
	Enjoying social activities with family members		
	Emphasizing the value of leisure and recreation		
Workmanship	Recreation	10	100
	Providing for effective, adequate and efficient use of leisure and recreation		

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ambition in planning the management program. All teachers indicated the importance of health as home responsibilities were considered. The responses from homemaking teachers are summarized in Table XXV.

Values Observed in the Families of
Homemaking Enrollees

Area of Foods

Ninety per cent of the teachers agreed that comfort as a value was accepted as important in the families observed. Teachers reported that food was consumed for its taste, appearance or smell rather than for the nutritive value. Families tended to consume the type of food that had been eaten through the years and they adhered to old established patterns of food consumption. New foods and new methods in preparation were not readily accepted by the families.

Area of Relationships

Love as a value highly accepted and of special importance in the families was observed by all teachers. Play, ambition, art and security were values also discovered by teachers to be of importance in the families of girls enrolled in homemaking classes. Fifty per cent of the teachers mentioned play and 30 per cent art and ambition each.

Table XXV. Values basic in program planning in management submitted by 10 home-making teachers.

Values Submitted by Teachers Stated in Terms of Values Used in the Study	Value Statements Submitted By 10 Homemaking Teachers	Responses of 10 Homemaking Teachers	
		Number	Percentage
Security	Decision Making	10	100
	Making wise decisions when distinguishing between wants and needs		
	Making wise decisions in relation to spending		
	Reading and studying labels as a basis for wise deci- sions in making purchases		
Ambition	Decision Making	1	10
	Making wise decisions in relation to sacrificing for attainment of goals		
Love	Decision Making	2	20
	Considering all family members in making decisions		
Play	Decision Making	4	40
	Including and considering all family members when planning for leisure and fun		

Comfort	Decision Making	4	40
	Considering feelings and desires of all family members when making own decisions		
Knowledge	Decision Making	4	40
	Making wise decisions in buying		
Workmanship	Decision Making	10	100
	Using proper tools when working		
	Considering standards of work, efficiency and minimum labor in decision making		
Health	Sanitation Practices	10	100
	Using sanitation in all aspects of daily living in the family		
	Using personal cleanliness		
	Using sanitation and cleanliness in handling food		

Teachers found that the families, through patterns of church attendance, worship and lip service to rigid morals, placed emphasis on religions. The acceptance of security as a value was observed in the desire of families to progress, to "get somewhere," to "get ahead" and to accumulate material wealth.

Management in Home Responsibilities

Health, workmanship and comfort were mentioned by the homemaking teachers as those values families considered important in management. Although the acceptance of health was reported by 70 per cent of the teachers the limited effort on the part of families to preserve and maintain health was obvious. Comfort was mentioned by 60 per cent of the teachers to be a value of strong importance in the families. Teachers observed this value in practices of purchasing furnishings and furniture above the financial budget of the families. Table XXVI shows the values accepted by families of girls enrolled in homemaking and the importance attached to these values.

A comparison of the responses of homemaking teachers observing values accepted as important in the families of homemaking enrollees is shown in Figure 1.

Table XXVI. Values observed in the homes of families by 10 homemaking teachers.

Values Observed by Home- making Teachers Stated in Terms of Values Used in the Study	Values Reported by 10 Homemaking Teachers as Those Observed in the Homes of Families	Responses of 10 Homemaking Teachers	
		Number	Percentage
Comfort	Foods Consuming of food for taste or looks rather than for the health value	9	90
	Management of Home Responsi- bilities Purchasing furniture above financial means	6	60
	Having the house "furnished off" well		
Tradition	Foods Adhering to old food habits Avoiding new foods Avoiding new methods of pre- paring food	8	80
Love	Relationships Showing love and respect for parents Showing and expressing con- fidence in the mother	10	100

Religion	Relationships	10	100
	Devoting time to church attendance, worship and prayer		
Play	Relationships	5	50
	Enjoying fun with the family		
Ambition	Relationships	3	30
	Selection a vocation in which one is interested		
	Emphasizing holding a job		
Art	Relationships	3	30
	Stressing attractiveness, beauty, personal appearance in girls		
Health	Relationship	7	70
	Accepting health and cleanliness in terms of their understanding and interpretation		
Security	Relationships	6	60
	Emphasizing progress, happiness, saving money and accumulation of material wealth		
Workmanship	Relationships	2	20
	Stressing the importance of doing a job well and working to the best of one's ability		

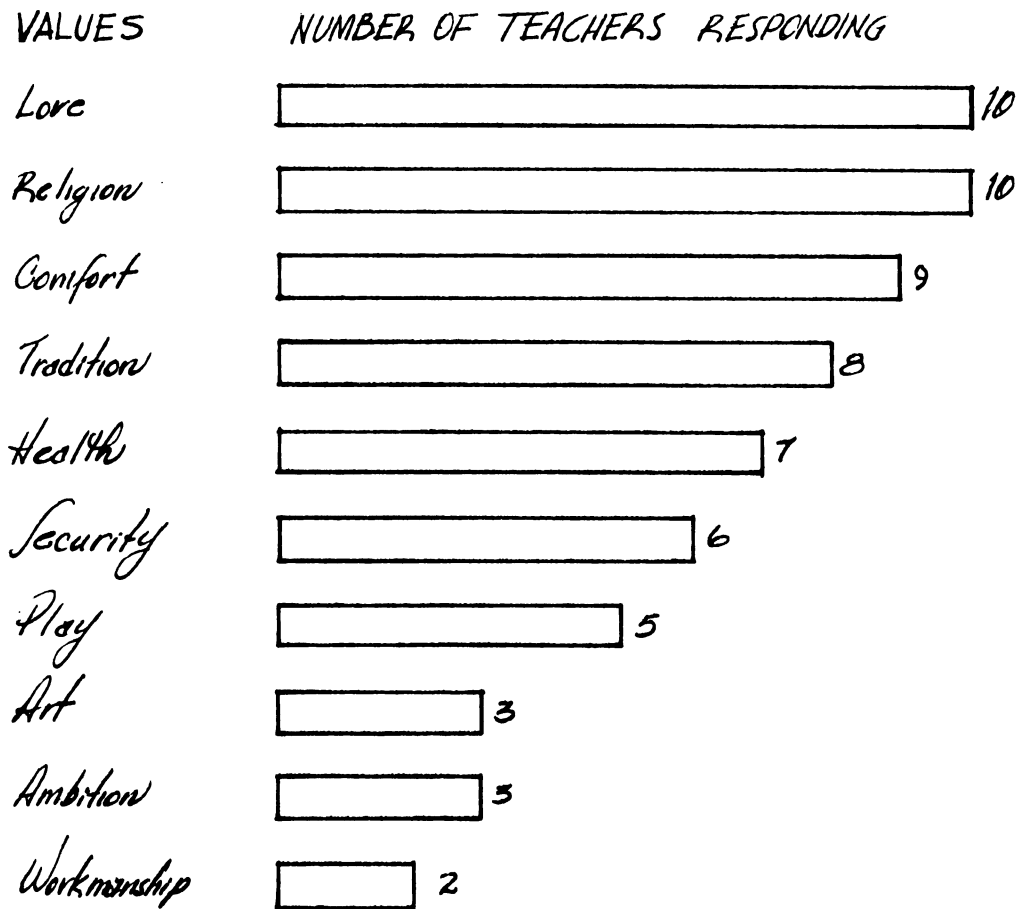


Figure 1. Relative importance of values observed in the families of girls enrolled in homemaking by 10 homemaking teachers.

Rank Order of Values by Homemaking Teachers

As a final step in the consideration of values in curriculum building, the teachers were asked to give a numerical rank of importance to the several values selected as directives in the present study. Because directions for ranking values were not properly carried out, 2 of the 20 check lists had to be discarded.

Foods Area

In terms of importance in the foods area, the largest proportion of the 18 teachers placed first, second and third rank on health, workmanship and art, respectively. Fifteen or 83.33 per cent considered the value health first in importance, half of the group suggested workmanship for second place and art was ranked third by 6 teachers (33.33 per cent). The rank placed on each value and the number and percentage of teachers giving the rank is shown in Table XXVII.

Relationships Area

Love was the value that 14 teachers (77.77 per cent) agreed was first in importance in the relationships area. Six of the 18 teachers (33.33 per cent) gave precedence to religion for first place. Health was considered second in

Table XXVII. Responses of 18 homemaking teachers indicating the number and percentage of the group who gave a specific rank of importance to each of the 11 values in terms of the foods area.

N = Number
% = Percentage

Values of the Study Ranked by Teachers	Responses of 18 Teachers Ranking Values									
	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	%	N	%	N	%	N	%	N	%
Ambition	0-	0.00	2-	11.11	2-	11.11	0-	0.00	4-	22.22
Art	1-	5.55	3-	16.66	6-	33.33	0-	0.00	2-	11.11
Comfort	2-	11.11	1-	5.55	2-	11.11	4-	22.22	2-	11.11
Health	15-	83.33	3-	16.66	0-	0.00	0-	0.00	0-	0.00
Know- ledge	1-	5.55	5-	27.77	4-	22.22	3-	16.66	3-	16.66
Love	0-	0.00	1-	5.55	0-	0.00	0-	0.00	0-	0.00
Play	0-	0.00	0-	0.00	0-	0.00	1-	5.55	1-	5.55
Religion	2-	11.11	0-	0.00	1-	5.55	0-	0.00	1-	5.55
Security	0-	0.00	2-	11.11	2-	11.11	3-	16.66	1-	5.55
Tradition	0-	0.00	1-	5.55	0-	0.00	3-	16.66	2-	11.11
Workman- ship	0-	0.00	9-	50.0	2-	11.11	3-	16.66	1-	5.55

Rank 6		Rank 7		Rank 8		Rank 9		Rank 10		Rank 11	
N	%	N	%	N	%	N	%	N	%	N	%
3-	16.66	1-	5.55	2-	11.11	0-	0.00	2-	11.11	1-	5.55
0-	0.00	1-	5.55	1-	5.55	0-	0.00	0-	0.00	0-	0.00
2-	11.11	1-	5.55	0-	0.00	1-	5.55	1-	5.55	0-	0.00
0-	0.00	0-	0.00	0-	0.00	0-	0.00	0-	0.00	0-	0.00
0-	0.00	0-	0.00	0-	0.00	0-	0.00	0-	0.00	0-	0.00
3-	16.66	3-	16.66	2-	11.11	2-	11.11	5-	27.77	2-	11.11
1-	5.55	3-	16.66	0-	0.00	4-	22.22	2-	11.11	0-	0.00
1-	5.55	0-	0.00	2-	11.11	2-	11.11	3-	16.66	3-	16.66
1-	5.55	2-	11.11	2-	11.11	3-	16.66	1-	5.55	0-	0.00
3-	16.66	3-	16.66	2-	11.11	1-	5.55	1-	5.55	2-	11.11
1-	5.55	1-	5.55	1-	5.55	0-	0.00	0-	0.00	0-	0.00

building the relationships program by 38.88 per cent of the teachers and 27.77 per cent submitted security for third rank. Knowledge was also suggested as third in importance by 22.22 per cent of the teachers. The number and per cent of teachers who gave a specific rank to the several values selected for the study in terms of relationships are reported in Table XXVIII.

Management in Home Responsibilities

Ranking of values in terms of importance in the management area was not identified with the same consistency found in that of foods and family relationships. Comfort, health and workmanship received equal proportions of responses (22.22 per cent) of teachers for first rank in the management area. For the second rank, 44.44 per cent of the teachers suggested health, 22.22 per cent mentioned ambition and 16.16 per cent of the group were in favor of knowledge. Knowledge and love were selected for rank three by 22.22 per cent of the teachers. Other values reported by teachers as important for third rank in the management area were health, security, ambition, art, comfort and tradition. Table XXIX shows the number and per cent of responses of teachers as they ranked the 11 values in terms of the relative importance in the management area of the homemaking program.

Table XXVIII. Responses of 18 homemaking teachers indicating the relative importance of 11 values in the relationships area of the homemaking program.

N = Number
P = Percentage

Values of the Study Ranked by Teachers	Responses of 18 Teachers Ranking Values									
	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	%	N	%	N	%	N	%	N	%
Ambition	0-	0.00	3-	16.66	1-	5.55	2-	11.11	2-	11.11
Art	0-	0.00	1-	5.55	2-	11.11	2-	11.11	2-	11.11
Comfort	1-	5.55	3-	16.66	2-	11.11	1-	5.55	1-	5.55
Health	5-	27.77	7-	38.88	2-	11.11	2-	11.11	2-	11.11
Know- ledge	2-	11.11	1-	5.55	4-	22.22	3-	16.66	2-	11.11
Love	14-	77.77	2-	11.11	1-	5.55	1-	5.55	1-	5.55
Play	1-	5.55	1-	5.55	1-	5.55	1-	5.55	2-	11.11
Religion	6-	33.33	4-	22.22	2-	11.11	1-	5.55	1-	5.55
Security	4-	22.22	3-	16.66	5-	27.77	4-	22.22	0-	0.00
Tradition	0-	0.00	1-	5.55	3-	16.66	1-	5.55	4-	22.22
Workman- ship	0-	0.00	0-	0.00	3-	16.66	1-	5.55	0-	0.00

Table XXIX. Responses of 18 homemaking teachers indicating the relative importance of 11 values in the management area of the homemaking program.

N = Number
P = Percentage

Values of the Study Ranked by Teachers	Responses of 18 Homemaking Teachers Ranking Values									
	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	%	N	%	N	%	N	%	N	%
Ambition	1-	5.55	4-	22.22	1-	5.55	2-	11.11	2-	11.11
Art	3-	16.66	2-	11.11	1-	5.55	1-	5.55	0-	0.00
Comfort	4-	22.22	1-	5.55	1-	5.55	2-	16.66	7-	38.88
Health	4-	22.22	8-	44.44	3-	16.66	1-	5.55	0-	0.00
Know- ledge	1-	5.55	3-	16.66	4-	22.22	2-	11.11	2-	11.11
Love	2-	11.11	3-	16.66	4-	22.22	3-	16.66	0-	0.00
Play	0-	0.00	2-	11.11	0-	0.00	1-	5.55	1-	0.00
Religion	2-	11.11	1-	5.55	0-	0.00	3-	16.66	1-	5.55
Security	1-	5.55	3-	16.66	2-	11.11	2-	11.11	2-	11.11
Tradition	0-	0.00	0-	0.09	1-	5.55	1-	5.55	2-	11.11
Workman- ship	4-	22.22	3-	16.66	0-	0.00	2-	11.11	2-	11.11

Rank 6		Rank 7		Rank 8		Rank 9		Rank 10		Rank 11	
N	%	N	%	N	%	N	%	N	%	N	%
2-	11.11	1-	5.55	1-	5.55	3-	16.66	2-	11.11	0-	0.00
1-	5.55	1-	5.55	1-	5.55	2-	11.11	0-	0.00	2-	11.11
0-	0.00	1-	5.55	1-	5.55	0-	0.00	1-	5.55	0-	0.00
0-	0.00	0-	0.00	0-	0.00	0-	0.00	2-	11.11	0-	0.00
1-	5.55	2-	11.11	1-	5.55	1-	5.55	1-	5.55	0-	0.00
0-	0.00	1-	5.55	1-	5.55	0-	0.00	0-	0.00	0-	0.00
1-	5.55	0-	0.00	2-	11.11	0-	0.00	4-	22.22	4-	22.22
0-	0.00	1-	5.55	1-	5.55	2-	11.11	1-	5.55	2-	11.11
4-	22.22	0-	0.00	0-	0.00	1-	5.55	0-	0.00	0-	0.00
5-	27.77	3-	16.66	4-	22.22	1-	5.55	0-	0.00	1-	5.55
2-	11.11	2-	11.11	0-	0.00	1-	5.55	0-	0.00	1-	5.55

What Pertinent Information About Family Food
Patterns, Relationships and Management in
Home Responsibilities Was Secured
From Teacher Educators?

