

ABSTRACT OF THESIS

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CO-EDUCATIONAL ADULT  
HOMEMAKING IN WISCONSIN  
CITY VOCATIONAL SCHOOLS

Submitted by  
Ruth Rick Miller

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COLORADO STATE COLLEGE OF A. & M. ~~F~~  
FORT COLLINS, COLORADO

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for the Degree of Master of Science  
Colorado State College  
of  
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## ABSTRACT

Coeducational adult homemaking programs are being conducted in a few of the city vocational schools in Wisconsin on a limited scale. Only a few have had units on a coeducational basis. In the new program of coordination in vocational adult homemaking education, there should be a widening out of the various units and each year new developments should take place. As education today has for a main objective educating the individual for home and family life, adult homemaking has much to offer individuals and families. With the need for better living, homemaking should be the foremost department of learning to aid in solving problems through mixed groups.

### The problem

Should the program of adult homemaking for men and women be extended in the Wisconsin city vocational schools?

In this study, the following questions were considered:

What has been the growth of vocational adult educational classes in city vocational schools in Wisconsin?

How many city vocational schools in Wisconsin conducted adult coeducational homemaking classes and units closely related to homemaking in 1935-1939?

How many men in Wisconsin availed themselves of the opportunities to study various phases of homemaking for family living?

What classes were offered for both men and women in homemaking during 1935-1939?

What are the attitudes and interests of both educators and the community toward organizing adult coeducational homemaking?

Would classes in the various units of adult homemaking have a good attendance if taught coeducationally? (Survey in Manitowoc and Two Rivers, Wisconsin, of 200 men and 200 women)

What are the attitudes and interest of supervisors and teachers in Wisconsin vocational schools, toward coeducational adult homemaking classes?

What are the attitudes and interests of directors in the State of Wisconsin schools toward coeducational adult homemaking schools?

What are the attitudes of men and women in Two Rivers and Manitowoc, Wisconsin, which might affect the growth of coeducational adult homemaking classes?

What areas in adult homemaking should be conducted coeducationally and what is the possible enrollment success of the various groups?

#### Methods and materials

The 566 individuals used in this study were obtained by random sampling for men and women, civic and fraternal clubs, the two vocational schools in the study, and department and chain stores.

Letters were sent to the 45 city vocational schools in the state of Wisconsin, asking them to fill in the questionnaire and opinionnaire enclosed. Likewise, questionnaires and opinionnaires were sent to the 45 homemaking supervisors in the city vocational schools.

#### Statistical technique used

The data were classified and then analyzed by two statistical methods. The chi square method was used to determine the agreement interests regarding units taught coeducationally or as segregated groups as indicated by agreements or disagreements among the group. The units most desired coeducationally were obtained by determining the significance of the difference of the percentages.

#### Discussion

Men and women in Wisconsin have the privilege of being served on a part-time basis in day and evening schools in various vocational schools in the state. The beginning of this means of education dates back to the year 1909. One by one the cities started the education for out-of-school youth, and for adults, in and out of industry, until in 1939, there were 45 such vocational schools in the state. These schools were located in

cities of 5,000 or more in population, the greater number of them being in the eastern section of the state which is the industrial portion. The day schools for juveniles serve only students from 14-16 years of age; therefore any student over 18 years of age is enrolled as an adult.

What has been the growth of coeducational adult homemaking in Wisconsin city vocational schools?

The growth of vocational adult homemaking has varied according to the data secured from the state department for a span of five years (1935-40). In 1935 there were 276 men enrolled in homemaking in 45 city vocational schools, but none was listed in the state records as coeducational. The number of men enrolled in homemaking increased and decreased in alternating years until in 1938-39, there were only 181 registered as homemaking students. From the responses of the supervisors, however, the data showed 26 coeducational homemaking classes in 1939, conducted in 12 different schools in the state. Units in foods, consumer knowledge, interior decoration, arts and crafts, first aid, parent education, family life, and clothing were offered to men and women in coeducational classes, during 1939-40.

What are the attitudes and interests of men and women and of educators in coeducational adult homemaking?

The interests of men and women as interpreted by chi square signify an agreement concerning whether or not the following units should be taught in segregated or coeducational classes: personality development, interior decoration, and textile study. They signify strong disagreement in the units of arts and crafts (22.7), marriage (17.8), health (17.8), social and family life (17.6), home management (15.4), home finance (11.4), clothing selection (11.0), nutrition (11.0), and child care and training (9.6). It is possible, however, that a large number who showed interest in particular units could be persuaded to join mixed groups if the subject content was proved to be of a particular need. The number of men and women interested in adult coeducational classes is significant in that no class, according to state policy, may be started with less than 10 members. Since adult education is not compulsory, it is desirable to have as large a group as possible indicating an interest in a particular phase of homemaking, if the desired enrollment is to be maintained.

According to a t value interpretation there is a strong desire for coeducational classes in consumer

knowledge (15.2), personality development (9.0), and parent education (7.6). These areas then would be the best units in which to introduce coeducational classes in schools where none had previously been conducted. In other schools where they have been offered as segregated classes, these units should have definite increased enrollments if they are offered coeducationally. However, although the group as a whole indicated a strong preference for these units in coeducational classes, the men and women agreed in respect to the type of class only for the unit, personality development. Therefore, it may be assumed that, while the majority of potential students will prefer coeducational classes for consumer knowledge and parent education, some individuals will fail to enroll in the class solely because members of the opposite sex are present.

As a fair response is indicated in the units, safety in the home (6.4), social and family life (8.5), and nutrition (4.1), these units should be the ones to which teachers should give their next attention when those most desired have been taken care of.

The interests of men and women in certain coeducational units was therefore pronounced.

The greatest interest seemed to be among the single men where 53.11 per cent showed a definite desire for mixed classes as compared to 46.88 per cent of the married men. Of the single women, 57.49 per cent were in favor of coeducational classes compared with 48.02 per cent of the married women.

The interests and attitudes of directors and supervisors regarding coeducational classes, as expressed by the directors and also supervisors, indicate that in most classes the coeducational units are successful and that there appears to be a growing interest in such classes. They consider such classes worthwhile. A possible explanation for this may be that an aroused interest in consumer knowledge and family relationships in education is sweeping the entire country. The attitudes of educators seem encouraging as to future developments of coeducational classes.

Should the program of coeducational adult homemaking be extended in Wisconsin?

The results justify a recommendation that the program of adult coeducational homemaking be extended in Wisconsin city vocational schools. It should



expand the units in the order of importance as developed in the foregoing data. The central thought of this study is to encourage, if advisable, coeducational adult homemaking classes in consumer knowledge, personality development, interior decoration, marriage, social and family life, parent education, and home finance.

#### Limitations

This study has given only the expressions of interests by men and women regarding various units of homemaking. It does not show that the men and women will actually attend these classes. However, if only one out of seven in the present sample, who indicated an interest in those recommended coeducational classes attend such classes in Manitowoc and Two Rivers, the number would be sufficient for organizing such classes. Moreover, since only 566 persons of the total population of approximately 36,000, were considered, the enrollment in such classes should be considerably greater than the required minimum.

#### Recommendation for further study

A follow-up of coeducational classes which may be organized in the state, will be advisable in order to determine whether or not the interests expressed for certain units are dependable.

T H E S I S

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COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

August 2, 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY

SUPERVISION BY RUTH RICK MILLER

ENTITLED CO-EDUCATIONAL ADULT HOMEMAKING IN WISCONSIN  
CITY VOCATIONAL SCHOOLS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
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This thesis, or any part of it, may not be published without  
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## Chapter I

### INTRODUCTION

In the past most adult homemaking has been studied by women alone but during recent years, a few homemaking classes for men have developed; furthermore, a few homemaking classes have been conducted in which men as well as women have been enrolled. Homemaking education has much to offer for all adults, both men and women; the young adults may need it in the start of new homes; and the other adults may need it in social and economic adjustment.

Frank Ernest Hill, in one of his studies in the social significance of adult education in the United States, series no. 8, *Man Made Culture* (5:125), American Association of Adult Education, stated:

One has only to remember the many types of educational activity carried on by men and women together to realize that the mixed group has a growing place in American life.

Many men and women prefer it. With this in mind it is necessary for instructors in adult education to design the study as far as possible to be educational, useful, intellectual, and spiritual. They must have interest and value for those who will participate. The objective



of the adult program is to improve home standards through applying the principles of art and science to home problems. This is done by the steadily increasing recognition of vocational training as a part of education to prepare men and women to meet the real demand of life.

The growing interest of men and women in trying to meet and solve the changing problems in the world today and their interest in studying the situation as it is, has led the writer to make a study of these interests and to see how much progress has been made in Wisconsin vocational schools to prepare the people to meet these demands. As the original meaning of adult education was to compensate for what had been lost educationally in earlier years, it is necessary to make adjustments and improvements in our modern educational methods to make up for earlier deficiencies.

Background of the problem

The cities surveyed in the study, Two Rivers, Wisconsin, and Manitowoc, Wisconsin, are industrial, situated on the shores of Lake Michigan in the midst of many other industrial cities.

Two Rivers has a population of 13,870 and has the main factory of Mirro aluminum ware. The other large factories are the Egger's Veneer and the Hamilton Manufacturing Company, which features school and medical

furniture, radio cabinets and steel furniture. A textile factory and knitting mill are among the smaller industries, as well as coal docks. The population is of mixed French and Polish descent with a high percentage of foreigners.

Manitowoc, the larger city, with a population of nearly 30,000, is similar to Two Rivers in industry, but has in addition one of the main ship building industries in the United States. The population is mostly German and Polish.

