

AN INVESTIGATION OF THE HOME ECONOMICS PROGRAM  
FOR GIRLS IN THE TERMINAL COURSE AND IMPLICATIONS  
FOR IMPROVING HOME ECONOMICS PROGRAMS  
FOR FUNCTIONAL SLOW LEARNERS

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by  
June-Anne Ferries  
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## ABSTRACT

The main purpose of the study was to investigate the home economics program that had been given to a group of senior high functional slow learners and was confined to the girls who had taken the terminal program in The Winnipeg School Division No. 1 between the years 1959 to 1967.

Through the use of a questionnaire an attempt was made to determine the use being made of their home economics training as well as the areas of home economics training that had been of most and least value to them. An investigation was made into the vocational use of home economics training and into the types of home economics programs recommended in the literature.

Approximately 378 questionnaires were sent out by mail and fifty per cent of these were returned. The data from these questionnaires were coded and mechanical means were used to assist in the analysis. Four basic areas of home economics training were included in the questionnaire. These were child care study, foods and nutrition, clothing and textiles and vocational training.

The majority of respondents were between 15 and 20 years, single, lived at home with their parents and had graduated from school in 1965, 66 or 67. Fifty-three of the respondents were married and twenty-four had children. Slightly less than half of the respondents worked full time, mostly at office work.

The principal recommendations were that any program in home economics designed for slow learners must take into consideration the characteristics of the slow learner and be geared to her capabilities. Child care instruction can provide the slow learner with information and instruction necessary for the care of her own future children as well as providing a possible vocational outlet. Food and nutrition instruction should concentrate on basic food preparations with emphasis on main course foods. Nutrition, budgeting, and consumer buying should receive adequate attention. In sewing and textiles, the skills taught should be basic enough to enable the girls to make simple articles of clothing for themselves and their families. Household sewing, handicrafts to improve home conditions and personal sewing alterations should also be included. Although home economics education should always be geared to better home and family life, many areas of homemaking could be used to develop skills which will make the girls employable. Girls with lower academic ability should be provided, in the high school years, with an opportunity for vocational training which will allow them to leave school competent to earn a living.

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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

#### I. INTRODUCTION

Since it is the accepted aim of special education to develop the abilities of exceptional children, which includes slow learners, to their maximum potential, it is necessary to plan programs of instruction with this aim in mind. As one writer states, "Special education means that the ideal of an 'equal educational opportunity' for all is in the process of being achieved."<sup>1</sup> Studies done on the problems of slow learners have indicated that these children can be trained and educated for independence at their level of competency.

Also since the girls from the slow learner classes will be involved in homemaking experiences in their adult lives and many may find work in occupations in which home economics experience is required, the type of home economics program offered to slow learners is one of considerable importance.

#### II. THE PROBLEM

##### Statement of the Problem

The main purpose of this study is to investigate the Winnipeg School Division No. 1 home economics program that had been given to

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<sup>1</sup>Arch O. Heck, The Education of Exceptional Children (New York: McGraw-Hill Book Company Inc., 1953), p. 7.

girls in the former terminal program for senior high functional slow learners. The study is divided into the following sub-problems:

- (1) What use are girls making of home economics training they have received?
- (2) What areas of home economics training are of the most and least value to them?
- (3) What vocational use has home economics training?
- (4) What types of home economics programs are recommended in the literature for slow learners?
- (5) What recommendations can be made to improve home economics programs for slow learners?

#### Definition of Terms

Special Education. Educational programs designed for children who deviate physically, mentally, or socially to such an extent that they cannot derive their best education from the regular program.

Slow Learner. According to Featherstone, "There is no fixed standard or level of ability below which a pupil must be called a slow learner, but in common practice pupils with an I.Q. below 91 and above 74 are so labelled."<sup>2</sup> However, because of the grant structure of the Manitoba Provincial Department of Education, children with I.Q.'s below 80 are classified as Mentally Handicapped and those with

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<sup>2</sup>W. B. Featherstone, Teaching the Slow Learner (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 2.

I.Q.'s between 80 and 95 are classified as slow learners for purposes of placement in the provincially authorized Occupational Entrance Course in the Winnipeg School Division No. 1. This group of children generally classed as slow learners (I.Q. 80-95) encompasses about 15 to 18 per cent of the normal school population.

Terminal Program. A two-year educational program which had been designed for over-age underachievers in the senior high school. This program existed in the Winnipeg School Division No. 1 between 1956-67 and preceeded the present provincially authorized Occupational Entrance Course for grades 10 and 11.

Modified Program. A three-year educational program which had been designed for over-age underachievers in the junior high school. This program existed in the Winnipeg School Division No. 1 at the junior high level between 1956-67 and preceeded the provincially authorized Occupational Entrance Course for grades 7, 8 and 9.

#### Importance of the Problem

The use of standardized testing in education has given educators much information on how pupils differ from each other in mental, social, physical and moral attributes. This information has led to the development of special education programs to handle these problems. Educational programs for the child who learns slowly as a result of intellectual, social or emotional problems are a part of this special education service for all children who deviate from the normal even to a slight degree.

Educational programs for slow learners must be planned and designed especially for them. These programs must take into consideration the educational and social characteristics and vocational interests of the group of children they are designed for. Only in this way can education provide the kind of experiences that will enable these children to meet adequately the demands of the society and economy in which they will live as adults.

In the Winnipeg School Division No. 1, at present, special education programs include modified classes for children in elementary school and an Occupational Entrance Course for slow learning children in the junior and senior high school. Generally the slow learner is placed in these special education programs under the following conditions:

- (a) the child is usually at least two years over age for her grade;
- (b) the child has a record of poor school achievement;
- (c) written parental consent has been obtained;
- (d) the child has a reading score usually two years below her grade level.

These children because of physical, intellectual, social or emotional problems function at the lower end of the normal range but are not considered mentally retarded in terms of Manitoba philosophy.

The general cultural and socio-economic background of slow learners is one of their many deviations. Most slow learners come from deprived homes in which there is little psycho-stimulation of a

desired nature as compared with other children. Since many girls who are slow learners come from homes in which there is a less than average competency in homemaking, development of skills in home management, child care and family budgeting is desirable for their present as well as their future values. As Orville Johnson states:

The homemaking program (along with the industrial arts program and the attitudes related to home and community living emphasized in the classroom program) can do a great deal to improve the general living conditions and environment for the next generation, the children of these slow learners.<sup>3</sup>

Johnson also says, "Most of the girls in the slow learners group are going to become homemakers. It behooves the schools to provide them with training in the kinds of homemaking activities that will be of the most value to them."<sup>4</sup> Another writer expressed the value of home economics to these students in this statement:

The teacher of home economics is in a strategic position to help the special student. A comfortable, reasonably secure and friendly atmosphere within the school coupled with an activity program suited to her individual ability is an ideal way to bridge the gap between home and the school, between parental roles and teacher authority.<sup>5</sup>

The vocational opportunities for slow learners, many of which include homemaking skills, should be investigated and brought to the attention of both pupils and teachers since as Featherstone said,

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<sup>3</sup>G. Orville Johnson, Education For The Slow Learners (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1963), pp. 266-267.

<sup>4</sup>Ibid., p. 267.

<sup>5</sup>Marie Davis Huff, "When Youth Have Special Needs For Living Learning Earning," American Vocational Journal, Nov., 1967, p. 57.



"Helping the slow learner to aspire to attainable vocational goals is one of the most difficult of the teacher's tasks and one of the most important."<sup>6</sup>

Another writer said:

The majority of dull children choose some form of practical work when they leave school, and it is through domestic science that they will have learnt many of the required basic skills. This experience will help them to decide whether they are sufficiently interested and proficient to wish to earn their living through the practice of one or more of these skills.<sup>7</sup>

The same writer also said, "Through domestic science the girl is introduced to many crafts, and given the opportunity to find her particular interest and ability. Anyone of these may lead to what is probably the most satisfying use of leisure, the joy of creating."<sup>8</sup>

Home economics has a two-fold purpose. It must provide the girl with adequate skills to manage her home and family, and also provide a basis for vocational training of the kind that a slow learning girl is capable of developing. Both are important and require guidance and training suited to the needs of the slow learner.

#### Limitations

This study is limited to girls who have taken the terminal program in the Winnipeg School Division No. 1 between the years 1959

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<sup>6</sup> Featherstone, op. cit., pp. 38-39.

<sup>7</sup> Cheshire Education Committee, The Education of Dull Children At The Secondary Stage (London: University of London Press Ltd., Warwick Square, E.C. 4, 1963), p. 205.

<sup>8</sup> Ibid., pp. 205-206.

to 1967.

Statement of the Sources of Data

A special education program for functional slow learners entitled "The Terminal Program" was instituted in the Winnipeg School Division No. 1 during the year 1956-57 and continued until 1966-67. This course preceded the senior high Occupational Entrance Course which began in September of 1967, at the grade 10 level.

Nadine Chidley in her report, "Special Education for the Slow Learner," explains the Winnipeg plan for slow learners this way:

This program, called the Terminal Program, was not designed in the first place to provide a follow-up to the Modified Program but such has been its subsequent development. It grew out of the need to provide a more realistic school situation for over-age pupils, in grade VIII mainly, who were problems because they were under achieving and were simply sitting out the time until they could legally withdraw from school.<sup>9</sup>

She described the object of the course, "to provide slow learning students with as many skills as possible and as much knowledge and background as possible necessary for them as future wage earners and citizens after they leave school."<sup>10</sup>

Three Winnipeg high schools were involved in the program: Daniel MacIntyre Collegiate Institute, Grant Park High School and Sisler High School. Organization, identification, selection and

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<sup>9</sup> Nadine Chidley, "Special Education for the Slow Learners," Canadian Education and Research Digest, Volume 3, Number 3, September 1963, p. 210.

<sup>10</sup> Ibid., pp. 210-211.

placement of students was done by each individual high school and did not come under the Special Education Office of the Winnipeg School Division No. 1. Many of the students for the terminal program came from the three year modified program at that time in progress in the junior high schools. Others came from the regular grade eight or nine programs when the student was over age for the grade because of educational difficulties. These students functioned as slow learners, but were not eligible for the program for the educable retarded at the secondary school level. Although the majority had I.Q.'s in the lower normal range (80-95), some were of average or above average intelligence. The terminal students were usually under the tutelage of one teacher assigned through the Superintendent's Department of The Winnipeg School Division No. 1, for most of their subjects. Certain subject areas, for example: Home Economics, Shop, Music, Art, and Physical Education, were given by the regularly assigned teacher of that subject.

Permission was granted, for the purposes of this study, to use the names and addresses of the girls registered in the terminal program in each of the three schools from 1959 to 1966. This information was obtained from the school records kept in each school.

#### The Method of Procedure

In order to investigate the type of home economics training offered to the girls in the terminal course and to evaluate the use made of it, a questionnaire was compiled and sent to each of the girls

whose name had been obtained from the school records.

#### Treatment of the Findings

When the answers to the questionnaire had been received, they were tabulated and then evaluated to see what areas of home economics training had proven to be most useful and which seemed to require change or improvement to become more meaningful and practical.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter is to survey the related literature to establish the characteristics of slow learners and to investigate the kinds of home economics programs offered to slow learners.

#### I. CHARACTERISTICS OF THE SLOW LEARNER

Before a program can be designed to meet the special needs of the slow learner, consideration must first be given to the factors which contribute to the development of the slow learner. Willard Abraham in his book, The Slow Learner,<sup>1</sup> lists 11 conditions which can contribute to the slow-learnedness of the functional slow learner:

- (1) socio-economic limitations;
- (2) cultural and language deprivation or differences;
- (3) physical factors based on sight, hearing, immature development, malnutrition or other health conditions;
- (4) family problems or tensions, anxieties, quarrels, excessive mobility, lack of acceptance as a child;
- (5) school related factors such as irregular attendance, inefficient teaching, distaste for school, poor study habits, repeated failure, and inadequate curriculum;
- (6) meager or barren educational resources in home and/or

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<sup>1</sup>Willard Abraham, The Slow Learner (New York: The Center for Applied Research in Education, 1964), pp. 8-11.

