
DR. LYNN A. HALL
DEPARTMENT OF LITERACY

Abstract: The presentation examines how the dominant motherhood ideology reflected in popular culture shapes parental participation expectations in education within a context of inequitable resources of families and communities in the United States. Market forces, as a result, often predominate over the equitable integration of actual family needs and resources into education policy and curriculum. To illustrate, evidence will be presented from Ladies Home Journal and Parents’ magazines published during the 1940s and 1950s when an merging consumerist society and growing middle class encouraged the predominant role of women in children’s education despite socioeconomic diversity as well as sociopolitical shifts in women’s lives. Drawing from historical research, the presenter will suggest that the “mother as teacher” motif continued to shape parental participation expectations in education in the 21st century despite continuing family and community resource diversity.