Perhaps, because of the foreign element in these two industrial cities, Manitowoc and Two Rivers, adult schools have flourished, and gradually a demand for coeducational adult classes has been made in several fields.

Within the last few years coeducational adult homemaking classes have been developing in some cities in the state. At first, men asked for such classes as foods (bachelor's class), arts and crafts, and art appreciation. Slowly the demands have been spreading into other units of homemaking. It is to the interest of vocational homemaking departments to meet these demands with joy, and to encourage men to join classes already in progress and form as many on a coeducational homemaking basis as possible.

The study, though centered in Manitowoc and Two Rivers, will also be made of all Wisconsin cities of 5,000 or more population to see what growth has been made in all the city schools in Wisconsin, to compare the growth of coeducational adult homemaking classes in the state, and to compare them with the growth in the cities where study is made. The study will consider as adults all persons over 18 years of age in Wisconsin vocational schools, or in trade and industry, as well as in vocational schools. The name of the Wisconsin vocational school in any city is School of Vocational and Adult Education.

#### The problem

Should the program of adult homemaking for men and women be extended in the Wisconsin city vocational schools?

In this study, the following questions were considered:

- A. What has been the growth of vocational adult coeducational classes in city vocational schools in Wisconsin?
  1. How many city vocational schools in Wisconsin conducted adult coeducational homemaking classes and units closely related to homemaking in 1935-1939?
  2. How many men in Wisconsin availed themselves of the opportunities to study various phases of homemaking for family living?
  3. What classes were offered for both men and women in homemaking during 1935-1939?

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B. What are the attitudes and interests of both educators and the community toward organizing adult coeducational homemaking?

1. Would classes in the various units of adult homemaking have a good attendance if taught coeducationally? (Survey in Manitowoc and Two Rivers, Wisconsin, of 200 men and 200 women.)
2. What are the attitudes and interest of supervisors and teachers in Wisconsin vocational schools, toward coeducational adult homemaking classes?
3. What are the attitudes and interests of directors in the State of Wisconsin schools toward coeducational adult homemaking schools?
4. What are the attitudes of men and women in Two Rivers and Manitowoc, Wisconsin, which might affect the growth of coeducational adult homemaking classes?
5. What areas in adult homemaking should be conducted coeducationally and what is the possible enrollment success of the various groups?

## Chapter II

### REVIEW OF LITERATURE

As homemaking education has progressed through the years, it is interesting to note the interest that has slowly developed for mixed groups in both juvenile and adult education. Special emphasis has centered on parent education and family relationship approaches to develop the interest of both members of the family. One cause is no doubt the need to prepare the adults, young and middle-aged, to meet the rapidly shifting social and economic problems that affect their homes.

Among books by writers in the general field of adult education, none has dealt with the subject of co-educational homemaking specifically.

Martha Van Rensselaer (20:821), a home economics professor in Cornell University, in a report in Oakland, California, entitled "Home Economics Applied to Life", in 1915, stated:

The purpose of home economics is to improve home standards through applying the principles of art and science to home problems. Since the home is the nucleus of all social groups, home economics will more and more play a part of fundamental importance in establishing right community ideals as well as home ideals.

There are few who can not appreciate art prin-

ciples if they may be applied to the necessary events of life, as the purchase of the right necktie or hair ribbon or colored socks and fancy shoes, or a good design and color for a dress, or beautiful and simple lines of furniture.

Now so poorly trained are we in the home application of art principles that the people behind counters guide us in our purchases with remarks so commonly heard in department stores: "It is becoming", "Everybody is wearing it". These remarks are made too often by those who have no principles to guide them.

Miss Van Rennselaer (20:823), continued in the same article:

Home economics is concerned with the expenditure of the dollar to derive from its spending the greatest good for the welfare of the family.

As men and women are consumers, a thorough knowledge of marketing is valuable and vital to both. It is important in efficient homes for the heads of the family to understand quality of products and the problems of marketable products. For economy's sake, they must be intelligent and appreciative buyers. It is apparent then that both men and women who buy foods, clothing, home furnishings, and other necessities of the home, are consumers, and, as such, both should study the same problems together in the same class.

James Harvey Robinson (16:8), in 1923, in "The Humanizing for Knowledge", stated:

Personally I have reached the conclusion after many years of teaching that one should choose for instruction, whether one be dealing with young or old, some phase of human interest.

Miss Lita Bane (1:120), in her article, "Major Objectives in Home Economics", in 1927, stated:

The second objective suggested is that we furnish to the students information calculated to acquaint her or him (and I believe we will increasingly draw boys and men into our classes) by the acceptance of certain standards as suited to the role of the present day home, with possible source of additional information and indicate the persons and institutions engaged in investigation along these lines in order that the students may keep step with progress after leaving the so-called halls of learning.

From this article, it is evident that as early as 1927, there was a movement toward interesting men in homemaking classes. As all adults, men and women, either have homes or at some time expect to be responsible for a home, they have common interests in keeping their home standards on as high a level as possible.

E. P. Keppel (10:513-15), in his book, "The Adult Education Movement", stated, in 1928:

Adult education concerns voluntary students. There should be no school atmosphere for here teachers and people must meet as investigators rather than as a teacher pupil.

The suggestions for a teacher pupil type of learning is most beneficial to both learner and educator. The teacher is able to find out the family needs, and with the participation of the entire group, social and economic problems are understandingly solved.

Ruth Kotinsky (12:68-74), in the article, "Adult Education and the Social Scene", in 1933, made

the following statement:

The future of a social enterprise like adult education has always to be determined in the face of actual events.

Likewise schooling in adulthood is not always undertaken for financial advancement only, but is sometimes sought in the hope of greater insight into life. In the latent desire to improve life, and to improve it through educational means, lies one fundamental buttress for adult education. . . .

Adults have the opportunity to build the world that they want through the control of their adult experiences.

Dora H. Klemer (11:23), in her article, "The Study of Marriage by Groups of Young Men and Women", in 1934, stated:

The old established institution of marriage is today being torn apart and analyzed in an eager endeavor to make it better and finer. Groups of young men and women are meeting in churches, schools, Christian associations, or independent organizations for discussions out of which they hope to learn something of what is involved in the marriage relationships and of how to achieve a degree of happiness, satisfaction, and success in it. It is significant that in times when organizations have had budgets reduced to a vanishing point so that they have been tempted to eliminate all groups requiring paid leadership, there has been such eager and persistent interest in the study of marriage and the setting up of new homes and family relationships that young people have come to urge that these groups be continued.

In considering the effect of economic and social changes on education for family life, Ellen Miller (14:1-4), in an article on "Education for Family Living in a Changing World", in 1934, stated:

As regards those we hope are temporary, we



realize that the nation is facing the tremendous task of maintaining family health and morale while family budgets are diminishing so fast that they have become for families almost nothing at all. Not in years has there been such need to teach people where it is safe to economize and how to make a pitiful little provide for a multitude of needs. . . .

Education in family living is the development of socialized individuals--individuals who are able to evaluate a new idea and accept or reject it on its merit, who are able to direct their own lives and make their own decisions, who are able to participate intelligently and fully in social life, and who above all are able to secure satisfaction in their own family life and to assist others to get it. . . .

The growth of standards and ideals of character and personality, and of the desire and ability to participate in family life can not be accomplished in a short time under any single set of conditions. It must be begun early and continued all through life.

M. L. Wilson (22:275), in 1933, in his article, "How New Deal Agencies Are Affecting Family Life", stated:

The increasing amount of leisure, of non-wage working time, is also a new problem for the family. If, as seems likely, we are to have shorter working hours in industry, caused by either unemployment or by spreading the work, there arises the problem of how this time may be used to conserve and develop the family.

Effie J. Raitt (15:268-9), in 1935, in an article, "The Nature and Function of Home Economics", stated:

It behooves each worker in home economics to survey all fields of knowledge, all lines of activity, and to glean therefrom whatever may serve the end we seek--improvement of the home and family

life.

Mary L. Ely (6:57), in an article, "Adult Education in Action", in 1936, stated:

The original meaning of the term adult education, was an education designed to even up for less fortunate adults some of the disadvantages they had suffered in childhood and youth. . . .

The first that we in America took particular notice of adult education was after the World War when there developed a greater need for adults to adjust to the rapidly changing social and economic conditions in the United States. Various agencies such as Y. M. C. A., correspondence schools, universities, became interested in educating the adults. These interests were brought on by the need to solve problems and social stability, loss in religious faith and the access of leisure time.

Rose Cologne (4:177), in 1936, in an article entitled, "Adult Classes in Family Relationships and Child Development", stated:

Talks to high school student bodies and men's civic groups, especially if given at the beginning of the work in a community, are very helpful in increasing enrollment in these classes.

The number of adults enrolled in these parent education classes in Kansas varies from a minimum class requirement of fifteen to one hundred sixty.

The diversified purpose for which men and women attend these classes add a zest to the atmosphere which is challenging to the leader. Some come to get facts, others to share facts, and a very small per cent to give facts. Still others come to gain a sense of security or adequacy by having their ideas reinforced by group discussion, while others come to solve their own problems, using the class for therapeutic purposes.

If by any slight chance the discussion in any way hinges upon or touches, even in the slightest degree, their "case", they become overly enthusi-

astic supporters of the program. This applies to both men and women.

Goodwin Watson (21:57-8), in 1936, in the "Educational Record of the American Council of Education", stated:

The prominence of adult education at present is a consequence of two very fundamental trends, both of which are likely to continue. One is the changing age distribution in population, and the other is the accelerating rate of changes in culture. Striking changes in age distribution of the population of the United States are shown in the following table:

Year	Per cent under 15 years of age	Per cent 45 years of age
1880	3.8	16
1890	3.5	16
1900	3.4	19
1910	3.2	18
1920	3.2	21
1930	3.0	23

Only continuous education and re-education of adults can help them to keep abreast of the discoveries and duties of this present day. Several years ago everyday living was less complex but the heavy adult programs carried on in most states show tendency and ability to further their learning when opportunity to do so is provided.