- community;
- (7) incongruities among factors of ability, achievement and aspirations as they relate to each other;
  - (8) accidents, infections, or diseases resulting in physical or emotional problems;
  - (9) inappropriate educational pressures before the child is ready;
  - (10) other emotional disturbances;
  - (11) the absence of drive, inner urge, or motivation existent but not traceable to any of the factors listed above.

Abraham states further, "There is a need for recognizing that slowness does not inevitably result from a particular setting or circumstance, but is the outcome of an inherited quality and/or environmental conditions as they join and affect a child."<sup>2</sup>

Featherstone in his book, Teaching the Slow Learner, explains that slow learning children need the same experiences that other children receive in order to develop a realistic self perception. He speaks of the slow learner in this way:

He requires, in common with all other children, opportunity for increasing self-direction as he grows older and learns to manage affairs more adequately. He requires contact and harmony with reality in order that he may have a rational basis for his behavior. He, too, needs to grow in self-realization, in perception of selfhood. He needs to understand and accept himself for what he is. He needs the same balance between success and failure that all children need.<sup>3</sup>

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<sup>2</sup>Ibid., p. 11.

<sup>3</sup>Featherstone, op. cit., p. 8.

Education must be geared to the abilities of the slow learner. Christine Ingram in the book, Education of the Slow-Learning Child explains the ability of slow learners this way, "The mental ability of the slow-learning child at any age is characterized by a slow rate of and a less full total development than that of the average child, and particularly by limitations in abilities having to do with abstract thinking and symbols such as are involved in association, reasoning, and generalization."<sup>4</sup>

In The Education of Slow Learning Children, Tansley and Gulliford, the writers, make the point that awareness of special education needs for the slow learner is a product of our present times rather than our past. They have this to say:

It has often been pointed out that many of the children described as educationally subnormal might not have stood out as markedly different in former times or in other cultures. Even in present conditions, many of them will be absorbed into the life of the community as adults and will contribute usefully without drawing undue attention to themselves. (This is indeed one of the aims of special education treatment.) The period at which their limitations are most obvious is that of the school years.<sup>5</sup>

Arch O. Heck in his book, The Education of Exceptional Children,<sup>6</sup> gives some of the principles governing special classwork for low I.Q.'s as:

- (1) equality of opportunity to develop whatever abilities these children may have;

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<sup>4</sup>Christine P. Ingram, Education of the Slow-Learning Child (New York: The Ronald Press Company, 1960), p. 63.

<sup>5</sup>A. E. Tansley and R. Gulliford, The Education of Slow Learning Children (London: Routledge and Kegan Paul, 1960), p. 2.

<sup>6</sup>Arch O. Heck, op. cit., p. 346.

- (2) a program of training that will materially assist them in becoming self-supporting;
- (3) recognition of the necessity of helping them form habits of good conduct;
- (4) the development of a program that will not stigmatize them.

The recognition that slow learners require special consideration in the program of studies designed for them is evident in any writing done in this area of special education. In all cases the point is made that slow learners must have a program designed to meet their capabilities and to help them to grow and to develop to their potential.

Orville Johnson in his book, Education for the Slow Learners, states that, "The slow learners, like all children, must be provided with meaningful instruction at their own level of learning ability."<sup>7</sup> Subjects that contain practical application of knowledge, such as home economics, can be an important part of the education for slow learners as Ingram says:

The majority approximate success at their chronological age level most nearly in processes which call for eye-hand coordination and for motor response. The majority enjoy the manipulation of materials and the actual operations in the construction of any product and can generally be taught to be proficient in hand skills. Practical arts and the 'doing' experiences should therefore play a major part in their education.<sup>8</sup>

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<sup>7</sup> Johnson, op. cit., p. 118.

<sup>8</sup> Ingram, op. cit., pp. 62-63.



Home economics like all other branches of education seeks to find better means of educating pupils who come under its jurisdiction. "Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals."<sup>9</sup>

## II. CHARACTERISTICS OF HOME ECONOMICS EDUCATION FOR SLOW LEARNERS

Home economics like all the other branches of education must deal with the problems of special education. At the same time home economics education must also keep pace with the changes taking place in the world about us. The problems of home economics education in our changing times is reflected in this statement. "School administrators and the public need help in recognizing that homemaking abilities have to be learned in response to changing times. The new era calls for new knowledge not in existence when students' parents were in school."<sup>10</sup> Also, "A big problem facing home economics teachers is how to retain the value content of every day life and find new avenues for expression when the acts in the home, which express these

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<sup>9</sup>Committee on Philosophy and Objectives of Home Economics, Home Economics New Directions, Washington, D.C., A.H.E.A., 1959, pp. 4-5.

<sup>10</sup>Lelia Massey, "Home Economics Faces Change," Illinois Teacher of Home Economics, Vol. XI, No. 3, Winter, 1967-68, p. 208.

values, change."<sup>11</sup>

The challenge to home economics educators is presented in this statement:

We need more effectively to interpret, through teaching, the role of home economics in a changing educational world. We must not lose sight of the fact that the family contributes to the social order and also is affected by it. One of our greatest challenges is to find new and effective ways to get across the important fact that through the well-being of families both the individual and society gain.<sup>12</sup>

But the demand is not only for new emphasis in family life education but also in vocational education as reflected by the views of this writer. "Through the right kind of education and occupational training, a correction could be made in the imbalance between what job seekers have and what work situations demand."<sup>13</sup>

In speaking of home economics for the slow learner, D. B. Sealey remarked on the importance of the socio-economic background of these students. "The type of girl will vary with the social and economic environment in which the child is raised. Because many of the students in our special programs are the result of limited environment, we must adapt our program to meet their particular needs."<sup>14</sup>

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<sup>11</sup>Ibid., p. 214.

<sup>12</sup>Ibid., p. 235.

<sup>13</sup>M. Roy Karnes, "Problems and Issues in Vocational Education Serving as Basis for Program Development," Illinois Teacher of Home Economics, Vol. XI, No. 2, Fall, 1967-68, p. 114.

<sup>14</sup>D. B. Sealey, "Special Programs in Education," Manitoba Department of Education Home Economics Newsletter, January, 1968, p. 5.

With regard to home economics education the writers of one book offered this suggestion:

Most girls, in a comparatively short period of time after leaving school, will be married and have to set up homes of their own. The dull girl is no exception. It is, therefore, essential to arouse in her a real interest in good homemaking, and within her capabilities to make her aware of the value of a good home and the mother's responsibility for this.<sup>15</sup>

Home economics teaching materials lend themselves well to the kind of instruction needed by these students. The kind of instruction required is described in this statement:

Instruction should in general be given in a slow, quiet and deliberate voice. Explanations should be accompanied by demonstrations and by pictures, models, diagrams, clear blackboard work and visual aids of many kinds. The use of color is important. Sample exhibits should be handled by the pupils whenever possible.<sup>16</sup>

In discussing the home economics program for slow learners the same writers made these points:

The syllabus should be planned to give progression in easy stages. Demonstrations are essential for dull girls. With the very dull, and in the early stages for all, step by step demonstration and practical work will probably be necessary, as the girls may be unable to remember the demonstration of a complete dish. In a class with a wide ability range, group work will be essential after the initial stages if girls are to proceed at the rate of which they are capable. This will require careful organization, so that the teacher is available to each group when needed. There must be constant supervision for all and demonstrations will be required by the lower groups, and some individual girls, for a longer period than for others.<sup>17</sup>

Also, "Equipment should be kept as simple as possible and methods used must be related to what is practicable at home. There must

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<sup>15</sup> Cheshire Education Committee, op. cit., p. 193.

<sup>16</sup> Ibid., p. 23.

<sup>17</sup> Ibid., p. 196.

be frequent repetition of basic processes until they become familiar."<sup>18</sup>

And,

"Well illustrated books and magazines should be available in order that girls may gain experiences in following diagrams and printed instructions and in looking up information for themselves."<sup>19</sup>

In the case of written work done by the students themselves the writers made this comment. "The dull child writes very slowly and therefore note making can become a labour. Colorful folders with illustrations and short sentences of explanations may take the place of formal note making."<sup>20</sup>

These same writers stated that the specialist teacher for slow learners should have the following qualities:

She should be sympathetic to the less able girl and able to gain her confidence; have an appreciation of the difficulties and capabilities of these children; have unlimited patience; and have imagination to hold their interest. She should be able to inspire the girls with her enthusiasm for her subject. A knowledge of the work done and standards reached in English, Arithmetic, and Science is essential, as all these subjects are closely related to her work.

Lessons should be well organized and constant supervision should be given. Only in this way can assistance be given where needed.

The teacher should be methodical in her own work, and meticulously neat in her appearance, so that she sets a good example and can demand the same standards from the girls.<sup>21</sup>

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<sup>18</sup> Ibid., p. 199.

<sup>19</sup> Ibid., p. 200.

<sup>20</sup> Ibid., p. 201.

<sup>21</sup> Ibid., pp. 195-196.

The Province of Manitoba, Department of Education 1966 Provisional Program of Studies for the Occupational Entrance Course Grades VII, VIII, IX, states that 10 per cent of the allotment of time should be given to Home Economics in Grade VII and VIII and 10-20 per cent in Grade IX. The division of the time devoted to Home Economics is at the discretion of the teacher according to the circumstances and abilities of each class. In general, however, approximately one-third of the time is spent on Food Study and Home Management, about one-third on Grooming, Clothing Selection and Care and one-third on Social Grace and Development, Child Development and Understanding of Self and Others.

## CHAPTER III

### METHOD OF STUDY AND COLLECTION OF DATA

This chapter outlines the instrument construction and gives details about the collection of data. Information pertaining to the respondents is included.

#### I. INTRODUCTION

A questionnaire (see Appendix) was the instrument used to collect data. Questions dealing with home economics subject areas and course content were compiled. An effort was made to make all questions simple to read and easy to answer so as not to confuse the students for whom it was geared. A sample questionnaire was sent to several teachers in the Winnipeg area, currently teaching home economics to slow learners. The consensus was that the questions were suitable for slow learners and were based on general acceptance of the course content for these students.

#### II. COLLECTION OF DATA

When the thesis topic and method of study had been approved by the committee, permission was obtained from the Winnipeg School Division No. 1 to obtain the names and addresses of girls enrolled in the terminal course from 1959 to 1966. Some 504 names and addresses were obtained from class registers of terminal classes in three Winnipeg schools: Daniel MacIntyre Collegiate Institute, Sisler High School

and Grant Park High School.

A questionnaire plus a letter requesting their assistance in the investigation was sent to the 504 addresses. A stamped, addressed return envelope was enclosed with each questionnaire. Due to changes of name and/or address 104 questionnaires were returned undelivered. Five weeks after the first mailing a follow-up letter was sent out to the 400 addresses. Of these, 22 were returned as address unknown. Therefore it is assumed that some 378 questionnaires were received and of these 168 replied. This response was approximately 45 per cent of the 378 questionnaires.

### III. ANALYSIS OF DATA

The data obtained from the 168 completed questionnaires were compiled in tabular form so that a comparative analysis could be made. To analyse the response to the questionnaire, 54 responses were coded and the data placed on IBM cards, in order to utilize an IBM Card Sorter for ease of analysis. Of the 5 questions not coded, 2 questions were too complicated for machine tabulation and 3 questions required written answers which were unsuitable for tabulation. The answers to each question were compiled in terms of the number of respondents giving each answer.

