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National College of Art & Design

Faculty of Education

what parents say

A Study on Social Class and Parental Attitudes to
Art Education at Post-Primary Level

A Dissertation Submitted to the Faculty of Education
in candidacy for the
BA Degree in Art and Design Education

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INTRODUCTION

The Constitution of Ireland states that "the primary and natural educator of the child is the family" (1). The family according to George Peter Murdock "is a social group characterised by common residence, economic cooperation and reproduction, it includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, own or adopted of the sexually co-habiting adults" (2). It is these "sexually co-habiting adults" we refer to as parents.

It is true that the family is the primary and natural educator of the child. It is "within the family that the child's personality is developed in the early and formative years" (3). The child initially "acquires the beliefs, values and behaviours" (4) which are considered "significant and appropriate" (5) by society, from his/her parent(s). Parents play a major role, for example in sex-typing, both directly and indirectly. Initially parents "serve as the child's first models of feminine and masculine behaviour" (6). Their attitudes towards their own sex roles, and the way in which they interact with each other will definitely influence the child's view. In addition parents also directly shape sex-typed behaviour through, for example, the toys they provide the child to play with, "the activities they encourage" and "their responses to behaviours considered appropriate or inappropriate for the child's sex" (7).

Quite a number of studies in recent years have shown us that children who are "friendly and cooperative with adults and peers, socially responsible, self-reliant and interested in achievement" (8) are the result of a type of parenting known as "authoritative". Authoritative parents value, for example, curiosity, independence, ambition and self control. On the other hand, children who tend to be selfish, rebellious, aggressive, rather aimless and quite low in independence and achievement are children of "permissive" parents. Permissive parenting "avoids the exercise of control, allows the child to regulate his own activities and does not encourage him to obey externally defined standards" (9).

From these two illustrated types of parenting, authoritative and permissive, it is clear that children "internalise" their parents values because "they want to be like their parents and fear the loss of love if they do not behave in accordance with these values" (10). As regards education, it has been found that parental attitudes are of the utmost importance. For example the Plowden Report states, when discussing educational deprivation,

. parental attitudes are more important than material needs (11).

Olive Banks claims that "even after starting at school the child normally continues to live with his parents and to be deeply influenced by their behaviour and attitudes" (12). She claims that the parents "exert a profound influence on the response of the child to the school" (13) and the value of the

different subject areas within the school. And Peter Musgrave, the British sociologist, states that "once a child gained entry to grammar school his success there could be much influenced by his parents attitudes towards education" (14).

From this brief review it is evident that parents have a crucial influence in forming the attitudes of their children.

Noting the extent to which parental attitudes influence the mental, physical and emotional development of the child, the present status of art education at post-primary level must be a reflection of parental attitudes. If this is true, parental attitudes to art education, at second level today are quite negative. Therefore, in this dissertation, one of my primary aims is to identify present parental attitudes to art education at post primary level.

Parental attitudes to art education at second level, I think further differ in relation to the social class background of the parent. Working class parents I believe are unaware of the many ways in which art education can contribute to a wide range of activities in society. Kevin Connuaughton states,

working class parents do not see a career at the end of it all (15).

Middle class parents are much more aware of the range of careers in the art and design field. I believe that parents from middle class backgrounds are

generally more aware of the contribution that the visual arts make to the development of the whole person and to society. As a result middle class parents generally possess more favourable attitudes to art education, at post primary level. Therefore in this dissertation I aim to

- (i) identify and establish parental attitudes to art education at post primary level.
- (ii) discover if differences in attitudes exist toward art education at post primary level between the different social classes that constitute society.
- (iii) relate my hypotheses, stated in the preceding pages, with my findings.
- (iv) develop my own understanding and awareness of, the different values and attitudes held by parents of different social class backgrounds, especially their attitudes and expectations in relation to art at post primary level.

Chapter I outlines and examines the status of art education at post primary level in Ireland, both past and present. The reason the status of art education, especially the present status of art education in post primary schools, is studied is because schools are social institutions and as social institutions they reflect the values of society. Chapter I also presents a review of three American studies. Two of which were conducted to assess parental attitudes to the value of art education, at both primary and post primary level education in America.

Chapter II is a review of the literature in relation to social class background and parental attitudes, values and aspirations. Child rearing patterns, educational opportunity and achievement in relation to social class are also examined. I studied these social class differences in values, attitudes, aspirations, etc. so that I may relate what I discover in my research to these findings.

Chapter III, the local areas study, describes each of the two selected areas, in which the schools where I conducted my research are located. All of the parents who participated in this study through an interview reside in either one of the areas. Each area is studied under a number of heading so as to give the reader an overall view of each area.

The methods through which I carried out the research for this study are outlined and discussed in Chapter IV.

In Chapter V the sixteen interviews carried out as part of my research are analysed and discussed. The interviews were conducted to assess parental attitudes to art education at post primary level.

Chapter VI is the final chapter. The dissertation is concluded and recommendations are presented in this chapter.

FOOTNOTES : INTRODUCTION

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5. Ibid.
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7. Ibid.
8. Shaffer, Developmental Psychology p.614.
9. Ibid.
10. Atkinson, Atkinson, Hilgard, Introduction to Psychology, p.483.
11. Olive Banks, The Sociology of Education, Third Edition (London: B.T. Batsford, 1976) p.73.
12. Ibid., p.67.
13. Ibid., p.67.
14. Musgrave, Sociology of Education, p.80.

15. A quote from an interview, conducted as part of my research for this study, with the Home-School Liaison Officer, Kevin Connuaughton. Kevin Connuaughton is the Home-School Liaison Officer in St. Aidans Community School, Tallaght, Dublin 24. Contents of the interview are included in Appendix 2.

CHAPTER I

ART EDUCATION AND PARENTAL PERCEPTION OF ITS VALUE, AT POST PRIMARY LEVEL : A REVIEW OF THE LITERATURE

Art In Irish Post Primary Education

According to Ciarán Benson, the visual arts have never occupied a central position in the Irish post-primary curriculum (1). Throughout the nineteenth century second level education was "predominantly bookish" in type (2) and art education was "under-emphasised if not seriously neglected" (3). When in 1924, the payment by results system, begun in 1872, was terminated, it was replaced by the Intermediate Certificate and Leaving Certificate Examinations, in which new programmes were introduced. Although these courses "allowed more elasticity" and "more scope for teachers", (4) art continued to remain "on the periphery of secondary schooling" (5). The extent to which art in Irish education has been neglected and under-emphasised is documented by numerous reports. In 1949 Professor Bodkin, in his Report on the Arts in Ireland, stated that

In Irish schools, the subject of art, in either the historical or the practical aspects, is neglected. Few of the principal schools and colleges, for either boys or girls, employ trained teachers to deal with it, or possess the requisite accommodation and equipment for the purpose (6).

Twelve years later, in 1961, a report by a Scandinavian group on Design in Ireland presented similar findings. The report stated

The Irish school child is visually and artistically among the most undereducated in Europe (7).

It was, as Benson claims, "the provision of a basic minimum education for everybody" (8) that was the aim of the policy makers. Therefore, the "tendency for a predominantly literary curriculum, with Latin as a predominant extra language continued" (9) until 1966. It was the introduction in 1966, of the common Intermediate Certificate course that contributed to a wider subject range and a greater role for practical subjects.

Writing in 1979, Benson claimed that the standards of visual art education at post primary level, "particularly at Junior level are disturbing low" (10). The National Council for Education Awards (NCEA) drew similar conclusions in relation to the standards of art at second level. It states

The standard of art at second level is so mediocre that the results obtained in the subject at the Leaving Certificate examination are no indication of a student's potential (11).

Confirmation of this low standard comes from an examination of statistical data, received from the Department of Education, in relation to both Intermediate and Leaving Certificate Examinations in 1991. A total number

of 60,394 candidates sat the Intermediate examination (now replaced by Junior Certificate) in 1991. 24,381 candidates sat the Art (including Crafts) Intermediate examination. 2.5 per cent, of all those who took the Art (including Crafts) Intermediate examination, received a grade A. Eleven percent received a grade B . Thirty nine per cent received a grade C, forty two per cent a grade D and five per cent received a grade E. From this breakdown of grades and percentages of those who obtained them, we see that almost half of all candidates received only a grade D. A higher percentage of candidates received a grade E than a grade A.

In the Leaving Certificate Art (including Crafts) examination, in that same year, 1991, the distribution of grades received were similar to those in the Intermediate Certificate. 55,641 candidates sat the Leaving Certificate examination. 10,020 candidates took the Art (including Crafts) examination. At higher level three per cent of all those who took the Art (including Crafts) Leaving Certificate examination, received a grade A. 17.1 per cent received a grade B, 41.2 per cent received a grade C. 33 per cent a grade D and 5.2 per cent a grade E. At ordinary level, 2.5 per cent of all candidates, who took the ordinary level Art (including Crafts) examination, received a grade A. 12.5 per cent received a grade B, 35.1 per cent received grade C, 42 per cent received a grade D and 6.5 per cent a grade E.

One major contributory cause for this "disturbingly low" standard of art at second level is the fact that the majority of post primary schools do not employ qualified art teachers. This situation was outlined by the Curriculum and Examinations Board discussion paper, The Arts in Education in 1985.

The CEB found that most post primary schools do not offer art as an option at senior cycle simply because they do not employ qualified art teachers (12). This is also evident in statistical information obtained from the Department of Education (13). The statistics claim that only 18% of all those who sat the Leaving Certificate Examination in 1991 took the Art (including Crafts) examination.

In many Irish post primary schools today, art is considered as a subject which is more suitable for the less intelligent than for the more intelligent pupils. In 1989 Clodagh Holahan claimed that art is "not seen as a serious subject but as an easy option for the less bright" (14). Reinforcing this statement, the Art Teachers Association in a submission states

School timetables frequently omit art from their academically bright students while ample time is given to remedial and lower grade students (15).

The Curriculum and Examinations Board's working party on The Arts in Education also highlights this present situation. They state

In those schools where visual arts education is offered, not all pupils are given the opportunity, or the guidance to take the course despite strong talent and / or interest in the visual arts. This is especially true for boys. Furthermore, the high achievers in academic subject areas are very often discouraged from following a visual arts course at Leaving Certificate level and are directed towards other areas of the curriculum (16).

And Kieran Meagher claims that "Art has been thought of as a subject suitable for only difficult pupils and slow learners and in this context it was seen solely as a form of therapy (17).

Benson in his report, The Place of the Arts in Irish Education, claims that art at post primary level is viewed as a subject more suitable for girls than boys. The Economic and Social Research Institute (ESRI) in a report in 1983 stated that since art has been introduced into the post primary curriculum, it "has always been dominated by girls" (18). In that same report the ESRI also stated that girls are offered, or choose subjects such as languages, home economics, art and music, while boys take fewer languages, and more technological subjects. Basing part of his research on both Intermediate and Leaving Certificate examinations in 1977, Benson found that sixteen per cent more girls than boys studied art for the "Intercert' (now replaced by the Junior Certificate). At senior level he found, almost twice the proportion of girls take art than boys. When we compare these above with the percentage of those who took the Art (including Crafts) examination, at both

Intermediate Certificate level and Leaving Certificate level in 1991, it is evident that there has not been a change in attitudes, towards art education since 1977. Twenty one per cent more girls than boys studied art for the Intermediate Certificate examination in 1991. At Leaving Certificate level, twenty six per cent more girls than boys studied art in 1991.

From these results, regrettably, it seems that there still exists in our education system, a gender stereotyped attitude towards art at post primary level.

At present, the main emphasis in second level education in Ireland, particularly in secondary schools, is on the transfer to third level education, preparing their pupils to "jump the entrance hurdle of the universities" (19). Therefore, greater emphasis and prestige is being placed on the "academic" subjects and less on the practical subjects such as art.

Benson claims that it is these requirements "for entry to third level institutions" that "exert a strong influence on the organisation and direction of second level schooling despite the fact that the majority of school leavers never attend a third level educational institute" (20). Here, is a powerful example of an excessive emphasis on the purely functional aspects of education.

Over the last two decades, more development in art and design education has taken place than in the whole of the previous century. In September 1987, the Curriculum and Examinations Board published the Board of Studies Report on the Arts. This report was published after the initial discussion paper in 1985, titled The Arts in Education. The Board of Studies report, The Arts, identified aims for the visual arts at post primary level. These are as follows

- 8.4.1 To extend the range and quality of pupils' experience in art/craft/design by continuing, deepening and broadening the visual arts education begun in the primary school.
- 8.4.2 To provide adolescent pupils with an important personal resource during the transition from childhood to adulthood.
- 8.4.3 To develop pupils' skill and abilities in making art in a variety of media.
- 8.4.4 Through active involvement, to further the understanding and appreciation of design in all its forms.
- 8.4.5 To extend pupils' knowledge and understanding of the history and traditions of art so as to foster their capacity to make developed critical judgements and authentic personal choices.
- 8.4.6 To develop pupils' critical awareness and understanding of the visual elements of popular culture including film, video, fashion, and the mass media.
- 8.4.7 To develop a practised understanding of the continuum between art and the environment, and consequently a sense of responsibility for the natural and built environment (21).

The report recommended that there should be a greater emphasis on school based assessment. It would be more appropriate for the visual arts and in such an assessment "process as well as product" (22) should be taken into account. The previous discussion paper The Arts in Education stated that there was an over-emphasis on the examination as the goal in visual arts education at junior cycle level. The discussion paper claimed that

As it presently stands the pupil can master, with little real effort, the superficial skills necessary to achieve a D grade in the Intermediate and/or Group Certificates. The current mode of examination does little to improve the situation since it takes neither process nor course work into account (23).

Therefore this report recommended that "certificate related assessment should be a logical and practical extension of the teaching / learning experience" (24).

Assessment they stated should be administered over a period of time, which is now seen in action at junior cycle, in the Art, Craft and Design Junior Certificate Examination. Further recommendations that were made state that "assessment procedures could include some or all of the following components" (25)

. an assessment by the teacher of the students performance in a given portfolio assessment, the assessment of projects, and of written, practical, oral and aural achievements (26).

This has not happened.

In concluding the report on The Place of the Arts in Irish Education, Benson outlines many factors, some of which hamper the development of the arts and others which encourage such development. One very important factor which he identifies is the contribution that parents can make to art education.

This contribution can be of "major significance" for it can either encourage or discourage an appreciation of art education. He states that

Where the enjoyment of the arts is an accepted part of home life, children are given a basis of great value on which the school can build.

On the other hand, a young person with artistic talent or with a delight in a particular art form can be severely discouraged by unsympathetic parents. Like most areas of knowledge the most fruitful beginning for an education in the arts is the home (27).

The next section of this chapter examines parents attitudes to art and their perception of the value of art education at second level. These attitudes will be examined through the work and findings of Elliot Eisner, Lawrence Downey, and a panel report on The Significance of the Arts for American Education. All of these studies are American in origin and are based on the American education system. These American studies are used because studies of this kind, dealing specifically with parental attitudes to art

education at post primary level have not been conducted in this country. Before such studies are reviewed I will briefly examine the status of art education in American schools today.

The Visual Arts In American Education

According to Eisner, "the teaching of art in American schools has seldom been and is not now a central aspect of school programmes" (28). "Art", as Daniel Powell claims, "has had a long history of second class citizenship among the subjects taught" (29) in American schools. It has been considered a "minor" subject in schools where it has been offered.

Formal art instruction usually begins at the middle school level where courses that are offered include print-making, jewellery-making, sculpture, pottery, drawing and painting. But by the time students have entered senior high school the visual arts are elective. Visual art courses at this stage "depend on the number of staff, their interests and training and the availability of special equipment" (30). The number of students wishing to study art at this stage is quite low. A recent study indicates that only one in seven students or about 15% of all high school students study art for as little as a year. This study further claims that "slightly less than half the American high schools offer art in the curriculum" (31). Noting that only one in seven students study any form of visual art, Eisner concluded that such findings

"indicates that at present the bulk of art teaching takes place at elementary and junior high school levels" (32).

Parental Perception of the Value of Art Education at Second Level

A study conducted in 1968 by Elliot Eisner, carried out to assess the role and status of arts in a school district in America, found that both parents and teachers recognise "that the arts contribute to good living, enjoyment and personal satisfaction" (33) but both groups believed "that in school more attention should be devoted to the bread and butter subjects than to others" (34). These attitudes were acquired by means of a questionnaire consisting of twenty four questions, dealing with five subject areas. The subject areas were (i) Mathematics, (ii) Foreign Languages, (iii) Social Studies, (iv) Art, (v) Music. One question from this set of questions was

If more school time could be spent on one subject area, which area should it be? (35)

In reply to this question Eisner found that both teachers and parents "rated science and social studies highest, art and music third and fourth respectively and foreign languages fifth" (36). On the other hand "when it came to questions dealing with contributions of various subjects to the good life" and to those questions "dealing with avocational values of certain areas of study"

(37) the two subjects rated first were music and art, and, science, social studies and foreign languages were rated third, fourth and fifth. From these findings Eisner concludes that

Both parents and teachers appear to recognise the contribution that the arts make to a gratifying and personally meaningful life (38).

The findings made in this study are further reinforced by the findings made by Lawrence Downey. Downey conducted a study "of the task of American education in which he interviewed thousands of individuals" (39), asking them "to rate sixteen subject areas in relation to their importance in elementary school programmes" (40).

The 16 subject areas were listed as follows

- A. Intellectual Dimensions.
 - 1. Possession of knowledge: A Fund of Information.
 - 2. Communication of knowledge: Skill to Acquire and Transmit.
 - 3. Creation of knowledge: Discrimination and Imagination, a Habit.
 - 4. Desire for knowledge: A Love of Learning.
- B. Social Dimensions.
 - 5. Man to Man: Cooperation in Day to Day Relations.
 - 6. Man to State: Civic Rights and Duties.
 - 7. Man to Country: Loyalty to Ones Own Country.
 - 8. Man to World: Inter-Relationships of People.
- C. Personal Dimensions.
 - 9. Physical: Bodily Health and Development.
 - 10. Emotional: Mental Health and Stability.
 - 11. Ethical: Moral Integrity.
 - 12. Aesthetic: Cultural and Leisure Pursuits.

D. Productive Dimensions.

13. Vocation - Selective: Information and Guidance.
14. Vocation - Preparative: Training and Placements.
15. Home and Family: Housekeeping, Do-It-Yourself, Family.
16. Consumer: Personal Buying, Selling and Investment.

Downey found that aesthetic education was, on the average, rated fourteenth by lay people and twelfth by educators (42). And he concludes by stressing that "although the rank assigned to aesthetic education was related to the level of schooling people had attained" (43) - for the higher the level of schooling that the respondents experienced, the higher they rated aesthetic education - "in no case did it break into the top half of the rank ordering" (44). The Significance of the Arts for American Education, a panel report chaired by David Rockefeller, Jr., also deals with parental attitudes toward art education and the arts in general.

The panel found that in many cases parents knew little about the arts and feared that contact with art or artists would have an "unwholesome effect on peoples lives" (45). Parents feared that the arts may "tap regions of darkness, ambiguity and strange kinds of spontaneity in human beings" (46). As a result of their findings the panel concluded that "the artist is generally looked upon as someone outside the conservative system" and that "the average parent is afraid that if his child gets into an arts program, he or she will smoke marijuana or who knows what else" (47).

This chapter has examined both the status and teaching of art, in Irish post primary education. The present status of the visual arts in the American education system was also studied. Parental attitudes to art and their perception of the value of art education at second level were examined in this chapter. These attitudes were examined through a review of two specific studies, which were conducted to assess attitudes to art education. The third study reviewed, although it was not a specific study on attitudes to art education, highlighted various attitudes that it found towards art education in America.

Many factors influence or determine parental attitudes, values and aspirations. One very important factor in determining parental attitudes and values is one's social class. Psychological and sociological literature reveals that each social class in society holds different values, attitudes and aspirations. In the next chapter, Chapter II, each social class and its attitudes, values and aspirations will be examined.

FOOTNOTES: CHAPTER I

1. Ciarán Benson, The Place of the Arts in Irish Education: Report of the Arts Council's Working Party on the Arts in Education, (Dublin: The Arts Council, 1979).
The report set out to map the extent of the arts at all levels of Irish education, in terms of existing provisions and obstacles to their development.
2. John Coolahan, Irish Education: History and Structure, (Dublin: Institute of Public Administration, 1981) p.7.
3. Benson, Place of the Arts p.18.
4. Ibid.
5. Ibid.
6. Professor Thomas Bodkin, Report on the Arts in Ireland, (Dublin: Stationery Office, 1949) p.3.
7. Benson, Place of the Arts p. 7.
8. Ibid., p.18.
9. Coolahan, Irish Education, p.77-78.
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CHAPTER II

SOCIAL CLASS VALUES AND EDUCATIONAL ACHIEVEMENT

Social Class: An Analysis

A number of studies carried out over the past thirty years, both in Ireland and in Britain, have shown that the majority of the population believe that society is divided into different social classes. Social class according to Maehr, refers to "one's position within a society that is stratified according to status and power" (1). The Economic and Social Research Institute, in a recent report, claims that "social class is the product of a dual process, economic and social, which is termed class formation" (2). They further state that

Social class implies that a category of individuals, or of families, possess a similar or common package of resources for exchange in the markets - from that exchange those individuals or families derive a roughly comparable level of income and other material benefits. So ultimately social classes are grounded in market relationships within the economy. The second, social, base to class formation consists of factors that group these economic categories into a smaller number of cohesive social classes. Social mechanisms build on economic relationships and they become translated into non-economic social structures. The result is a social class, a category whose membership is relatively closed, with limited possibility for those born to a group to transfer out of it through educational, social, or marriage mobility (3).

Anthony Gidden, the British sociologist, identifies three major social classes "in advanced capitalist society" (4). He classifies these as "upper class, middle class" and a "lower or working class" (5). Upper class based on "ownership of property in the means of production" (6), a middle class based on the "possession of educational or technical qualifications" (7), and a lower or working class based on "possession of manual labour power" (8). Within these three social classes identified by Gidden, additional distinctions can be made. Among manual workers, which Gidden classifies as working class, a "threefold distinction" is standard. Hall and Jones state

The distinction between skilled and semi-skilled or unskilled manual work is not always easy to draw. If a trade has no special name it is as a rule safe not to class it as skilled. Skilled work requires special training, adaptability, and responsibility for the process and material on which a man is engaged. Persons who are doing manual work which needs no great degree of skill or training, if they are doing it habitually and if the work is associated with a particular industry, should be classed as semi-skilled; e.g., an "agricultural worker" as distinct from a "general labourer". Manual work that is general rather than associated with a particular industry, and which can be done with very little practice by one who has had no special or vocational training, ranks as unskilled; e.g., counterhand, machine minder, railway porter (9).

Among non-manual workers, which Gidden terms middle class, "the distinctions are in terms of the nature of the required qualifications, the degree of autonomy of the worker, the amount of authority exercised over others and the content of the work (Routine v. non routine)" (10).

The ESRI in their report on the Distribution of Income in the Republic of Ireland, identified thirteen social class categories. In social structural terms these thirteen categories can be divided into four main social classes, (a) a bourgeoisie class, (b) a petit bourgeoisie class, (c) a middle class of non-manual employees and (d) a working class (11). The thirteen class categories are as follows.

1. *Large Proprietors*: Owners who are employers in industry, construction, the provision of professional and technical services, as well as wholesale and retail services. All farmers with more than 100 acres who employ labour have been included (representing 2.2 per cent of all households).
2. *Small Proprietors*: The primary income source is from ownership of wholesale, retail, or industrial enterprises in which labour is not employed. Self-employed artisans and service workers are included, as are manual workers who are employers of other manual workers (4.0 per cent of all households).
3. *Large Farmers*: Those with holdings of 100 or more acres but who do not employ labour and farmers with 50 to 100 acres who do use hired labour (3.4 per cent of all households).
4. *Medium Farmers*: Those with holdings of 50 to 100 acres who are not employers. (5.1 per cent of all households).
5. *Small Farmers*: Have holdings of 30 to 50 acres or have less than 30 acres but are employers (5.9 per cent of all households).
6. *Marginal Farmers*: With less than 30 acres and without employees (7.4 per cent of all households).

7. *Higher Professionals*: A category that includes both self-employed and employed professionals, as well as senior executive and administrative employees (4.5 per cent of all households).

8. *Lower Professionals*: Households headed by individuals in professions that are less restrictive in the required credentials and also junior administrative and managerial employees (3.7 per cent of all households).

9. *Intermediate and Routine Non-Manual Workers*: Junior ranks of non-manual workers in industry, commercial life, and public administration, as well as qualified technicians, all employees (11.0 per cent of all households).

10. *Skilled Manual Workers*: Household heads with clearly defined occupational skills, attested to through an apprenticeship or through some other form of training (12.7 per cent of all households).

11. *Service Workers*: Non-manual workers who have skills roughly equivalent to those of semi-skilled manual workers, examples being, postmen, bus conductors, roundsmen, and caretakers (7.8 per cent of all households).

12. *Semi-skilled Manual Workers*: Possess recognised occupational skills, though these tend to be specific to particular industries (8.7 per cent of all households).

13. *Unskilled Manual Workers*: Those with undifferentiated labour power (14.7 per cent of all households).

Probably the most used divisions of social class in Ireland are those employed by the Central Statistics Office. The six categories are socio economic in character and are termed as follows

1. Higher professional, higher managerial, proprietors employing others and farmers farming 200 or more acres.
2. Lower professional, lower managerial, proprietors without employees and farmers farming 100 - 199 acres.
3. Other non-manual and farmers farming 50 - 99 acres.
4. Skilled manual and farmers farming 30 - 49 acres.
5. Semi-skilled manual and farmers farming less than 30 acres.
6. Unskilled manual (12).

A study of the development of western society through the work of Karl Marx reveals that society has for centuries been divided by social class. According to Marx society has developed through four main epochs, these being,

- (a) Primitive Communism
- (b) Ancient Society
- (c) Feudal Society
- (d) Capitalist Society (13).

Primitive communism, which is representative of the societies of pre history is the only example of a classless society. The remaining three societies have been divided into two main social classes. In ancient society the two main social classes were "masters and slaves (14), "lords and serfs" (15), were the class divisions in feudal society and "capitalist and wage labourer" (16) in capitalist society. According to Marx, during these three epochs the "labour

power" required for production was supplied by the "slaves, serfs and wage labourers respectively" (17).

Michael Haralambos writing in 1985, also believes, that "in all stratified societies" (18) there are two main social groups. He identifies these as a "ruling class" and a "subject class" (19). His classification of the ruling class is similar to Giddens' description of the characteristics, he attributes to the upper class, as described above. Haralambos claims that "the power of the ruling class derives from its ownership and control of the forces of production" (20). This class, the ruling class "exploits and oppresses the subject class" (21). Haralambos carries on to state that in the "capitalist era" again there are two major classes. He refers to these as "the bourgeois or capitalist class" (22), who own "the forces of production and the proletariat or the working class whose members own only their labour which they hire to the bourgeois" (23).

It is evident from the literature reviewed, that as far back as ancient society, society has been segregated into different social classes. The following section in this chapter examines the relationship between social class and parental values, attitudes and aspirations.

Social Class, Parental Values, Attitudes And Aspirations.

According to Peter W. Musgrave, each social class has "its own particular way of life" (24) and each can be viewed as having a culture of its own. Differences do exist between social classes in relation to income, employment, health, housing, family structure, child rearing patterns, education, politics and leisure. Several studies in recent years have claimed that in addition to these differences, social classes further differ, in that they adopt different values, attitudes and aspirations. Musgrave states that "there are differences even in the basic personality patterns and modes of thought found in social classes" (25). And Pallister and Wilson in a study conducted in 1970 have shown "that knowledge of, and attitudes towards education, vary along social class lines"(26).

R.D. Hess claims that working class parents value getting by rather than getting ahead. Middle class parents he states value getting ahead (27). However, these findings have not gone unchallenged. Several studies claim that there is very little difference between the social classes "in the importance they attach to getting ahead" (28). Such studies state that it is the working class to whom "occupational success" (29) is the most important. The conclusions these studies arrive at, are that the working class is "much more likely to see the path to occupational success closed to them" (30). The findings of Empey, as well as those of Turner, support or reinforce the

outcome of the above studies. In a study Empey conducted of high school seniors he found that the "lower class boys had lower occupational aspirations than those from a higher class". But "their ambitions were by no means limited to their fathers' status, and in relative terms, they were as ambitious if not more so than boys of higher status" (31).

A further study of the findings of Hess reveal that middle and upper class parents expect their children to get good grades in school. They expect them to attend college and become professionals (32). Bronfenbrenner's findings are similar to those of Hess, stating that

Middle class parents have higher expectations for their children (33).

Rosen found that where parents had high aspirations for their sons, they were the parents of boys with "high achievement motivation" (34). More recently a study using black children from working class families in Harlem came to very similar conclusions, they concluded that

High achieving children in comparison with low achievers were found to come from homes where there was a high level of parental interest, an orderly home environment, the use of rational discipline and an awareness of the child as an individual (35).

Although these working class children surveyed in Harlem possess high achievement motivation, Sewell and Shah believe that working class children tend to have lower aspirations than the children of middle class parents (36).

According to Hess working class parents encourage their offspring to prepare for a steady line of work and are much less likely to expect their child to attend college (37). These findings are further reinforced by the work of the American sociologist, Herbert H. Hyman. Hyman using an extensive range of data from "opinion polls and surveys" (38) identified various "differences between working and middle class value systems" (39). He states that members of the working class "place a lower value on education, they place less emphasis on formal education as a means to personal advancement" (40). And as they "place less emphasis on formal education as a means to personal advancement" it follows that they see less value, in comparison to middle class parents, in continuing at school beyond the minimum leaving age (41).

According to Hyman, the working class place a lower value on achieving "high occupational status" (42) and when "evaluating jobs they emphasise stability, security and immediate economic benefits" (43). From an interview that I conducted, with Kevin Connaughton, it is evident that the findings of both Hess and Hyman can be applied to Irish society (44). Connaughton is a Home School Liaison Officer in a community school, situated in a working

class area of Dublin. Connaughton stated that

..... working class parents view things with regard to job potential. Securing employment seems to be a big thing (45).

The British sociologist, Barry Sugarman puts forward explanations for the reasons lying behind some of the findings of Hyman and Hess. According to Sugarman, it is the nature of manual work that is the main reason for such attitudes and values. The working class work longer hours and have fewer promotional opportunities. Their jobs are less secure and they are much more likely to be laid off or made redundant. The low status attributed to manual work as well as unskilled work could also influence the workers own self esteem. Sugarman claims

He may accept the opinion of others as to his lack of ability and may transfer this to his children (46).

In this situation high ambition "may appear as inappropriate or absurd" (47).

From several of the studies reviewed, it is evident that the working class and middle classes possess a range of different value systems and value orientations, different attitudes, aspirations and expectations. To further develop our understanding and knowledge of social class differences, in the following section, I will examine some of the findings concerning the social class differences in child rearing.