D. Hewitt (9:59), in 1937, stated:

If a program is offered and people do not respond to it, there is something wrong with either the plan or its presentation, not with the men and women in the community.

The following article is taken from a news letter (13:25), "Men Compete with Women in Preparation and Serving Units", in 1937:

An advanced foods class comprised of both men

and women has just completed a unit on three meals a day where they studied foods for breakfast, luncheon, and dinner. The planning, preparation, and serving was an intricate part of this unit. With this as a foundation, the students will now study a new unit in hospitality cookery with the emphasis on preparation and serving easy guest meals and the simple refreshments.

William D. Wolff (24:538), in 1937, in his article, stated:

Educators and laymen in Kansas believe that an adult education program for parents is an effective means to bring about physical and mental well being, extended sociability, and spiritual understanding to the home that otherwise might succumb to some of the economic and social forces which tend to disintegrate family life.

Maude M. Firth (7:153), in 1937, in the article, "Teaching Family Relationships to Mixed Classes", stated answers to questions about holding mixed classes:

If sexes are ever going to get along together, they need to work together. You can deal better with social problems in a mixed class.

From the results of her study, she suggested that there is still much to do about organizing and conducting coeducational classes for desired results. Since changing conditions have made it imperative that all members of the family, regardless of sex, should have an appreciation and understanding of the home and of the family within, the male sex has been gradually drawn into the field of homemaking. With the increasing amount of leisure time, more men than ever have broadened out of their own field and entered into the

homemaking field to get a better understanding of family living.

Ival Spafford (19:12), in 1938, in the article, "Home Economics for the Other Sex", stated:

Research now going on is directed toward finding out the needs and interests of men as well as women in order that the offerings may be increasingly functional. Present thinking points to educate the family living as one of the four basic areas in college curriculum concerned with general education.

Kathryn (VanAken) Burns (3:522), in 1938, in the article, "Home Economics for Adult Education", stated:

One of the most important evidences of the need for adult education is the general acceptance of present day educational philosophy, which is built around the idea that education is a continuous process. At present adult education seems in danger of becoming a catch phrase for almost anything from propaganda to classical learning. Our clothing friends will no doubt tell us that the term Adult Education was "high style".

Clara P. Snyder (18:207), in 1939, stated:

Adult education should accept the major responsibility for the new field of consumer education. As adults are not only consumers of goods and services, but are actually the purchasers of a very large proportion of consumer goods, it is logical that adult education shall accept the task of providing opportunity for the improving and development of judgment among those individuals responsible for spending the family income. There are several trends in consumer buying. Homemakers buy over 87 per cent of the world's goods and are predominantly in the consumer group. Homemakers are in need of specialized training in the job and desire the best and most authentic information that can be secured.

Two types of consumer education have developed

in this adult education field. One is the specialized course in consumer education which deals with all phases of consumer problems. It includes not only the buying of family clothing, food, housing and other related products, but also treats of such subjects as savings, insurance, travel, and education. . . .

The other type of consumer education is included as an integral part of various classes. The leader consciously plans for that type of consumer education which is related to his particular course. . . .

To this young adult or married group these problems are vital. Much money is wasted or foolishly spent each year by families that are unaware that quality, and workmanship are an important part in the family economy role. . . .

As the home income is earned by one or both members of the family both should take an equal interest in its outlay, both should have a wise knowledge of insurance problems and as leisure time is usually enjoyed together, both should be vitally interested in being able to buy economically and easily in order to have sufficient amounts saved for emergencies, future necessities, recreation, and travel.

Dora M. Rude (17:99), in the article, "More Communities Need Adult Homemaking Classes", stated, in 1938:

The teacher who recognizes the work done by other educational agencies in a community, and strives to prevent duplication of efforts, is making a valuable contribution to the school in developing an effective, integrated program. The school should offer a wide variety of opportunities for both men and women, relative to home and family education. This would help to promote family harmony and to develop that give-and-take attitude which is required if harmonious relationships are to be obtained in the home and community.

Essie L. Elliott (5:486-7) in an article en-

titled, "Practices and Implications of Homemaking for Boys and Men on Various Levels", in 1939, stated:

Homemaking education for men and women has long since ceased to be a pedagogical novelty. It is now an accepted part of many secondary curricula.

Dora Rude (23:2), in 1939, in the foreword of her article, "Adult Homemaking Education in Day and Evening Schools in City Schools of Vocational and Adult Education", stated:

If homemaking is to justify its place in the curriculum, it must prepare men and women to make homes. The field of homemaking education is being challenged as never before, and so it is our aim to have homemaking departments serve the communities in the best possible way by training homemakers, potential homemakers, and older youth to make the most of themselves, no matter what their circumstances, environment, or previous schooling may have been. Guiding principles, types of groups to be reached, and methods of keeping up interest and attracting women to adult classes have been suggested.

### Summary

Vocational adult education furnishes an equal opportunity for all people to learn the things they need to know for better and happier life. Adult education is comparatively new. After the World War, churches and other organizations began to take in the education of adults and separate vocational schools for adults were started.

The increase of leisure during the depression in most communities, created a new problem. This was

caused by curtailed industrial activities and shorter working hours. There arose the grave problem of what to do to help these individuals occupy their leisure time gainfully and contentedly. W. P. A. organizations and vocational education departments set forth to solve the problem by introducing Homecraft classes and Social Recreation classes. Many of these classes were open to the public on a coeducational basis.

The object of homemaking is to create in men and women, an interest in solving problems that pertain to efficiency and economy, and, to offer young adults guidance which will aid them in becoming better home builders. Both men and women should have an equal responsibility in planning the immediate and future needs.

Though coeducational homemaking is still in the beginning stage, we do find a growing interest in mixed groups. Many classes of mixed groups are being conducted on the high school level, but the classes are limited to a very few units of instruction. Such units as housing, marriage, foods, personality development, homecrafts, consumer knowledge, family relationships, interior decoration, and money management give an interesting approach to the preparing of adults to meet new social and economic changes. Both men and women should have an equal responsibility in planning the im-



mediate and future needs.

As Lita Bane has said (2:1):

Homemaking is becoming increasingly a family affair to be looked upon as one of the principal functions of all human beings, comparable to their functions as citizens and wage earners. It, therefore, calls for education for all its participants, men as well as women, boys as well as girls.

Chapter III  
METHODS AND MATERIALS

Information as to the growth and trends in co-educational adult homemaking education was necessary in order to analyze the situation as it exists, and to determine the need for further developments. The data used in this study were secured by means of questionnaires and check sheets constructed to cover each phase of the study.

These check sheets were so devised as to give information concerning:

1. Age groups of the adults considered in the study.
2. Education and marital status of the men and women in the group.
3. Home economics background in all adults in the group.
4. Preference of units to be taught coeducationally.
5. Attitudes, interests, and opinions of men and women regarding future development of coeducational adult homemaking class.
6. Attitudes and opinions of homemaking supervisors or teachers regarding future developments of coeducational homemaking classes in Wisconsin.

7. State reports showing growth of coeducational homemaking classes in Wisconsin City Vocational Schools.

The questionnaires and check sheets were first personally constructed, checked by a vocational school director in one of the school systems where the data were secured, and then sent to the Colorado State College advisors for further checking.

For the data concerning the interests of men and women in coeducational adult homemaking, 400 questionnaires for men were prepared of which 200 were sent to each city. These were distributed by schools, friends, students, and organizations in both Two Rivers and Manitowoc.

A copy of the questionnaire and check sheet follows on next page.

The same number of check sheets, 400 in all, divided into 200 for each city, were secured for the women in the study to check. These questionnaires were identical except that "women" was substituted for "men" and "husband" for "wife".

COEDUCATIONAL ADULT HOMEMAKING CLASSES

City Vocational Schools

## ADULT HOMEMAKING QUESTIONNAIRE FOR MEN

Manitowoc -- Two Rivers

This study is to determine what has been accomplished and what possibly could be accomplished in conducting Home Making Classes for men and women combined in the same class. In order to complete it, certain facts, opinions, and ideas are necessary, which only you can supply. Your name will not be used but if you prefer to do so you may use initials only. Your answers will not obligate you to enroll in any classes. Will you please cooperate by answering the following questions?

## I. GENERAL INFORMATION

1. Name or initials \_\_\_\_\_ City \_\_\_\_\_
2. Age group: 18-24 \_\_\_\_\_ 24-30 \_\_\_\_\_ 30-40 \_\_\_\_\_ Over 40 \_\_\_\_\_
3. Education: Grade \_\_\_\_\_ H. S. \_\_\_\_\_ Vocational \_\_\_\_\_  
College \_\_\_\_\_
4. Occupation: \_\_\_\_\_
5. Married? \_\_\_\_\_ Single? \_\_\_\_\_
6. Have you ever enrolled in a Vocational School class? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Have you ever enrolled in a Homemaking Class? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Were you satisfied with the class in which you enrolled? Yes \_\_\_\_\_ No \_\_\_\_\_

## II. SPECIFIC INFORMATION

1. Would you join a Foods class in which women are enrolled? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not, why not? \_\_\_\_\_
2. Have you ever enrolled in a Foods class? Yes \_\_\_\_\_  
No \_\_\_\_\_ When? \_\_\_\_\_
3. If you were a member, did you attend regularly? Yes \_\_\_\_\_ No \_\_\_\_\_
4. When were classes held? Day \_\_\_\_\_ Evening \_\_\_\_\_
5. Were you enrolled in the same class with women? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Do you think a worthwhile class could be developed with men and women in the same class? Yes \_\_\_\_\_  
No \_\_\_\_\_

## III. CLOTHING

1. Have you ever been a member of a Clothing class?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Would you join a class for men alone? Yes \_\_\_\_\_  
No \_\_\_\_\_
3. Would you join a class for men and women? Yes \_\_\_\_\_  
No \_\_\_\_\_ If not, why not? \_\_\_\_\_
4. Would you join if special interests such as  
tailoring and clothing selection were offered?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## IV. RELATED UNITS

Check units in which you would enroll, if offered at the local vocational school.