### IV. RESPONDENT CHARACTERISTICS

#### 1. Age of Respondents

The majority of girls who answered the questionnaire were in

the age group 15-20 years (see Table I). The number in this age group that answered the questionnaire was 94 of the 168 respondents. These respondents would be the most recent graduates of the course. The information and training presented to them would be freshest in their mind. However, most would not have had the experience outside the school environment to make a very valid criticism of the course content. Also because they would be the most recent graduates the addresses obtained from the school was most likely to be correct as their present address.

Seventy respondents were in the age group from 20-25 years. A good proportion of these respondents would have experienced the terminal program in home economics in its earliest stages. Only 3 respondents answered from the 25-30 year age group. This age group would have been among the first terminal course graduates, with change of name through marriage and the mobility of the present population, it seems likely that many of those in this age group would be among those who did not receive questionnaires due to incorrect addresses.

TABLE I  
NUMBER AND PERCENTAGE OF RESPONDENTS IN EACH AGE GROUP

Age (in years)	Number*	Per cent
15-19	94	56.3
20-24	70	41.9
25-30	3	1.8
Total	167	100.0

\* One respondent did not give her age.



## 2. Marital Status of Respondents

The greatest majority, 115 of the 168 respondents, answering the questionnaire were single (see Table II). Also the majority of the single respondents were in the youngest age group, 15-20 years, again indicating that they were the most recent graduates of the course. Although their answers to many of the questions are valuable in assessing the program, the writer regrets that more married respondents did not answer since it can be assumed that the added responsibility of marriage would have given greater importance to the value of the course content to them. Fifty-three of the respondents were married. Although most of the married respondents were young and had not yet started a family, several had young families and this experience in housekeeping for a young family was reflected in their answers and criticisms of the program.

TABLE II

NUMBER AND PERCENTAGE OF MARRIED AND SINGLE RESPONDENTS

Marital Status	Number	Per cent
Single	115	68.5
Married	53	31.5
Total	168	100.0

## 3. Type of Residence of Respondents

Approximately 74 per cent of the 168 respondents or 124,

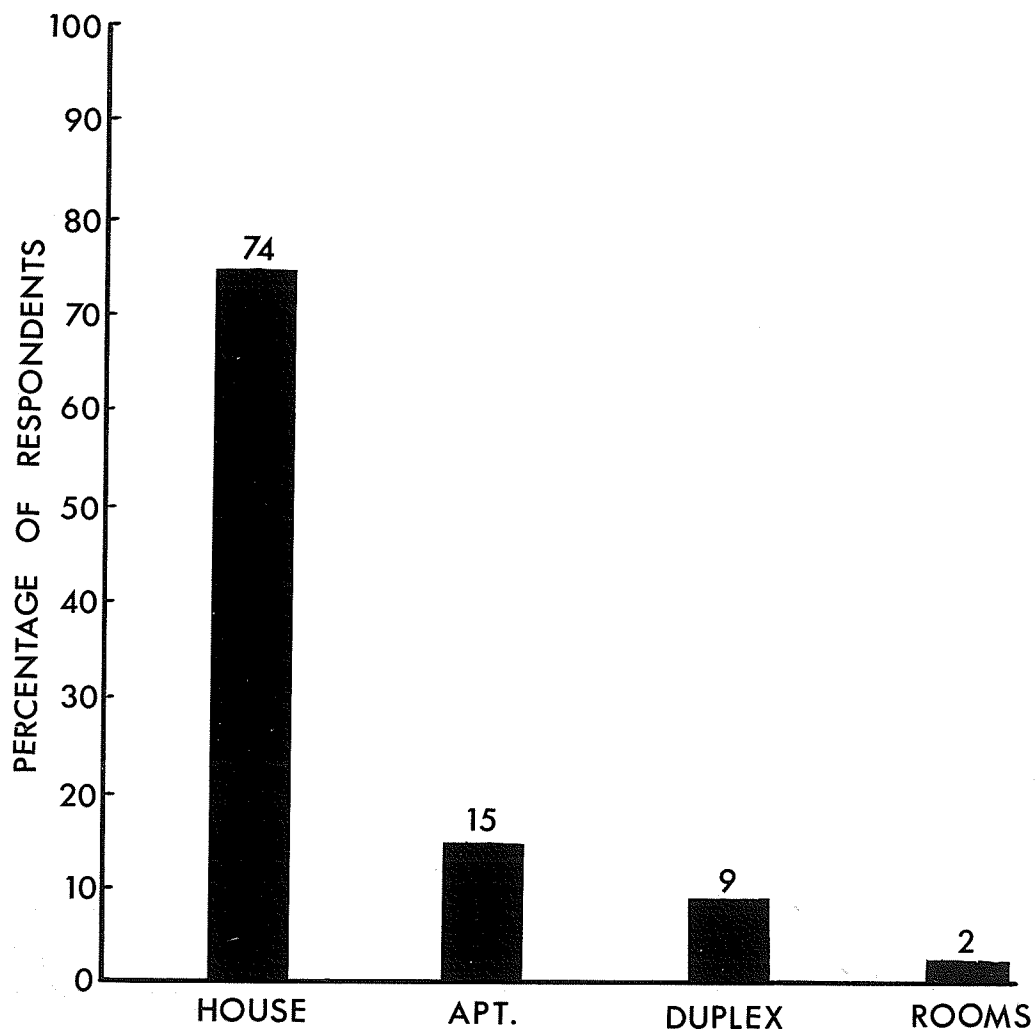
indicated that they lived in a house (see Figure 1). Of the 124, 96 were single and 28 were married. The answers of the questionnaire indicated that most of the single girls were living at home with their parents.

#### 4. School Leaving Year of Respondents

From 1959 to 1967 each year of school was represented by some of the respondents. This gives a broad representation of the program of home economics offered in the terminal course over a span of 9 years. The majority of respondents however were in the last two years (see Table III). Approximately 19 per cent left school in 1966 and approximately 43 per cent left school in 1967. This again reflects the large number of recent graduates who answered the questionnaire. These most recent graduates would have taken a modified program in junior high school and the terminal program in high school with home economics geared to their needs.

#### 5. Amount of Home Economics Training Received

The amount of home economics training received by respondents (see Table IV) shows that the majority of respondents received their home economics training once a week or cycle during grade 7 or Modified I, grade 8 or Modified II and grade 9 or Modified III. Whether they took a straight grade or were in the modified program depends upon the level at which they were selected to enter the instructional program geared for functional slow learners. If the student remained in the ordinary academic stream during junior high school she followed



**FIGURE 1**  
TYPE OF DWELLING IN WHICH  
RESPONDENTS LIVED

TABLE III  
 NUMBER AND PERCENTAGE OF RESPONDENTS WHO LEFT SCHOOL  
 IN EACH YEAR FROM 1959 to 1967

Year	Number	Percentage
1959	4	2.4
1960	4	2.4
1961	3	1.7
1962	11	6.5
1963	9	5.4
1964	14	8.3
1965	19	11.3
1966	32	19.1
1967	72	42.9
Total	168	100.0

TABLE IV  
 AMOUNT OF HOME ECONOMICS TRAINING RECEIVED BY RESPONDENTS

Grade Level	Once a Cycle	Twice a Cycle	No Answer	Total
Grade 7 or Modified I	142	13	13	168
Grade 8 or Modified II	144	13	11	168
Grade 9 or Modified III	96	9	63	168
Terminal I	45	96	27	168
Terminal II	27	79	62	168

the regular grade 7, 8 and 9 program. During any of these school years it was possible for her to be recommended for the slow learner program at that time called in the junior high school, the modified program. By high school, however, the students to whom this questionnaire was sent were all enrolled in the terminal program for slow learners. During this program the majority of students received home economics training twice during the six-day cycle.

## CHAPTER IV

### THE QUESTIONNAIRE RESULTS

The purpose of this chapter is to analyse the results of the questionnaire. The answers to each question in the questionnaire are considered and where possible analysis and comparison is made by age and/or marital status.

#### I. INTRODUCTION

Four basic areas of home economics training were included in the questionnaire (see Appendix). These were child care study, foods and nutrition, clothing and textiles and vocational training. The questions in each area were designed to see how much training had been received and what value the training was to the girls.

#### II. CHILD CARE STUDY

##### 1. Number of Respondents With Children

Twenty-four of the 168 respondents who answered the questionnaire had children (see Table V). Most (15) had only one child but 8 had two children and one had 4 children. All children were 5 years or under and most were under 2 years.

TABLE V  
NUMBER OF RESPONDENTS WITH CHILDREN

Number of Children	1	2	3	4	Total
Number of Respondents	15	8	0	1	24

## 2. Home Economics Training in Child Care

When asked in the questionnaire if they had learned how to care for children in their home economics training, approximately 51 per cent answered yes and 47 per cent answered no. Of the 79 who answered no, 27 were in the age group 15-20 years and 52 in the age group 21-30 years (see Table VI).

TABLE VI  
NUMBER OF RESPONDENTS WHO LEARNED TO CARE FOR CHILDREN  
IN THEIR HOME ECONOMICS TRAINING  
ACCORDING TO AGE LEVEL

Age Level of Respondents	Received Training	Didn't Receive Training	Total
15-20 years	64	27	91
21-30 years	21	52	73
Total	85	79	164

$$\chi^2 = 9.76, df = 1, p > .05$$

According to Table VI there was a significant lack of training in child care given in the earlier years of the course.

Only 36 respondents answered the question, "Have you found the training helpful in caring for your own children?" Of these 26 answered yes and 10 answered no. The large number who did not answer the question reflects the large number of respondents who are

single or have no children.

### 3. Areas of Child Care Training

On the areas of child care training which should be included in the home economics course, 134 checked babies up to 2 years, 75 checked toddlers, 2-4 years and 49 checked each pre schoolers and school age children. Most of the respondents seem to feel the emphasis should be on the very young child.

### 4. Care of Children While Mother Works

Only 6 of the respondents who answered the questionnaire were working mothers. Of these 6, one child attended kindergarten, 4 were taken to someone's home to be looked after and one was left with a babysitter at home.