Social Class And Child Rearing Patterns

Sociological literature reveals that working class parents are authoritarian and restrictive. In relation to discipline they are more likely to employ physical punishment. A longitudinal survey undertaken by J. and E. Newson found that when a child offended "the working class mother tended to use smacking immediately" (48). This type of reaction was most frequent in the case of mothers in unskilled workers' families. Punishment in the working class home, according to Musgrave is "often based on the consequence of the wrong done rather than on the intent of the action" (49). The qualities working class parents value for their children are honesty, obedience, neatness, and respectability, to mention a few.

Middle class parenting in contrast is considered authoritative and permissive. Middle class parents tend to show warmth and affection to their children. Bronfenbrenner claims in his findings, they are "more acceptant and equalitarian" (50). In contrast, working class parents are "orientated towards maintaining order and obedience" (51). Musgrave claims that authority "is wielded in a working-class family in a very different way from that in a middle class family" (52). He states that the working class parent "will often make his child do what he wants, more by a gesture than by verbal command" (53). In the Irish context, Brede Foy also states that in the working class home "communication is often non verbal with gestures and

facial expressions substituting for words" (54). As regards discipline, middle class parents rely on "reasoning, isolation, appeals to guilt, etc". (55) According to Newson and Newson, when a child offends, the middle class mother tries "to love her child out of it" (56).

Eleanor Maccoby states that middle class parents, or high socio economic parents as she refers to them, differ from working class parents in child rearing, in at least four different ways. She claims that working class parents tend to "stress obedience, respect for authority, neatness and cleanliness and staying out of trouble" (57). She believes that middle class parents have a tendency to stress "happiness, curiosity, independence, creativity, ambition and self control" (58).

Kohn suggests that middle class parents value self direction in their children and therefore encourage curiosity and self-control. According to him the reason lying behind this value of self direction, is the very nature of the parents' occupation. He claims that there is a greater degree of self direction present in middle class occupations, in comparison to the occupations of the working class. What is mainly required of the latter "is that they should follow explicit rules laid down by someone in authority" (59). As a result they stress such qualities as "honesty, obedience and neatness" in child-rearing (60).

In England, a study conducted by Wooton, although carried out on a small scale, confirms these findings, that class differences exist in child-rearing patterns. The study by Wooton involved recordings that were made in the homes of 20 four year old children with no researcher present. The talk between the parents and child was subsequently analysed.

Wooton found that there was much more interaction between middle-class parents and their children,

Longer discussions took place in middle class homes, and middle class parents were more involved with their children in games requiring a high degree of adult participation (61).

According to Wooton in the homes of the working class, the television was switched on for longer periods of time. Working class children had a tendency to play more outside of the home. Wooton concluded "that the working class child is left more in charge of his own construction of reality" (62). A similar finding was made by Dale Farran and Criag Ramey. According to their finding, as middle class children "grew older" the level of interaction between mother and child increased. In the case of the working class, working class mothers were no more involved with their child as he/she grew older. They were more involved with him/her during the first six months of the infant's life. As the child grew older in the working class home the level of interaction decreased.

Several studies have examined the extent to which fathers take part in child rearing. One such study, an English study undertaken by Newson and Newson, provides an insight into the relationship between fathers, social class and child rearing. This study, on social class differences in infant care found that "working class fathers were less likely to participate in the care of the child" (63). Kohn in another study, presents similar findings. According to his findings working class fathers seemed to view the task of child rearing as "their wives responsibility" (64).

The final section of Chapter II examines the relationship between social class and education. The focus will be centred on the ways in which membership of a social class can influence the likelihood of benefiting from education.

Social Class, Educational Opportunity And Achievement

Ivan Reid states that "it is possible to trace differences in participation and performance throughout the education system" (65). There are numerous studies that examine these differences and the relationship between social class background and educational achievement. Several studies highlight the fact that middle class children perform better at school than working class children, and that middle class parents have more favourable attitudes toward education and schooling than those from the working class. Attitudes are, as the Plowden Report states, very important in determining

educational achievement. The Report states

Educational deprivation is not mainly the effect of poverty; parental attitudes and maternal care are more important than the material needs (66).

Yet, in stating this, it is important to realise that poverty, whether it is due to low wages or income, unemployment, a large family or the loss of a breadwinner, and the effects of poverty which may entail poor housing, overcrowding and malnutrition, has and still does affect a large number of children in ways that are likely to "depress their educational performance" (67). As a result of malnutrition and poor housing children from such conditions are "handicapped by poor attendance and higher rates of sickness" (68).

The Newsons' report found that among third year pupils attending schools situated in slum areas, (in which they were carrying out the research) all of them missed more than a term's work (69). Such a high level of absenteeism, would undoubtedly affect their educational performance. Absenteeism in this case was a result of poor-living conditions. Overcrowding is one of the many effects of poverty. Musgrave claims that "it is much more common under working-class than middle-class housing conditions" (70). Mortimore and Blackstone in their book Disadvantage in Education refer to studies

which show that "overcrowded housing conditions and poor household amenities are associated with lower ability and attainment" (71).

Olive Banks states

Poverty can make a parent less willing to keep a child at school; can make it difficult for him to afford books and toys or expeditions which help a child to learn (72).

Michael Haralambos claims that "poverty can also have an influence indirectly by limiting the family's ability to forego adolescent earnings" (73).

On the other side of the coin, a high income enables parents to give to their children the advantages that money can buy. Musgrave, in his book The Sociology of Education, states that

It is a great help to a child to live in pleasant surroundings, be provided with educational toys, to go to private school with a high staffing ratio, to receive stimulating experiences such as foreign travel in adolescence and to have entry into the right circle (74).

The German sociologist Max Weber claims "that such children are receiving better life chances than the children of poorer parents" (75). Therefore the economic status of a child's parents can, and does influence the likelihood of the child benefiting from education. Reid refers to a study by Byrne,

Williamson and Fletcher conducted in 1975 which reveals that "educational attainment is a product of the distribution of power and resources in society rather than the distribution of intelligence" (76).

Poverty or wealth is only one factor which may or may not influence educational achievement and opportunity. Poverty is not as Stephen Wiseman claims the main reason for educational deprivation, "parental attitudes and maternal care are more important than material needs" (77). And Reid states that "parental attitudes are a better predictor of achievement than home circumstances" (78). Numerous other studies reveal that parents play a significant role in the school career of their child. Since the first five or six years of life are crucial foundation years, and "even after starting school the child normally continues to live with his parents" (79) he is "deeply influenced by their behaviour and attitudes" (80). Research has shown, that it is in these foundation years that the need for achievement is learnt by the child in the home.

Musgrave states

Parents put before the child frames of reference defining what is thought to be excellent and encourage the child to refer to these standards in all he does (81).

Banks acknowledges the importance of parental attitudes in determining the values of the child. She states

The family exerts a profound influence on the response of the child to the school (82).

Recent studies have pointed out that parental interest, encouragement and support is crucially important, in order for the child to attain high levels of educational achievement. For example, Himmelweit found in 1951 that working class boys, in certain London grammar schools, were less successful than middle class boys. Musgrave claims that "a major contributory cause seemed to be lack of parental support for working class boys" (83). In the above study, Musgrave stated that "middle class parents visited the school more often and came to watch school games or plays more frequently" and "the middle class boys themselves thought that their parents were more interested in their progress at school" (84). Another study in 1962 by R.L. Simpson found that

High school students, regardless of social class, were likely to seek higher education and higher level careers if their parents urged them to do so, but they were unlikely to do so if their parents were neutral or negative about preparation for a career (85).

Sewell and Shah undertook a survey in which they studied a randomly selected group of 10,318 Wisconsin High School seniors. Their findings are

similar to the finding of both of the studies already reviewed. Sewell and Shahs' finding reveal "where parental encouragement was low, relatively few students, regardless of their intelligence or socio economic status levels, planned to go to college" (86) and where "parental encouragement was high the proportion of students planning to go to college was also high even when socio economic status and intelligence levels were relatively low" (87). Similar findings by Rosen state that

. the parents of boys with high achievement motivation tended to have higher aspirations for them to do well (88).

In Ireland similar studies have been undertaken. For example in 1974, Craft carried out a study of the parents of a group of children, of whom half had left school at the minimum age and the other half had stayed on. All of the parents involved in the study were from a working class area of Dublin. Both groups were matched for ability, family size and gender. Craft found that "those who stayed on had parents with higher value scores" (89). And when the mothers' values were high and the fathers' low, the child was much more likely to belong to that group which stayed on at school beyond the minimum leaving age. The Irish mother is frequently viewed as the "driving force" behind the school career of her child. In 1992 Connuaughton stated

The mother seems to be more aware and more involved in their child's schooling. The mother as regards school business, notes home and signing the journal takes care of that side of things (90).

It has been identified in recent years that "middle class parents take more interest in their child's progress at school than the manual working class parents do", Flood Halsey and Martin carry on to state

They (middle class parents) visit the school more frequently to find out how their children are getting on with their work and when they do so are much more likely to ask to see the Head as well as the class teacher. Whereas manual workers are usually content to see the class teacher only (91).

Other sociological findings such as the work of Hyman in America, which we have already reviewed, reveals that "members of the working class place a lower value on education" (92). They as Hyman states, "place less emphasis on formal education as a means to personal advancement" (93). Research carried out by the Economic and Social Research Institute, in Ireland, in 1982, shows that the working class are under represented in the Irish education system. Is it because as Hyman outlines they place a lower value on education than the middle class and upper classes. With the introduction of free second level education in Ireland in 1967, the ESRI believed "that social class selectivities would diminish" (94) but this did not happen. The following table, Table 2.1 gives us a breakdown of the participation rates in full time education by social group in 1961 and 1971.

Table 2.1

Participation rates in full-time education by social group 1961 and 1971
(persons aged 15-19)

<i>Social Group</i>	<i>Percentage persons aged 15-19 and 14-19 in full-time education</i>		<i>As per cent of the estimated population aged 14-19 in 1971 from each social group background</i>
	<i>1961</i>	<i>1971</i>	
	<i>As per cent of 1951 population aged 5-9</i>		
<i>Total</i>	24.9	(1) 48.5	(2) 67.3
1 Professional; Employers and Manager Salaried Employees	46.5	86.4	67.3
2 Intermediate non-manual workers: (incl. own account proprietors)	39.3	48.0	47.6
3 Other non-manual workers	16.6	46.2	41.9
4 Skilled manual workers	17.3	49.8	42.1
5 Semi-skilled and unskilled manual (incl. agric)	9.8	27.9	30.2
6 Farmers	27.7	48.8	54.6

Source: 1961 figures from Investment in Education Report, p. 151; 1971 figure calculated from COP, vol. V. 1971 and Vol. V. 1961. Number in full-time education supplied by CSO from unpublished sources. Total no. of 14-19 year old from (i.e. whose parents were from) each social group background estimated in two ways: (1) Estimated numbers in 4-9 age group in 1961 (Vol. V. COP, 1961); (2) Taking into consideration mobility into or out of categories between 1961 and 1971 of the original cohort and effect of emigration and immigration this was done by estimating total size of 14-19 year old cohort in 1971- if emigration had not already occurred (i.e. survivor) (total = 355,331); and distributing that population by estimated per cent within each social group. The latter was done by averaging the 1961 and 1971 (0-14) percentage distributions. The second estimate appears to be more realistic.

The ESRI claim that in the Irish education system "social class differentials are likely to be identifiable in the type of second level schooling received" (95). The findings made by Swan in 1972 support the findings of the ESRI. Swan found that "children from upper middle-class households comprise 41 per cent of secondary school students and eight per cent of vocational school students" (96). In relation to the children of semi-skilled and unskilled

manual workers, he found that they comprise 9 per cent of secondary school students and 22 per cent of vocational school student populations. From both the ESRI report and Swans report it is evident that "clear social class base exists in the allocation of students to either a secondary or a vocational school, a division with considerable career consequences" (97). The following table, Table 2.2 provides more detailed information, in relation to the social class composition of vocational and secondary schools in 1972.

Table 2.2

The social composition of vocational and secondary schools in 1972. (Percentage distribution of first year pupils)

	<i>Upper middle- class**</i>	<i>Lower middle- class (other non-manual)</i>	<i>Skilled manual</i>	<i>Semi and unskilled manual and farm workers</i>	<i>Farmers</i>	<i>Total *</i>
Secondary	41.0	8.2	19.6	8.8	17.6	95.2
Vocational	7.5	16.2	25.3	22.1	16.6	87.7

Source: From unpublished data from a national survey (n=3377) of pupils supplied by Professor D. Swan, Department of Education, UCD, Dublin. The study is described in Swan (1978).

*Variation from 100.0 per cent represents students who could not be classified.

**Upper middle class = employers, managers, professionals and intermediate non-manual employees.

At third level education, the rate of student participation is also influenced by social class. The ESRI in 1982 stated

Third level education is attained by nearly three-quarters of the children of higher professional backgrounds and nearly one half of those from lower professional backgrounds. At best, eight per cent of those from manual worker backgrounds enrol in third level education; for children of unskilled manual workers or of agricultural labourers, the rate amounts to about four per cent of the cohort (98).

From the review of the literature in this chapter, it is evident that,

- Society is divided or segregated by social class.
- each social class possess a wide range of different value systems, value orientations and attitudes
- and membership of a social class will influence the likelihood of benefiting from education.

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30. Ibid.
31. Ibid. p.77-78.
32. Shaffer, Developmental Psychology, p.620.
33. Banks, Sociology of Education, p.98.

34. Ibid. p.102.
35. Ibid. p.106.
36. Ibid. p. 76.
37. Shaffer, Developmental Psychology, p.620.
38. Haralambos and Heald, Themes and Perspectives, p.193.
39. Ibid. p.193-194.
40. Ibid. p.194.
41. Ibid.
42. Ibid.
43. Ibid.
44. An interview, that I conducted, as part of my research for this dissertation. It was carried out in November 1992 with the Home School Liaison Officer at St. Aidans Community School, Brookfield, Tallaght, Dublin 24. Mr. Kevin Connaughton is the Home School Liaison Officer in this community school.
The questions asked and responses received are included in Appendix 2.
45. Ibid.
46. Banks, Sociology of Education, p.91.
47. Ibid.
48. Musgrave, Sociology of Education, p.73.
49. Ibid. p.74.
50. Banks, Sociology of Education, p.98.
51. Ibid.

52. Musgrave, Sociology of Education, p.74.
53. Ibid.
54. Brede Foy, from a seminar that she gave at Carysfort College in Blackrock. The seminar was titled Overcrowding and Literacy Difficulties (Dublin: March, 1988).
55. Banks, Sociology of Education, p.98.
56. Musgrave, Sociology of Education, p.73.
57. Shaffer, Developmental Psychology, p.622.
58. Ibid.
59. Banks, Sociology of Education, p.99.
60. Ibid.
61. Ibid. p. 101.
62. Ibid.
63. Ibid. p.99.
64. Ibid.
65. Ivan Reid, Sociological Perspectives on School and Education. (Somerset: Open Books Publishing Ltd, 1978) p.172.
66. Banks, Sociology of Education, p.73.
67. Ibid.
68. Ibid. p.74.
69. Ibid.
70. Musgrave, Sociology of Education, p.80.

71. Jo Mortimore and Tessa Blackstone, Disadvantage in Education (London: Heinemann, 1982), p.87.
72. Banks, Sociology of Education, p.75.
73. Haralambos and Heald, Themes and Perspectives, p.193.
74. Musgrave, Sociology of Education, p.70.
75. Ibid.
76. Reid, Sociological Perspectives, p.76.
77. Banks, Sociology of Education, p.73.
78. Reid, Sociological Perspectives, p.191.
79. Banks, Sociology of Education, p.67.
80. Ibid.
81. Musgrave, Sociology of Education, p.77.
82. Banks, Sociology of Education, p.67.
83. Musgrave, Sociology of Education p.80.
84. Ibid.
85. Robert F. Biehler and Jack Snowman, Psychology Applied to Teaching, Sixth Edition (Boston: Houghton Mitten Company, 1990), p.241.
86. Banks, Sociology of Education, p.76.
87. Ibid.
88. Ibid. p.102.
89. Reid, Sociological Perspectives, p.195.

90. Interview conducted with Kevin Connaughton, Home School Liaison Officer in St. Aidans Community School. Response from question five, see Appendix 2.
91. Banks, Sociology of Education, p.76-77.
92. Haralambos and Heald Themes and Perspectives, p.194.
93. Ibid.
94. Rottman, Hannan, Hardiman and Wiley. The Distribution of Income in the Republic of Ireland, p.51.
95. Ibid. p.53.
96. Ibid.
97. Ibid.
98. Ibid. p.62.

CHAPTER III

LOCAL AREAS STUDY

Area Selection

One of the aims of this present study is to discover if differences in attitudes exist, towards art education at second level, between parents from different social class backgrounds. In order to determine if differences in attitudes exist I selected two different social class areas in Dublin, to carry out research for this study. One area is working class, the other a middle class area. This chapter provides a physical description of both these selected areas. It includes information on population, housing, employment education, and services and amenities in each area.

Area A

Located at the foot of the Dublin mountains Area A has an estimated population of 10,542 (1). It is frequently seen as an area to which people seldom move by choice. It is perceived as a working class area, with local authority housing and high unemployment (see Fig. 3.1). Area A, comprises of three neighbourhoods, which were three of twenty four areas listed in the County Dublin Areas of Need (CODAN) Report. The report was undertaken in November 1987. The aim of the study was "to locate the areas of greatest social need in County Dublin" (2). Area A is a developing area, comprised of

2,336 houses, with a very young population. Over eighty per cent of all household heads in Area A are under the age of forty. A recent report describes Area A, as an area with "a high concentration of families experiencing multiple disadvantages including families headed by unemployed, single and separated parents" (3).

FIGURE 3.1



Area A is Perceived as a Working-Class Area, with Local Authority Housing and High Unemployment.

POPULATION

According to the 1986 Small Areas Population Census, Area A has a population of 10,542 persons, of which 5,242 are male and 5,300 female. 63.5 per cent of all persons living in the area are under the age of twenty five. Thirty six per cent of the population in Area A are over the age of twenty five but under forty. It is evident from these figures that Area A is inhabited by a very young population. The following two tables, Table 3.1 and Table 3.2 give a breakdown of the population in Area A.

The Central Statistics office defines a family unit as

- (i) a husband and wife (or couple)
- (ii) a husband and wife (or couple) together with one or more single children (of any age)
- (iii) one parent together with one or more single children (of any age) (4).

The following table, Table 3.3, indicates the number of couples with children residing in the area. From the data presented in Table 3.3. we can see, that there is a considerable number of two and three children families residing in Area A. It is clear from these figures that Area A is comprised almost entirely of couples with young children.

Lone parenthood, including parents who are single, separated or widowed is a prominent feature of Area A.

Tables 3.4 and 3.5 provide more detailed information on the number of single parent families in Area A.

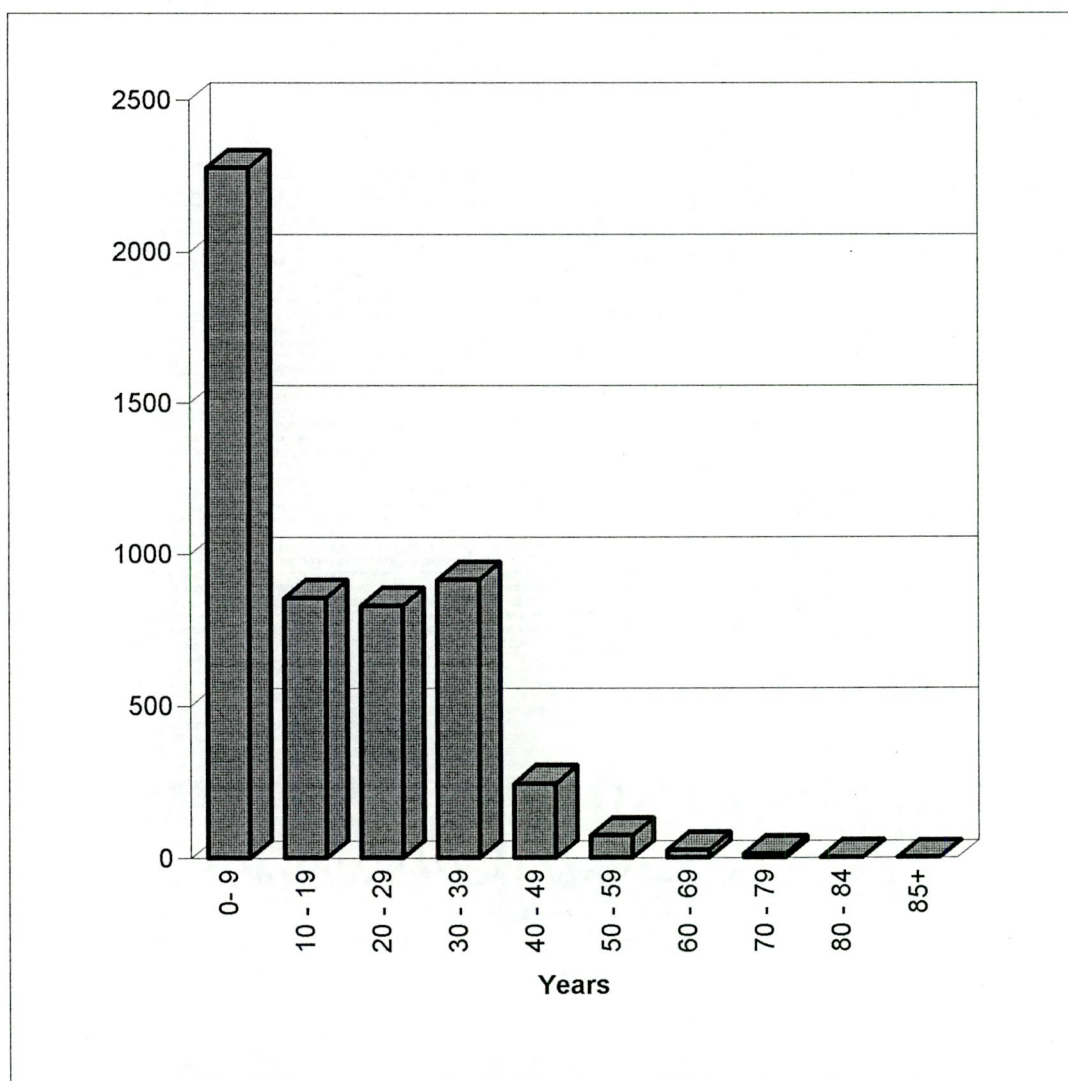
It is evident from data presented on Table 3.5 that there is a large proportion of single mothers living in this area. An interview conducted with Kevin Connaughton (5) initially drew my attention to such a high level of single parents in the area. Connaughton stated

.an awful lot of them are single parents and when writing notes home, it is Dear parent rather than Dear Mr and Mrs X (6).

Kevin Connaughton is a Home School Liaison Officer in one of the two community schools in Area A.

In addition to single parents residing in Area A, are those who live alone. The following tables, Table 3.6 and 3.7 gives a breakdown of males and females living alone in Area A.

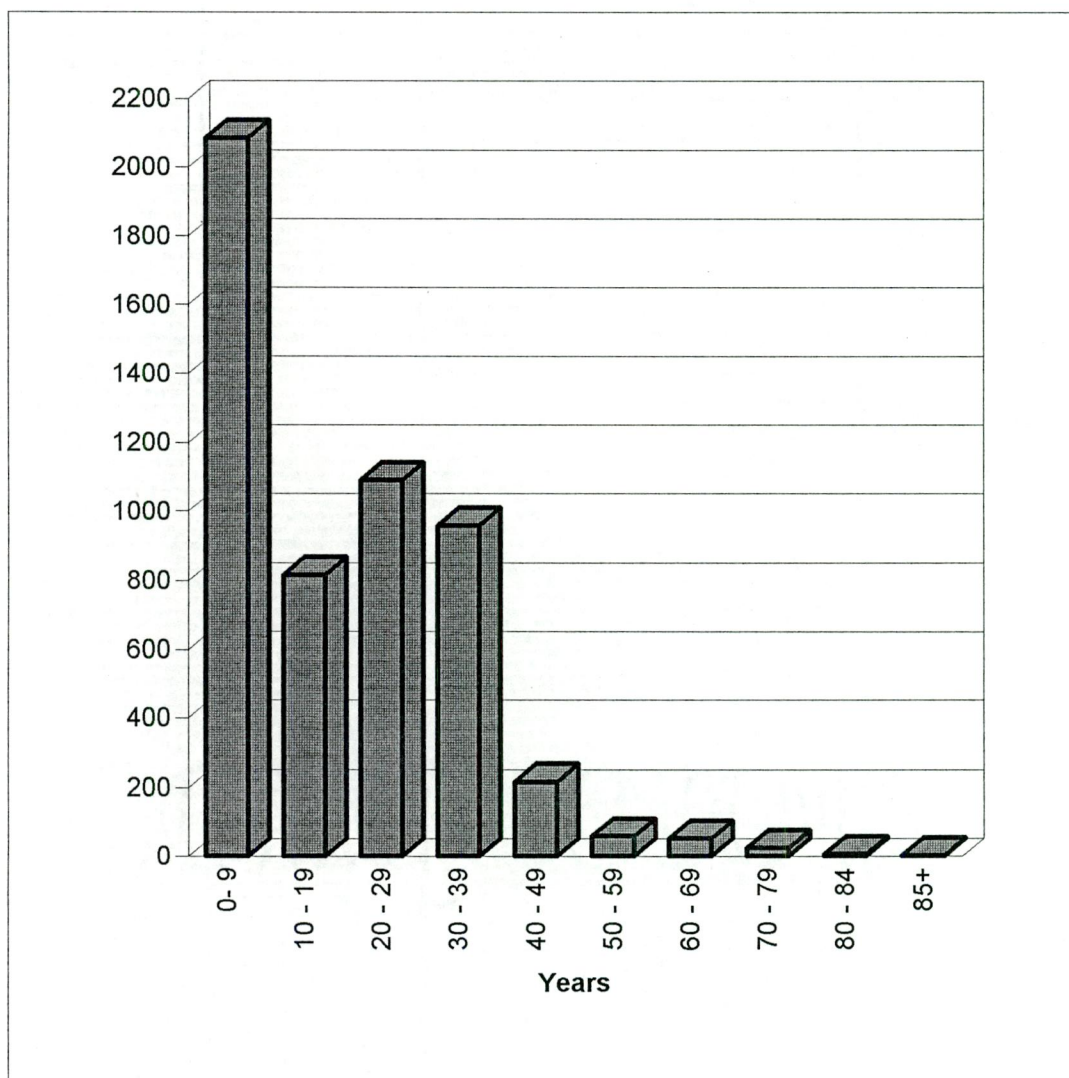
TABLE 3.1

Total Number of Males Living in Area A

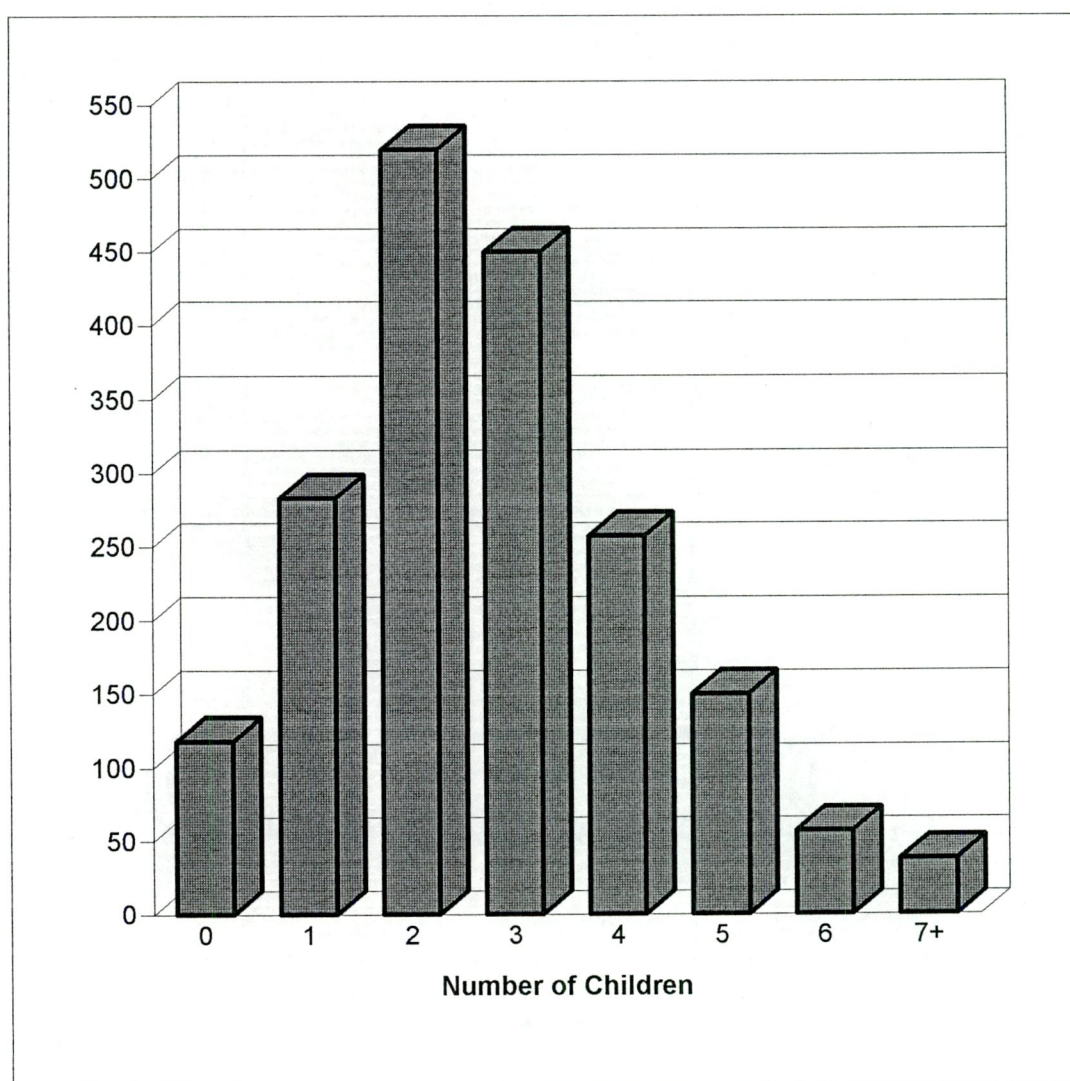
Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.2