A jury of experts composed of state administrators in home economics and agricultural education were asked to submit values they believed were important and should be emphasized in each of the three selected areas of the homemaking program in Alabama. The educators responded to values of Parker and others selected inasmuch as these were the guide lines in the present study.

Foods Area of the Study

All experts suggested the value health throughout the teaching program in the area of foods. Security, workmanship and art were also maintained as directives in planning the foods program. Security and knowledge were mentioned by all experts and workmanship and art by 40 per cent of the group. Twenty per cent of the educators reported that the values love, play and comfort were important and should be considered in planning the teaching program in foods in Alabama. The value statements received from the leaders in the foods area and the values by Parker and other values selected for the study suggested by these statements are reported in Table XXX.

Table XXX. Values suggested by 5 experts as important in planning the teaching program in the foods area.

Values Submitted by Experts Reported in Terms of Values Used In the Study	Value Statements Submitted by 5 Experts	Responses of Experts
		Number Percentage
Health	Consumption of Foods	5 100
	Developing good eating habits	
	Practicing regularity in consuming meals	
	Using variety of food consumption	
	Eating well balanced meals	
	Developing wholesome attitudes about food	
	Planning and Preparation of Foods . . .	5 100
	Preserving nutrients in preparation of foods	
	Applying principles of nutrition in planning meals	
	Sanitary Practices in Handling Food . .	5 100
	Using hot water in dishwashing	
	Practicing personal cleanliness in food preparation	
	Applying sanitation principles in food preparation	

Knowledge	Consumption of Food	5	100
	Knowing the food nutrients in relationships to body needs		
	Planning and Preparation of Food . . .	5	100
	Knowing the various methods of preparing food		
Security	Consumption of Food	1	20
	Using farm produce as a source of basic food		
	Planning and Preparation of Food . . .	5	100
	Workable budgets for food expenditures		
Workmanship	Planning and Preparation of Food . . .	2	40
	Considering the quality of the end product in food preparation in relation to cost, time and effort involved.		
Comfort	Planning and Preparation of Food . . .	1	20
	Striving for palatability in food preparation		
Art	Planning and Preparation of Food . . .	2	40
	Being aware of attractiveness and beauty in planning and preparing food		
Play	Planning and Preparation of Food . . .	1	20
	Having fun and recreation in planning and preparing food		
Love	Planning and Preparation of Food . . .	1	20
	Cooperating with family members when preparing meals		

Relationships Area of the Study

In the relationships area the entire group of homemaking administrators suggested that the program reflect the values of comfort, love, security, ambition, workmanship, health and play. Sixty per cent agreed to the importance of religion in planning the relationships area of study. Forty per cent suggested knowledge and ambition as values in building the homemaking program in the relationships area of the study. The values experts submitted as those which should be emphasized in the relationships program in homemaking are shown in Table XXXI.

Management Area of the Study

Educators in homemaking considered management an important and essential area in the homemaking program. All experts in the field urged that the values love, security, comfort, health, workmanship and play need emphasis in program planning for management. Eighty per cent of the leaders suggested the necessity of giving attention to ambition and knowledge. The values reported by the experts in the management area and the nature of the experiences guiding these values are reported in Table XXXII.

Table XXXI. Values suggested by 5 experts as important in planning the teaching program in the relationships area.

Values Submitted by Experts Reported in Terms of Values Used In the Study	Value Statements Submitted by 5 Experts	Responses of 5 Experts	
		Number	Percentage
Love	Child Discipline Encouraging self control in children Considering all family members by children Respecting parents and elderly family members by children	5	100
	Interpersonal Relationships Having faith and confidence in family members as a policy Working out family differences together Respecting privacy and individual rights	5	100
Religion	Child Discipline Practicing honesty and ethical principles by children	3	60
	Interpersonal Relationships Observing high moral and acceptable behavior to all family members	2	40
Ambition	Child Discipline Being ambitious and progressive	2	40
	Interpersonal Relationships Working toward the achievement of the potential of all family members Cooperating with family for attainment of goals of each family member	5	100

Health	Interpersonal Relationships	5	100
	Using personal cleanliness and hygiene in day-to-day contacts		
	Recreation	3	60
	Observing health principles in recre- ational activities		
Workmanship	Recreation	5	100
	Efficiency in use of time and effort in planning for fun and leisure		
Security	Child Discipline	5	100
	Feeling secure and a part of the family by all children and other members of the family		
Comfort	Interpersonal Relationships	5	100
	Maintaining confidence in all family members		
	Believing in the worth and dignity of all family members		
Knowledge	Interpersonal Relationships	2	40
	Using adequately one's acquired knowledge		
Play	Recreation	5	100
	Using leisure wisely by all family members		
	Sharing fun within the family circle		

Table XXXII. Values suggested by 5 experts as important in planning the teaching program in the management area.

Values Submitted by Experts Reported in Terms of Values Used In the Study	Value Statements Submitted by 5 Experts	Responses of 5 Experts	
		Number	Percentage
Security	Decision Making Being careful to consider all family members in distinguishing between wants and needs	5	100
	Sanitation Practices in the Home . . . Using appropriate sanitation practices on a limited income	4	80
Workmanship	Decision Making Being efficient in making decisions in relation to assuming responsibilities in the home Cultivating a desire for maximum use of human resources	5	100
	Sanitation Practices in the Home . . . Using efficiency in the performance of home responsibilities, and in pro- duction in relation to health	5	100
Ambition	Decision Making Observing responsibilities in the home as a means to achievement of family well being	4	80

Comfort 5 100

Decision Making
 Being aware of inconveniences upon others
 when making own decisions
 Considering the family income, budget and
 needs in making own decisions

Knowledge 4 80

Sanitary Practices in the Home
 Knowing and using principles of sani-
 tation in house care and cleaning

Love 5 100

Decision Making
 Considering all family members when
 making decisions for execution of
 family responsibilities
 Respecting others during group decision-
 making

Abiding willingly by the decisions of
 the group

Planning with the family group on important
 decisions

Sharing own ideas in a wholesome manner in
 group decision-making

Sharing responsibilities of the home by
 all family members

Health 5 100

Sanitation Practices in the Home

Being consistent and thorough in using

sanitation practices in relation to

garbage and sewerage disposal

Practicing personal cleanliness

Controlling household insects and pests

Being interested in the physical well being

which motivates the desire to use

sanitary practices

Play 5 100

Decision Making

Planning recreation activities to include

the whole family

Are There Common Elements or Differences in Values
and Practices Expressed by the Students and
Mothers, Homemaking Teachers and Leaders
in Teacher Education?

The responses of students and mothers in the areas of food, relationships and management and acceptance of home responsibilities have been used to determine the values held by the respondents. The method described in the chapter on procedures and techniques has been used in inferring values from the responses.

Family Food Patterns

In responses from the foods area of the study, comfort, health, knowledge, love, security, tradition and workmanship were revealed as values accepted by the families.

Comfort

Responses mentioning the consumption of food for its looks, smell, or taste provided bases for inferring the value comfort. The acceptance of this value was found in responses of 88 per cent of the urban mothers and 90 per cent of the rural parents. Thirty-two per cent of the rural and urban girls also held this value as important.

Health

Expressions which revealed an interest in consuming food that was needed by the body and methods of preparing food the "healthy way" or to preserve nutrients were made by 16 per cent of the rural and urban mothers each. The girls showed a greater interest in health than the mothers. Fifty-two per cent of the rural girls and 40 per cent of the urban group of students made similar types of statements.

Knowledge

Mothers and students seemed concerned about more "reading information" about food, "more books on food," "knowledge about planning whole meals, not just sweet or fancy food," and the need for "more time to plan so as to complete what we start." Some girls reported the desire for lively interesting classes instead of the "same old dull ones." Responses of 68 per cent of the rural mothers, 56 per cent of the urban parents and rural girls, with approximately half of the urban girls (48 per cent) supplied the type of information accepted for inferring knowledge in the foods area.

Love

Rural mothers gave more information from which love was inferred than any of the other informants. The desire to eat together as a family, to prepare food liked by the whole family and particularly the elderly family members and statements about "enjoying meals when all of us are at the table together," were made by 68 per cent of these parents. Only 28 per cent of the urban mothers and rural girls, and 32 per cent of the urban girls made these types of responses.

Security

Rural mothers were very expressive in their concern for limiting expenses, avoiding expensive food and using food from the garden or the farm in order to "keep down expenses." Eighty per cent of these mothers responded in such a manner. Statements of the girls, rural and urban, indicated no great interest in security as a value in this area. Thirty-six per cent of the urban girls, and 44 per cent of those of the urban mothers made reference to this value. Eight per cent of the rural girls supplied information from which the value security in the foods area could be inferred.

Tradition

The tendency among the families to avoid new foods and methods of food preparation and to adhere to old established customs and practices in relation to food, its consumption and preparation, was observed in all groups. In the urban sample 60 per cent of the mothers and 52 per cent of the girls showed reluctance to change. Rural mothers (84 per cent) revealed the greatest tendency toward a desire to resist change. Of the rural girls 60 per cent also followed this practice. Tradition apparently was held as an important value in the families of the study.

Workmanship

Only 16 per cent of the urban girls and 32 per cent of the rural students responded with information in the foods area from which workmanship was inferred. Reference to more accuracy, higher quality of finished products and more efficient use of time and effort which had been the result of using measuring devices, recipes, commercial mixes and quick, easy methods showed an interest in this value. Eight per cent of the rural mothers and 12 per cent of the urban mothers also revealed this type of concern.

Relationships

Ambition, art, comfort, knowledge, love, play, religion, security, tradition and workmanship were values evident in the responses of girls and parents in the relationships area.

Ambition

Praising children for achievement, work and an interest in education or formal training were accepted as evidences of an acceptance of the value ambition. This type of report was made by 80 per cent of the rural and 92 per cent of the urban mothers. Responses of 72 per cent of the rural and 52 per cent of the urban girls were also of such a nature that ambition seemed a major value in their daily living.

Art

It was the responses of the mothers which revealed an interest in attractiveness and personal appearance of the girls and a concern for their "looking pretty." None of the girls made statements which expressed an acceptance of this value and only 4 per cent of the rural and 8 per cent of the urban mothers showed this interest.

Comfort

Comfort was an important value for the families of this study. The infliction of pain and discomfort as punishment, affection and verbal compliments as praise and a concern for "looks" in personal appearance revealed an interest in the sensuous aspects of living. In the relationships area, 80 per cent of the urban and 88 per cent of the rural girls reported such information. Ninety-six per cent of the urban mothers and all rural mothers likewise revealed the same concern for this value.

Knowledge

Girls and their parents were not strikingly concerned about knowledge as a value in relationships. Responses from which this value was inferred came from 32 per cent of the rural girls, 16 per cent of the rural mothers, 24 per cent of the urban girls and 12 per cent of the parents in the urban sample. Girls who accepted this value expressed an interest in confiding in their mothers because of the mothers' knowledge of what to do and how to do things. Mothers revealed an interest in knowledge through the pattern of permitting the girls to apply in the home the experience they had learned in homemaking classes because the girls "knew how it should be done."

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Love

Confiding in a mother because "she is my mother," "because she is kind and understanding," and expressions which revealed pleasure in family togetherness were accepted as evidences of interest in love. Ninety-six per cent of the rural mothers and 68 per cent of the urban mothers revealed the acceptance of this value in the family group. Seventy-six per cent of the rural girls and of the urban girls, 72 per cent, also showed similar concern.

Play

The various forms of recreation and togetherness enjoyed by families gave proof of their attitude toward play. The importance of this value was reported in the responses of all rural mothers and 76 per cent of the urban parents. The girls were not as responsive as the mothers. Similar types of statements were made by 68 per cent of the rural girls and but 52 per cent of the girls in the urban families.

Religion

Religion was an important value in the lives of all rural mothers. The acceptance of this value was revealed through patterns of worship, prayer, church attendance and expressions related to morals and belief in God. Seventy-six

per cent of the urban mothers, 68 per cent of the rural girls, but only 16 per cent of the urban girls manifested an acceptance of this value.

Security

The greatest concern for security in the family was reported by both rural (84 per cent) and urban (72 per cent) girls. The girls revealed this value through their desire for belongingness in their families and wholesome relationships with family members. Mothers showed little concern for this type of security. Thirty per cent of the rural and 12 per cent of the urban parents showed an acceptance of the value security by praising children for saving money, giving them money as a means of praise and punishing them for spending money.

Tradition

Adherence to the use of physical forms of punishment such as whipping and slapping and the high incidence of this practice for disobedience served as bases for the inference of tradition as a major value in the families. All rural mothers and 96 per cent of the urban parents exhibited an acceptance of this value. Tradition was not as important to the girls as it was in the lives of the mothers. Twenty-four

per cent of the rural girls and 20 per cent of the urban students reported consulting the mother for certain problems "just because we always do," or "because she is my mother." These expressions also showed a reluctance to change and were therefore utilized to infer the value tradition.

Workmanship

Evidence of praise for doing a job well or "good" and encouragement to do one's best, contained in responses of 20 per cent of the rural parents and girls showed an acceptance of the value workmanship. Twelve per cent of the urban mothers and a small proportion (8 per cent) of the urban girls also gave the same type of information from which this value was inferred.

Management of Home Responsibilities

In the management of home responsibilities area, six values were important to the families. These values were love, security, knowledge, tradition, workmanship and health.

Love

It was in the responses from the decision-making category that the value love was inferred. Where children were permitted to make some of their own personal decisions,

to share with the parents in making decisions and parents made decisions together, those practices were accepted as indicative of love. Information from the urban, 52 per cent, and 56 per cent of the rural mothers showed this pattern. The value was also obvious in 48 per cent of the responses of urban girls and 60 per cent of the rural students.