## III. FOODS AND NUTRITION

### 1. Usefulness of Home Economics Food Preparations

One hundred and forty-one or about 84 per cent of the respondents answered that in their home economics training they had learned to cook foods that they now make at home. However, 26 of the respondents stated that they had not learned to cook foods that they now make at home. According to Table VII there is no statistical significance according to marital status. However, from the comments made at the end of the questionnaire it seemed apparent that some of those who did not learn to cook foods they now make at home were recent immigrants to this country and their meal planning largely consisted



TABLE VII  
 USEFULNESS OF HOME ECONOMICS FOOD PREPARATIONS  
 ACCORDING TO MARITAL STATUS

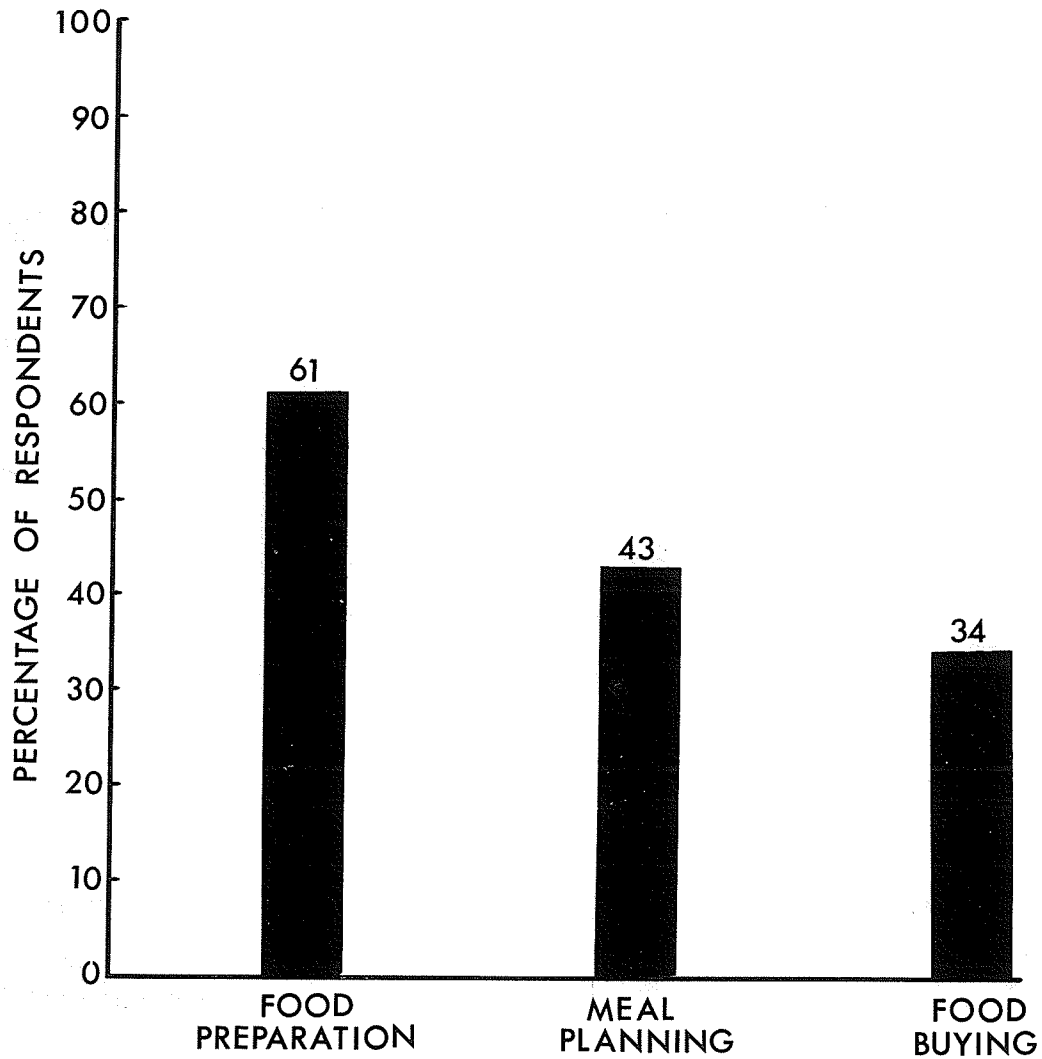
Marital Status	Useful	Not Useful	Total
Married	42	11	53
Single	99	15	114
Total	141	26	167

$$\chi^2 = 1.59, df = 1, p < .05$$

of their more familiar food dishes native to their home country.

## 2. Areas of Food Instruction Most Useful

To the question, "What Areas of food instruction are most useful to you?" the responses were fairly close (see Figure 2). Sixty-one per cent asked for food preparation, 43 per cent asked for meal planning and 34 per cent asked for food buying. This would seem to indicate that all three areas of food instruction are of value to these respondents. The marital status of the respondents made no significant difference to the response to these areas of food instruction found most useful (see Table VIII). Neither was there any statistical significance of the response according to age grouping (see Table IX).



**FIGURE 2**

**AREAS OF FOOD INSTRUCTION  
MARKED MOST USEFUL  
BY RESPONDENTS**

**NOTE :- SOME RESPONDENTS MARKED  
MORE THAN ONE AREA**

TABLE VIII  
 AREAS OF FOOD INSTRUCTION MOST USEFUL  
 ACCORDING TO MARITAL STATUS

Area	Useful	No Answer	Total
A. Buying Foods <sup>1</sup>			
Married	16	37	53
Single	41	74	115
Total	57	111	168
B. Meal Planning <sup>2</sup>			
Married	25	28	53
Single	47	68	115
Total	72	96	165
C. Food Preparation <sup>3</sup>			
Married	36	17	53
Single	67	48	115
Total	103	65	168

1.  $X^2 = 0.47$ ,  $df = 1$ ,  $p < .05$

2.  $X^2 = 0.59$ ,  $df = 1$ ,  $p < .05$

3.  $X^2 = 1.22$ ,  $df = 1$ ,  $p < .05$

### 3. Most Important Cooking Preparations

Of the 11 cooking preparations listed in question 16 of the questionnaire, meat and fish cookery was rated the first choice by 98 respondents (see Table X). Others that stood were poultry which was the second choice of 47, casseroles which were the third choice of 33 and vegetables which were rated high on second, third and fourth choices. This seems to reflect the comments given at the end

TABLE IX  
AREAS OF FOOD INSTRUCTION MOST USEFUL ACCORDING TO AGE

Area	Useful	No Answer	Total
A. Buying Foods <sup>1</sup>			
15-20 age group	20	65	94
21-30 age group	28	45	73
Total	57	110	167
B. Meal Planning <sup>2</sup>			
15-20 age group	35	59	94
21-30 age group	37	36	73
Total	72	95	167
C. Food Preparation <sup>3</sup>			
15-20 age group	54	40	94
21-30 age group	48	25	73
Total	102	65	167

1.  $X^2 = 1.03$ ,  $df = 1$ ,  $p < .05$

2.  $X^2 = 3.04$ ,  $df = 1$ ,  $p < .05$

3.  $X^2 = 1.19$ ,  $df = 1$ ,  $p < .05$

of several questionnaires that they would like to see more emphasis in cooking classes on meal preparations in the areas of meat and vegetables and other main dishes.

#### 4. The Use of Instant or Prepared Foods

In the case of using instant or prepared foods about 76 per cent of the respondents stated that they used instant or prepared foods occasionally. The functional slow learner often finds many

TABLE X  
 PREFERENCES OF RESPONDENTS FOR FOOD INSTRUCTION

Area of Instruction in Foods	Number First Choice	Number Second Choice	Number Third Choice	Number Fourth Choice	Total
Meat	98	23	16	3	140
Egg	5	8	12	23	48
Poultry	9	47	24	23	103
Casseroles	17	19	33	25	94
Vegetables	8	33	28	25	94
Soup (home made)	10	12	18	14	54
Muffins	0	2	4	12	18
Cakes	0	3	7	4	14
Cookies	1	1	3	6	11
Desserts	1	1	1	8	11
Pastry	4	4	6	9	23
Total	153	153	152	152	610

recipes too difficult, too time consuming or too hard to read so that with the use of instant or prepared foods, meal planning and preparation could be made simpler for her.

##### 5. Preserving and Freezing Foods

The percentages in the question on preserving foods at home were approximately 42 per cent indicating yes and 53 per cent indicating no. On preserving foods at home 34 or the 53 married respondents indicated no. Although this is not quite statistically significant

(see Table XI), it does show that the majority of the married respondents did not feel this to be of value to them. With the cost of preserving materials increasing compared with the cost of the commercial product, this area of training has for many years been impractical for the school system to undertake and has been dropped from the home economics program.

TABLE XI  
PRESERVATION OF FOODS AT HOME ACCORDING  
TO MARITAL STATUS

Marital Status	Preserve	Do Not Preserve	Total
Married	16	34	50
Single	55	55	110
Total	71	89	160

$$\chi^2 = 3.66, df = 1, p < .05$$

On the question of freezing foods at home 72 per cent of the respondents said they did freeze foods at home. This high a percentage seems to indicate that this is an area of information and instruction that would be of value to students. Although 40 of the 53 married respondents answered yes to the question on freezing foods, there is no statistical significance in the response to this question according to marital status (see Table XII).

TABLE XII  
 FREEZING OF FOODS AT HOME ACCORDING  
 TO MARITAL STATUS

Marital Status	Do Freeze	Do Not Freeze	Total
Married	40	12	52
Single	81	28	109
Total	121	40	161

$$\chi^2 = 0.13, df = 1, p < .05$$

#### 6. Canada's Food Guide

About 71 per cent of the respondents stated they knew Canada's Food Guide but only 37 per cent of the respondents stated they used Canada's Food Guide to plan their day's meals. Although there is no statistical significance to the response to this question by marital status (see Table XIII), it does seem to indicate a lack of understanding of the value of Canada's Food Guide, both economically and nutritionally, to the human diet. The great discrepancy between those who know the food guide and those who use the food guide to plan their meals (see Table IV) seems to indicate that this is a topic in the home economics food course that requires better emphasis.

#### 7. Purchasing Food

To the question, "Do you shop personally for your food?" 49 per cent indicated yes and 36 per cent indicated no. In analysis according

TABLE XIII  
 KNOWLEDGE AND USE OF CANADA'S FOOD GUIDE  
 ACCORDING TO MARITAL STATUS

Area	Yes	No	Total
A. Knowledge of Food Guide <sup>1</sup>			
Married	33	19	52
Single	86	27	113
Total	119	46	165
B. Use Canada's Food Guide <sup>2</sup>			
Married	23	27	50
Single	39	68	107
Total	62	95	157

1.  $X^2 = 2.90, df = 1, p < .05$

2.  $X^2 = 1.30, df = 1, p < .05$

TABLE XIV  
 KNOWLEDGE AND USE OF CANADA'S FOOD GUIDE  
 ACCORDING TO AGE GROUP

Area	Yes	No	Total
A. Knowledge of Food Guide <sup>1</sup>			
15-20 age group	72	20	92
21-30 age group	46	26	72
Total	118	46	164
B. Use Canada's Food Guide <sup>2</sup>			
15-20 age group	32	55	87
21-30 age group	30	40	70
Total	62	95	157

1.  $X^2 = 4.02, df = 1, p > .05$

2.  $X^2 = 0.60, df = 1, p < .05$



to marital status (see Table XV) the response is significant in that 57 of the 60 who said no were single. Since most of the single girls lived with their parents they would not have complete responsibility for meal planning and food purchasing.

TABLE XV  
PERSONAL SHOPPING FOR FOOD ACCORDING TO MARITAL STATUS

Shopped Personally for Food	Yes	No	Total
Married	49	3	52
Single	50	57	107
Total	99	60	159

$$\chi^2 = 33.72, df = 1, p > .05$$

This supposition is also borne out in the analysis by age group (see Table XVI) in that the majority who indicated no were in the youngest age group.

TABLE XVI  
PERSONAL SHOPPING FOR FOOD ACCORDING TO AGE GROUP

Shopped Personally For Food	Yes	No	Total
15-20 age group	48	40	88
21-30 age group	51	9	60
Total	99	49	148

$$\chi^2 = 14.91, df = 1, p > .05$$

Seventy-seven per cent of the respondents stated that they bought their food at a large supermarket. This percentage seems to reflect the growing urban consumer practice of supermarket shopping. As shown by Table XVII there was no significance in whether the respondents were married or single.

TABLE XVII  
TYPE OF STORE AT WHICH FOOD PURCHASES WERE MADE  
ACCORDING TO MARITAL STATUS

Food Purchases	Small Store	Supermarket	Total
Married	5	47	52
Single	21	88	109
Total	26	135	161

$$\chi^2 = 2.42, df = 1, p < .05$$

On question 24, 61 per cent of the respondents said they did plan how much they could spend for food and on question 25, 74 per cent of the respondents stated that they used a shopping list when shopping for their food. In analysis by marital status (see Table XVIII) it can be seen that only 10 of the 53 married respondents did not plan how much to spend on food and the same number did not use a shopping list. It seems reasonable to assume also that the large number of single respondents answering no to each question once again

illustrates that these single respondents would not likely have had responsibility for budgeting and ordering of food. No significant interpretation, however, can be made in analysis by age group (see Table XIX).