Total Number of Females Living in Area A

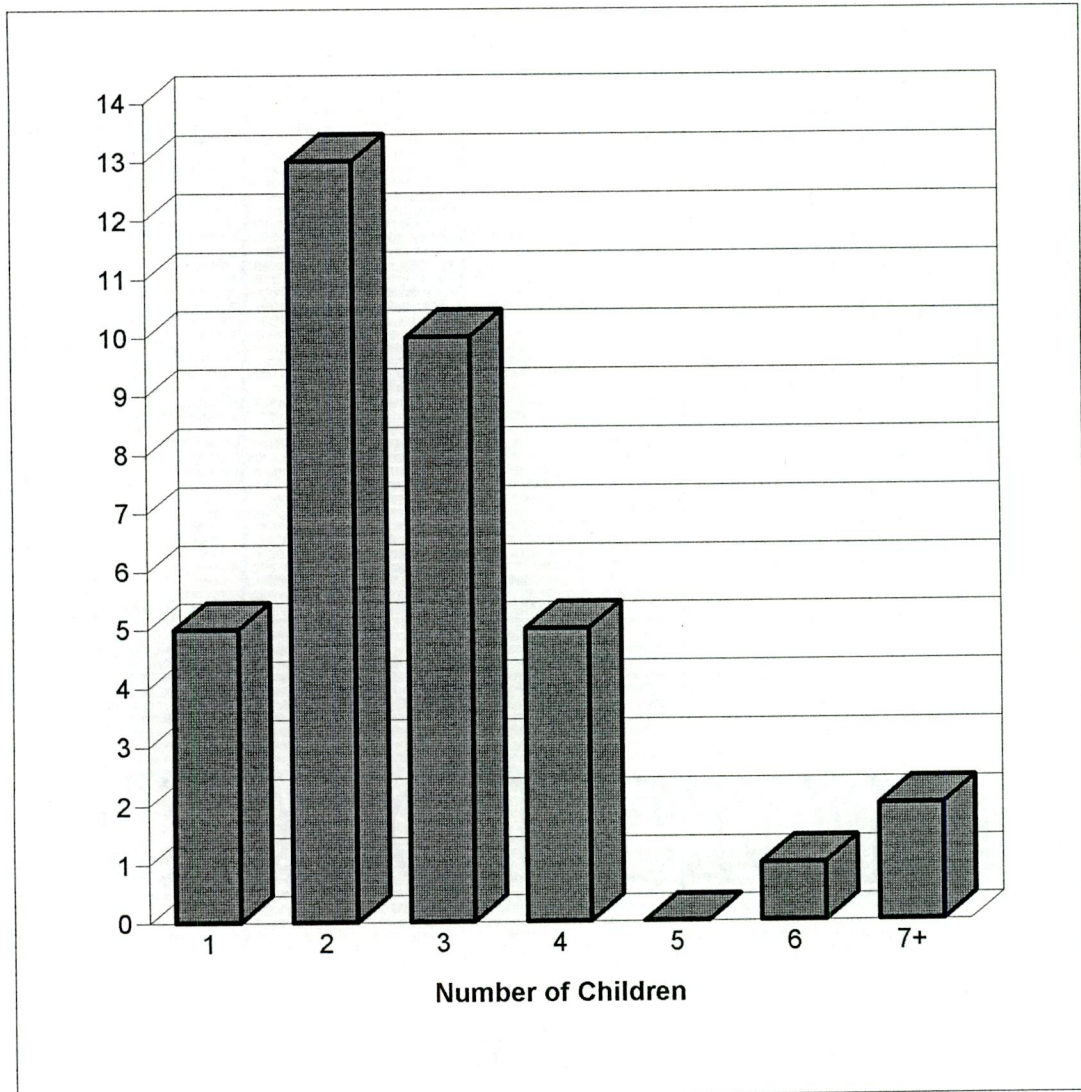


Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.3**Total Number of Couples with Children Residing in Area A**

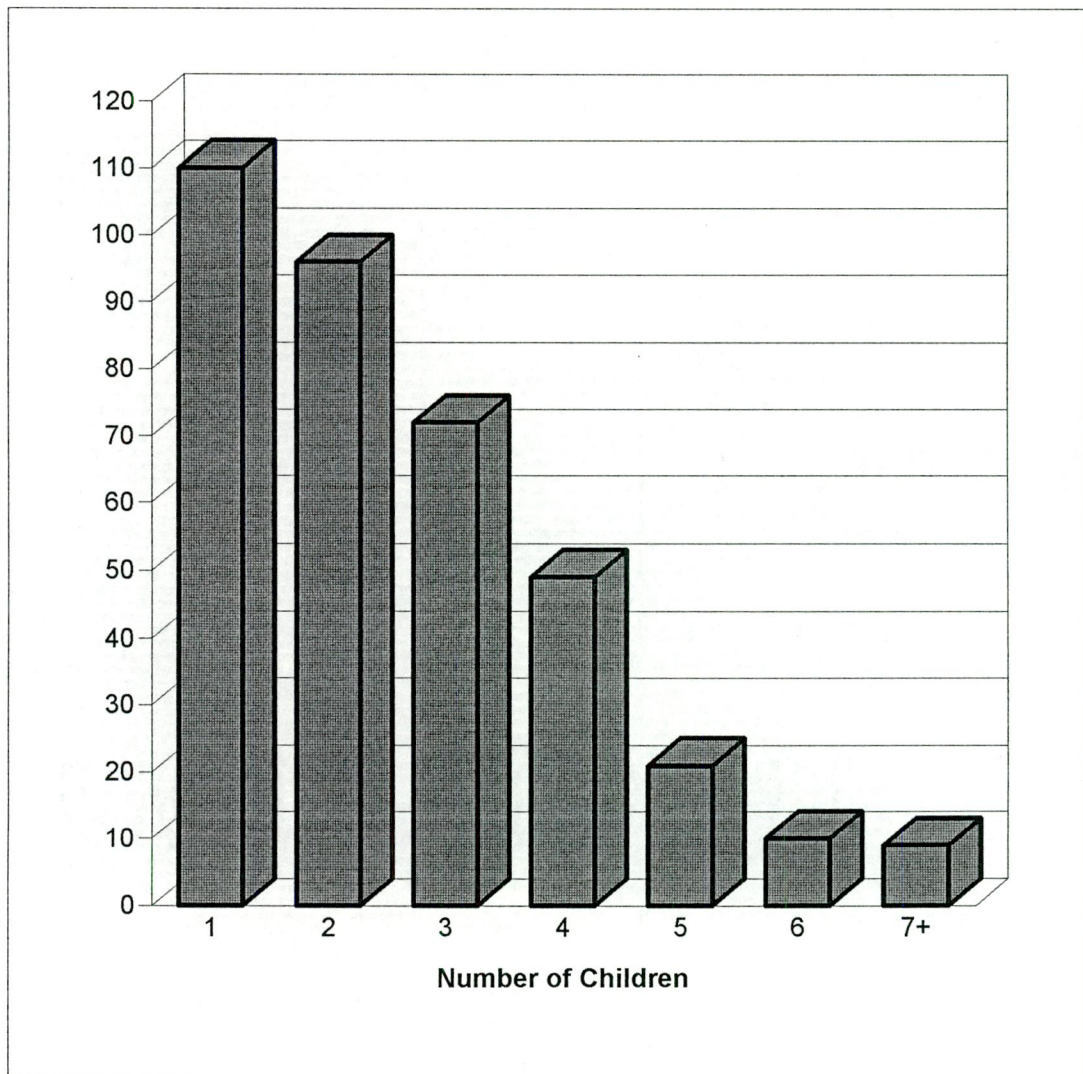
Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.4

Lone Fathers with Children Living in Area A

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

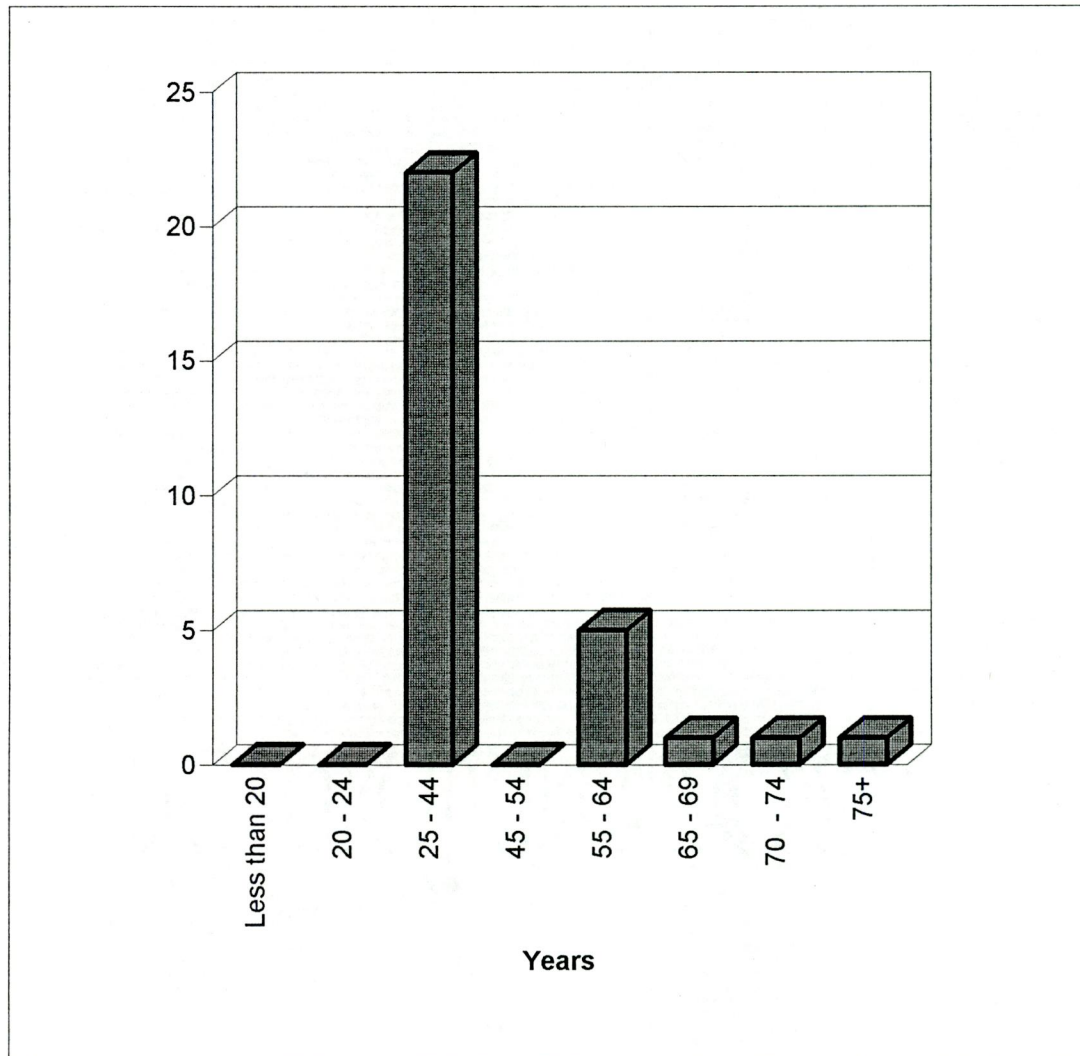
TABLE 3.5

Lone Mothers with Children Living in Area A

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

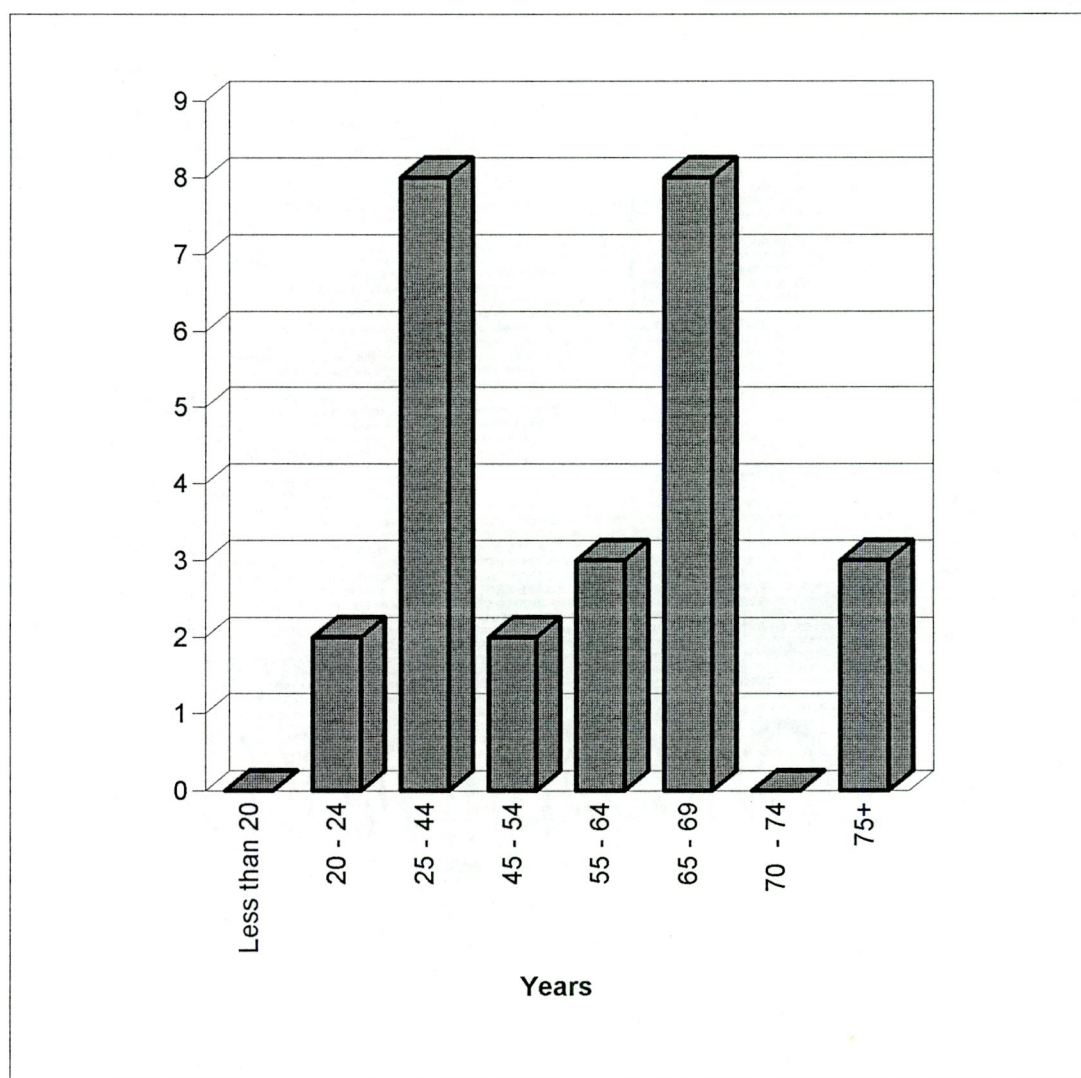
TABLE 3.6

Total Number of Males Living Alone in Area A



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.7

Total Number of Females Living Alone in Area A

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

HOUSING

Almost all the housing in Area A, which totals 2,330 (7), is local authority and predominantly terraced in type (see Fig. 3.2 and 3.3). In addition to the 2,330 permanent households in Area A, is a halting site, where five households accommodate forty eight travellers (8). One other resident in the area lives in a mobile home. The majority of the houses in this area were built recently. More houses are being built presently. In one of the neighbourhoods within the area the oldest houses were built in 1982 (9). Since the majority of the houses in the area are of very recent vintage (Fig.3.4) the quality and condition of the houses is not a problem (Fig 3.5). According to the CODAN report, the Dublin Corporation are having difficulty in getting people to move into the area. Community workers claim that "nobody is staying in the area" (10). In one of the neighbourhoods within Area A none of the residents have purchased their dwellings (11). Since housing is almost one hundred per cent local authority the area is considered socially disadvantaged. Such a high proportion of local authority housing is also a disincentive to private dwellers.

FIGURE 3.2



Almost All Housing is Local Authority.

FIGURE 3.3



Housing in Area A is Predominantly Terraced in Type.

FIGURE 3.4

The Majority of the Houses in Area A Are of Very Recent Vintage.

FIGURE 3.5

The Quality and Condition of the Houses is Not a Problem.

TABLE 3.8

Range of Household Sizes in Area A

No. of People	No. of Households	Percentage of Total Households
One	55	2.4
Two	216	9.3
Three	379	16.3
Four	593	25.5
Five	510	21.9
Six	294	12.6
Seven	165	7.0
Eight	72	3.0
Nine	26	1.1
Ten	10	.4
Eleven	6	.3
Twelve +	4	.2
Total	2330	100

Source: Central Statistics Office Dublin

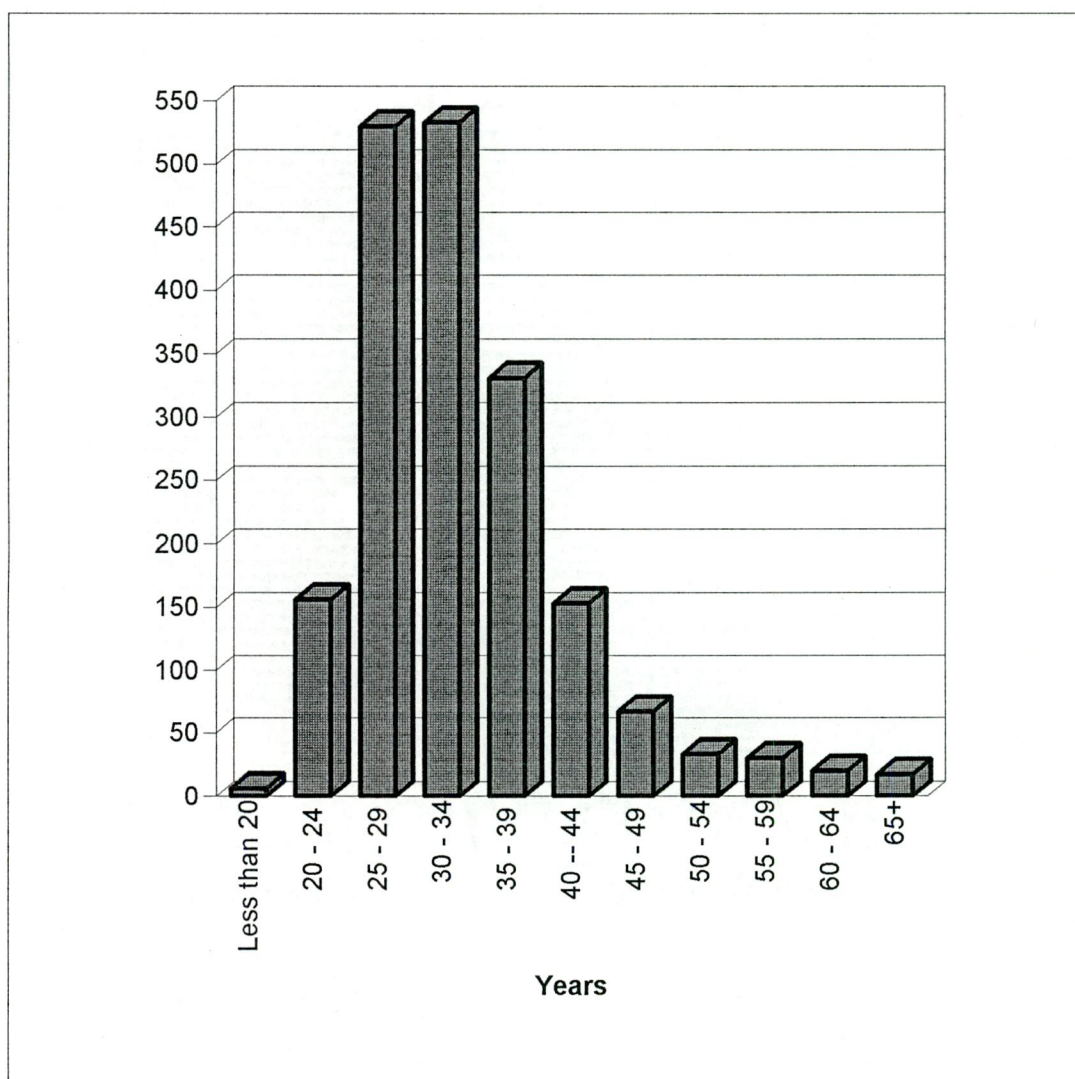
Census 86: Small Areas Population Statistics (SAPS)

In Area A eighty two per cent of all household heads are under forty years of age and eighteen per cent are over forty.

A "Head of Household" according to the Central Statistics Office (CSO) is "the person entered on the first line of the census questionnaire (12). The following two tables, Table 3.9 and Table 3.10 provide a detailed breakdown of all household heads according to gender and age.

TABLE 3.9

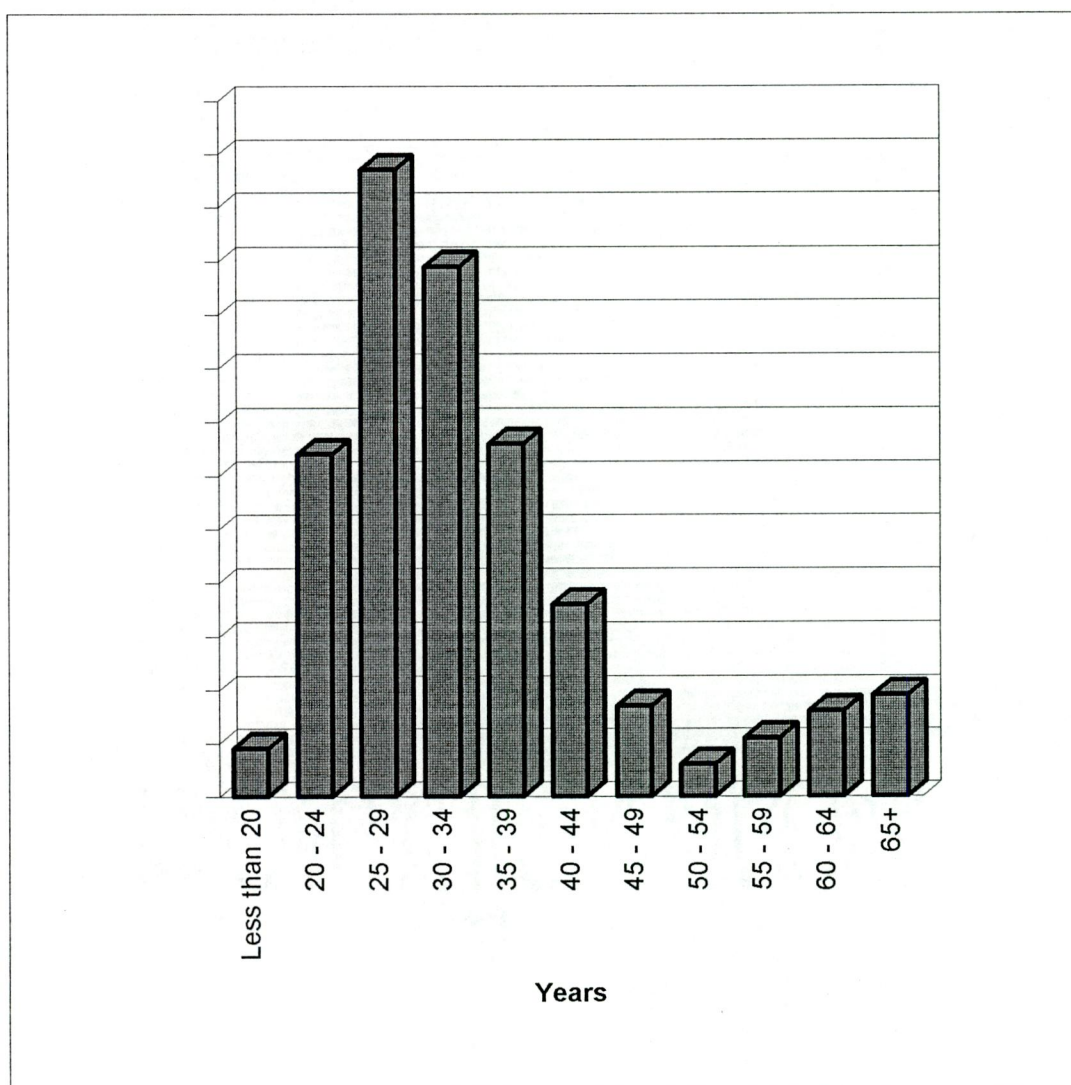
Total Number of Male Household Heads in Area A



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.10

Total Number of Female Household Heads in Area A



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

EMPLOYMENT

Youth unemployment in Area A is high. Over thirty per cent of the youth labour force have never held a job. There are many reasons for such high levels of youth unemployment. One main reason identified by a recent report, is the high level of early school leaving, "many teenagers drop out of school before the age of fifteen" (13). According to the findings of Herbert Hyman, which we reviewed in Chapter II, these circumstances, early school leaving, are typical of the working class. Hyman claims that "they place less emphasis on formal education as a means to personal advancement" (14). In comparison to the middle class, the working class see less value in continuing at school beyond the minimum leaving age. Connaughton, claims that "the school is not a high priority issue among adults in the community" (15).

The likelihood of those early school "drop outs" securing employment is severely restricted. They are "at a greater risk of experiencing unemployment and unemployment of long duration (16) and as a report points out

At the level of the labour market the possession of educational qualifications has increasingly come to play a significant role in determining access to employment as well as to training opportunities (17).

The CODAN report in 1987, outlined that in this area sixty five per cent of principal earners were receiving state support. Table 3.11 shows that about

sixty per cent of principal earners have an income of less than £100 per week.

Only a tiny fraction of principal wage earners have an income of over £200 per week.

TABLE 3.11

Distribution of Income in Area A

Range	Sample	Percent
Less than £60	125	10.2
60 - 99	607	49.7
100 - 149	309	25.3
150 - 199	159	13.0
200 or over	22	1.8
Total	1222	100

Source: County Dublin Areas of Need CODANS Volume 11.
Neighbourhood Profiles: Community Department Dublin
County Council 1987.

Low levels of income is one of the reasons for such a high percentage of juvenile involvement in crime in Area A (Fig. 3.6).

According to the Small Areas Population Census 1986 twenty five per cent of all those over the age of fifteen (other than first job seekers) are unemployed from Area A.

FIGURE. 3.6



Low Levels of Income is One of the Reasons for Such A High Percentage of Juvenile Involvement in Crime in Area A.

As I have already stated that over thirty percent of the youth labour force have never held a job, so in total there are over fifty five per cent unemployed from this area.

1238 persons, or twenty five per cent of all persons over fifteen years of age in Area A are unemployed as a result of having lost or given up their previous job. The most common occupation held by such individuals before becoming unemployed were (a) Producers, Makers and Repairers.

(b) Labourers and Unskilled workers.

(c) Transport and Communication workers (18).

The following table, Table 3.12, provides a more detailed breakdown of occupations held by the above number of persons before becoming unemployed.

TABLE 3.12

Occupations Previously Held by Those Presently Unemployed in Area A

Total No. of Persons	Occupation	Males	Females
7	Agriculture	7	0
475	Producer/Maker	408	67
258	Labourer/Unskilled	258	0
156	Transport/Comm.	143	13
32	Clerical	6	26
81	Commerce	65	16
125	Service	91	34
7	Professional and Tech.	4	3
97	Other	80	17
1238	Total	1062	176

Source: Central Statistics Office Dublin.

Census 86 : Small Areas Population Statistics (SAPS).

Data from the Central Statistics Office reveal that 26.3 per cent of all those over fifteen years of age are presently at work. 1,013 of which are male and 307 female. The following table, Table 3.13 gives a breakdown of the present status of all persons over fifteen years of age in Area A.

TABLE 3.13

Present Status of All Persons Over Fifteen Years in Area A

No. of Persons	Present Status	Male	Female	Total Percentage
1320	At work	1013	307	26.3
140	First Job Seeker	80	60	2.8
1238	Unemployed	1062	176	25.0
244	Student	111	133	4.8
1928	Home Duties	0	1928	38.3
39	Retired	26	13	.8
103	Unable to Work	61	42	2.0
	Total	2353	2659	100

Source: Central Statistics Office Dublin

Census 86 : Small Areas Population Statistics (SAPS).

Persons "at work" are identified by the Central Statistics Office by their usual occupation, that is what he/she works at to earn a living irrespective of the location or purpose of work. In this area 1,320 persons are "at work". Tables 3.14 and 3.15 provide a detailed breakdown of the occupations of those at work in Area A. In addition both tables give information on the number and sex of those in each of the various occupations. The main two occupations

held by the male sector in Area A are (a) Producers, Makers and Repairers and (b) Labourers and Unskilled Workers. For females, in this area, the two most dominant occupations held are (a) Producers, Makers and Repairers and (b) Clerical workers.

TABLE 3.14

Breakdown of Occupations Held by Males in Area A

Occupations	No. of Males	Percentage of Total Males
Agriculture	11	1
Producer/Maker	366	36.1
Labourer and Unskilled	118	11.6
Transport and Comm.	185	18.3
Clerical	28	2.8
Commerce	86	8.5
Service	109	10.8
Prof. and Technical	24	2.4
Other	86	8.5
Total	1013	100

Source: Central Statistics Office Dublin.

Census 86 : Small Areas Population Statistics (SAPS).

TABLE 3.15

Breakdown of Occupations Held by Females in Area A

Occupations	No. of Females	Percentage of Total Males
Agriculture	2	.6
Producer/Maker	82	26.7
Labourer and Unskilled	1	.3
Transport and Comm.	21	6.9
Clerical	74	24.1
Commerce	40	13
Service	64	20.9
Prof. and Technical	22	7.2
Other	1	.3
Total	307	100

Source: Central Statistics Office Dublin.

Census 86: Small Areas Population Statistics (SAPS).

6.4 per cent of all persons over fifteen years of age in Area A are self employed. 6.3 per cent of those self employed are male and .1 per cent are female.

EDUCATION

There are 3,280 children between five and fourteen years of age living in Area A (19). Assuming that these are equally distributed across the age range, there are 2,551 five to twelve year olds residing in this area. There are four primary schools to cater for this large number of pupils. The number of school going children is expected to rise even higher in the foreseeable future. One of these primary schools in Area A is Church of Ireland.

Present post primary provision in Area A consists of two community schools. Schools in the adjoining areas are also used by the residents in Area A. Similarly residents in the surrounding neighbourhoods of Area A attend the community schools in this area.

Both community schools are non fee paying voluntary subscription day schools. One of these community schools is one of the two schools that I selected to carry out some research for this present study. It is described in detail in Chapter IV, under the heading of School 1. In this community school, in addition to catering for the needs of the post primary students, various adult education courses are offered. According to the Home School Liaison Officer it is mostly women and only one or two men" (20), who attend these adult education courses. In general there is a low participation in such courses and programmes. Similar findings were discovered in a

recent study (21). It found that among the adult population in Area A and its environs, there is "evidence of considerably lower rates of participation in education and earlier school leaving than is the case nationally" (22).

SERVICES AND AMENITIES

Ward and Bannon in 1988 claimed that "the provision of social, cultural and commercial facilities" in Area A and its environs "had not kept pace with the population growth and consequently transport, retail and recreational facilities were inadequate" (23) (fig. 3.7). Since Area A is comprised of three separate neighbourhoods, the services and amenities in each neighbourhood will be examined individually.

FIGURE 3.7



Transport, Retail and Recreational Facilities are Inadequate in Area A.

NEIGHBOURHOOD 1

In this neighbourhood the community school which I used to carry out some research for this present study is located.

The following community facilities are available in the neighbourhood.