Security

The making of financial decisions together, using cleaning agents that were economical, and planning family business together were evident in the responses of 84 per cent of the rural girls and 64 per cent of the urban home-making students. This information led to the inference of security as a value in the management area. All mothers both rural and urban also accepted this value.

Knowledge

Urban mothers were not too concerned about knowledge in the management area, but responses of rural mothers indicated considerable acceptance of the value. The observance of knowledge as a value in the families was received in information showing that children were permitted to assist in making decisions because they had "learned about those things at school," or because "they know more about it than I do."

Eighty-four per cent of the mothers in the rural group but only 16 per cent of the girls of these mothers reported the acceptance of this value. In the urban sample, 48 per cent of the mothers and the same proportion of urban girls (16 per cent) as rural responded to knowledge in the management area.

Tradition

Somewhat similar proportions of mothers, both rural (56 per cent) and urban (36 per cent) and the girls gave responses which revealed the tendency toward traditional practices in management. Where mothers made the big decisions or the important decisions, this pattern was received as an acceptance of tradition in these families. Forty per cent of the urban girls and a larger proportion of the rural students (64 per cent) reported information from which tradition was inferred in the management area.

Workmanship

More mothers than the girls in either rural or urban groups accepted workmanship, through their interest in efficiency in the performance of home responsibilities. Seventy-two per cent of the rural and 64 per cent of the urban

mothers revealed the importance of this value in their families. An appreciation and a desire for the satisfactions of workmanship were reported also by 48 per cent of the rural girls and 44 per cent of the urban girls.

Health

The responses which showed an acceptance of health as a value in the management area were related to the practices in sanitation used by the families. Forty per cent of the rural mothers and 52 per cent of the urban mothers showed the acceptance of health as a value. Acceptance of this value was shown also by 32 per cent of the urban girls and 50 per cent of the rural students.

Play

When families enjoyed working and doing together the responsibilities in the home, the value play was inferred in regard to management. This acceptance of play was revealed by 84 per cent of the rural mothers, 48 per cent of the urban mothers, 60 per cent of the rural girls and 36 per cent of the urban girls.

The responses in each area from which the values were inferred are contained in the Appendix.

Values in Terms of the Three
Areas of Homemaking

Values in terms of the three areas of the study have been inferred from the responses of the girls and their parents. The values submitted by homemaking teachers as basic to program planning in homemaking education and those suggested by experts as important and should be emphasized in building the curriculum have been reported. Common agreement and acceptance were found among the responses as to the importance of some values and disagreement and rejection of others.

No value was accepted by all responses of each group; In certain areas of the study comfort, health, knowledge, love, play, religion, security, tradition and workmanship were agreed upon as major values in homemaking by all members of one or more groups and by fewer portions of other groups.

Comfort

Comfort was accepted as a major value in foods, relationships and management. The acceptance was greatest in the area of relationships. All experts, rural mothers and nearly all urban mothers (96 per cent) considered the value an important one in the relationships area. Also in agreement with the effectiveness of comfort in studying relationships were 88 per cent of the rural girls and 80 per cent of the

urban. The entire jury of experts suggested emphasizing this value in the management of home responsibilities. Only 60 per cent of the teachers responded to comfort in the relationships and foods areas each, and 40 per cent in the management area. It was the rural (90 per cent) and urban mothers (88 per cent) who were concerned with comfort in the foods area of homemaking. Less than one-third of the rural and urban girls, also the experts, accepted comfort as effective in planning for this area of homemaking.

Health

The acceptance of health in developing the homemaking program was greatest in the management area. All homemaking teachers and experts, 60 per cent of the rural girls and 40 per cent of the mothers reported the importance of health in this area of homemaking. Fifty-two per cent of the urban mothers and 32 per cent of the girls also accepted this value in the same area. Only the experts (100 per cent) placed importance on health in the area of relationships. All teachers, the entire jury of experts, 52 per cent of the rural girls and 40 per cent of the urban students agreed upon health as a major value in foods. A very small group (16 per cent) of mothers, rural and urban reported health as an important value for families in studying foods.

Knowledge

In the area of foods, more than other areas, knowledge was more highly accepted as an important value in planning the homemaking program. All members of the jury of experts, 60 per cent of the homemaking teachers, and 56 per cent of the urban mothers and rural girls agreed upon the importance of the value in this area. The degree of acceptance of knowledge in management was not strikingly different from that of the area of foods. Eighty per cent of the experts, 40 per cent of the teachers, 84 per cent of the rural mothers and 48 per cent of the urban mothers suggested this value as an essential guide in studying management of home responsibilities. A small number of girls (16 per cent) rural and urban indicated the same acceptance. Less than a third of all groups except the jury of experts (40 per cent), and none of the homemaking teachers appeared to consider knowledge a major value in planning for relationships in the homemaking program.

Love

The greatest acceptance of love for planning the program in homemaking education was in the relationships area. All homemaking teachers, experts, almost all rural parents (96 per cent) and 76 per cent of the urban mothers

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emphasized the utilization of this value in the area of relationships. In planning for management all experts but only 20 per cent of the teachers considered love of major importance. Of the rural families, 56 per cent of the mothers and 60 per cent of the girls accepted love as a value. Likewise, 52 per cent of the urban mothers and 48 per cent of the students reported the same acceptance of the value in planning experiences for the management area. Experts were not very strong (20 per cent) in their agreement upon the importance of love in planning the foods program in homemaking and none of the teachers considered this value as a major one for the area. Except for the acceptance of love by 68 per cent of the rural mothers, less than one-third of the urban mothers and both groups of girls recognized this value in the area of foods.

Play

All experts and the entire group of rural mothers accepted play as a value of major importance for planning the relationships program in homemaking education. The greatest degree of acceptance was found in this area. Also reporting play as a major value in the area of relationships were 70 per cent of the teachers and 68 per cent of the rural girls. Seventy-six and 52 per cent of the urban

mothers and the girls, respectively, likewise accepted this value. In the management area, as with relationships, the jury of experts (100 per cent) and rural mothers (84 per cent) showed the strongest acceptance of play. Also emphasizing play as a major value in this area of the homemaking program were 68 per cent of the rural girls, 76 per cent of the urban mothers and 52 per cent of the urban girls. Only 40 per cent of the homemaking teachers suggested utilizing play in planning for management. In the foods area of homemaking, acceptance of this value was reported by half of the teaching group (50 per cent) and 20 per cent of the experts.

Religion

Acceptance of religion was found in one area only. The group of experts, all rural mothers and 68 per cent of the rural girls emphasized this value as one of importance in the area of relationships. Of the urban mothers, 76 per cent, 16 per cent of the urban girls and 30 per cent of the homemaking teachers also accepted religion as a major value in planning a relationships program in homemaking education.

Security

Security was more highly accepted for planning management experiences in homemaking than for foods or relationships.

For this area the value was considered important by all experts, teachers, rural and urban mothers and 84 and 64 per cent of the rural and urban girls, respectively. The entire group of experts, 50 per cent of the teachers and the rural (84 per cent) and urban (72 per cent) girls accepted security as a major value in the area of relationships. Very small numbers of rural (30 per cent) and urban (12 per cent) mothers made the same report. In the area of foods, the jury of experts, 70 per cent of the teachers, 80 per cent of the rural mothers and 44 per cent of the urban mothers accepted security as a directive in program planning for homemaking.

Tradition

Tradition was accepted as a major value in foods, relationships and management. Only the mothers and girls revealed this information. The greatest degree of acceptance was by the mothers in the relationships area. All rural mothers and nearly all (96 per cent) of the urban parents considered this value important in the relationships area of homemaking. Less than a fourth of the rural (24 per cent) and the urban (20 per cent) girls reported the same acceptance. In the foods area 84 per cent of the rural mothers, 60 per

cent of the rural girls and urban mothers, and 52 per cent of the urban girls considered tradition an important directive in program planning. Rural mothers (56 per cent) and the daughters (64 per cent) showed a greater acceptance of this value in the management area of homemaking than the urban group. Only 36 per cent of these mothers and 40 per cent of the girls emphasized this value in selecting learning experiences for that area of homemaking education.

Workmanship

All members of the teaching and experts groups accepted workmanship as an important value in program planning for the relationships and management areas of the homemaking program. The greatest acceptance was in the management area. Seventy-two per cent of the rural mothers, 48 per cent of the girls, 64 per cent of the urban mothers and 44 per cent of the urban girls agreed upon the importance of workmanship in planning for this area. Extremely small proportions of the urban girls (8 per cent) and mothers (12 per cent) showed the tendency to consider workmanship in developing the relationships program and only 20 per cent of the rural mothers and the girls indicated an acceptance. Forty per cent of the experts and 70 per cent of the teachers suggested

the value as a major guide in planning for food experiences. Except for 32 per cent of the rural girls, a very small number of rural mothers (8 per cent), urban mothers (12 per cent) or the girls (16 per cent) agreed upon workmanship as one of the major values in planning for the foods program in homemaking education.

Values which were accepted by all responses of one or more groups in each area are shown in Figures 2, 3, and 4.

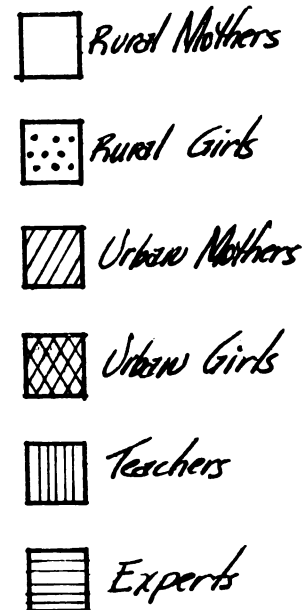
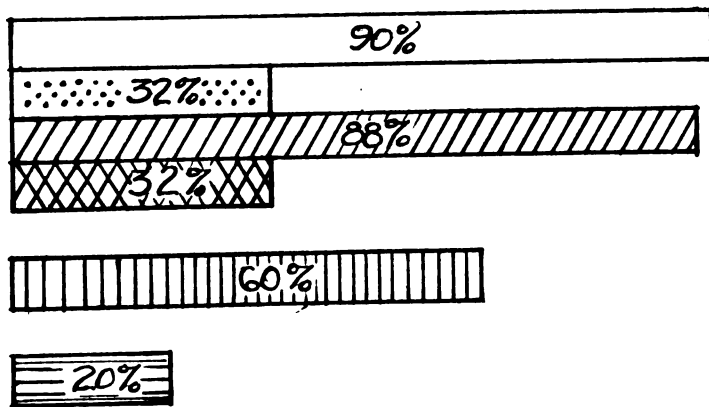
Some values failed to be accepted by an entire group in any area of the study. A few other values were rejected by all responses in one or more areas.

None of the groups accepted ambition and art as major values in any area of homemaking education. In one or more areas ambition, art, comfort, health, love, knowledge, play, religion and tradition were rejected by all responses.

Ambition

The greatest degree of acceptance of ambition was in the area of relationships. Ninety-two per cent of the urban mothers, 80 per cent of the rural and 72 and 52 per cent of the rural and urban girls each reported the value as a major value in this area. The experts (40 per cent) and teachers (60 per cent) also made such a report. In the area of foods

COMFORT



HEALTH

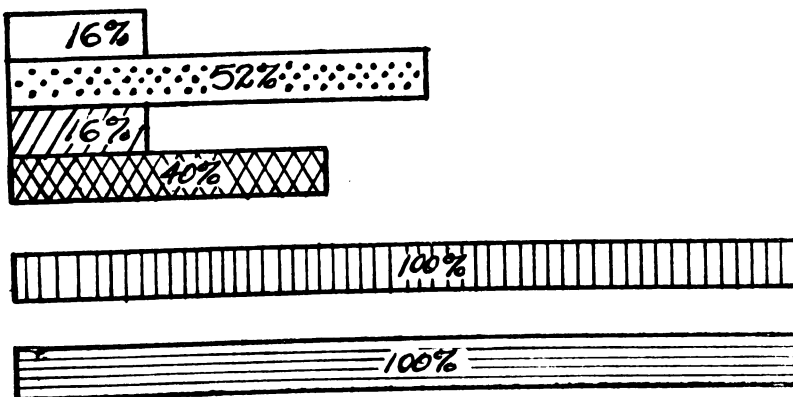
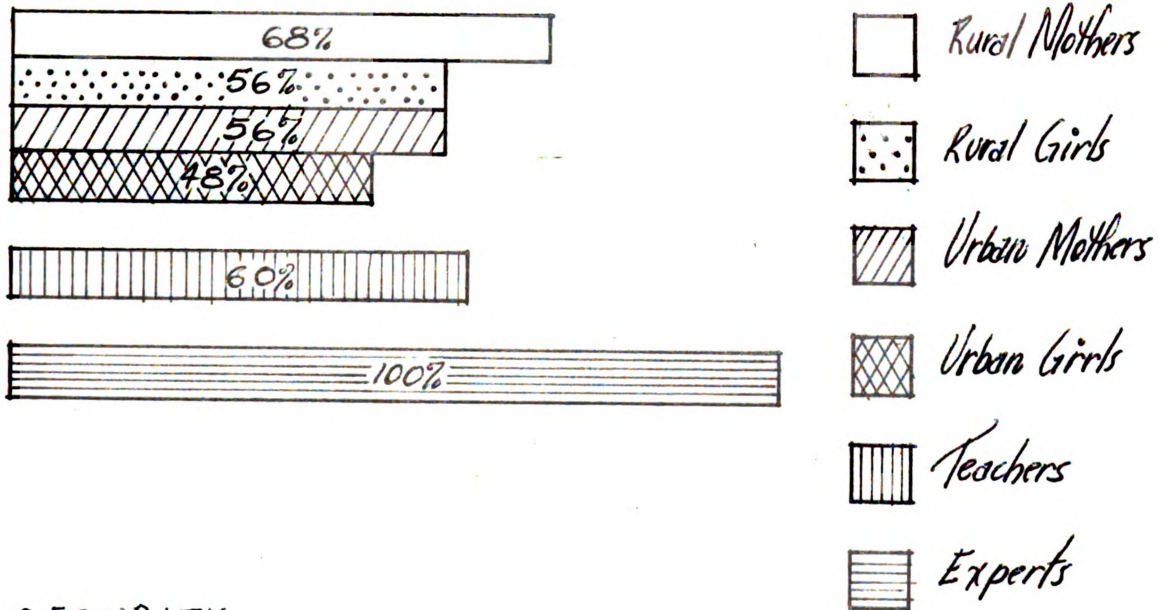
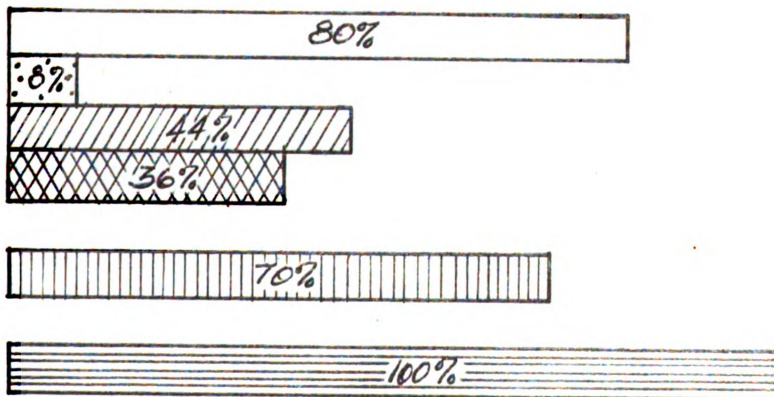


Figure 2. Relative importance of certain values based on the percentage of free responses made by various groups in the foods area.