TABLE XVIII  
PLANNED SPENDING ON FOOD AND USE OF A SHOPPING LIST  
ACCORDING TO MARITAL STATUS

Area	Yes	No	Total
A. Planned Spending on Food <sup>1</sup>			
Married	41	10	51
Single	62	40	102
Total	103	50	153
B. Used a Shopping List <sup>2</sup>			
Married	41	10	51
Single	83	22	105
Total	124	32	156

1.  $X^2 = 5.26$ ,  $df = 1$ ,  $p > .05$

2.  $X^2 = 0.03$ ,  $df = 1$ ,  $p < .05$

TABLE XIX  
PLANNED SPENDING ON FOOD AND USE OF A SHOPPING LIST  
ACCORDING TO AGE GROUP

Area	Yes	No	Total
A. Planned Spending on Food <sup>1</sup>			
15-20 age group	52	32	84
21-30 age group	51	17	68
Total	103	49	152
B. Used a Shopping List <sup>2</sup>			
15-20 age group	64	20	84
21-30 age group	60	11	71
Total	124	31	155

1.  $X^2 = 2.95$ ,  $df = 1$ ,  $p < .05$

2.  $X^2 = 1.65$ ,  $df = 1$ ,  $p < .05$

8. Consumer Information

Thirty-six per cent of the respondents felt that the variety of foods, the sizes and shapes of containers, and the advertising information on the packages available in the stores today were confusing. However, 79 per cent felt more information on buying foods and household items should be included in the home economics program. Of the married respondents 25 of the 53 found the consumer information confusing and 49 of the 53 felt the need for more information on this subject. In terms of recognizing a need for more consumer information, this proved significant in the response by marital status (see Table XX). Also in terms of age groups, the response was again significant in requesting more information (see Table XXI). Consumer information appears to be an area which should receive definite consideration in the home economics program.

TABLE XX  
RESPONSE TO CONSUMER INFORMATION  
BY MARITAL STATUS

Area	Yes	No	Total
A. Found Advertising Information Confusing <sup>1</sup>			
Married	25	27	52
Single	35	73	108
Total	60	100	160
B. Request for More Information <sup>2</sup>			
Married	49	3	52
Single	83	28	111
Total	132	31	163

1.  $\chi^2 = 3.67$ ,  $df = 1$ ,  $p < .05$

2.  $\chi^2 = 8.70$ ,  $df = 1$ ,  $p > .05$



TABLE XXI  
RESPONSE TO CONSUMER INFORMATION  
BY AGE GROUP

Area	Yes	No	Total
A. Found Advertising Information Confusing <sup>1</sup>			
15-20 age group	30	58	88
21-30 age group	30	42	72
Total	60	100	160
B. Request for More Information <sup>2</sup>			
15-20 age group	66	24	90
21-30 age group	66	6	72
Total	132	30	162

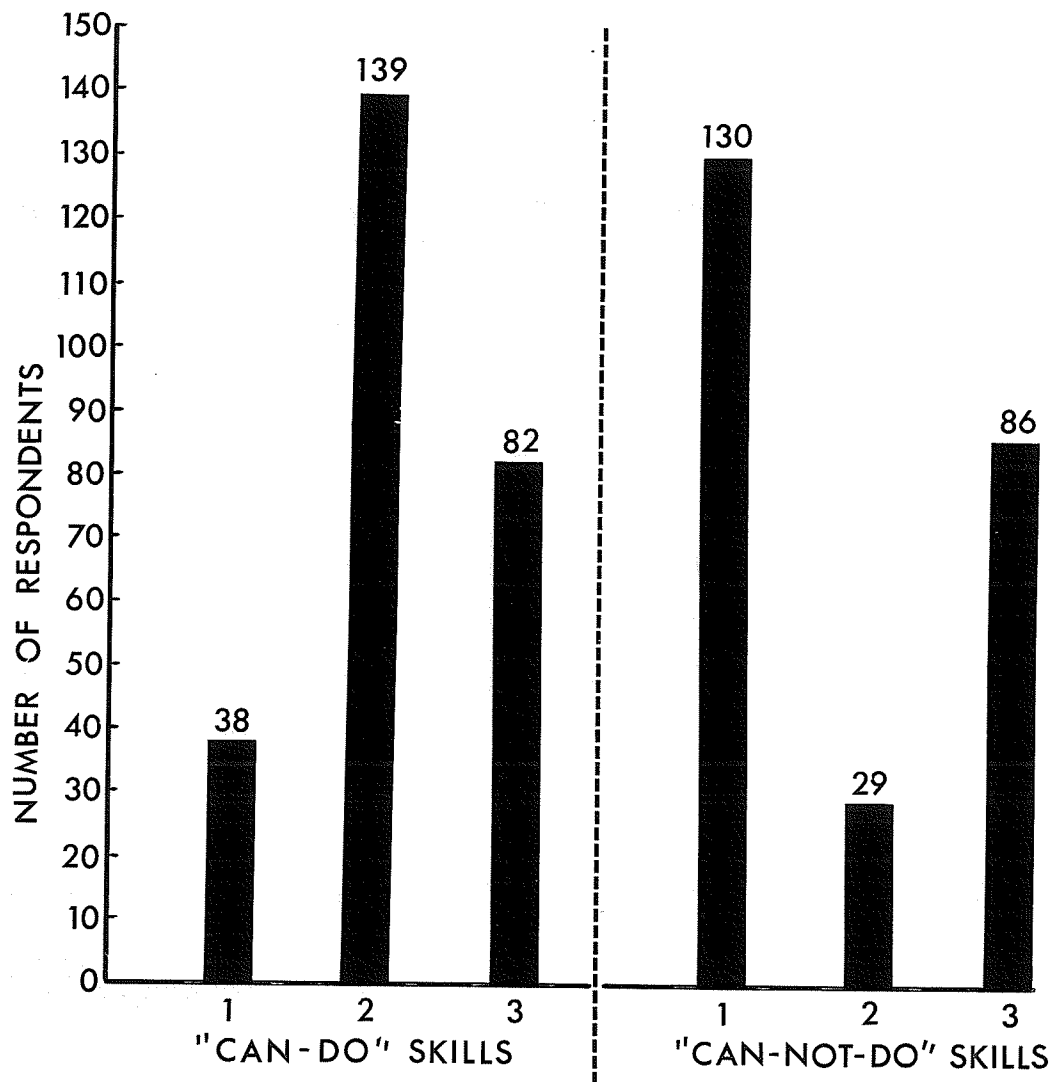
1.  $X^2 = 0.97$ ,  $df = 1$ ,  $p < .05$

2.  $X^2 = 8.32$ ,  $df = 1$ ,  $p > .05$

#### IV. SEWING AND TEXTILES

##### 1. Competence in Sewing Skills

On question 28 of the questionnaire, dealing with competence in sewing skills, it was found that only 38 of the 168 respondents could turn a collar on a man's shirt (see Figure 3). However, 139 of the 168 respondents could do such clothing alterations as alter a dress, re-fit a skirt and/or shorten a pair of trousers. Also 82 of the 168 could mend a torn elbow or knee on shirts or trousers such as overalls. Since the majority of these students come from low income families, the need to receive the most value from clothes is



**FIGURE 3**

**COMPETENCE OF RESPONDENTS  
IN SEWING SKILLS**

1. TURN A COLLAR ON A MAN'S SHIRT
2. ALTER A DRESS, SKIRT, TROUSERS
3. MEND A TORN ELBOW OR KNEE

one of importance. No significant difference was obtained in analysis by marital status (see Table XXII) as to the degree of competency in these sewing skills.

TABLE XXII  
COMPETENCY IN SEWING SKILLS ACCORDING  
TO MARITAL STATUS

Area	Yes	No	Total
A. Ability to turn a collar on a man's shirt <sup>1</sup>			
Married	17	36	53
Single	21	94	115
Total	38	130	168
B. Ability to do clothing alterations <sup>2</sup>			
Married	47	6	53
Single	92	23	115
Total	139	29	168
B. Ability to do mending <sup>3</sup>			
Married	34	19	53
Single	67	48	115
Total	101	67	168

1.  $X^2 = 3.90$ ,  $df = 1$ ,  $p > .05$

2.  $X^2 = 1.90$ ,  $df = 1$ ,  $p < .05$

3.  $X^2 = 0.50$ ,  $df = 1$ ,  $p < .05$

The need to learn these sewing skills was recognized by the respondents in that 92 per cent answered yes to the question, "Do you

feel the training in the above sewing skills is useful?" There was no significant difference in response by marital status (see Table XXIII), both married and single respondents indicated they felt training in these sewing skills to be useful.

TABLE XXIII  
RESPONSE TO TRAINING IN SEWING SKILLS  
ACCORDING TO MARITAL STATUS

Training in Sewing Skills	Useful	Not Useful	Total
Married	51	1	52
Single	104	6	110
Total	155	7	162

$$\chi^2 = 1.06, df = 1, p < .05$$

## 2. Children's Clothes

To the question, "Do you make clothes for children?" only 28 of the respondents indicated yes. Since only 24 respondents were married the low response to this question is not surprising.

## 3. Clothing Construction

Only about 57 per cent or slightly more than half of the respondents marked that they made clothes for themselves. Since all of the basic clothing construction skills are included in the home



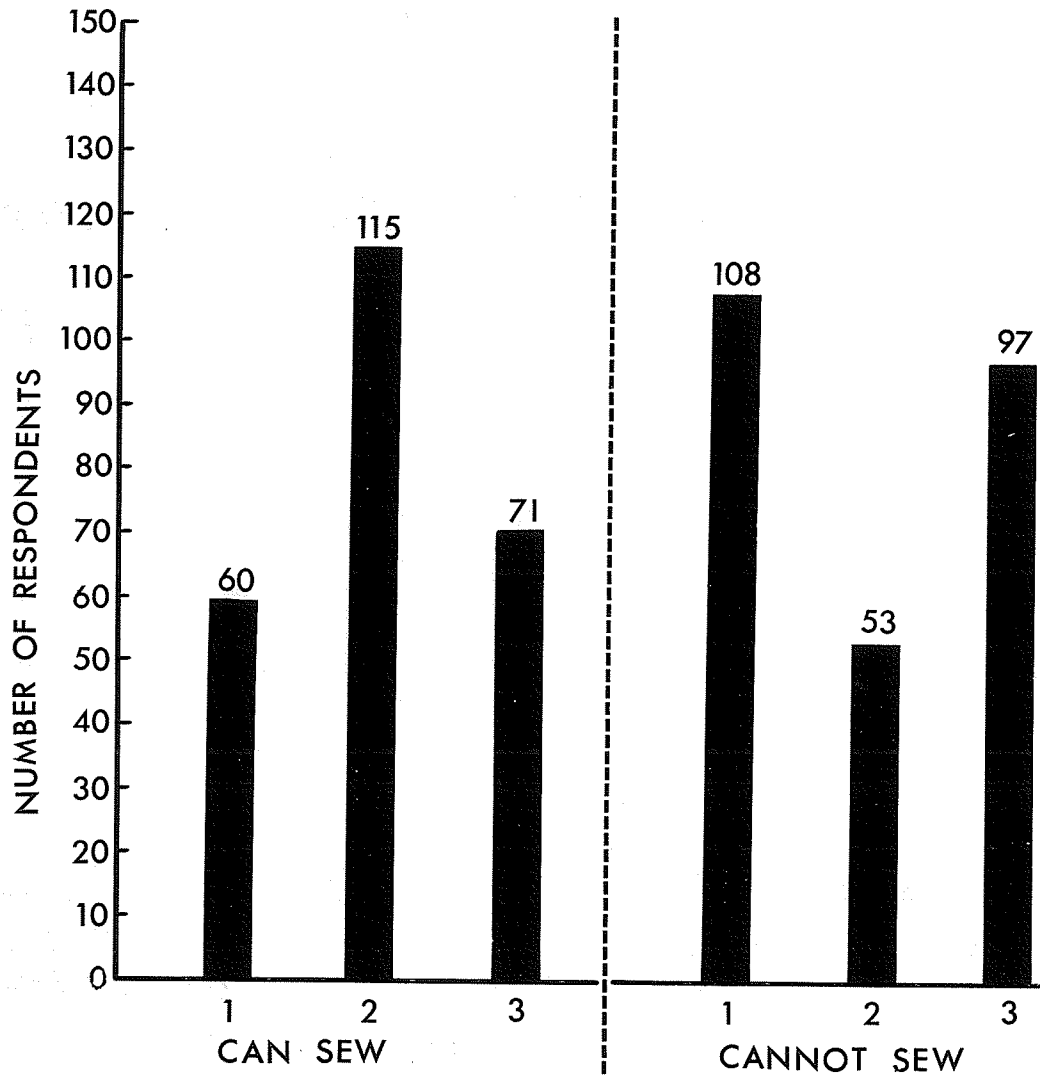
economics course it seems apparent that many girls are not realizing the potential of these skills for their own benefit. Although there was no significant response in analysis by age group (see Table XXIV) there was a significant response in analysis by marital status (see Table XXV) indicating that the married respondents, perhaps for reasons of economics, were making greater use of their training in clothing construction.