- A community centre, which is located adjacent to the community school.
- A corporation house is currently used as a doctors' surgery and to accommodate a playgroup. It also facilitates various local groups by providing them with a place to meet. A Dublin Corporation social worker also uses this house one day a week.
- A resource group, funded under the EEC Combat Poverty Programme, operates from another Corporation house in the neighbourhood. In the foreseeable future these premises will be given over for use as a welfare information centre. This centre will be run by local people trained for the purpose.
- There are quite a number of single interest groups in the neighbourhood, for example three playgroups, a women's group, two youth clubs, a football club, etc. However, most of these groups have a very small membership.
- As regards public transport, Dublin Bus operate three bus routes which service the neighbourhood. Two of the bus routes serving this neighbourhood also serve Neighbourhood 2. Two of the above three

bus routes travel to and from other suburban areas of Dublin. The third route operates to and from the neighbourhood to the city centre.

NEIGHBOURHOOD 2

The following community facilities are available in Neighbourhood two.

- A community centre, which was opened in 1986. It consists of a large hall, a meeting room and a small office. It is run by a committee which includes the community development workers, the former building committee and representatives of local user groups (24). A range of activities from keep fit classes to coffee mornings are hosted in the community centre.
- A resource centre is located beside the primary school. From the centre the Society of St. Vincent de Paul run "self development" courses. Also in the resource centre is an Eastern Health Board Inoculation Clinic, with a doctor available four days a week as well as a public health nurse.
- There are quite a few single interest groups, for example, a Drama group, a Boxing Club, Women's Group, a Youth Club, a Football Club, etc.
- There is a forty eight acre park, which also serves the immediate environs of Neighbourhood 2. It is currently being developed. Football pitches in the park are used by the local GAA club. In addition to this forty eight acre park are other smaller open areas around the neighbourhood (fig. 3.8).

- There is one shop in the neighbourhood.
- The neighbourhood is served by four bus routes, all of which are operated by Dublin Bus. Three of the four bus routes serve neighbourhood 1 (reviewed on the previous pages).

Two of the bus routes run to and from the city centre, the remaining two routes travel to and from other suburban areas of Dublin.

FIGURE 3.8

Large Open Areas are a Feature of Area A.

NEIGHBOURHOOD 3

According to the CODAN report this neighbourhood is poorly organised.

The report state

the nearest thing to a general representative group is the organising committee for the community centre (25).

The services and amenities available in this neighbourhood are as follows.

- A resource centre, financed by the Catholic Social Services Conference, is located in a prefabricated building beside the church. The centre is used mainly as a meeting place.
- Two children's clinics, which are run by the Eastern Health Board, are located in two houses in one of the housing estates within the neighbourhood.
- There are quite a large number of single interest groups in the neighbourhood. Groups such as Scouts, Pipe and Drum band, Football Club, Soccer Club, etc.
- As regard public transport, there are three bus routes operated by Dublin Bus, serving the neighbourhood. All three bus routes run between the neighbourhood and the city centre.

It is hoped that the Resource Centre, funded under the EEC Combat Poverty Programme, located in Neighbourhood One, will also serve this neighbourhood.

Area B

Situated south of Dublin city, this suburban area was once a small village on the main Dublin to Bray road, about seven miles from the city centre. In the 1950's and up to the present day thousands of new homes sprang up, and the village and its immediate area became one of the most popular residential areas on the south side of Dublin city (Fig. 3.9).

Area B, according to Patrick Casey of Casey Properties, is a popular place to live because of its settled nature and good shopping facilities, and because it is "very well serviced with schools and public transport" (26). This area is seen as a predominantly upper middle class area. It is a fairly settled area with seventy six per cent of all household heads over forty years of age. It is an area to which people move by choice. The cheapest house in Area B would sell from about £40,000.

FIGURE 3.9



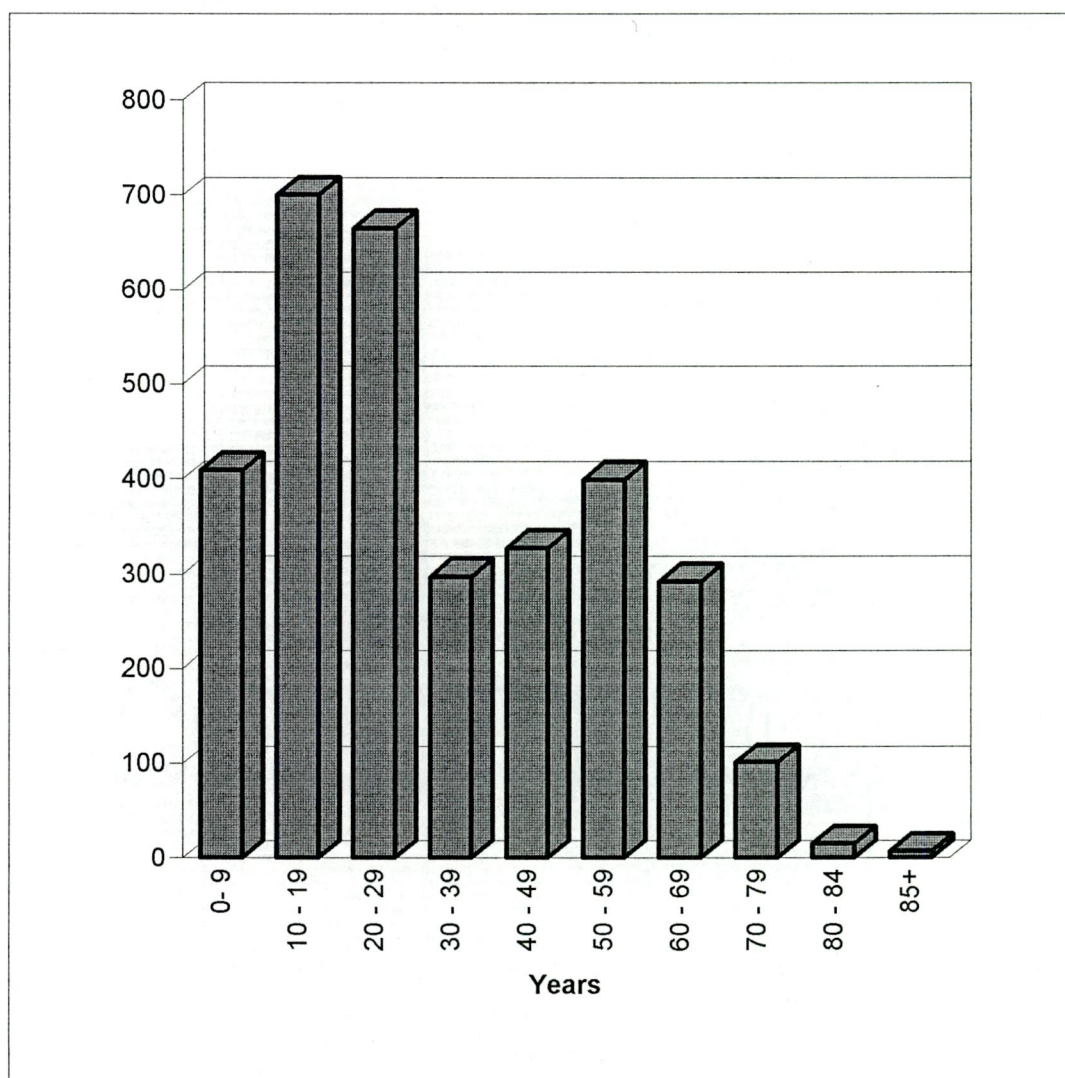
Area B Has Become One of the Most Popular Residential Areas on the South Side of Dublin City.

POPULATION

According to the Small Areas Population Statistics; Census 86, Area B has a population of 6,698. 3,212 of the total population are male and 3,486 female. Forty six per cent of the population in this area are under the age of twenty five. Forty five per cent in the area are over the age of twenty five but under the age of sixty five. Nine per cent of all persons residing in Area B are over sixty five years of age, which is a much higher percentage in comparison to Area A. The following two tables, Table 3.16 and 3.17 provide a more detailed breakdown of the numbers and ages of males and females living in Area B.

TABLE 3.16

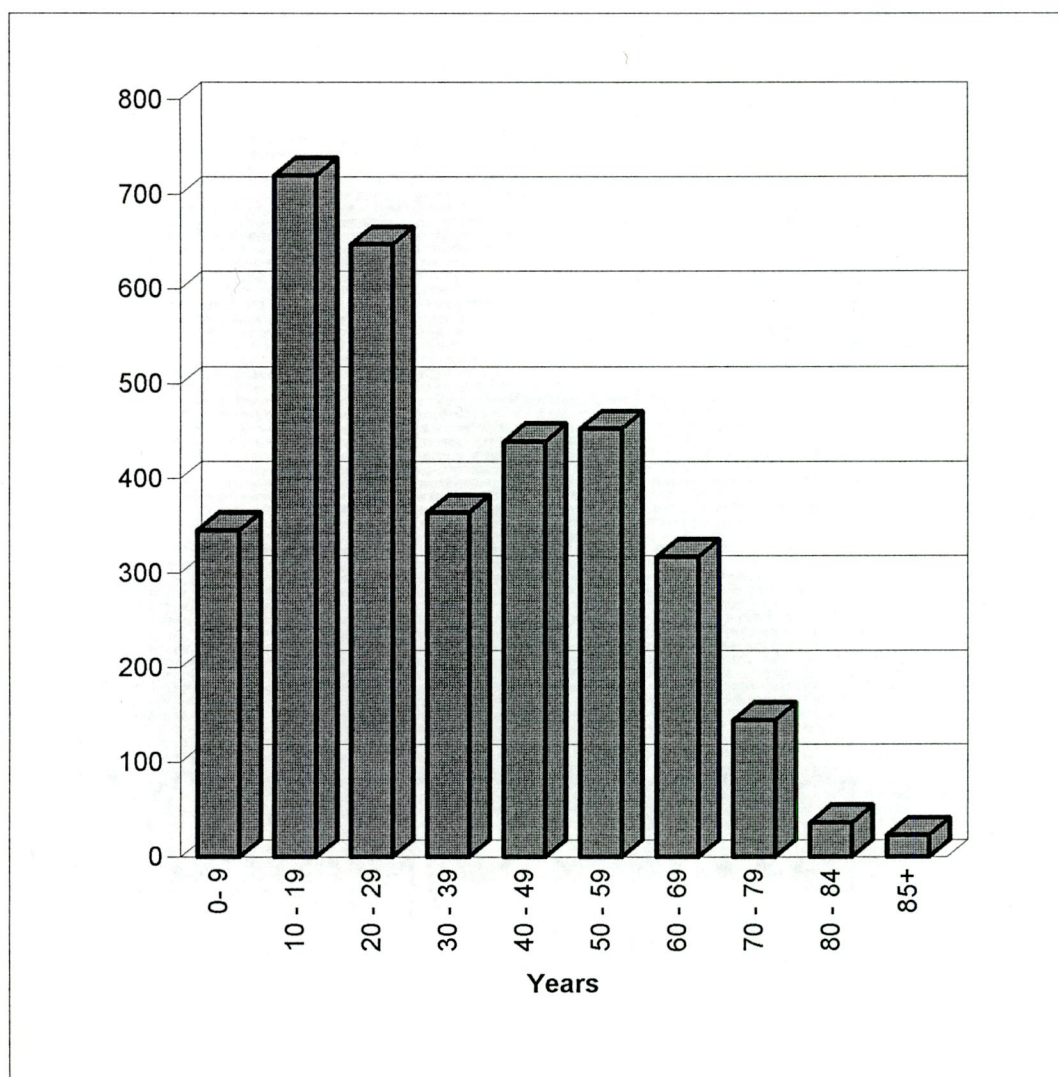
Total Number of Males Living in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.17

Total Number of Females Living in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

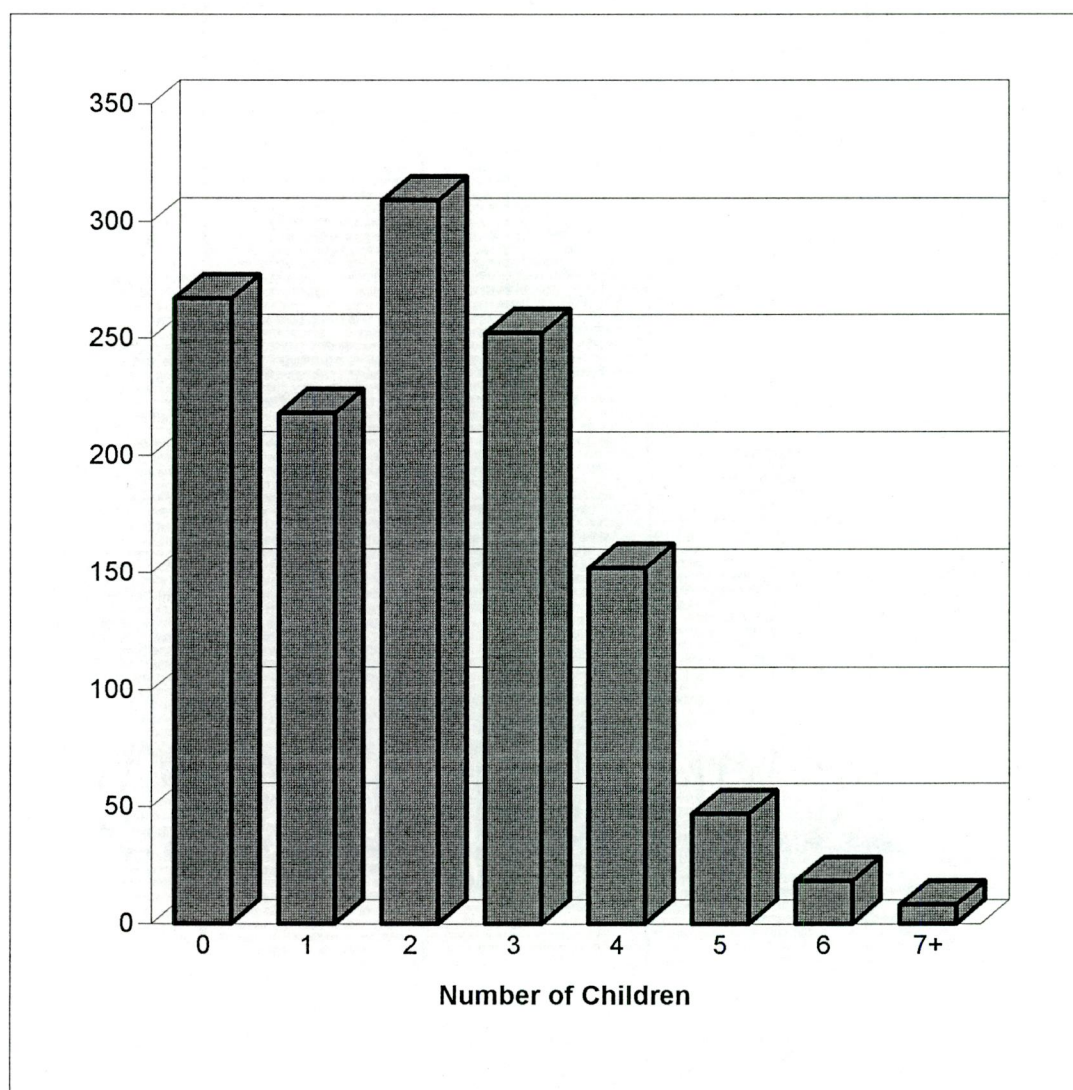
An examination of the Small Areas Population Census of 1986 reveal that there is a large number of childless couples living in this area in comparison to Area A.

The highest number of those couples with single children (that is non married children) are those with two children. There is also a considerable number of three children families in Area B. The following table, Table 3.18 examines the total number of "family units" in Area B. A definition of "family unit" was given on page 49.

Lone parenthood consisting of single, separated and widowed parents is also a feature of this area. The following two tables, Tables 3.19 and 3.20, provide a breakdown of single parents in Area B.

It is evident from both of these tables that there is a much larger proportion of single mothers than single fathers living in this area.

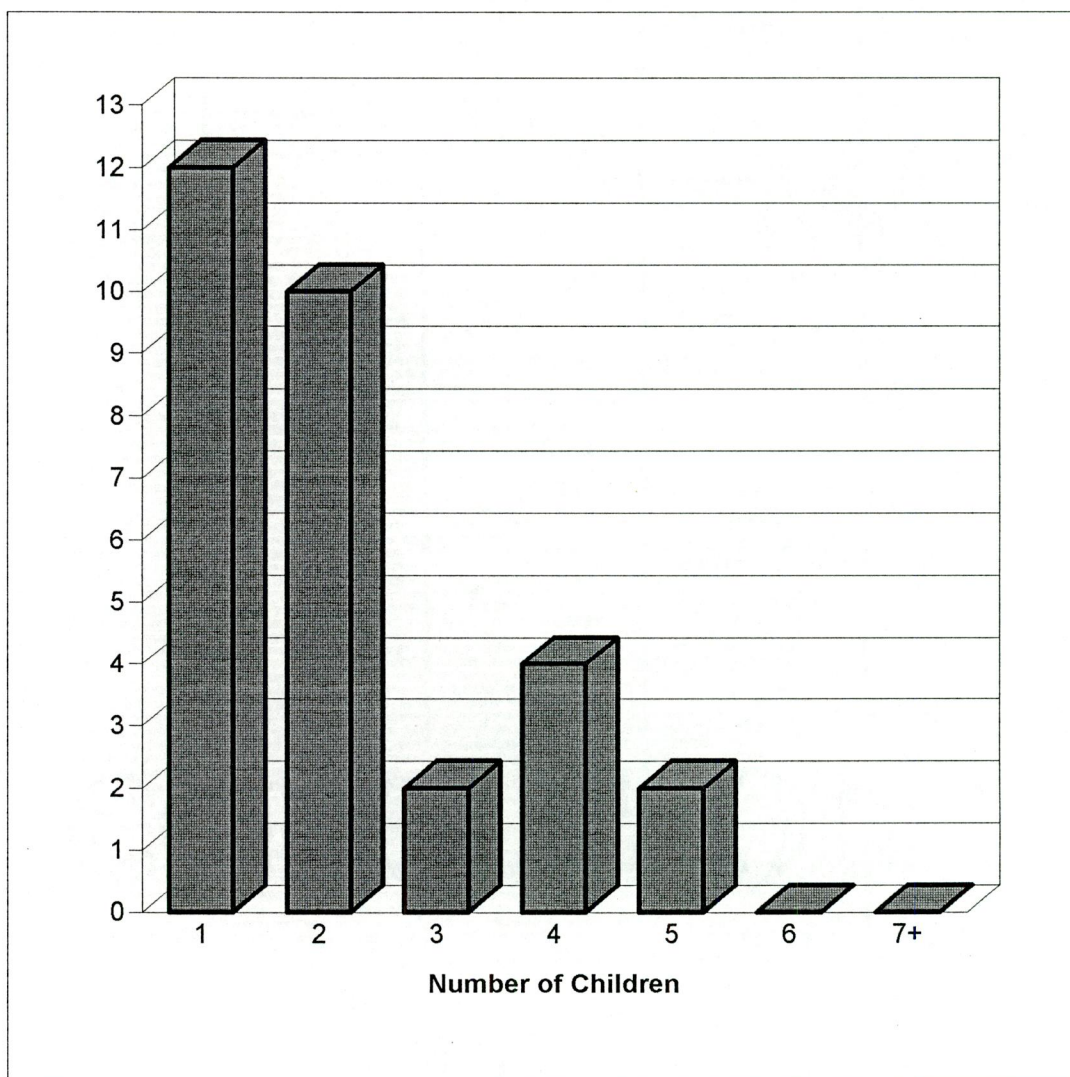
According to Census 86, two hundred and forty people in Area B live alone. The following two tables, Tables 3.21 and 3.22 give a more detailed breakdown of both males and females living alone in this area. As illustrated in Table 3.21, the highest number of males living alone, is between the age of twenty five and forty four years, where as those aged between sixty five and sixty nine years of age are the highest proportion of females living alone.

TABLE 3.18**Total Number of Couples with Children Residing in Area B**

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

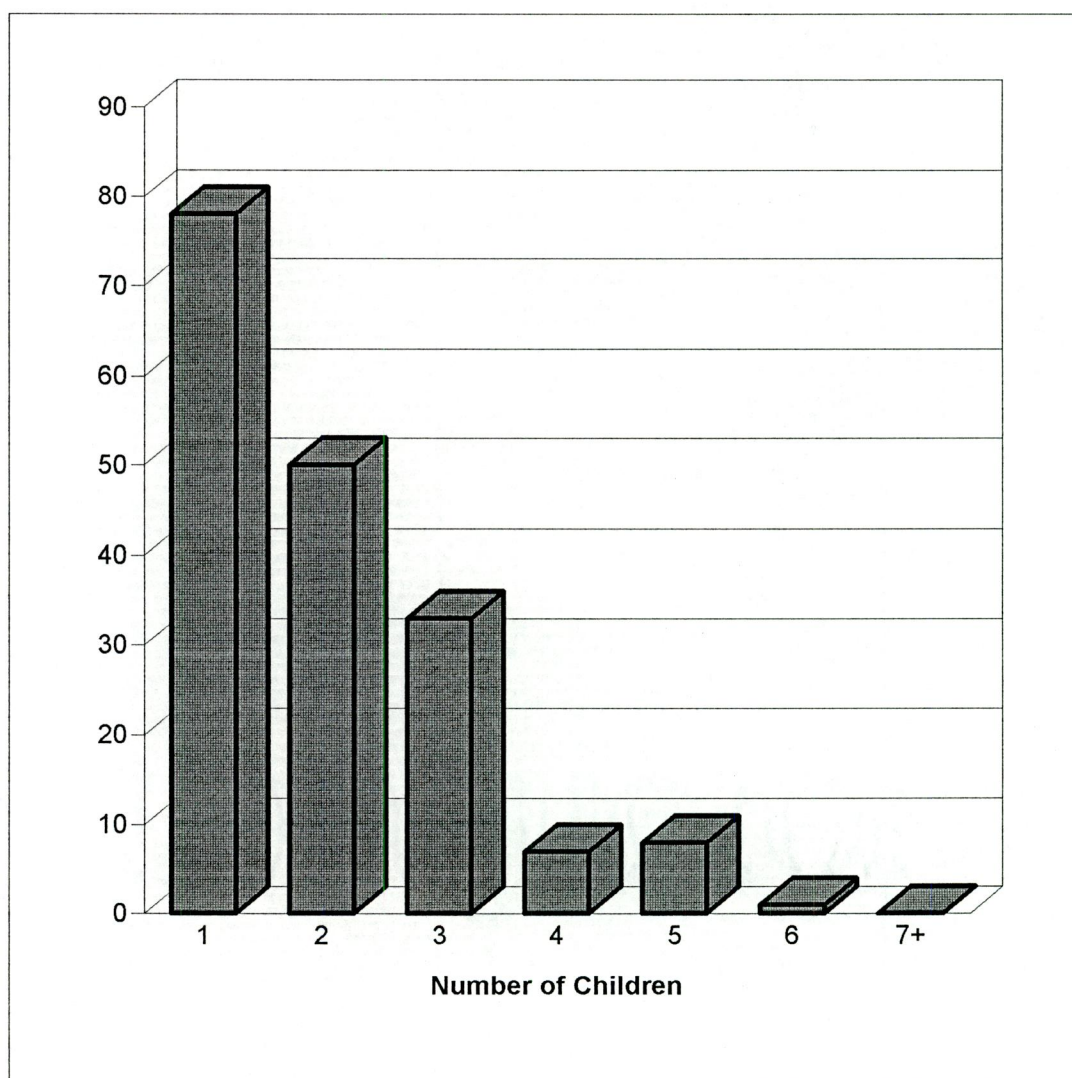
TABLE 3.19

Lone Fathers with Children Living in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

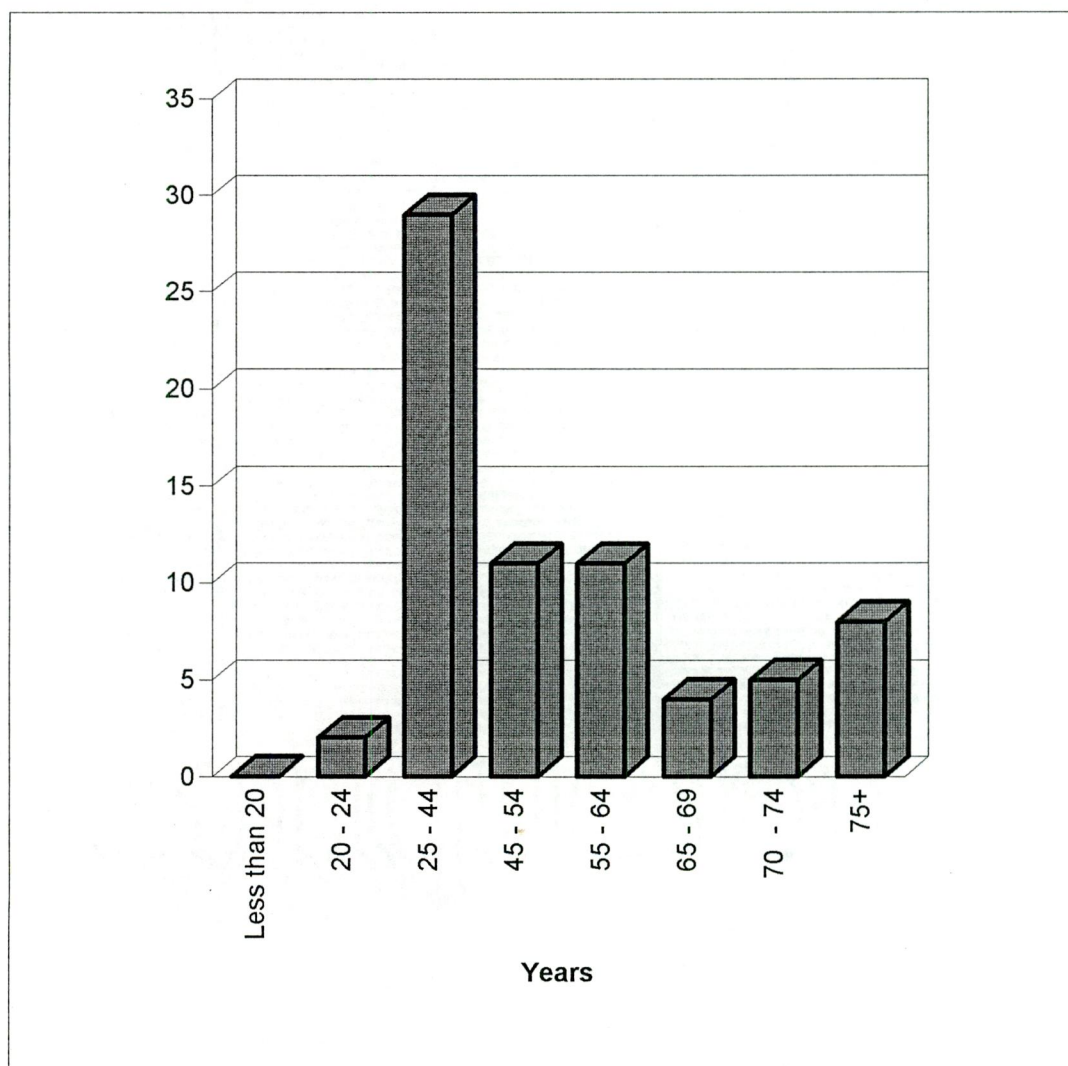
TABLE 3.20

Lone Mothers with Children Living in Area B

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.21

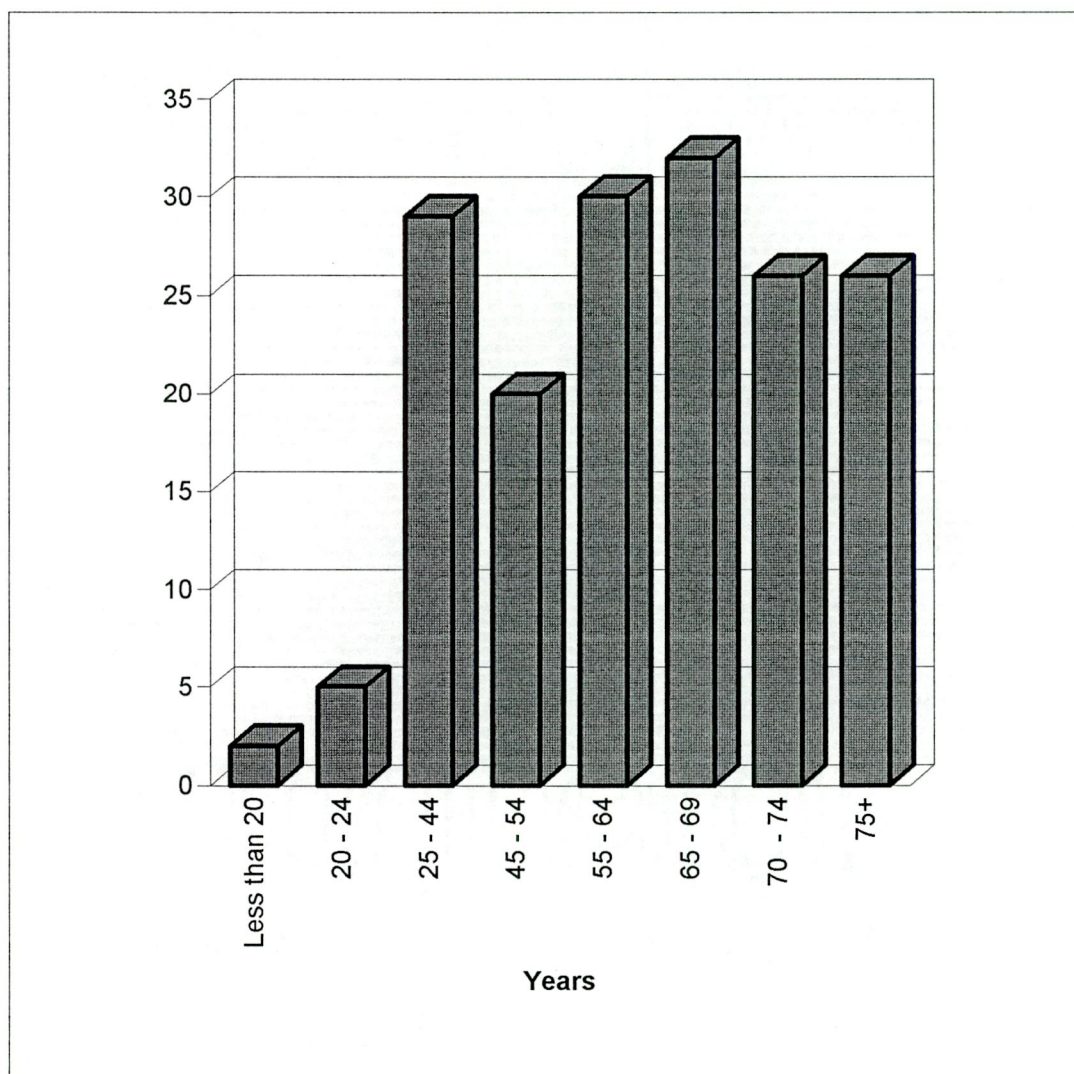
Total Number of Males Living Alone in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.22

Total Number of Females Living Alone in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

HOUSING

All housing in Area B, which totals 1855 is privately owned. There are three types of housing in this area, (a) Detached, (b) Semi detached and (c) Terraced. The majority of the houses were built in the fifties, sixties and seventies with very few houses being built presently (Fig. 3.10, 3.11 and 3.12). Sixty houses or three per cent of total housing are currently used as flats and/or bedsits.