<u>Class</u>	<u>For Men Only</u>	<u>For Men and Women</u>
1. Nutrition	_____	_____
2. Health	_____	_____
3. Child care and training	_____	_____
4. Parent education	_____	_____
5. Personality development	_____	_____
6. Home management	_____	_____
7. Social and family life	_____	_____
8. Marriage	_____	_____
9. Home finances	_____	_____
10. Safety in the home	_____	_____
11. Clothing selection	_____	_____
12. Consumer knowledge	_____	_____
13. Interior decoration	_____	_____
14. Crafts	_____	_____
15. Textile study	_____	_____

If married, do you think your wife would be interested in enrolling with you? Yes \_\_\_\_\_ No \_\_\_\_\_

What is your objection to joining any homemaking class?  
\_\_\_\_\_

What would be your object in joining? Leisure activity \_\_\_\_\_  
Occupational betterment \_\_\_\_\_ Self-improvement \_\_\_\_\_  
Any other reason \_\_\_\_\_

Remarks:

I sincerely appreciate your interest and thank you for the cooperation given me.

RUTH H. MILLER  
School of Vocational and Adult  
Education  
Two Rivers, Wisconsin

The interests of city directors of adult vocational schools in coeducational classes.--A questionnaire-check sheet was sent to the 46 directors in the city vocational and adult education schools in the State of Wisconsin. These sheets were constructed into two parts:

Part I. A questionnaire, which dealt with the growth of coeducational homemaking in the city vocational schools.

Part II. An opinionnaire, which gave the director a chance to express his opinion regarding further developments.

A copy of this questionnaire-opinionnaire follows on next page.

A D U L T   H O M E   M A K I N G   C L A S S E S

in

WISCONSIN CITY VOCATIONAL SCHOOLS

QUESTIONNAIRE AND OPINIONNAIRE FOR DIRECTORS

1939-1940

In this study the term "Homemaking" is used to cover all units of study pertaining to the home, as foods and nutrition, clothing and its selection, health, parent education, child guidance, marriage, personality development, social and family life, home crafts and hobbies, art and home safety.

## I. QUESTIONNAIRE

1. Name of Director \_\_\_\_\_  
     City \_\_\_\_\_ Population \_\_\_\_\_  
     Adult enrollment: Men \_\_\_\_\_ day \_\_\_\_\_ evening \_\_\_\_\_  
     . Women \_\_\_\_\_ day \_\_\_\_\_ evening.
2. Kind of school: day only \_\_\_\_\_ evening only \_\_\_\_\_  
     day and evening \_\_\_\_\_
3. Homemaking staff: day teachers \_\_\_\_\_ part time \_\_\_\_\_  
     evening school \_\_\_\_\_
4. Have you any coeducational homemaking classes in your school? \_\_\_\_\_
5. How many of these classes were conducted in the Homemaking Department in your school? \_\_\_\_\_
6. How many weeks were these conducted? \_\_\_\_\_  
     Length of period \_\_\_\_\_

## II. OPINIONNAIRE

1. What do you think has been the success of coeducational Homemaking classes? \_\_\_\_\_  
     \_\_\_\_\_  
     \_\_\_\_\_
2. If you have had no coeducational classes, why were they not held? Lack of interest \_\_\_\_\_ just haven't started them \_\_\_\_\_ lack of sufficient teachers \_\_\_\_\_ don't think these classes would be successful \_\_\_\_\_

3. Do you think teachers could interest the public in organizing Homemaking classes on a coeducational basis? \_\_\_\_\_
4. Why might men hesitate to join them? \_\_\_\_\_
5. Do you think women would hesitate to join them? \_\_\_\_\_

Remarks:

The interests of homemaking supervisors in adult coeducational homemaking classes.--Another sheet was sent to all the supervisors and heads of the homemaking departments. Many schools do not have supervisors in homemaking, therefore, in order to represent the homemaking departments in all city vocational schools in the state, it was necessary to head the questionnaire sheet in such manner as included one representative from the homemaking department in each school. A copy of the questionnaire-opinionnaire sent each school follows on next page.



A D U L T   H O M E   M A K I N G   C L A S S E S

in

WISCONSIN CITY VOCATIONAL SCHOOLS

QUESTIONNAIRE AND OPINIONNAIRE FOR SUPERVISORS AND FOR  
HOMEMAKING TEACHERS

Supervisor's Name: \_\_\_\_\_  
City \_\_\_\_\_ Population \_\_\_\_\_  
Adult Enrollment: Men \_\_\_\_\_ day \_\_\_\_\_ evening.  
Women \_\_\_\_\_ day \_\_\_\_\_ evening.

QUESTIONNAIRE FOR 1939-1940 SCHOOL TERM

1. How many Homemaking classes were conducted on a coed-  
ucational basis? \_\_\_\_\_  
Total number enrolled: single men \_\_\_\_\_ married men  
\_\_\_\_\_ single women \_\_\_\_\_ Married women \_\_\_\_\_
2. Number of men enrolled in men's Homemaking class \_\_\_\_\_  
Number of different classes in which enrolled \_\_\_\_\_
3. Number of women enrolled in separate Homemaking  
classes \_\_\_\_\_
4. Check kinds of classes that were conducted coeduca-  
tionally: foods \_\_\_\_\_ clothing \_\_\_\_\_ health \_\_\_\_\_ par-  
ent education \_\_\_\_\_ marriage \_\_\_\_\_ home finances \_\_\_\_\_  
consumer knowledge \_\_\_\_\_ personality development \_\_\_\_\_  
social and family life \_\_\_\_\_ home crafts \_\_\_\_\_ in-  
terior decoration \_\_\_\_\_ art \_\_\_\_\_ home safety \_\_\_\_\_.
5. What is the age range of men enrolled in Homemaking  
classes? \_\_\_\_\_ Of women? \_\_\_\_\_
6. How many of these coeducational Homemaking classes  
were conducted in the 1938-1939 term? \_\_\_\_\_

OPINIONNAIRE

1. If you had coeducational Homemaking classes, do you  
feel they were successful? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why? \_\_\_\_\_
2. Has there been an increase in interest in these  
classes in the last five years? Yes \_\_\_\_\_ No \_\_\_\_\_
3. What do you think will be the future development in  
coeducational education? Increased interest? \_\_\_\_\_  
No interest? \_\_\_\_\_ No demand? \_\_\_\_\_
4. Do you think these classes should be encouraged by  
all Homemaking teachers? Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

Remarks: \_\_\_\_\_

Reports of the state department of adult co-educational homemaking classes.--The data for this part were secured by writing to the state department at Madison, Wisconsin, for information available regarding men's special adult homemaking classes and information available regarding adult homemaking classes taught on a co-educational basis.

The department kindly consented to have all available information tabulated by an N. Y. A. worker in the department, and forwarded for use in this study. The information requested was as follows:

1. Number of men enrolled in city vocational schools during the following years: 1935-36, 1936-37, 1937-38, 1938-39, 1939-40.
2. Number of classes conducted on a coeducational basis in the years 1935-36, 1936-37, 1937-38, 1938-39, 1939-40.
3. Number of men enrolled in the classes taught on a coeducational basis in the school years 1935-1940.
4. A list of the units in which classes were conducted on a coeducational basis.

The cooperation secured from individuals, clubs, schools, and the state department and other agencies who aided in securing these data, was complete and most gratifying.

In Manitowoc, Wisconsin, the club groups included the DeMolay and Lions Club; the business places

were the Kresge Company's two stores, the Penny store, Sears and Roebuck, and the Woolworth store.

In Two Rivers, Wisconsin, the Lions Club, Veterans of Foreign Wars and the Auxiliary were the organizations contacted together with the local department store and the Kresge company.

The sampling represented educators, business people, middle classes, laborers, homemakers, students, and persons on relief.

Because the survey was made late in the fiscal year 1939-40, the numbers obtained from the vocational schools in the adult classes, were small, as most adult classes had terminated.

## Chapter IV

### ANALYSIS OF DATA

For the purpose of determining those units which would be the most successful for coeducational adult homemaking classes, the responses of the men and women to the various items on the questionnaire were analyzed from the following approaches:

Part 1.--The general background of the group as to age, marital status, and general education, and information regarding the various cities in the State where city vocational schools are located.

Part 2.--General homemaking information as to the number of persons who have had, or would like to have, a homemaking background.

Part 3.--Interests of men and women in the sample, regarding adult homemaking classes in coeducational or segregated groups.

Part 4.--Attitudes of directors and supervisors in the city vocational schools in Wisconsin, regarding coeducational adult homemaking classes.

Growth of adult education in Wisconsin  
vocational schools

The attendance of adults in the homemaking classes in both evening school and day school, varied from year to year. In the 1935-36 term, the attendance total was men 276 and women 13,426, while in the following term, 1936-37, there was a decrease for men of 71 and 385 for women. The year 1937-38 showed a gain of 35 men and a gain of 527 women, while in 1938-39, we find a fall in the enrollment of the men, there being 59 fewer men.