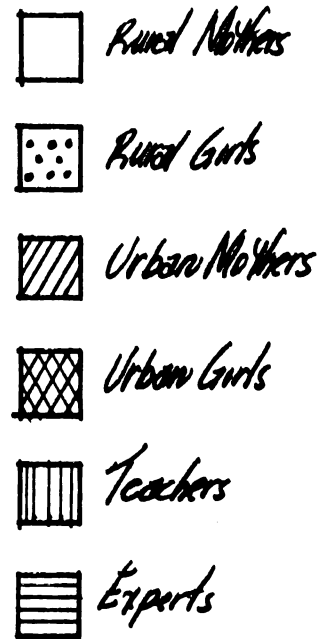
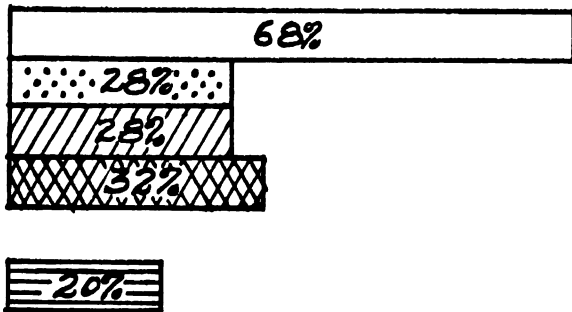
KNOWLEDGE



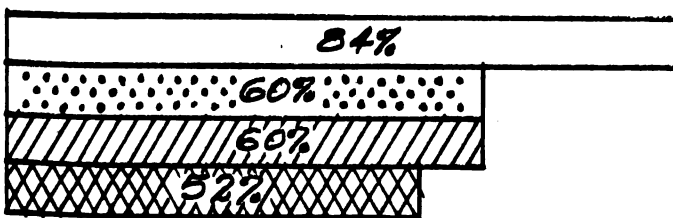
SECURITY

Figure 2. Continued.

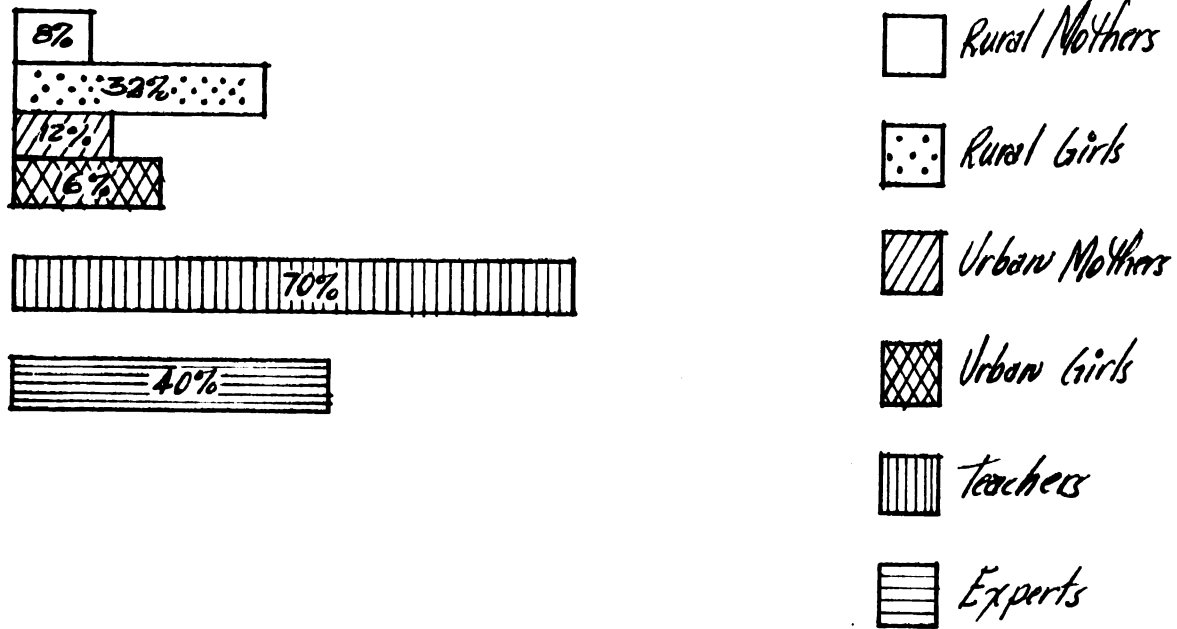
LOVE



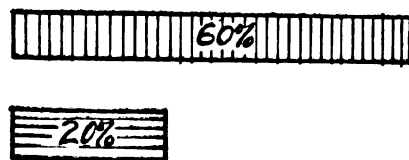
TRADITION

Figure 2. Continued.

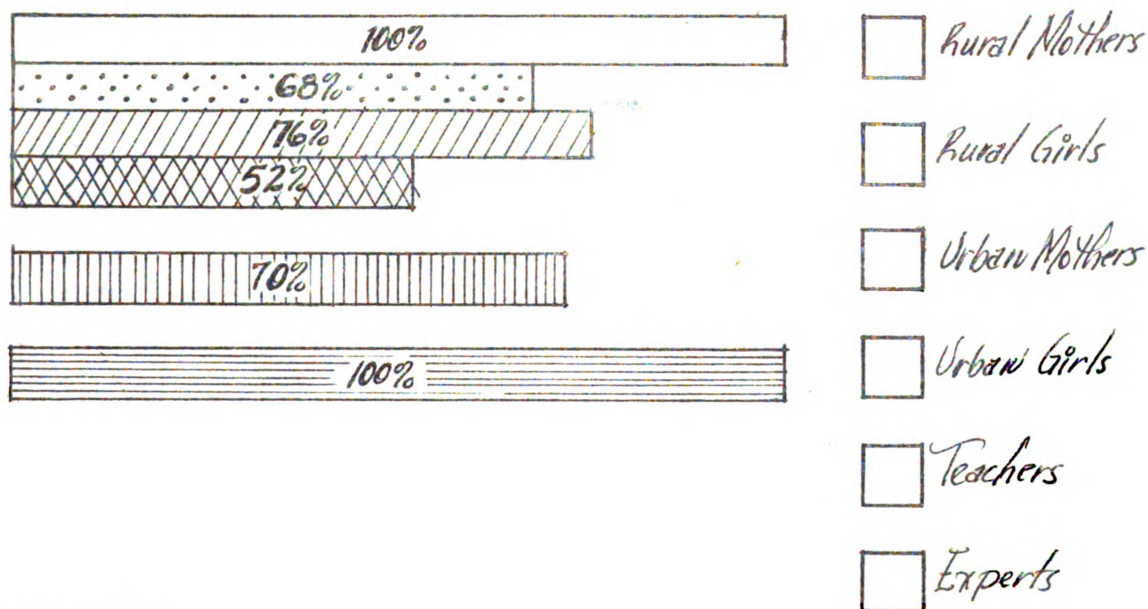
WORKMANSHIP



PLAY

Figure 2. Continued.

PLAY



RELIGION

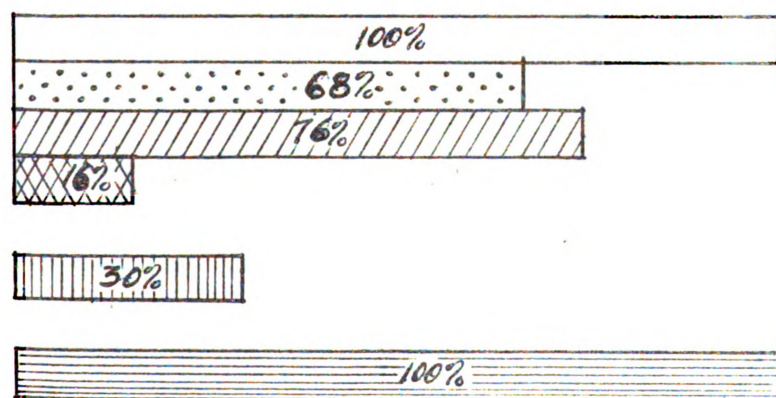
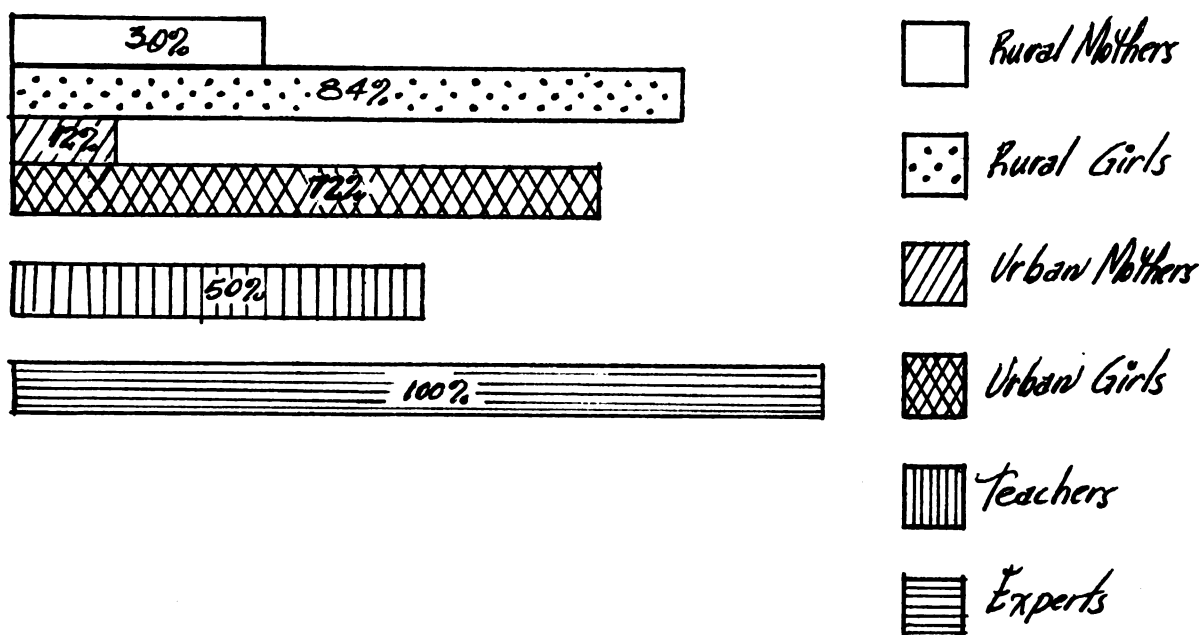
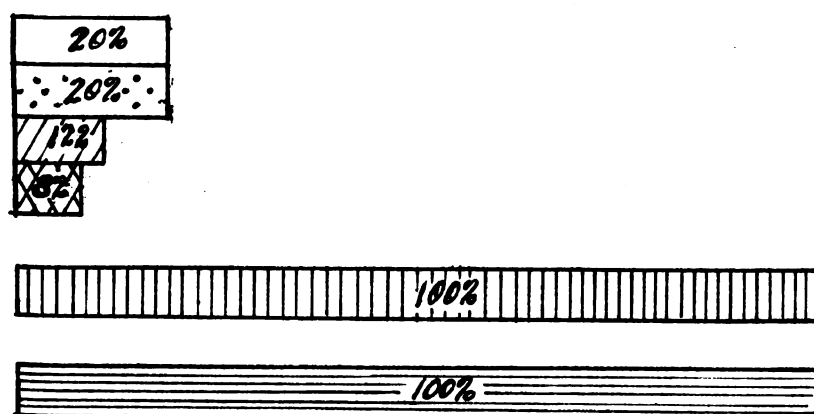


Figure 3. Relative importance of values based on the percentage of free responses made by various groups in the relationships area.

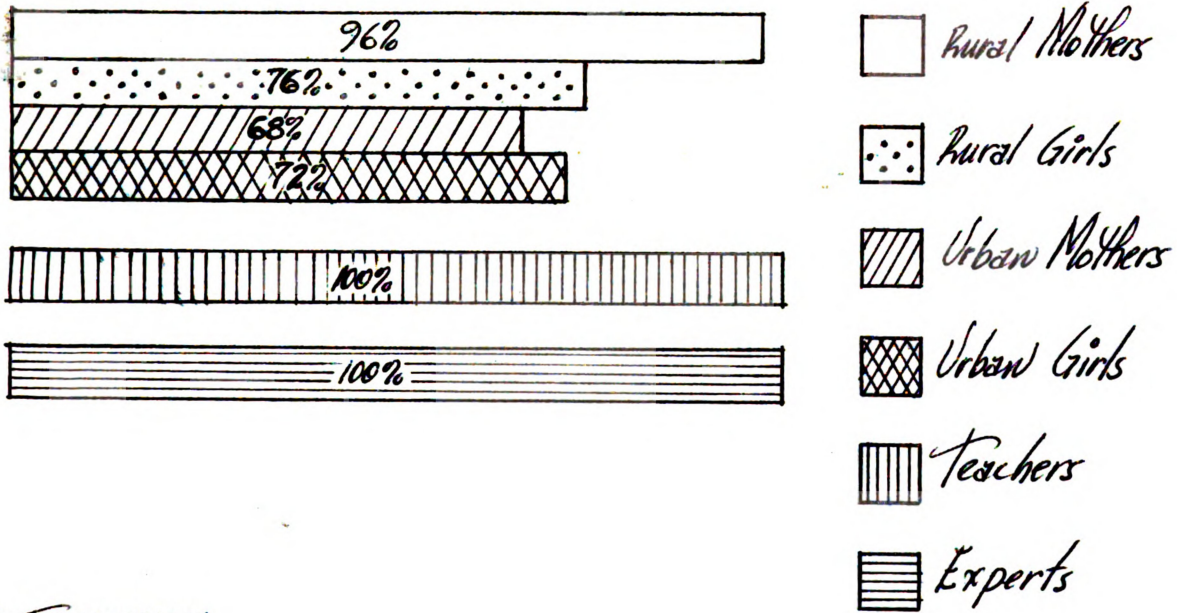
SECURITY



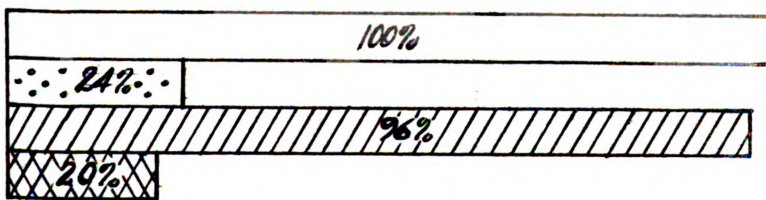
WORKMANSHIP

Figure 3. Continued.