Patrick Casey of Casey Properties, states

Probably the cheapest houses in this area would be ex local authority housing and they would sell from about 40,000 to around 45,000 approximately. Next above that would be the smaller 3 bedroomed, semi-detached houses which would fetch in the late 50's to nearly 60,000 pounds. A very expensive house would be a detached house. For example, we would have a four bedroomed detached house for around £135,000 (27).

FIGURE 3.10



The Majority of the Houses in Area B Were Built in the Fifties, Sixties and Seventies.

FIGURE 3.11

"A Very Expensive House Would Be A Detached House. For Example We Would Have A Four Bedroomed Detached House For Around £135,000.

FIGURE 3.12

Housing in the Area is Made Up of Detached, Semi-Detached and Terraced Houses.

The following table, Table 3.23 indicates the range of household sizes in Area B.

TABLE 3.23

Range of Household Sizes in Area B

No. of People	No. of Households	Percentage of Total Households
One	238	12.8
Two	380	20.5
Three	299	16.1
Four	365	19.7
Five	274	14.8
Six	185	9.9
Seven	68	3.7
Eight	31	1.7
Nine	8	.5
Ten	1	.1
Eleven	3	.2
Twelve +	0	0
Total	1852	100

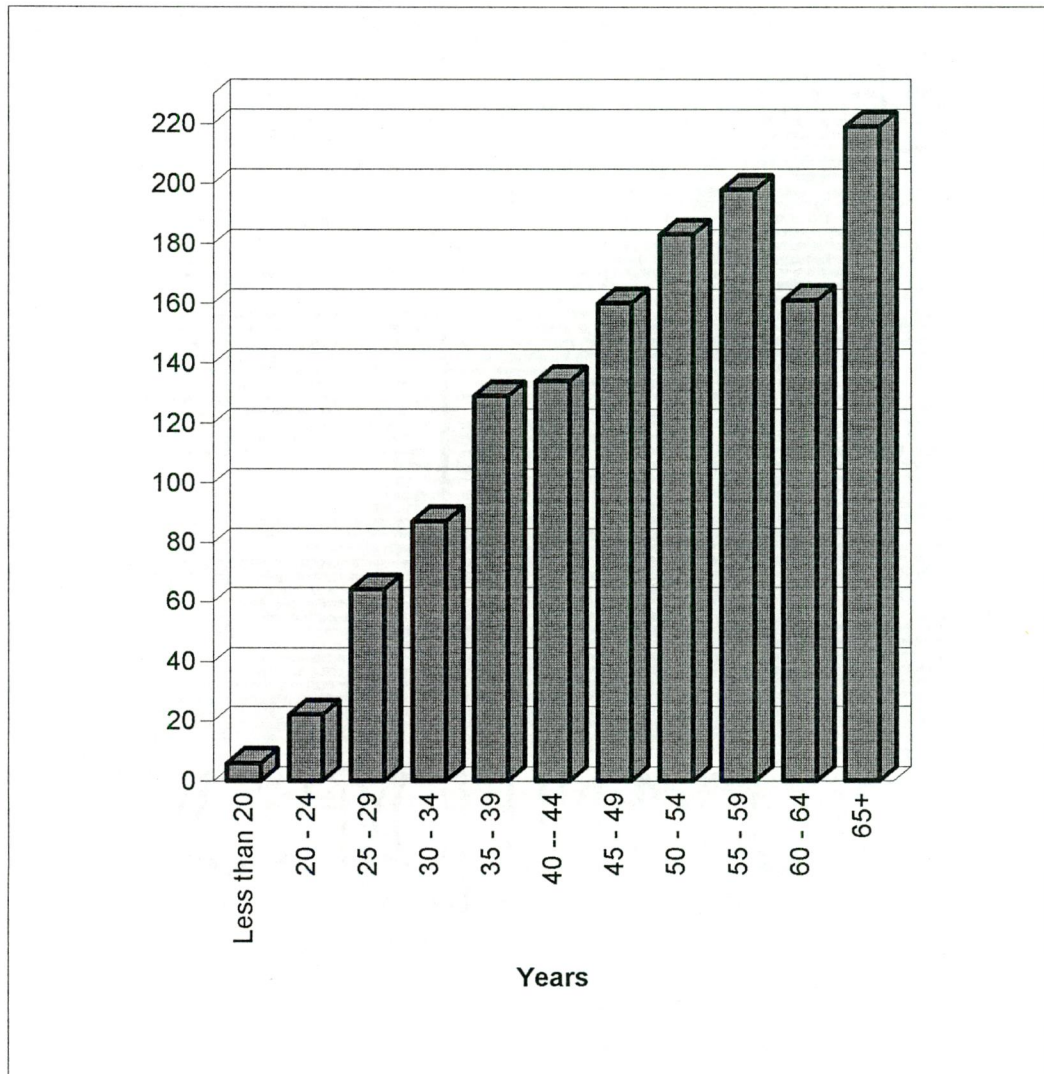
Source: Central Statistics Office Dublin.

Census 86 : Small Areas Population Statistics (SAPS).

From this distribution of household size, we can see that there are relatively few households with eight or more in residence. A large proportion of two and four person households exist in this area. Twenty four per cent of all household heads are under forty years of age while seventy six per cent are over forty. Of the total number of household heads in the area, 1,363 are male and 489 female (28). "A Head of Household" has already been defined on page 64 as the person entered on the first line of the census questionnaire. The following two tables Table 3.24 and 3.25 give a more detailed breakdown of household heads in relation to gender and age.

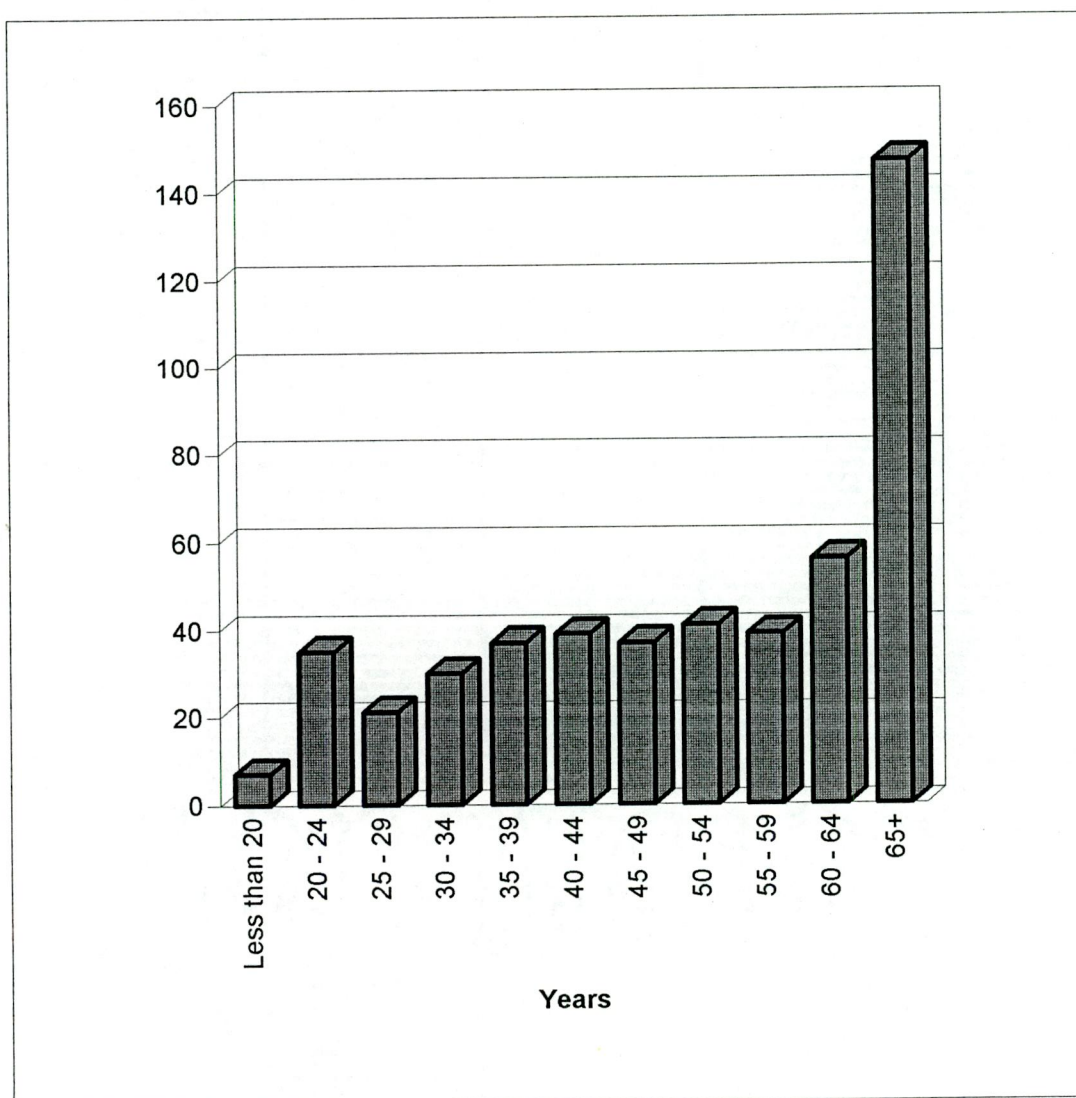
TABLE 3.24

Total Number of Male Household Heads in Area B



Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

TABLE 3.25

Total Number of Female Household Heads in Area B

Source: Central Statistics Office Dublin
Census 86: Small Areas Population Statistics (SAPS)

EMPLOYMENT

In Area B there is a high proportion of males and females, either employers or employees. According to the Small Areas Population Statistics of 1986, four per cent of all persons over fifteen years of age are unemployed. This four per cent, or two hundred and seven persons, are unemployed as a result of having lost or given up their previous job. The most common occupations held by such individuals before becoming unemployed are (a) Producer and Maker, (b) Commerce (including insurance, banking etc.) and (c) Professional and Technical occupations. The following table, Table 3.26 gives a more detailed breakdown of occupations held by the above percentage before becoming unemployed.

TABLE 3.26

Occupations Previously Held by Those Presently Unemployed in Area B

Total No. of Persons	Occupation	Males	Females
2	Agriculture	1	1
36	Producer/Maker	35	1
10	Labourer/Unskilled	10	0
12	Transport/Comm.	12	0
27	Clerical	7	20
40	Commerce	32	8
32	Service	17	15
28	Professional and Tech.	13	15
30	Other	23	7
217	Total	150	67

Source: Central Statistics Office Dublin.

Census 1986 : Small Areas Population Statistics (SAPS).

The percentage of those unemployed is low in Area B, especially when we compare it with Area A. In Area B, 2.7 per cent of those unemployed are male and 1.3 per cent are female (29).

Data from the Central Statistics Office reveal that forty eight per cent of all persons over fifteen years of age in Area B are "at work" (The term "at work" has already been defined on page 73). 1,573 of all those at work are male and 1018 are female. The following table, Table 3.27 provides a breakdown of the present status of all persons, over fifteen years, in Area B.

TABLE 3.27

Present Status of All Persons Over Fifteen Years in Area B

No. of Persons	Present Status	Male	Female	Total Percentage
2591	At Work	1573	1018	48
36	First Job Seeker	16	20	.7
207	Unemployed	140	67	3.8
998	Student	501	497	18.5
1151	Home Duties	1	1150	21.3
365	Retired	262	103	6.8
44	Unable to Work	22	22	.8
5392	Total	2515	2877	100

Source: Central Statistics Office Dublin

Census 1986 : Small Areas Population Statistics (SAPS).

In Area B, the principal occupations held by those at work are

- (a) Professional and Technical occupations.
- (b) Commerce, (including Insurance, Finance and Banking services).
- (c) Clerical.

The following two tables, Tables 3.28 and 3.29 provide a breakdown of the different occupations and the numbers and gender of those working in these classified occupations.

TABLE 3.28

Breakdown of Occupations Held by Males in Area B

Occupations	No. of Males	Percentage of Total Males
Agriculture	13	.8
Labourer and Unskilled	16	1
Producer/Maker	240	15.3
Transport and Communication	50	3.2
Clerical	151	9.6
Commerce	291	18.5
Service	89	5.6
Professional and Technical	453	28.8
Other	270	17.2
Total	1573	100

Source: Central Statistics Office Dublin.

Census 86 : Small Areas Population Statistics (SAPS).

TABLE 3.29

Breakdown of Occupations Held by Females in Area B

Occupations	No. of Females	Percentage of Total Females
Agriculture	0	0
Labourer and Unskilled	12	1.2
Producer/Maker	0	0
Transport and Communication	4	.4
Commerce	77	7.6
Clerical	426	41.8
Service	93	9.1
Professional and Technical	349	34.3
Other	57	5.6
Total	1018	100

Source: Central Statistics Office Dublin.

Census 86 : Small Areas Population Statistics (SAPS).

Five per cent of all persons over fifteen years in Area B are self employed. 4.4 per cent of those self employed are males and .6 per cent are females. The above percentage of those self employed are in the areas of manufacturing and industry, building and construction, and commerce, to mention a few.

EDUCATION

According to the Small Areas Population Statistics (SAPS) of 1986, there are 978 children between five and fourteen years of age living in Area B. Assuming that these are equally distributed across the age range there are 761 five to twelve year old children living in this area. There are five primary schools to cater for this number of pupils (30). The present provision of post primary education in this area, consists of two single sex secondary schools. Both secondary schools are run by religious orders. Both of these secondary schools are non-fee paying, voluntary subscription day schools. Post primary schools in adjoining areas are also used by the residents in Area B. Similarly both secondary schools in this area are used by pupils of neighbouring suburbs. I used one of these secondary schools to carry out research for the present study. The school is described in detail in Chapter IV under the heading School 2.

SERVICES AND AMENITIES

Brian Pasley of Holmes Auctioneers and Estate Agents claims that families choose to live in Area B because of the vast range of services and amenities available (31). In 1992 Pat Smylie wrote that Area B "is a self reliant village - it has all manners of services to provide for local residents" (32). From both of the above statements it is evident that this area has a wide range of services and amenities to offer to its residents.

In 1966 a large shopping centre opened in this area. It was one of the first shopping centres in Ireland. It is a two storey building with fifty two retail units on the first floor. It contains two major supermarkets, several financial institutions, three cafes/restaurants, a wide range of retail stores, a doctor's surgery, a dentist's surgery, an optician, a chiropodist, beauty salon, two hairdressers and a crèche.

In addition to the wide range of shopping facilities Area B has an impressive financial presence. It has over the years attracted a number of financial institutions. All of the main agents in the banking and building society sectors have offices in Area B. They provide the local residents and business people with retail banking and home and business loans. Auctioneer, accountancy and legal services are also offered in this area.

Sports facilities are widespread in Area B. Situated nearby is a family recreation centre, which consists of a swimming pool, squash courts, football pitches and a tennis court. The centre also runs classes such as dance and cookery. Eight full scale golf courses exist in the immediate vicinity as well as gaelic football and soccer pitches.

There are quite a large number of single interest groups in the area for example groups such as Scouts, youth clubs, drama groups, etc.

The area is well serviced by Dublin Bus, which operates six bus routes to and from the area. Five of these bus routes travel beyond Area B to other suburban areas. All six bus routes travel to and from the city centre. There is also a DART feeder bus which operates from Area B.

This chapter has examined two suburban areas of Dublin. One is a working class area and the other, a middle class area. Both areas were analysed under a range of headings. A selection of parents from each area were interviewed as part of the research for this study. The next chapter, Chapter IV, provides a detailed account of the research methods that I used for this study on Social Class and Parental Attitudes to Art Education at Post Primary Level.

FOOTNOTES: CHAPTER III

1. Central Statistics Office (CSO), Census 86: Small Areas Population Statistics (SAPS) (Dublin: CSO, 1986).
2. Dublin County Council, Community Department. County Dublin Areas of Need: CODANS Volume 1, An Analysis of 1981 Census of Population Enumeration Areas (Dublin : November 1987) p. ii.
3. Agenda for Integration: Tallaght, The National Development Plan and Tallaght (Dublin: July 1990) p.61.
4. Central Statistics Office, CSO Statistical Release, Census 86: Small Areas Population Statistics (SAPS) Second Phase: Contents and Key Abbreviations Used (Dublin: CSO 1986) p. 4.
5. An interview that I conducted as part of my research for this dissertation. It was carried out in November 1992 with the Home School Liaison Officer at St. Aidans Communtiy School, Brookfield, Tallaght, Dublin 24. Mr. Kevin Connaughton is the Home School Liaison Officer in this community school. Questions and responses received are included in Appendix 2.
6. Ibid.
7. Central Statistics Office, Census 86.
8. Ibid.
9. This statistic comes from the following source, Dublin County Council, Community Department. County Dublin Areas of Need: CODANS Volume II. Neighbourhood Profiles (Dublin: Dublin County Council, November 1987)
10. Ibid. p. 108.
11. Ibid.

12. Central Statistics Office, CSO Statistical Release, p. 4.
13. Agenda for Integration, p.68.
14. Michael Haralambos and Robin M. Heald, Sociology Themes and Perspectives. (London: Bell and Hyman, 1985) p. 194.
15. Interview carried out with Kevin Connaughton, Home School Liaison Officer at St. Aidans Community School, Appendix 2.
16. Agenda For Intergration, p. 72.
17. Tallaght Centre for the Unemployed, Life on the Dole: A Study of Experiences and Views of the Long Term Unemployed in Tallaght. Dublin: p. 59.
18. Central Statisics Office, Census 86.
19. Ibid.
20. Interview carried out with Kevin Connaughton, Home School Liaison Officer at St. Aidans Community School, Appendix 2.
21. This report is, Agenda For Integration, Tallaght, The National Development Plan and Tallaght, July 1990, This report has already been referred to in this chapter.
22. Ibid. p. 68.
23. Ibid. p.43.
24. CODANS Volume II p. 118.
25. Ibid p. 125.
26. Noleen McManus, The Irish Times (Dublin: October 22nd 1990).
27. Ibid.
28. Central Statistics Office, Census 86.

29. Ibid.
30. Data obtained from the Department of Education, Marlborough St. Dublin 1. January 1993.
31. Maxine Jones, The Irish Times (Dubin: December 15th 1990) p. 18.
32. Pat Smylie. The Irish Times. (Dublin: December 5th 1992) p. 20.

CHAPTER IV

METHODOLOGY

Introduction To The Present Study

In the introduction I outlined the aims, of this dissertation on Social Class and Parental Attitudes to Art Education at Post Primary Level. The aims are as follows

- (i) To identify and establish present parental attitudes towards art education at post primary level.
- (ii) To discover if differences in attitudes exist towards art education at post primary level between the different social classes that constitute society.
- (iii) To relate my own hypotheses, (stated in the introduction) with the findings from the interviews.
- (iv) To develop my own understanding and awareness of the different values and attitudes held by parents of different social class backgrounds, especially their attitudes and expectations in relation to art at post primary level.

In order to acquire the information required to assess the present attitudes of parents to art education at post primary level, a structured interview was drawn up, consisting of sixty three questions. This structured interview was to be carried out in two post primary schools in Dublin, situated in different

social class areas. In each area eight parents were randomly selected to be individually interviewed. The selected interviewees were parents of boys attending the post primary school in the area. A further formal interview was to be carried out with the Home School Liaison Officer, but there exists only one such officer, in one of the two selected schools, School 1 in area A. Therefore I carried out an informal interview with the career guidance counsellor in the second school, which is located in Area B. The data from the interviews with parents will be analysed and the results will be shown in Chapter V.

The Interviews

To identify and establish present parental attitudes to art education at post primary level a sixty three question structured interview was decided upon as a means of research. I decided on a structured interview rather than an informal interview because the data from structured interviews is generally regarded as more reliable, since in a structured interview the wording of the questions and the order in which they are asked remain the same in every case. The interview is divided into two sections. Section I contains twenty four questions that deal specifically with the interviewees' own background, his / her age, occupation and level of education received.

The interviewees attitudes' towards his / her own education are also examined in this section. Question 5 in Section I, is an attempt to determine

each interviewee's social class. The theories of Anthony Giddens in relation to class formation, reviewed and discussed in Chapter II will be used as a basis for determining each interviewee's social class. Questions 7 and 8 are asked in Section I in order to determine if, and to what extent, one's level of education may affect one's attitudes to the value of art in post primary education.

Section II of the structured interview deals with parental knowledge of art education in general and also of art education within the school. Examples of questions included in this section are, "Is art an examination subject for the Leaving Certificate examination ?" (1) "Is art taught in this school ?" (2) and "Is it a compulsory subject or is it an option ?" (3).

Section II also deals with both parental perception of art education within the school and of art and design in a wider context outside of the school. The following are some of the questions used to evaluate parental perception of art and art education; "What kind of things do the pupils do in their art classes ?" (4) to "What kind of careers are available in Art ?" (5).

This section also deals with each interviewee's sons' status within the post primary school. Questions in the sub-section within Section II deal with subjects the interviewee's son is studying for either the Junior Certificate or

Leaving Certificate examination. Other questions within this sub-section are in relation to the subjects the interviewee's son like and dislikes. An example of the questions in this sub-section are as follows, "What age is your son ?" (6) "What year is he in ?" (7) and "Which subjects does he prefer ?" (8).

Finally Section II deals with the interviewees' attitudes, aspirations and values. Question 23 to Question 39 are designed to probe various values, attitudes, expectations and aspirations. Examples of such questions are as follows,

"Do you think that Art Education for your son is:

- (a) Worthwhile
- (b) Useful
- (c) A Waste Of Time
- (d) Therapeutic
- (e) Intellectually Demanding
- (f) Challenging" (9)

"Give reasons why you think so" (10) and "How would you feel if your son decided to pursue a career in Art or Design ?" (11).

Each interview lasted for approximately ninety minutes and an audio tape was recorded at each interview. From the two selected areas, already

discussed in Chapter III, a total of 16 interviews were conducted, 8 interviews in each area. I conducted each of the 16 interviews.

The interviewees were selected on a random basis within the two selected areas but under the following categories.

- (a) The parents of two second year boys attending the post primary school in the area and taking art as a subject for the Junior Certificate examination.
- (b) The parents of two second year boys attending the post primary school in the area but not taking art as a subject for the Junior Certificate examination.
- (c) The parents of two pre-leaving certificate boys attending the post primary school in the area studying art for the Leaving Certificate examination.
- (d) The parents of two pre-leaving certificate boys attending the post primary school in the area but not studying art for the Leaving Certificate examination.

Since male candidates taking the Art (including Crafts) paper both at the Intermediate and Leaving Certificate state examinations are, continually, in the minority, I wondered what type of attitudes parents held towards art in relation to their son's education, and if these attitudes discouraged their

sons, from studying art at post primary level. Therefore this study concentrates on boys only. Statistics from the Department of Education reveal that in the 1991 state examinations, 39.5 per cent of all those who took the Art (including Crafts) Intermediate examination were male. In the Leaving Certificate Art Examination of that same year, only 36 per cent of candidates were male.

The reason that I chose to interview parents of boys not-studying art in either second year for the Junior Certificate examination or in pre-leaving certificate for the Leaving Certificate examination was that I wanted to get an overall view of parental attitudes to art education at second level. I felt that if I only concentrated on interviewing those parents of boys studying art at second year or pre-leaving certificate, I might receive a rather biased response and a selection of one sided attitudes.

Following arrangements, which included informing and presenting my proposed study and plan to the Principal and art teacher(s) of both School 1 in Area A and School 2 in Area B, (both of these school will be discussed shortly) a letter was drawn up and sent to a number of parents in each area. This letter explained the purpose of the interviews. Those who agreed to participate were asked to return the letter to the school with their names and address or telephone number, where appropriate. Those parents who agreed

to participate were then asked to attend for an interview at an arranged time. Over a period of six days, 16 persons attended for interview.

Of those interviewed forty four per cent (or seven) were mothers and fifty six per cent (or nine) were fathers. In Area A there was an equal amount of fathers and mothers, four of each. In Area B sixty three per cent were fathers, that is five fathers, thirty seven per cent or three were mothers.

The interviews in each area took place in the post primary school attended by the interviewee's son.

Included in Appendix I is the structured interview, carried out as a part of my research for this dissertation on Social Class and Parental Attitudes to Art Education at Post Primary level.

In the following sections of this chapter the different types of post primary schools in Ireland will be examined. An examination of both post primary schools in which the interviews took place and where the sons of the interviewees attend will also be undertaken.

Provision of Post Primary Education in Ireland

In the Republic of Ireland there are four types of post primary schools, (a)

secondary schools, (b) vocational schools, (c) comprehensive schools, (d) community schools. The four of these differ mainly in their management structures, funding arrangements and teacher qualification. They all provide the certificate courses prescribed by the Department of Education. All four of them enter their students for the same examinations and all of these schools are subject to inspection by the Department of Education. The Economic and Social Research Institute (ESRI) in a recent report claims that "secondary schools, particularly boys' secondary schools, are much more middle class and selective in composition" (12). Comprehensive and Community Schools, they claim "were established to cater for both sexes and span all variations in social origin and ability levels" (13). In this study of Social Class and Parental Attitudes to Art Education at Post Primary level I chose two different types of schools, one a secondary school and other a community school.

Secondary Schools

Secondary schools are the oldest "institutions" of second level education in Ireland. They date back as far as the post-reformation era when a number of secondary schools were established by legislation or state patronage and were "used as an instrumentum regni to foster the English language and behaviour as well as Protestant belief " (14). As a result of the "relaxation" of the Penal Laws in the 1780s, "Catholic religious orders began founding

secondary schools without public endowments" (15). Secondary schools began to become denominational and privately owned and the vast majority of these second level schools were single sex schools. These secondary schools offered a "grammar school education on the christian humanist lines" (16). The majority of secondary schools charged a fee to their pupils, which went to pay for the running costs of the schools as well as tuition fees and payments to teachers, since they were not supported either by the state or any other public body. As a result secondary education was "seen as a concern for the middle classes who, if they saw fit, should buy it as a commodity just like any other personal goods" (17).

Up until as late as 1924 secondary schools did not receive any financial assistance from the state; since then the state has paid "capitation grants" to the managers of the secondary schools for each recognised pupil in attendance. These are expected to help out in school maintenance and in administration costs and in providing the "basic salary of teachers" (18). This basic salary which totals £400 per annum is paid to the teachers by the school management. In addition, the teachers receive their incremental salary direct from the Department of Education. It was not until 1964 that secondary schools began to receive direct state grants for building, furniture and architect's fees. The state provides eighty per cent of building costs but does not contribute to the purchase of the site. So today, secondary schools,

(although privately owned) receive "considerable financial assistance" (19) from the Department of Education.

Since 1967 - 1968 secondary schools have not charged fees. During that year, 1967, secondary schools entered the "free" education scheme, where they agreed to discontinue charging fees. The secondary schools were compensated by "supplemental grants issued by the Department of Education" (20). In 1980 this supplementary grant amounted to £70 per pupil and increased to £77 in 1981 - 1982 (21). The non-Catholic secondary schools receive funds related to the pupils' means and are distributed by an inter church committee called the Secondary Education Committee.

Prior to 1967 - 1968 largely due to the payment of fees, secondary schools remained small, for example in 1962, 65% of the total number of secondary schools had less than 150 pupils.

Secondary schools today form the largest category of post primary schools, catering for 63% of all second level pupils (that is 214,485 pupils) (22). The majority of secondary schools today continue to be single sex, with only 25% co-educational.

In the academic year 1987 - 1988 there were 500 secondary schools in Ireland catering for 214,485 pupils with a teaching staff of 11,958 (23).

The vast majority of secondary schools are privately managed, but a small minority are managed by a Management Board. A formal Management Board exists in School 2, located in Area B for the first time this year.

Community Schools

The second type of school that I selected to carry out research for this study was a community school. Community schools began to emerge in Ireland at the beginning of the seventies. The concept of the community school was initially announced in 1970.

According to this document issued by the Department of Education, the community school was to provide "free schooling of a comprehensive type to all in the catchment area" (24). Entry to these schools would be non-selective, therefore catering for a wide range of ability and mixed social groups. They were to provide both academic and practical subjects and were to be multi-denominational, They were as John Coolahan states

..... part of the Department's policy of creating a unified rather than a bi-partite post-primary system" (25).

In addition to providing "a comprehensive system of post-primary education open to all in the community" (26), community schools were "to foster many forms of youth and adult education" (27). The community school was to make both its facilities and buildings available for use to a wider community and its organisations. According to John Coolahan,

The schools' aim to foster the development of community consciousness and their curricula is intended to reflect the needs and traditions of their surrounding areas (28).

The first three community schools were opened in 1972 and their number had grown to twenty six by 1978 - 1979 (29) and to forty five by 1987 - 1988 (30). The finance required for establishing community schools is largely provided by the state and through the local Vocational Education Committee (VEC) and religious authorities. Both of these groups pay about ten per cent of the capital costs. The running costs of the schools are completely paid for by the state. Each community school is managed by a Board of Management, consisting of eleven members of

- three nominees of the religious orders involved.
- three nominees of the local VEC.
- two elected parents of the children attending the school.
- two elected members from the permanent teaching staff.
- the Principal who shall be a non-voting member (31).

The management board is responsible for the appointment of the staff as well as the "general conduct and curriculum of the school" (32).

The board is responsible for the upkeep, the maintenance and repair of the school, which are paid for out of the monies provided by the Minister for Education. In addition the Board of Management determines the use the community can make of the school building, facilities and grounds.

The curriculum of the community school is set down by the Department of Education as is the syllabus for each individual subject, yet community schools have a "much more open" and "much more comprehensive curricula" (33) than secondary schools.

The next section examines both post primary schools used for part of the research for this study. A community school was used in Area A and a secondary school in Area B.

SCHOOL I

The first school, I will examine is a community school, which is located in Area A. Area A is seen as a working class area with almost 100 per cent local authority housing. This area has been discussed in detail in Chapter III. Founded in 1984 by the Department of Education, its aim is "to be student

centred with teaching that tries to combine students and subjects in a centred approach" (34). School 1 has a total enrollment of 637 students. This number is subdivided as follows

175 pupils in First Year

169 pupils in Second Year

128 pupils in Third Year

83 pupils in Pre-Leaving Certificate

67 pupils in Leaving Certificate

8 pupils in VPTP 1*

7 pupils in VPTP 2 *

* VPTP 1 and VPTP 2 is an abbreviation for the Vocational and Training Preparation Programme, which is offered to senior cycle pupils as an alternative to the Leaving Certificate programme.

VPTP 1 refers to the first year of the course and VPTP 2 the second year of the course. Students must successfully pass the first year before being allowed to enter the second year. The school offers a junior cycle syllabus approved by the Department of Education leading to an award, the Junior Certificate. Similarly at senior cycle two courses are offered and approved by the Department, and are as follows: (i) The Leaving Certificate Programme (ii) The Vocational Preparation and Training Programme, (both stages are offered).