TABLE XXIV  
RESPONSE TO MAKING CLOTHES ACCORDING TO AGE GROUP

Make Clothes For Myself	Yes	No	Total
15-20 age group	52	41	93
21-30 age group	42	28	70
Total	94	69	163

$$\chi^2 = 0.27, df = 1, p < .05$$

On the question of clothing construction, 60 of the 168 respondents stated they could make coats and suits (see Figure 4). Also 115 of the 168 respondents stated they could make dresses, blouses and remodel clothes and 71 of the 168 respondents said they could make sportswear. The larger response to the construction of dresses and blouses probably reflects the fact that the clothing construction



**FIGURE 4**

**ABILITY OF RESPONDENTS  
IN CLOTHING CONSTRUCTION**

1. SUITS AND COATS
2. DRESSES, BLOUSES, MAKE-OVERS
3. SPORTS WEAR

taught during the home economics program in the junior and senior high school years includes these articles of clothing.

TABLE XXV  
RESPONSE TO MAKING CLOTHES ACCORDING TO  
MARITAL STATUS

Make Clothes For Myself	Yes	No	Total
Married	36	16	52
Single	59	53	112
Total	95	69	164

$$\chi^2 = 4.09, df = 1, p > .05$$

#### 4. Household Sewing Skills

Only 29 per cent of the respondents stated that they had made curtains or slip covers for their home. However, 82 per cent of the respondents felt that this type of sewing skill should be included in the home economics program. At the present time this type of sewing skill is not included in the home economics program, but the response to this question seems to indicate it should be considered for inclusion in the program. In analysis by marital status (see Table XXVI), it was significant that those respondents that were married had found use for this particular sewing skills and also voted in favor of its inclusion in the course.

TABLE XXVI  
 RESPONSE TO THE CONSTRUCTION OF CURTAINS AND SLIPCOVERS  
 ACCORDING TO MARITAL STATUS

Area	Yes	No	Total
A. Ability to make curtains and slipcovers <sup>1</sup>			
Married	26	27	53
Single	23	84	107
Total	49	111	160
B. Include this skill in the Home Economics Program <sup>2</sup>			
Married	48	5	53
Single	89	21	110
Total	137	26	163

1.  $X^2 = 12.67$ ,  $df = 1$ ,  $p > .05$

2.  $X^2 = 2.50$ ,  $df = 1$ ,  $p < .05$

### 5. Laundry

Ninety per cent of the respondents stated that they did their laundry in their own home compared with 6 per cent who did their laundry at a laundromat. This reflects again the large percentage of respondents who lived in a house where laundry facilities would be available. There was no significant difference in the response to this question when analysed by marital status (see Table XXVII).

About 30 per cent of the respondents stated that they had spoiled or ruined clothing in the laundry because of incorrect washing. The greatest majority of spoiled articles were woolens (see

Figure 5), indicating a need for more careful laundry instruction techniques especially in this area of washing woolens correctly. Another laundry problem which showed need of attention is the sorting of garments to avoid the result of colored garments spoiling white garments when washed together. When analysed by marital status there was no significance to laundry mistakes by either married or single respondents (see Table XXVIII).

TABLE XXVII  
RESPONSE TO WHERE LAUNDRY IS DONE  
ACCORDING TO MARITAL STATUS

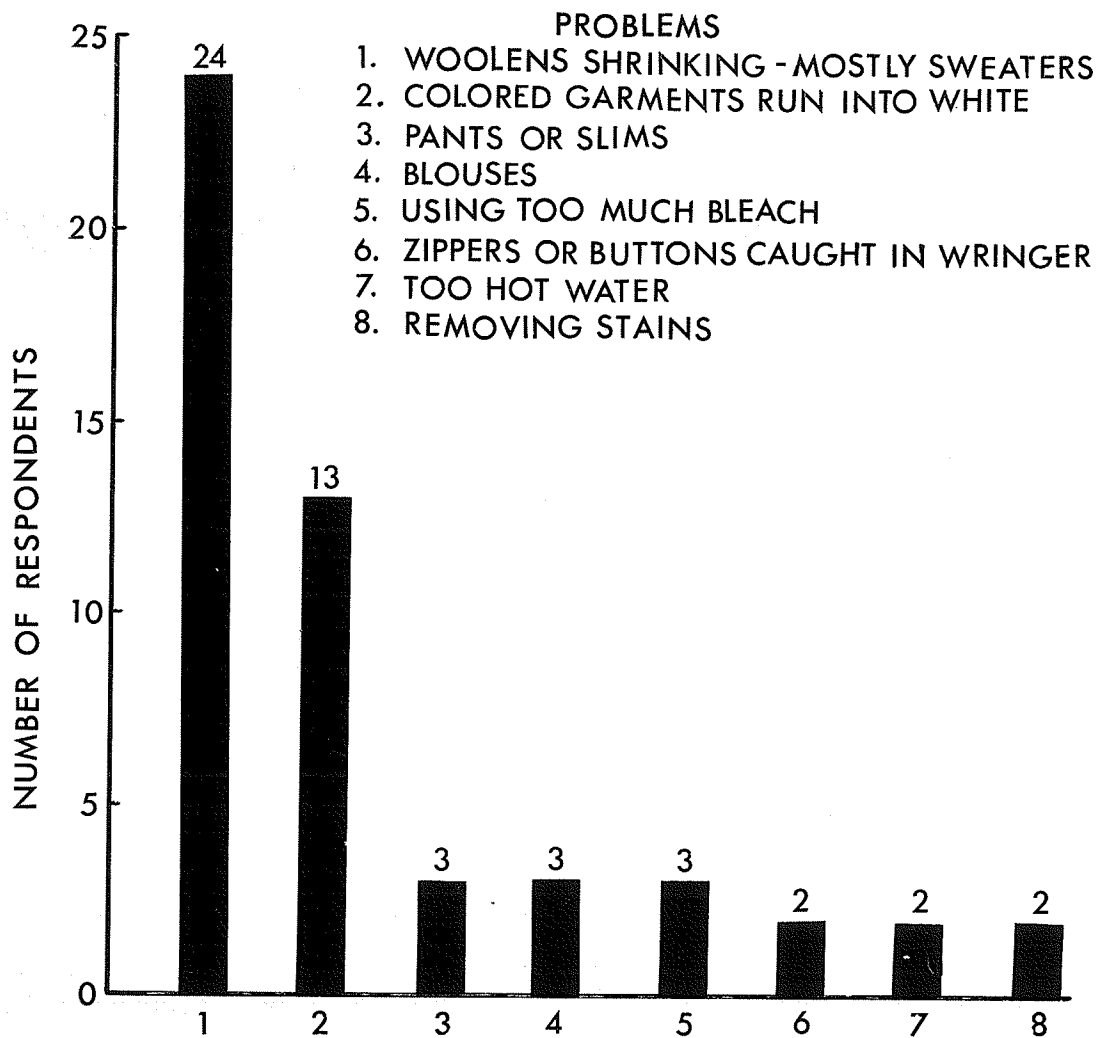
Laundry Done	At Home	At Laundromat	Total
Married	49	4	53
Single	102	6	108
Total	151	10	161

$$X^2 = 0.24, df = 1, p < .05$$

TABLE XXVIII  
RESPONSE TO MISTAKES IN LAUNDRY BY MARITAL STATUS

Laundry Mistakes	Yes	No	Total
Married	18	35	53
Single	33	75	108
Total	51	110	161

$$X^2 = 0.19, df = 1, p < .05$$



**FIGURE 5**  
PROBLEMS IN LAUNDRY  
AS MARKED BY RESPONDENTS

A need for more and better laundry instruction was recognized by the respondents, 71 per cent of whom marked yes to the question, "Should more laundry instruction be included in the home economics course?"

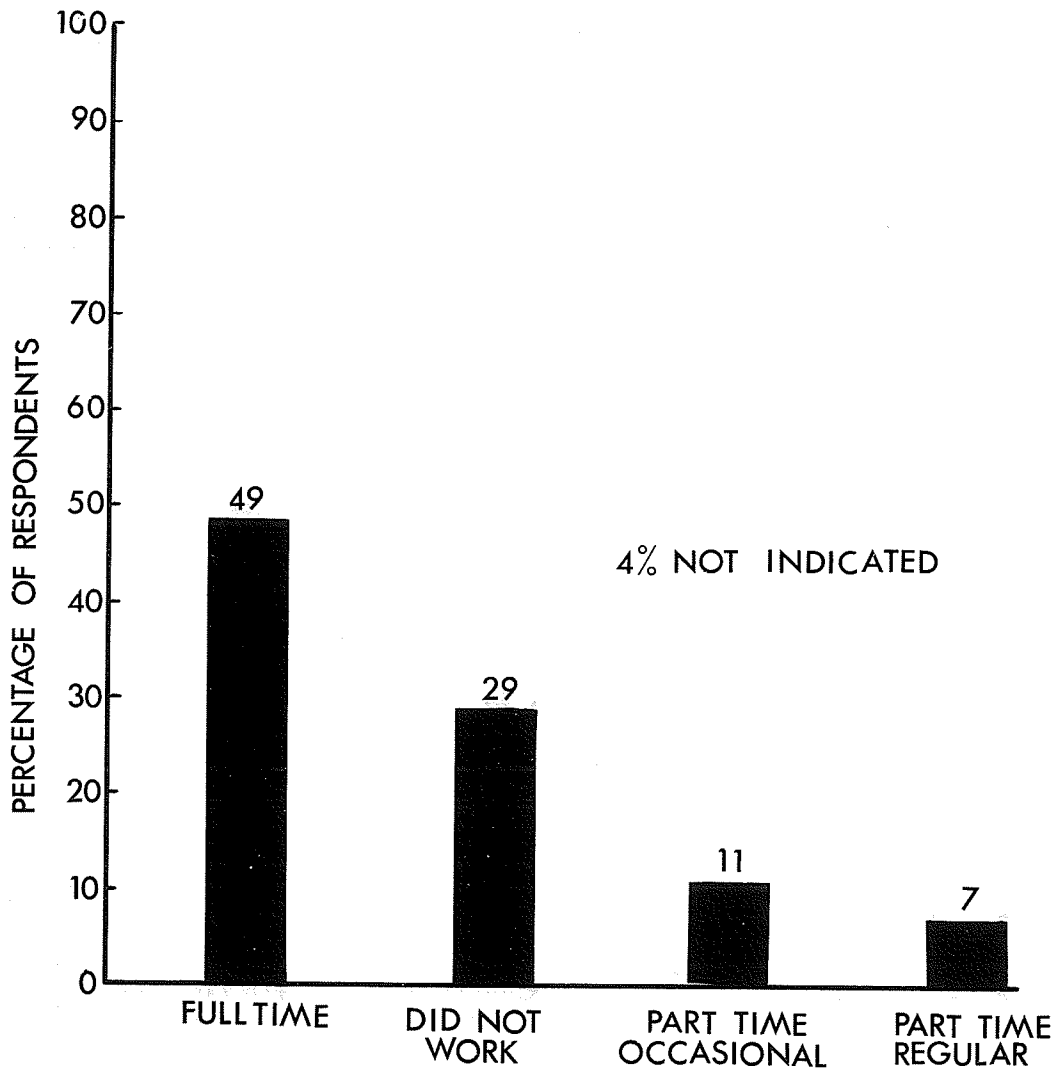
## V. VOCATIONAL TRAINING

### 1. Employment of Respondents

Forty-nine per cent of the respondents worked full time (see Figure 6), while 7 per cent worked part time on a regular basis and 11 per cent worked part time occasionally. However, 29 per cent did not work at all. Of those working full time, 61 were single girls and 21 were married. Of those working part time regularly, all 11 girls were single. Of those working part time occasionally, 10 were single girls and 8 were married. Of those not working at all, 28 were single girls and 20 were married.