The reason for the decreases can not be ascertained from Table 1, but in the case of men, the cause may be that the factories in the eastern sections of the state were working heavier shifts which made male attendance less, also that during that time the schools were undergoing a change in placing certain classes into different vocational divisions as was the case when the distributive occupations section was being introduced into vocational education.

From experience with classes for women, the author has noted that as decreasing emphasis was placed on skills, the adults needed re-educating concerning the value of homemaking education. In the term 1938-39, the Wisconsin Vocational Education Department incorpor-

ated into the homemaking division a new program in the form of homemaking coordination, which was responsible for the organization of new classes and increased class enrollment and which possibly accounts for the increase of the total enrollment to 16,076. The evening enrollment decrease is possibly due to the new program of afternoon adult homemaking.

TABLE 1.--GROWTH OF ADULT EDUCATION IN WISCONSIN CITY  
VOCATIONAL SCHOOLS

Wisconsin State Board of Vocational and Adult Education  
Homemaking Enrollments

	1935-1936		1936-1937		1937-1938		1938-1939	
	M	F	M	F	M	F	M	F
Adults Evening City	276	13426	205	12041	240	12568	172	10927
Day City	-	-	-	-	-	-	9	5149
Total Adults	276	13426	205	12041	240	12568	181	16076

General information regarding the sample

The figures for Table 2 were secured from the number of questionnaire check sheets that were checked and returned. The total number of men in the two cities,

returning the filled in blanks, is 241, and the number of women, 325, or a combined total of 566.

Of the 45 schools of adult and vocational education in Wisconsin, three schools failed to answer, leaving 42 schools represented. The total number of persons contacted was 650.

TABLE 2.--NUMBER OF MEN, WOMEN, AND EDUCATORS USED TO SECURE INFORMATION FOR THE STUDY

Classification	City Mani- towoc	City Two Riv- ers	City Ed- ucation in Wis- consin	Unan- swered	Total
Men	119	122			241
Women	162	163			325
Supervisors or Head Home Eco- nomics Teachers			45	3	42
Directors in City Schools			45	3	42
Total					650

As shown in Table 3, 46.88 per cent of the 241 men in the study were married and 53.11 per cent were single. As in the case of the men, more of the women were single than married.

TABLE 3.--MARITAL STATUS OF THE MEN AND WOMEN IN STUDY

Sex	Married		Single		Total Number
	Number	Per Cent	Number	Per Cent	
Men	113	46.88	128	53.112	241
Women	148	48.02	177	57.49	307
			Unanswered		18
Totals	261	47.45	305	53.88	566



Although eighteen women did not record their ages, in the computation of the percentages of single or married women, the results were based on the 566 total. Here, we find the highest per cent (42) of the persons used in the study, belonging to the 18-24 group. The second highest group was the 30-40 group which composed 22.6 per cent of the sample. More than 50 per cent of the group was less than 30 years of age.

TABLE 4.--AGE GROUPING OF MEN AND WOMEN IN STUDY

Sex	18-24		24-30		30-40		Over 40		Total
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	
Men	110	45.44	36	14.93	61	25.31	34	14.10	241
Women	128	41.04	45	14.65	67	21.82	67	21.82	307
Unanswered									18
Totals	238	42.05	81	14.31	128	22.61	101	17.84	566

A study of Table 5 shows the educational background of the group. On the questionnaire, it was noted that those who checked grade school education did not check higher education. The number of women who had only a grade school education out-numbered the men two to one or 18 per cent to 9 per cent, and in keeping with this, the men also had a higher proportion with a college education in their group than did the women, or 31.9 per cent, while the women had only 20.3 per cent who attended college. The percentages of the two groups having a high school or vocational education were very similar.

TABLE 5.--EDUCATIONAL BACKGROUND OF THE MEN AND WOMEN

Sex	Grade		High Sch.		Vocational		College		Unanswered	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Men	22	9.13	99	41.08	41	17.01	77	31.95	2	.83
Women	59	18.15	138	42.46	58	17.85	66	20.3	4	1.23
Total	81	14.31	237	41.86	99	17.50	143	25.27	6	1.06

Homemaking background of the sample

A possible explanation of the results in Table 6 may be the traditional idea that homemaking was for women. Only of very recent years, do we find men registered in any homemaking class. As shown here in the first three questions, the women far out-numbered the men in regard to past education in homemaking. The first question shows that only 4.97 per cent of the men had ever been in a foods class, while 29.84 per cent of the women had been registered previously. Only 2.48 per cent of the men had taken clothing as compared to 34.46 per cent of the women, while only 1.68 per cent had been in the same class with women and .067 per cent of the women had been in a class with men.

But, when we asked the questions regarding whether they would join a coeducational class or whether the class would be worthwhile, the percentages of favorable replies greatly increased.

TABLE 6.--HOMEMAKING BACKGROUND OF MEN AND WOMEN

Question	Men--Yes		Women--Yes	
	Num- ber	Per Cent	Num- ber	Per Cent
Have you ever enrolled in a foods class?	12	4.97	97	29.84
Have you ever enrolled in a clothing class?	6	2.48	122	34.46
Were you enrolled in same class with women or men?	4	1.68	2	.62
Would you join a homemaking foods class for men and women?	88	36.51	173	53.23
Do you think a worthwhile coeducational class could be developed in foods?	155	64.31	215	66.15

Reasons for non-attendance

The data in Table 7 show that neither group objected to the opposite sex nor believed coeducational adult homemaking would not be successful, but 7.1 per cent more women than men showed no objection to having classes taught coeducationally. An extremely high per cent of the entire group of 566 men and women did not answer the questions regarding non-attendance.

TABLE 7.--REASONS FOR NON-ATTENDANCE IN COEDUCATIONAL  
HOMEMAKING CLASSES

Reasons for non-attendance Item	Frequencies				Total	
	Men Num- ber	Per Cent	Women Num- ber	Per Cent	Num- ber	Per Cent
No time	20	8.3	14	4.3	34	6.0
No interest	10	4.1	3	1.2	13	2.3
Object to other sex in class	0	0	0	0	0	0
Don't believe successful	0	0	0	0	0	0
No objection	45	18.7	84	25.8	129	22.9
Unanswered	139	57.6	224	67.0	363	64.1

Interesting replies were given to the question, What is your object in joining any homemaking class? Some of the answers of the men were as follows:

I do believe there is need for this sort of thing and it should receive support.

I personally believe a coeducational class would be a success as it would bring out a different viewpoint that could not be obtained in a normal way.

To improve home conditions when married.

I think the idea is not only a sane one, but one of great personal benefit.

To get an understanding of how the modern home can be improved.

A course in consumer knowledge would be particularly interesting to me as I am a salesman and it will help a great deal knowing exactly what the general public expects to find out when entering a store to do some shopping.

None of it--has special interest as indicated by checks above 1-15 (meaning the units listed).

Well for husband to know household activities.

The women answered as follows to the same question:

To improve my knowledge and be a better wife and mother.

Learning newest methods and short cuts.

It may help to secure a position in the professional field and help me socially.

Don't care for home economics.

To improve selves along this line.

I think this is for the betterment of both husband and wife and if both joined this, combined interest in the class should benefit both themselves and the condition of their home life.

The contributions given by the men were far superior and better stated than those given by the women, a possible solution for this, being found in Table 5 which showed the higher educational background of the men.

Interests of men and women in adult  
homemaking classes

Tables 8, 9, and 10 that follow, present the interests of the men and of the women in the homemaking units. In organizing adult coeducational homemaking classes, it is important to know whether or not the sexes agree regarding membership, and whether the men and women agree on the types of units to be taught coeducationally. The number of the men and the women interested in coeducational adult classes is significant in that no classes may be started in Wisconsin City Vocational Schools for Adult Education with less than ten members. Since adult education is not compulsory, it is desirable to have as large a group as possible indicate an interest in a particular phase of homemaking if the required enrollment is to be maintained.

Table 8 indicates that, according to the chi-square interpretation of the responses on the check sheets, men and women agree as to the type of class in which the units in personality development, interior

decoration, and textiles should be taught. Consumer education shows a slight disagreement as to class membership. Concerning the units, safety in the home, parent education, and consumer knowledge, the men and women do not agree as to whether or not they should be taught coeducationally. On all the other units, there is a strong disagreement as to whether these classes should be taught coeducationally. Chi-square is computed in Appendix A for each unit.

In table 9, the units are ranked according to t values, the computations of which are shown in appendix B. The findings presented in this table will be interpreted in the following sections according to rank of units in the tables.

The table shows strong indications in favor of coeducational classes in consumer knowledge, personality development, and parent education. It indicates a fair response in favor of coeducational units in home finance, marriage, and a very slight favorable response for safety in the home, social and family relationship and nutrition. The units favored as strongly segregated are clothing and health. Home management, child training, arts and crafts, and textile study are desired in separate classes for men and women.



TABLE 8.--AGREEMENT BETWEEN MEN AND WOMEN, REGARDING  
TYPE OF CLASS, COEDUCATIONAL OR SEGREGATED, IN WHICH  
HOMEMAKING UNITS SHOULD BE TAUGHT.