Art is offered in this school, both at junior cycle and at senior cycle. There are two permanent art teachers employed to cater for the needs of those students studying art craft and design for both the Junior Certificate and the Leaving Certificate examinations. From the total number of second year pupils which is 169, fifty five are studying art craft and design for their Junior Certificate examination. From the total number of second year pupils studying art, sixty five per cent are male and thirty five per cent are female. From the total of eighty three pupils in Pre-Leaving Certificate, twenty three are presently studying art. Seventy per cent of all those studying art in pre-leaving certificate are male and thirty per cent are female.

In addition to providing art both at junior cycle and at senior cycle the school offers the following subjects:

Junior Cycle	Senior Cycle
Art	Art
Business Studies	Business Organisation
Civics	Civics
English	Computer Studies
French	Construction Studies
Geography	Engineering
History	English
Home Economics (general)	French
Irish	Geography
Maths	History
Mechanical Drawing	Home Economics (scientific)
Physical Education	Home Economics (social)
Religious Education	Irish
Science	Maths
Spanish	Mechanical Drawing
Woodwork	Physical Education
	Physics
	Religious Education
	Technical Drawing

This "broad mix of academic and practical subjects" (35) is one of the many aims and objectives of the whole concept of the community school.

SCHOOL II

The second school in which I carried out research for this study, is located in Area B. Area B is perceived as an upper middle class area. It has been examined in detail in the previous chapter, Chapter III. School II is a single sex boys secondary school. It is privately owned by a religious community, the De La Salle Brothers. It is denominational.

The policy of the school is "to foster the intellectual, physical, social and moral development of each student" (36). It has a total enrollment of 736 boys, which is subdivided as follows:

163	Pupils in First Year
150	Pupils in Second Year
166	Pupils in Third Year
142	Pupils in Pre-Leaving Certificate
115	Pupils in Leaving Certificate

This school offers a three year junior cycle syllabus recognised by the Department of Education leading to the Junior Certificate award.

At senior cycle the school offers a two year course culminating in the Leaving Certificate Examination.

Art is offered as a subject both at junior cycle and at senior cycle. One permanent art teacher is employed in the school to cater for the needs of those students studying art craft and design both for the Junior Certificate examination and the Leaving Certificate examination.

From a total of 150 pupils in second year, 29 of these study art, that accounts for only nineteen per cent of the total number of boys in second year. From this statistical information it is evident that art is not a highly regarded subject within this school and this statement is further reinforced when the numbers of pupils studying art at Pre-Leaving certificate are studied. In Pre-Leaving Certificate 12 boys from a total of 142 are at present studying art in this secondary school. It is also evident from these figures that there is a large drop off in the popularity of art at senior cycle. This is a point that Ciarán Benson made in his Report on the Place of the Arts in Irish Education which was reviewed in Chapter I.

In addition to art the school offers the following subjects.

Junior Cycle

Art
 Business Studies
 Civics
 English
 French
 Geography
 German
 History
 Irish
 Maths
 Mechanical Drawing
 Music
 Physical Education
 Religious Education
 Science
 Woodwork

Senior Cycle

Accountancy
 Applied Maths
 Art
 Biology
 Business Organisation
 Computer Studies
 Economics
 English
 French
 Geography
 German
 History
 Irish
 Maths
 Physical Education
 Physics
 Religious Education
 Technical Drawing

Traditionally these types of schools provided a more academic type curriculum. As we see from the list of subjects above a more varied curriculum, including both technical and practical subjects is beginning to be introduced in secondary schools.

In this chapter the methods used to carry out research for this study on Social Class and Parental Attitudes to Art Education at Post Primary Level were outlined and discussed. The different types of post primary schools in Ireland were examined. Both schools in which the interviews were held and where the interviewees' son attends were discussed in relation to enrollment

numbers, subjects offered, courses offered etc. In the next chapter, Chapter V, the interviews undertaken as part of my research will be analysed and discussed.

FOOTNOTES : CHAPTER IV

1. These questions are taken from the structured interview drawn up in order to assess parental attitudes to art education at post-primary level.
Question 9, Section 2 of the Interview, which is included in Appendix 1.
2. Ibid. Question 1, Section 2.
3. Ibid. Question 3, Section 2.
4. Ibid. Question 10, Section 2.
5. Ibid. Question 11, Section 2.
6. Ibid. Question 13, Section 2.
7. Ibid. Question 14, Section 2.
8. Ibid. Question 16, Section 2.
9. Ibid. Question 23, Section 2.
10. Ibid. Question 24, Section 2.
11. Ibid. Question 27, Section 2.
12. Damian Hannan, Richard Breen, Barbara Murray, Dorothy Watson, Niamh Hardiman and Kathleen O'Higgins. Schooling and Sex Roles, Sex Differences in Subject Provision and Student Choice in Irish Post-Primary Schools. (Dublin: The Economic and Social Research Institute, Paper No. 113, 1983), p.89.
13. Ibid.
14. John Coolahan, Irish Education: History and Structure, (Dublin: Institute of Public Administration 1981), p.52.

15. Ibid.
16. Ibid. p.200.
17. Ibid. p. 52.
18. Ibid. p.217.
19. Parents' Association of Community and Comprehensive Schools (PACCS), Second Level and Beyond: A Guide for Parents. (Cork: Litho Press 1990), p.12.
20. Coolahan, Irish Education, p.217.
21. Ibid.
22. PACCS, Second Level and Beyond, p.12.
23. Ibid.
24. Coolahan, Irish Education, p.195.
25. Ibid. p.219.
26. PACCS, Second Level and Beyond p.26.
27. Coolahan, Irish Education, p.196.
28. Ibid. p.219.
29. Ibid.
30. PACCS, Second Level and Beyond, p.12.
31. Coolahan, Irish Education, p.219.
32. Ibid. p.220.
33. Hannan, Breen, Murray, Watson, Hardiman, O'Higgins, Schooling and Sex Roles, p.94.

34. Harry Walsh, School Directory: Part 1, Dublin South; An Up To Date Guide in 8 Parts to all Second Level Schools Recognised by the Department of Education, (Dublin 1989), p.204.
35. Coolahan, Irish Education, p.218.
36. Walsh, School Directory, p.150.

CHAPTER V

RESULTS AND DISCUSSION

Parental Attitudes To Art Education

An analysis of the interviews undertaken in both Area A and Area B reveal that working class parents possess different attitudes towards art education at second level from middle class parents. In addition, findings made in this study also reveal that

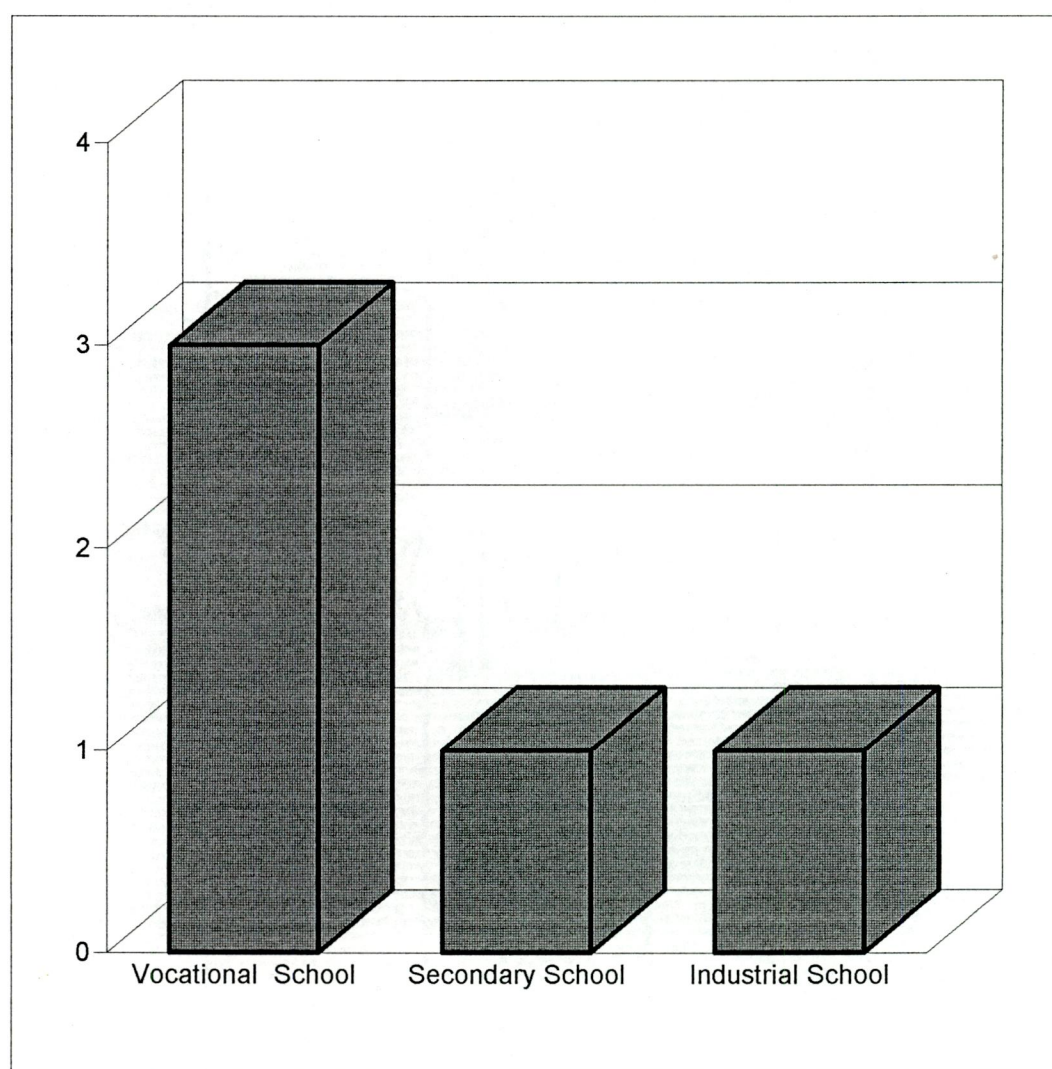
- One's social class background and quality of education received greatly affects one's perception of art education and what it involves at second level.
- Working class parents are unaware of the various career opportunities directly or indirectly related to art and design.
- Middle class parents are more aware of the range of careers in the art and design field.
- Parents from a middle class background are generally more aware of the contribution that the visual arts make to the development of the whole person and to society.
- Middle class parents possess more favourable attitudes to art education at post primary level.

In this chapter the attitudes of parents from both Area A and Area B will be presented through an analysis of the interviews conducted in each area.

Information On Parents Interviewed From Area A

Eight parents were interviewed in Area A, four of whom were male and four female. All parents interviewed in this area were of working class background. The social class of each interviewee was determined either by his/her occupation, (or husband's occupation in the case of housewives) and was based on the social stratification theory of Anthony Giddens. Giddens's work has already been reviewed in Chapter II. Three of the interviewees in Area A are unemployed, all three previously held unskilled occupations. Three other parents interviewed are house wives, another interviewee is a home decorator and the final interviewee is a stock controller.

All the parents interviewed in Area A had received a primary education and seven had the Primary Certificate. Five of the parents interviewed had received some form of second level education, usually vocational in type. The following table, Table 5.1 indicates the type of second level education received by five of the interviewees.

TABLE 5.1**Types of Second Level Education Received by Parents from Area A**

The highest educational award held by parents, interviewed in Area A, was the Leaving Certificate. The following table, Table 5.2 indicates the various educational awards received by parents in this area.

Only two of the parents interviewed (from a total of eight) could recall doing art at primary school. The Curriculum and Examinations Board in 1985 highlighted the neglect of the visual arts at this level. They stated

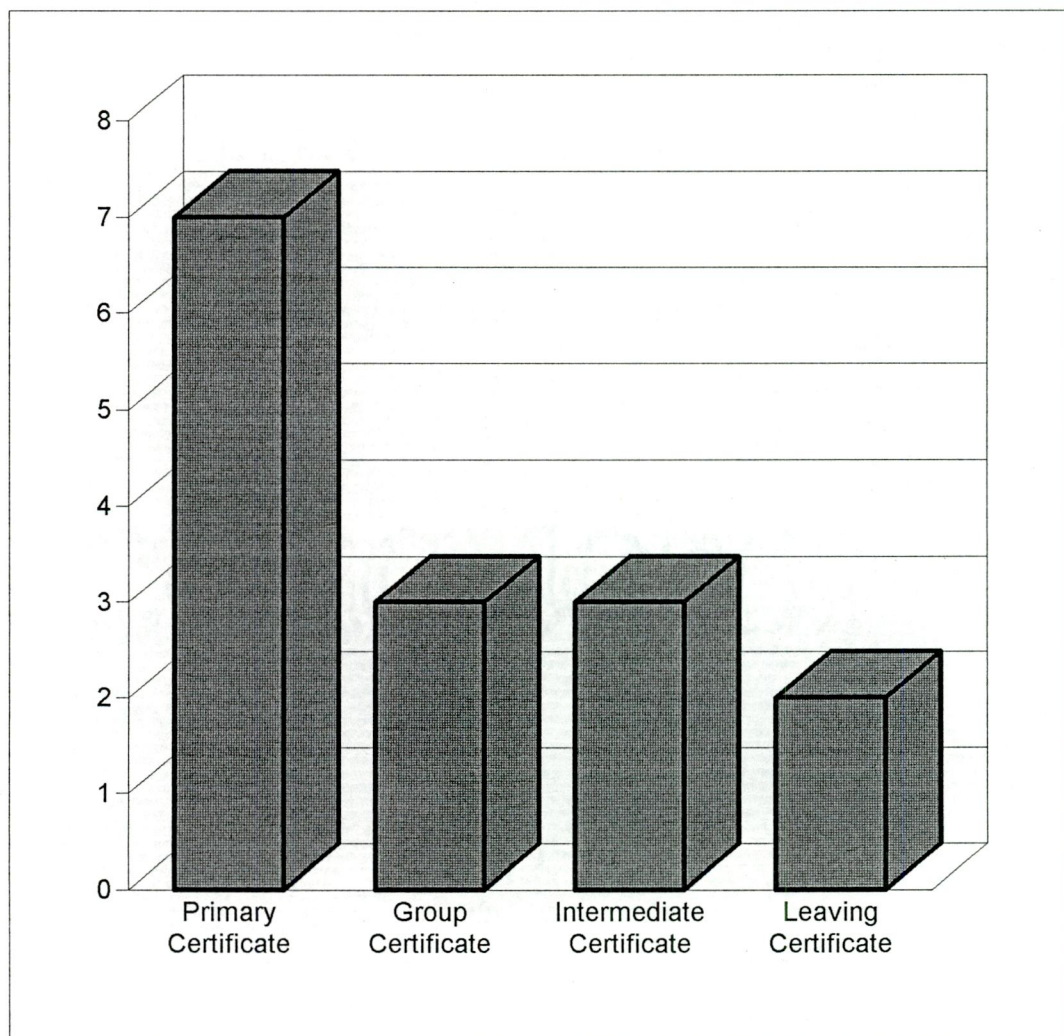
....the inadequate visual arts education in many primary schools is a matter of concern. Attitudes to the arts, the quality of teacher education, pupil-teacher ratios, class size, pressures on class time from other areas of the curriculum and inadequate facilities and materials are among the factors that have reinforced the neglect of art at this level. (1)

The activities that both parents recalled doing during the time allocated for art consisted of "drawing on slates and colouring with crayons and markers". One parent spoke of "messing around with plasticine". Both parents claimed that it was mostly in junior classes that they "did art".

From the five parents in Area A who had received some form of second level education three of them studied art. One parent chose to study art whilst the other two parents "had to do it".

TABLE 5.2

**A Breakdown of the Various Educational Awards
Received By Parents Interviewed from Area A**



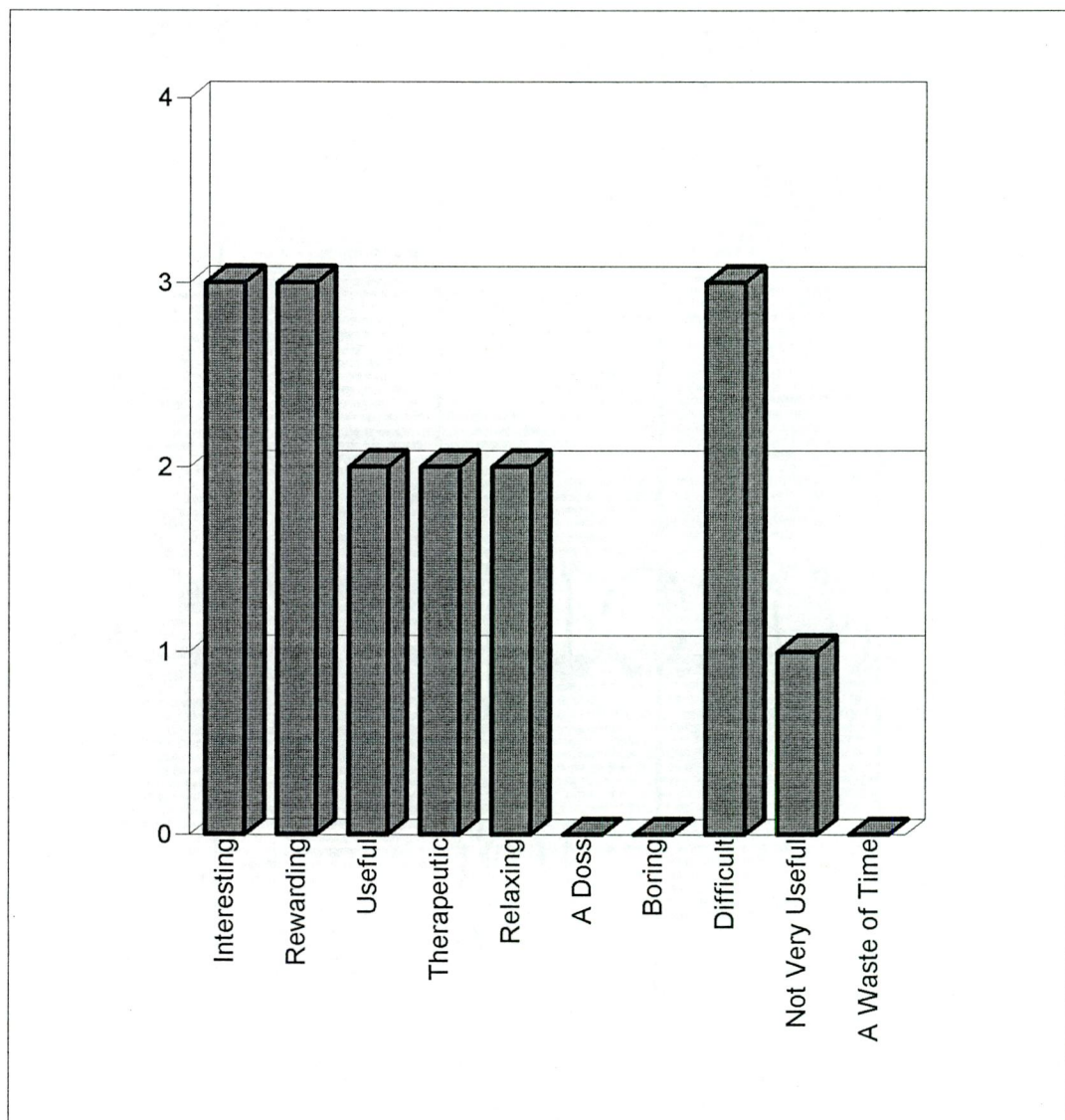
Painting and drawing were frequently mentioned as the activities carried out during the art class. There was no mention of any three dimensional work such as clay modelling, card construction or whatever.

All the parents with sons studying art at second level, had experienced some form of art education either at primary level or post primary level. Therefore it is likely that their experience of art education influenced their son's choice in deciding to study art.

All those who studied art at post primary level agreed that it was interesting and rewarding, but a difficult subject. The following table, Table 5.3 indicates what parents from Area A thought of art education during their second level schooling.

TABLE 5.3

**Parents' Attitudes Towards their Experience of Art Education
at Post Primary Level: Area A**



Parental Attitudes to Art Education at Post Primary Level: Area A

Seventy five per cent of parents interviewed in Area A believed that art is both worthwhile and "important for the development of the individual". One parent claimed that "it improves the child's outlook on life and makes him more aware of the little things in life such as a raindrop on a leaf". Others felt that art was worthwhile only "if you can get a job out of it". Another parent stated that "art gives you self worth and an appreciation of yourself, therefore it is worthwhile". Art was also viewed as important by parents in Area A because they felt that "it is an outlet", "a form of self expression". They believed that children from such an environment as Area A "need an outlet to express themselves".

Some of the parents interviewed in this Area felt that the importance of art education "has not been fully recognised". Fifty per cent of parents interviewed in Area A felt that there is not enough time or emphasis on art at post primary level. Many expressed their desire for art to be made compulsory for all first year post primary students and outlined numerous reasons for this view. One parent stated

Art is a subject that I think should be taught to everybody as it brings out people's imagination and brings out what is in them.

Yet in stating this, parents in Area A believed that "art is for the middle and upper classes more than the working class".

Social pressures such as low wages, large families and unemployment are some of the main reasons why working class parents believe that the study of art is more suitable for other social classes. One parent stated

Art is expensive and it is only middle and upper class parents who would be able to finance their child through his studies in art.

Besides being unable to finance a child through art college, parents in this area spoke of the difficulty in providing the child with basic art materials in the home. One of the interviewees stated

My son constantly sketches at home but he is financially limited to four pencils at the moment. If I could afford paint I would lash out and buy some.

This inability to provide a variety of art materials in the home was highlighted by many parents throughout the interviews. In other homes there were no art materials or resources whatsoever. Art, according to one parent was seldom discussed at home.

"We never speak about art at home". Another parent stated

I do not think my son does art in school. Well he never speaks about it at home. He always talks about other subjects but has not mentioned art.

In homes where there was a supply of art materials, they usually consisted of paper, crayons and markers. Very few parents provided paint for their

children and none of those interviewed had art or design books or magazines at home for their children's use.

Overall; in Area A, art was rated as the most popular subject by parents when asked to identify the subjects preferred by their son. Table 5.4 provides a breakdown of subjects preferred by interviewee's sons in Area A.

Although art was rated as the most popular subject it never takes up a substantial amount of homework time even though the children get art homework. At parent teacher meetings speaking to the art teacher is not a high priority on their list. For example question seven in section two of the interview asks, "Have you met the art teacher at such events ?" (Parent teacher meetings). The majority of parents replied no. When asked why, the reply frequently received was "I would not have time to see all of the teachers".

In relation to other subjects, the majority of parents in Area A regarded art as a subject of less importance. Many parents interviewed claimed "If he was finished his homework or if he was not studying for exams he would do a bit of art".

In Area A, the majority of parents interviewed do not encourage their sons to engage in art work or art related activities within or outside of the home.

They believe that it is up to the individual. One parent stated

I encourage him when he does it but I do not suggest he should do it.

A second parent claimed

I let him make up his own mind, if it does not come from inside it is not worth anything anyway.

Many parents claimed that they had encouraged their sons at a younger age but not now. In analysing the interviews it is evident that there are other reasons why parents in Area A do not encourage their sons to engage in art activities. For example one parent stated

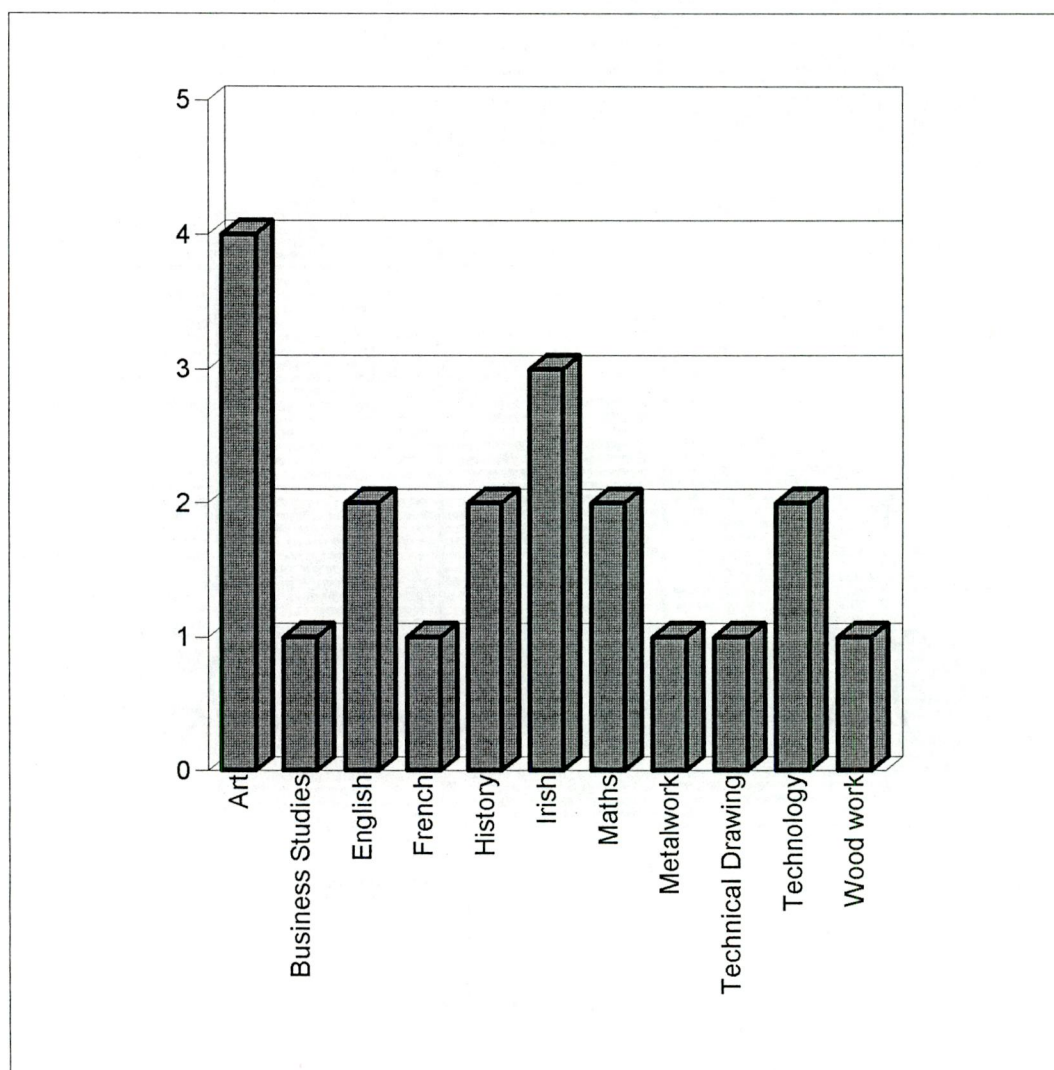
I would encourage him if he was good at it, but he is not.

Another parent claimed

Because he is into football and things like that he does not have time for art.

Seventy five per cent of all parents interviewed in Area A have a very materialistic perception of the value of art education for their child. Such parents believe that art education is worthwhile because

- (a) "One will have it for the rest of one's life"
- (b) "It is a skill you acquire, a good skill to have and one you can do at any time"

TABLE 5.4**Subjects Preferred by Students in Area A as Identified by Parents**

The remaining twenty five per cent perceived the value of art education in a different way. These parents valued art for their son as they felt it contributed to "the development of self confidence and self worth" and could boost "self esteem".

One parent stated that art "was an outlet for his son "through which" he can express his inner fears and feelings".

From this study it seems that working class parents are unaware of what art education involves at post primary level. Their own experience, or lack of experience, in the visual arts greatly affect their perception of art education within the school. Asked what type of activities students undertake in their art classes, parents frequently replied "painting and drawing". Other aspects of the subject including the history and appreciation of art and design were rarely mentioned. The following table, Table 5.5 gives a more detailed breakdown of what parents think students do in the art class.

Those parents interviewed whose son was studying art either in second year or in Pre-Leaving Certificate were more aware of the activities undertaken in the art class. Table 5.6 provides a detailed breakdown of the activities which these parents claim are carried out in the art class.

Responses to question eleven, "What kind of career opportunities are available in the art and design field ?", were in keeping with my hypotheses regarding working class parents perception of careers in the visual arts.