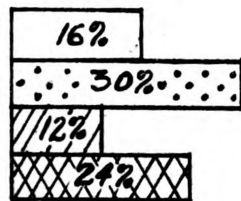
LOVE



TRADITION

Figure 3. Continued.

KNOWLEDGE



Rural Mothers

Rural Girls

Urban Mothers

Urban Girls

Teachers

Experts

HEALTH



COMFORT

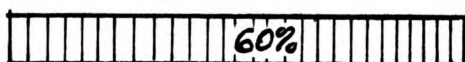
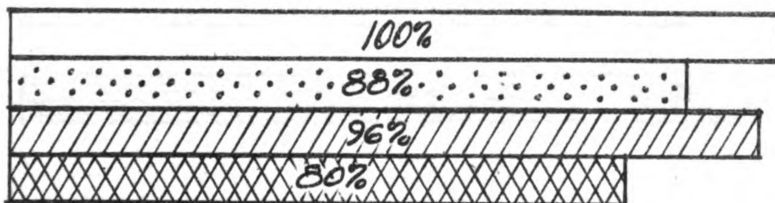


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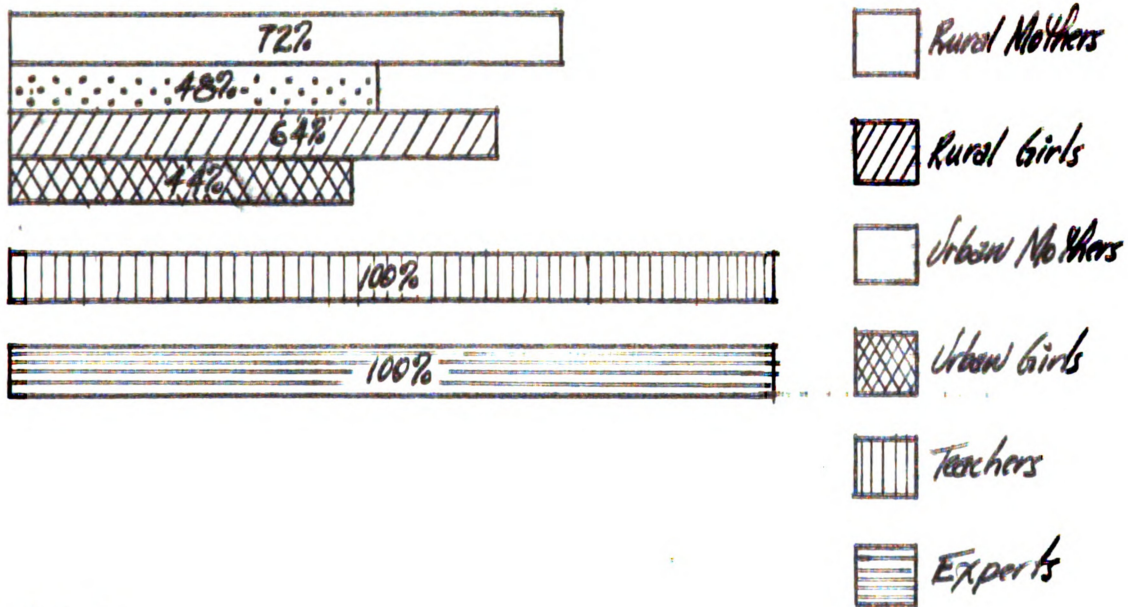
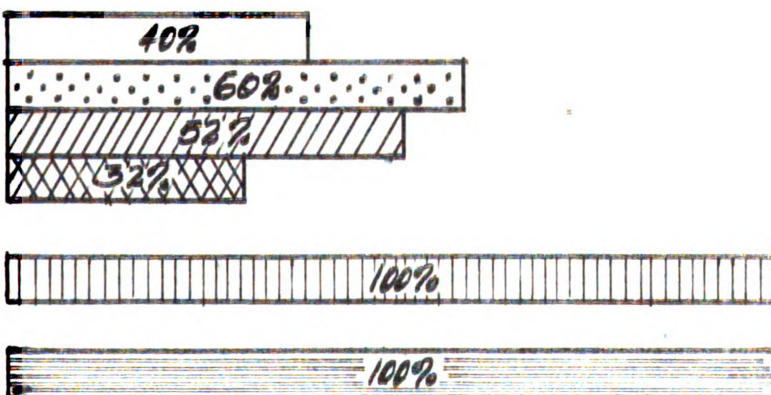
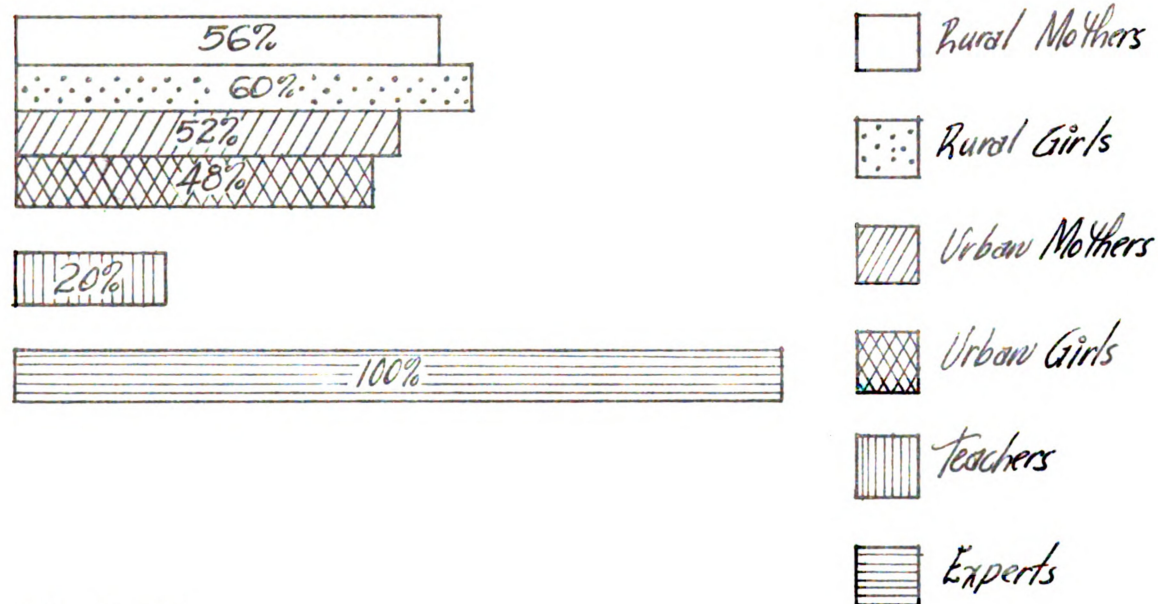
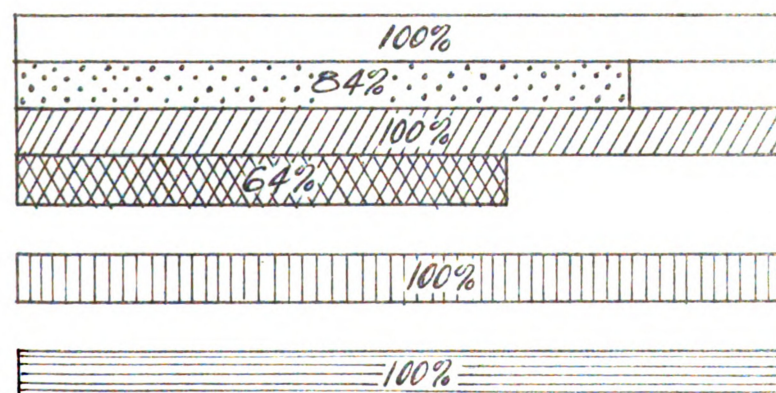
WORKMANSHIP**HEALTH**

Figure 4. Relative importance of certain values based on the percentage of free responses made by various groups in the management area.

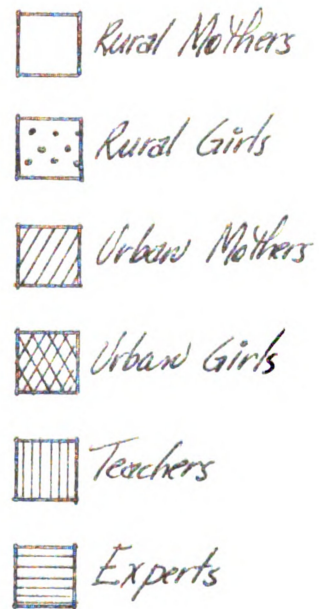
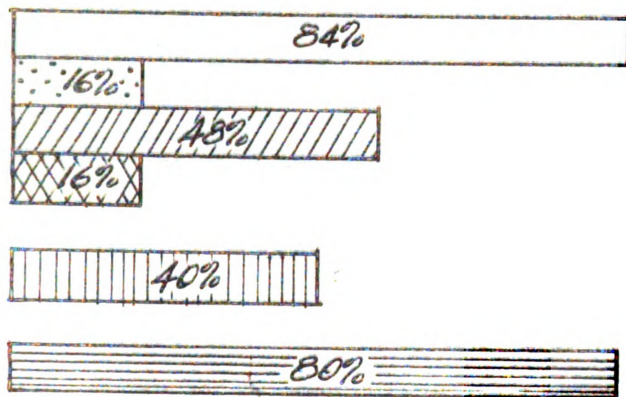
LOVE



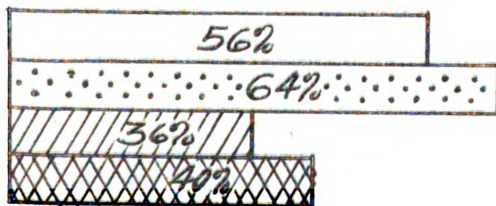
SECURITY

Figure 4. Continued.

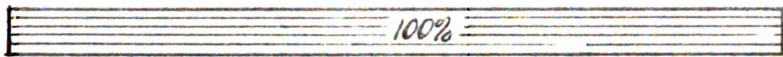
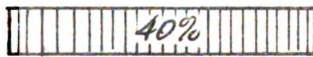
KNOWLEDGE



TRADITION

Figure 4. Continued.

COMFORT



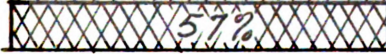
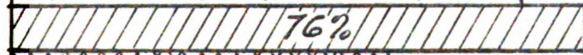
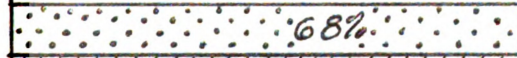
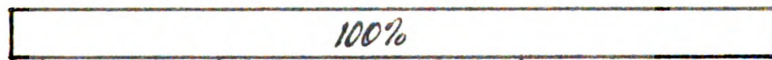
Rural Mothers

Rural Girls

Urban Mothers

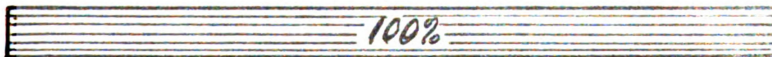
Urban Girls

PLAY



Teachers

Experts

Figure 4. Continued.

the experts only (40 per cent) indicated an acceptance of ambition while 80 per cent of this group and 10 per cent of the homemaking teachers suggested the value as a major one for planning in the management area.

Art

The acceptance of the value art in planning experiences for homemaking education was reported by 40 per cent of the experts and 80 per cent of the homemaking teachers in the area of foods and in the relationships area by 4 and 8 per cent of the rural and urban mothers, respectively.

Comfort

No report of comfort as a value of importance in the management of home responsibilities was indicated by rural or urban mothers and the girls.

Health

The girls in both the rural and urban groups and the mothers of the girls failed to accept health as a major value in the relationships area. Also rejecting this value in the same area were the homemaking teachers.

Knowledge and Love

Homemaking teachers did not indicate the acceptance

of knowledge as an important value in planning experiences in the area of relationships nor love in the foods area of homemaking education.

Play

Rural nor urban families considered play an important value in planning the foods program in homemaking.

Religion

The rejection of religion as an effective directive in planning for foods and management was indicated in the responses of all groups.

Tradition

Teachers and experts did not consider tradition as important as a value for use in developing a homemaking program in any area included in this study.

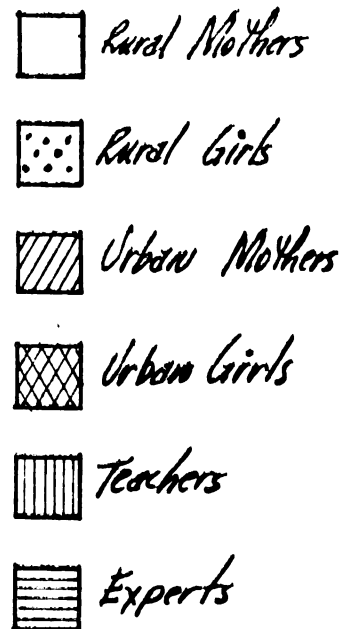
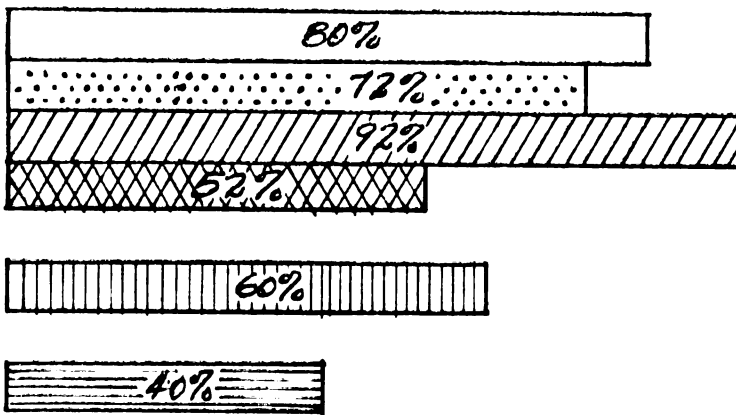
The relative importance of ambition and art, the only values which were not accepted as a major value by all members of any group, as inferred from free responses of the various groups, is shown in Figure 5.

AMBITION

Foods Area



Relationship Area



Management Area

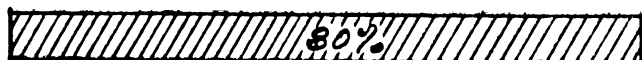


Figure 5. Relative importance of certain values based on the percentage of free responses made by various groups in the foods relationships and management areas.

ART

Foods Area



Relationship Area



Rural Mothers

Rural Girls

Urban Mothers

Urban Girls

Teachers

Experts

Figure 5. Continued.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND IMPLICATIONS

FOR FURTHER RESEARCH

The purpose of this chapter is to summarize the information secured from rural and urban girls enrolled in homemaking classes, the mothers of these girls, homemaking teachers and experts in the field of teacher education.