Unit	Chi Square	Interpretation	
Arts and crafts	22.729	Strong disagreement	
Marriage	17.82	"	"
Health	17.82	"	"
Social and family life	17.67	"	"
Home management	15.42	"	"
Home finance	11.48	"	"
Clothing selection	11.03	"	"
Nutrition	11.0	"	"
Child care and training	9.61	"	"
-----			
Safety in the home	9.19	Disagreement	
Parent education	8.09	"	"
Consumer education	6.48	"	"
-----			
Personality development	5.61	Agreement	
Interior decoration	1.02	"	"
Textile study	.39	"	"

TABLE 9.--PREFERENCE FOR TYPE OF CLASS, COEDUCATIONAL OR SEGREGATED, INDICATED BY THE MEN AND WOMEN OF THE SAMPLE

Unit	Segre- gated Num- ber	Per Cent	Coeduca- tional Num- ber	Per Cent	<sup>a</sup> <sub>t</sub> Value	Interpretation
Clothing	83	14.7	36	6.4	4.55	Strongly segregated
Health	59	10.4	27	4.8	3.58	Segregated
Consumer knowl- edge	56	9.9	86	15.2	2.69	Coeducational
Personality	78	13.8	51	9.0	2.52	"
Parent education	26	4.6	43	7.6	2.11	"
Home management	51	9.0	36	6.4	1.67	Segregated
Home finance	37	6.5	49	8.7	1.34	Slightly for coeducational
Interior decor- ation	83	14.7	70	12.4	1.13	Segregated
Marriage	40	7.1	50	8.8	1.10	Slightly for coeducational
Child training	34	6.0	26	4.6	1.06	Segregated
Safety in the home	29	5.1	36	6.4	.98	Slightly for coeducational
Social and family life	40	7.1	48	8.5	.89	Slightly for coeducational
Nutrition	18	3.2	23	4.1	.80	Slightly for coeducational
Arts and crafts	46	8.1	40	7.1	.67	Segregated
Textile study	27	4.8	25	4.4	.28	Segregated

<sup>a</sup><sub>t</sub> equals the difference of the two percentages divided by the standard error of the difference.

Table 10 ranks the units according to the highest number of the 566 men and women in Two Rivers and Manitowoc, Wisconsin, that expressed a desire for particular units. The unit, interior decoration, in Table 8, shows an agreement as to how the class should be taught and Table 9, according to the  $t$  value interpretation, indicates a desire for segregated group instruction. In Table 10, it is ranked highest as to the interest of the entire group. These tables show that men and women agree that interior decoration should be taught as a segregated group and that the unit is popular. Hence, it might be possible to interest the group to study the unit coeducationally. Where there is a disagreement as to the manner in which a unit should be taught, as is the case of consumer knowledge, indicated by Table 8, and where the  $t$  value, as in Table 9, shows the desire for a coeducational class and the interest likewise is high as shown in Table 10, the unit is definitely desirable on a coeducational basis.

As Tables 8, 9, and 10 interpret all units in the study in like manner, it is easy to determine which units should be offered coeducationally and which segregated.

TABLE 10.--NUMBER OF MEN AND WOMEN INTERESTED IN STUDY-  
ING THE VARIOUS UNITS

Unit	Number of Men (241)			Number of Women (325)			Total of the group
	Seg.	Coed.	Total	Seg.	Coed.	Total	
Interior decoration	35	26	61	48	44	93	153
Consumer knowledge	27	46	73	29	40	69	142
Personality	36	37	73	42	14	56	129
Clothing	32	28	60	51	8	59	119
Marriage	23	33	56	17	17	34	90
Social and family life	18	34	52	22	14	36	88
Home management	14	25	39	37	11	48	87
Home finance	23	28	51	14	21	35	86
Arts and crafts	35	15	50	11	25	36	86
Health	33	21	54	26	6	32	86
Parent education	12	27	39	14	16	30	69
Safety	17	24	41	12	12	24	65
Child training	6	13	19	28	13	41	60
Textile	12	12	24	15	13	28	52
Nutrition	5	17	22	13	6	19	41

Summary.--From Tables 8, 9, and 10, it is proved that the units in consumer knowledge, personality development, and parent education are those which should be organized first in coeducational adult homemaking education, followed by those units in home finance, marriage, safety in the home, and social and family life which are indicated as the next four units of importance to the group. Nutrition, although showing slight preference for a coeducational group, is not of great interest to the group. All other units must be taught in segregated groups.

Attitudes and interests of men and women in coeducational adult homemaking

Of the 566 men and women in the survey, Table 11 indicates that the highest per cent of those that expressed reasons for joining a coeducational class were to gain occupational betterment and self improvement. Of the 241 men in the group, 26.97 per cent expressed self improvement as their reason as compared to 32.92 per cent of the 325 women. Nearly an equal per cent, 50.41 per cent of the men and 54.70 per cent of the women, did not answer the question.

TABLE 11.--REASONS OF MEN AND WOMEN FOR JOINING COEDUCATIONAL CLASS

Reasons Expressed	Frequencies					
	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Leisure activity	19	1.80	39	12.00	58	10.24
Occupational betterment	30	12.14	31	.95	61	10.77
Self improvement	65	26.97	106	32.92	171	30.21
Other reasons	6	2.89	2	.06	8	1.41
Unanswered	120	50.41	178	54.70	298	53.00

Attitudes and interests of educators  
in Wisconsin city vocational schools

Growth of coeducational adult homemaking classes.--During the years 1935 to 1940, a few coeducational adult homemaking classes in the Wisconsin city vocational schools have developed and have been successful. In answer to questionnaires and opinionnaires sent to the directors and homemaking supervisors in the state, the following information was received:

Number of cities which support schools having co-educational adult homemaking	12,
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Different areas of homemaking	10
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Number of coeducational adult homemaking classes (Crafts, 6; foods, 3; parent education, 1; finance, 1; art, 3; interior decoration, 4; safety in the home, 2; first aid, 3; clothing, 1; personality, 1; and unit not given, 1.)	26
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Directors' reasons for no coeducational adult homemaking classes, 43 schools reporting

Lack of interest	5
Just haven't started them	14
Lack of sufficient teachers	3
Don't think classes would be successful	5
No answer	16

Directors' comments on: Do you think homemaking teachers should encourage coeducational classes?

Yes -- 25; No -- 5; No answer -- 13

Supervisors' comments on: Were coeducational adult homemaking classes successful?

Yes -- 8; No -- 2; No answer -- 33

Future developments of coeducational adult home-  
making classes

Increased interest	15
No interest	1
No demand	1
No answer	26

Should coeducational adult homemaking classes  
be encouraged

Yes -- 18; No -- 2; No answer -- 23

Directors' Comments.--These remarks were taken  
from question number one of the opinionnaire sent to  
directors. What do you think has been the success of  
the coeducational homemaking classes?

Successful

Very successful.  
Moderate success.  
The safety class seems to  
carry a common interest  
to men and women.  
Success has been fair but  
there is a tendency for  
young folks to be silly  
in the presence of the  
opposite sex.  
We have had coeducational  
woodworking classes that  
have grown in popularity  
year by year. We had four  
women and about twenty men  
in the class this year.  
A desire to do something  
different from the average  
vocational training.

Unsuccessful

Do not know, never tried  
this type of program.  
No real purpose in doing so  
in our community, it seems.  
Not enough experience to  
answer.  
Was not practical. Their  
interests are different  
from the women and the pur-  
pose and the content must  
be different.  
Has not been tried.  
Had little experience with  
coeducational homemaking  
classes.  
Haven't tried them out.  
No experience.  
Limited results.

The following are some of the remarks that  
were stated in answer to question number four of the  
opinionnaire sent to directors. Why might men hesitate  
to join them (coeducational homemaking classes)?



Men might hesitate because of

Self pride.  
 Fear of opposite sex.  
 Lack of experience in homemaking activity.  
 Questioning value of this.  
 Lack of laboratory space and lack of teachers.  
 No interest.  
 No time.  
 Being afraid of being shown up.  
 Not having been educated to their value (value of classes).  
 Precedent set in former years.  
 Having other interests.  
 Too many activities.  
 Being considered by most men as a woman's field.  
 Fear of public opinion and desire to conform to public custom.  
 Being afraid of home economics as not practical.

Supervisors' Comments.--These remarks were taken from the opinionnaire for supervisors.

The following remarks were given in answer to question one as the reasons why coeducational classes were or were not successful:

Successful

Competition instinct created.  
 Interest in subject.  
 Well attended.  
 Increased interest in some phase of homemaking; for example, parent education, consumer knowledge, social and family life.

Unsuccessful

Interest varied and classes could have been more successful in a separate group.  
 Had little experience on which to base.

Comments of supervisors in answer to question number four in the opinionnaire follow. Do you think these classes (coeducational)homemaking) should be en-

couraged by homemaking teachers? Why?

There were 17 said, "Yes", and three said, "No".

Should be encouraged

Should not be encouraged

Added feeling due to competition.

Men might then assume more responsibility in the home. Home should be conducted cooperatively.

No harm to encourage them. If space and demand indicate need for such class.

The course offered has sufficient content to be of interest and value to both sexes.

To develop the demand for such because of desirability, interest, instructive to all concerned, social possibilities continued, and building up of interest should be almost certain to result.

Better balance if instructive and results secured.

To develop happier home life through participation in cooperation of homemaking.

Problems in homemaking are not confined to women alone.

Problems that deal with cooperation should be considered for class use.

Not at the present time. Do not think so.

No real purpose in doing so. Depends upon type of class problems to be discussed. Would urge separate classes because the interests are different.

Impractical.

Lack of interest in subject. In some branches lack interest.

Not convinced of merit.

From Table 11 and the comments by educators in vocational education in the city vocational schools in Wisconsin, there is evidence of growing interest and success in coeducational adult homemaking. With class-

es in the past proving to be successful, one of the things that should be done is to make more and more people conscious of the value of the units in this study and help them plan to bring about a better understanding of their problems by planning together.

Chapter V  
DISCUSSION

Men and women in Wisconsin have the privilege of being served on a part-time basis in day and evening schools in various vocational schools in the state. The beginning of this means of education dates back to the year 1909. One by one the cities started the education for out-of-school youth, and for adults, in and out of industry, until in 1939, there were 45 such vocational schools in the state. These schools were located in cities of 5,000 or more in population, the greater number of them being in the eastern section of the state which is the industrial portion. (Figure 1). The day schools for juveniles serve only students from 14-16 years of age; therefore any student over 18 years of age is enrolled as an adult.