Of the respondents who worked full or part time (although there was a wide variance of occupations) a larger number were employed in office work either as clerk typist or in general office work (see Table XXIX). Several respondents worked as sales clerks, hairdressers and as babysitters.

Forty-nine per cent of the respondents said that their home economics training was not helpful in getting or keeping their job, while 29 per cent stated that their home economics training had been helpful in getting or keeping their job. Although there are many job occupations and opportunities in which home economics principles and



**FIGURE 6**  
PERCENTAGE OF RESPONDENTS  
EMPLOYED



TABLE XXIX

## TYPES OF JOBS AT WHICH RESPONDENTS WERE EMPLOYED

Description of Job	Number Employed
General Office Work	13
Clerk Typist	12
Hair Dresser	8
Babysitter	7
Stenographer-Secretary	7
Sales Clerk	7
Work in Post Office	4
Audit Clerk	4
IBM Key Punch Operator	4
Telex-Teletype Operator	4
Short Order Cook	4
Sewing or Garment Factory Work	3
Waitress	3
Nurse's Aide	3
Factory Workers - Packers	3
Switch Board Operator	2
Hospital Admitting Clerk	2
Comptometer Operator	2
Year Book Negative Cutter	1
Parcel Clerk	1
Cashier	1
Board Marker - Securities	1
Catering Helper	1
Supervisor - Ashdowns	1
Dietary Department Children's Hospital	1
Telephone Operator	1
Red Cross Blood Delivery	1
Telephone Solicitor	1
Film Processing	1
Cleaning - Hospital	1
Assistant - Cardiologist's Office	1
Receptionist - Dentist's Office	1
Designer - Florist Shop	1
Modelling	1
Writer - Advertising Firm	1
Physical Director - Y.W.C.A.	1
Machine Embroidery - Sportswear Crests	1

practices are employed, vocational training, as such, was not a part of the home economics program until the introduction of the R. B. Russell Junior Vocational School in The Winnipeg School Division No. 1 which is designed especially for functional slow learners.

## 2. Job Preferences

Question 41 of the questionnaire listed 21 jobs in which home economics training is embodied. The respondents were requested to number the jobs in order of their preference. Taking into consideration the first 4 choices of the respondents, those jobs that seemed to appeal most were: a) jobs dealing with young children; (b) hospital or nurse's aide work; c) florist helper; and d) sales clerk (see Table XXX).

About 71 per cent of the respondents stated that they would be interested in learning the home economics skills necessary for employment in jobs similar to those listed in question 41, while they were in high school. This could open up an area of vocational training in home economics education.

TABLE XXX  
EMPLOYMENT CHOICES MADE BY RESPONDENTS

Description of Job	First Choice	Second Choice	Third Choice	Fourth Choice	Total
Helper - Children's Hospital Ward	39	18	16	13	86
Helper - Children's Home	5	13	19	13	50
Helper - Child Care Center	6	17	16	14	53
Nursery School Aide	5	7	13	18	43
Babysitter	7	6	2	7	22
Visiting Homemaker for Children	1	2	2	6	11
Visiting Homemaker for Elderly and Handicapped	1	3	6	5	15
Institutional Housekeeper	0	1	0	0	1
Hotel-Motel Housekeeper	0	2	1	1	4
Aide - Hospital Ward	3	7	8	4	22
Nurse's Aide	12	2	2	6	22
Hospital Linen Room	0	0	2	0	2
Hospital Food Services	5	1	1	5	12
Commercial Food Services	1	4	2	3	10
Bakery Helper	0	1	4	2	7
Waitress	2	3	2	1	8
Hostess - Restaurant	5	4	2	1	12
Dry Cleaning - Laundry	0	1	1	1	3
Florist Helper	5	14	9	4	32
Sales Clerk	26	13	7	4	50
Dressmaker	8	4	1	4	17
Clothing Alterations	0	3	3	2	8
Total	131	126	119	114	490

## CHAPTER V

### CRITICISMS OF THE HOME ECONOMICS PROGRAM

The purpose of this chapter is to analyse the response to the last question of the questionnaire. This question asked the respondents to comment on what parts of the home economics program that they had received had been the most and the least value to them. Following are some of their comments:

One respondent felt that some child psychology should be taught in the child care section of the course.

Several of those who were older mentioned that they had not fully appreciated the course until they were married and on their own and felt that in general the girls in school were simply too young to appreciate and take full value of the work being presented.

Several respondents mentioned that skills in darning, patching, mending, making alterations, and making curtains and slipcovers were skills that they needed as housewives but for which they had received no training in school.

A few respondents complained that the food preparations they had learned in school were too elementary and had already been taught in their homes.

Several felt that too much time had been spent on making as they described it, "unimportant" foods such as cookies and desserts instead of "important" foods like meat dishes and "real" meals.

Several felt there should be more instruction on laying out a

pattern, cutting out a pattern and making pattern alterations.

Many felt that more information on buying foods would be helpful; two or three mentioned specifically that they would like to have had training on how to read and understand labels.

One respondent complained that there was not enough time in sewing instruction for the teacher to give sufficient individualized attention to each student.

A few complained that cooking in a group did not allow each student to grasp the complete method and would like to have seen each student make a small portion on her own.

Several suggested that there should be more choice available in the clothes to be made in sewing classes.

A few respondents complained that the jobs listed in the questionnaire were of little interest because they would like to train for "more important" careers.

One respondent felt the home economics program should include caring for the "whole house."

Another respondent felt that it took too long to make the garments in sewing so that when she had finished the garment she could not remember how to do the first steps.

The majority of respondents, however, expressed an appreciation of the home economics course they had taken and stated that they had found it very valuable to them.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of the study was to determine what use girls are making of the home economics training they have received; what areas are most useful to them; what vocational use has home economics training; what types of programs are recommended in the literature for slow learners and what recommendations can be made for improvement of home economics programs for slow learners. The study was limited to the girls taking the terminal program in The Winnipeg School Division No. 1 from 1959 to 1967. The related literature was surveyed to discover the characteristics of slow learners and to determine what kinds of home economics programs are being proposed for slow learners. One hundred and sixty-eight questionnaires dealing with the home economics program were received from girls in the terminal course, a course designed for functional slow learners in The Winnipeg School Division No. 1 during the years 1959 to 1967. The questions in the questionnaire dealt with all facets of the home economics program. The answers to each question were tabulated and the results analysed to see what areas of home economics had proven to be useful and what areas seemed to require improvement in order to prove useful. Statistical tests were made to see where significant response had been made according to marital status and/or age group.

## II. CONCLUSIONS FROM QUESTIONNAIRE RESULTS

1. The majority of girls who answered the questionnaire were young (between 15-20 years), single and lived with their parents in a home. These girls were the most recent graduates of school, most leaving within the last 2 or 3 years.

2. Only 24 of the 168 respondents had children.

3. Only slightly over half the respondents received any child care training in their home economics program.

4. Food preparation was the area of food instruction rated most useful by respondents.

5. Most respondents felt that meat, fish, casseroles and vegetables were the most important cooking preparations to them.

6. A large number of respondents did home freezing.

7. Instant or prepared foods were used occasionally by slightly over 3/4 of the respondents.

8. Less than 3/4 of the respondents knew Canada's Food Guide and only about 1/3 used it to plan their meals.

9. A little over 3/4 of the respondents shopped for their food in a large supermarket and requested more information on buying foods and household items.

10. A large proportion of respondents felt that such sewing skills as turning a collar, altering garments and mending were useful skills and should be taught.

11. Only slightly over half of the respondents made clothes for

themselves. Dresses and blouses were the articles of clothing that most respondents could make.

12. A large number of respondents felt that making curtains and slipcovers were sewing skills that should be included in the home economics program.

13. Most laundry was done in the home. The biggest laundry problem was in washing sweaters correctly.

14. Nearly half of the respondents worked full time and a small proportion worked part time at a wide variety of jobs but most commonly at office work.

15. Vocational training that included work with children, or at the hospital, or in selling, or in florist work seemed to appeal the most.

### III. RECOMMENDATIONS

Any program in home economics designed for slow learning girls must of necessity take into consideration all the characteristics of the slow learner and be geared to their learning capabilities. Using methods and procedures applicable to the slow learner, the following recommendations can be made as to course content:

#### 1. Child Care

Any home economics course designed for functional slow learners should include a substantial section on child care. This is important from two aspects. It is important first because it will give the girls



a firm understanding of the growth and development plus the care of young children so that they will be able to care for and guide the lives of their own children in the most beneficial way. Secondly, it is important in the area of vocational education. With the increase in child care institutions both public and private, plus increases in nursery schools and kindergarten classes in the urban areas, there is arising a definite need for helpers to assist in the care of these young children. With the child care training which the home economics program could provide, these girls could find this valuable vocational training. Since great importance is now attached to child care practices and the influence they have on the health and welfare of our society, this is one especially important area of home economics training which should be included at all levels.

## 2. Foods and Nutrition

Home economics education has within its framework the opportunities to provide very practical, workable situations. Since practical application of principles are a prime part of the home economics program, the students actually do the things which are being taught. Thus, the skills and concepts are taught insofar as possible, with the use of concrete, socially meaningful situations and materials. This is especially important when dealing with slow learners.

Too fancy or too complicated food dishes are of little value to these girls since the time, effort and finances involved are beyond their abilities. Therefore, the course in foods and nutrition should

concentrate on basic food preparations with emphasis on the main course foods. Meal planning should be dealt with, keeping in mind economic factors as well as nutritional factors. Canada's Food Guide should be used as a basis for this and treated in such a way that the girls will see the real value of this as a guide to their future meal plans.

Important also are the aesthetic factors of meal planning. Girls should be taught that it is important for food to look attractive and appetizing. With the multiplicity of ethnic groups in the Winnipeg area some attention should also be given to the food customs of these ethnic peoples.