The data obtained were concerned with the following:

(1) values accepted and observed in the homes of rural and urban Negro families in Alabama, (2) values emphasized by homemaking teachers in the teaching programs and (3) values suggested by experts in the field of home economics as important and should be included in the homemaking program.

The information will be useful to curriculum planners in designing the homemaking program for this population and other groups with characteristics and living patterns similar to the group investigated.

Data were collected from 25 rural and 25 urban Negro girls enrolled in homemaking classes in Alabama and the mothers of these girls, 30 homemaking teachers currently

teaching homemaking in the state and a jury of 5 experts. All members of the jury of experts held administrative positions, at the state level, in the fields of home economics or agriculture. The questionnaire, focused interview and the check list were used to obtain data. Analysis of the responses from all samples were made by using frequency count, percentage and rank order.

Summary of the Findings

The following information concerning the 50 Negro families was obtained:

1. The rural girls enrolled in homemaking classes were slightly younger than urban students. Girls in the urban group ranged from 15 to 17 years of age; from 13 to 19 was the age range of rural girls. The majority of the girls in each group were in some position between the youngest and oldest in the family.
2. Families of the rural group were somewhat larger than those of the urban. The homes of urban families tended to be smaller than those of rural and the girls in each group shared bedrooms with from one to six other persons..
3. Rural girls ate meals with more regularity than the urban and did not follow the pattern of skipping breakfast as the urban group.

4. Application in the home of "healthy methods" of preparing food that had been learned in homemaking classes was made by a greater proportion of rural than urban girls. "Healthy methods" referred to any method which conserved food nutrients. Quick, easy methods of food preparation had a greater influence in the urban homes than in the rural families. The greatest influence homemaking had had on the food consumption habits of the families, both rural and urban, was in the use of desserts or sweets, yeast breads and rolls.

5. The carry over into the home of the sanitary practices of handling food that had been learned in classroom experiences was not striking in urban nor rural families. Families tended to adhere to old dish washing and other sanitary practices. Sanitation in keeping the house clean was reported by larger proportions of both rural and urban families. Urban families admitted the use of more disinfectants than the rural groups.

6. Children in the rural and urban families exhibited particular respect for the mother. Disobedience was a great offense in the families of the study. Fighting and lying also brought punishment. More of the rural families employed physical punishment when reprimanding children, such as whipping, while deprivation was used in the urban

homes. More of the rural than urban families used work as a form of punishment. Rural families, likewise, praised children for working.

7. Rural girls assumed more full responsibility for decision-making while the urban girls were permitted to assist. In the rural families more of the big decisions were made by mothers; urban parents made more decisions together than the rural mothers and fathers.

8. In relation to food patterns, comfort, knowledge, tradition and security were important values in the homes of both groups of families. Mothers placed more emphasis on these values than girls. Rural mothers were more concerned than the urban parents with knowledge, security, love and tradition.

9. In the relationships area, ambition, comfort, love, play, religion and tradition constituted values of extreme importance. Rural mothers, more than the girls or urban mothers, highly accepted religion, love and play. Mothers in both groups placed special emphasis on tradition.

10. Security was a value of much concern to all family members in terms of management. Love, tradition, workmanship and health also were values accepted by the families in the management and acceptance of home responsibilities.

Differences between rural and urban families in the acceptance of these three values were very slight.

11. When homemaking teachers observed the living patterns of the families of the girls in the homemaking classes, they found love, religion, comfort, tradition, health and security to be the most important values accepted in the home.

12. The majority of the homemaking teachers emphasized health, art, workmanship, comfort and security in planning homemaking programs in the foods area.

13. As directives for planning work in relationships, most teachers utilized love, comfort, play and workmanship,

14. In the management area of homemaking, security, workmanship and health were guiding factors used by homemaking teachers in designing the homemaking curriculum.

15. Experts in the field of home economics suggested the use of health, knowledge and security in making plans for the foods program. Some in the group suggested art and workmanship.

16. For important values in formulating the relationships area of the homemaking curriculum teacher educators suggested emphasizing love, religion, security, comfort, ambition and play.

17. Love, comfort, security, workmanship and health were

important values in management according to all administrators. A large proportion of the group suggested ambition and knowledge.

18. When homemaking teachers were asked to rank the values used in the study in terms of their importance for the homemaking program, almost all teachers gave first rank to health in the area of foods. Most teachers placed love first in the relationships area. Religion was also suggested for first place by several teachers. Wide disagreement was revealed among homemaking teachers toward the value which should receive first rank in the management area. Comfort, health, and workmanship were suggested by equal numbers of teachers.

19. This study was guided by the hypothesis that: the values emphasized in homemaking classes at the secondary level are in conflict with those accepted in the homes of families for whom the curriculums are designed. This hypothesis has been supported by the following findings:

(a) Rural and urban families highly value comfort, tradition, security and knowledge in the foods area. The emphasis placed on these values in guiding the teaching program does not utilize these values effectively in motivating families toward maximum development. Teachers highly valued health and art

in foods but only a portion of the teachers emphasized security, workmanship and comfort.

(b) Ambition, comfort, love, play, religion are values that guide the living patterns of rural and urban families in Alabama in the relationships area of living. Teachers utilize love, comfort and workmanship. The aspects of these values used by teachers are not effectively handled in the teaching program related to relationships.

(c) In the management area of daily living, the greatest proportion of teachers placed value on security, workmanship, love and tradition. Although teachers also highly valued security and workmanship, value statements of teachers did not show that they utilized these values in effectively organizing experiences to assist in desirable development of students.

(d) The facts revealed by the exploration of living patterns of rural and urban families of the girls enrolled in homemaking and the values submitted by homemaking teachers as those emphasized in their teaching program show a lack of adequate use of facts about girls and families. It has been revealed that

the values emphasized by homemaking teachers and those accepted in the homes of the families are common in some areas. While this agreement is desirable the presentation of experiences utilized to direct pupils in the acceptance of these values are often lacking in appeal, interest of the pupils and in effective motivation. As a result, there is very little carry over to the homes. Real experiencing must be emphasized in teaching if carry over is to be made possible for all students.

Recommendations

1. The findings in this study revealed longer periods of enrollment in homemaking among rural girls than among urban. It seems wise for homemaking teachers to examine course content in an effort to offer students the most helpful experiences in the average length of time that is spent in homemaking classes.

2. Although rural homes were found to be slightly larger than urban homes, it was discovered that the majority of the girls in homemaking share bedrooms at home with from 1 to 6 other persons. This information has meaning for program

planning in relationships and housing. It would seem desirable for teachers to give attention to the human element involved in sharing sleeping rooms with other family members. Some emphasis in housing, home improvement or management planning might need to be placed on desirable physical adjustments and arrangements in the rooms where such sharing is necessary.

3. Rural families were larger than urban families and the children were slightly younger in these families. This information should be utilized by teachers in homemaking in planning course content for practically all areas of home-making. Meal planning and preparation for large families might be given preference over the small family meal planning experiences. Classroom experiences or home experiences with goals centered around large families in small homes might be helpful to homemaking girls and their families. Such information has implications for program planning in management in clothing and the maximum use of time, facilities and efforts in these homes. Experiences in wise expenditure of the clothing dollar, utilization of the same clothing items by more than one child and experiences in clothing renovation are the types of activities that might be practical for these families. Organization of time and efforts for effective utilization of limited household space and facilities by larger families

would serve to assist the families in the solution and adjustment of some problems.

4. The findings revealed that more urban than rural mothers work outside of the home but the urban girls assist with rather than assume, full responsibility for decision-making and home responsibilities. These facts might be utilized in guiding girls in each group, rural and urban, toward doing a more effective job of whatever is her role in this area of family living. Urban girls also might be given direction, through home experience program and/or the classroom activities, in increasing personal help in the family and assuming a bigger mother role during the mother's absence.

5. In view of the large numbers of young children in the families, particularly the rural groups, and the responsibility of girls toward the care of the younger family members, teachers might well utilize these conditions as resource material for planning child development and guidance programs. The findings revealed considerable responsibility of care of young children in the families by the rural girls.

6. The consumption of sweets, desserts and varieties of yeast breads seemed to be the greatest influence of home-making on the food patterns of both the rural and urban

families. The mothers of these families were particularly interested in information on the preparation of vegetables and low-cost meals. Such information as this represents needs and interests of the families which homemaking teachers might utilize as directives in planning experiences for the foods area.

7. It is reasonable to assume that homemaking teachers should not expect immediate change of some living patterns evident in the homes of the families. It would seem desirable, however, that teachers attempt to use their knowledge of facts about the families to motivate an interest in a change of some behavior observed in the families. Providing the opportunity to compare current practices with those that researchers and specialists in family life have found to be more healthful and effective for satisfying daily living is the responsibilities of the homemaking teachers. The influence girls enrolled in homemaking classes might have on significant carry over from classroom to the homes of their families might be more hopeful. This influence is of particular importance in the sanitation aspect of management and foods where the health of the families is threatened because of adherence to outmoded and ineffective home practices in sanitation.

8. It is realized that teachers are not in common agreement about the values held as important by the families in the three areas of homemaking that have been explored. The success and effectiveness of the homemaking program, on the otherhand, would be more certain if teachers would give more recognition to family values in the process of program planning. Family members might then discover for themselves the satisfactions inherent in the very values teachers are attempting to establish in the groups.

9. Intense probing into the lives of people has limitations in spite of the instruments used. It is realized that information gathered through questionnaire study contains deficiencies and often distorted facts. On the other hand, the data and the findings serve as useful material in locating problems, needs, attitudes and values of the group explored. Authorities in curriculum planning as Tyler, whose rationale was utilized in planning this study, Spafford, Williamson and Lyle in homemaking education, place special emphasis on these procedures in curriculum planning. It would be an advantage for homemaking teachers in Alabama to re-examine their practices in planning curriculums for the homemaking program. This step might be followed by a redirection of efforts under the guidance of leaders in the field who

served as experts in the present study. A final step could well be a revision of the State Guide for Homemaking Programs in the State.

10. Periodic self-evaluation of teachers and teaching programs using standards and objectives designed for the homemaking program in Alabama is strongly advised. Objectives of any local program should utilize recent findings and concepts of teaching and learning based on the philosophy and objectives of Home Economics found in "New Directions," a 1959 publication of the American Home Economics Association. Homemaking teachers cannot afford to become stagnant in their teaching methods and course content in a period of rapid change and progress by accepting their teaching assignments as permanent fixtures that serve personal gain and advancement only.

11. The practices revealed in the homes of families indicate an apparent lack of carry over from classroom to the home. To shift the teaching of home economics from pleasant little activities and devices to problems that really come to grips with reality has been a difficult and slow process. In a period of rapid change teachers need to keep their evidences of carry over of class teaching just as up-to-date as their subject matter. A teacher must keep informed of

current developments, understand their impact upon the home and family and be ready with practical solutions that will win the respect of students and parents. Possibly some "perfectionist ideas" about homemaking techniques could stand to be altered.

12. Teachers cannot expect all students in the classroom to conform to the values emphasized in the teaching program. The art, security, workmanship, ambition, religion and other values used in this study may not hold the same interpretation for the pupil and her family as that accepted by the teacher. It does not necessarily mean that the pupil is without an interest in the values accepted by the teacher. It does mean that a teacher must know her teaching community. Such a knowledge requires observing, studying and understanding families. An investigation of students' backgrounds would seem desirable for the most visionary teacher.

Implications for Further Research

1. In view of the findings concerning values of families in the areas covered by this study there seems to be a need to investigate the same values as they apply to other major areas of homemaking education.

2. A study limited to an exploration of values in one

specific area of homemaking might provide more detailed information of these values for utilization in the process of curriculum development.

3. The present study involved a typical rural and a fringe community. Striking differences between rural and urban that were not located in this investigation might be revealed in a similar study using a center city group of homemaking students with those from a typical rural community such as the one of this investigation.

4. In view of the present emphasis placed on management in the homemaking program, a study covering categories of management different from those used in this study might be a worthwhile and valuable aid to curriculum builders in homemaking education.

5. Studies exploring the influence of homemaking education on rural and/or urban family living would serve as excellent information for developing curriculums. Such studies might cover either a single or more than one area depending upon the purposes for which the studies are made.

6. An investigation seeking attitudes of parents and students toward the value of homemaking education to the community might well serve teachers and administrators in their plans for expanding and/or limiting the homemaking

program in Alabama.

7. Needs for in-service training programs and its emphases in Alabama might be located through a study related to self-improvement and advancement plans and practices among homemaking teachers. Through the use of principles set up as criteria for evaluating self-improvement and advancement practices, weaknesses and strengths of homemaking teachers might be discovered.

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APPENDICES

APPENDIX I

QUESTIONNAIRES

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

C
O
P
Y

February 23, 1960

Mrs. Abigail K. Hobson
Box 84
West Mary Mayo Hall
Michigan State University
East Lansing, Michigan

Dear Mrs. Hobson:

I was glad to hear from you and to learn that you are making such good progress in completing the requirements for the Ph.D. degree at Michigan State University. . . .

Your study sounds very interesting and the findings should be very helpful in curriculum developments. I shall be very glad to suggest two systems to include in your study and will cooperate with you in every way possible in making contact with the administrative officials. I am having a staff meeting tomorrow and would like to get the suggestions of the district supervisors in regard to the best choice for the samplings. I would also like to get in touch with Mrs. Turner and get her suggestions.

You may expect to hear from me again very soon.

Very truly yours,

Ruth Stovall, Supervisor
Home Economics Education

RS:rp

C
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P
Y

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

March 11, 1960

Mrs. Abigail K. Hobson
Box 84 West Mary Mayo Hall
Michigan State University
East Lansing, Michigan

Dear Mrs. Hobson:

I have discussed your proposed study with the supervisory staff. The District Supervisors and Mrs. Turner agree on Green County Training School, Boligee, and Fairfield Industrial High School as being the two best centers for your study.

Greene County Training School is located in a typically rural area. Although Fairfield is located in an industrial center, it is not an urban situation in the sense that large cities are urban, such as, Chicago, Philadelphia, Boston, etc. We feel that the comparison of families in these two situations will be interesting. Mrs. Turner feels that you will get very fine cooperation from the school officials and from the teachers and families in these two school communities.

The City Superintendent of Education of Fairfield is Dr. Virgil Nunn, Superintendent of Fairfield Schools, Fairfield, Alabama. The principal is Mr. E. J. Oliver. The vocational home economics teachers are Miss Willie Mae Robinson and Mrs. Juanita M. Lee.

The Superintendent of Education in Greene County is Mr. James H. Boockholdt, Superintendent of Greene County Schools, Eutaw, Alabama. The principal of Greene County Training School is Mr. A. W. Young, Boligee, Alabama. The vocational home economics teachers are Mrs. Ouida E. Jones and Mrs. Pauline Jackson.

As soon as you are ready to make contact in regard to your study, please notify me and I will in turn contact the administrators. If you prefer to use other schools than these two suggested, it will be entirely satisfactory. I shall look forward to hearing from you.