TABLE 5.5

**A Breakdown of What Parents Interviewed in Area A
Think Students Do in the Art Class**

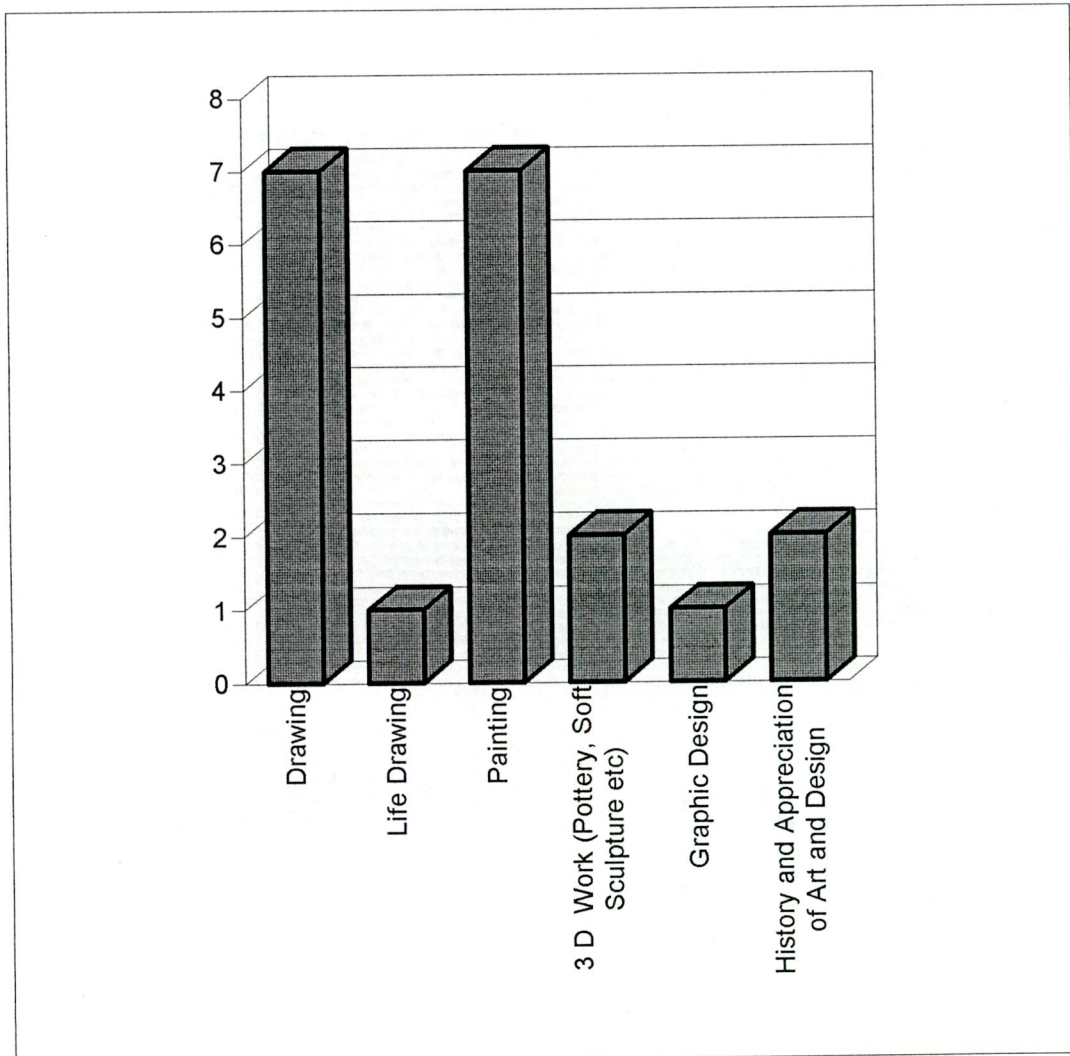
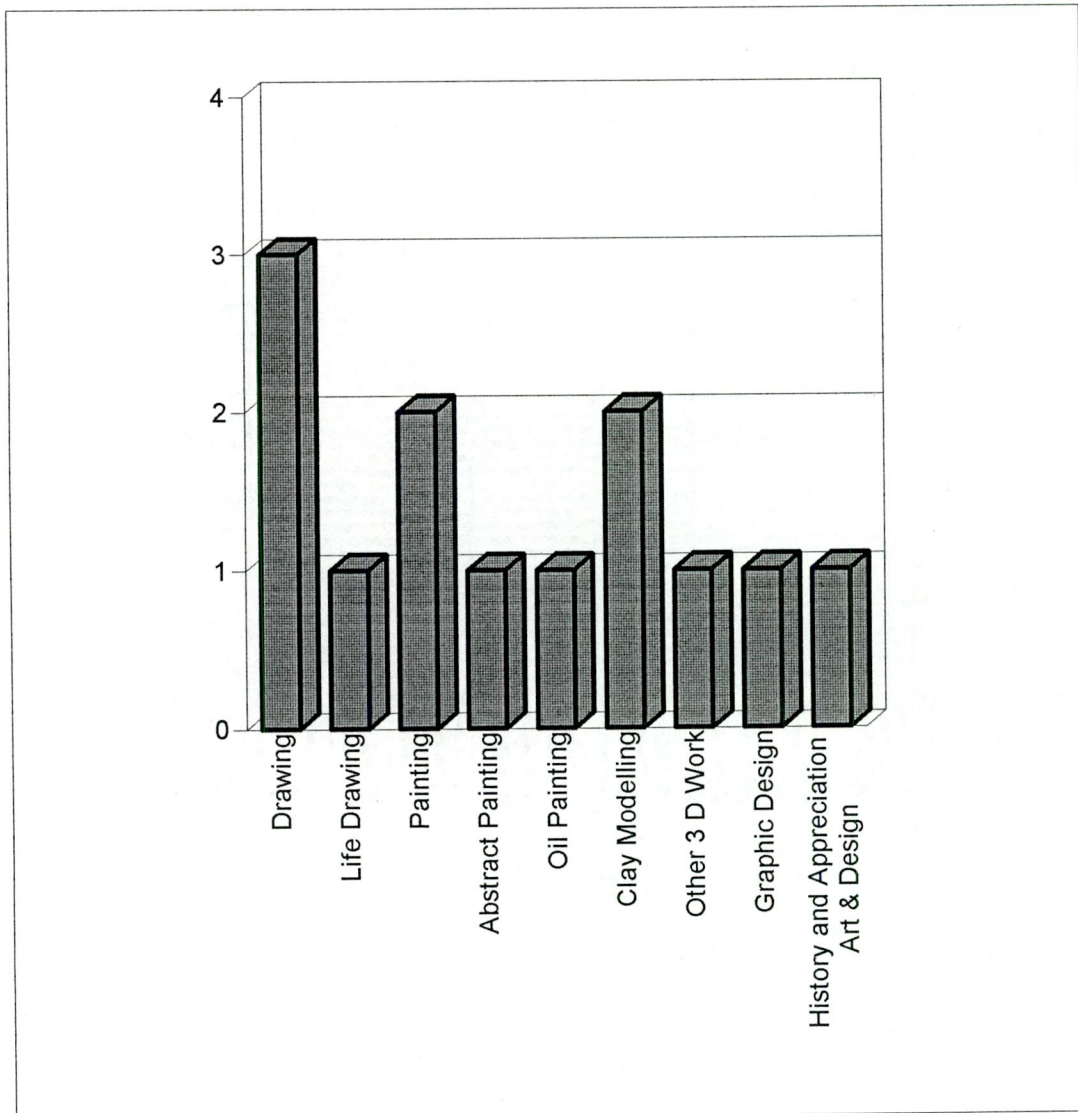


TABLE 5.6

A Breakdown of What Parents Interviewed in Area A with a Son Studying Art at Second Level Think Students Do in the Art Class



In the Introduction I stated that working class parents are generally unaware of the many ways in which art education can contribute to a wide range of activities in society. Fifty per cent of the parents interviewed believed that there was no career opportunities available in the art and design field.

One parent stated

I never thought that you could pursue a career in that line.

A second parent claimed

None, unless you have your name on the Arts Council.

A third parent stated

None in this country anyway. The only thing I can think of is a freelance painter.

And a fourth parent stated

I do not see a career out of art.

Those parents who believed that there are careers in the art and design field, were unaware of the range of career opportunities available. When asked, "What career opportunities are available in art or design ?", parents outlined very obvious and traditional careers. The various career opportunities available, according to parents in Area A are as follows:

- (a) Architect
- (b) Graphic Designer
- (c) Art Teacher
- (d) Painter
- (e) Sculptor

The Home School Liaison Officer, Kevin Connaughton, stated that "working class parents view things with regard to job potential". Securing employment seems to be a big thing" (2). R.D. Hess, whose work has been reviewed in Chapter II, also claims that working class parents encourage their offspring to prepare for a steady line of work. Herbert Hyman, the American sociologist, also claims that working class parents "when evaluating jobs, emphasise stability, securing and immediate economic benefits". (3) From the present study I can also draw similar conclusions. In reply to question twenty five, "What do you hope your son will do after he leaves Post Primary school ?", one parent replied

I would like him to have a good trade behind him, for example
a welder

A second parent stated

I hope he will get a job in a factory, or an apprenticeship
because he would have a secure future, a good income and a
good standard of living.

When parents from Area A were asked, "How would you feel if your son decided to pursue a career in art or design ?", some parents felt that it was "his own choice", "his own decision once he was happy".

One parent claimed

If I though that it was applicable to his own character and ability then I would be happy for him".

A second parent claimed

I would be delighted

But not all parents would be delighted if their son decided to pursue a career in the art and design field. In Area A, I found that fathers were more likely to discourage their sons than mothers. For example, one father claimed

I would discourage him and talk him into something different altogether. I would think that he is wasting his time. I would place more value on a steady job.

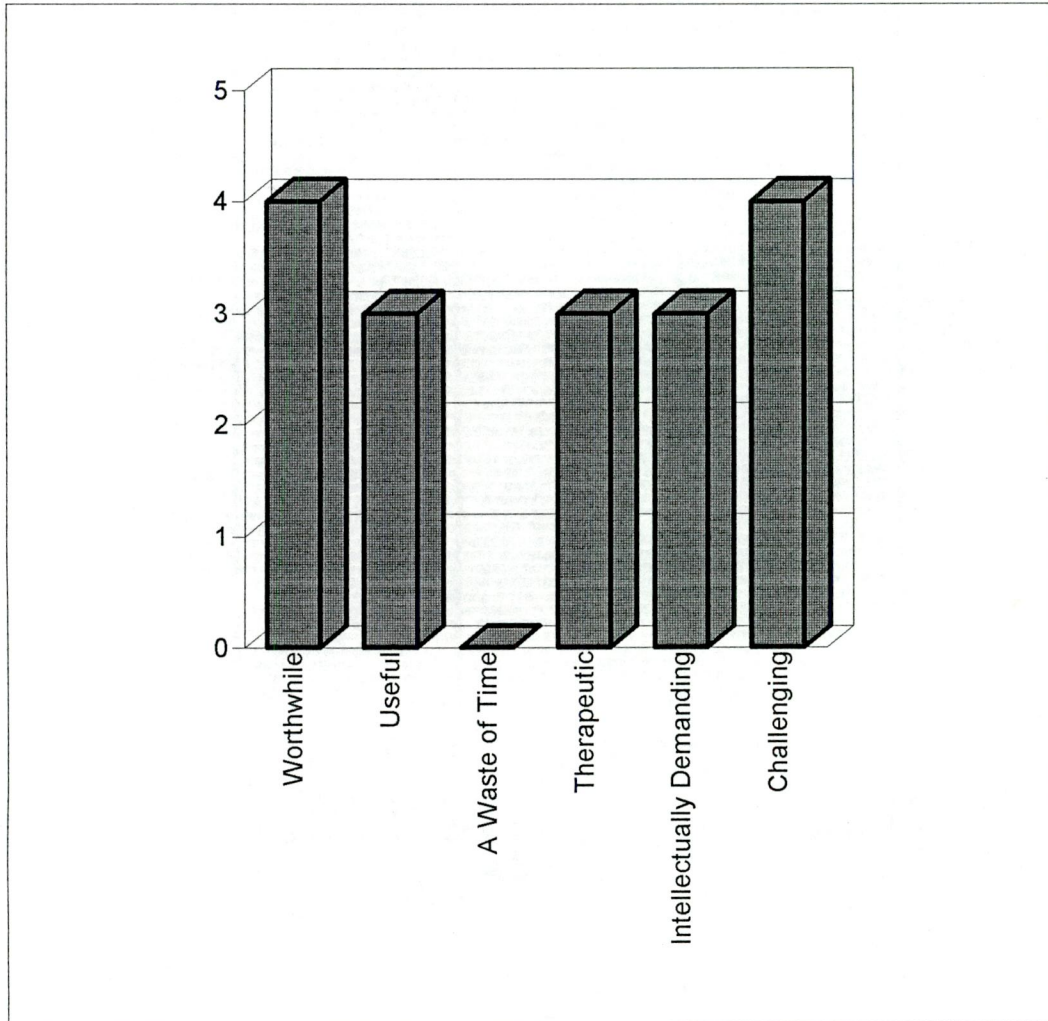
Another father claimed

I would not encourage him, as the chances of getting a job out of art are quite poor. I would prefer him to have a secure job and a secure future with a good standard of living.

The following table, Table 5.7 summarises parental attitudes towards art education at second level from Area A.

TABLE 5.7

**A Summary of Parental Attitudes Towards Art Education of
Post Primary Level in Area A**



This section of Chapter V has analysed and presented attitudes to art education at post primary level from a working class perspective. In the next section attitudes to art education at second level from a middle class perspective will be presented through an analysis of the interviews conducted in Area B.

Information on Parents Interviewed from Area B

Eight parents were also interviewed in Area B, five of whom were male and three female. All of the eight interviewees can be classified as middle class and each resided in Area B. The social class of each interviewee, as in Area A, was determined either by the interviewee's occupation or her husband's occupation, (if the interviewee was a housewife).

Although randomly selected, four of the interviewees in Area B were teachers, two were housewives, one a bank manager and the other, a graphic designer.

All of those parents interviewed in this area had received both primary and post primary education. Five parents had third level qualifications. Table 5.8 indicates the type of second level education received by the eight interviewees in Area B. It is evident from table 5.8 that the majority of parents interviewed have received a secondary school type education. As we have seen in Chapter IV secondary school education was, generally

speaking, only available to the middle and upper classes before the introduction of free education in 1967. The highest educational award received by interviewees in Area B was university degree. This is in stark contrast with parental educational achievements in Area A. In Area A, the highest educational qualification received by parents was the Leaving Certificate. Table 5.9 gives a breakdown of the various educational awards received by parents interviewed from Area B.

Five of the parents interviewed in Area B recalled doing art at primary level and four parents studied art at post primary level.

Two of the parents who did art at primary level were male and three female.

One interviewee claimed

We did not have art, there was no option. I do not think it was in any male primary schools at the time.

All five parents claimed that they "did not do an awful lot of art in primary school" and "If anything it was mostly done in junior classes". The activities that each parent recalled doing, during the "art period" mainly consisted of drawing and "basic colouring" with crayons and paints as well as modelling with plasticine.

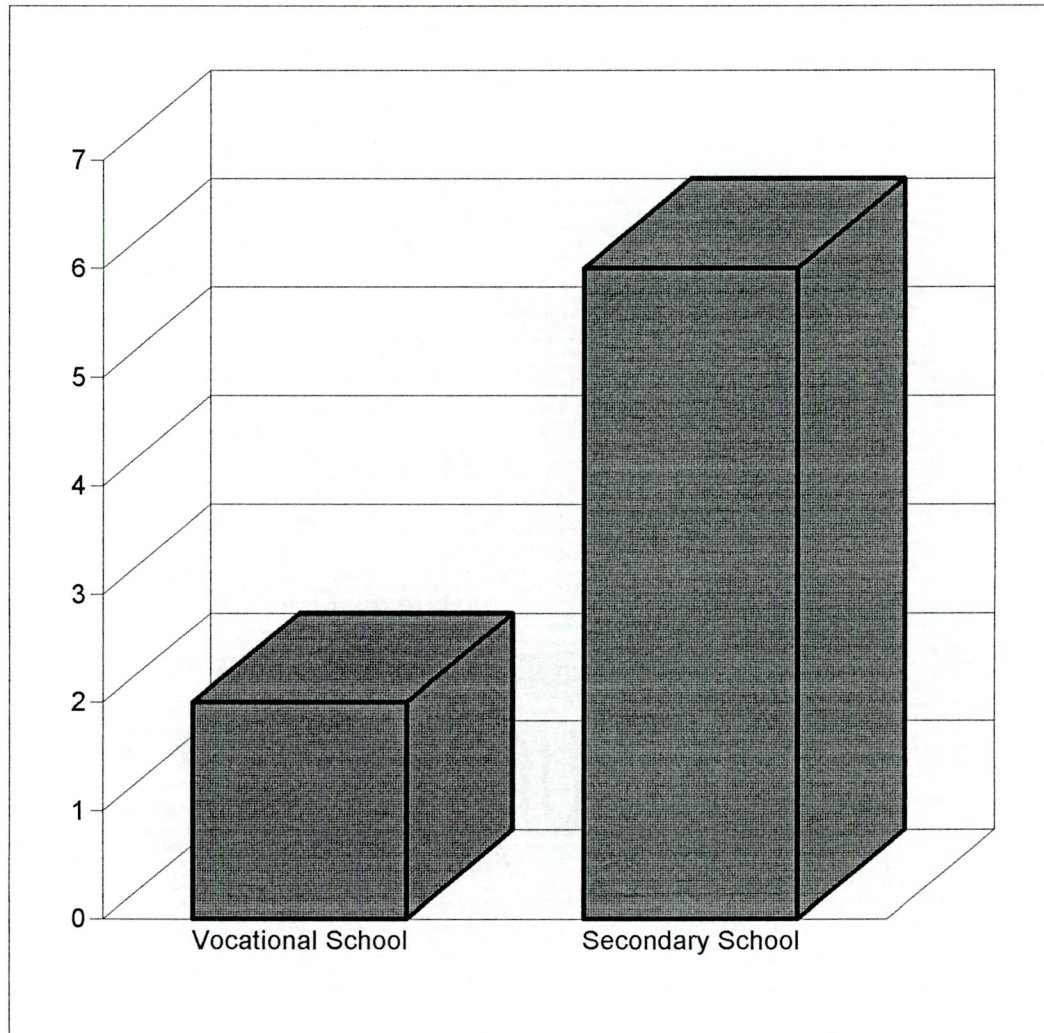
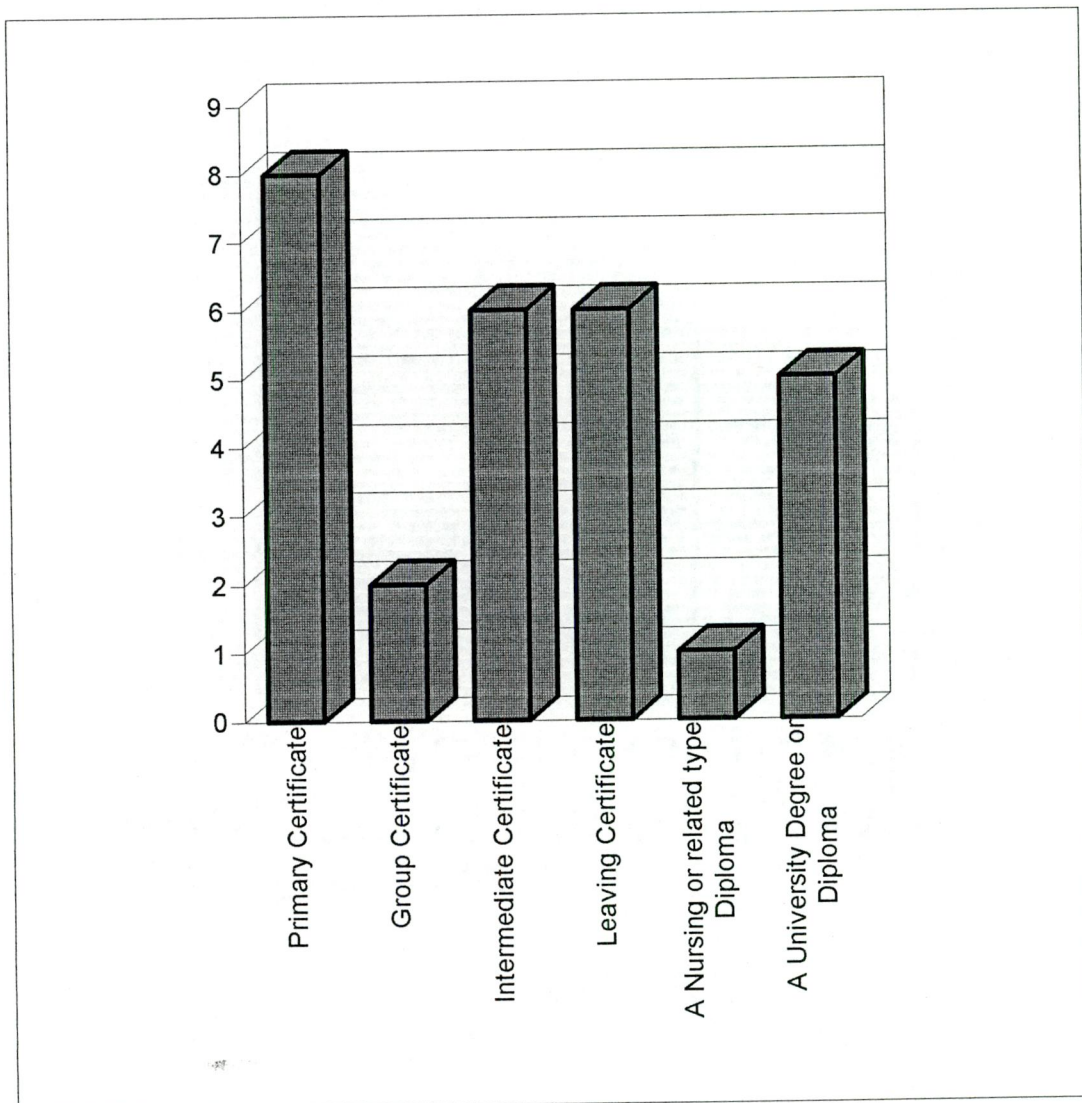
TABLE 5.8**Types of Second Level Education Received by Parents from Area B**

TABLE 5.9

**A Breakdown of the Various Educational Awards
Received by Parents Interviewed from Area B**



Four parents interviewed from Area B studied art at post primary school.

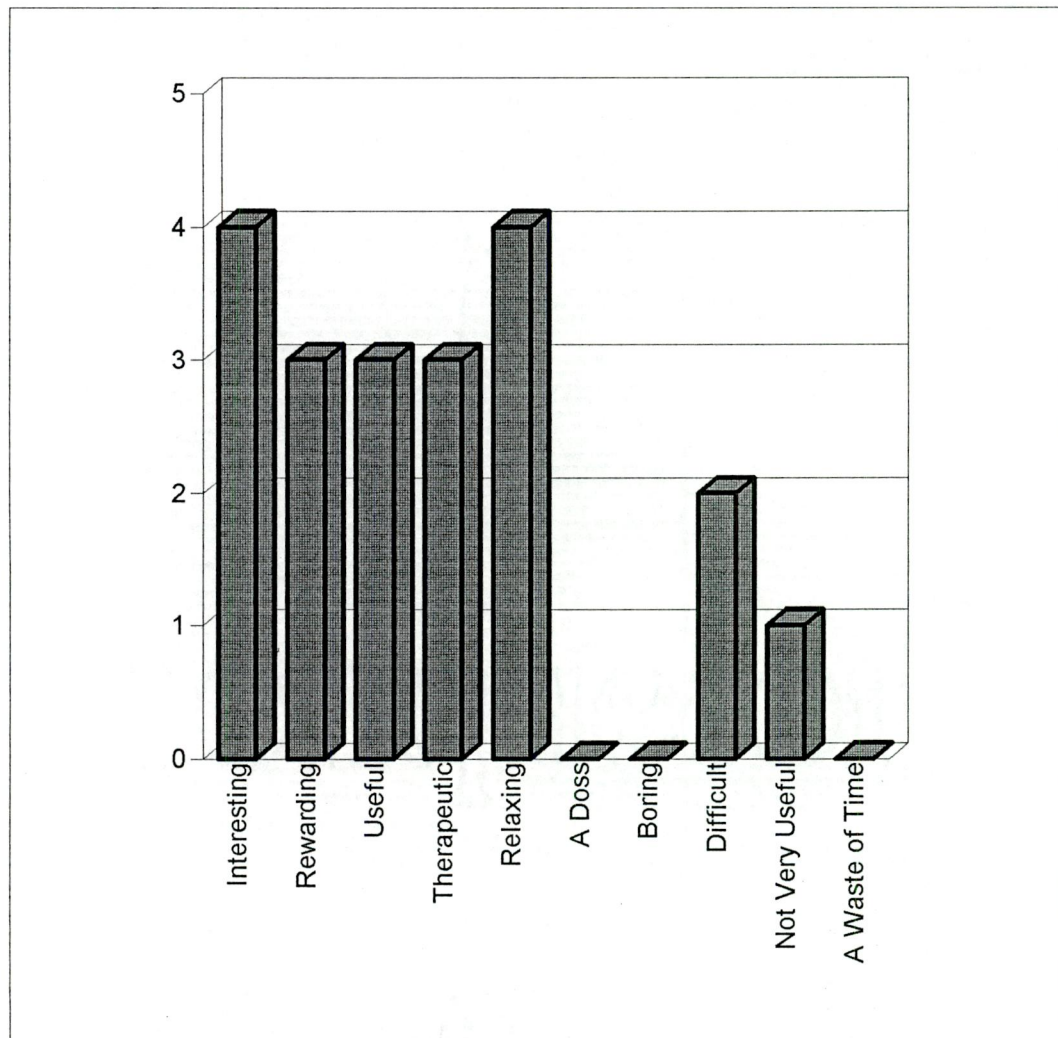
One parent chose to study art whilst the other three were "put into it".

Most parents experienced a very traditional type of art programme which consisted mainly of "painting and drawing" and "poster design". One parent was fortunate enough to experience a rich and varied art programme at second level. This programme included all types of three dimensional work, designing and making stage sets, film making, photography graphic design, painting and "an excellent grounding in the history and appreciation of art and design". This experience has had a significant effect on his attitude to art education at second level today.

All those who studied art at post primary level agreed that it was both interesting and relaxing. The following table, Table 5.10 indicates parents perception of their experience of art education at post primary level.

TABLE 5.10

**Parents' Attitudes Towards their Experience of Art Education
at Post Primary Level: Area B**



Parental Attitudes to Art Education at Post Primary Level: Area B

All the parents interviewed in Area B believed that art was a "very worthwhile subject" with many contributions to make to both the development of the individual and to society.

One parent stated

Art gives D_____ a lot of confidence. It helps him to be extrovert rather than introvert. It is a good influence on his personality.

Another parent claimed

It improves his personality, and makes him a more colourful person.

All parents interviewed in this area perceived art as a difficult but challenging subject, One interviewee stated

I think that it is a misconception that art is an easy subject and taken as a soft option. Art is extremely difficult and extremely interesting

Many of the parents interviewed were unhappy with the present position of art education at post primary level. Parents in this area claimed that there is not enough money or time devoted to art education at second level today. Parents stressed that there is a need for a greater emphasis on the visual arts both at primary and post primary level. One parent claimed

I would like to see more emphasis on art education and an improvement in the quality of art education at second level today.

Another parent stated

I would have liked if G_____ had done more art in primary school. I think that it is in primary school that art has to be developed before pupils move on to second level education.

And a third parent stressed

It is a pity that primary school teachers are not better equipped to teach art, because it is at primary level that the interest is frequently aroused.

One of the parents interviewed in Area B believed that art "is mostly for girls", boys according to this parent "are prone to rougher things such as football". This parent was a mother whose son does not study art at post primary level. The reason is self-explanatory.

Overall in Area B, art and history were rated as the two most popular subjects by parents when asked to identify the subjects preferred by their sons. Table 5.11 provides a breakdown of subjects preferred by students in this area as identified by parents. Although art was rated as a popular subject, very little time was spent on art homework or other artistic activities during the week. A mother of a Pre-Leaving Certificate student stated

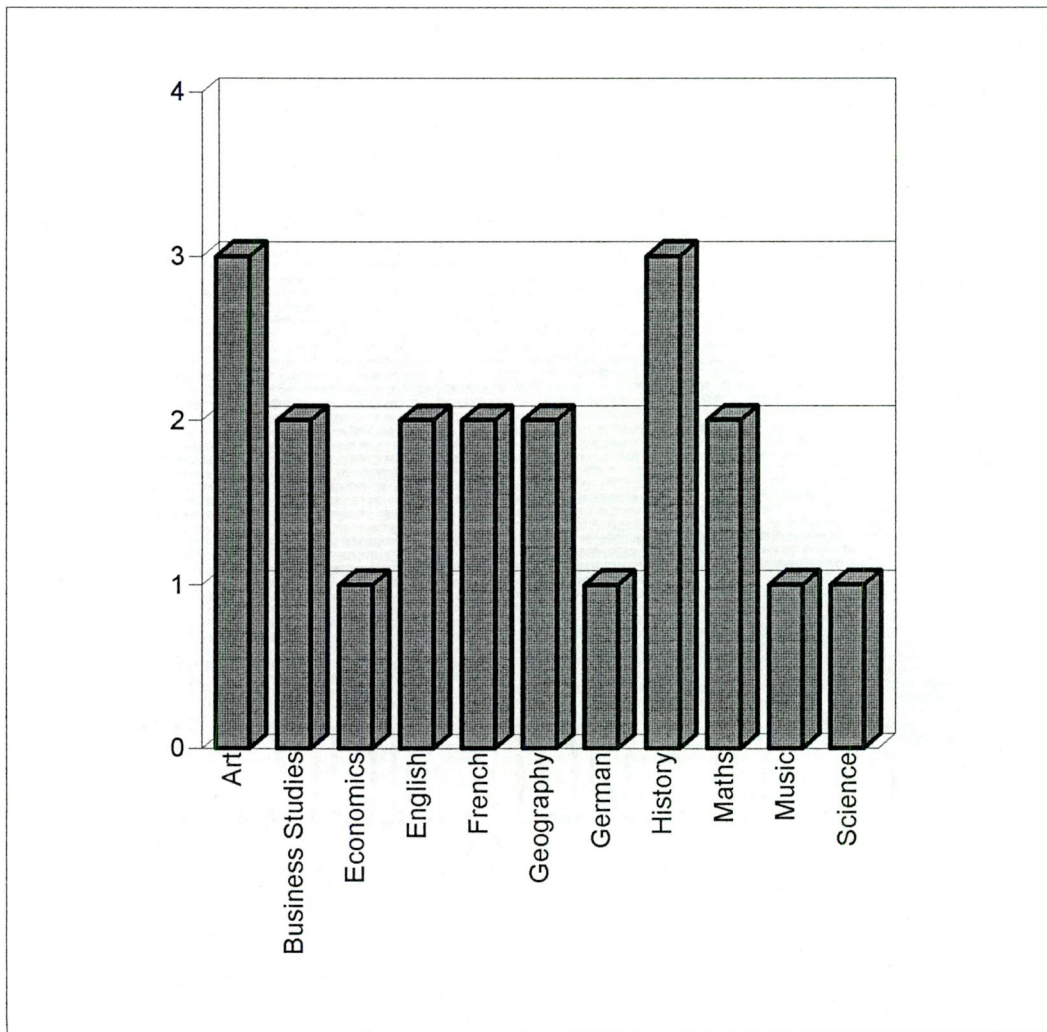
There was a time when he did loads, but now in the last year he does not spend much time.

Another parent claimed that his son "does very little, he tries to copy album covers for example Guns and Roses, but not on a continual basis". And a third parent stated

P_____ is into hurling and football and watching sport which I do not discourage as I think it is a healthy pastime for him. As a result he does not have time for art.

TABLE 5.11

**Subjects Preferred by Students in Area B
as Identified by Parents**



In comparison with Area A where meeting the art teacher at parent teacher meetings was not seen as very important by parents, all parents interviewed from Area B had met the art teacher at least once. Parents in this area believe that meeting the art teacher was as important and as valid as meeting any other teacher.

Fifty per cent of all parents interviewed in Area B encourage their son to engage in art and/or art related activities within and outside of the home. The remaining fifty per cent neither encourage nor discourage their son to involve himself in art activity. They believe that "it is up to himself". Those parents in Area B who encourage their sons to engage in art activities do so in a variety of ways. One father stated

I am involved in a youth club and I get N_____ to design and make posters. I ask him to do things deliberately connected with art. When we watch television I would ask him to look at how the episodes of a particular programme are put together. We analyse such episodes through the producer's eyes.

Seventy five per cent of parents interviewed in Area B spoke of having "loads" of art resources in the home for their son. Resources range from basic materials such as pencils, paper and water based paint, to materials such as clay, oil paints, art history books, magazines etc. Providing art materials in the home was not a problem for parents in Area B In Area A providing

materials, as we have seen, was a problem that parents frequently acknowledged during the interviews.

An analysis of the interviews conducted in Area B also reveal that middle class parents are more aware of what art education at post primary level involves than parents from a working class background. Therefore they are in a better position to base their attitudes on what they know rather than what they assume. Asked what type of activities students undertake in the art class, the three most frequent replies were, painting, drawing and three dimensional work. Calligraphy, graphic design, textiles and the history and apprection of art and design were also mentioned.

The following table, table 5.12 gives a breakdown of what parents in Area B think students do in the art classes. Those parents interviewed whose son was presently studying art at second level were very aware of what he did in art class. Therefore this would suggest that in middle class homes there is a higher level of interaction between the parents and the child than in working class homes. This finding is supported by the findings of both Farran and Ramey whose work has been reviewed in Chapter II. Table 5.13 provides a breakdown of the parents views of what their children do in the art class.