What has been the growth of coeducational adult homemaking in Wisconsin city vocational schools?

The growth of vocational adult homemaking has varied according to the data secured from the state department for a span of five years (1935-40). In 1935 there were 276 men enrolled in homemaking in 45 city

Wisconsin Vocational Schools



FIGURE 1.--LOCATION OF WISCONSIN VOCATIONAL SCHOOLS

vocational schools, but none was listed in the state records as coeducational. The number of men enrolled in homemaking increased and decreased in alternating years until in 1938-39, there were only 181 registered as homemaking students. From the responses of the supervisors, however, the data showed 26 coeducational homemaking classes in 1939, conducted in 12 different schools in the state. (Table 1, Appendix C) Units in foods, consumer knowledge, interior decoration, arts and crafts, first aid, parent education, family life, and clothing were offered to men and women in coeducational classes, during 1939-40.

What are the attitudes and interests of men and women and of educators in coeducational adult homemaking?

The interests of men and women as interpreted by chi square signify an agreement concerning whether or not the following units should be taught in segregated or coeducational classes: personality development, interior decoration, and textile study. They signify strong disagreement in the units of arts and crafts (22.7), marriage (17.8), health (17.8), social and family life (17.6), home management (15.4), home finance (11.4), clothing selection (11.0), nutrition (11.0), and child care and training (9.6). It is pos-

sible, however, that a large number who showed interest in particular units could be persuaded to join mixed groups if the subject content was proved to be of a particular need. The number of men and women interested in adult coeducational classes is significant in that no class, according to state policy, may be started with less than 10 members. Since adult education is not compulsory, it is desirable to have as large a group as possible indicating an interest in a particular phase of homemaking, if the desired enrollment is to be maintained.

According to a t value interpretation there is a strong desire for coeducational classes in consumer knowledge (15.2), personality development (9.0) and parent education (7.6). These areas then would be the best units in which to introduce coeducational classes in schools where none had previously been conducted. In other schools where they have been offered as segregated classes, these units should have definite increased enrollments if they are offered coeducationally. However, although the group as a whole indicated a strong preference for these units in coeducational classes, the men and women agreed in respect to the type of class only for the unit, personality development.

Therefore, it may be assumed that, while the majority of potential students will prefer coeducational classes for consumer knowledge and parent education, some individuals will fail to enroll in the class solely because members of the opposite sex are present.

As a fair response is indicated in the units, safety in the home (6.4), social and family life (8.5), and nutrition (4.1), these units should be the ones to which teachers should give their next attention when those most desired have been taken care of.

The interests of men and women in certain coeducational units was therefore pronounced.

The greatest interest seemed to be among the single men where 53.11 per cent showed a definite desire for mixed classes as compared to 46.88 per cent of the married men. Of the single women, 57.49 per cent were in favor of coeducational classes compared with 48.02 per cent of the married women.

The interests and attitudes of directors and supervisors regarding coeducational classes, as expressed by the directors and also supervisors, indicate that in most classes the coeducational units are successful and that there appears to be a growing interest in such classes. They consider such classes worthwhile.



A possible explanation for this may be that an aroused interest in consumer knowledge and family relationships in education is sweeping the entire country. The attitudes of educators seem encouraging as to future developments of coeducational classes.

Should the program of coeducational adult homemaking be extended in Wisconsin?

The results justify a recommendation that the program of adult coeducational homemaking be extended in Wisconsin city vocational schools. It should expand the units in the order of importance as developed in the foregoing data. The central thought of this study is to encourage, if advisable, coeducational adult homemaking classes in consumer knowledge, personality development, interior decoration, marriage, social and family life, parent education, and home finance.

Limitations

This study has given only the expressions of interests by men and women regarding various units of homemaking. It does not show that the men and women will actually attend these classes. However, if only one out of seven in the present sample, who indicated an interest in those recommended coeducational classes

attend such classes in Manitowoc and Two Rivers, the number would be sufficient for organizing such classes. Moreover, since only 566 persons of the total population of approximately 36,000, were considered, the enrollment in such classes should be considerably greater than the required minimum.

Recommendation for further study

A follow-up of coeducational classes which may be organized in the state, will be advisable in order to determine whether or not the interests expressed for certain units are dependable.

## APPENDIX A

Interpretation of tables  
used in finding  $\chi^2$  values to deter-  
mine the interest and attitudes of  
men and women as to whether the units  
listed should be taught in segregated  
classes or coeducationally.

## APPENDIX A

Statistical method for interpreting the data obtained in the survey of men and women by applying the  $x^2$  test.

Individual unit analysis to compare attitudes of two sexes as to desirability of coeducational classes.

$$\text{Formula } x^2 = \frac{(O - t)^2}{t}$$

O = Observed frequency

T = Theoretical frequency

DF = Degrees of freedom by which an obtained value  $x^2$  may be interpreted on the basis of probability.

Value necessary for .01 level of significance  
= 9.210

Value necessary for .05 level of significance  
= 5.991

TABLE 1.--CLOTHING AS REPORTED BY MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	5	7.7	17	9.8	219	223.5	241	11.03	Sig.
Women	<u>13</u>	10.3	<u>6</u>	13.2	<u>306</u>	301.5	<u>325</u>		
Total	18		23		525		566		

$x^2 = 11.03$   
 DF = 2  
 Very significant

TABLE 2.--HEALTH AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	32	24.7	21	11.5	188	204.8	241	17.821	Sig.
Women	<u>26</u>	33.3	<u>6</u>	15.5	<u>293</u>	276.2	<u>325</u>		
Total	58		27		481		566		

$x^2 = 17.821$   
 DF = 2  
 Very significant

TABLE 3.--CONSUMER KNOWLEDGE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	27	23.8	46	36.6	168	180.6	241	6.482	Sig.
Women	<u>29</u>	32.2	<u>40</u>	49.4	<u>256</u>	243.4	<u>325</u>		
Total	56		86		424		566		

$x^2 = 6.482$   
DF = 2  
Significant

TABLE 4.--PERSONALITY DEVELOPMENT AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	36	33.2	37	21.8	168	186.0	241	5.610	Almost sig.
Women	<u>42</u>	44.8	<u>14</u>	29.2	<u>269</u>	251.0	<u>325</u>		
Total	78		51		437		566		

$x^2 = 5.610$   
DF = 2  
Almost significant

TABLE 5.--PARENT EDUCATION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	x <sup>2</sup>	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	12	11.1	27	18.3	202	211.6	241	8.091	Sig.
Women	<u>14</u>	14.9	<u>16</u>	24.7	<u>295</u>	285.4	<u>325</u>		
Total	26		43		497		566		

x<sup>2</sup> = 8.091  
 DF = 2  
 Significant

TABLE 6.--HOME MANAGEMENT AS REPORTED BY 566 MEN AND WOMEN

	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	x <sup>2</sup>	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	14	21.7	25	15.3	202	204.0	241	15.490	Very signif- icant
Women	<u>37</u>	29.3	<u>11</u>	20.7	<u>277</u>	275.0	<u>325</u>		
Total	51		36		479		566		

x<sup>2</sup> = 15.490  
 DF = 2  
 Very significant

TABLE 7.--HOME FINANCE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	23	15.8	28	20.9	190	204.3	241	11.475	Very signif- icant
Women	<u>14</u>	21.2	<u>21</u>	28.1	<u>290</u>	275.7	<u>325</u>		
Total	37		49		480		566		

$x^2 = 11.475$   
 DF = 2  
 Very significant

TABLE 8.--INTERIOR DECORATION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	35	35.3	26	29.8	180	175.9	241	1.016	Not signif- icant
Women	<u>48</u>	47.7	<u>44</u>	40.2	<u>233</u>	237.1	<u>325</u>		
Total	83		70		413		566		

$x^2 = 1.016$   
 DF = 2  
 Not significant



TABLE 9.--MARRIAGE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	23	17.0	33	21.2	185	202.7	241	17.822	Very sig- nifi- cant
Women	<u>17</u>	23.0	<u>17</u>	28.7	<u>291</u>	273.3	<u>325</u>		
Total	40		50		476		566		

$x^2 = 17.822$   
 DF = 2  
 Very significant

TABLE 10.--CHILD CARE AND TRAINING AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	6	14.5	13	11.1	222	215.4	241	9.607	Very sig.
Women	<u>28</u>	19.5	<u>13</u>	14.9	<u>284</u>	290.6	<u>325</u>		
Total	34		26		506		566		

$x^2 = 9.607$   
 DF = 2  
 Very significant

TABLE 11.--SAFETY AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	17	12.3	24	15.3	200	213.4	241	9.189	Signif- icant
Women	<u>12</u>	16.7	<u>12</u>	20.7	<u>301</u>	287.6	<u>325</u>		
Total	29		36		501		566		

$x^2 = 9.189$   
 DF = 2  
 Significant

TABLE 12.--SOCIAL AND FAMILY LIFE AS REPORTED BY 566  
MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	18	17.0	34	20.4	189	203.5	241	17.669	Very sig.
Women	<u>22</u>	23.0	<u>14</u>	27.6	<u>289</u>	274.5	<u>325</u>		
Total	40		48		478		566		

$x^2 = 17.669$   
 DF = 2  
 Very significant

TABLE 13.--NUTRITION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	x <sup>2</sup>	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	5	7.7	17	9.8	219	223.5	241	11.030	Very sig.
Women	<u>13</u>	10.3	<u>6</u>	13.2	<u>306</u>	301.5	<u>325</u>		
Total	18		23		525		566		

x<sup>2</sup> = 11.030  
 DF = 2  
 Very significant

TABLE 14.--ARTS AND CRAFTS AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	x <sup>2</sup>	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	35	19.6	15	17.0	191	204.4	241	22.729	Very sig.
Women	<u>11</u>	26.4	<u>25</u>	23.0	<u>289</u>	275.6	<u>325</u>		
Total	46		40		480		566		

x<sup>2</sup> = 22.729  
 DF = 2  
 Very significant

TABLE 15.--STUDY OF TEXTILES AS REPORTED BY 566 MEN AND WOMEN

Sex	Segre- gated		Coeduca- tional		Not inter- ested		Total Num- ber	$x^2$	Inter- preta- tion
	O	T <sub>1</sub>	O	T <sub>2</sub>	O	T <sub>3</sub>			
Men	12	11.5	12	10.6	217	218.9	241	.387	Not sig.
Women	<u>15</u>	15.5	<u>13</u>	14.4	<u>297</u>	298.1	<u>325</u>		
Total	27		25		514		566		

$x^2 = .387$   
 DF = 2  
 Not significant

## APPENDIX B

## Interpretation of Tables

Values of t to determine  
interests and attitudes of  
men and women as to what  
units should be taught co-  
educationally.