Very truly yours,

Ruth Stovall, Supervisor
Home Economics Education

RS:wkf

C
O
P
YSTATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

May 5, 1960

Dr. Virgil Nunn, Superintendent
Fairfield City Schools
Fairfield, Alabama

Dear Dr. Nunn:

Mrs. Abigail K. Hobson, Head of the Home Economics Department of Alabama A & M College, Normal, is on leave of absence completing the requirements for the Ph.D. Degree at Michigan State University. For her dissertation she would like to study cultural patterns in family living in Negro families in two areas of Alabama as a basis for planning curriculum in home economics at the high school level. She would like to use a typically rural farm county and another that approaches the urban. We have recommended to her the Fairfield Industrial High School community as a desirable center for the urban study. If this meets with your approval, she would like to interview personally 25 different families.

I have written Mrs. Hobson suggesting that she contact you to see if it would meet with your approval for her to make this study in the Fairfield school community. Mrs. Hobson is a very fine person and no doubt will develop a very sound study.

Very truly yours,

Ruth Stovall, Supervisor
Home Economics Education

RS:wkx

cc: Miss Sue Dawson
Mrs. Bettye Steele Turner

cc: Mrs. Abigail K. Hobson

C
O
P
YSTATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

May 5, 1960

Mr. James H. Boockholdt
Superintendent, Greene County Schools
Eutaw, Alabama

Dear Mr. Boockholdt:

Mrs. Abigail K. Hobson, Head of the Home Economics Department of Alabama A & M College, Normal, is on leave of absence completing the requirements for the Ph.D. Degree at Michigan State University. For her dissertation she would like to study cultural patterns in family living in Negro families in two areas of Alabama as a basis for planning curriculum in home economics at the high school level. She would like to use a typically rural farm county and another that approaches the urban. We have recommended to her the Greene County Training School community as a desirable center for the rural study. If this meets with your approval, she would like to interview personally 25 different families.

I have written Mrs. Hobson suggesting that she contact you to see if it would meet with your approval for her to make this study in the Boligee school community. Mrs. Hobson is a very fine person and no doubt will develop a very sound study.

Very truly yours,

Ruth Stovall, Supervisor
Home Economics Education

RS:wkH

cc: Mrs. Glennie I. Nybeck
Mrs. Bettye Steele Turner

bc: Mrs. Abigail K. Hobson

**STUDYING THE HOME ECONOMICS PROGRAM
FOR STUDENTS IN HIGH SCHOOL CLASSES**

How students feel about their learning experiences, their beliefs about personal and family living, their attitudes and reactions to courses afford the opportunity to get information about the school curriculum. Students in Alabama High Schools are being asked to express their reactions to the home economics program.

Your suggestions will be used in planning home economics courses that are more helpful for every day living. This is not a test. There are no right and wrong answers. The important thing is that you give answers that are true for you.

In order to see what is covered in this questionnaire, you may wish to read through it quickly before you start to answer the questions.

ABOUT YOU

1. What is your name? (If you wish to give it)
2. What was your age at your last birthday? years
3. In which grade are you now enrolled? grade
4. How many years have you been enrolled in home economics including this year? years
5. a. How many people live in your home?
- b. Draw a circle around the family members listed below who live in your house.

Mother	Father	Sister	Brother
Grandmother	Grandfather	Aunt	Uncle

- c. If there are other people living in your house who are not mentioned above, list their relationship to you.
-
6. Does your mother work outside the home?
Yes No
7. How many rooms are there in your house?
8. How many bedrooms are there in your house?

- a. What are some of the foods you have learned to eat and like as a result of having taken home economics?
 - b. Of the foods that you learned to eat and like, which ones do you sometimes prepare at home?
- a. What are some of the new ways you have learned to prepare food since you have been taking home economics?

—3—

- b. Of the new ways that you have learned to prepare foods, which ones have you tried out at home?**

- 16. a. What foods do your family particularly like?**

- b. Why do your family like these foods?**

- 17. a. What foods do your family dislike?**

- b. Why do your family dislike these foods?**

- 18. What ways do your family like food prepared best of all?**

—4—

19. a. Of the foods that you learned to prepare in home economics, which ones have not been suitable for your family?

b. Why have these not been suitable for your family?

20. a. How many meals do you eat a day?

b. What are the names of these meals?

- c. Which one of these meals do you sometimes skip?

d. Circle the word which describes how often you miss this meal.

Often

Occasionally

Very Seldom

21. a. What is the lightest meal that you eat during the day?

.....

b. About what time of the day do you eat this meal?

.....

—5—

22. a. What is the heaviest meal that you eat during the day?

.....

- b. About what time of day do you eat this meal?

.....

23. Your experiences in home economics have included a study of foods:

- a. Which of these experiences have been of much value to you?

- b. Which of these experiences have been of little value to you?

- c. What suggestions do you have for making the study of foods more important to you and your family?

ABOUT GETTING ALONG IN YOUR FAMILY

24. a. What decisions in your family are made by your mother?

—6—

b. What decisions in your family does your father make?

c. What things in your family do your mother and father decide together?

d. What decisions in your family do you make?

e. What decisions do the children in your family make?

25. What are some of the things that your family do together for recreation?

—7—

26. What are some of the things that the children in your family are praised and commended for?
27. What are some of the things that the children in your family are punished for?
28. a. When you feel "low" or in trouble, which member of your family do you prefer to talk with confidentially about this?
- b. Why have you chosen this person?

ABOUT YOUR HOME RESPONSIBILITIES

29. a. What responsibilities in the house are carried on by your mother alone?

- b. What responsibilities in your house are carried on by your father alone?
 - c. What responsibilities do you assume alone?
 - d. What are the responsibilities of the children in your family?
- 30.
- a. What are some of the practices in keeping the house clean, sanitary and orderly that you have learned about in your home economics classes?
 - b. Which of these have you been able to use in your house?

c. Which of these have you been unable to use in your house?

d. Why have these not been suitable for you to use?

31. What suggestions or changes do you have for the home economics courses in your school?

**A FOCUSED INTERVIEW
FOR PARENTS OF STUDENTS IN HIGH SCHOOL
HOME ECONOMICS CLASSES**

Talking with the parents of students is a practical way to get information about the school curriculum. The mothers of girls in Alabama High Schools are being asked to give information about their reactions to the home economics program. In addition, more facts about families, their values, and relationships pertaining to family life education are being obtained. These facts will be used in planning home economics courses that are more helpful for every day living in those families.

Directions:

1. Consult the mother of the family and by means of personal interviews get information about the values and patterns in family living by asking a series of questions.
2. Record the responses during the interview after receiving permission from the mother.

ABOUT FOODS AND MEALS

1. What are some of the foods that your family has learned to like as a result of your daughter's study of home economics?
2. What are some of the ways to prepare foods that you now use at home since your daughter has been taking home economics?

—2—

3. a. What are the foods that your family like best?

b. Are there any particular reasons for liking these foods?

4. a. What are some of the foods that you never use in your meals?

b. Do you have any particular reason for not using these foods?

5. What is the method liked best of all that you use in preparing the food for your family?

—3—

6. What meals are eaten in your house?

Breakfast Lunch Dinner Supper

7. Which meal does the family eat together?

Breakfast Lunch Dinner Supper

8. Which meals are you always sure that no one will miss?

Breakfast Lunch Dinner Supper

9. a. Do you have any suggestions or changes about the study of foods—
planning, preparation and serving of meals—that would make the high
school courses better?

- b. What are some of the things that your daughter learned which have
not been of much use?

- c. Why is this?

ABOUT GETTING ALONG IN THE FAMILY

10. Who makes the big decisions in your family?

—4—

11. a. Do your children have the opportunity to help make decisions?

Yes No

- b. What are some of the things that the children help to decide?

12. What are some of the things that you and your husband feel the two of you should decide together but the children should not be included?

13. a. What kind of things does your family do together?

- b. Which of these do you feel are real important?

- c. Why do you feel these are important?

14. a. Who in particular enjoy working together in your family?

—5—

b. Do you see why?

15. a. Does your family have any strong feelings about relatives living in the house with them?

Yes No

b. Can you think of any reason for these feelings?

c. Which relative does your family seem to enjoy most in the house?

16. a. What are some of the ways in which you or your husband praise or commend the children?

b. What are some of the things for which you praise or commend them?

—6—

17. a. What are some of the ways in which you or your husband punish the children?

b. What are some of the things for which they are punished?

18. a. Can you think of any suggestions or changes that could be made in the study of family relationships which would make high school courses better?

b. Are there some things that the girls have learned you feel have not been very practical in your family?

ABOUT HOME RESPONSIBILITIES

19. a. What are some of the household responsibilities that you prefer doing?

—7—

- b. What are some of the household responsibilities that your husband prefers doing alone?
 - c. What are some of the household tasks with which the children assist?
 - d. What are some of the duties that they have alone?
20. a. What are some of the practices in sanitation and keeping the house clean and orderly that your daughter has been able to try out at home as a result of having taken home economics in school?
- b. What are some of these practices that you feel have not been of much use in your home?

A QUESTIONNAIRE
OF VALUES EMPHASIZED BY TEACHERS IN PLANNING
THE HOMEMAKING PROGRAM

PLEASE ANSWER THE QUESTIONS LISTED BELOW, IF YOU DESIRE,
AND RETURN THIS FORM TO ME NO LATER THAN . . .

Thank you

Abigail K. Hobson

1. What values are emphasized in the homemaking program as you teach it?
 - a. f.
 - b. g.
 - c. h.
 - d. i.
 - e. j.
2. What values do you stress in terms of health and sanitation?
 - a. e.
 - b. f.
 - c. g.
 - d. h.
3. What values do you stress in terms of food and nutrition?
 - a. e.
 - b. f.
 - c. g.
 - d. h.
4. What values do you stress in terms of management and decision-making?
 - a. c. e.
 - b. d. f.

5. What values do you emphasize in terms of relationships among family members and getting along in the family?
- | | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | h. |
6. What values do you find are given emphasis in the homes of the families of the girls enrolled in your classes?
- | | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | h. |
7. Have you noticed any emphasis on other values in some of the homes of families where there are no girls enrolled in homemaking classes?
- | | |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

Signed _____

School _____

A QUESTIONNAIRE
OF VALUES SUGGESTED BY THE JURY OF EXPERTS
AS IMPORTANT IN PLANNING THE
HOMEMAKING PROGRAM

1. What values do you feel should be stressed in terms of foods that families eat and meals prepared in the home?
2. What values should be stressed in terms of health and sanitation in the family?
3. What values do you feel should be stressed in terms of decision making within the family?
4. What values do you feel should be stressed in terms of management of responsibilities in the home?
5. What values do you feel should be stressed in terms of relationships between family members and getting along in the family?

NOTE: Feel free to make any additional comments.

A CHECK LIST
FOR HOMEMAKING TEACHERS

PLEASE GIVE EACH VALUE A NUMERICAL RANK IN TERMS OF ITS
IMPORTANCE IN EACH AREA OF HOMEMAKING AS INDICATED.

Value	Definitions	Foods		Family Relation- ships		Home Responsi- bilities	
		Teachers		Teachers		Teachers	
		A	B	A	B	A	B
Ambition	Interest in power in the social order an enlargement of the idea of self.						
Art	Interest in expres- sion of beauty in any form						
Comfort	Interest in sensuous pleasure, pleasure through the senses, eye, ear, taste, smell, touch and temperature						
Health	Interest in physical and mental well being						
Know- ledge	Interest in truth, learned and innate						
Love	Interest in love in various forms, friend- ship, sex, ideal, generic and community						
Play	Interest in creative imaginative activity						
Religion	Faith and belief in God						
Security	Feeling of safety, assurance, freedom from doubt and anxiety						

Value	Definitions	Foods		Family Relation- ships		Home Responsi- bilities	
		Teachers		Teachers		Teachers	
		A	B	A	B	A	B
Tradi- tion	Interest in customs and beliefs handed down through generations						
Work- manship	Interest in making, using and doing things with maximum efficiency						

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P. O. Box 372
Tuskegee Institute, Alabama
May 22, 1962

Mrs. Abigail K. Hobson
Box 622, Owen Hall
Michigan State University
East Lansing, Michigan

Dear Mrs. Hobson:

I think your study is interesting and that you will have plenty of meat to feast on when you start pulling your facts together.

Your inferred values are very interesting, however, many of them could be expanded or sub-divided and there is a question as to the final statements from parents, but when these are pulled together I will imagine that the conclusion would be drawn anyway.

Hope you much success and that you will not work too hard.

Sincerely,

Arthur Floyd

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YSTATE OF ALABAMA
DEPARTMENT OF EDUCATION
Montgomery 4, Alabama

May 22, 1962

Mrs. Abigail Hobson
622 Owen Hall
Michigan State University
East Lansing, Michigan

Dear Abigail:

I have reviewed all of the materials which you have sent me concerning your dissertation. I have carefully studied the instruments you used and the groupings of the responses from the questionnaires in relation to the values inferred in each of the three areas included in your study.

I have no suggestions to make in relation to your groupings. It appears that the responses have been accurately grouped in relation to each value according to Parker's definition of the particular values included in the study.

I have also studied the chart showing the criteria used for inferring values in relation to Parker's definition. I have no suggestions for this chart. It appears to be adequate.

I shall be interested in your analysis of the data and the implications of your findings for curriculum development in home economics education in Alabama. Because one's values give direction to one's behavior, the identification of values that one holds seems to be the key to why a person behaves as he does. Since family living education is primarily concerned with the improvement of homes that will produce well-adjusted individuals who can take their place in society means that a better understanding of values and their relation to behavior is needed. We welcome such a study as yours as a part of the curriculum development program which is underway in Alabama for home economics in junior and senior high schools.

Miss Cotney concurs with me in regard to the statements made above in reference to the materials reviewed. If we can be of further help to you in any way in this study, please call on us. I am returning these materials in the event that you need additional copies.

Very truly yours,

Ruth Stovall, Supervisor
Home Economics Education

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Vocational Division
Montgomery 4, Alabama

May 22, 1962

Mrs. Abigail K. Hobson
Box 622, Owen Hall
Michigan State University
East Lansing, Michigan

Dear Mrs. Hobson:

I have examined the materials that you sent to Dr. Floyd and myself.

I agree with the way you have organized the material concerning Values Inferred from Responses (of girls and their mothers) in Each Area of the Study. However, there are some that I question and have marked them with a red pencil as directed by you to do.

- I - B-2-a-2 This may or may not be tradition.
- B-2-a-3 Would depend upon whether a girl or mother made the statement.
- B-3-a-5 This could also come under workmanship - know how.
- C-2-a-2 I question this.

II - B-3-a-1 I disagree - Is there any comfort in pain?

It was enjoyable as well as educational as we went over this material on values. You have done an outstanding job in organizing the responses which inferred values.