TABLE 5.12

A Breakdown of What Parents Interviewed in Area B
Think Students Do in the Art Class

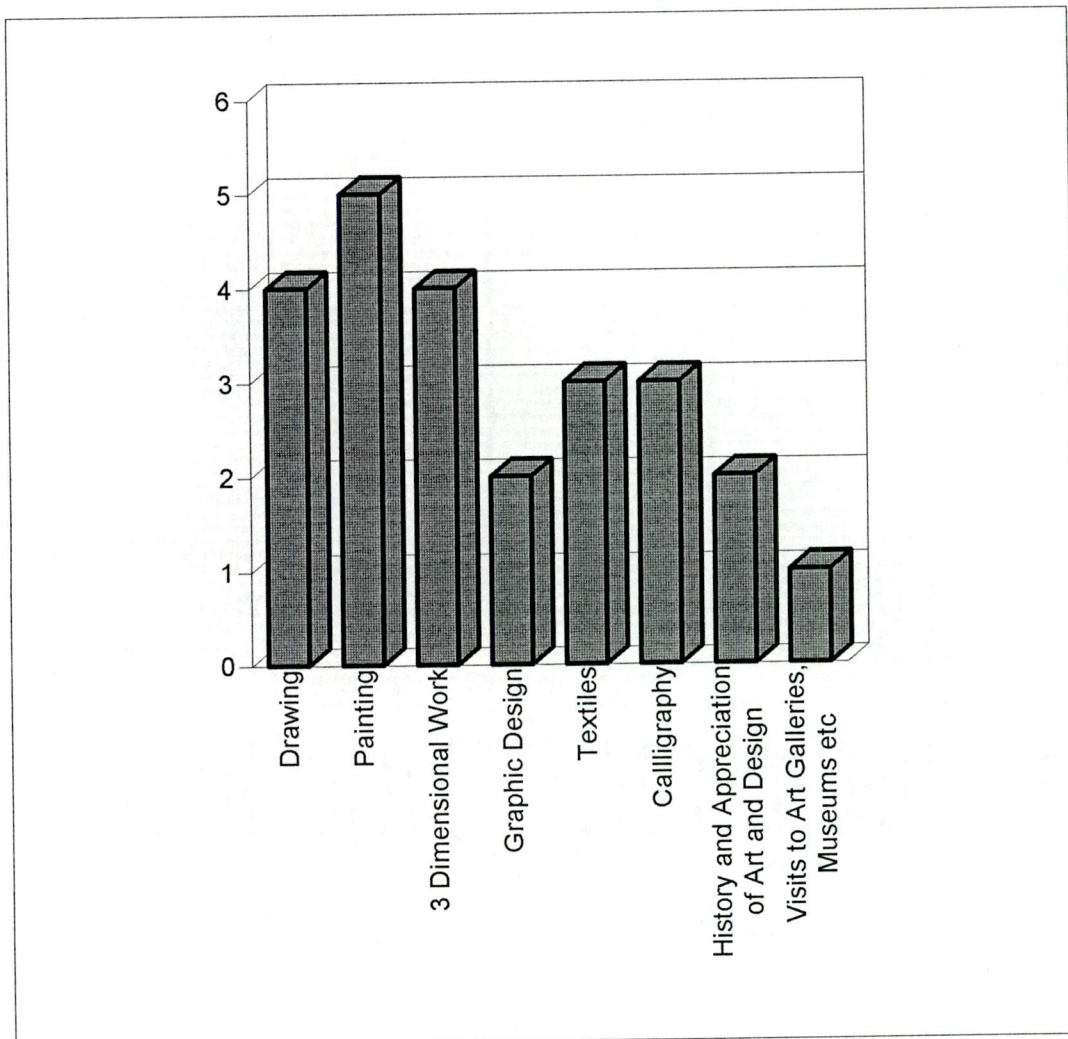
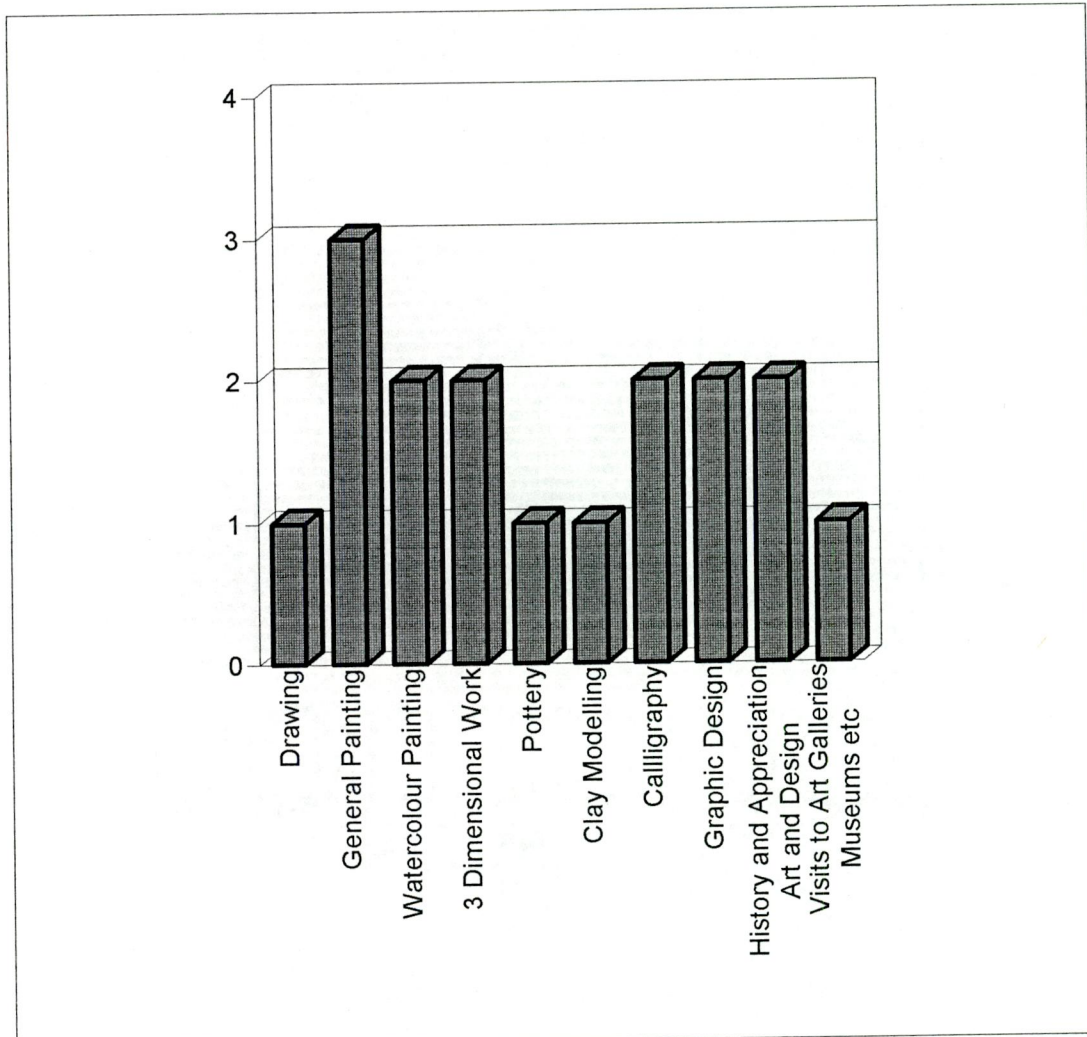


TABLE 5.13

**A Breakdown of What Parents Interviewed in Area B
With A Son Studying Art at Second Level Think Students
Do in the Art Class**



My findings support this hypothesis. In the introduction I claimed that parents from a middle class background are generally more aware of the range of career opportunities in the art and design field. The various career opportunities available according to parents interviewed in Area B are as

follows

- (a) Sculptor
- (b) Painter
- (c) Graphic Designer
- (d) Set Designer
- (e) Animation
- (f) Costume Designer
- (g) Theatre Designer
- (h) Fashion Designer
- (i) Ceramic Design
- (j) Glass
- (k) Industrial Designer
- (l) Interior Designer
- (m) Advertising
- (n) Art Teacher
- (o) Curator (at Art Galleries, Museums etc)
- (p) Photographer
- (q) Art Historian
- (r) Art Critic
- (s) Architect
- (t) Metal Worker/Designer

This long list of occupations contrast strongly with the list from Area A. In Area B one parent out of all those interviewed held very traditional attitudes towards pursuing a career in the art or design field. He felt that "your chances of making a living out of it would be slim". When asked, "How would you feel if your son decided to pursue a career in art or design ?", he replied

I would be very wary. I would ask him what kind of a career was that. It would be my duty to point out to him that the chances of making a living in the visual arts are slim, selling pictures is a dodgy business.

Overall, parents interviewed in Area B were very aware of the range of careers both directly and indirectly related to the visual arts.

Various studies conducted to assess social class differences were reviewed in Chapter II. An example of one of these studies is the work of R.D Hess already referred to in this chapter. In one of the studies conducted by Hess, he found that middle class parents expect their children to attend college, to receive a third level education. My research and findings supports the findings of Hess. All parents interviewed in Area B, with the exception of one, expect their sons to attend college. For example, in reply to question twenty eight which asks, "What do you hope your son will do when he leaves post primary school ?" one parent replied

I would like to see him finishing off in college at university level and finishing a good degree course, because I believe a young man going out into the world having a degree is a lot better equipped mentally and emotionally to accept responsibility.

A second parent stated

I would like G_____ to go on to third level to complete his growing up, as I feel it is ridiculous to slot somebody into a career at eighteen.

And a third parent claimed

I hope that he will go on to art college and pursue an art related career such as graphic design or fashion design.

Overall, the majority of parents interviewed in Area B claimed that they would be extremely supportive if their son decided to pursue a career in the visual arts. One father stated

I would support, encourage and help him in every way, both financially and emotionally I would provide him with whatever materials he wanted.

Another father claimed

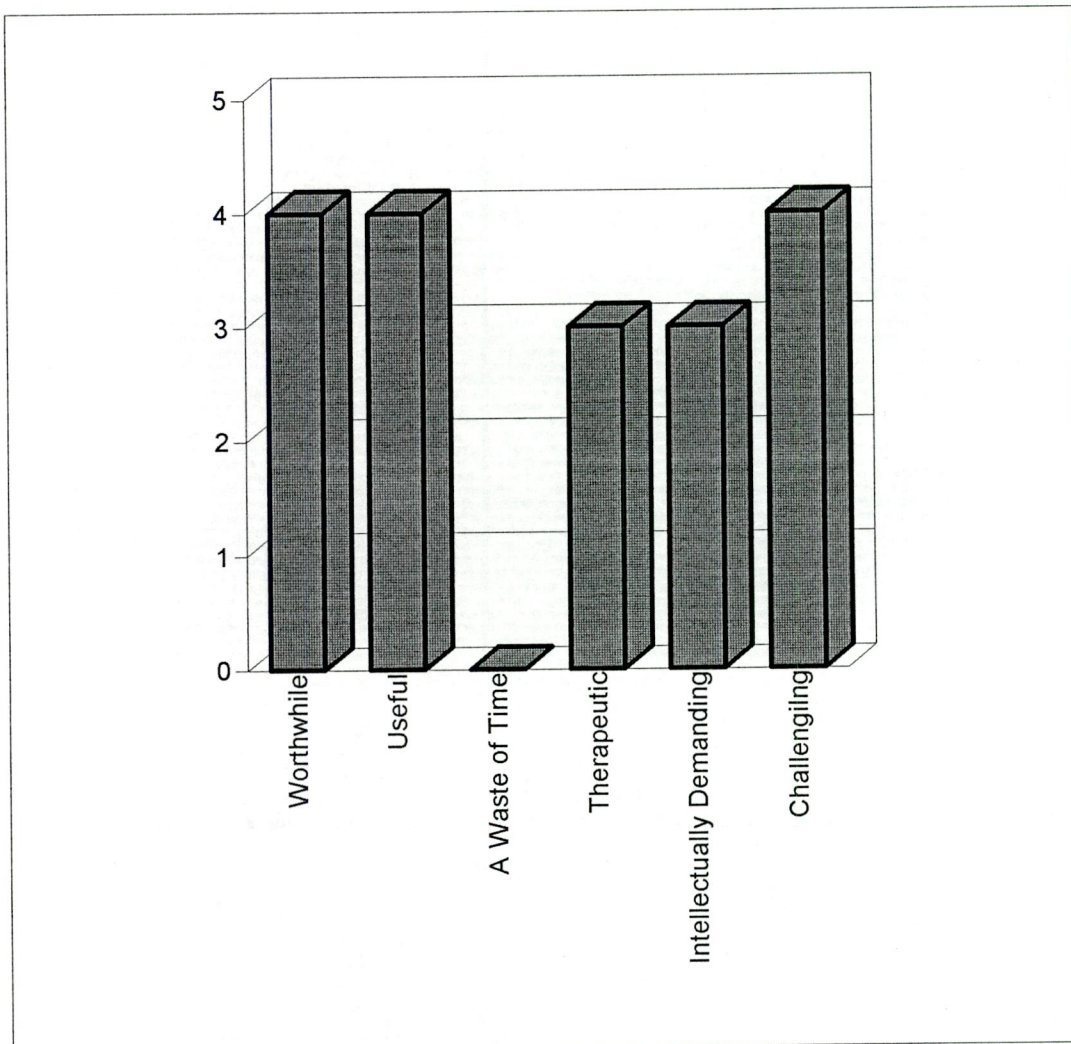
I would have no objections what so ever, as I have stated before the opportunities are endless in the art and design field.

The following table, Table 5.14 summarizes parental attitudes towards art education at second level from Area B.

In this chapter the interviews, conducted to assess parental attitudes to art education at post primary level were analysed. From this analysis it is evident that parents who experienced a rich and varied art education during their years at school possess much more favourable attitudes towards the visual arts at second level than parents who had little or no contact with the visual arts during their education. In the next chapter, Chapter VI the disseration is concluded and recommendations are proposed.

TABLE 5.14

**A Summary of Parental Attitudes to Art Education of
Post Primary Level in Area B**



FOOTNOTES : CHAPTER V

1. Curriculum and Examinations Board (CEB) An Bord Curaclaim agus Scrúduithe. The Arts in Education: A Curriculum and Examinations Board Discussion Paper. (Dublin: CEB, 1985) p. 17, 6.3.1.
2. Interview carried out as part of my research for this dissertation with Kevin Connaughton, Home School Liaison Officer at St. Aidans Community School, Brookfield, Tallaght, Dublin 24. See Appendix 2.
3. Michael Haralambos and Robin M. Heald, Sociology : Themes and Perspectives (London: Bell and Hyman, 1985) p. 193.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

The visual arts remain under emphasised at all levels of Irish education, especially at post primary level.

All students should be given the opportunity to follow a broad visual arts course throughout their time in formal education.

Art education continues to be viewed by most parents as a subject which

- (a) is more suitable for girls than boys.
- (b) is more suitable for difficult pupils and slow learners than for academically bright pupils.
- (c) is more suitable for the middle and upper classes in society than the working class.
- (d) is worthwhile only if one can pursue a career in the art and design field.
- (e) offers little or no career opportunities to those who study art beyond post primary education.
- (f) involves only painting and drawing.
- (g) is less important than other subjects in the curriculum.
- (h) requires little or no real effort or commitment in comparison to other subjects.

There is a considerable lack of awareness of the many ways in which art education can contribute to a wide range of activities in society.

Working class parents possess less favourable attitudes to art education at post primary level than middle class parents.

From this study it is evident that not only working class but most parents possess unfavourable attitudes towards art education at second level. An exception can be made for the small minority who had a positive experience of art education during their years at school. This forms the basis for my belief that all students, regardless of their abilities in other subject areas, should be given the opportunity to follow a visual arts course throughout their years in formal education. Until this happens, we as art educators have a responsibility to promote through our teaching an appreciation and recognition of the value of the visual arts at all levels of education. Such an appreciation and value for the visual arts in education can be created and nourished through an art programme of quality and quantity. An art programme of richness and variety will not only enhance and contribute to the mental, physical and emotional development of students but will heighten the perception of future generations to the value of the visual arts at all levels of education.

Recommendations

Although a better provision of the visual arts in Irish education can only be brought about by the Department of Education and those engaged in the forming of educational policy, more positive parental attitudes towards art education can be developed by the art department in all second level schools in Ireland. Findings in this study reveal that many parents are unaware of what art education involves at second level. Many parents were also unaware of the many career opportunities in the visual arts. Many attitudes towards art education at post primary level are based on what the parent assume rather than what he/she knows. Therefore parents need to be made more aware of

- the rationale for the visual arts in education.
- the various activities undertaken in the art, craft and design class.
- the range of career opportunities available in the art and design field.

To develop this awareness, the art department in every post primary school throughout the country should compile an information package. This should include both written and visual information, outlining the rationale for the visual arts, the activities carried out in the art classes, the range of careers available and perhaps some samples of student work.

Within the school art should be more widely and positively promoted and student work displayed extensively inside and outside the building.

Projects which would involve making art, with and for the community, should be encouraged at all levels of post primary education. An ideal time for such interaction is the transition year and students should be encouraged to initiate and sustain such projects during this period. Such interaction with the community would undoubtedly create and develop an awareness of the visual arts and the value of art education at post primary level.

Links between art, craft and design and other subject areas within the curriculum should be further developed at post primary level.

Finally, we must strive to ensure that all students regardless of their ability are given an opportunity to follow a visual arts course during their years at school. Until this happens parental attitudes towards art education at post primary level will remain diverse and prejudicial and all the taboos associated with art in school will continue to stifle the development of more positive attitudes towards the visual arts in all levels of Irish education.

The past is not for living in; it is a well of conclusions
from which we draw
in order to act.

John Berger 1972

APPENDIX 1

The Structured Interview Used To Assess Parental Attitudes to Art

Education At Post Primary Level

SECTION ONE

1. Name of Parent

2. Telephone No.

3. Age

4. Male / Female

5. Occupation

(a) Title of Job

(b) Kind of Work

(c) If Employer
how many people
do you employ ?

(d) If Unemployed
what previous job
did you hold ?

6. Are you living in a

- (a) Detached House
- (b) Semi-detached House
- (c) Terraced House
- (e) Other

7. What did your Education consist of

- (a) Primary Education
- (b) Some Vocational Education
- (c) Complete Vocational Education
- (d) 1 or 2 yrs of Secondary School Education
- (e) 3 or 4 yrs of Secondary School Education

- (f) Finished Secondary School Education
- (g) Some 3rd level Education
- (h) A third level degree

8. What was the highest award or attainment in Education that you received ?

- (a) An Group Certificate
- (b) An Inter Certificate
- (c) A Leaving Certificate
- (d) A Technical College Certificate or Diploma
- (e) A Nursing or related type of Diploma
- (f) A University Degree
- (g) Other

9. What subjects did you do at primary school ?

- (a) English
- (b) Irish
- (c) Maths
- (d) Geography
- (e) History
- (f) Art
- (g) Music
- (i) Physical Education
- (j) Others

10. What subjects did you take at Post-Primary school ?

- (a) English
- (b) Irish
- (c) Maths
- (d) Geography
- (e) History
- (f) Commerce
- (g) French
- (h) German
- (i) Latin
- (j) Greek
- (k) Hebrew
- (l) Science
- (m) Art
- (n) Music

- (o) Home Economics
- (p) Woodwork
- (q) Metalwork
- (r) Technical Drawing

11. Which subjects did you like most

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12. Which subjects did you like least

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13. Of the subjects that you took at Post-Primary level , which proved to be more useful to your life after school ?

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14. Which subjects proved to be more useful for your career ?

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15. Which subject(s) did you enjoy most ?

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16. Give reasons why you enjoyed this subject(s)

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17. Did you do Art as a subject in Primary School ?

Yes

No

(a) If you did , What did it consist of , what kind of activities did you do ?

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18. Did you take Art as a subject in Post-Primary school ?

Yes

No

19. Why , give some reasons

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20. Did you ,

(a) choose to do Art

(b) choose not to do it

(c) or was Art a compulsory subject

21. Why did you choose it ?

22. Why did you not choose Art ?

23. What kind of things did you do in the art class

24. Did you find Art

- (a) Interesting
- (b) Rewarding
- (c) Useful
- (d) Therapeutic
- (e) Relaxing
- (f) A loss
- (g) Boring
- (h) Difficult
- (i) Not very useful
- (j) A waste of time

SECTION TWO

1. Is Art taught in this school ?

- (a) Yes
- (b) No
- (c) Don't know

2. Why do you think Art is taught in the school

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3. Is it a compulsory subject or is it an option ?

- (a) Compulsory
- (b) Option
- (c) Don't know

4. How many Art teachers are employed in this school ?

- (a) One
- (b) Two
- (c) Three
- (d) Don't know

5. Do you regularly attend Parent-Teacher meetings ?

- Yes
- No

6. Do you think that there is a need for such events

- Yes
- No

6a. Why ?

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7. Have you met the Art teacher or Art teachers at such events ?

Yes
No

7a. Why ?

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8. Is Art an examination subject in the Junior Certificate ?

(a) Yes
(b) No
(c) Don't know

9. Is Art an examination subject in the Leaving Certificate ?

(a) Yes
(b) No
(c) Don't know

10. What kind of things do the students do in their Art classes ?

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11. What kind of career opportunities are available in Art or Design ?

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12. What are they ?

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13. What age is your son ?

14. What year is he in ?

15. What subjects is he studying at present ?

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16. Which subjects does he prefer ?

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17. Which subjects does he like least ?

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18. How many hours per week does he spent on his homework ?

- (a) Up to one hour
- (b) 1 to 2 hours
- (c) 2 to 3 hours
- (d) Over 4 hours

19. Which two subjects take up most of his homework time ?

1.
2.

20. How much time does he spent on Art homework or other artistic activities each week ?

- (a) 10 to 30 minutes
- (b) 30 to 60 minutes
- (c) 1 to 2 hours
- (d) None

21. Give three reasons why he choose art for his Junior Certificate

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22. Give three reasons why he did not choose art for his Junior Certificate

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23. Do you think that Art Education for your son is

- (a) Worthwhile
- (b) Useful
- (c) A waste of time
- (d) Therapeutic
- (e) Intellectually demanding
- (f) Changelling

24. Give reasons why you think so

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25. What do you hope that your son will do after he leaves Post-Primary ?

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26. What reasons have you for holding such aspirations ?

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27. How would you feel if your son decided to pursue a career in Art or Design ?

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28. Would you try to influence this decision in any way ?

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29. Why ?

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30. Do you encourage or discourage your son to partake in art activities

- (a) Encourage
- (b) Discourage

31. How ?

32. Why / Why not ?

33. Are there art resources , such as paper , paint , pencils , clay ,
art history or design , etc. for your son at home ?

- (a) Yes
- (b) No

34. Why is there resources in the home ? / Why isn't there ?

35. List the resources available

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36. If more school time could be spent on one subject area, in your opinion which should it be? rate the subject areas from 1 to 17

- (a) English
- (b) Irish
- (c) Mathematics
- (d) Geography
- (e) History
- (f) French
- (g) German
- (h) Spanish
- (i) Art
- (j) Music
- (k) Home Economics
- (l) Science
- (m) Commerce
- (n) Woodwork
- (o) Metalwork
- (p) Physical Education
- (q) Technical Drawing

37. Why?

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38. In general what is your attitude to Art Education ?

39. What is your attitude to Art Education for your son ?

APPENDIX 2

**Interview Conducted With Kevin Connaughton, Home School Liaison
Officer At St. Aidans Community School, Brookfield, Tallaght, Dublin 24.**

Q.1 What is a Home-School Liaison Officer? What is the role of a Home-School Liaison Officer? What functions do you carry out?

I work with parents I am trying to raise their perception of education. I am trying to get them involved in education, through that, there would be more of an awareness of what their own child is doing, more interested in what their child is doing. I am trying to make them take on their part of the role as educator as well. The other thing, the other side of the job is where there are areas of concern, when a student is not performing well I would call out and talk to parents and see if there is a problem there that the school should know about. Looking out for the welfare of the child or the student but yet not being a councillor.

Q.2 What kind of parents do you deal with in the Adult Education courses?

In Adult Education, there are a huge number of young mothers. I was hoping to get some of our own student's parents. A lot of the mothers use the creche here, so they would be very young. It is nearly all women, only one of two men that attend these courses. Women seem to be the ones that have left the school system early themselves, they may have their inter cert but a lot of them would not have that. Due to, either the fact that there was a job there and they were pushed into it, or that they had a bad experience of school, they left school at an early age. The treatment that they received in school

put them off of it so they are coming back here to fill in the gaps. We have one or two parents, whose kids are teenagers now and have grown up. It is mainly mothers of young children.

Q.3 You said that it was mostly women, only one or two men that attended these adult education courses. Why is this? Is it because they are working or, are there other reasons?

No, there is quite alot of them unemployed they are at home alright but I do not know whether they would actually feel a bit embarrassed coming up here to the school. I do not think that there is any shame in being unemployed, around here they can not be, because there are so many people unemployed. It can not be the shame factor, but for anything you are doing it is very hard to get the men mobilized.

Q.4 When dealing with parents in the home, do both parents deal with you, or is it just one parent, if so which one?

It has been fifty/fifty. Sometimes it is the mother on her own, because the mother is on her own, as she is a single parent. And then where the husband is at home they have been quite happy to see me, the pair of them together.

Q.5 Which parent participates most in his/her child's education, do both parents participate equally or does one parent dominate.

The mother seems to be more aware of and involved in the child's schooling. I think the mother as regards school business, notes home and signing the journal, takes care of that side of things.

Q.6 What about the boys education, does the mother dominate here again?

I think generally speaking, its that kind of thing, the home is a nest and the mother takes care of it, this is the impression that I get anyway.

Q.7 In what way do parents receive you, are they hostile towards you?

When I explain what I am there for, I am not there for negative reasons, I am not there for discipline or whatever, and when I say that the school is concerned, everyone of them have been quite friendly. Dealing with discipline problems, this must not be a perception parents have of me.

Q.8 Do you think that parents see the need for a Home School Liaison Officer?

Am, ya.. when I have called out to homes parents have seen it as a good idea. I have called out to ones where they are not getting any attention from the school, they could be quite kids who are generally getting along with their work , these parents now get a chance to say what they feel about the school.

Q.9 Are parents reluctant to come to parent-teacher meetings?

It depends on the class, it seems that the stronger bands, those who are going to be doing honours papers, we do get a higher attendance here. But as you go down to the more remedial level, it drops off, there seems to be some type of apathy down there you know. It is seldom that I have actually called out to a house where there is a remedial student and the parents are bending over backwards to encourage him/her to bring him/her on in terms of school work. There seems to be some correlation between the low achiever and uninterested parents.

There is one statistic that we were given when we started this course. Between the age of five and sixteen that the student only spends something like sixteen or seventeen per cent of his waking time in school. The rest, eighty per cent is spent in the home environment and that is what is really shaping them you know.

What I am trying to do is to tap in on that eighty per cent and see if parents can use it a bit better and take on their role as educators, realise their role as educators and see if they can do something about it.

Q.10 What are parents attitudes to education in general?

They would have been negative but through adult education they are seeing that school is different now. As I say some of them left school as young as they could because of what was going on. As they work in the school they see that kids nowadays are getting more encouragement.

Q.11 Talk to me about the Ceramic Classes.

One of the parents is the tutor, they are very keen in it. We ran it for five weeks prior to mid term break, the numbers were quite big, now there is always a lapse after mid term, a break in the routine, this morning it was down to three or four.

Q.12 Do you think that by doing such a course their attitudes to art education are altered?

I think that it has given them more of an appreciation of structure, they are making things with their hands and they have to analyse what they are making. They are seeing things through different perspectives. They can see it as an actual skill to make something.

They think if they had the chance that they could have done well at art. They are making something concrete and at the end they bring home something that they can look at and say I made that. A lot joined the class thinking, I like art but I am not going to be very good.

Q.13 What is the rate of unemployment in this area?

It is extremely high. I was talking to one woman this morning and she said that her husband had been out of work for 6 years but some have small sidelines.

Q.14 Who do you find is the authority figure in the home, or do both parents hold an equal amount of authority?

An awful lot of them are single parents when writing notes home, it is Dear parent rather than Dear Mr. and Mrs. X. So obviously who ever is left behind is the authority figure. In couples I think the mother takes control of the situation but she uses the father as a back up. He seems to be the kind of one who is the group force, when things come to a head. Generally he is in the background most of the other time.

Q.15 Is the father in the background for instance when there is decisions to be made about the child's education, choosing subjects for example?

He would get a look in here alright. When we had our first year parents evening for those incoming first years, quite a large number of fathers did attend for at least that stage, but I imagine when the parent teacher meetings come along then it is mainly the mother, you do not meet much fathers.

Q.16 What types of expectations and levels of aspirations do parents who are long-term unemployed hold for their children?

I think that first of all they view things with regard to job potential. Subject choice is quite high on the agenda, you could become this and you could become that if you select this subject or if you select that subject.

Securing employment seems to be a big thing. There is also a lot of them who are aware of grants if their kids wanted to go on to third level. Now more and more of them are talking about pushing their child onto third level, trying to get them to continue. I think that has a lot to do with the unemployment issue. They are saying that there are no jobs for their children anyway so they might as well continue with their education. We do not lose that many students now after inter cert you do not find many students leaving at that stage.

Q.17 What are fathers attitudes to education, for their daughters?

It depends on the academics, when I call into the home of bright children the fathers are there and they want them to get a career as such but lower down where the child is very average, the catering course for the girl, the father seems to think is appropriate. They will get a job in the restaurant.

Q.18 What are the fathers attitudes towards education for their sons?

They will push them further. Again if they are bright at all, 3rd level education is encouraged. Down further they are at least pushing them towards a trade. They realise that the daughter should work and be self sufficient, but they do not view the girl as having a career. For the fellow, even if he was a very average student they would still want him to get a trade or get something that has potential.

Q.19 In what way, do you think, fathers would react if their son decided to pursue a career in the visual arts?

I am trying to think of one who wanted to go to art college and in that case that I am thinking of, he was dissuaded. I think that they do not see a career at the end of it all, you are going to become an artist and what then you know.

Q.20 Do you think the mother would react in the same manner?

I think she would. If her son was to go into pure art she would be more worried about it, on the other hand if he said he was going to take a course in draughtmanship or architecture or something similar to that, she would not mind. Parents in this area do not know what career opportunities are available in the visual arts. The whole design as such, the only aspect of design that they think of is architecture. They are not aware of the other areas of design.

Q.21 Do you think that their attitudes would be similar, if their daughter decided to pursue a career in art or design?

I do not know what their attitudes would be, I do not think there has ever been a problem with girls and art college. Maybe the reason being, that they feel she will be able to earn some money out of it, they would not see it as being a career as such. I do not really know what way they would react if their daughter decided to pursue an art course.

Q.22 Do you think that parents view the male as a breadwinner?

What ever he earns has to be quite big and has to be secure. There is a difference between the way working class parents view boys and girls. The girl will hopefully get married anyway. She does not need a secure career as such. It would be extra money if she was working but it would not be the essential income, I see that alot in this area. Security is high in the agenda when you are talking about careers for the boy.

Q.23 What are the pupils own perception of Art Education?

I think they themselves are not really aware of the visual arts beyond post primary level, neither are their parents.

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