## Appendix B

Statistical method in interpreting the data obtained in the survey to analyze the attitudes as to segregation or coeducation in presentation of various units.

$p_1$  -- total for segregated classes

$p_2$  -- total for coeducational classes

Hypothesis: that there is no difference in sentiment between men and women as to coeducational or segregated classes.

$$H : p = p_2$$

Formula used

$$\text{Test: } \underline{t} = \frac{p_1 - p_2}{\sqrt{p(1-p)}} \sqrt{\frac{N_1 N_2}{N_1 + N_2}}$$

$$p = \frac{N_1 p_1 + N_2 p_2}{N_1 + N_2}$$

$$N_1 = N_2 = 566$$

$$\text{Reject if } \underline{t} = 1.96$$

$$\text{Significant if } 3.0 > \underline{t} > 1.96$$

$$\text{Very significant } \underline{t} = 3.0$$

TABLE 1.--CLOTHING REPORT OF 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	5		18	17		23	22	4.55	Very sig.
Women		13			6		19		

$$\underline{t} = 4.55 > 3.00$$

Very significant

TABLE 2.--HEALTH AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	33		59	21		27	54	3.58	Very sig.
Women		26			6		32		

$$\underline{t} = 3.58 > 3.00$$

Very significant

TABLE 3.--CONSUMER KNOWLEDGE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	27			46			73	2.69	Sig.
Women		29	56		40		69		

$$\underline{t} = 2.69 > 1.96$$

Significant

TABLE 4.--PERSONALITY AS REPORTED BY MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	36			37			73	2.52	Sig.
Women		42	78		14		56		

$$\underline{t} = 2.52 > 1.96$$

Significant



TABLE 5.--PARENT EDUCATION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated		Total	Coeducational		Total	M & W	<u>t</u>	Inter- preta- tion
	Men	Women		Men	Women				
Men	12		26	27		43	39	2.11	Sig.
Women		14			16		30		

$$\underline{t} = 2.11 > 1.96$$

Significant

TABLE 6.--HOME MANAGEMENT AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated		Total	Coeducational		Total	M & W	<u>t</u>	Inter- preta- tion
	Men	Women		Men	Women				
Men	14		51	25		36	39	1.67	Not sig.
Women		37			11		48		

$$\underline{t} = 1.67 < 1.96$$

Not significant

TABLE 7.--HOME FINANCE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	23			28			51	1.34	Not sig.
Women		14	37		21	49	35		

$$\underline{t} = 1.34 < 1.96$$

Not significant

TABLE 8.--INTERIOR DECORATION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	35			26			61	1.13	Not sig.
Women		48	83		44	70	92		

$$\underline{t} = 1.13 < 1.96$$

Not significant

TABLE 9.--MARRIAGE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	23		40	33		50	56	1.10	Not sig.
Women		17			17		34		

$$\underline{t} = 1.10 < 1.96$$

Not significant

TABLE 10.--CHILD CARE AND TRAINING AS REPORTED BY 566  
MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	6		34	13		26	19	1.06	Not sig.
Women		28			13		41		

$$\underline{t} = 1.06 < 1.96$$

Not significant

TABLE 11.--SAFETY AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	17			24			41	.98	Not sig.
Women		12	29		12	36	24		

$$\underline{t} = .98 < 1.96$$

Not significant

TABLE 12.--SOCIAL AND FAMILY LIFE AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	18			34			52	.89	Not sig.
Women		22	40		14	48	36		

$$\underline{t} = .89 < 1.96$$

Not significant

TABLE 13.--NUTRITION AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	5		18	17		23	22	.80	Not sig.
Women		13			6		19		

$$\underline{t} = .80 < 1.96$$

Not significant

TABLE 14.--ARTS AND CRAFTS AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	<u>t</u>	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	35		46	15		40	50	.67	Not sig.
Women		11			25		36		

$$\underline{t} = .67 < 1.96$$

Not significant

TABLE 15.--TEXTILES AS REPORTED BY 566 MEN AND WOMEN

Sex	Segregated			Coeducational			Total M & W	t	Inter- preta- tion
	Men	Women	Total	Men	Women	Total			
Men	12		27	12		25		.28	Not sig.
Women		15			13		28		

$$t = .28 < 1.96$$

Not significant

APPENDIX C

Cities in the study  
that conduct coeduca-  
tional homemaking classes.

Coeducational adult homemaking classes  
in Wisconsin city vocational schools

The following table reveals a wide variation of important and interesting facts.

Of 45 city vocational and adult schools in the state, 42 answered. Milwaukee acknowledged receiving the questionnaire, but regretted the inability to comply due to the large system and shortage of office aid. It is the largest and one of the most widely known and interesting vocational schools in the state.

Number of coeducational homemaking  
classes in Wisconsin

The chart shows that the cities with the higher population, had either one or no coeducational adult homemaking class, while the medium sized cities had more; namely, Green Bay, six; Kenosha, three; West Allis, four; and that the schools for Appleton, Watertown, and Two Rivers had two classes each, taught co-educationally; and Portage, an evening school, had only one, as did LaCrosse. There was a total of 24 units taught coeducationally in adult homemaking classes in nine vocational schools as reported. Most of these schools reported, on the opinionnaire, that the experiment of teaching coeducational adult homemaking classes was successful and worthy of continuation.



Appendix C

TABLE.--CITIES IN WISCONSIN WHERE CITY VOCATIONAL SCHOOLS ARE LOCATED WHERE COEDUCATIONAL ADULT HOMEMAKING CLASSES ARE CONDUCTED

A table to give information regarding size of cities in state where study was conducted to show items typical of all city vocational schools

City	Popu- lation	Kind of school			Adult Enrollment				Home Ec. Teachers in system			Coeducational Home Economics Classes
		Day Only	Eve. Only	Both	Day Men	Day Women	Evening Men	Evening Women	Day	P. T.	Eve.	
Antigo	8610		x		Not reported							0
Appleton	2800		x		95	125	984	925	3	0	17	1
Ashland	10622		x		Did not answer questionnaire							
Beaver Dam			x		0	11		63	1	0	14	0
Beloit	23300		x		140	190		192	3	0	10	0
Chippewa Falls	9630		x		6	31	171	262	1	0	3	0
Cudahy	10631											
Eau Claire	30000		x		0	120		206	3	0	6	0
Fond du lac	26449		x		323	316	1900	1393				2
Fort Atkinson	4700		x		83	142	849	572	5	4	14	0
Green Bay	47000		x		218	282	1928	1202	4	1	15	6
Janesville	23000		x		215	282	524	403	0	1	4	0
Kaukauna	6000		x		106	53	214	312	1	0	3	0
Kenosha	52000		x		No report here				4	1		3
Kimberly	2500		x		0	0	300	28	1	0	1	0
LaCrosse	39614		x				1	543	2	3	12	1
Madison	61000		x		1718	1141	2137	1948	5	2	18	0
Manitowoc	24000		x		112	353	359	445	4	1	7	0
Marinette	14000		x			98		107	1	3	8	0
Marshfield	8875		x		54	41	331	180	1	1	4	0
Menasha	10000			x					1	1	8	0
Menomonie	5595		x				131	237			4	0
Merrill	8458			x			64	61				
Milwaukee	578249				Could not accomodate							
Monroe	5015		x		No answer here							0
Neenah	9151			x		312	1015	99		3	3	0
Niagara	2023			x	150	88	150	88	0	2	3	0
Oshkosh	40000			x	No answer here				2	1	6	0
Portage	6308			x	No answer here						1	1
Racine	70000			x	469	837	918	753	34	8	74	0
Rhineland	10000			x	8	113	1	80	1	0	4	2
Sheboygan	40000			x		515		152	5	2	7	0
Shorewood	15000			x			1743	4026			12	1
S. Milwaukee	12000			x	114	48	392	241				0
Stevens Pt.	13623			x	40		367	361	1	0	4	0
Stoughton	4497			x	2	48	219	478	1	1	3	0
Superior	30000			x	200	400	750	310	2	1	4	1
Two Rivers	12000			x	0	165	771	792	2	1	4	2
Watertown	11000			x		60	4	180	2	2	8	2
Wausau	17000			x	204	138	523	663	1	3	4	0
Wausau	23759				No answer							
Wauwatosa	2700			x	0	140	223	650	not reported			0
West Allis	36734			x								4
West Bend	5500			x			175	319	0	0	2	0
Wis. Rapids	12000			x	68	40	3	86	2	0	4	0

Total classes -- 26

Total schools -- 10

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