I agree with most of the emphasis and have checked with a red pencil the few that I disagree with and have indicated why I disagree. I sincerely hope that I have carried out your instructions in a desirable manner - if not please feel free to let us know.

Best wishes and good luck.

Sincerely yours,

Bettye Steele Turner
Special Supervisor
Home Economics Education

BST:cp

Alabama Agricultural and Mechanical College
Normal, Alabama

Office of the President

May 21, 1962

Mrs. Abigail K. Hobson
622 Owen Hall
Michigan State University
East Lansing, Michigan

Dear Mrs. Hobson:

I have examined both sets of the inferred values that you mailed to me on May 17.

Insofar as I can discern, you have aligned your inferences in an acceptable way with the values defined by Parker.

Most assuredly, the types of responses accepted as criteria for inferring your chosen values are in keeping with the types of responses I have experienced through the years in dealing with the eleven values listed on your charts.

Some of your headings were not too clear to me. I have marked them with a red pencil.

You will come through all right. Do not push yourself too far too fast. Be calm, persistent and dedicated; you will overcome all obstacles.

Very truly yours,

R. D. Morrison
President

RDM:eb

APPENDIX II

TYPES OF RESPONSES ACCEPTED AS CRITERIA
FOR INFERRING VALUES

RESPONSES FOR WHICH VALUES WERE INFERRED

TYPES OF RESPONSES IN FOODS, FAMILY RELATIONSHIPS AND
MANAGEMENT ACCEPTED AS CRITERIA
FOR INFERRING VALUES

VALUE	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
	PARKER'S DEFINITION	FOODS	FAMILY RELATIONSHIPS MANAGEMENT IN HOME RESPONSIBILITIES
<u>Health</u>	The interest in physical and mental well being	<p>1. Responses related to:</p> <ul style="list-style-type: none"> a. Nutritive value of foods or meals b. Food that's good for the body c. Food that's "good for me" or us d. Cleanliness with food e. Cooking to preserve food value f. Regularity in meals g. Desirable food habits h. Healthy methods of preparing food 	<p>1. Responses related to:</p> <ul style="list-style-type: none"> a. Use of sanitary practices or methods in home responsibilities: (1) in cleaning house (2) laundry, etc. b. The performance of any household responsibility that carries health implications, mental or physical

(continued)

VALUE	PARKER'S DEFINITION	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
		FOODS	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
Comfort	Interest in sensuous pleasure. Desire to make life as agreeable as possible by way of the senses, the eye, nose, taste, touch, smell or feeling.	1. Responses related to: a. Food pref- erences and dislikes be- cause of taste, smell, looks, feel or temperature b. Food prepara- tion methods of preference or dislike because of taste, smell, looks, feel or tempera- ture	1. Responses related to: a. Any sensuous reaction as "feeling" be- cause of some phase of family relationships; or satisfactions in relationships because of looks or any other pleasure or satisfaction growing out of the senses.	1. Responses related to: a. Sensuous pleasure that is connected in any way with the performance of home re- sponsibilities

(continued)

PARKER'S		TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
VALUE	DEFINITION	FOODS	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
<u>Am-bition</u>	The interest in securing a place of consideration and power in the social order. Interest in the enlargement of the idea of the self	1. Responses related to: a. Economical use of food in order to save and "get ahead" b. Use of leftovers to avoid waste in order to "get ahead" c. Use of inexpensive foods to save money	1. Responses related to: a. Future plans of or for children to satisfy ambition, to gain status, to get somewhere, to get a good job b. Interest in improving self in any way c. Interest in any family member to improve self or gain power d. Encouragement of achievement and work	1. Responses related to: a. Performance of home responsibilities to gain status, save money, or to "get ahead" or improve self in any way
<u>Love</u>	Interest in love in its various forms; sex love, parental love, friendship, generie, ideal love	1. Responses related to: a. Interest in consuming food at meals that the family enjoy	1. Responses related to: a. Confidence in family members-sharing	1. Responses related to: a. Verbal or functional expressions of love in household responsibilities as: (1) helping (2) sharing

(continued)

VALUE	PARKER'S DEFINITION	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
		FOODS	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
<u>Love</u> (cont.)		b. Interest in food that a special member-an elderly family member enjoys c. Interest in all family members eating together	b. Togetherness in family c. Complimentary expressions d. Expressions of praise e. Any response which exhibits love in any form in relation to family	
<u>Know- ledge</u>	Interest in truth, learned and innate, and its universal means to all other values	1. Responses related to: a. Knowing more about foods or nutrition b. Advantage in knowing about food and its nutritive value	1. Responses related to: a. Desire to obtain knowledge in any issue involving relationships in the family b. Desire to know more about any issue related to getting along in the family and/or types of relationships	1. Responses related to: a. Desire to know or learn how to do or more about home responsibilities

(continued)

VALUE	PARKER'S DEFINITION	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
		FOOD	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
<u>Work-</u> <u>man</u> <u>ship</u>	Interest in making things with its ideals of efficiency	1. Responses related to: a. Efficiency in preparing food to conserve nutrients b. Efficiency in any issue dealing with nutrition, preparation and service of food	1. Responses related to: a. Efficiency and perfection in relationships in the family	1. Responses related to: a. Efficiency or perfection or improvement in the performance of home responsibilities
<u>Art</u>	Interest in the expression of beauty in any form	1. Responses related to: a. Beauty or attractiveness in meal preparation and service	Not applicable here	1. Responses related to: a. Beauty and attractiveness in the performance of home responsibilities
<u>Reli-</u> <u>gion</u>	Interest in faith and belief in God	1. Responses related to: a. Religious beliefs in connection with food consumption, preparation or service	1. Responses related to: a. Relationships in the family based on belief in God, "right" or religion	1. Responses related to: a. Religion, or belief in God in any way connected with performance of home responsibilities

(continued)

VALUE	PARKER'S DEFINITION	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
		FOOD	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
<u>Play</u>	Interest in creative and imaginative activity	1. Responses related to: a. Food or food service for entertaining or recreation in any form	1. Responses related to: a. Recreation in the family b. Play or enjoyment of any kind in the family	1. Responses related to: a. Play, enjoyment or creativity for recreation or enjoyment in household responsibilities
<u>Security</u>	The feeling of being free from fear, cares, doubt or danger; feeling that gives or assures safety	1. Responses related to: a. Interest in food because of economy or freedom from doubt or cares of illness or debt	1. Responses related to: a. Absence of fear, doubt or danger in relations with family members b. Feeling of assurance and safety with family members c. Feeling of being longingness in the family	1. Responses related to: a. Performance of home responsibilities in any pattern that assures safety and eliminates fear or doubt in ability to do or do well

(continued)

VALUE	PARKER'S DEFINITION	TYPES OF RESPONSES ACCEPTED AS CRITERIA FOR INFERRING VALUES		
		FOOD	FAMILY RELATIONSHIPS	MANAGEMENT IN HOME RESPONSIBILITIES
<u>Tradition</u>	A long established custom or belief	<p>1. Responses related to:</p> <p>a. An interest in food as a result of custom or belief</p> <p>b. Preferences or dislikes in foods or methods of preparation based on custom, old patterns in use a long time</p> <p>c. Reluctancy to change over to new patterns</p>	<p>1. Responses related to:</p> <p>a. Relationships in the family as a result of or based on custom or traditional belief</p> <p>b. Decisions based on custom</p> <p>c. Reluctancy to change or try new patterns of family relationships</p>	<p>1. Responses related to:</p> <p>a. Patterns of assuming or performing home responsibilities based on custom</p> <p>b. Sanitation or health practices based on customs or traditional beliefs</p>

RESPONSES FROM WHICH VALUES WERE INFERRED
IN EACH AREA OF THE STUDY

I. Values inferred from responses in the area of Foods

A. Consumption of food

1. Value inferred - Comfort

a. Responses from which comfort was inferred

- (1) We like the taste
- (2) We like sweets
- (3) It's delicious; it's good
- (4) We enjoy it
- (5) We like vegetables
- (6) Don't like the way it looks
- (7) Smells bad
- (8) Because we like it
- (9) We don't eat it because we don't like it

2. Value inferred - Security

a. Responses from which security was inferred

- (1) Too expensive
- (2) We eat them because they're inexpensive
- (3) We can't get all of those kinds of foods they have up there at school
- (4) We don't have the cooking utensils to make things like casseroles to eat
- (5) We raise them right here in the garden so we eat them
- (6) Have it right here on the farm
- (7) We have to cook food that keeps expenses down

3. Value inferred - Health

a. Responses from which this value was inferred

- (1) This food gives us energy
- (2) We like them because they're healthy
- (3) They are nourishing
- (4) It's good for us
- (5) It don't agree with us; makes us sick
- (6) Our bodies need it

4. Value inferred - Tradition

a. Responses from which tradition was inferred

- (1) We always did like greens
- (2) Never tasted it, didn't bother, might not like it
- (3) We just like meat, all of us

5. Value inferred - Love

a. Responses from which love was inferred

- (1) We want to prepare food the whole family enjoys
- (2) We try to eat all together on Sundays
- (3) We eat together after church
- (4) I like it better when all of us are at the table together

B. Food Planning and Preparation

1. Value inferred - Health

a. Responses from which health was inferred

- (1) We prepare food the healthy way now
- (2) We cook to keep the color and flavor
- (3) The new way is better for us

2. Value inferred - Tradition

a. Responses from which tradition was inferred

- (1) We don't go for this new fancy way of cooking; our same way is o.k.
- (2) We like our way better
- (3) We prefer our way of cooking vegetables
- (4) We always did like fried and boiled food better
- (5) We like the way we always been cooking

3. Value inferred - Knowledge

a. Responses from which knowledge was inferred

- (1) Need to know more about how to "fix" food old people like
- (2) More ways to prepare food that the whole family like; variety
- (3) How to prepare food our grandmothers like
- (4) More emphasis on how to cook meat and vegetables, not cakes and cookies
- (5) They need to know more about cooking inexpensive common foods

- (6) We need more lively interesting classes
- (7) Classes too dull
- (8) Need more knowledge about planning whole meals, not just sweets or fancy food like cake
- (9) We need more time to complete what we start and more time to plan

4. Value inferred - Workmanship

a. Responses from which workmanship was inferred

- (1) Saves time when I fix foods this way
- (2) Convenient
- (3) Easy to prepare
- (4) We use more quick, easy methods of cooking
- (5) We measure more
- (6) More accurate with recipes
- (7) Our dishes look better and are successful when we measure

C. Sanitary Practices in handling food

1. Value inferred - Health

a. Responses from which health was inferred

- (1) We keep food covered to keep flies away
- (2) We put food in the refrigerator to keep it from spoiling

II. Values inferred from the area of Family Relationships

A. Child Discipline aspect of family relationships
(Rewards and Punishment)

1. Value inferred - Tradition

a. Responses from which tradition was inferred

- (1) Punishment by physical punishment of whipping, slapping, etc.
- (2) Punishment for disobedience - high incidence

2. Value inferred - Religion

a. Responses from which religion was inferred

- (1) Punishment for lying, stealing, fighting because it's not right
- (2) Praising for going to church and being good

3. Value inferred - Comfort

- a. Responses from which comfort was inferred
 - (1) Infliction of pain and discomfort as punishment
 - (2) Verbal compliments of a means of praising children
 - (3) Expressions of affection as praising measures

4. Value inferred - Ambition

- a. Responses from which ambition was inferred
 - (1) Praising children for achievement
 - (2) Praising children for working

5. Value inferred - Security

- a. Responses from which security was inferred
 - (1) Praise for saving money
 - (2) Give money as a measure of praise
 - (3) Punishment for spending money

6. Value inferred - Workmanship

- a. Responses from which workmanship was inferred
 - (1) Praise for working well or "good"

7. Value inferred - Art

- a. Responses from which art was inferred
 - (1) A trip to the beauty parlor for the girl who is praised
 - (2) Verbal compliments of "looking pretty" as a means of praise

8. Value inferred - Play

- a. Response from which play was inferred
 - (1) Give children a picnic or a trip as a means of praise

B. Interpersonal Relations in the Family

1. Value inferred - Love

- a. Responses from which love was inferred
 - (1) Confiding in one family member because she is kind and understands

(2) Family members do many things together well

2. Value inferred - Knowledge

a. Responses from which knowledge was inferred

- (1) Confiding in one family member because she knows and can tell me what to do
- (2) The girls know about those things they learned in home economics

C. Recreation in the family; things family do together

1. Value inferred - Love

a. Responses from which love was inferred

- (1) Family members do many forms of recreation together; games, go to town

2. Value inferred - Religion

a. Responses from which religion was inferred

- (1) High incidence of going to church, praying and worshipping together in the families

III. Management in home responsibilities

A. Decision Making aspect of Management

1. Value inferred - Love

a. Responses from which love was inferred

- (1) Mother and father make decisions together
- (2) Children permitted to share in decision making
- (3) Each family member shares in making decision
- (4) Children permitted to make some of their personal decisions without parents

2. Value inferred - Security

a. Responses from which security was inferred

- (1) Big decisions made by parents together
- (2) Financial decisions made by parents together
- (3) Decisions involving use of money and purchasing made by parents together
- (4) Family business decisions made by parents together

3. Value inferred - Knowledge

a. Responses from which knowledge was inferred

- (1) Children in the family share in making decisions in areas in which they are learning more about at school because they know more about it

4. Value inferred - Tradition

a. Responses from which tradition was inferred

- (1) Mothers make big decisions in the family
- (2) Mothers make the important decisions

B. Sanitary Practices in home responsibilities

1. Value inferred - Health

a. Responses from which health was inferred

- (1) Sanitation practiced in several areas of living
- (2) Sanitation practices learned at school applied in the home in relation to food storage and care, dishwashing and disinfectants
- (3) A variety of sanitation measures used

2. Value inferred - Security

a. Responses from which security was inferred

- (1) Inexpensive easily obtained sanitation measures practiced
- (2) We can't get all those disinfectants
- (3) We use the things we can afford

3. Value inferred - Workmanship

a. Responses from which workmanship was inferred

- (1) They work better and do their jobs better now
- (2) I believe in being clean with everything in the house
- (3) Everything looks better
- (4) When we all work everything is done better

4. Value inferred - Play

a. Responses from which play was inferred

- (1) We do our work together
- (2) Everybody works together; we enjoy it

APPENDIX III

LETTERS OF APPROVAL

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H A R P E R & B R O T H E R S
N E W Y O R K

August 1, 1961

Mrs. Abigail K. Hobson, Chairman
Division of Home Economics
Alabama A. and M. College
Normal, Alabama

Dear Mrs. Hobson:

We have your recent letter requesting permission to quote from Parker's HUMAN VALUES in your Ph.D. dissertation.

We are pleased to grant permission for the use of the material as stated in your letter and ask only that full credit be given the book, the author, and Harper and Brothers as publishers.

Very truly yours,

Georgette Preston
Permissions
College Department

GP

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~~MAR 1 1965~~

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