The food course should also include an important section on budgeting and consumer buying. The functional slow learner is often gullible, so that the many advertisements she receives by means of the communications media will often take advantage of her. Therefore, knowledge about good selection and wise food shopping should be taught. This is important not only for her future life but as Johnson said, "Their acceptance and understanding of these ways of homemaking will often be reflected in changes occurring within the homes in which they are presently living."<sup>1</sup>

Either within the area of foods and nutrition or within the area of sewing and textiles, and probably within both, there should be a section on personal development. This will help the slow learner

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<sup>1</sup>Johnson, op. cit., p. 269.

understand something about herself, and give her an opportunity for learning good grooming and personal hygiene techniques as well as something about manners and etiquette both for social and vocational success. The importance of social training to students of slower mental ability is shown in the view of this writer:

Attainments in school work may be poor but attitudes and appearance, good speech and good manners can be developed with patience and a child's self-esteem is very much heightened if he feels himself socially acceptable. Formal manners enable him to mix with far more confidence if he has the routine rules of acceptable behavior by heart. It is a fact that all of us view with greater kindness and appreciation those who behave with grace.<sup>2</sup>

### 3. Sewing and Textiles

The section on consumer buying should also include instruction on buying household items, clothing for the family and textiles. Sewing skills taught to the girls should be basic enough to enable them to make some of the more simple articles of clothing for themselves and their families. The importance of sewing skills is seen in this statement:

Through needlecraft a great deal can be done to build up confidence and self-respect in a dull girl. Some girls can achieve a standard of work which is comparable with that of the average girl. It is essential to see that the work is within the capabilities of the girl, shows progression, and can be finished in a reasonable time.<sup>3</sup>

Added to this, sewing instruction should include techniques in mending, patching and altering, so that the girls can make the best possible

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<sup>2</sup>Cheshire Education Committee, op. cit., p. 16.

<sup>3</sup>Ibid., p. 200.

use of their clothing for economical reasons.

Household sewing of articles, such as curtains and slipcovers, should also be included so that a girl can realize that through her own abilities she can fix up or alter her surroundings. The writers of one book put it this way:

Pride in her person and surroundings should be developed in the dull girl. She must be helped to gain some degree of co-ordination and control. Self-confidence and pride in good craftsmanship will come as she gains mastery of the tools and skills of the craft. The sense of achievement derived from creative ability gives inner satisfaction and leads to further effort.<sup>4</sup>

Handicrafts to improve home conditions and household and personal sewing alterations must be taught within the framework of life situations of the home not as isolated samples. Since there is a "teachable moment" for any instruction, and since the awareness of the need for household sewing is not always evident during school years, it would be wise to make students aware that such household sewing skills can be obtained during evening school instruction in most urban areas.

Since the majority of these students come from low income families, the need to receive the most value from clothes is one of importance. Therefore, learning these sewing skills is of real practical value to them. Instruction in good laundry techniques also needs to be included so that costly mistakes will not occur.

#### 4. Vocational Training

Almost all the skills involved in the general home economics

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<sup>4</sup>Ibid., p. 193.

program can with a slight shift in emphasis be transferred into skills acceptable in the working world. As has already been mentioned, learning to understand and care for children can be useful to students who enter child care institutions such as nursery school and kindergarten as helpers or aides. The section on home nursing offered within the framework of the foods section or personal development section can be transferred into hospital and nursing care. Food preparation skills lead easily into food services occupations and waitressing. Care of the home and housekeeping skills lead into institutional hotel and motel housekeeping occupations. Sewing skills can be transformed into factory sewing work, alterations, and clothing construction. Personal grooming skills can lead into hairdressing, beautification, laundry and dry cleaning occupations.

Never at any time should home economics neglect to educate for better home and family life but at the same time there exists, especially with girls of lower academic abilities, the need to provide some definite program of vocational training, that will enable them to compete in a world of ever increasing complexity. Featherstone has this to say about vocational education for slow learners, "Specific training for an occupation in which there is reasonable expectation of employment should be provided before the pupil is permitted to go from the school into vocational life."<sup>5</sup>

It is this writer's belief that the home economics program for

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<sup>5</sup> Featherstone, op. cit., p. 38.

functional slow learners should give the girls during the junior high years a good background in the basic general homemaking skills necessary for happy and healthful home life. During the high school years it should provide opportunity for vocational training in one or more areas of homemaking which would allow the girl to leave school competent to earn a living. This training should be given in a properly equipped vocational high school. Concentration of effort should be on developing skills which will make the girls employable.

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APPENDIX

Box ----,  
Winnipeg, Manitoba,  
January, 1968.

Dear -----,

Remember the course in home economics you took at high school? What did you think of it? Has it helped you? What was missing?

I am doing a study of the home economics program offered in the high schools. I hope you will take a few minutes to help me in this study. Please look at the attached questionnaire that I have prepared and check off your answers. Your answers and opinions will be of great value to me.

It is not necessary for you to put your name on the questionnaire unless you want to. When you are finished, please return the questionnaire in the stamped, addressed envelope that is included.

Thank you for your cooperation.

Yours sincerely,

J. A. Ferries.

Q U E S T I O N N A I R E

A Survey of the Home Economics Program

Section A -- General Information

- (1) How old are you? (check one)  
\_\_\_ (a) between 15 - 20 years  
\_\_\_ (b) 20 - 25 years  
\_\_\_ (c) 25 - 30 years  
\_\_\_ (d) over 30 years
- (2) Are you? (check one)  
\_\_\_ (a) single  
\_\_\_ (b) married  
\_\_\_ (c) divorced  
\_\_\_ (d) separated  
\_\_\_ (e) widowed
- (3) Where do you live? (check one)  
\_\_\_ (a) in a house  
\_\_\_ (b) in an apartment  
\_\_\_ (c) in a duplex  
\_\_\_ (d) in a rented room
- (4) What year did you leave school?  
\_\_\_\_\_
- (5) Check each year that you received home economics training in school.
- |                             | once a cycle | twice a cycle |
|-----------------------------|--------------|---------------|
| ___ (a) grade 7 or Mod. I   | ___          | ___           |
| ___ (b) grade 8 or Mod. II  | ___          | ___           |
| ___ (c) grade 9 or Mod. III | ___          | ___           |
| ___ (d) terminal I          | ___          | ___           |
| ___ (e) terminal II         | ___          | ___           |
- (6) Check on the above question for each year of home economics, the number of times per week or cycle that home economics was offered.

Section B -- Child Care

- (7) Do you have any children? (answer yes or no)  
\_\_\_\_\_

(8) If yes, how many children?  
-----

(9) What ages are your children?  
-----

(10) Did you learn how to care for children in your home economics training?

- \_\_\_ yes
- \_\_\_ no

(11) If yes, have you found the training helpful in caring for your own children?

- \_\_\_ yes
- \_\_\_ no

(12) Check the areas of child care training you feel should be included in the home economics course.

- \_\_\_ (a) caring for babies up to 2 years
- \_\_\_ (b) caring for toddlers 2 - 4 years
- \_\_\_ (c) caring for pre-schoolers 4 - 6 years
- \_\_\_ (d) caring for school-age children

(13) If you have children and you work during the day, are the children? (check the answers that apply to you)

- \_\_\_ (a) attending regular school
- \_\_\_ (b) attending a day nursery
- \_\_\_ (c) attending a public school nursery class
- \_\_\_ (d) attending kindergarten
- \_\_\_ (e) taken to someone's home to be looked after
- \_\_\_ (f) left with a baby sitter at home

Section C -- Foods and Nutrition

(14) In your home economics training did you learn how to cook foods that you now make at home?

- \_\_\_ yes
- \_\_\_ no

(15) What areas of food instruction are most useful to you?

- \_\_\_ (a) buying of foods
- \_\_\_ (b) meal planning
- \_\_\_ (c) food preparation

(16) Number the following cooking preparations in order of importance to you.

- \_\_\_ (a) meat and fish cookery
- \_\_\_ (b) egg cookery
- \_\_\_ (c) poultry cookery
- \_\_\_ (d) casserole dishes
- \_\_\_ (e) cooking vegetables
- \_\_\_ (f) home-made soups
- \_\_\_ (g) muffins, biscuits, fruit loaves
- \_\_\_ (h) cakes
- \_\_\_ (i) cookies
- \_\_\_ (j) baked desserts and puddings
- \_\_\_ (k) pies and pastry

(17) How often do you use instant or prepared foods?

- \_\_\_ (a) never
- \_\_\_ (b) occasionally
- \_\_\_ (c) often

(18) Do you preserve any foods at home?

- \_\_\_ yes
- \_\_\_ no

(19) Do you freeze foods at home?

- \_\_\_ yes
- \_\_\_ no

(20) Do you know Canada's Food Guide? (Rules)

- \_\_\_ yes
- \_\_\_ no

(21) Do you use Canada's Food Guide to plan your day's meals?

- \_\_\_ yes
- \_\_\_ no

(22) Do you shop personally for your food?

- \_\_\_ yes
- \_\_\_ no

(23) Where do you buy your food?

- \_\_\_ (a) at a nearby small grocery store
- \_\_\_ (b) at a large supermarket

(24) Do you plan how much you can spend for food?

- yes  
 no

(25) Do you use a shopping list when shopping for your food?

- yes  
 no

(26) Do you find that the variety of foods, the sizes and shapes of containers, and the advertising information on the packages available in the stores today is confusing?

- yes  
 no

(27) Do you feel more information on buying foods and household items should be included in the home economics course?

- yes  
 no

Section D -- Sewing and Textiles

(28) Check which of the following sewing skills you can do.

- (a) turn a collar on a man's shirt  
 (b) alter a dress  
 (c) re-fit a skirt  
 (d) shorten a pair of trousers  
 (e) mend a torn elbow or knee on shirts or overalls

(29) Do you feel the training given in the above sewing skills is useful?

- yes  
 no

(30) Do you make clothes for children?

- yes  
 no

(31) Do you make your own clothes?

- yes  
 no

(32) Check which of the following clothes you make.

- (a) coats  
 (b) suits  
 (c) dresses  
 (d) blouses  
 (e) makeovers  
 (f) sportswear

(33) Have you made curtains or slip covers for your home?

- yes  
 no

(34) Do you feel this type of sewing skill should be included in the home economics course?

- yes  
 no

(35) Do you do your laundry?

- (a) in your own home  
 (b) at a laundromat  
 (c) send it to a commercial laundry

(36) Have you spoiled or ruined clothing in the laundry because of incorrect washing?

- yes  
 no

If so, what? \_\_\_\_\_

(37) Should more laundry instruction be included in the home economics course?

- yes  
 no

Section E -- Job Training

(38) Do you work outside the home? (check one)

- (a) full time  
 (b) part time on a regular basis  
 (c) part time occasionally  
 (d) not at all

(39) If you work, what do you do? (describe your job)

\_\_\_\_\_  
 \_\_\_\_\_



(40) Have you found your home economics training helpful in getting or keeping your job?

\_\_\_ yes  
\_\_\_ no

(41) Number in order of preference the jobs which appeal to you most.

- \_\_\_ (a) helper in children's hospital ward
- \_\_\_ (b) helper in a children's home
- \_\_\_ (c) helper in a child care center
- \_\_\_ (d) nursery school aide
- \_\_\_ (e) baby sitter
- \_\_\_ (f) visiting homemaker for children
- \_\_\_ (g) visiting homemaker for elderly or handicapped persons
- \_\_\_ (h) institutional housekeeping
- \_\_\_ (i) hotel and motel housekeeping aide
- \_\_\_ (j) helper or aide in a hospital ward
- \_\_\_ (k) nurse's aide
- \_\_\_ (l) helper in a hospital linen room
- \_\_\_ (m) helper in hospital food services
- \_\_\_ (n) helper in commercial food service
- \_\_\_ (o) bakery helper
- \_\_\_ (p) waitress
- \_\_\_ (q) hostess in a restaurant
- \_\_\_ (r) dry cleaning and laundry employee
- \_\_\_ (s) florist helper
- \_\_\_ (t) sales clerk
- \_\_\_ (u) dressmaker
- \_\_\_ (v) making clothing alterations in a store

Each of the above jobs uses home economics skills. If the skills had been taught to you with the idea that you could use them in a similar job after you left school, would you have been interested in them in high school?

\_\_\_ yes  
\_\_\_ no

(42) From your own experience, what parts of the home economics program that you received in school

(a) has been of most value to you?

\_\_\_\_\_  
\_\_\_\_\_  
(b) has been of least value to you?

\_\_\_\_\_  
\_\_\_\_\_